

# GRADE 5

# TERM 3

## TEST BUNDLE

## PREVIEW



# Grade 5 English FAL Term 3 Test I

## QUESTION 1: READING COMPREHENSION

I. Read the comprehension and answer the questions that follow.

### The First PlayStation

In the 1990s, Sony, a big electronics company, wanted to make a new video game machine. They wanted games to look more real, with better pictures and sound. This idea helped them make the first PlayStation.



At first, Sony worked with another company called Nintendo. They wanted to make a new machine together. But the plan did not work, so Sony made their own machine. The first PlayStation came out in Japan on 3 December 1994. Later, it was sold in other countries too.

Ken Kutaragi is called the "Father of the PlayStation." He helped build it. He believed video games could be fun and exciting, with good pictures and sound. He helped make the PlayStation powerful and popular.

The PlayStation became famous. People loved games like Final Fantasy VII, Tekken, and Gran Turismo. By 1996, Sony sold more than 10 million PlayStations. The PlayStation used CD-ROMs, not cartridges. This gave games more space. They could be longer and look better. The controller also had new buttons that made it easier to play games in 3D.

The PlayStation was a big success. It helped Sony make other game machines like PlayStation 2 and PlayStation 3.

1.1. Why did Sony want to make the PlayStation?

- a) To fix TV's  
b) To make music CDs  
c) To make better-looking video games  
d) To make cell phones

1.2. What does the word "worked" mean in this sentence?  
"At first, Sony worked with Nintendo."

- a) Played  
b) Fought  
c) Helped each other  
d) Watched

©DesigningMinds

## QUESTION 2: LANGUAGE IN CONTEXT

2. Answer the following language questions.

2.1. Change the indirect speech into direct speech.

a) Mom said that we must sit down.

b) Kim asked if you liked her new dress.

2.2. Identify the figures of speech:

- a) I am so hungry I could eat a cow -  
b) The frog is as green as the grass -

2.3. Join the two sentences below by adding an appropriate conjunction.

Nico didn't feel well. Nico ate too much cake.

2.4. Rewrite the following sentence using the correct punctuation.

when do the september holidays start so that i can go to cape town with my family

2.5. Write the following sentences in the past tense.

a) I love jumping into the sea on a hot summers day.

b) We will dance and sing at my birthday party.

2.6. Circle the adverbs in the following sentences.

- a) Jonathan jumped higher than Selwyn on the trampoline.  
b) I was so nervous that I ran away as fast as my legs would carry me.

## MEMORANDUM GR5 ENGLISH HL TERM 3 TEST I

| QUESTION                          | ANSWER                                                                                                                                                  | MARKS          | LEARNER'S MARK |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|
| QUESTION 1: READING COMPREHENSION |                                                                                                                                                         |                |                |
| 1.1.                              | c) To make better looking video games.                                                                                                                  | 1              |                |
| 1.2.                              | c) Helped each other                                                                                                                                    | 1              |                |
| 1.3.                              | December 1994                                                                                                                                           | 1              |                |
| 1.4.                              | Ken Kutaragi                                                                                                                                            | 1              |                |
| 1.5.                              | False                                                                                                                                                   | 1              |                |
| 1.6.                              | Because the plan did not work/ Their partnership failed                                                                                                 | 1              |                |
| 1.7.                              | (Any one) Final Fantasy VII, "Tekken," or "Gran Turismo"                                                                                                | 1              |                |
| 1.8.                              | Analogue sticks/ new buttons                                                                                                                            | 1              |                |
| 1.9.                              | Over 10 million                                                                                                                                         | 1              |                |
| 1.10.                             | b) Look better and last longer                                                                                                                          | 1              |                |
| 1.11.                             | c) Nintendo                                                                                                                                             | 1              |                |
| 1.12.                             | c) Known by many people                                                                                                                                 | 1              |                |
| 1.13.                             | <ul style="list-style-type: none"><li>He believed games could be fun and exciting</li><li>He helped build a powerful and popular PlayStation.</li></ul> | 2              |                |
| 1.14.                             | True                                                                                                                                                    | 1              |                |
| 1.15.                             | complex/ complicated/ Difficult                                                                                                                         | 1              |                |
| 1.16.                             | popular                                                                                                                                                 | 1              |                |
| 1.17.                             | Sony/ Nintendo/ PlayStation/ Ken Kutaragi (any two)                                                                                                     | 2              |                |
| 1.18.                             | It/ they/ he/ their                                                                                                                                     | 2              |                |
| 1.19.                             | Any two: <ul style="list-style-type: none"><li>New</li><li>Better</li><li>Powerful</li><li>Popular</li></ul>                                            | 2              |                |
| 1.20.                             | The PlayStation is quickly becomes popular.                                                                                                             | 2              |                |
|                                   |                                                                                                                                                         | Total: ____/25 |                |

|                                 |                                                                                                    |   |  |
|---------------------------------|----------------------------------------------------------------------------------------------------|---|--|
| QUESTION 2: LANGUAGE IN CONTEXT |                                                                                                    |   |  |
| 2.1.                            | a) Mom said, "You must sit down." (2 marks)<br>b) Kim asked, "Do you like my new dress?" (2 marks) | 4 |  |
| 2.2.                            | a) Hyperbole<br>b) Simile                                                                          | 2 |  |
| 2.3.                            | Nico didn't feel well because he ate too much cake.                                                | 1 |  |

©DesigningMinds

6

- Reading comprehension (25)
- Language structures and conventions (15) (Opposites, proper nouns, pronouns, adjectives, tenses, direct & indirect speech, figures of speech, conjunctions, punctuation, adverbs)

Test Total: 40

Number of pages: 8



©DesigningMinds

5

1151  
GRAND TOTAL: 40

# Grade 5 English FAL Term 3 Test 2

## QUESTION 1: READING COMPREHENSION

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

### The Importance of Storytelling

Storytelling has been a fundamental part of human culture for thousands of years. It is a powerful tool that helps us to connect, learn, and share our experiences. Stories can entertain, teach, and inspire us. They can be passed down from generation to generation, preserving our history and traditions.



One of the main reasons storytelling is important is that it helps us understand the world around us. Through stories, we can learn about different cultures, places, and times. For example, traditional African folktales often teach important moral lessons and reflect the values of the community.

Storytelling also plays a crucial role in education. Teachers use stories to explain complex concepts in a way that is easy for students to understand. Stories can make learning more engaging and enjoyable. When students listen to or read stories, they develop their language and comprehension skills.

Moreover, storytelling fosters imagination and creativity. When we hear a story, our minds create images and scenarios, allowing us to explore new ideas and possibilities. This creativity is essential not only in the arts but in problem-solving and innovation as well.

Additionally, storytelling strengthens the bond between people. When we share stories with others, we build connections and create a sense of community. Listening to someone's story can foster empathy and understanding, making us more compassionate towards others.

In today's digital age, the forms of storytelling may have changed, but its importance remains. Whether through books, movies, or social media, stories continue to shape our lives and bring us together.

1.1. Underline the correct answer. What is one reason why storytelling is important? (1)

- a) It only entertains us. ☐  
b) It helps us understand the world around us. ☐  
c) It is a modern invention. ☐  
d) It is used only in schools. ☐

1.2. True or False: Storytelling is only important for preserving history and traditions. (1)

©DesigningMinds

2

## QUESTION 2: VISUAL LITERACY

2. Have a look at the advertisement below and answer

bt games  
COME FIND US AT STAND B020  
14 - 16 SEPTEMBER

799ea  
799ea  
899ea

5999  
4999  
3999  
7799

2.1. What store is advertising the sale? (1)

2.2. When is the sale? (1)

2.3. How much does the Spider-man PS4 game cost? (1)

2.4. How can you buy from bt games if there isn't a shop near you? (1)

2.5. True or false. This advertisement is aimed at children under 6 years old. (1)

True False

©DesigningMinds

4

3.7. Write the plural form of the word in brackets. (1)

She was very happy to visit the (puppy)



3.8. Complete the proverb. (1)

Actions speak louder than \_\_\_\_\_.

3.9. Underline the correct preposition in brackets. (1)

The cat jumped (over / under) the box.

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

The learners \_\_\_\_\_ practicing for the school show.

- a) is ☐  
b) are ☐  
c) be ☐  
d) am ☐

3.11. Change the verb to the correct tense. (1)

The girl (shout) when she won the race.



3.12. Underline the infinitive verb in the following sentence. (1)

My mom loves to cook.

3.13. Complete the table. Match the sentence to its correct literary device. Write your answer in the table below. (5)

| Sentence                                    | Literary device    |
|---------------------------------------------|--------------------|
| 1. Her cheeks were red like a rose          | a) Metaphor        |
| 2. Sally sells seashells by the seashore.   | b) Simile          |
| 3. The trees whispered secrets in the wind. | c) Hyperbole       |
| 4. The world is a stage.                    | d) Personification |
| 5. I've told you a million times.           | e) Alliteration    |

|    |    |    |    |    |
|----|----|----|----|----|
| 1. | 2. | 3. | 4. | 5. |
|----|----|----|----|----|

3.14. Change the direct speech "She said, 'I love my dog.'" to indirect speech. (2)

[25]

GRAND TOTAL: 50

©DesigningMinds

6

- Reading comprehension (15)
- Visual Literacy (10)
- Language structures and conventions (25) (Punctuation, tenses, superlative & comparative, plural form, proverbs, prepositions, verbs, literary devices, direct & indirect speech)

Test Total: 50

Number of pages: 8



# Grade 5 English FAL Term 3 Test 3

## QUESTION 1: READING COMPREHENSION

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

### The Broken Pencil



I still remember the day I left my project at home. It was the last day to bring it. I worked very hard on it. When I walked into the classroom, I felt something was wrong. My school bag felt too light. I opened it slowly — and my project was gone!

