



# PLANNER & TRACKER

## Social Sciences Grade 4

- *Progress tracker*
- *Intervention strategies*
- *Photocopiable worksheets*
- *Assessment support*



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## Note to teachers

The formal assessment worksheets in this book are taken from the *Oxford Successful Social Sciences Grade 4 Learner's Book*.

The answers to the worksheets can be found in the *Oxford Successful Social Sciences Grade 4 Teacher's Guide*. The page references are given below.

Formal assessment worksheets	LB page reference	TG page reference
Geography Term 1	16	51
Geography Term 2	48	75
Geography Term 3	77	97
Geography Term 4	107	121
History Term 1	34	62
History Term 2	68	88
History Term 3	90	107
History Term 3 (alternative option)	93	109
History Term 4	124	134

The quarterly assessments can be found at the back of *the Oxford Successful Social Sciences Grade 4 Teacher's Guide*. These assessments test the knowledge of the work done in that particular term. Section A of the assessment covers the Geography module, and Section B the History module. The page references are given below.

Quarterly assessment worksheets	TG page reference for assessment	TG page reference for memo
Term 1	140	142
Term 2	144	146
Term 3	148	150
Term 4	152	154

# Progress tracker for Oxford Successful Social Sciences Grade 4

## Geography Term 1 Module 1: Places where people live

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book pages	Time allocated (as per CAPS)	Worksheet page number and name	Date of completion	Teacher reflection
Week 1	<b>Orientation</b> <ul style="list-style-type: none"> <li>Grade 4 Social Sciences (Geography)</li> </ul> <b>Introduction of topic</b> <ul style="list-style-type: none"> <li>Places where people live</li> </ul>		1,5 hours (1 week)			
Weeks 2–4	<b>People and places</b> <ul style="list-style-type: none"> <li>Places to live in: farm, village, town, city</li> <li>Work: Jobs people do</li> <li>Buildings and their uses</li> <li>Roads and footpaths: how they are used within settlements</li> </ul>	8–12	4,5 hours (3 weeks)			
Weeks 5–6	<b>Landmarks and explaining the way</b> <ul style="list-style-type: none"> <li>Identifying landmarks: natural and human-made</li> <li>Describing and drawing a short journey</li> <li>Explaining how to get from one place to another</li> </ul>	13–15	3 hours (2 weeks)	<b>Page 13</b> Describe and draw your own route (Activity 9 LB p. 16; TG p. 51)		
Weeks 7–8	<b>People and their needs</b> <ul style="list-style-type: none"> <li>What all people need</li> </ul>	17	3 hours (2 weeks)			
Weeks 9–11	<b>Revision and assessment</b>	21	4,5 hours (3 weeks)	<b>Page 24</b> Quarterly assessment (TG pp. 140 and 142)		



# Progress tracker for Oxford Successful Social Sciences Grade 4

## Geography Term 2 Module 3: Map skills

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book pages	Time allocated (as per CAPS)	Worksheet page number and name	Date of completion	Teacher reflection
Week 1	<b>Introduction to Map skills</b> <ul style="list-style-type: none"> <li>Side views and views from above</li> <li>Plan views</li> <li>Pictures showing plan views and side views</li> </ul>	38–39	1,5 hours (1 week)			
Weeks 2–3	<b>Symbols and keys</b> <ul style="list-style-type: none"> <li>Symbols as simple pictures or letters</li> <li>Symbols on a large-scale map</li> <li>Keys as lists of symbols with their meanings on South African maps</li> <li>Reading a map using symbols and keys</li> <li>Drawing own map using symbols and a key</li> </ul>	40–42	3 hours (2 weeks)			
Week 4	<b>Grid references</b> <ul style="list-style-type: none"> <li>Concept of alpha-numeric grid references</li> <li>Reading and giving grid references on a simple, large scale map</li> </ul>	43–44	1,5 hours (1 week)			
Week 5	<b>Compass directions</b> <ul style="list-style-type: none"> <li>The four compass directions (N, S, E and W) on a map</li> </ul>	45	1,5 hours (1 week)			

