

GRADE 7

TERM 1

TEST BUNDLE

PREVIEW



Grade 7 English HL Term I Test I

QUESTION 1: READING COMPREHENSION

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

The Barbary Lion



<https://www.downtoearth.org.in/interviews/wildlife-biodiversity/barbary-lion-reintroduction-in-north-africa-is-possible-but-needs-long-term-plan-7296>

The Barbary lion, also known as the Atlas lion, once roamed the mountains and deserts of North Africa. This majestic creature was famous for its impressive size and distinctive dark mane, which extended along its belly. Historically, the Barbary lion played a significant role in the culture of the Berber people, who revered it as a symbol of strength and bravery.

These lions were larger than most modern lions, with males weighing between 180 – 270 kilograms. Their thick mane not only protected them during fights but also helped them stay warm in the cooler climates of the Atlas Mountains. Due to habitat loss and excessive hunting, the Barbary lion was driven to extinction by the early 20th century.

The last known wild Barbary lion was shot in the Atlas Mountains in 1926. Some believe that a few individuals may still exist in captivity, descended from lions kept by Moroccan royals. Conservation efforts are underway to protect these lions and possibly reintroduce them into protected areas.

The story of the Barbary lion serves as a reminder of the impact of human activities on wildlife. It highlights the importance of conservation and the need to protect endangered species before it is too late.

1.1. Where did the Barbary lion originally live?

1.2. What was the Barbary lion previously named?

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QUESTION 2: VISUAL TEXT

2. Read and analyse the advertisement below.

XUV300
AFRICA'S SAFEST
MAHINDRA XUV300
 *XUV300 is the first Global NCAP 5-star car
Safest for your child
SAFEST FOR YOU

Book a test drive with the safest car in Africa
 the new Mahindra XUV300

Book online at www.mahindra.com

Bookings only until 20 April 2024

Join us and bring your family for a spin!

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

2.2. Which model of car is being advertised? (1)

2.3. What is the slogan of this company? (1)

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

2.5. Where can you book a test drive for this car? (1)

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5

QUESTION 4: LANGUAGE

4. Answer the language questions.

4.1. Correct the punctuation in the following sentence. (2)

however some believe that a few individuals may still exist in captivity descendants of the lions kept by moroccan royals

4.2. Combine these two sentences using a coordinating conjunction. (1)

The Barbary lion was famous for its impressive size. It had a distinctive dark mane.

4.3. Rewrite the following sentence in the past perfect tense. (2)

"These lions were larger than most modern lions."

4.4. Change the following sentence to passive voice. (1)

Humans drove the Barbary lion to extinction in the wild.

4.5. Rewrite these sentences, using the correct plurals. (3)

a) There were seven car in a row.

b) There were several different model to choose from.

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8

- Reading comprehension (20)
- Visual text (10)
- Summary (10)
- Language structures and conventions (20)

Test Total: 60

Number of pages: 12



Grade 7 English HL Term I Test 2

QUESTION 1: READING COMPREHENSION

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

The sun dipped low on the horizon, casting a golden glow over the small coastal village of Coral Bay. Ethan, a 13-year-old boy with a knack for adventure, paddled his wooden canoe near the jagged cliffs, where seabirds circled and called out to the waves below. The ocean was unusually calm, the water reflecting the sky like a mirror.



This was Ethan's favourite time of day, when the world seemed to hold its breath, and the ocean whispered its secrets to those who dared to listen. As he rounded a bend in the cliffs, something caught his eye—a flash of movement near the rocks. At first, he thought it was a fish jumping, but as he paddled closer, his heart sank.

A dolphin was circling frantically, its sleek body glinting in the sunlight. Ethan squinted and saw the problem: a baby dolphin was caught in a discarded fishing net, its tiny fins flailing helplessly.

He knew he had to act fast. "Hang on, little guy," he murmured as he anchored his canoe to the nearest rock. The waves lapped against the boat, but he ignored them. Without a second thought, Ethan slipped into the water.

The icy waves stung his skin, sending a shiver down his spine, but he knew the baby dolphin let out small, squeaky cries as Ethan approached, carelessly. The net was tangled tightly around its fins and tail, cutting into its

"Hold still," Ethan whispered, though he knew the dolphin couldn't understand. His fingers worked quickly but carefully, pulling at the tough ropes. The dolphin hovered nearby, watching his every move. She nudged him gently, urging him to hurry.

Ethan's arms ached, and his hands were raw from the rough netting. He muttered, more to himself than the dolphin. Finally, with one last tug, the dolphin was free. It darted away but quickly returned to circle him, joined by

The dolphins swam around Ethan in what felt like a joyful dance. The dolphin against his arm, her smooth skin cool to the touch. Ethan smiled, a moment of pure connection with the ocean and its creatures.

Exhausted but exhilarated, Ethan climbed back into his canoe. The fiery orange ball sinking into the horizon. He sat there for a moment, watching the dolphins disappear into the deep blue.

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QUESTION 2: VISUAL TEXT

2. Read and analyse the advertisement below.

2.1. What is the title of the poster? (1)

2.2. List two benefits of marine protected areas mentioned in the poster. (2)

2.3. What image is used to represent marine protected areas? (1)

2.4. How does the poster use visuals to emphasize the importance of protecting marine areas? (1)

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QUESTION 4: LANGUAGE

4. Answer the language questions.

4.1. Identify the nouns in the following sentence. (2)

Marine Protected Areas help to protect endangered species like turtles and coral reefs.

4.2. Circle the adjective in the following sentence. (1)

Marine Protected Areas are essential for the survival of many endangered species.

4.3. Choose the correct verb to complete the sentence. (1)

Marine Protected Areas (is/are) crucial for protecting marine life. _____

4.4. Fill in the blank with the correct preposition. (1)

Marine Protected Areas are important _____ preserving marine ecosystems.

4.5. Replace the underlined noun with a pronoun. (1)

Marine Protected Areas provide protection to the ocean.

4.6. Choose the correct conjunction to complete the sentence. (1)

Marine Protected Areas protect marine life, _____ they also improve the health of oceans.

a) but

b) and

c) because

4.7. Write the plural form of the following nouns: (2)

a) Species: _____

b) Net: _____

4.8. Change the following sentence from direct speech to indirect speech. (2)

He said, "Marine Protected Areas are essential for conservation."

4.9. What is the antonym of the word "protect"? (1)

4.10. Fill in the blank with the correct form of the verb. (1)

Marine Protected Areas _____ (help) marine ecosystems thrive.

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- Reading comprehension (20)
- Visual text (10)
- Summary (10)
- Language structures and conventions (20)

Test Total: 60

Number of pages: 12

Dm

Grade 7 Afrikaans FAL Term 1 Test 1

VRAAG 1: LITERÊRE / NIE -LITERÊRE TEKS (20)

1. Lees die storie en beantwoord die vrae wat volg.

'n Dag in die lewe van 'n Veearts



Elke dag begin vroeg vir die veearts. Sy staan op, eet 'n vinnige ontbyt en maak haar gereed vir die dag. Sy weet nooit wat die dag vir haar sal inhou nie, maar sy is altyd gereed vir enige uitdaging.