My teacher, Mrs. Daniels, saw my sad face. "What is wrong, Thomas?" she asked kindly. I told her what happened. She smiled and said, "Do you remember the story you wrote about a boy who made a robot from old things?"

I nodded.

"That story was full of good ideas. Why don't you tell the class that story while I mark the other projects?" she said.

I stood in front of the class, nervous but determined. As I spoke, I could see my classmates listening carefully. When I finished, the room was quiet — and then everyone clapped.

Mrs. Daniels walked over and said, "You may have forgotten your project, but today you showed real talent."

That day, I learned that a mistake can sometimes become something good.



- I.1. What did Thomas forget at home? (1)
- 
- I.2. Who is Mrs. Daniels? (1)
- 
- I.3. What did Thomas story talk about? (1)
- 
- I.4. How did the class react after Thomas told his story? (1)
- 
- I.5. Why was Thomas scared to speak in front of the class? (2)
- 

© DesigningMinds

2

- Reading comprehension (15)
- Creative writing (10)
- Language structures and conventions (25) (Verbs, adjectives, tenses, articles, nouns, pronouns, direct & indirect speech, sentence types, punctuation, figures of speech, idioms, proverbs, conjunctions)

## MEMORANDUM GR5 ENGLISH FAL TERM 3 TEST 3

| QUESTION                          | ANSWER                                                                                                                                        | MARKS          | LEARNER MARK |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------|
| QUESTION 1: READING COMPREHENSION |                                                                                                                                               |                |              |
| I.1.                              | His project.                                                                                                                                  | 1              |              |
| I.2.                              | His teacher.                                                                                                                                  | 1              |              |
| I.3.                              | A boy who made a robot from old things.                                                                                                       | 1              |              |
| I.4.                              | They clapped.                                                                                                                                 | 1              |              |
| I.5.                              | He was nervous to speak in front of people.                                                                                                   | 2              |              |
| I.6.                              | <ul style="list-style-type: none"><li>• A mistake can become something good.</li><li>OR</li><li>• Mistakes can lead to good things.</li></ul> | 2              |              |
| I.7.                              | Possible answers: sad, kind, good, scared, old<br>(Any two valid adjectives accepted.)                                                        | 2              |              |
| I.8.                              | Possible answers: walked, opened, told, clapped, said, learned<br>(Any one valid verb accepted.)                                              | 1              |              |
| I.9.                              | I forgot my project at home.                                                                                                                  | 1              |              |
| I.10.                             | The                                                                                                                                           |                |              |
| I.11.                             | Thomas                                                                                                                                        | 2              |              |
| I.12.                             | "I would tell the teacher what happened and try my best."<br>(Award 2 marks for a thoughtful answer; 1 mark for a basic, relevant answer.)    | 2              |              |
| I.13.                             | Learner's own answer, should include feelings (e.g. anxious, upset) and a logical action (e.g. explain to the teacher, ask to call home).     | 3              |              |
|                                   |                                                                                                                                               | Total:...../15 |              |

## QUESTION 2: CREATIVE WRITING

© DesigningMinds

7

## QUESTION 3: LANGUAGE STRUC

3. Answer the following language questions.

3.1 Underline the noun in this sentence:

The boy dropped his sandwich on the floor.

3.2 Write the adjective and the noun it describes.

She wore a beautiful dress to the party.

3.3 Choose the correct pronoun:

(He / Him) went to the shop to buy bread.

3.4. Rewrite the sentence in the past tense.

I run to school every morning.

3.5. Rewrite this sentence in the future tense.

She plays the piano.



3.6. Underline the verb and say if it is in the present, past, or future tense.

He will swim in the race tomorrow.

3.7. Punctuate the following sentence:

my friend likes cake chocolate and ice cream

3.8. Change the following into direct speech:

The girl said that she was hungry.

3.9. Change the following into indirect speech:

Lisa said, "I love ice cream."



© DesigningMinds

5

Test Total: 50

Number of pages: 8





Grade 5 English HL Term 3 Test I

QUESTION 1: READING COMPREHENSION

I. Read the comprehension and answer the questions that follow.

The Invention of the First PlayStation

In the early 1990s, a revolution in gaming was on the horizon. Sony, a well-known electronics company, decided to enter the video game market. They wanted to create a console that would bring high-quality 3D graphics into homes. This idea led to the invention of the first PlayStation.



The PlayStation project started when Sony collaborated with Nintendo to create a CD-ROM for the Super Nintendo Entertainment System. However, the partnership fell apart, and Sony decided to develop its own console. The PlayStation was officially launched on December 3, 1994, in Japan and soon after in other parts of the world.

Ken Kutaragi, often called the "Father of the PlayStation," played a significant role in its development. He believed that video games could be more than just simple entertainment; they could offer rich, immersive experiences. His vision led to the creation of a console with powerful hardware capable of delivering impressive graphics and sound.

The PlayStation quickly became popular due to its extensive library of games. Titles like "Final Fantasy VII," "Tekken," and "Gran Turismo" showcased the console's capabilities and captivated gamers around the world. By the end of 1996, Sony had sold over 10 million units, making the PlayStation a major success.

One of the key features of the PlayStation was its use of CD-ROMs instead of cartridges. This allowed for more storage space, meaning games could have graphics, longer playtimes, and richer content. The PlayStation's controller was innovative, with a comfortable design that included a directional pad, buttons, and analog sticks for better control in 3D environments.

The success of the PlayStation marked the beginning of Sony's strong presence in the video game industry. It set the stage for future consoles like the PlayStation 3, and beyond, each building on the foundation laid by the original PlayStation.

- 1.1. What was the main reason Sony decided to create the PlayStation?
- a) To compete with Microsoft ☐
- b) To enter the video game market with high-quality 3D graphics ☐
- c) To create a new type of television ☐
- d) To improve their CD players ☐

©DesigningMinds

QUESTION 2: LANGUAGE IN CONTEXT

2. Answer the following language in context questions.

- 2.1. Change the indirect speech into direct speech.
- a) Mom said that we should sit down.

- b) Kim wanted to know whether you liked the dress.

2.2. Identify the figures of speech.

- a) I am so hungry I could eat a cow - \_
- b) The frog is as green as the grass - \_

2.3. Join the two sentences below by using a conjunction.

Nico didn't feel well. Nico ate too much cake.

2.4. Rewrite the following sentence using the correct punctuation. (2)

when do the september holidays start so that i can go to cape town with my family

2.5. Write the following sentences in the past tense.

- a) I love jumping into the sea on a hot summers day. (2)
- b) We will dance and sing at my birthday party. (2)

2.6. Circle the adverbs in the following sentences. (2)

- a) Jonathan jumped higher than Selwyn on the trampoline.
- b) I was so nervous that I ran away as fast as my legs would carry me.

(15)

GRAND TOTAL: 40

©DesigningMinds

5

MEMORANDUM GR5 ENGLISH HL TERM 3 TEST I

| QUESTION                          | ANSWER                                                                                                                                                                 | MARKS          | LEARNER'S MARK |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|
| QUESTION 1: READING COMPREHENSION |                                                                                                                                                                        |                |                |
| I.1.                              | b) To enter the video game market with high-quality 3D graphics                                                                                                        | 1              |                |
| I.2.                              | b) Worked together                                                                                                                                                     | 1              |                |
| I.3.                              | The PlayStation was officially launched on December 3, 1994                                                                                                            | 1              |                |
| I.4.                              | Ken Kutaragi                                                                                                                                                           | 1              |                |
| I.5.                              | False                                                                                                                                                                  | 1              |                |
| I.6.                              | False                                                                                                                                                                  | 1              |                |
| I.7.                              | The partnership between Sony and Nintendo fell apart due to disagreements over the direction and control of the CD-ROM project.                                        | 1              |                |
| I.8.                              | Final Fantasy VII, "Tekken," or "Gran Turismo"                                                                                                                         | 1              |                |
| I.9.                              | The analogue sticks                                                                                                                                                    | 1              |                |
| I.10.                             | Over 10 million units                                                                                                                                                  | 1              |                |
| I.11.                             | b) Better graphics and richer content                                                                                                                                  | 1              |                |
| I.12.                             | c) Nintendo                                                                                                                                                            | 1              |                |
| I.13.                             | b) Completely new and innovative                                                                                                                                       | 1              |                |
| I.14.                             | Ken Kutaragi helped create the PlayStation by focusing on powerful hardware, 3D graphics, and sound. This made it different from other consoles and helped it succeed. | 2              |                |
| I.15.                             | True                                                                                                                                                                   | 1              |                |
| I.16.                             | complex/ complicated                                                                                                                                                   | 1              |                |
| I.17.                             | popular                                                                                                                                                                | 1              |                |
| I.18.                             | Sony/ Nintendo/ PlayStation/ Super Nintendo Entertainment System/ Ken Kutaragi/ Final Fantasy VII/ Tekken/ Gran Turismo (any two)                                      | 2              |                |
| I.19.                             | It/ they/ his/ he/ their/ we/ our                                                                                                                                      | 2              |                |
| I.20.                             | Early/ high-quality/ 3D/ Rich/ immersive/ powerful/ impressive/ extensive/ comfortable/ directional/ innovative (any two)                                              | 2              |                |
| I.21.                             | The PlayStation is quickly becoming popular.                                                                                                                           | 1              |                |
|                                   |                                                                                                                                                                        | Total: ____/25 |                |
| QUESTION 2: LANGUAGE IN CONTEXT   |                                                                                                                                                                        |                |                |
| 2.1.                              | a) "Sit down," Mom said. (2 marks)<br>b) Kim asked, "Do you like my new dress?" (2 marks)                                                                              | 4              |                |
| 2.2.                              | a) Hyperbole<br>b) Simile                                                                                                                                              | 2              |                |
| 2.3.                              | Nico didn't feel well because he ate too much cake.                                                                                                                    | 1              |                |