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book pages	Time allocated (as per CAPS)	Worksheet page number and name	Date of completion	Teacher reflection
Weeks 6–8	<b>A map of South Africa</b> <ul style="list-style-type: none"> <li>Land and sea on a map: how this is shown</li> <li>Names of Oceans</li> <li>Provinces: names and locations on a map of South Africa</li> <li>Main cities and towns of own province, location of own settlement</li> </ul>	46–47	4,5 hours (3 weeks)	<b>Page 14</b> Map skills (Activity 8 LB p. 48; TG p. 75)		
Weeks 9–11	<b>Revision and assessment</b>	53	4,5 hours (3 weeks)	<b>Page 28</b> Quarterly assessment (TG pp. 144 and 146)		

## Progress tracker for Oxford Successful Social Sciences Grade 4

### Geography Term 3 Module 5: Food and farming in South Africa

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book pages	Time allocated (as per CAPS)	Worksheet page number and name	Date of completion	Teacher reflection
Week 1	<b>Introduction to the topic: Food and farming in South Africa</b> <ul style="list-style-type: none"> <li>Food people eat: From plants and animals (classifying)</li> </ul>	72	1,5 hours (1 week)			
Week 2	<b>People and food</b> <ul style="list-style-type: none"> <li>Ways people get their food</li> </ul>	73	1,5 hours (1 week)			
Weeks 3–4	<b>Ways of farming</b> <ul style="list-style-type: none"> <li>Subsistence farming</li> <li>Commercial farming</li> <li>Growing food in towns and cities</li> </ul>	74–75	3 hours (2 weeks)			
Weeks 5–8	<b>Crop and stock farming</b> <ul style="list-style-type: none"> <li>Crop farming: important crops of SA</li> <li>Case study of fruit farming in SA</li> <li>Stock farming in SA</li> <li>Case study of stock farming in SA</li> <li>Location of the main crop and stock farming areas in South Africa</li> </ul>	76–80	6 hours (4 weeks)	<b>Page 15</b> Find information from a case study (Activity 5 LB p. 77; TG p. 97)		
Weeks 9–11	<b>Revision and assessment</b>	83	4,5 hours (3 weeks)	<b>Page 32</b> Quarterly assessment (TG pp. 148 and 150)		

# Progress tracker for Oxford Successful Social Sciences Grade 4

## Geography Term 4 Module 7: Water in South Africa

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book pages	Time allocated (as per CAPS)	Worksheet page number and name	Date of completion	Teacher reflection
Weeks 1–2	<b>Introduction to the topic: Water in SA: Uses of water</b> <ul style="list-style-type: none"> <li>• Daily uses in personal lives</li> <li>• Other uses of water (farming, factories, mines, electricity generation, gardens, recreation)</li> </ul>	100–101	3 hours (2 weeks)			
Weeks 3–4	<b>Water as a resource</b> <ul style="list-style-type: none"> <li>• Salt water and fresh water on Earth</li> <li>• The natural water cycle</li> <li>• Fresh water in nature</li> <li>• Storing water</li> <li>• Why people need to store water</li> <li>• Ways of storing water</li> </ul>	102–105	3 hours (2 weeks)			
Weeks 5–8	<b>How people get their water</b> <ul style="list-style-type: none"> <li>• Rivers, streams and springs</li> <li>• Boreholes and wells</li> <li>• Trucks with water containers</li> <li>• Water from taps</li> </ul>	106–107	6 hours (4 weeks)	<b>Page 17</b> Get information from a diagram about piped water (Activity 5, LB p. 107; TG pp. 121)		
Weeks 9–10	<b>Revision and assessment</b>	110	3 hours (2 weeks)	<b>Page 36</b> Quarterly assessment (TG pp. 152 and 154)		

# Progress tracker for Oxford Successful Social Sciences Grade 4

## History Term 1 Module 2: Local history

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book pages	Time allocated (as per CAPS)	Worksheet page number and name	Date of completion	Teacher reflection
Week 1	<b>Revision of Grade 3</b> <ul style="list-style-type: none"> <li>How people lived long ago</li> </ul> <b>Introduction to the topic: Local history</b>					
Weeks 2–5	<b>Finding information about the history of a local area</b> <ul style="list-style-type: none"> <li>Information from pictures</li> <li>Information from writing</li> <li>Information from stories and interviews</li> <li>Information from objects</li> </ul> <b>History project</b> <ul style="list-style-type: none"> <li>How to do a project</li> <li>Learners find information, and organize, classify and make notes</li> </ul>	24–26	6 hours (4 weeks)			
Weeks 6–8		30	4,5 hours (3 weeks)	<b>Page 18</b> Local history (LB p. 34; TG p. 62)		
Weeks 9–11	<b>Revision and assessment</b>	35	4,5 hours (3 weeks)	<b>Page 24</b> Quarterly assessment (TG pp. 141 and 143)		

