

GRADE 4 TERM 3 TEST BUNDLE PREVIEW



Grade 4 English HL Term 3 Test I

QUESTION 1: READING COMPREHENSION

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

The Legend of the Whispering Tree



Long ago, when the Earth was still young and wild, the sky and land did not speak to each other. The winds howled across empty plains, and the mountains stood in silence. The world was waiting for something—but it did not know what.

Deep in the heart of an ancient forest, where shadows danced and light barely touched the ground, a single seed fell from a shooting star. It landed in the rich, dark soil and began to grow—not as a plant, but as something entirely new.

From that star-seed rose the Whispering Tree.

It grew taller than any mountain, its branches stretching across the skies and its roots reaching into every corner of the Earth. Its bark shimmered with silver veins, and its leaves whispered stories to the wind. As the tree grew, its whispers turned into songs—soft melodies that called life into being.

From the roots of the tree, the rivers began to flow. From its fallen leaves, birds were born and took to the skies. From the rustling of its branches, the first languages were formed—spoken not just by people, but by animals, rivers, and even stones.

The Whispering Tree became the heart of the world. It did not rule or comma guided life through harmony. Whenever the Earth grew restless—when air forgot how to share or storms grew too strong—the Whispering Tree would deep, calming tune, and balance would return.

One day, the tree began to grow quieter. Not because it was weak, but because it had taught the world enough. It sank its trunk into the Earth, becoming in the forest, and let its spirit drift into the winds and rivers.

They say that if you sit beneath the oldest trees and close your eyes, you can hear its whispers—telling stories, guiding wanderers, and reminding us that world listens when we care for it.

And so, the legend of the Whispering Tree lives on, carried by the breeze, passing down through generations, teaching that the Earth speaks—not with words, but with wonder.

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b) I wanted to listen to the w
118. Find a word in the story that r

QUESTION 2: LANGUAGE

2. Answer the following language

2.1. Choose the word from the box

class sc

- My cat had a _____
- The _____ of fish w
- The _____ of birds f
- The _____ of cattle

2.2. Fill in the missing degree of cc

Big	bigger	biggest
clever		
large		

2.3. Change this sentence to future tense. (1)

I play video games after dinner until bedtime.

2.4. Change this sentence to past tense. (1)

I will buy a puppy.

2.5. Draw a circle around the pronoun in each sentence. (2)

- The snake slithered with its friends.
- The old lady knitted herself a scarf.

2.6. Punctuate the following sentence. (1/2 = 2)

i bought cheese milk eggs and bread at the shop

MEMORANDUM GR 4 ENGLISH HL TERM 3 TEST

QUESTION	ANSWER	MARKS	LEARNER'S MARK
QUESTION 1: READING COMPREHENSION			
1.1.	b) legend	1	
1.2.	The Legend of The Whispering Tree	1	
1.3.	The whispering tree	1	
1.4.	c) Calm and peaceful	1	
1.5.	b) The importance of living in harmony with nature	1	
1.6.	b) From a star-seed that fell to Earth	1	
1.7.	Rivers and birds (Also acceptable: Languages, life or balance)	2	
1.8.	It hummed a deep, calming tune to restore balance.	2	
1.9.	b) Powerful and benevolent	1	
1.10.	The wind/ The breeze/ The whispers of the wind	1	
1.11.	To care for nature and listen to the Earth. (Also acceptable: The Earth speaks through wonder/ Harmony with the world is important.)	2	
1.12.	The land would be empty and lifeless, without rivers or animals.	2	
1.13.	b) A dense forest.	1	
1.14.	a) deep b) beautiful	2	
1.15.	A forest/ a grove	1	
1.16.	"The Whispering Tree was the heart of the world."	2	
1.17.	a) and b) but	2	
1.18.	Tree	1	
		Total: _____/25	

QUESTION 2: LANGUAGE

2.1.	a) litter b) school c) flock d) herd	1/2 = 2 (Half a mark each)										
2.2.	<table border="1"> <thead> <tr> <th>Big</th> <th>bigger</th> <th>biggest</th> </tr> </thead> <tbody> <tr> <td>clever</td> <td>More clever/cleverer</td> <td>Most clever</td> </tr> <tr> <td>large</td> <td>larger</td> <td>largest</td> </tr> </tbody> </table>	Big	bigger	biggest	clever	More clever/cleverer	Most clever	large	larger	largest	4	
Big	bigger	biggest										
clever	More clever/cleverer	Most clever										
large	larger	largest										
2.3.	I will play video games after dinner until bedtime.	1										
2.4.	I bought a puppy.	1										
2.5.	a) it's b) herself	2										

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- Reading comprehension (25)
- Language structures & conventions (15) (Opposites, collective nouns, metaphors, conjunctions, degrees of comparison, future tense, past tense, pronouns, prepositions, complex sentences, punctuation)

Test Total: 40

Number of pages: 8

Grade 4 English HL Term 3 Test 2

QUESTION 1: READING COMPREHENSION

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

A Puppy for Sipho

Sipho stood in front of the noisy animal shelter, his heart beating fast with excitement. Today was the day he had been waiting for. He was finally going to choose a puppy. Inside, dozens of dogs barked and wagged their tails behind their cages. Some were small and fluffy, others were big and loud. All of them seemed to be calling out, "Pick me!"