Die veearts gaan eerste na die praktyk, waar sy haar dag begin deur die afspraak vir die dag te bekijk. Sy maak seker dat al die nodige toerusting reg is en dat die spreekkamers skoon en gereed is vir die dag se pasiënte.

Haar eerste afspraak is 'n hond wat 'n enting nodig het. Sy ontmoet die eienaar in die wagkamer, stel die hond op sy gemak en gee hom die nodige inspuiting. Die eienaar bedank haar en vertrek.

Die res van die dag gaan sy van die een pasiënt na die volgende, van 'n kat tot vee en perde. Sy voer operasies uit, behandel siek diere en gee advies oor hoe om hulle troeteldiere gesond te hou.

Teen die einde van die dag is die veearts moeg maar voldaan. Sy weer en hulle geliefde troeteldiere gehelp het en sien uit na 'n rustige aand.

1.1. Wat is die titel van die storie?

1.2. Hoe begin die dag vir die veearts?

1.3. Gee die antoniem vir 'vroeg'.

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VRAAG 4: TAALSTRUKTURE EN KONVENSIËS (20)

4. Antwoord die volgende taal vrae.

4.1. Gee die meervoud en verkleinwoorde vir die volgende: (6)

Woord	Meervoud	Verkleinwoord
Hond		
kat		
leeu		

4.2. Skryf die byvoeglike naamwoord in die sin: "Die groot hond loop vinnig." (1)

4.3. Gee die antoniem vir die onderstreepte woord: (1)

Dit is regtig baie. -----

4.4. Wat is die ontkeningsvorm van die volgende sin: (1)

- a) Die hondjies is nie baie gesond.
 b) Die honsjies is baie gesond.
 c) Die hondjies is baie gesond nie.
 d) Die hondjies is nie baie gesond nie.

4.5. Plaas die volgende woorde in alfabetiese volgorde: kat, hond, olifant, seekoei. (1)

4.6. Skryf die teenwoordige tyd van die werkwoord "gehardloop." (1)

4.7. Skryf die volgende sin in die verlede tyd. (2)

"Ek sit op die stoel."

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

"Ek sit op die stoel."

4.9. Omkring die infinitiewe werkwoord in die volgende sin: (1)

Veeartse geniet dit om operasies uit te voer.

4.10. Benoem die tipe sin wat volg. (1)

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7

1.13. Wil jy 'n veearts word? Gee 'n rede vir jou antwoord.

VRAAG 2: VISUELE

2. Kyk na die tydskrifvoorblad en beantwoord die vrae.



2.1. Wat is die naam van die tydskrif? (1)

2.2. Wat sien jy eerste in die advertensie raak? Dink visueel. (1)

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4

- Begripstoets (20)
- Visuele teks (10)
- Opsomming (10)
- Taalwerk (20)

Test Total: 60

Number of pages: 11

Dm

Grade 7 Afrikaans FAL Term 1 Test 2

VRAAG 1: LITERÊRE / NIE -LITERÊRE TEKS (20)

1. Lees die onderstaande verhaal en antwoord die vrae.**.

Johan gaan na die dokter

Johan was al vir 'n paar dae nie lekker nie. Hy het maagpyn gehad en sy liggaam het warm gevoel. Sy ma het besluit om hom na die dokter toe te neem. Die oggend het hulle na die plaaslike kliniek toe gegaan. "Johan, ek sal buite wag. Vul asseblief die vorm in wat ek vir jou gegee het," het sy ma gesê toe hulle daar aankom.



Johan het sy oë geskuif na die lang vorm wat voor hom gelê het. Dit het nie so moeilik gelyk nie, maar hy was nie seker of hy alles reg sou invul nie. Die vorm het vrae gevra oor sy naam, sy adres, sy ouderdom, en of hy al voorheen siek was. Johan het die vrae een vir een beantwoord, maar hy was onseker oor sommige van die mediese terme.



Na 'n paar minute het Johan klaar gemaak en die vorm in die inskrywing kantoor neergesit. Hy het in die wagkamer gesit en gewag vir die dokter om hom te roep. Terwyl hy gewag het, het Johan gedink aan die keer toe hy met sy ouma na die dokter toe gegaan het. Hy was toe baie jonger, maar nou was hy groot genoeg om dinge self te doen.

Toe die dokter hom roep, het Johan hom opgestaan en na die dokter het hom vriendelik gegroet en hom gevra om in die st het die dokter gevra. Johan het verduidelik dat sy maag see dae koors. Die dokter het na sy maag gekyk en ander toetse gesê: "Dit lyk of jy 'n maaginfeksie het. Dit is nie ernstig nie, i voorskrif gee om die pyn te verlig."

Johan het die voorskrif ontvang en die dokter bedank. Hy het apteek toe gegaan om die medikasie te kry. Terug by die hui begin neem en al beter beginwoord.

1.1. Waarom het Johan na die dokter toe gegaan?

1.2. Waar of onwaar. Indien onwaar, korreger die stelling.

Johan se ma het die doktersvorm ingevul.

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MEMO GR 7 AFRIKAANS FAL KW I TOETS 2

VRAAG	ANTWOORD	MERKE	LEERDER SE MERK
VRAAG 1: BEGRIPSTOETS			
1.1.	Johan het na die dokter toe gegaan omdat hy maagpyn gehad het en koors gehad het.	2	
1.2.	Onwaar. Johan se ma het vir hom gesê om die vorm self in te vul.	2	
1.3.	Johan het die vorm self ingevul deur die vrae een vir een te beantwoord.	2	
1.4.	Die dokter het Johan gevra hoe hy voel.	1	
1.5.	Die dokter het vir Johan gesê dat hy 'n maaginfeksie het.	1	
1.6.	d) Apteek gegaan om sy medikasie op te haal.	1	
1.7.	Johan het gedink aan die keer toe hy met sy ouma na die dokter gegaan het en dat hy nou oud genoeg is om dinge self te doen.	2	
1.8.	gekyk en gedoen	1	
1.9.	Navors, speur Omgee, toesig	2	
1.10.	nie lekker/ onlekker nag	2	
1.11.	a) dag → dae b) vorm → vorms	2	
1.12.	stoel → stoeltjie dokter → doktertjie	2	
		Totaal: _____/20	

VRAAG 2: VISUELE TEKS

2.1.	Nee, Johan het nie die vorm klaar ingevul nie.	1	
2.2.	Hy het nie die jaar waarin hy gebore is, ingevul nie, wat 2012 is. Hy het nie sommige van die velde ingevul nie, soos vorige operasies of die hele afdeling oor sy dokterbesonderhede. Hy het die vorm onderaan nie onderteken nie.	2	
2.3.	b) Skulvis	1	
2.4.	www.drshodwe.com/ info@drshodwestudio.com	1	
2.5.	085 432 6748	1	
2.6.	Nee, daar is geen chroniese toestande nie.	1	
2.7.	Toestande.	1	
2.8.	Vormpie.	1	
2.9.	Die vorm is waarskynlik op hierdie manier opgestel om dit makliker en vinniger vir die gebruiker te maak om die inligting te verstaan en in te vul. 'n Netjiese uitleg help om die inligting duidelik en ordelik te hou, wat die proses doeltreffender maak.	1	