©DesigningMinds

6

- Reading comprehension (25)
- Language (15)

Test Total: 40

Number of pages: 7



Grade 5 English HL Term 3 Test 2

QUESTION 1: READING COMPREHENSION

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

The Importance of Storytelling

Storytelling has been a fundamental part of human culture for thousands of years. It is a powerful tool that helps us to connect, learn, and share our experiences. Stories can entertain, teach, and inspire us. They can be passed down from generation to generation, preserving our history and traditions.



One of the main reasons storytelling is important is that it helps us understand the world around us. Through stories, we can learn about different cultures, places, and times. For example, traditional African folktales often teach important moral lessons and reflect the values of the community.

Storytelling also plays a crucial role in education. Teachers use stories to explain complex concepts in a way that is easy for students to understand. Stories can make learning more engaging and enjoyable. When students listen to or read stories, they develop their language and comprehension skills.

Moreover, storytelling fosters imagination and creativity. When we hear a story, our minds create images and scenarios, allowing us to explore new ideas and possibilities. This creativity is essential not only in the arts but in problem-solving and innovation as well.

Additionally, storytelling strengthens the bond between people. When we share stories with others, we build connections and create a sense of community. Listening to someone's story can foster empathy and understanding, making us more compassionate towards others.

In today's digital age, the forms of storytelling may have changed, but its importance remains. Whether through books, movies, or social media, stories continue to shape our lives and bring us together.

1.1. What is one reason why storytelling is important?

(1)

- a) It only entertains us. ☐
- b) It helps us understand the world around us. ☐
- c) It is a modern invention. ☐
- d) It is used only in schools. ☐



She was very happy to visit the (puppy)

3.8. Complete the proverb: Actions speak louder than \_\_\_\_\_.

(1)

3.9. Underline the correct preposition in brackets.

(1)

The cat jumped (over / under) the box.

3.10. Choose the correct verb to complete the sentence:

(1)

The learners \_\_\_\_\_ practicing for the school show.

- a) is ☐
- b) are ☐
- c) be ☐
- d) am ☐



3.11. Change the verb to the correct tense:

(1)

The girl (shout) when she won the race.

3.12. Underline the infinite verb in the following sentence:

(1)

My mom loves to cook.

Write the sentence to its correct literary device. Write your answer in the box below.

|                                         | Literary device    |
|-----------------------------------------|--------------------|
| 1. The sun was smiling.                 | a) Metaphor        |
| 2. The wind whistled through the trees. | b) Simile          |
| 3. The wind whistled through the trees. | c) Hyperbole       |
| 4. The wind whistled through the trees. | d) Personification |
| 5. The wind whistled through the trees. | e) Alliteration    |

3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

3.13. Write the sentence to its correct literary device. Write your answer in the box below.

3.14. Write the sentence to its correct literary device. Write your answer in the box below.

3.15. Write the sentence to its correct literary device. Write your answer in the box below.

GRAND TOTAL: 50

QUESTION 2: VISUAL LITERACY

Read the advertisement below and answer the questions that follow.

2.1. What store is advertising the sale?

(1)

2.2. When is the sale?

(1)

2.3. How much does the Spider-man PS4 game cost?

(1)

2.4. How can you buy from bt games if there isn't a shop near you?

(1)

2.5. True or false. This advertisement is aimed at children under 6 years old.

(1)

True False

2.6. Which product has the highest discount and how much is the discount?

(2)

- Reading comprehension (15)
- Visual Literacy (10)
- Language (25)

Test Total: 50

Number of pages: 8

Grade 5 English HL Term 3 Test 3

QUESTION 1: READING COMPREHENSION

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

The Broken Pencil



I still remember the day I forgot my project at home. It was the last day to hand it in, and I had worked so hard on it. As I walked into the classroom, I realised with horror that my backpack felt lighter than usual. I opened it slowly — and there was no project inside. My teacher, Mrs. Daniels, noticed my worried face. “Is something wrong, Thomas?” she asked gently. I explained everything, trying not to cry. She looked at me for a moment and then smiled. “Do you remember the story you wrote last week? The one about the boy who built a robot from junk?” she asked. I nodded. “It was full of imagination and detail. Why don’t you tell the class that story while I mark the other projects?” she suggested. I stood in front of the class, nervous but determined. As I spoke, I could see my classmates leaning in, listening carefully. When I finished, the room was quiet — and then everyone clapped. Mrs. Daniels walked over and said, “You may have forgotten your project, but today you showed us your true talent.” That day, I learned that sometimes mistakes lead to unexpected successes.



- I.1. What did Thomas forget at home?

(1)
- I.2. Who is Mrs. Daniels?

(1)
- I.3. What story did Thomas tell the class?

(1)
- I.4. How did the class react after Thomas finished speaking?

(1)

QUESTION 3: LANGUAGE STRUCTURES AND CONVENTIONS

Write down the following language questions.

Write down the noun in this sentence:

A hammy sandwich lies on the floor.

Write down the adjective and the noun it describes:

A beautiful dress was worn to the party.



Write down the correct pronoun to complete the sentence:

I went to the shop to buy bread.

Write down the sentence in the past tense:

It was a very rainy morning.

Write down the sentence in the future tense:



She plays the piano.

3.6. Underline the verb and say if it is in the present, past, or future tense:

(2)

He will swim in the race tomorrow.

3.7. Punctuate the following sentence:

(2)

my friend likes cake chocolate and ice cream

3.8. Change the following into direct speech:

(2)

The girl said that she was hungry.

3.9. Change the following into indirect speech:

(2)

Lisa said, “I love ice cream.”



MEMORANDUM GR5 ENGLISH HL TERM 3 TEST 3

| QUESTION                          | ANSWER                                                                                                                                    | MARKS          | LEARNER MARK |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------|
| QUESTION 1: READING COMPREHENSION |                                                                                                                                           |                |              |
| I.1.                              | His project.                                                                                                                              | 1              |              |
| I.2.                              | His teacher.                                                                                                                              | 1              |              |
| I.3.                              | The story about a boy who built a robot from junk.                                                                                        | 1              |              |
| I.4.                              | They clapped.                                                                                                                             | 1              |              |
| I.5.                              | Because he was afraid of speaking in front of others or being judged for forgetting his project.                                          | 2              |              |
| I.6.                              | She means that Thomas is a good storyteller and has a talent for using words creatively.                                                  | 2              |              |
| I.7.                              | Possible answers: worried, quiet, true, hard (any two)                                                                                    | 2              |              |
| I.8.                              | None.                                                                                                                                     | 1              |              |
| I.9.                              | “I forgot my project at home.”                                                                                                            | 1              |              |
| I.10.                             | Subject: My teacher, Mrs. Daniels; Predicate: noticed my worried face.                                                                    | 2              |              |
| I.11.                             | Mistakes can sometimes lead to good things, or, he learned to be confident in his talents.                                                | 2              |              |
| I.12.                             | Learner’s own answer, should include feelings (e.g. anxious, upset) and a logical action (e.g. explain to the teacher, ask to call home). | 3              |              |
|                                   |                                                                                                                                           | Total: ____/15 |              |

| 4 | Satisfactory (2)                                  | Needs Improvement (0–1)                        |
|---|---------------------------------------------------|------------------------------------------------|
| 1 | Follows topic, has basic structure and ideas      | Off-topic or unclear ideas; lacks logical flow |
| 2 | Some errors, but meaning is clear                 | Many errors; hard to understand                |
| 3 | Some descriptive words used                       | Very few or no descriptive words               |
| 4 | Slightly too short or missing some diary features | Too short, not written like a diary            |
|   |                                                   | ____/10                                        |

Total: \_\_\_\_/10

- Reading comprehension (15)
- Creative Writing (10)
- Language (25)

Test Total: 50  
Number of pages: 8



# Grade 5 Afrikaans FAL Term 3 Test 1

## VRAAG 1: BEGRIPTOETS (15)

1. Lees die volgende teks oor Wimbledon en beantwoord dan die vrae.

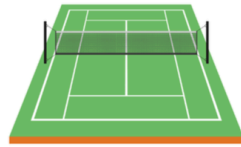
### Wimbledon

Wimbledon is een van die vier groot Grand Slam-tennistooernooie. Dit word elke jaar in Londen, Engeland gehou.

Die toernooi begin gewoonlik aan die einde van Junie en duur twee weke. Dit is die oudste tennistoernooi ter wêreld en het in 1877 begin.