Sipho had always dreamed of having a dog. He wanted a friend to play with, someone who would run beside him, cuddle with him, and listen to his stories. His parents had saved up for months so they could surprise him on his tenth birthday.

As Sipho walked past the cages, he suddenly stopped. In the far corner, he saw a small brown puppy lying quietly on a blanket. The puppy had big, round eyes that looked both hopeful and sad. Its tail wagged slowly when Sipho came closer.

He knelt down and whispered, "Hello, boy." The puppy stood up, wagged its tail harder, and gave a tiny bark. When Sipho gently picked him up, the puppy licked his face, and Sipho burst into happy laughter.



"I love him already!" he shouted, hugging the puppy close. His mother smiled and nodded. "Then he's yours, Sipho. Let's take him home." As they left the shelter, Sipho whispered, "This is the best day of my life."

1.1. Why was Sipho excited at the beginning of the story?

1.2. Describe the animal shelter using two words or phrases from the text.

1.3. Why do you think all the dogs were barking and wagging their tails?

1.4. What kind of dog was Sipho looking for? Name two things he wanted in a pet.

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- Reading comprehension (15)
- Creative Writing (10)
- Language structures & conventions (15) (Root words, prefixes, past tense, collective nouns, reflex pronoun, simple sentences, conjunctions, verb, types of sentences, figures of speech, idioms, punctuation, abbreviations)

MEMORANDUM GR 4 ENGLISH HL TERM 3 TEST 2

QUESTION	ANSWER	MARKS	LEARNER MARK
QUESTION 1: READING COMPREHENSION			
1.1.	Because he was finally going to choose a puppy.	1	
1.2.	Noisy, dogs barking / wagging tails / behind cages (any 2 relevant phrases)	2	
1.3.	Because they all wanted to be chosen.	1	
1.4.	A dog to play with and cuddle with / a dog who would listen to his stories	2	
1.5.	"I love him already!" or "This is the best day of my life."	1	
1.6.	He was very excited / He was feeling strong emotions of joy or nervousness	2	
1.7.	c) Licked his face	1	
1.8.	"This is the best day of my life!"	1	
1.9.	To show Sipho's strong feelings / to help the reader feel what Sipho felt	2	
1.10.	Any creative answer like "Brownie," "Lucky," "Joy," etc.	1	
1.11.	Yes, because it wagged its tail and barked softly when Sipho came closer	1	
		Total: _____/15	

QUESTION 2: CREATIVE WRITING

QUESTION	ANSWER	MARKS	LEARNER MARK																	
QUESTION 2: CREATIVE WRITING																				
2.1.	Creative Writing Marking Guideline	10																		
	<table border="1"> <thead> <tr> <th>Assessment Criteria</th> <th>Descriptor</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Content & Creativity</td> <td>Shows clear emotional experience, imaginative or thoughtful ideas, relevant and stays on topic</td> <td>____/3</td> </tr> <tr> <td>Structure & Cohesion</td> <td>Logical organisation with a beginning, middle, and end; ideas flow well</td> <td>____/2</td> </tr> <tr> <td>Language Use</td> <td>Use of emotive language, vocabulary is appropriate and expressive.</td> <td>____/2</td> </tr> <tr> <td>Language Conventions</td> <td>Mostly correct spelling, punctuation, and grammar.</td> <td>____/3</td> </tr> <tr> <td>TOTAL</td> <td></td> <td>____/10</td> </tr> </tbody> </table>	Assessment Criteria	Descriptor	Marks	Content & Creativity	Shows clear emotional experience, imaginative or thoughtful ideas, relevant and stays on topic	____/3	Structure & Cohesion	Logical organisation with a beginning, middle, and end; ideas flow well	____/2	Language Use	Use of emotive language, vocabulary is appropriate and expressive.	____/2	Language Conventions	Mostly correct spelling, punctuation, and grammar.	____/3	TOTAL		____/10	
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Language Conventions	Mostly correct spelling, punctuation, and grammar.	____/3																		
TOTAL		____/10																		
		Total: _____/10																		

QUESTION 3: LANGUAGE STRUCTURES AND CONVENTIONS

QUESTION	ANSWER	MARKS	LEARNER MARK
QUESTION 3: LANGUAGE STRUCTURES AND CONVENTIONS			
3.1.	Prefix: un Root word: happy Suffix: ness	1	
3.2.	Ran	1	
3.3.	b) swarm	1	
3.4.	myself	1	
3.5.	b) The sun was shining.	1	

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QUEST

- Write a short paragraph (6 emotion). Use emotive language you felt happy, scared, proud, etc.
- Use emotive language to describe your feelings. Make sure your paragraph:
 - A clear beginning, middle, and end.
 - Descriptive words to show your feelings.
 - Correct punctuation and spelling.

Tips for Emotive Writing

1. Choose a strong feeling
Think about a time you felt very sad.

2. Use feeling words
Use words that show how you felt: excited, nervous, joyful, upset, terrified, overjoyed, disappointed, proud, lonely.

3. Show, don't just tell

Instead of writing "I was scared," you can say:
"My heart was beating fast, and my hands were shaking."