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9

VRAAG 2: VISUELE TEKS

1. Kyk na die mediese vorm wat Johan ingevul het en

- a) Stoel → -----
b) dokter → -----

MEDIESE VORM

PASIENT INLIGTING	
Naam	Johan Berha
Geboortedatum	17 Mei
Geslag	manlik
Address	
Telefoonnommer	085 432 6748
Epos	

MEDISE GESKIEDENIS	
Allergie	skulvis
Huidge medikasie	
Vorige operasies	Geen
Chroniese toestande	geen

DOKTER BESONDERHEDE	
Insurance Company	
Versekeringsmaatskappy	
Groepnommer	

TOESTEMMING EN HANDTEKENING

Pasient handtekening
Datum:

Lees die volgende:

Johan is op 17 Mei 2012 gebore en is tans 12 jaar oud. Hy is allergies vir seekos en het al twee vorige operasies ondergaan: sy blindederms is verwyder en hy het 'n operasie aan 'n gebreekte skouer gehad. Johan gebruik tans geen medikasie nie.

2.1. Het Johan die vorm klaar ingevul?

(1)

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4

- Begripstoets (20)
- Visuele teks (10)
- Opsomming (10)
- Taalwerk (20)

Test Total: 60

Number of pages: 11

Dm

Grade 7 Life Orientation Term I Test I

- 1.8. The hormone that triggers physical change in girls during puberty is... (1)
- Testosterone
 - Estrogen
 - Endocrine
 - Sebum
- 1.9. Which of the following is NOT a component of emotional health? (1)
- Self-awareness
 - Empathy
 - Assertiveness
 - Physical fitness
- 1.10. Which of the following is an example of a healthy relationship boundary? (1)
- Allowing a friend to constantly borrow money without repayment
 - Respecting each other's personal space and belongings
 - Always giving in to a partner's demands to avoid conflict
 - Ignoring a friend's feelings and opinions

1.1.	1.2.	1.3.	1.4.	1.5.	1.6.	1.7.	1.8.	1.9.	1.10.
------	------	------	------	------	------	------	------	------	-------

(10)

QUESTION 2: TRUE OR FALSE (6 MARKS)

2. Say whether the following are true or false. Circle the box

2.1. Peer pressure can have a positive influence on your decisions

True False

2.2. Emotional intelligence is the ability to understand and manage

True False

2.3. Washing your hands regularly is important for maintaining good

True False

2.4. Puberty affects only boys, not girls.

True False

2.5. Cyberbullying only occurs when someone is physically harmed

True False

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2.6. Physical health refers only to the absence of illness

True False

QUESTION 3: FILL IN THE MISSING

3. Fill in the missing words in the sentences below

3.1. _____ your hands with soap and water to prevent the spread of germs.

3.2. _____ your teeth at least twice a day

3.3. _____ regularly helps cleanse the body

3.4. _____ your mouth when coughing or sneezing to prevent the spread of respiratory viruses.

QUESTION 4: SHORT ANSWERS (25)

4. Answer the following questions.

4.1. List two ways in which you can manage stress effectively. (2)

4.2. Explain why it is important to have good communication skills. (2)

4.3. Scenario: Your friend has been skipping school and seems to be struggling with personal issues. Describe how you would support your friend in this situation. (2)

4.4. Explain why it is important to resist negative peer pressure. (2)

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QUESTION 6: (7 MARKS)

6. Read the following text and answer the questions that follow.

Connie experienced recently that she didn't want to spend as much time with her family as before anymore. Sometimes she gets angry with them because it seems like they don't truly understand her. She is more interested in spending time with her friends than her family. She is more interested in what her friends think about her and how they feel about her. Her parents feel like there is a gap between her and them. In actual fact they do everything they can for her and truly do care about her. They love her with all their heart. Connie recently came home very emotional because her friends discussed her weight. She knows she is slightly overweight but why should she be treated differently? Her parents could see that something was upsetting her. They could reassure her of their unconditional love for her. Connie realised that her family plays an important role in her self-image.



6.1. With who do we usually have our first relationship? (1)

6.2. Why is there a distance between Connie and her family? (1)

6.3. Why do young people take the opinion of their friends so seriously? (1)

6.4. Why does our family play an important role in our self-image? (2)

6.5. Name two strategies that help to improve your self-image. (2)

(7)

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7

- Self-image
- Puberty
- Emotions
- Peer pressure

Test Total: 70

Number of pages: 12

Dm

Grade 7 Life Orientation Term I Written Task

SECTION A: BASIC HYGIENE PRINCIPLES AND SELF-IMAGE

QUESTION 1: BASIC HYGIENE PRINCIPALS

1.1 List any five basic hygiene practices that everyone should follow to maintain good health. (5)

- _____
- _____
- _____
- _____
- _____

(5)

QUESTION 2: SELF-IMAGE

2.1 Define the term self-image. (2)

2.2 Identify and explain three positive personal qualities that help develop a good relationship with: (3)

- Yourself
- Your family
- Your friends



2.3 Suggest two strategies you can use to enhance your self-image yourself.

2.4 Describe one way you can enhance someone else's self-image for diversity.

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SECTION B: PUBERTY AND GEN

QUESTION 3: CHANGES IN B

3.1 Briefly describe two physical changes that occur

- Boys
- Girls

3.2 Name and explain two emotional changes that during puberty.

3.3 Discuss how understanding these changes can

3.4 Suggest two ways to show respect for your own and others' body changes and emotions during this time. (2)

3.5 Read the following text and answer the questions that follow.

Thandi has always been a cheerful and cooperative girl, but lately, her behaviour has changed. She gets frustrated easily, slams doors when she's upset, and argues with her parents over small things. Thandi has also started spending more time alone in her room, saying she needs "space." Her mom noticed that she's been more emotional than usual and often bursts into tears without explaining why.

At school, Thandi's teacher has observed that she's been distracted in class and not completing her homework on time. When her best friend, Zanele, asked what was wrong, Thandi said she feels like no one understands her anymore.



a) What physical and emotional changes during puberty might be causing Thandi to act this way? (2)

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3

MEMORANDUM GR 7 LO TERM I WRITTEN TASK

QUESTION	ANSWER	MARKS	LEARNER MARK
QUESTION 1: BASIC HYGIENE PRINCIPALS			
1.1.	Any 5 suitable answers: <ul style="list-style-type: none"> • Wash hands regularly • Bathe or shower daily • Brush teeth twice a day • Keep nails clean • Wash clothes regularly 	5	
		Total: ____/5	
QUESTION 2: SELF-IMAGE			
2.1.	Self-image is how you see yourself, including your appearance, abilities, and character.	2	
2.2.	<ul style="list-style-type: none"> • Yourself: Staying positive about your achievements. • Family: Being kind and supportive. • Friends: Listening to and respecting their opinions. 	3	
2.3.	Any 2 suitable answers: <ul style="list-style-type: none"> • Practicing self-care. • Setting realistic goals. • Speak positively about yourself and avoid self-criticism. • Surround yourself with supportive and encouraging people. • Acknowledge your strengths and work on areas of improvement without judgment. • Take time to pursue hobbies and activities that make you happy. • Practice gratitude by focusing on what you have accomplished and what you value. • Maintain healthy boundaries in relationships to protect your emotional health. 	2	
2.4.	By celebrating cultural differences and learning from others' experiences.	2	
		Total: ____/9	
QUESTION 3: CHANGES IN BOYS AND GIRLS			
3.1.	Boys:	2	