Wat Wimbledon so spesiaal maak, is dat dit die enigste Grand Slam-toernooi is wat op gras gespeel word. Dit beteken die spelers moet aanpas by die vinnige, gladde oppervlak. Die spelers dra tradisioneel wit kleres wanneer hulle op die grasbane speel.

Wimbledon is bekend vir sy tradisies, soos die eet van aarbeie en room. Die toernooi trek altyd baie toeskouers, insluitend koninklikes en bekendes. Die weners ontvang nie net prysgeld nie, maar ook die eer om as Wimbledon-kampioene gekroon te word.



1.1. Wat is Wimbledon en waar word dit gehou? (2)

1.2. Wanneer begin Wimbledon gewoonlik?

1.3. Omkring die regte Antwoord. Wimbledon het in \_\_\_\_\_

- a) 1877 ☐
- b) 1977 ☐
- c) 1678 ☐
- d) 1788 ☐

1.4. Omkring die regte Antwoord. Hoe lank duur Wimbledon?

- a) Drie weke ☐
- b) Een week ☐
- c) Vier weke ☐
- d) Twee weke ☐

© DesigningMinds

## VRAAG 4: TAALWERK

4. Antwoord die volgende taal vrae:

4.1. Vul in die trappe van vergelyking. (2)

vinnig \_\_\_\_\_

4.2. Skryf die meervoud van die volgende woorde: (2)

a) Bal: \_\_\_\_\_

b) Speler: \_\_\_\_\_

4.3. Onderstreep die werkwoord in die sin. (1)

'Die sokkerspeler skop die bal.'



4.4. Skryf die verkleiningsvorm van die volgende woord. (1)

Bal: \_\_\_\_\_

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

"Die afrigter sê, 'Ons sal die wedstryd wen.'"

4.6. Vorm 'n samestelling van die volgende woorde: "sport" en "veld". (1)

4.7. Kies die regte lidwoord in die sin: (1)

Die rugbywedstryd was baie spannend.



4.8. Verander die sin na die toekomstige tyd. (1)

Die tennisspeler slaan die bal oor die net.

(10)  
TOTAAL: 40

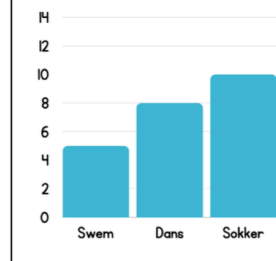
© DesigningMinds

7

## VRAAG 2: VISUELE

2.1. Kyk na die volgende grafiek en beantwoord die vrae.

Leerders wat naskole aktief



2.1.1. Wat is die naam van die aktiviteit waarin die meeste leerders deelneem?

2.1.2. Is daar 'n aktiviteit waar presies dieselfde aantal leerders deelneem? (1)

2.1.3. Hoeveel leerders neem aan dans deel? (1)

2.1.4. Wat is die opskrif van die grafiek? (1)

2.1.5. Waarin neem die minste leerders deel? (1)



© DesigningMinds

4

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

Test Total: 40

Number of pages: 9

Dm



# Grade 5 Afrikaans FAL Toets 2

## VRAAG 1: BEGRIPTOETS

1. Lees die volgende drama en beantwoord die vra wat volg.

Titel: Die Verborgte Sleutel

Karakterlys:

- Liam — 'n Nuuskierige seun
- Mia — Liam se slim sussie
- Ouma Rina — hul ouma met geheime

Toneel 1: In Ouma Rina se sitkamer

(Liam en Mia sit op die mat. Ouma Rina kom in met 'n ou houtkissie.)

Ouma Rina: Kinders, ek het iets spesiaals om met julle te deel. Hierdie kissie is baie oud.

Mia: Wat is daarin, Ouma?

Ouma Rina: Dis 'n geheim... maar julle moet eers die sleutel vind.

Liam: 'n Skattejag! Waar moet ons soek?

Ouma Rina: Julle moet raaisels oplos. Die eerste een is: "Ek hou die tyd, maar ek het geen stert. Ek tik en tik, maar ek loop nie rond."

Mia: Dis maklik! Dis 'n horlosie!

Ouma Rina: Goed gedoen. Gaan kyk onder die groot horlosie in di

(Liam hardloop uit. Hy kom terug met 'n klein sleuteltjie.)

Liam: Ek het dit! Die sleutell

Ouma Rina: Maak die kissie oop.

(Mia maak die kissie oop en sien 'n ou foto en 'n klein dagboek.)

Mia: Dis 'n foto van Pappa toe hy klein was! En Ouma se dagboek!

Ouma Rina: Nou weet julle — die grootste skatte is herinneringe.



© DesigningMinds

## VRAAG 3: TAALWERK

3. Antwoord die volgende taal vrae:

3.1. Gee die basisvorm van die volgende woord: versigtig. (1)

3.2. Gee die sinoniem van "vreugde". (1)

3.3. Gee die antoniem van "sag". (1)

3.4. Voltooi die volgende tabel deur die korrekte trappe van vergelyking in te vul. ( $4 \times \frac{1}{2} = 2$ )

| Woord: | Vergrotende trap: | Oortreffende trap: |
|--------|-------------------|--------------------|
| goed   | beter             | a)                 |
| hoog   | b)                | hoogste            |
| lank   | c)                | lankste            |
| d)     | kouer             | koudste            |



3.5. Kies die regte homoniem vir die volgende sin: (1)

Ek het my (lei / ly) onder die druk van die eksamen.

3.6. Kies die korrekte voornaamwoord: (1)

(Ek / My / Sy) ma bak koek.

3.7. Verander die volgende sin na ontkennde vorm: (2)

Ek het die kos geëet.

3.8. Skryf die sin in indirekte rede: (2)

Mary sê, "Ek hou van dans."

3.9. Kies die korrekte voorsetsel: (1)

Die kinders speel \_\_\_ die tuin.

a) op



© DesigningMinds

6

## VRAAG 2: KREATIEWE

2. Lees die opdrag hieronder sorgvuldig.

- Skryf 'n paragraaf van 8–10 sinne.
- Gebruik die verlede tyd.
- Skryf volsinne.
- Jou paragraaf moet 'n begin, 'n middel en 'n einde hê.
- Skryf netjies en gebruik leestekens en hoofletters korrek.

Opdrag:

Skryf 'n paragraaf oor:

"n Dag toe dit baie gereën het"

Dink terug aan 'n dag toe dit hewig gereën het.

Vertel waar jy was, wat gebeur het, wat jy gesien en gevoel het, en hoe die dag geëindig het. Gebruik interessante beskrywings en voeg emosie by jou storie.

konsep:

\_\_\_\_\_

\_\_\_\_\_



© DesigningMinds

4

- Begripstoets (15)
- Kreatiewe Skryfwerk (5)
- Taal (20)

Test Total: 40

Number of pages: 9

Dm

# Grade 5 Life Skills PSW Term 3 Test I

## QUESTION 1: FESTIVALS AND CUSTOMS

I. Answer the following questions.

I.1. Which festival is celebrated by Hindus in South Africa that involves lights and the victory of good over evil? (1)

- a) Diwali ☐  
b) Eid ☐  
c) Christmas ☐  
d) Passover ☐

I.2. Where do Jewish people gather to pray and celebrate sacred ceremonies? (1)

- a) Their living rooms ☐  
b) Temple ☐  
c) Church ☐  
d) Synagogue ☐

I.3. True or false: Christmas is only celebrated by Christians. (1)

True ☐ False ☐

I.4. True or false: Heritage Day in South Africa is a day to celebrate the diverse cultures and traditions in the country. (1)

True ☐ False ☐

I.5. Name a festival celebrated by Muslims in South Africa.

I.6. Muslims believe in one God. What is the name of their God?

I.7. In Traditional African religion, who plays an important role in ceremonies conducted?



©DesigningMinds



## QUESTION 3: WATER

3. Read the passage and answer the questions.

### Water: Our Life Source

Water is essential for all living things. Humans and animals need water to survive. It makes up about half of our body weight and helps with digestion, temperature regulation, and other body functions.

Humans need water to stay healthy. We should drink several glasses of water every day. Water is also used to irrigate crops, which provide us with food. Without water, we would not have the food we eat.

Besides drinking, water is used for many other purposes. It is used to clean and bodies clean, preventing the spread of diseases. It is also used to manufacture goods, from clothing to electronics.

Protecting our water sources is very important. In households, we can contaminate water, or we can help save water by taking shorter showers, fixing leaks, and using water-efficient appliances.