4. Use your senses

What did you see, hear, smell, touch, or feel?
This helps the reader feel what you felt.

5. Use descriptive language

Add adjectives and adverbs to make your writing more colourful.
The big black dog barked loudly and ran toward me.

6. Plan your writing

Think of a beginning (what happened), a middle (what you felt), and an ending (what happened next or how it was solved).



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Test Total: 40

Number of pages: 9

Dm

Grade 4 Afrikaans FAL Term 3 Toets I

VRAAG 1: LITERÊRE/ NIE-LITERÊRE TEKS

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

Civies Dag

Dit was 'n opwindende dag by Laerskool Sonskyn, want dit was Civies Dag! Op hierdie dag mag kinders gewone klere dra in plaas van hul skooldrag. Elke leerling moes R5 betaal om aan die dag deel te neem.

Die geld wat ingesamel is, sou aan 'n waardige doel geskenk word. Die skool het besluit om die geld aan 'n kinderkuis te skenk om kinders in nood te help. Al die kinders het mooi aangetrek en die dag was vol pret en opwinding. Daar was speletjies, kosstalletjies en 'n danskompetisie.

Aan die einde van die dag was almal tevrede en gelukkig om te weet dat hulle gehelp het om 'n verskil te maak.



1.1. Omkring die regte antwoord.

Die storie verhaal speel af by:

- a) 'n sportsdag
- b) 'n skool
- c) Park
- d) fees

1.2. Wat was spesiaal van hierdie dag by Laerskool Sonskyn?

1.3. Waar of vals. Indien onwaar, korreger die sin.

Elke leerling moes R10 betaal om aan Civies Dag deel te neem.

1.4. Onderstreep die regte antwoord.

Die leerders was (opgewonde / bang) om civies te dra.

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VRAAG 4: TAAL IN KONTEKS

4. Antwoord die taal vrae.

4.1. Gee die meervoud van die volgende woorde neer: (1)

dag: _____



4.2. skryf die sin in die verlede tyd: (1)

Die kinders dra gewone klere op Civies Dag.

4.3. Skryf die volgende sin in die toekomstige tyd: (1)

Die skool skenk die geld aan 'n kinderkuis.

4.4. Verbind die sinne met die voegwoord tussen hakies: (1)

Die kinders dra gewone klere. Hulle betaal R5. (en)

4.5. Skryf die volgende in die direkte rede: (2)

Die juffrou sê dat die kinders stil moet wees.

4.6. Skryf die volgende in die indirekte rede: (2)

Ek gaan speel nou," sê Jan.

4.7. Skryf die teenoorgestelde van manlik. (1)

4.8. Voltooi die sin met die intensiewe vorm van die woord tussen hakies. (1)

Die nar het se neus is _____ (rooi).

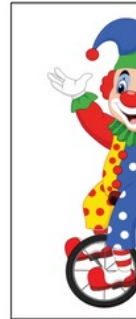
(10)
TOTAAL: 40

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VRAAG 2: VI

2. Kyk na die prent en beantwoord die v



2.1. Omkring die regte antwoord.

Wat dra die nar op sy kop?

- a) 'n neus
- b) Hoed
- c) Handskoene
- d) grimering

2.2. Voltooi die volgende sin. (1)

kwaad	hartseer	gelukking
-------	----------	-----------

Die nar lyk _____.

2.3. Omkring die regte antwoord. (1)

Die nar ry 'n _____.

Eenwiel fiets	fiets
---------------	-------

2.4. Omkring die regte letter. (1)

Watter kleure is sy handskoene?

- a) geel
- b) rooi
- c) groen
- d) wit

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- Begripstoets (15)
- Visuele teks (10)
- Opsomming (5)
- Taalwerk (10)

Test Total: 40
Number of pages: 8

Dm

Grade 4 Life Skills PSW Term 3 Test 1

QUESTION 1

1. True or false, if the answer is false, then write the correct statement.
- 1.1. Most cultures have moral stories that teach people in that culture how to live in a good and meaningful way. (1)
-
- 1.2. "Melktert" is a pudding made, originally, in the Zulu culture. (1)
-
- 1.3. The Jewish and Buddhist religions both have stars as their symbols. (1)
-
- 1.4. Christianity believes in multiple gods and goddesses. (1)
-
- 1.5. Hindus celebrate the festival of Diwali, which symbolizes the victory of light over darkness. (1)
-

[5]



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2

- Cultures & moral lessons
- Menus in South Africa culture:
- Learning from leaders
- Different religions

QUESTION 4

4. Read the case study below and answer the questions.

A Day at the Public Pool

The Grade 4 class of Sunshine Primary School went on a trip to the local public pool. It was a hot summer day, and everyone was excited to cool off and have fun. Mrs. Johnson, their teacher, reminded them about water safety rules before they arrived at the pool.



Upon arrival, the lifeguard, Mr. Smith, gave a brief talk on the importance of water safety and the rules to follow while at the pool. He emphasized that everyone should stay in the shallow end if they were not confident swimmers and always listen to the lifeguards. He also mentioned that running around the pool area was dangerous as the wet surface could cause someone to slip and fall.