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- Self-image
- Puberty
- Emotions
- Peer pressure

Test Total: 70

Number of pages: 12



Grade 7 History Term I Test I

SECTION A: THE KINGDOM OF MALI AND TIMBUKTU (25 MARKS)

QUESTION 1

1. Read each sentence say if it is True or False. Tick the correct box. (5)
- 1.1. Sunnu Ali was the most famous ruler of the Kingdom of Mali.
 True False
- 1.2. Timbuktu was the capital city of the Kingdom of Mali.
 True False
- 1.3. Trading was the major economic activity in the Kingdom of Mali.
 True False
- 1.4. Mansa Musa was known for his extravagant pilgrimage to Mecca, during which he distributed so much gold that it cause inflation in Egypt.
 True False
- 1.5. The university of Timbuktu was a renowned centre of learning and scholarship in the medieval world.
 True False

[5]

QUESTION 2: COLUMN MATCH

2. Match the terms in Column A with their correct descriptions in () only the correct letter in the table below.

Column A	Column B
2.1. Griot	a) Leader of the Mali Empire in the 14th
2.2. Timbuktu	b) A great centre of Islamic learning
2.3. Mansa Musa	c) A storyteller and keeper of history
2.4. Mecca	d) City visited by Mansa Musa on his pi
2.5. Gold and salt trade	e) Key to Mali's wealth
2.6. Hajj	f) The gold coin used as a type pf curre
2.7. Zakat	g) The pilgrimage to Mecca
2.8. Ducat	h) The process of giving to those less fc

2.1.	2.2.	2.3.	2.4.
------	------	------	------

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SECTION B: THE TRANSATLANTIC SLAVE TRADE (25 MARKS)

QUESTION 5

- 5.1. Fill in the missing words in the spaces provided.

- a) West Africa had three distinct empires. They were names Mali, Ghana and _____ (1)
- b) Slaves were brought from _____ (1)
- c) Two out of every _____ died before they arrived in America. (1)
- d) Slaves _____ raw goods such as tobacco, cotton and sugar. (1)
- e) Slaves were _____ to show they belonged to an owner. (1)

- 5.2. Explain what the transatlantic slave trade was and how it operated. (3)
-
-
-

- 5.3. Describe how slaves were captured and transported from Africa to the Americas. (3)
-
-
-

- 5.4. What was the Middle passage, and why was it known to be so brutal? (2)
-
-

- 5.5. How did the transatlantic slave trade affect African societies? (2)
-
-

QUEST

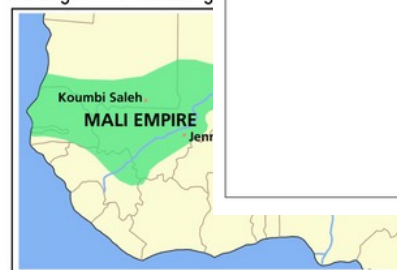
3. Have a look at the following two sources a

Source 1:

Source 1: Excerpt from the journal of

"I reached the city of Timbuktu, which is a large and prosperous learning, with scholars who study mathematics, astronomy, an coming from different parts of Africa."

Source 2: Map of the Kingdom of Mali during



- 3.1. According to the extract, why was Timbuktu important in the 14th century? (2)
-
-

- 3.2. Identify two subjects that scholars in Timbuktu studied, based on the source. (2)
-
-

- 3.3. Why do you think scholars from across Africa and beyond gathered in Timbuktu? (2)
-
-

- 3.4. Name one factor that helped Timbuktu become a major center for trade and learning. (1)
-
-

[7]

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3

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- The kingdom of Mali and Timbuktu
- Trade across the Sahara Desert

Test Total: 50
Number of pages: 10



Grade 7 History Term I Test 2

QUESTION 2: COLUMN MATCH

2. Match the items in Column A with their descriptions in Column B. Write the correct letter from Column B in the grid below.

COLUMN A	COLUMN B
2.1. Caravan	a) Major commodity traded
2.2. Camels	b) Groups of traders and goods
2.3. Salt	c) "Ships of the Desert"
2.4. Sahara Desert	d) Exchanged for salt
2.5. Gold	e) Important trade network

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

(5)

SECTION B: THE KINGDOM OF MALI

QUESTION 3: FILL IN THE BLANKS

3. Fill in the blanks.

- 3.1. The Kingdom of Mali was located in _____ Africa. (1)
- 3.2. Mansa Musa's famous pilgrimage to _____ showcased Mali's wealth. (1)
- 3.3. Mali's economy was based on the trade of _____ and ____.
- 3.4. The ruler of Mali during its peak was _____.

QUESTION 4: SHORT ANSWERS

4. Answer the following questions.

- 4.1. Why was Mansa Musa considered a significant figure in the history of Mali?

- 4.2. What role did the Niger River play in the development of Mali?

- 4.3. Define an empire.

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MEMORANDUM GR7 HISTORY TERM I TEST 2

QUESTION	ANSWER	MARKS	LEARNER MARK
----------	--------	-------	--------------

QUESTION 1: MULTIPLE CHOICE

1.1.	b) Exchange of goods	1	
1.2.	b) Camels	1	
1.3.	c) Gold	1	
1.4.	b) Use of camels and established trade routes	1	
1.5.	d) All of the above	1	

Total: ____/5

QUESTION 2: COLUMN MATCH

2.1.	b) Groups of traders and goods	1	
2.2.	c) "Ships of the Desert"	1	
2.3.	a) Major commodity traded	1	
2.4.	e) Important trade network	1	
2.5.	d) Exchanged for salt	1	

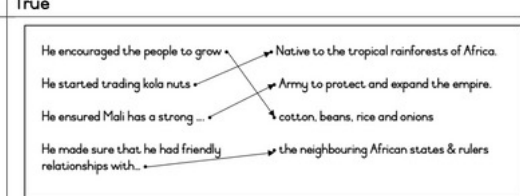
Total: ____/5

QUESTION 3: FILL IN THE BLANKS

3.1.	West	1	
3.2.	Mecca	1	
3.3.	Gold; salt	2	
3.4.	Mansa Musa	1	

Total: ____/5

QUESTION 4: SHORT ANSWERS

4.1.	Mansa Musa expanded Mali's territory, made a famous pilgrimage to Mecca that displayed Mali's wealth, and supported education and religion by building schools and mosques.	2	
4.2.	The Niger River provided water for agriculture, a transportation route for trade, and connected Mali to other regions.	2	
4.3.	An empire is a group of states or countries that are ruled by one authority, such as an emperor, government or monarch.	2	
4.4.	True	1	
4.5.		4	

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8

SECTION C: THE CI

QUESTION 5:

5. Study the following excerpt from Leo Africanus and examine the map of the Mali Empire c.

"In Timbuktu, merchants amass vast wealth; house thousands of manuscripts, and scholarly study. Its markets are bustling, and the mosque education. Yet, the harsh desert surrounds who come and go."