3.1. What is one function of water in the human body? (1)

- a) Providing energy ☐  
b) Digesting food ☐  
c) Making bones ☐  
d) Producing sound ☐

3.2. How many glasses of water should a person drink every day? (1)

3.3. Why is it important to protect our water sources? (1)

3.4. Name TWO ways we use water in our daily lives besides drinking. (2)

3.5. Name ONE way to save water at home. (1)

[6]

©DesigningMinds

4

## QUESTION 4: HEALTHY EATING FOR CHILDREN

4.1. Complete the following sentences by using the words in the Word Bank. Each word may only be used once.

Meat   amino acids   protein   starches   vitamin E   vegetarian  
carbohydrates   sugars

- a) One of many sources of protein is meat. (1)  
b) There are two types of carbohydrates: starches and sugars. (1)  
c) Carbohydrates give energy to all cells in the body. (1)  
d) Amino acids are the building blocks of protein. (1)  
e) Vitamin E helps to protect and hydrate your skin. (1)



4.2. According to South African food-based dietary guidelines, which of the following is recommended? (1)

- a) Eat more sugary snacks ☐  
b) Eat plenty of fruits and vegetables ☐  
c) Drink lots of soda ☐  
d) Avoid all fats ☐

4.3. True or false: Children do not need to eat breakfast. (1)

True ☐ False ☐

4.4. Name ONE dietary need that is important for children. (1)

4.5. What is a healthy snack option for children? (1)

- a) Chips ☐  
b) Candy ☐  
c) Fresh fruit ☐  
d) Ice cream ☐

4.6. True or false: The amount of food a child needs depends on their age, size, and activity level. (1)

True ☐ False ☐

[10]  
GRAND TOTAL: 30

©DesigningMinds

5

- Festivals & customs
- Safety measures at home
- Water as a basic need
- Healthy eating for children

Test Total: 30

Number of pages: 7



# Grade 5 Life Skills Term 3 Assessment

## QUESTION 1

1. Circle whether the following questions are true or false.

1.1. If you feel sick, it's good to take a double dose.

True False

1.2. It's perfectly fine to take pills from a stranger.

True False

1.3. Read the instructions carefully before taking any medication.

True False

1.4. Not finishing antibiotics if you are feeling better is fine.

True False

1.5. It's important to keep medication locked away.

True False



[5]

## QUESTION 2

2.1. Circle the dangerous household products.



©DesigningMinds

## QUESTION 3

3. Your friend lives in a country where there is no electricity. Write a WhatsApp message to your friend explaining why you are always trying to save water in South Africa.

Handwriting practice area for the WhatsApp message.

©DesigningMinds

## MEMORANDUM GR5 LS PSW T3 ASSESSMENT

| QUESTION   | ANSWER | MARKS         | LEARNER MARK |
|------------|--------|---------------|--------------|
| QUESTION 1 |        |               |              |
| 1.1.       | False  | 1             |              |
| 1.2.       | False  | 1             |              |
| 1.3.       | True   | 1             |              |
| 1.4.       | False  | 1             |              |
| 1.5.       | True   | 1             |              |
|            |        | Total: ____/5 |              |

## QUESTION 2

|      |  |               |  |
|------|--|---------------|--|
| 2.1. |  | 5             |  |
|      |  | Total: ____/5 |  |

## QUESTION 3

|      |                                                                                                            |               |  |
|------|------------------------------------------------------------------------------------------------------------|---------------|--|
| 3.1. | Drinking, cooking, bathing, washing clothes and dishes, swimming, transport, fishing (Any suitable answer) | 5             |  |
|      |                                                                                                            | Total: ____/5 |  |

## QUESTION 4

|      |                                                                                                                    |               |  |
|------|--------------------------------------------------------------------------------------------------------------------|---------------|--|
| 4.1. | Close taps, fix leaks, take quick showers, close the tap when you are brushing your teeth/ washing your hands etc. | 5             |  |
|      |                                                                                                                    | Total: ____/5 |  |

## QUESTION 5

|      |                                                      |               |  |
|------|------------------------------------------------------|---------------|--|
| 5.1. | 4.2 g                                                | 1             |  |
| 5.2. | 90 mg                                                | 1             |  |
| 5.3. | $2.7 \text{ g} \times 2 = 5.4 \text{ grams protein}$ | 1             |  |
|      |                                                      | Total: ____/3 |  |

## QUESTION 6

|      |                                                                                                                                |   |  |
|------|--------------------------------------------------------------------------------------------------------------------------------|---|--|
| 6.1. | Because he plays soccer every day and uses lots of energy/ He burns more calories by being more active making him more hungry. | 1 |  |
| 6.2. | • Sweets do not have enough nutrients.                                                                                         | 2 |  |

©DesigningMinds

7

- Festivals & customs
- Safety measures at home
- Water as a basic need
- Healthy eating for children

Test Total: 30  
Number of pages: 8

[5]

4



# Grade 5 History Term 3 Test I

## QUESTION 2: TRUE OR FALSE

2. Say whether each statement is TRUE or FALSE.

a) The Nile River was the only water source for ancient Egyptians. (1)

True False

b) In ancient Egypt, slaves were considered to be at the highest social level. (1)

True False

c) Pyramids were built as tombs for the pharaohs. (1)

True False

d) Ancient Egyptian physicians performed clinical examinations. (1)

True False

e) The tomb of Tutankhamun was discovered in the 1800s. (1)

True False

[5]

## QUESTION 3: COLUMN MATCH

3. Match column B with column A. Write the letter of the answer that you have selected below in the table.

| COLUMN A       |  | COLUMN B                                           |  |
|----------------|--|----------------------------------------------------|--|
| 1.1. Pharaoh   |  | a) Read, wrote, kept records                       |  |
| 1.2. Advisor   |  | b) Made pots, clothes, jewellery, shoes            |  |
| 1.3. Craftsman |  | c) Did housework, built homes and gardens on farms |  |
| 1.4. Scribe    |  | d) Recommend the Pharaoh                           |  |
| 1.5. Slaves    |  | e) Ruled over Egypt                                |  |

|      |      |      |      |      |
|------|------|------|------|------|
| 3.1. | 3.2. | 3.3. | 3.4. | 3.5. |
|------|------|------|------|------|



©DesigningMinds

5. Complete the table below. Have a look at the images and write what they were used for.

|                                                                                              | What is it? |
|----------------------------------------------------------------------------------------------|-------------|
| 5.1.<br> |             |
| 5.2.<br> |             |
| 5.3.<br> |             |
| 5.4.<br> |             |

[6]

GRAND TOTAL: 30

## MEMORANDUM GR5 HISTORY TERM 3 TEST I

| QUESTION | ANSWER | MARKS | LEARNER'S MARK |
|----------|--------|-------|----------------|
|----------|--------|-------|----------------|

### QUESTION 1: MULTIPLE CHOICE

|      |                                               |   |  |
|------|-----------------------------------------------|---|--|
| 1.1. | b) It offered rich soil for agriculture       | 1 |  |
| 1.2. | c) Pharaoh                                    | 1 |  |
| 1.3. | b) To build pyramids and other structures     | 1 |  |
| 1.4. | b) Advanced knowledge of anatomy              | 1 |  |
| 1.5. | b) Howard Carter                              | 1 |  |
| 1.6. | c) They had rich and elaborate burial customs | 1 |  |

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

### QUESTION 2: TRUE OR FALSE

|    |       |   |  |
|----|-------|---|--|
| a) | True  | 1 |  |
| b) | False | 1 |  |
| c) | True  | 1 |  |
| d) | True  | 1 |  |
| e) | False | 1 |  |

Total: \_\_\_\_/5

### QUESTION 3: COLUMN MATCH

|      |   |   |  |
|------|---|---|--|
| 3.1. | E | 1 |  |
| 3.2. | D | 1 |  |
| 3.3. | B | 1 |  |
| 3.4. | A | 1 |  |
| 3.5. | C | 1 |  |

Total: \_\_\_\_/5

### QUESTION 4: SHORT ANSWERS

|      |                                                                                                                                     |   |  |
|------|-------------------------------------------------------------------------------------------------------------------------------------|---|--|
| 4.1. | Water for drinking/ irrigation for farming/ means of transportation and trade.                                                      | 1 |  |
| 4.2. | Two roles were scribes and priests.                                                                                                 | 2 |  |
| 4.3. | Hieroglyphics is a system of writing using symbols and pictures used by the ancient Egyptians.                                      | 1 |  |
| 4.4. | They used astrology to predict the flooding of the Nile and for religious and agricultural purposes.                                | 1 |  |
| 4.5. | It provided a wealth of information about ancient Egyptian society, culture, and burial practices.                                  | 1 |  |
| 4.6. | One artifact is the gold mask, which signifies the pharaoh's power and the importance of the afterlife in ancient Egyptian culture. | 1 |  |

Total: \_\_\_\_/7

©DesigningMinds

6

- Egypt
- The Nile River
- Way of life in ancient Egypt (social structure, sphinx, pyramids, temples, hieroglyphics, mathematics & astrology)
- Tomb of Tutankhamen

Test Total: 30  
Number of pages: 7



©DesigningMinds

5



# Grade 5 History Term 3 Test 2

## QUESTION 1

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

The Nile River is the longest river in the world. It flows through many countries in Africa and was very important to the people of ancient Egypt. Without the Nile, the Egyptians would not have been able to live and grow food in the hot, dry desert.



Each year, the Nile flooded and left behind rich, black soil. This soil was perfect for growing crops like wheat and barley. The river gave the people water to drink, fish to eat, and a way to travel and trade. It helped farmers, builders, traders, and families. The name "Nile" comes from the Greek word Nelios, but the ancient Egyptians called it Iteru, which means "River." The Nile has three main parts: the White Nile, the Blue Nile, and the Atbara River. The White Nile starts from lakes in central Africa, and the Blue Nile brings most of the water and silt that made the land so fertile.

The Nile was also used like a highway. People used boats to move stones for building, travel to other places, and trade goods. The Egyptians were clever boat builders, and they made strong boats a long time ago—more than 5,000 years ago!

The area around the Nile has many animals, like crocodiles, turtles, and birds. The Nile helped ancient Egypt grow into a powerful and successful civilisation. Without it, Egypt might never have become so great.