Despite these warnings, some children started running around the pool, playing a game of tag. Suddenly, Sarah, one of the students, slipped on the wet tiles and fell, hurting her knee. Fortunately, it was a minor injury, but it scared her and the other students.

Meanwhile, John, who was not a confident swimmer, started to swim towards the deeper end of the pool. He struggled to stay afloat and tried to help another student who had fallen on the side of the pool and ensured he was safe.

After the incident, Mrs. Johnson gathered all the students and reminded them of the water safety rules. She stressed the importance of their swimming abilities and always listening to the lifeguards.





1. How many children were running around the pool? (2)

2. What happened to Sarah's injury? (2)

3. How many children were present at the pool? (5)

QUESTION 2

Match the cultural dish in column A to its correct culture in column B. Write the correct answer in column C.

COLUMN A	COLUMN B	ANSWER
1. Bobotie	a. Zulu	
		
2. Shisa Nyama	b. Afrikaans	
		
3. Biltong	c. Xhosa	
		
4. Umngqusho (samp and beans)	d. Indian	
		

[4]

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Test Total: 30
Number of pages: 8

Dm

Grade 4 Life Skills PSW Term 3 Assessment

SECTION A: SHORT QUESTIONS

I. Choose the correct answer or write short answers.

I.1. Which of these is a cultural group in South Africa? (1)

- a) Zulu
 b) English
 c) French
 d) Dutch



I.2. What is a moral lesson? (1)

- a) A lesson in science
 b) A lesson that teaches us how to behave kindly and respectfully
 c) A cooking class
 d) A maths rule

I.3. Name two religions that are practiced in South Africa. (2)

I.4. What kind of food might you find in a traditional Indian menu?

- a) Pap and vleis
 b) Curry and roti
 c) Fish and chips
 d) Cheese sandwich



I.5. Which of the following is a place of worship for Christians?

- a) Mosque
 b) Temple
 c) Church
 d) Synagogue

I.6. Fill in the missing word:

The crescent moon is a symbol in the religion called -----

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MEMO GRA 4 LIFE SKILLS TERM 3 ASSESSMENT

QUESTION	ANSWER	MARKS	LEARNER MARK
SECTION A: SHORT QUESTIONS			
I.1.	a) Zulu	1	
I.2.	b) A lesson that teaches us how to behave kindly and respectfully	1	
I.3.	Any two: Christianity, Islam, Judaism, Hinduism, Baha'i Faith, Buddhism, African traditional religion	2	
I.4.	b) Curry and roti	1	
I.5.	c) Church	1	
I.6.	Islam	1	
I.7.	a) False b) True	2	
I.8.	b) You can slip and hurt yourself	1	
I.9.	Judaism – Synagogue Islam – Mosque Hinduism – Temple	3	

Total: ____/15

SECTION B: LONG QUESTIONS

2.1.	(Example) The Xhosa people wear traditional clothing with colourful beads and patterns.	3	
2.2.	Because it helps us respect others and live peacefully together.	2	
2.3.	Any 3 suitable answers such as: <ul style="list-style-type: none"> • Never swim alone • Do not dive into unknown water • Always listen to adults • Do not run near water 	3	
2.4.	1 mark - clearly names a celebration (e.g., Diwali, Heritage Day, Xhosa initiation, Eid, Christmas, etc.). 1 mark - The sentence provides a correct fact or detail about what happens or how it is celebrated.	2	
2.5.	a) (1 mark) Eid b) (1 mark) Aneesa and her family go to the mosque in the morning. c) (2 marks) <ul style="list-style-type: none"> • They visit family and friends. 	5	

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SECTION B:

2. Answer the following questions in

2.1. Choose one cultural group in South Africa and describe their food or clothing.

2.2. Why is it important to know about different cultures?

2.3. List three safety rules to follow when swimming.

2.4. Write two sentences about celebrations that are unique to your culture. (2)



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- Cultures & moral lessons
- Menus in South Africa
- Different religions in SA
- Dangers around water

Test Total: 30
 Number of pages: 7

Dm

Grade 4 History Term 3 Test I

1.2.4. Ancient Egyptians used the Nile River for transportation. (1)

True False

1.2.5. A Penny-Farthing has two wheels the same size. (1)

True False

[9]

QUESTION 2

2. Answer the following questions.

2.1. Humans invented the wheel in 3500 BCE. What problem did they solve with this invention? (1)

2.2. Give two examples of materials which can be used to make a boat. (2)

1. -----

2. -----

2.3. Explain what "horsepower" means in relation to transportation. (2)

2.4. Name ONE reason why signs and signals important in transportation?

2.5. Have a look at the pictures below and answer the questions that follow

Picture A



Picture B



a) What is the name of the car in picture A?

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b) What is the name of the car in picture B?





c) Picture A was the first car built and many improvements made in the design. List THREE improvements that were made.