## Progress tracker for Oxford Successful Social Sciences Grade 4

### History Term 2 Module 4: Learning from leaders

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book pages	Time allocated (as per CAPS)	Worksheet page number and name	Date of completion	Teacher reflection
Week 1	<b>Introduction to the topic: Learning from leaders</b>	56	1,5 hours (1 week)			
Weeks 2–4	<b>The qualities of a good leader</b> <ul style="list-style-type: none"> <li>Listens to people, serves the people, works for the good of others, works with a team, has courage, is brave, is dedicated and committed to others, is prepared to sacrifice for the sake of others</li> </ul>		4,5 hours (3 weeks)			
Weeks 5–7	<b>The life story of Nelson Mandela OR Mahatma Gandhi</b> <ul style="list-style-type: none"> <li>Why is he an example of a good leader?</li> <li>Is it always easy to be a good leader?</li> <li>Are leaders always popular?</li> <li>Are leaders always perfect?</li> <li>How can ordinary people follow the example of good leaders?</li> </ul>	59–63	4,5 hours (3 weeks)	<b>Page 19</b> Writing about leaders (Activity 5 LB p. 68; TG p. 88)		
Weeks 8–11	<b>Revision and assessment</b>	69	6 hours (4 weeks)	<b>Page 28</b> Quarterly assessment (TG pp. 145 and 147)		



## Progress tracker for Oxford Successful Social Sciences Grade 4

### History Term 3 Module 6: Transport through time

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book pages	Time allocated (as per CAPS)	Worksheet page number and name	Date of completion	Teacher reflection
Week 1	<b>Introduction to the topic: Transport through time</b>	86	1,5 hours (1 week)			
Weeks 2–4	<b>Transport on land</b> <ul style="list-style-type: none"> <li>Animal carts, wagons and coaches</li> <li>The bicycle</li> <li>The steam engine and the train</li> <li>The motorcar</li> <li>Common forms of transport on land today</li> <li>Case study Environmental damage: Exhaust fumes in a big city</li> </ul>	86–89	4,5 hours (3 weeks)	<b>Page 20</b> Make a poster (Activity 1) LB p. 90; TG p. 107)		
Weeks 5–6	<b>Transport on water</b> <ul style="list-style-type: none"> <li>Rafts, canoes and reed boats</li> <li>The first sailing ships</li> <li>The first steamships and modern forms of water transport</li> </ul>	91–94	3 hours (2 weeks)	<b>Page 21</b> Sailing to South Africa (Activity 2) LB p. 93; TG p. 109)		
Weeks 7–8	<b>Transport in the air</b> <ul style="list-style-type: none"> <li>Wright brothers and the invention of the first aeroplane</li> <li>Balloons and airships</li> <li>Modern forms of air transport</li> </ul>	95–96	3 hours (2 weeks)			
Weeks 9–11	<b>Revision and assessment</b>	97	4,5 hours (3 weeks)	<b>Page 32</b> Quarterly assessment (TG pp. 149 and 151)		

## Progress tracker for Oxford Successful Social Sciences Grade 4

### History Term 4 Module 8: Communication through time

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book pages	Time allocated (as per CAPS)	Worksheet page number and name	Date of completion	Teacher reflection
Week 1	<b>Introduction to the topic: Communication through time</b> <ul style="list-style-type: none"> <li>• Language, symbols, songs, art and dance</li> <li>• How the San people communicated</li> </ul>	114–116	1,5 hours (1 week)			
Weeks 2–7	<b>Change in modern forms of communication</b> <ul style="list-style-type: none"> <li>• The postal system</li> <li>• Radio</li> <li>• Early typewriters</li> <li>• The telegraph</li> <li>• The telephone</li> <li>• The camera</li> <li>• Television</li> <li>• Computers and the Internet</li> <li>• The cellphone</li> </ul>	118–123	9 hours (6 weeks)	<b>Page 23</b> Communication in the past and present (Activity 12 LB p. 124; TG p. 134)		
Weeks 8–10	<b>Revision and assessment</b>	124	4,5 hours (3 weeks)	<b>Page 36</b> Quarterly assessment (TG pp. 153 and 155)		

Geography Term 1 Worksheet  
**Describe and draw your own route**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

*Heading:*

My route from home to

*Description of the route:*

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Write a description of the route.