1.1. What did the Nile River leave behind after it flooded? (1)

1.2. Use your own words to describe how life in Egypt relied on the Nile River. (2)

1.3. What name did the Ancient Egyptians use for the Nile? (1)

©DesigningMinds

- Egypt
- The Nile River
- Way of life in ancient Egypt  
(social structure, sphinx, pyramids, temples, hieroglyphics, mathematics & astrology)
- Tomb of Tutankhamen

## QUESTION 5

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

In 1922, archaeologist Howard Carter discovered the tomb of Tutankhamun in the Valley of the Kings. The tomb was filled with treasures, tools, and writing. The discovery helped us learn about the lives, beliefs, and customs of the ancient Egyptians.



5.1 When was the tomb discovered? (1)

5.2 Place a cross over one of the artefacts that was found in the tomb. (1)



5.3 What do you think the discovery tells us about life in ancient Egyptian society? Write two things in your own words. (2)

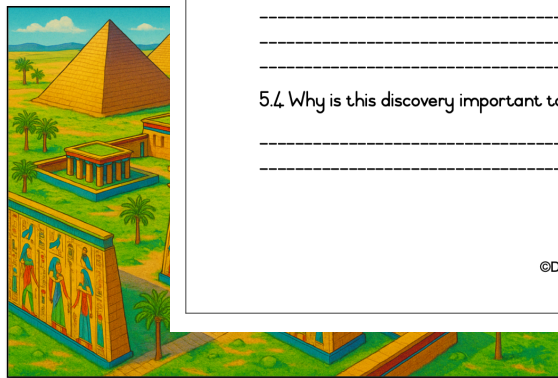
5.4 Why is this discovery important to historians today? (1)

[5]

©DesigningMinds

7

4. Have a look at the picture hieroglyphics, and more. The questions below based on what you see in the class.



4.1 Name two structures Egyptians built to honour their gods and kings. (2)

4.2 What writing system did Egyptians use? (1)

4.3 Give two examples of what Egyptians learned in science. (2)

4.4 What is anatomy? (1)

4.5 Why do you think medicine was important in ancient Egypt? (2)

[8]

©DesigningMinds

6

Test Total: 30

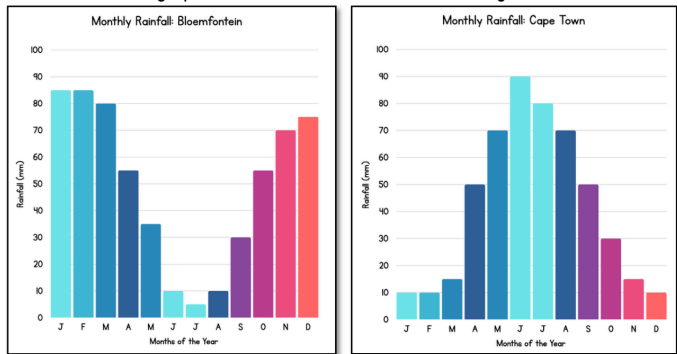
Number of pages: 10



# Grade 5 Geography Term 3 Test 1

- 2.3.2. What cloud cover is forecast for: (1)
- a) Pretoria: \_\_\_\_\_
- b) Richards Bay: \_\_\_\_\_
- 2.3.3. What kind of precipitation is forecast for Durban? (1)
- \_\_\_\_\_

2.4. Look at the rain graphs for Cape Town and Bloemfontein and answer the questions that follow. The graphs show how much rain falls in each city each month.



- 2.4.1. Which 3 months in Cape Town have the most rain? \_\_\_\_\_
- 2.4.2. What season do those months fall under? \_\_\_\_\_
- 2.4.3. How much rainfall occurred in Bloemfontein in March? \_\_\_\_\_
- 2.4.4. Which 3 months did Bloemfontein have the most rain? \_\_\_\_\_



©DesigningMinds

- Weather
- Rainfall
- Climate
- Natural vegetation

## QUESTION 4: CASE STUDY

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

### Savannah Grasslands



Savannah grasslands are large areas covered primarily by grasses, with scattered trees and shrubs. These grasslands are found in regions with warm temperatures throughout the year and a distinct wet and dry season. In Africa, the savannah grasslands are home to a variety of wildlife and play an important role in the ecosystem.

The climate in savannah grasslands is characterized by warm temperatures year-round, with a distinct wet and dry season. The average annual rainfall ranges from 500 to 1500 mm. The vegetation is dominated by grasses with scattered trees and shrubs, such as acacia and baobab trees.

The savannah grasslands are home to a variety of wildlife, including herbivores like zebras, giraffes, and elephants, as well as predators like lions, cheetahs, and hyenas. Plants in the savannah have adaptations to survive the dry season, such as deep roots to access water and thick bark to resist fire.

Human activities impact the savannah grasslands through agriculture and livestock grazing. These activities can lead to habitat destruction and other threats like poaching.



- 4.1. What kind of climate do savannahs have? (1)
- \_\_\_\_\_
- 4.2. In what way is a savannah different to a forest? (1)
- \_\_\_\_\_
- 4.3. How do plants in the savannah adapt to the dry season? (1)
- \_\_\_\_\_

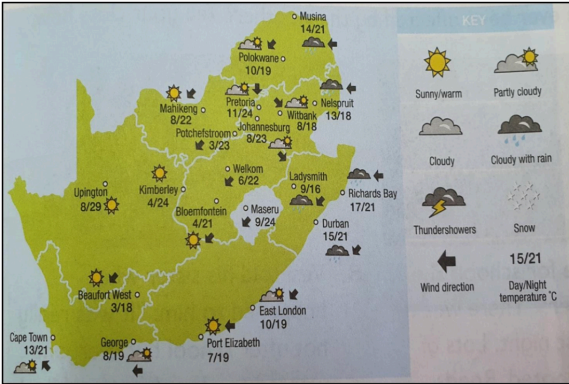
©DesigningMinds

6

## QUESTION 2: WIND DIRECTION

- 2.1. Say whether the following statements are True or False.
- 2.1.1. Wind direction is determined by where \_\_\_\_\_  
☐ True ☐ False
- 2.1.2. Weather maps in newspapers and on TV \_\_\_\_\_  
☐ True ☐ False
- 2.1.3. Wind vanes are used to measure wind speed \_\_\_\_\_  
☐ True ☐ False
- 2.1.4. An anemometer is used to measure wind direction \_\_\_\_\_  
☐ True ☐ False
- 2.2. What information can you find on a weather map? \_\_\_\_\_

2.3. Have a look at the map below and answer the questions that follow.



- 2.3.1. What wind direction is forecast for: (1)
- a) Port Elizabeth: \_\_\_\_\_
- b) Bloemfontein: \_\_\_\_\_

©DesigningMinds

3

Test Total: 30  
Number of pages: 9



# Grade 5 Geography Term 3 Test 2

## QUESTION 3

3. Fill in the blanks.



(4)

3.1. Natural vegetation grows without any help from \_\_\_\_\_.

3.2. Plants in dry areas often have thick leaves to store \_\_\_\_\_.

3.3. The \_\_\_\_\_ region in South Africa has wet weather and supports lush forests.

3.4. \_\_\_\_\_ is an example of a plant that grows in the fynbos region. (4)

## QUESTION 4

4. Match the plant to its climate or adaptation. Write only the letter (a-d) in the grid below. (½ x 4 = 2)

| Plant            |                                                                                     | Adaptation or climate      |
|------------------|-------------------------------------------------------------------------------------|----------------------------|
| 4.1. Aloe        |    | a) Grows well in wetlands. |
| 4.2. Baobab tree |    | b)                         |
| 4.3. Papyrus     |  | c)                         |
| 4.4. Grass       |  | d)                         |
| 3.1.             | 3.2.                                                                                | 3.3.                       |

5.1. Explain how climate c

\_\_\_\_\_

\_\_\_\_\_

5.2. Give one example of

\_\_\_\_\_

\_\_\_\_\_



©DesigningMinds

## QUESTION 5

5.1. Explain how climate can limit the types of plants that grow

\_\_\_\_\_

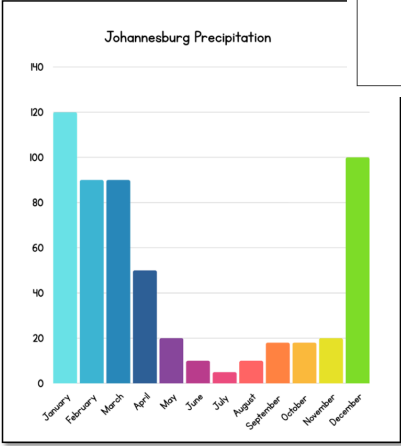
5.2. Give one example of how climate affects the type of veget

\_\_\_\_\_



## QUESTION 6

6. Study the graph below and answer the questions that follow



6.1. In which three months of the year does Johannesburg get the least rain? Why do you think this is? (2)

\_\_\_\_\_

\_\_\_\_\_

©DesigningMinds

4

## MEMORANDUM GR5 GEOGRAPHY TERM 3 TEST

| QUESTION   | ANSWER | MARKS         | LEARNER MARK |
|------------|--------|---------------|--------------|
| QUESTION 1 |        |               |              |
| 1.1.       | True   | 1             |              |
| 1.2.       | False  | 1             |              |
| 1.3.       | True   | 1             |              |
| 1.4.       | True   | 1             |              |
| 1.5.       | True   | 1             |              |
| 1.6.       | False  | 1             |              |
|            |        | Total: ____/6 |              |