1. -----

2. -----

3. -----

3. Look carefully at the pictures and name the mode of transport it is.

PICTURE	NAME		
A			
B			
C			
D			

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4

MEMORANDUM GRADE 4 HISTORY TERM 3 TEST

QUESTION	ANSWER	MARKS	LEARNER'S MARK
QUESTION 1			
1.1.	c) Train	1	
1.2.	c) To fly people from one place to another	1	
1.3.	b) Horse-drawn wagon	1	
1.4.	c) To transport people and goods	1	
1.2.1.	False	1	
1.2.2.	False	1	
1.2.3.	True	1	
1.2.4.	True	1	
1.2.5.	False	1	
		Total: _____/9	
QUESTION 2			
2.1.	Transporting heavy goods and traveling large distances.	1	
2.2.	Wood/ fibre glass	2	
2.3.	Horsepower is a unit used to measure the power of engines, particularly in cars. It originally referred to the power of a horse, emphasizing the comparison between the engine's power and that of horses.	2	
2.4.	Signs and signals provide important information and safety instructions to drivers and pedestrians. They help regulate traffic, prevent accidents, and guide people safely. (Any one)	1	
2.5.	a) Benz Patent-Motorwagen (1 mark) b) Model T Ford (1 mark) c) (3 marks) Any 3 of the following: <ul style="list-style-type: none"> • Hood added for protection against the weather. • Shock absorbers added for a smoother ride. • Tyres added for a smoother ride. • More seats to transport more people. • Improved steering wheel. 	5	
		Total: _____/11	
QUESTION 3			
3.	a) Camel, land b) Cart, land c) Hot air balloon, air d) Canoe, water e) Cruise ship, water	5	

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- Transport on land, water & air
- Transport through time

Test Total: 25
Number of pages: 7



Grade 4 History Term 3 Test 2

QUESTION 1

1. Answer the following questions.

1.1. Name two types of transport used long ago. (2)

1.2. What is the main difference between transport used long ago and transport used today? (2)

1.3. Why were rivers important for transport in the past? (2)

1.4. Complete the sentence: (1)

People used _____ to carry goods before cars and trucks were invented.

1.5. Name two types of modern land transport. (2)

1.6. What is the name of the first powered flying machine?



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QUESTION 2

2.1. Match the type of transport to its correct description next to the number in the grid below.

Transport type	Description
1. Ox-wagon	a) A modern way of transport
2. Train	b) A strong vehicle used for long-distance travel
3. Airplane	c) Used for long-distance travel
4. Boat	d) Floats on water

1. 2. 3.

2.2. Look at the picture below and answer the question.



Why do you think it took longer to travel in the past than it does now? (2)

(6)

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MEMORANDUM GRADE 4 HISTORY TERM 3 TEST 2

QUESTION	ANSWER	MARKS	LEARNER MARK
QUESTION 1:			
1.1.	Ox-wagon, boat, donkey (Any correct examples)	2	
1.2.	Old transport was slower and used animals; modern transport is faster and uses engines.	2	
1.3.	Boats could travel on rivers and carry people and goods.	2	
1.4.	Oxen	1	
1.5.	Car, bus, motorcycle, train (any two)	2	
1.6.	The Wright brothers' airplane / Flyer	1	
		Total: _____/10	
QUESTION 2:			
2.1.	b) A strong vehicle pulled by oxen c) Used for long-distance travel on tracks a) A modern way to fly across countries d) Floats on water and is used for fishing or travel	4	
2.2.	Any suitable answer such as: It took longer because they used oxen or horses which were slow, and roads were not developed	2	
		Total: _____/6	
QUESTION 3:			
3.1.	Example: "We would travel in an ox-wagon. It would take many days to reach the next town. We would sleep along the way and cook food on a fire. The roads would be rough." – Award marks for logical detail and correct time reference	5	
3.2.	Example answers: Yes: <ul style="list-style-type: none"> It is faster and safer It can carry more people and goods Or No: <ul style="list-style-type: none"> It causes pollution People don't walk or exercise as much (Award for two valid, reasoned opinions)	4	
		Total: _____/9	
		GRAND TOTAL: _____/25	

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- Transport on land, water & air
- Transport through time

Test Total: 25

Number of pages: 5

Dm

Grade 4 Geography Term 3 Test 1

QUESTION 1

1. Fill in the missing words. Use the word bank to help you.

Crops grapes commercial farmers sugar cane subsistence farmers

- _____ farm as a business to make money. (1)
- _____ are a crop grown in the Western Cape. (1)
- Plants that are grown on a farm are called _____. (1)
- _____ farm to feed themselves and their families. (1)
- _____ is a crop that grows in KwaZulu-Natal. (1)

[5]

QUESTION 2

2.1. Have a look at the following pictures and say how the people are getting their food. (4/2 = 2)



2.2. Describe one way people can grow food in cities.

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MEMORANDUM GR 4 GEOGRAPHY TERM 3 TEST

QUESTION	ANSWER	MARKS	LEARNER'S MARK
QUESTION 1			
1.	a) Commercial farmers b) Grapes c) Crops d) Subsistence farmers e) Sugar cane	1 1 1 1 1	
		Total: ____/5	

QUESTION 2

2.1.		2	
2.2.	Rooftop gardens/community gardens (any one)	1	
		Total: ____/3	

QUESTION 3

3.1.	Commercial farming involves growing crops and raising animals to sell for profit, whereas subsistence farming is primarily for on. answer)	2	
	ids, tools, and water, which can limit ood. (any suitable answer)	1	
		Total: ____/5	
	and sheep. which is sold to factories to make	1	
	tant care of animals	1	
	atoes/ onions etc. (any two)	1	
		Total: ____/5	