5.1 From the excerpt, list two features that distinguish Timbuktu from other cities of the 14th century.

5.2 Why might scholars and merchants from other parts of Africa and beyond have been drawn to Timbuktu? Provide two reasons. (2)

5.3 Timbuktu thrived despite being surrounded by the harsh desert. What strategies do you think the city might have used to overcome this challenge? (2)

5.4 Imagine you are a merchant traveling to Timbuktu for the first time. What challenges might you face during your journey, and how would you prepare for them? Provide at least two challenges and two preparations. (2)

5.5 Timbuktu is now a UNESCO World Heritage Site. Why do you think preserving Timbuktu is important, not only for Africa but for the world? (2)

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5

- The kingdom of Mali and Timbuktu
- Trade across the Sahara Desert

Test Total: 50

Number of pages: 9

Dm

Grade 7 Geography Term I Test I

QUESTION 1: MULTIPLE CHOICE

1. Underline the correct answer.
- 1.1. What is local history? (1)
 a) The history of the world
 b) The history of a specific area or community
 c) The history of ancient civilizations
- 1.2. Which of the following is a source of historical information? (1)
 a) Television shows
 b) Video games
 c) Old photographs
- 1.3. What can you learn from interviewing an older person in your community? (1)
 a) Future predictions
 b) Stories about the past
 c) Science fiction
- 1.4. Objects from the past are called: (1)
 a) Documents
 b) Artifacts
 c) Novels
- 1.5. Which of the following is NOT a type of historical information? (1)
 a) Stories
 b) Advertisements
 c) Objects

QUESTION 2: TRUE OR FALSE

2. Say whether the following are True or False. Write your answer

2.1. Pictures can provide information about what life was like in the

2.2. Written records are not important for understanding local his

2.3. Oral history involves collecting information through stories an

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- Local maps and Street maps
- Sketching maps and explaining routes
- Distance and scale

QUESTION 4: COLUMN MATCH

4. Match the following sources of historical information with what they can tell us. Write your answer in the table below.

Source of information	What it tells us
4.1. Pictures	a) Stories about the past
4.2. Writing	b) Visual details of people/places
4.3. Stories/ Interviews	c) Facts, dates, and events
4.4. Objects	d) Technology and daily life

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

(4)

QUESTION 5: WRITING

5. Explain how you would collect information about an old school building in your local area. (4)

(4)

GRAND TOTAL: 25

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4

QUESTION 3: SHORT

3. Answer the following questions.

3.1. Name TWO sources of information you can use local area.

3.2. How can old photographs help us understand

3.3. What is one way to find out about the history of a building in your local area? (1)

3.4. Why is it important to study local history? (1)

3.5. What kind of information can you get from artifacts? (2)

(7)

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3

Test Total: 50

Number of pages: 10

Dm

Grade 7 Geography Term 1 Test 2

- a) Gravitation
- b) Magnetism
- c) Electricity
- d) The sun

[8]

QUESTION 2: COLUMN MATCH

2. Match the terms in Column A with their definitions in Column B. Write your answer (letter a-e only) in the grid below.

COLUMN A	COLUMN B
2.1. Latitude	a) Shows the relationship between map and real-world distances
2.2. Longitude	b) Measures distance north or south of the Equator
2.3. Scale	c) A tool for determining directions
2.4. Compass directions	d) Measures distance east or west of the Prime Meridian
2.5. Legend/key	e) Explains the symbols used on a map

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

[5]

QUESTION 3: TRUE OR FALSE

3. Read each statement and say whether it is True or False. If correct box.

3.1. There are three types of map scales: a line scale, a word scale
 True False

3.2. Lines of latitude run from west to east across the globe.
 True False

3.3. A street map has two features to help you: grid lines on the r
 True False

3.4. The equator is a line of latitude.
 True False

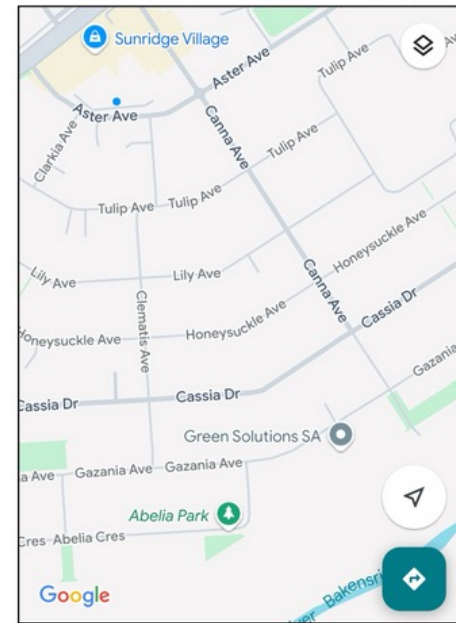
3.5. Equidistant means distance from the equator.
 True False

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- Local maps and Street maps
- Sketching maps and explaining routes
- Distance and scale

QUESTION 6: MAP SKILLS

6. Imagine that you live on the corner of Canna Avenue and Tulip Avenue. You need to explain to your cousin how to walk from your house to the park. Draw a line of the route on the image as well as the house. Write the steps below on the lines.



2.4. Artifacts can tell us about the technology use

2.5. You can only learn about history from books.

QUESTION 3: SHORT

3. Answer the following questions.

3.1. Name TWO sources of information you can use local area.

3.2. How can old photographs help us understand

3.3. What is one way to find out about the history of a building in your local area? (1)

3.4. Why is it important to study local history? (1)

3.5. What kind of information can you get from artifacts? (2)

[7]

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6






Test Total: 50

Number of pages: 11

Grade 7 Natural Science Term I Test I

QUESTION 2: TABLE

2. Complete the following table by filling in the missing categories. All answers must be correct for you to be awarded the mark for one row. One answer has been provided in each column to guide you. (5)

Animal	Name	Vertebrate or invertebrate?	Subsection	Habitat
		Vertebrate		
				Lithosphere
		Vertebrate		
			Insect	
	Sea snail			

3

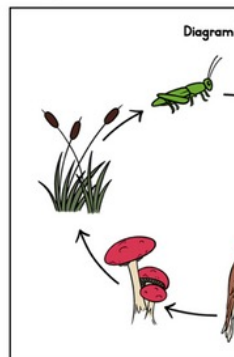
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- The biosphere
- Biodiversity
- Sexual reproduction

QUESTION 4: DIAG

4. Study the diagrams below to answer the c

4.1 Analyse Diagram A below:



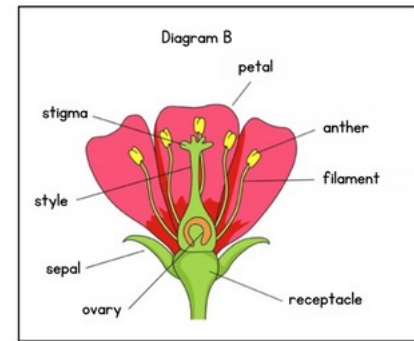
4.1.1. Identify the *primary consumer* in the food chain shown in Diagram A above. (2)