## QUESTION 2

| 2.1.                                                                                            | <table><tr><th>Instrument</th><th>What it measures</th></tr><tr><td> rain gauge</td><td><input type="checkbox"/> wind direction</td></tr><tr><td> anemometer</td><td><input type="checkbox"/> air pressure</td></tr><tr><td> thermometer</td><td><input type="checkbox"/> precipitation</td></tr><tr><td> windsock</td><td><input type="checkbox"/> wind speed</td></tr><tr><td> barometer</td><td><input type="checkbox"/> temperature</td></tr></table> | Instrument    | What it measures |  rain gauge | <input type="checkbox"/> wind direction |  anemometer | <input type="checkbox"/> air pressure |  thermometer | <input type="checkbox"/> precipitation |  windsock | <input type="checkbox"/> wind speed |  barometer | <input type="checkbox"/> temperature | 5 |  |
|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|------------------|------------------------------------------------------------------------------------------------|-----------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------|----------------------------------------------------------------------------------------------|-------------------------------------|-----------------------------------------------------------------------------------------------|--------------------------------------|---|--|
| Instrument                                                                                      | What it measures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |               |                  |                                                                                                |                                         |                                                                                                |                                       |                                                                                                 |                                        |                                                                                              |                                     |                                                                                               |                                      |   |  |
|  rain gauge  | <input type="checkbox"/> wind direction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |               |                  |                                                                                                |                                         |                                                                                                |                                       |                                                                                                 |                                        |                                                                                              |                                     |                                                                                               |                                      |   |  |
|  anemometer  | <input type="checkbox"/> air pressure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |               |                  |                                                                                                |                                         |                                                                                                |                                       |                                                                                                 |                                        |                                                                                              |                                     |                                                                                               |                                      |   |  |
|  thermometer | <input type="checkbox"/> precipitation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |               |                  |                                                                                                |                                         |                                                                                                |                                       |                                                                                                 |                                        |                                                                                              |                                     |                                                                                               |                                      |   |  |
|  windsock    | <input type="checkbox"/> wind speed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |               |                  |                                                                                                |                                         |                                                                                                |                                       |                                                                                                 |                                        |                                                                                              |                                     |                                                                                               |                                      |   |  |
|  barometer   | <input type="checkbox"/> temperature                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |               |                  |                                                                                                |                                         |                                                                                                |                                       |                                                                                                 |                                        |                                                                                              |                                     |                                                                                               |                                      |   |  |
|                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Total: ____/5 |                  |                                                                                                |                                         |                                                                                                |                                       |                                                                                                 |                                        |                                                                                              |                                     |                                                                                               |                                      |   |  |

## QUESTION 3

|      |               |               |  |
|------|---------------|---------------|--|
| 3.1. | Humans/people | 1             |  |
| 3.2. | Water         | 1             |  |
| 3.3. | Forest        | 1             |  |
| 3.4. | Protea        | 1             |  |
|      |               | Total: ____/4 |  |

## QUESTION 4

|      |                                           |               |  |
|------|-------------------------------------------|---------------|--|
| 4.1. | b) Stores water in thick leaves.          | ½             |  |
| 4.2. | c) Has thick trunk for water storage      | ½             |  |
| 4.3. | a) Grows well in wetlands.                | ½             |  |
| 4.4. | d) Grows in areas with moderate rainfall. | ½             |  |
|      |                                           | Total: ____/2 |  |

## QUESTION 5

|      |                                                                                                      |   |  |
|------|------------------------------------------------------------------------------------------------------|---|--|
| 5.1. | If an area is too dry or too cold, only plants that can survive in those conditions will grow there. | 1 |  |
|------|------------------------------------------------------------------------------------------------------|---|--|

©DesigningMinds

6

- Weather
- Rainfall
- Climate
- Natural vegetation

Test Total: 30  
Number of pages: 7



# Grade 5 NST Term 3 Test I

## QUESTION 2

2. Say whether each statement is True or False. Circle the correct answer.

2.1. Burning fuels can produce energy.

☐ True ☐ False



(1)

2.2. Burning wood produces light and heat energy.

☐ True ☐ False

(1)

2.3. It is safe to use damaged electrical cords if they are taped up.

☐ True ☐ False

(1)

2.4. Mains electricity can be more dangerous than batter power.

☐ True ☐ False

(1)

2.5. Elastic materials always return to their original shape after being stretched.

☐ True ☐ False

(1)



[5]

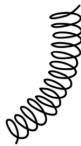
## QUESTION 3

3. Fill in the blanks.

2.1. When fuel burns, it produces \_\_\_\_\_ and \_\_\_\_\_.

2.2. When you compress a spring, it stores \_\_\_\_\_ energy

2.3. A cell is a single unit that stores and produces \_\_\_\_\_



## QUESTION

5. Answer the following questions.

5.1. Name one use of springs in everyday objects.

5.2. What happens to a spring when it is compressed?

5.3. What happens to a spring when it is stretched?

5.4. Explain how stretching an elastic band stores energy and releases it.

5.5. Choose the correct answer. What is the main purpose of wheels and axles on vehicles?

a) To make them look cool

☐

b) To slow them down

☐

c) To make them move more easily

☐

d) To make them float

☐

5.6. What role do wheels and axles play in moving heavy objects?

(1)

5.7. Fill in the table. Name ONE use of each of the following:

(3)

| Fuel        | Way we use it |
|-------------|---------------|
| 1. Gas      |               |
| 2. Paraffin |               |
| 3. Wood     |               |

[10]

TOTAL MARKS: 30

## MEMORANDUM GRADE 5 NST TERM 3 TEST I

| QUESTION    | ANSWER                                                                                                                                                                            | MARKS         | LEARNER MARK |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|--------------|
| QUESTION 1: |                                                                                                                                                                                   |               |              |
| 1.1.        | c) coal                                                                                                                                                                           | 1             |              |
| 1.2.        | c) Fire extinguisher                                                                                                                                                              | 1             |              |
| 1.3.        | b) Chemical energy                                                                                                                                                                | 1             |              |
| 1.4.        | c) Refrigerator                                                                                                                                                                   | 1             |              |
| 1.5.        | b) Change shape easily without breaking                                                                                                                                           | 1             |              |
|             |                                                                                                                                                                                   | Total: ____/5 |              |
| QUESTION 2: |                                                                                                                                                                                   |               |              |
| 2.1.        | True                                                                                                                                                                              | 1             |              |
| 2.2.        | True                                                                                                                                                                              | 1             |              |
| 2.3.        | False                                                                                                                                                                             | 1             |              |
| 2.4.        | True                                                                                                                                                                              | 1             |              |
| 2.5.        | False                                                                                                                                                                             | 1             |              |
|             |                                                                                                                                                                                   | Total: ____/5 |              |
| QUESTION 3: |                                                                                                                                                                                   |               |              |
| 3.1.        | Heat, light                                                                                                                                                                       | 2             |              |
| 3.2.        | Potential                                                                                                                                                                         | 1             |              |
| 3.3.        | Electricity                                                                                                                                                                       | 1             |              |
|             |                                                                                                                                                                                   | Total: ____/4 |              |
| QUESTION 4: |                                                                                                                                                                                   |               |              |
| 4.1.        | If a microwave is on fire, turn it off and unplug it if safe, keep the door closed, call for an adult, leave the area, and call emergency services if needed.                     | 2             |              |
| 4.2.        | Do not touch it and tell an adult immediately.                                                                                                                                    | 2             |              |
| 4.3.        | Any two valid precautions such as not overloading sockets, keeping cords away from water etc.                                                                                     | 2             |              |
|             |                                                                                                                                                                                   | Total: ____/6 |              |
| QUESTION 5: |                                                                                                                                                                                   |               |              |
| 5.1.        | Springs are used in pens, mattresses, or trampolines.                                                                                                                             | 1             |              |
| 5.2.        | It stores potential energy.                                                                                                                                                       | 1             |              |
| 5.3.        | It stores elastic energy.                                                                                                                                                         | 1             |              |
| 5.4.        | When you stretch an elastic band, you store potential energy. When released, this energy is converted into kinetic energy, causing the band to snap back into its original shape. | 2             |              |
| 5.5.        | c) To make them move more easily.                                                                                                                                                 | 1             |              |
| 5.6.        | They make moving things much easier.                                                                                                                                              | 1             |              |

- Stored energy in fuels
- Energy & electricity
- Energy & movement

Test Total: 30  
Number of pages: 7



Grade 5 NST Term 3 Test 2

QUESTION 1:

I. Say whether each statement is True or False. Place a cross over the correct box.

I.1. Wood, gas and coal are types of fuels. (I)

True False

I.2. Burning fuel only produces heat energy. (I)

True False

I.3. We use gas to power cars. (I)

True False

I.4. Smoke from burning wood can cause health problems. (I)

True False

I.5. Fuel is a type of stored energy. (I)

True False

[5]

QUESTION 2

2. Have a look at the image below and answer the questions that follow. (I)



2.1. What heats the room? (I)

2.2. There are no lights on in the room. Why is the room not entirely dark? (I)

MEMORANDUM GRADE 5 NST TERM 3 TEST

| QUESTION    | ANSWER                                                                     | MARKS         | LEARNER MARK |
|-------------|----------------------------------------------------------------------------|---------------|--------------|
| QUESTION 1: |                                                                            |               |              |
| I.1.        | True                                                                       | 1             |              |
| I.2.        | False                                                                      | 1             |              |
| I.3.        | True                                                                       | 1             |              |
| I.4.        | True                                                                       | 1             |              |
| I.5.        | True                                                                       | 1             |              |
|             |                                                                            | Total: ____/5 |              |
| QUESTION 2: |                                                                            |               |              |
| 2.1.        | The fire (or fireplace).                                                   | 1             |              |
| 2.2.        | The fire gives off light.<br>The glow from the fire lights up the room.    | 1             |              |
| 2.3.        | Heat energy.<br>Light energy.                                              | 2             |              |
| 2.4.        | Electricity.<br>Gas (or paraffin / coal / oil — any two acceptable fuels). | 2             |              |
| 2.5.        | Gas (or electricity / wood / coal / paraffin — any one is acceptable).     | 1             |              |
|             |                                                                            | Total: ____/7 |              |
| QUESTION 3: |                                                                            |               |              |
|             |                                                                            | 1             |              |
|             |                                                                            | 1             |              |
|             |                                                                            | 1             |              |
|             |                                                                            | 1             |              |
|             |                                                                            | 1             |              |
|             |                                                                            | Total: ____/5 |              |
|             |                                                                            |               |              |
|             |                                                                            | 2             |              |

QUESTION 4

Scenario and answer the questions.