Remember to:

- use direction words, such as left, right and straight on
- name roads
- identify landmarks you pass on the route.

*Drawing of the route:*

Make a drawing of your route.

Remember to:

- draw neatly and clearly
- name roads and landmarks
- clearly mark your home and the end point of your route.

**Total: 15 marks**

## Geography Term 2 Worksheet

### Map skills

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Look at the map of tourist attractions in South Africa (page 48 of your Learner's Book).

- 1 Write down the tourist attractions in:
  - 1.1 E4 .....
  - 1.2 G4 .....
  - 1.3 G3 ..... [3]
- 2 Give the grid reference where you will find:
  - 2.1 the Garden Route .....
  - 2.2 a casino .....
  - 2.3 the Winelands .....
  - 2.4 the Cango Caves ..... [4]
- 3 In which province could a tourist:
  - 3.1 go to a game park? .....
  - 3.2 go fishing? .....
  - 3.3 sit on a beach? .....
  - 3.4 look at wildlife? ..... [4]
- 4 Give the direction from Upington to:
  - 4.1 Cape Town .....
  - 4.2 Kimberley ..... [2]
- 5 If you travelled from Sun City to Port Elizabeth, which direction would you be going? [2]

\_\_\_\_\_

**Total: 15 marks**

Geography Term 3 Worksheet  
**Find information from a case study**

**Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_

Read the case study on page 77 of the Learner's Book. Then answer these questions about the Du Toit's farm.

1.1 Is this a commercial or subsistence farm? (1)

.....

1.2 Give a reason for your answer. (2)

[3]

.....

2 Identify the crop grown on this farm. [1]

.....

3 List six expenses that Mr Du Toit has. [6]

.....

.....

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.....

.....

.....

.....

4 How does he make money out of his farm? [2]

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5.1 How many people work here all year round? (1)

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5.2 Why does Mr Du Toit need extra workers? (1)  
[2]

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6 Explain the difference between table and wine grapes. [1]

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**Total: 15 marks**



## Geography Term 4 Worksheet

### Get information from a diagram about piped water

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Study the diagram on page 107 of your Learner's Book and answer these questions.

1 What brings water to the land? [1]

.....

2 How is water from the river collected and stored? [2]

.....

3 Describe the three stages of cleaning the water at the waterworks. [3]

.....

.....

.....

.....

4 How is the water stored in the town? [2]

.....

.....

5 The reservoir is often on top of a hill. Where is the nearest reservoir to your home? [1]

.....

6 Who do you think pays for the water to be collected, cleaned, stored and piped to homes? [1]

.....

**Total: 10 marks**

## History Term 1 Worksheet

### Local history

Name: \_\_\_\_\_ Class: \_\_\_\_\_

What are you going to do for your project on your local area?

**Step 1** *Choose your project:* You will do this project with a partner. Your teacher will help you choose something to research. It can be anything that you want to find out about. It could be the history of your school, the local area around the school or the place where you live.

Most of the project has to be done in class. You may do research at home. Choose two things in your area that you would like to look at.

Your project will take the form of an information brochure.

**Step 2** *Think about where you will find information:* Your teacher will help you find information for your project. Remember what you have learnt in class. You must also look at books, photographs and pictures. You can do interviews and ask your parents to help you on the Internet.

**Step 3** *Write notes:* As you read or look at old pictures or photographs, write down the information in your own words. If you are interviewing someone, write down their answers to your questions.

**Step 4** *Organise your own work:* Each of the things you chose must have five good sentences about it, as well as a drawing or photograph.

**Step 5** *Check with your teacher:* Look carefully at your information brochure to make sure you have done what you were asked to do. Do you need to make any changes to improve your project?

**Step 6** *Show your work* to the class and tell them about your project. Hand your project in to your teacher for marking.

#### Remember

You must use your own words.