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6

QUESTION 3

3. Answer the following questions.

3.1. How is commercial farming different from subsistence farming? (2)

3.2. Name TWO types of animals that might be raised in commercial farming. (2)

1. _____

2. _____

3.3. Describe ONE challenge faced by subsistence farmers. (1)

[5]

QUESTION 4

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

Mr. Makhubela is a farmer in the Free State. He raises cattle and sheep on his farm. He sells his cattle to local markets and exports some to neighbouring countries. The sheep are mainly used for wool, which is sold to factories to make clothing. Farming is challenging due to unpredictable weather and the need for constant care of the animals. However, it is also rewarding as it provides income and food for his family and community.



a) What types of stock does Mr. Makhubela raise? (1)

b) What are the sheep used for? (1)

c) Mention one challenge Mr. Makhubela faces. (1)

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3

- People & food
- Ways of farming
- Crop & stock farming

Test Total: 25

Number of pages: 7

Dm

Grade 4 Geography Term 3 Test 2

QUESTION 1

1. Fill in the missing words. Use the word bank to help you.

weather, irrigation, farmers, soil, livestock

- 1.1. _____ is needed to water crops during dry seasons. (1)
- 1.2. Good quality _____ helps plants grow well. (1)
- 1.3. People who raise animals are doing _____ farming. (1)
- 1.4. _____ changes can affect how well crops grow. (1)

(4)

QUESTION 2

2. Classify the foods that we eat. Identify the foods in the table below, and fill them into the correct columns on the table below. (1/2 mark each = 5)

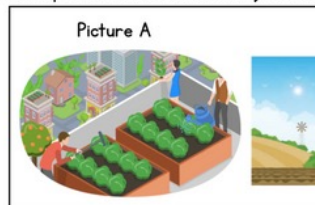


Foods from animals	Food

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QUESTION 3

3. Look at the pictures and answer the questions



3.1. Which picture shows subsistence farming? Explain

3.2. Which picture shows commercial farming? Explain

(4)

QUESTION 4

4. Answer the following questions.

4.1. Why do people choose to do commercial farming? Give two reasons. (2)

4.2. Explain how farming has changed over time and how machines help modern farmers. (2)

(4)

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3

MEMORANDUM GR4 GEOGRAPHY TERM 3 TEST 2

QUESTION	ANSWER	MARKS	LEARNER MARK														
QUESTION 1																	
1.1.	irrigation	1															
1.2.	soil	1															
1.3.	livestock	1															
1.4.	weather	1															
		Total: ____/4															
QUESTION 2																	
2.1.	<table border="1"> <thead> <tr> <th>Foods from animals</th> <th>Foods from plants</th> </tr> </thead> <tbody> <tr><td>Tuna</td><td>Potatoes</td></tr> <tr><td>Cheese</td><td>Noodles</td></tr> <tr><td>Chicken drumsticks</td><td>Flour</td></tr> <tr><td>Hamburger patty</td><td>Bread</td></tr> <tr><td></td><td>Oil</td></tr> <tr><td></td><td>Mango juice/juice</td></tr> </tbody> </table>	Foods from animals	Foods from plants	Tuna	Potatoes	Cheese	Noodles	Chicken drumsticks	Flour	Hamburger patty	Bread		Oil		Mango juice/juice	1/2 mark each = 5	
Foods from animals	Foods from plants																
Tuna	Potatoes																
Cheese	Noodles																
Chicken drumsticks	Flour																
Hamburger patty	Bread																
	Oil																
	Mango juice/juice																
		Total: ____/5															
QUESTION 3																	
3.1.	Picture A - Rooftop garden. It is small, used for family needs.	2															
3.2.	Picture B - Tractor ploughing. Commercial farming uses machines, large fields, sells food.	2															
		Total: ____/4															
QUESTION 4																	
4.1.	To earn money; to sell food to stores or export.	2															
4.2.	Answer includes points about past (by hand), now (machines, technology).	2															
		Total: ____/4															
QUESTION 5																	
5.1.	Subsistence farming	1															
5.2.	Shares with family/neighbours, sells extra	1															
5.3.	Drought/lack of rain	1															
5.4.	Collect rainwater, use drip irrigation, build a tank, or plant drought-resistant crops (any two ideas. (1/2 mark each)	1															
		Total: ____/4															
QUESTION 6																	
6.1.	Paragraph includes: <ul style="list-style-type: none"> Importance of farming for food supply 	4															

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- People & food
- Ways of farming
- Crop & stock farming

Test Total: 25

Number of pages: 7



Grade 4 NST Term 3 Test 1,2 & 3

QUESTION 1

1. Fill in the missing words. Choose words from the box to complete the sentences.

vibration | heat | movement

- 1.1. Energy is needed to cause _____ (1)
 1.2. When we rub our hands together, we feel _____ energy. (1)
 1.3. Sound is made when something _____ (1)
 (3)

QUESTION 2:

2. Draw lines to match the object with the correct type of energy. (3)



A moving bicycle

Light energy



A burning candle

Sound energy



A drum being hit

Movement energy

(3)