4.1.2. Name the *producer* in the food chain shown in Diagram A above. (2)

5

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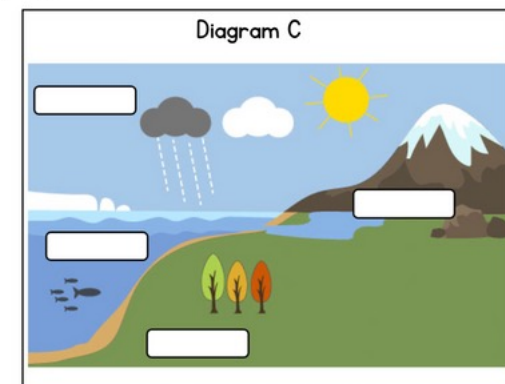
4.2. Review Diagram B below:



4.2.1. Identify the labelled part in Diagram B that produces pollen. (1)

4.2.2. Which part of the flower in Diagram B receives pollen during pollination? (1)

4.3. Study Diagram C below:



6

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Test Total: 60

Number of pages: 13

Dm

Grade 7 Natural Science Term I Test 2

QUESTION 4: SHORT ANSWERS

4. Answer the following:

4.1. Define the term "biosphere" and explain its importance. (2)

4.2. List three factors that can affect biodiversity in an ecosystem. (3)

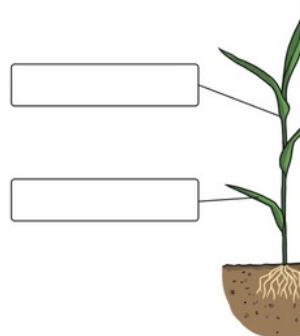
4.3. Describe the main differences between sexual reproduction and asexual reproduction. (4)

4.4. Why is biodiversity important for the survival of ecosystems? (2)

4.5. Look at the picture below. To which group of arthropods does this animal belong? Refer to its body features in your answer.

- a) Type of arthropod: -----
b) Number of legs: -----
c) Number of antennae: -----
d) Body divisions: -----

6.2. Label a monocotyledon plant. Indicate the



4

DesigningMinds

- The biosphere
- Biodiversity
- Sexual reproduction

MEMORANDUM GRADE 7 NS TERM I TEST 2

QUESTION	ANSWER	MARKS	LEARNER MARK
QUESTION 1: MULTIPLE CHOICE			
1.1.	d) Microsphere	1	
1.2.	a) The variety of living organisms in an area	1	
1.3.	d) Anther	1	
1.4.	b) Frogs	1	
1.5.	c) Absorption of water and nutrients	1	
		Total: _____/5	
QUESTION 2: FILL IN THE BLANKS			
2.1.	Biosphere	1	
2.2.	Pollination	1	
2.3.	Sexual	1	
2.4.	Oxygen	1	
2.5.	Opivorous	1	
		Total: _____/5	
QUESTION 3: COLUMN MATCH			
3.1.	b) Water bodies of the Earth	1	
3.2.	c) Fusion of gametes	1	
3.3.	d) Receives pollen	1	
3.4.	e) Part of the Earth for life	1	
3.5.	a) A variety of ecosystems.	1	
		Total: _____/5	
QUESTION 4: SHORT ANSWERS			
4.1.	The biosphere is the part of the Earth where life exists, including land, water, and air. It is important because it supports life by providing resources such as air, water, and food.	2	
4.2.	(Any 3 of the following) <ul style="list-style-type: none"> • Climate change • Pollution • Habitat destruction • Overfishing/ over hunting • Natural disasters 	3	
4.3.	• Sexual reproduction involves the fusion of male and female gametes, while asexual reproduction does not.	4	

QUESTION

9

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7.1. Complete the text by filling in the missing words. (4)

Humans are mammals, which means that biological reproduction requires cells from a male and a female of the species. Male reproductive cells are produced in the a) _____, while female reproductive cells are produced in the b) _____. Sperm travels through the female cervix and the egg has to go through the c) _____. Fertilisation occurs in the uterus/womb. If egg cells are not fertilised, it is released from the female body through a process called d) _____.

7.2. Read the paragraph below and use it to provide an example of each of the following terms:

Mark has a pet dog named Max. Max's mother was a Golden Retriever, and Max's father was a Border Collie. Max has the long fur typical of a Golden Retriever, but his body is lean and agile like a Border Collie. The Border Collie's agility and speed make it excellent for herding sheep, while the Golden Retriever's thick fur helps it stay warm in cold climates.

a) Give an example from the paragraph of an inherited characteristic. (1)

6

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Test Total: 60

Number of pages: 11

Dm

Grade 7 Mathematics Term I Test I

QUESTION 1: WHOLE NUMBERS

1. Answer the following:

1.1. Place these numbers in ascending order. (1)

254 494 240 245 494 240 254 944 240 245 944 240

1.2. Given the numbers: 756 and 435.

a) Give the first 10 multiples for each of these numbers. (2)

b) Give the factors of each of these numbers. (2)

1.3. Round off the following numbers to the nearest. (3)

a) 10: 47, 82, 156 _____

b) 100: 329, 576, 892 _____

c) 1000: 4256, 7892, 12345 _____

1.4. Find the highest common factor (HCF) and lowest common multiple (LCM) of 36 and 48.

2

QUESTION 3: FRACTIONS

3. Answer the following fractions question

3.1. Change the fractions into decimals and

$$\frac{3}{4}, \frac{1}{2}, \frac{5}{8}$$

3.2. Which fraction is greater: $\frac{2}{3}$ or $\frac{3}{5}$?

3.3. Simplify the following fractions:

a) $\frac{18}{24} =$

b) $\frac{60}{100} =$

3.4. Calculate the following:

a) $\frac{15}{25} + \frac{16}{30}$

b) $\frac{38}{45} - \frac{17}{60}$

4

QUESTION 5: WORD PROBLEMS

5. Instructions: Solve the following problems and write your answers in the space provided.

5.1. Sarah is baking cookies, and the recipe calls for $\frac{3}{4}$ cup of sugar. If she wants to make 2.5 times the recipe, how much sugar does she need? (2)

5.2. If a car travels 240 km in 4 hours, what is its speed in km/h? Express your answer in the form of a ratio. (2)

5.3. Calculate 15% of 240. (2)

(6)
TOTAL: 60 MARKS

7

- Whole numbers
- Addition and Subtraction
- Fractions
- Decimals
- Word problems

Test Total: 60

Number of pages: 11



Grade 7 Mathematics Term I Test 2

3.3. HiFi corporation has a laptop for sale for R25 000. When the new model launched, the price of the laptop dropped to R19 000. What is the percentage decrease for the price of this laptop? (3)



[9]