**Total: 25 marks**

## History Term 2 Worksheet

### Writing about leaders

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Use the information about leaders in Unit 1 of this module and read the information about Mahatma Gandhi or Nelson Mandela in Unit 2 again. Choose one and find examples of when he lead in the four ways given below. Write your answers in the table.

<b>Leader</b>	
<b>Teacher</b>	
<b>Visionary</b>	
<b>Soldier</b>	
<b>Healer</b>	

**[4 × 4 = 16]**

**Total: 16 marks**

## History Term 3 Worksheet

### Make a poster

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Read the case study about the impact of exhaust fumes on the environment (see page 89 of your Learner's Book). Find out more about exhaust fumes and the dangers to the environment and our health.

Make a poster that will help people to understand more about the pollution from exhaust fumes. Your teacher will help you find the information. Write a paragraph in your notebook about pollution from exhaust fumes.

**Total: 15 marks**

You will be assessed according to the following criteria:

The paragraph has correct information about pollution due to exhaust fumes.	.... / 5
The poster demonstrates the message about pollution clearly.	.... / 5
The poster is visually effective.	.... / 5
<b>Total</b>	<b>.... / 15</b>

## History Term 3 Worksheet

### Sailing to South Africa

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Read the information about The Chapman and Henry's experiences while on the ship on page 93 of your Learner's Book. Then answer the questions.

- 1 What did the family take with them on the ship to set up their farm in South Africa? [5]

.....

.....

.....

.....

- 2 What were the sleeping arrangements for the family? [2]

.....

.....

- 3 Why was Henry afraid during the voyage? [1]

.....

- 4 What was Henry's job each day on board ship? [1]

.....

- 5 How did the passengers get onto the shore when they arrived in Algoa Bay? [1]

.....

.....

- 6 Try to imagine what it must have been like on board ship. Look at the picture of the ship to help you think about it. Then write a paragraph of about five sentences pretending that you are on a ship sailing from England to South Africa. What are you thinking about? Are you excited? Are you afraid? [5]

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**Total: 15 marks**



## History Term 4 Worksheet

### Communication in the past and present

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Look at the different forms of communication:

speaking	radio	using symbols
drawing	TV	using a cellphone
singing	dancing	using a camera

Fill in the forms of communication in the correct columns. The first two have been done for you as examples:

Communication in the distant past	Communication in the present
Speaking	Speaking
---	Radio
1	
2	
3	
4	
5	
6	
7	

**Total: 15 marks**

Quarterly assessment: Term 1 (Modules 1–2)

Name: \_\_\_\_\_ Class: \_\_\_\_\_

**Section A Places where people live (25 marks)**

- 1 Find the description in Column B that matches the term in Column A:

Column A	Column B
1.1 City	A a place where people live together
1.2 Settlement	B large piece of land that is used to produce food
1.3 Town	C a place where a couple of families live together, and there are a couple of shops and a small school
1.4 Farm	D a large place with many shops, factories, hospitals and schools

1.1 \_\_\_\_\_ 1.3 \_\_\_\_\_  
 1.2 \_\_\_\_\_ 1.4 \_\_\_\_\_ (4)

- 2 Define the following terms:

2.1 industries \_\_\_\_\_  
 \_\_\_\_\_ (2)

2.2 beacon or landmark \_\_\_\_\_  
 \_\_\_\_\_ (2)

- 3 Compare a natural beacon with a beacon made by people and give an example of each. (4)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

- 4 Describe a route from one place to another that you know well. The route must include two beacons made by people and two natural beacons, and you must use direction words in your description. (5)

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- 5 Explain why large towns need municipalities. (3)

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- 6 Make a recommendation to friends of your family. They are emigrating from New York to South Africa and must choose to either live in a small town or large city. Explain why you would suggest that the family settle in this place. (5)

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**[25]**

## Section B Local history (25 marks)

1 Fill in the missing words:

1.1 When events are ordered from the oldest to the newest event, we call it ..... order.

1.2 When we arrange a meeting with someone in order to ask the person questions about a specific topic, we are conducting an ..... with the person.

1.3 Your ..... newspaper can tell you about events close to your home or school.

1.4 Important documents are kept in special places, called ..... (4)

2 List four ways in which we can collect information about local events. (4)

.....

.....

.....