QUESTION 3:

3. Answer the following questions.

3.1. Name two sources of energy that come from nature.

3.2. What is energy transfer? Explain in your own words.

3.3. Give one example of energy being transferred from one object to another.

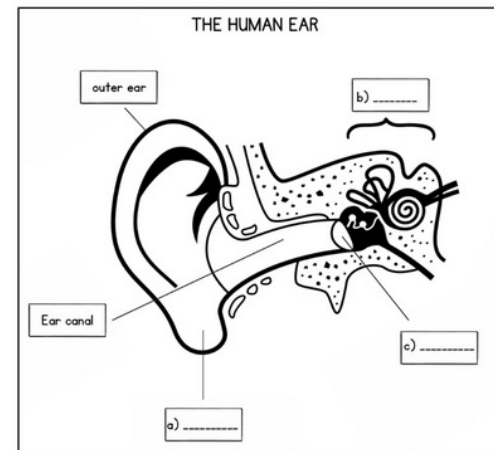
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There are 3 x 15 mark tests

Tests cover the following topics:

- Energy & energy transfer
- Energy around us
- Movement & energy in a system
- Energy & sound

1.10. Label the parts of the ear on the diagram below. (3)



1.11. Explain how we hear sounds. (1)

TOTAL MARKS: 15

QUESTION 1

1.1. Underline the correct answer. What is a vibration? (1)

- a) A type of light
 b) A rapid back-and-forth movement
 c) A kind of noise
 d) A form of energy

1.2. How do vibrations make sound? (1)

1.3. Give an example of how you can make a sound: (1)

1.4. What is noise pollution? (1)

1.5. Name one way to reduce noise pollution: (1)

1.6. Underline the correct answer. How do musical instruments create sound? (1)

- a) By using batteries
 b) Through movement and vibrations
 c) By being silent
 d) By heating up

1.7. Circle the instruments that produce sound by vibrating strings. (2)

- a) Guitar
 b) Flute
 c) Drums
 d) Violin

1.8. Which part of the ear detects sound vibrations? (1)

1.9. Explain what happens to the energy when you hear an echo in a large empty room. (2)

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7

Number of pages: 12



Grade 4 NST Term 3 Test

1.8. Which material is best at stopping sound? (1)

- a) Wood
- b) Metal
- c) Foam
- d) Glass

(1)

QUESTION 2

2. Read each statement and say whether it is true or false. Tick "T" or "F" next to each statement.

2.1. Sound travels faster in water than in air. (1)

T F

2.2. A wheel is an example of a system that moves in a straight line. (1)

T F

2.3. Vibrations are necessary for sound to be created. (1)

T F

2.4. Sound cannot travel through a vacuum (empty space). (1)

T F

2.5. The sun makes sounds that we can hear on Earth. (1)

T F

QUESTION 3

3. Use the word box below to help you complete each sentence. Complete sentences by filling in the correct word.

Circular force soft vibrates sound

3.1. A _____ is a push or pull that can make an object move.

3.2. _____ is created when objects vibrate.

3.3. The movement of the Earth around the Sun is an example of _____.

3.4. _____ objects, like foam, can absorb sound.

QUESTION 4

4. Study the diagram and answer the question.

4.1. Below is a picture of a swing moving back and forth.



a) What type of motion is this swing display?

b) Explain how the swing's movement is related to sound. (3)

4.2. Draw and label a simple diagram of how vibrations create sound waves. (5)



(10)

TOTAL MARKS: 40

MEMORANDUM GR 4 NST TERM 3 TEST

QUESTION	ANSWER	MARKS	LEARNER'S MARK
QUESTION 1:			
1.1.	b) Force	1	
1.2.	d) Eardrum	1	
1.3.	b) A Ferris wheel	1	
1.4.	c) It reflects	1	
1.5.	b) A bicycle moving	1	
1.6.	c) Vibration	1	
1.7.	b) A small whistle	1	
1.8.	c) Foam	1	
		Total: _____/8	

QUESTION 2:

2.1.	T	1	
2.2.	F	1	
2.3.	T	1	
2.4.	T	1	
2.5.	F	1	
		Total: _____/5	

QUESTION 3:

3.1.	Force	1	
3.2.	Sound	1	
3.3.	Circular	1	
3.4.	Soft	1	
3.5.	Vibrates	1	
		Total: _____/5	

QUESTION 4:

4.1.	When you pluck a guitar string, it vibrates. These vibrations cause the air around the string to vibrate, creating sound that we can hear.	2	
4.2.	High-pitched sounds are created by fast vibrations and have a higher frequency, like the sound of a whistle. Low-pitched sounds are created by slower vibrations and have a lower frequency, like the sound of a drum.	2	
4.3.	The eardrum detects vibrations in the air and sends these vibrations as signals to the brain, allowing us to hear sound.	2	
4.4.	(Any suitable answer) e.g.	4	

- Energy & energy transfer
- Energy around us
- Movement & energy in a system
- Energy & sound