Our friend using a damaged extension cord to plug in a heater. Is it a good idea? (I)



Our friend leaves a pot on the stove unattended while playing outside. Is it dangerous? (I)



4.3. Your friend is trying to put out an electrical fire with water. Why should they not do this? What should they use instead? (3)



[5]

- Stored energy in fuels
- Energy & electricity
- Energy & movement

Test Total: 30  
Number of pages: 7

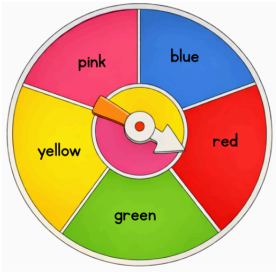




# Grade 5 Mathematics Term 3 Test I (2026)

## QUESTION 2: DATA CYCLE

2.1. Study the spinner below and answer the questions that follow.



- a) List all the possible outcomes. (1)  
\_\_\_\_\_
- b) What is the probability of the spinner landing on blue? (1)  
\_\_\_\_\_
- c) What is the probability of the spinner landing on red, green or pink? (1)  
\_\_\_\_\_

2.2. The favourite fruit of 15 learners is shown below:  
Apple, Banana, Apple, Orange, Banana, Apple, Banana, Apple, Orange, B  
Banana, Apple, Orange, Banana

a) Complete the tally table:

| Fruit  | Tally | Frequency |
|--------|-------|-----------|
| Apple  |       |           |
| Banana |       |           |
| Orange |       |           |

- b) Which fruit is the most popular?  
\_\_\_\_\_



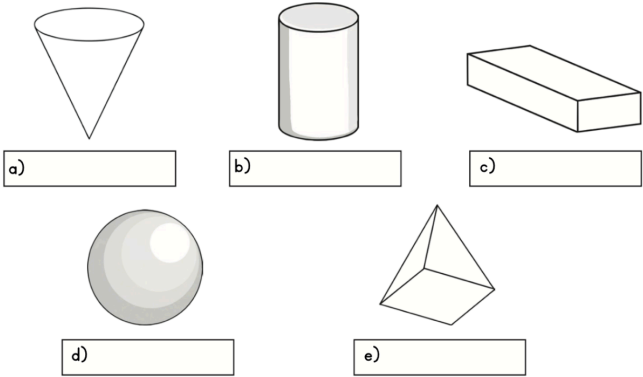
- Perimeter, Area & Volume
- Data Cycle
- 3D objects (names, faces & properties)
- Length

c) How many ice-creams were sold on Friday? (1)  
\_\_\_\_\_

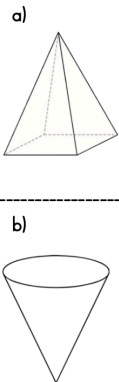
(13)

## QUESTION 3: PROPERTIES OF 3D OBJECTS

3.1. Name these 3D shapes. (5)



3.2. How many faces do these 3D objects have? (2)



c) How many more learners chose bar  
\_\_\_\_\_

2.3. A class recorded how many pets learne

| Number of pets | Number of learners |
|----------------|--------------------|
| 0              | 3                  |
| 1              | 6                  |
| 2              | 4                  |
| 3              | 2                  |

- a) How many learners have no pets?  
\_\_\_\_\_
- b) How many learners have 2 pets?  
\_\_\_\_\_
- c) How many learners were surveyed?  
\_\_\_\_\_

2.4. The number of ice creams sold at a tuck shop is shown below:

| Day       | Ice creams |
|-----------|------------|
| Monday    | 🍦🍦🍦        |
| Tuesday   | 🍦🍦🍦🍦       |
| Wednesday | 🍦🍦         |
| Thursday  | 🍦🍦🍦🍦       |
| Friday    | 🍦🍦🍦🍦🍦🍦🍦🍦🍦🍦 |

Key: 🍦 = 2 ice creams

- a) Which two days sold equal amounts of ice-cream? (1)  
\_\_\_\_\_
- b) Which day sold the least ice creams? (1)  
\_\_\_\_\_



5

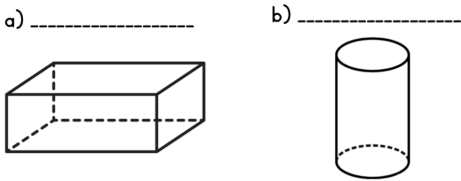
Test Total: 50  
Number of pages: 12



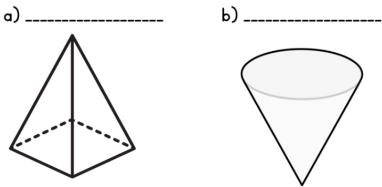
Grade 5 Mathematics Term 3 Test 2 (2026)

QUESTION 2: PROPERTIES OF 3D OBJECTS

2.1. Name these 3D objects: (2)



2.2. How many faces do these 3D objects have? (2)



2.3. List two similarities between cubes and rectangular prisms. (2)

\_\_\_\_\_

\_\_\_\_\_

2.4. Match the description in Column A with the correct name in C. Write only the letter (A–E) next to the correct answer.

Column A (Description)

1. A shape with a circular base and one curved surface that comes to a point.
2. A shape with 6 equal square faces.
3. A shape with 2 circular faces and one curved surface.
4. A box-shaped object with rectangular faces.
5. A shape with a square base and triangular faces that meet at a point.



QUESTION 3: DATA

3.1. Here is a tally chart of the eye colours of people the questions that follow.

| Eye colour | Number |
|------------|--------|
| Green      |        |
| Blue       |        |
| Brown      |        |
| Grey       |        |
| Hazel      |        |

a) How many children have blue eyes?

b) How many children have hazel eyes?

c) What is the most common eye colour?

d) What is the least common eye colour?

e) What is the difference between the most and least common eye colour?

f) How many more people have brown eyes than hazel eyes?



MEMORANDUM GR5 MATHEMATICS TERM 3 TEST 2

| QUESTION                             | ANSWER                                                                                                        | MARKS | LEARNERS MARK |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------|-------|---------------|
| QUESTION 1: PERIMETER, AREA & VOLUME |                                                                                                               |       |               |
| 1.1.                                 | Area = 20 squares                                                                                             | 2     |               |
| 1.2.                                 | Perimeter = 20 m + 11 m + 10 m + 25 m + 25 m = 91 m                                                           | 2     |               |
| 1.3.                                 | a) (3 marks)<br>V = 4 × 3 × 8<br>V = 12 × 8<br>V = 96 cm <sup>3</sup><br>b) (2 marks)<br>9 + 6 + 6 = 21 cubes | 5     |               |
| 1.4.                                 | Perimeter = 10 + 5 + 10 + 5 = 30 m                                                                            | 2     |               |
| 1.5.                                 | Area = 7 × 5 = 35 m <sup>2</sup>                                                                              | 2     |               |

Total: \_\_\_\_/13

QUESTION 2: PROPERTIES OF 3D OBJECTS

|      |                                                                                                                           |   |  |
|------|---------------------------------------------------------------------------------------------------------------------------|---|--|
| 2.1. | a) rectangular prism<br>b) cylinder                                                                                       | 2 |  |
| 2.2. | a) 5<br>b) 2                                                                                                              | 2 |  |
| 2.3. | Cubes and rectangular prisms both have 6 sides with only flat surfaces. The 3D shapes both have only right-angle corners. | 2 |  |
| 2.4. | 1 – C<br>2 – A<br>3 – B<br>4 – D<br>5 – E                                                                                 | 5 |  |

Total: \_\_\_\_/11

QUESTION 3: DATA CYCLE

|      |                                                                          |   |  |
|------|--------------------------------------------------------------------------|---|--|
| 3.1. | a) 10<br>b) 4<br>c) Brown<br>d) Grey<br>e) 15 – 3 = 12<br>f) 15 – 4 = 11 | 6 |  |
|------|--------------------------------------------------------------------------|---|--|



9

Test covers:

- Perimeter, Area & Volume
- 3D objects
- Data Cycle
- Length

Test Total: 50  
Number of pages: 13