.....

3 Give an example of each of the four ways of collecting information that you mentioned in Question 2, above. (4)

.....

.....

.....

4 Explain why we should think carefully about the name of a place when we are trying to find out more information about the place. (4)

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.....

- 5 Explain why older people who lived in Alexandra might have both good and bad memories of the place. (4)

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- 6 Evaluate how valuable the information is that the donkey-monument in Uppington provides. (5)

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**[25]**

**Total: 50 marks**

Quarterly assessment: Term 2 (Modules 3–4)

Name: \_\_\_\_\_ Class: \_\_\_\_\_

**Section A Map skills (25 marks)**

1 Explain what the following is:

1.1 a grid map .....(3)

.....

.....

1.2 a compass .....(2)

.....

.....

1.3 a coast line .....(1)

.....

2 Name the four compass directions. ( $\frac{1}{2} \times 4 = 2$ )

.....

.....

3 Define “provincial capital”. (2)

.....

.....

.....

4 Compare “side view” with “plan view”. (2)

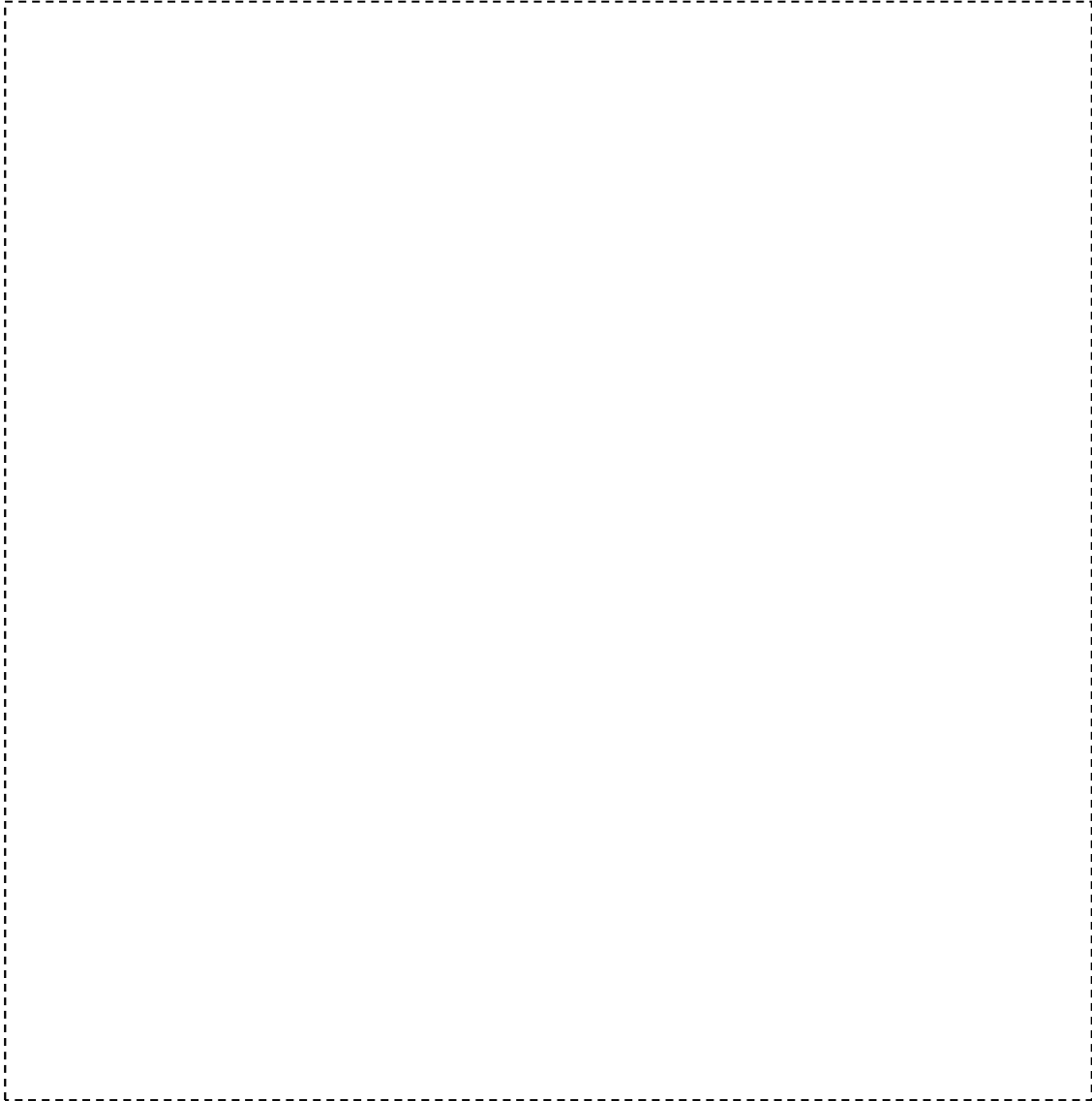
.....