QUESTION 4: DECIMALS

4.1. Round off the following numbers to 1 decimal place. (2)

- a) 1,571 = _____
b) 2,334 = _____

4.2. Convert these fractions into decimals. (8)

a) $\frac{1}{25}$

b) $\frac{5}{8}$

c) $\frac{17}{125}$

d) $\frac{15}{20}$

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QUESTION 1: WHOLE NUMBERS

1. Answer the following questions.

1.1. Round the following numbers to the nearest

- a) 2.746 _____
b) 4.581 _____
c) 9.677 _____

1.2. Look at these two numbers: 56 and 84

a) List the prime factors for each of the

b) What is the highest common factor

c) What is the lowest common multiple

QUESTION 2: WHOLE NUMBERS CONTINUED

2. Solve these sums:

2.1. $127\ 169 + 642\ 970$ (3)

2.2. $786\ 052 - 218\ 820$ (3)

2.3. $4\ 359 \times 29$ (4)

2.4. $94\ 245 \div 74$ (4)

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2

MEMORANDUM GR7 MATH TERM I TEST 2

QUESTION	ANSWER	MARKS	LEARNER MARK
QUESTION 1: WHOLE NUMBERS			
1.1.	a) 2.700 b) 4.600 c) 9.700	3	
1.2.	a) (1 mark) 56: $2 \times 2 \times 2 \times 7$ 84: $2 \times 2 \times 3 \times 7$ b) (1 mark) 28 c) 168	3	
		Total: _____/6	
QUESTION 2: WHOLE NUMBERS CONTINUED			
2.1.	$\begin{array}{r} 127\ 169 \\ + 642\ 970 \\ \hline 770\ 139 \end{array}$	3	
2.2.	$\begin{array}{r} 786\ 052 \\ - 218\ 820 \\ \hline 567\ 232 \end{array}$	3	
2.3.	$\begin{array}{r} 4\ 359 \\ \times 29 \\ \hline 39231 \\ 87180 \\ \hline 126411 \end{array}$	4	
2.4.	$\begin{array}{r} 1256.6 \\ 74 \overline{) 94245.0} \\ - 75 \\ \hline 192 \\ - 150 \\ \hline 424 \\ - 375 \\ \hline 0495 \end{array}$	4	
2.5.	a) (4 marks)	6	

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6

- Whole numbers
- Addition and Subtraction
- Fractions
- Decimals
- Word problems

Test Total: 60

Number of pages: 8



Grade 7 Economic Management Sciences Term I Test I

QUESTION 2: TRUE OR FALSE

2. Determine whether the following statements are true or false. Place a cross over the correct box.
- 2.1. The history of money dates back to ancient times when people used barter trade. (1)
- | | |
|------|-------|
| True | False |
|------|-------|
- 2.2. Needs are things that are necessary for survival, while wants are things we desire but do not need. (1)
- | | |
|------|-------|
| True | False |
|------|-------|
- 2.3. Goods are tangible items that can be touched or held, while services are intangible activities. (1)
- | | |
|------|-------|
| True | False |
|------|-------|
- 2.4. A business is an organization that sells goods but does not aim to make a profit. (1)
- | | |
|------|-------|
| True | False |
|------|-------|
- 2.5. Entrepreneurs are individuals who start and operate businesses, taking on financial risks in the hope of making a profit. (1)
- | | |
|------|-------|
| True | False |
|------|-------|

(5)

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QUESTION 3: CO

3. Match the words in the left column with the definitions in the right column by writing the corresponding letter in the box below.

Word	Definition
3.1. Profit	a) A person who buys and uses goods and services.
3.2. Consumer	b) The difference between the selling price and the price at which it is sold.
3.3. Needs	c) A legal entity that is separate from its owners and aims to make a profit.
3.4. Business	d) Things that are necessary for survival, such as food, clothing, and shelter.
3.5. Goods	e) The process of exchanging goods and services without using money.
3.6. Barter	f) Tangible items that can be touched or held.
3.7. Services	g) Activities provided by others, such as car repairs.
3.8. Entrepreneur	h) Things we desire but do not need for survival, such as toys, games, and expensive gadgets.
3.9. Wants	i) The desire to own something and the ability to pay for it.
3.10. Demand	j) The quantity of a good or service that consumers are willing and able to buy at a given price.

3.1.	3.2.	3.3.	3.4.	3.5.	3.6.	3.7.	3.8.	3.9.	3.10.
------	------	------	------	------	------	------	------	------	-------

(10)

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4

QUESTION 5: CASE STUDY

5. Read the text below and answer the questions that follow.

Understanding Needs and Wants

Sarah is a Grade 7 learner who loves shopping. She often spends her pocket money on buying new clothes, accessories, and toys. Recently, Sarah's parents noticed that she was spending more money than usual and decided to have a talk with her about distinguishing between her needs and wants.

Sarah's parents explained to her that needs are things that are necessary for survival, such as food, clothing, and shelter. Wants, on the other hand, are things that we desire but do not need for survival, such as toys, games, and expensive gadgets.

Sarah realized that she had been spending most of her money on wants rather than needs. She decided to make a list of her needs and wants to help her prioritize her spending and save money for things that are truly important.

- 5.1. Give 3 examples of needs. (3)

- 5.2. Give 3 examples of wants. (3)

- 5.3. How would you define wants? (2)

- 5.4. Why did Sarah's parents decide to talk to her about needs and wants? (1)

- 5.5. What did Sarah learn from her parents' explanation? (2)

- 5.6. Do you think Sarah enjoyed hearing that she should spend less money on her wants? Give a reason for your answer. (2)

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6

- History of money
- Needs and wants
- Goods and services
- Inequality and poverty

Test Total: 50

Number of pages: 9



Grade 7 Economic Management Sciences Term 1 Test 2

QUESTION 3: COLUMN MATCH

3. Match the words in the left column with their correct definitions in the right column by writing the corresponding letter next to the number. Write your answers in the grid below. (10)

Word	Definition
3.1. Profit	a) A person who buys and uses goods and services.
3.2. Consumer	b) The difference between the cost of making or buying a product and the price at which it is sold.
3.3. Needs	c) A legal entity that is separate from its owners and operates with the goal of making a profit.
3.4. Business	d) Things that are necessary for survival, such as food, clothing, and shelter.
3.5. Goods	e) The process of exchanging goods or services for other goods or services without using money.
3.6. Barter	f) Tangible items that can be touched or held.
3.7. Entrepreneur	g) Activities provided by other people, such as haircuts, medical care, or car repairs.
3.8. Services	h) Things we desire but do not need, such as toys, games, or electronics.
3.9. Wants	i) The desire to own something and the ability to pay for it.
3.10 Demand	j) The quantity of a good or service that consumers are willing and able to buy at a given price.

3.1.	3.2.	3.3.	3.4.	3.5.	3.6.	3.7.	3
------	------	------	------	------	------	------	---

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QUESTION 5: CASE

5. Read the text below and answer the questions.

Understanding Needs and Wants

Sarah is a Grade 7 learner who loves shopping. She is buying new clothes, accessories, and toys. Recently she is spending more money than usual and is deciding between her needs and wants.

Sarah's parents explained to her that needs are things necessary for survival, such as food, clothing, and shelter. Wants are things we desire but do not need for survival, such as toys and electronics.

Sarah realized that she had been spending most of her money on wants. She decided to make a list of her needs and wants and save money for things that are truly necessary.