Test Total: 40

Number of pages: 7

Grade 4 Mathematics Term 3 Test 1

QUESTION 1: COMMON FRACTIONS

1.1. Fill in the correct inequality signs (<, >, =) for these fractions: (3)

a) $\frac{3}{5}$ $\frac{2}{5}$

b) $\frac{1}{7}$ $\frac{1}{6}$

c) $\frac{1}{1}$ $\frac{2}{2}$

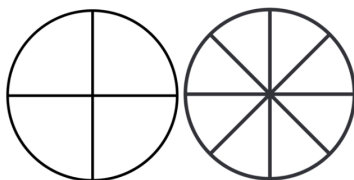
1.2. Find the answers to these sums: (2)

a) $\frac{1}{3} + \frac{2}{3} =$

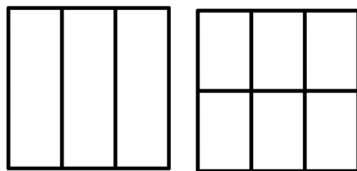
b) $\frac{2}{7} + \frac{4}{7} =$

1.3. Colour in the fraction given below, and then fill in the equivalent fraction and colour in its fraction.

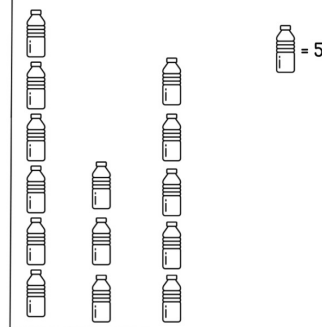
a) $\frac{3}{4} = \frac{\quad}{8}$



b) $\frac{2}{3} = \frac{\quad}{6}$



2.2. Max, Lee and Asanda all collect bottles for a recycling project. This pictogram shows the number of bottles each learner collects.



Max and Lee make the following statements.
Max says "I have fewer bottles than Lee."
Lee says, "Max and I have 55 bottles altogether"

Use the pictogram to fill in the blocks below. (3)

Max	Lee	Asanda

2.3. Look at the spinner below.

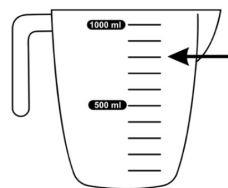


a) What is the probability of landing on Red? (1)

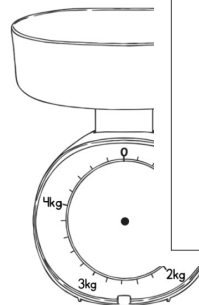
b) What is the probability of landing on Blue or Green? (1)

5

a)



3.3. Ziggy measures 500g of flour. He adds 350g. Draw an arrow on the scale to show the total m



3.4. A delivery company is transporting goods. A crate weighs 2 196 kg and a truck carries a load of 5 379 kg.
a) What is the total weight being transported? (2)

b) How much heavier is the truck load than the crate? (2)

7

- Fractions
- Data & Probability
- Mass & Capacity
- Transformations

Test Total: 50

Number of pages: 13

Grade 4 Mathematics Term 3 Test 2

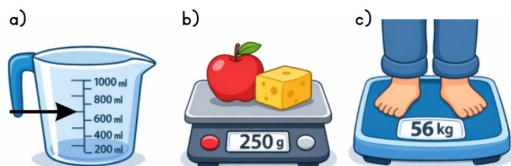
QUESTION I: MASS & CAPACITY

I.1. Convert these units of measurement to the unit given. (2)

a) 2 000ml = _____ litres.

b) 3kg = _____ grams.

I.2. Read the following measurements. (3)



I.3. Thandi is baking a cake. She measures 250g of sugar on a kitchen scale and 500g of flour.

How much mass does the sugar and flour have altogether? (2)

I.4. A bakery mixes flour with sugar to make dough. There are 5 200 g of flour.

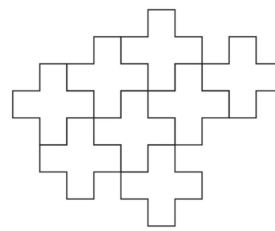
a) Each batch uses 400 g of flour.

How many batches can be made from the flour?

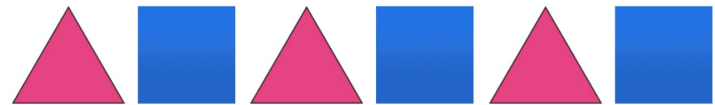
b) If 1 800 g of sugar is added, how much dough (in grams) will there be?



b) (2)



4.3. Look at the pattern below.



Describe the pattern. (1)

4.4. Have a look at the image below.



a) Name two shapes you can see in the pattern. (2)

b) Does the pattern repeat? Yes / no (1)

c) Where else might you see patterns like this in real life? (1)



7

c) Which number was rolled the most?

d) Which number was rolled the least?

2.2. Think about tossing a coin. What are the

2.3. Given the pictograph below are the day the school shop sells on each day.

Day of the week	Number of muffins sold
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Key: = 2

a) How many muffins were sold on Wednesday? (1)

b) How many muffins were sold on Monday, Tuesday and Thursday? (2)

c) Which day had the least muffin sales? (1)

d) Which day had the most muffin sales? (1)

(14)



4

- Mass & Capacity
- Data Handling & Probability
- Fractions
- Transformations, Patterns & Symmetry

Test Total: 50

Number of pages: 12