5.1. Give three examples of needs.

.....

5.2. Give three examples of wants. (3)

.....

5.3. How would you define wants? (2)

.....

5.4. Why did Sarah's parents decide to talk to her about needs and wants? (1)

.....

5.5. What did Sarah learn from her parents' explanation? (2)

.....

5.6. Do you think Sarah enjoyed hearing that she should spend less money on her wants? Give a reason for your answer. (2)

.....

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6

MEMORANDUM G7 EMS T1 TEST 2

QUESTION	ANSWER	MARKS	LEARNER MARK
QUESTION 1: MULTIPLE CHOICE			
1.1.	b) Basic infrastructure		
1.2.	b) Unlimited time		
1.3.	c) Education		
1.4.	c) Entertainment		
1.5.	c) Entertainment and travel		
1.6.	b) Balancing infrastructure, education and healthcare		
		Total: ____/6	
QUESTION 2: TRUE OR FALSE			
2.1.	True		
2.2.	True		
2.3.	True		
2.4.	False		
2.5.	True		
		Total: ____/5	
QUESTION 3: COLUMN MATCH			
3.1.	b) The difference between the cost of making or buying a product and the price at which it is sold.		
3.2.	a) A person who buys and uses goods and services.		
3.3.	d) Things that are necessary for survival, such as food, clothing, and shelter.		
3.4.	c) A legal entity that is separate from its owners and operates with the goal of making a profit.		
3.5.	f) Tangible items that can be touched or held.		
3.6.	e) The process of exchanging goods or services for other goods or services without using money.		
3.7.	i) The desire to own something and the ability to pay for it.		
3.8.	g) Activities provided by other people, such as haircuts, medical care, or car repairs.		
3.9.	h) Things we desire but do not need, such as toys, games, or electronics.		
3.10.	j) The quantity of a good or service that consumers are willing and able to buy at a given price.		
		Total: ____/10	
QUESTION 4: FILL IN THE BLANKS			
4.1.	Barter		

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8

- History of money
- Needs and wants
- Goods and services
- Inequality and poverty

Test Total: 50

Number of pages: 9



Grade 7 Technology Term I Test I

- A) A tennis player hitting the ball
- B) A wheel barrow
- C) The lid of a suitcase
- D) A pair of scissors

(1 x 7 = 7)

QUESTION 2

2. State which of the following statements are True and which are False. Just write TRUE or FALSE in the space provided after every question.
- 2.1 We cannot use ancient/old Technology in the modern world. (1)

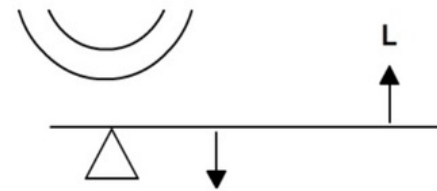
- 2.2 We only communicate the solutions at the end during the design process. (1)

- 2.3 A continuous, thin and feint line is used to show hidden details in graphic communication. (1)

- 2.4 A front view with depth 30° is used when making a 3D oblique projection. (1)

- 2.5 In a 1st class lever system, the pivot/fulcrum is always between the load.

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QUESTION 5: READING COMPREHENSION

5. Read the extract below and answer the questions that follow.

The Impact of Technology on Mechanical Systems and Control

Technology plays a crucial role in our lives, impacting various aspects of society, including mechanical systems and control. Mechanical systems are comprised of simple machines like levers, pulleys, gears, and wheel and axles, which are fundamental in making work easier. These systems are used in everyday objects, from bicycles to cars, and understanding them is vital in grasping the essence of technological advancements. Let's delve into how technology has influenced mechanical systems and control.

The Evolution of Mechanical Systems

Mechanical systems have evolved significantly over time, thanks to technological advancements. For example, the invention of the wheel and axle revolutionized transportation, making it easier to move heavy loads over long distances. Gears, another crucial component of mechanical systems, have enabled us to control the speed and direction of motion in various machines, from clocks to cars.

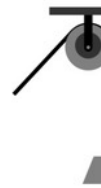
Impact on Work and Society

The impact of these advancements on work and society cannot be overstated. They have led to increased efficiency and productivity in industries such as manufacturing and transportation. For example, conveyor belts, which are based on the principle of mechanical systems, have streamlined production processes, leading to mass production of goods.

Challenges and Future Prospects

QUESTION 6

6. Answer the following questions briefly and
- 6.1. Explain how a pulley can make it easier to lift



- 6.2. Describe how a wheel and axle work together



(4)

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7

- Simple mechanisms
- First, second- and third-class levers
- Mechanical advantage
- Pneumatics and hydraulics
- Communication skills

Test Total: 60

Number of pages: 14

Dm

Grade 7 Technology Term I Test 2

QUESTION 1: TRUE OR FALSE

1. Say whether the following statements are true or false. Write your answer in the space provided.
- 1.1. A hammer pulling out a nail is an example of a first-class lever. _____ (1)
- 1.2. A fishing rod works as a second-class lever. _____ (1)
- 1.3. In a second-class lever, the effort is between the fulcrum and the load. _____ (1)
- (3)

QUESTION 2: LABELLING PARTS

2. Label the parts of a lever (fulcrum, load and effort) in the following examples.



- a) Fishing rod:
Fulcrum: _____
Load: _____
Effort: _____
- b) Wheel barrow:
Fulcrum: _____
Load: _____
Effort: _____
- c) Seesaw:
Fulcrum: _____
Load: _____

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Effort: _____

QUESTION 3: IDENTIFYING LEVERS

3.1. Identify the lever in each of the following

- a) Pliers b) Stapler



- d) Tongs



- e) Bottle cap



(6)

MEMORANDUM GR7 TECHNOLOGY TERM I TEST 2

QUESTION	ANSWER	MARKS	LEARNER MARK
QUESTION 1: TRUE OR FALSE			
1.1.	True	1	
1.2.	False	1	
1.3.	False	1	
		Total: _____/3	

QUESTION 2: LABELLING PARTS

2.1.	a) Fishing Rod: (3 marks) <ul style="list-style-type: none"> Fulcrum: The hand holding the rod near the base. Load: The fish at the end of the line. Effort: The hand pulling on the rod. 	9	
	b) Wheelbarrow: (3 marks) <ul style="list-style-type: none"> Fulcrum: The wheel (the pivot point). Load: The contents of the wheelbarrow (e.g., soil). Effort: The hands lifting the handles. 		
	c) Seesaw: (3 marks) <ul style="list-style-type: none"> Fulcrum: The center point where the seesaw pivots. Load: The child sitting on one side. Effort: The child or person pushing down on the other side. 		
		Total: _____/9	

QUESTION 3: IDENTIFYING LEVERS

3.1.	a) Third-class lever b) First-class lever c) First-class lever d) Third-class lever e) Second-class lever f) First class lever	6	
		Total: _____/6	

QUESTION 4: COMPLETE THE TABLE

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- Simple mechanisms
- First, second- and third-class levers
- Mechanical advantage
- Pneumatics and hydraulics
- Communication skills

Test Total: 60
Number of pages: 9

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3