.....

.....



- 5 Draw a plan view of your classroom, showing all the furniture, learners and teacher, as well as the exact place where you sit and where the door and window is. Make use of symbols and a key. (8)



- 6 Explain why symbols are used on maps. (5)

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**[25]**

**Section B Learning from leaders (25 marks)**

- 1 List eight qualities of a good leader. (8)

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- 2 Explain how a person can fight against conflict. (2)

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- 3 Give examples of two advantageous (good) influences that resulted from Nelson Mandela's traditional upbringing. (2)

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- 4 Discuss Nelson Mandela's decision to study law. (3)

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- 5 Choose and recall two examples of events that occurred in prison that show what an exceptional leader Nelson Mandela was. (2)

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- 6 Explain why it is significant that Gandhi always lived in simple, small houses? (3)

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- 7 Critically evaluate Nelson Mandela's approach. Do you think that he should have supported more or less violence, or do you think that he had exactly the right approach? If you feel that he should have supported more or less violence, say what you think the end result thereof would have been. (5)

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[25]

Total: 50 marks

Quarterly assessment: Term 3 (Modules 5–6)

Name: \_\_\_\_\_ Class: \_\_\_\_\_

**Section A Food and farming in South Africa (25 marks)**

The following sentences relate to how people get their food. Fill in the missing words:

- 1.1 Some people ..... their food in shops or from street vendors.
- 1.2 People who live close to the sea or a river can .....
- 1.3 The San ..... animals with bows and arrows to kill them. (3)
  
- 2 Name the word that describes each of the following terms:
  - 2.1 chicken that is kept for its meat .....
  - 2.2 food for plants .....
  - 2.3 chickens that run free on farms .....
  - 2.4 corn and maize .....
  - 2.5 place where chickens are kept in small cages ..... (5)
  
- 3 List two reasons why people who live in towns or cities sometimes keep goats. (2)
 

.....

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- 4 Compare the following terms:
  - 4.1 subsistence farming and commercial farming
 

.....

.....

.....

.....

4.2 processed and unprocessed food \*

(4)

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- 5 Classify the type of farming in Column A with the area in South Africa where it is most commonly found in Column B, and give a reason why this area is ideal for the type of farming in Column C.

Column A: Type of farming	Column B: Area of South Africa	Column C: Reason why this area is ideal for this type of farming
sheep	a _____	b _____
c _____	d _____	Summers are long and dry and the winters wet and cool. (Hint: the crop is harvested in summer.)
e _____	Eastern part of Kwazulu-Natal and Mpumalanga	f _____

(6)

- 6 Discuss the processing of sugar, from the farm up to when it appears on our supermarket shelves. (5)

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[25]

(\* not part of 2023/2024 ATPs)

## Section B Transport through time (25 marks)

- 1 Fill in the missing words:

There are two ways in which animals can be used for transport, namely people ride the animals or ..... goods on an animal's ....., or animals can pull things like ..... and .....

Horses, donkeys and ..... have been used for many years to transport people and goods. People who live in the desert, use ....., which are able to walk a great distance without needing to drink ..... (8)

- 2 List two ways in which the first bicycles differed from modern ones. (2)

.....

.....

.....

.....

- 3 Explain why people didn't make much use of the steam train in the beginning. (2)

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- 4 Give examples of four types of sail boats that revolutionized sailing, and explain what each of them contributed. (8)

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- 5 Critically discuss whether our lives are better or worse as a result of the discovery of the wheel. (5)

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[25]

Total: 50 marks

Quarterly assessment: Term 4 (Modules 7–8)

Name: \_\_\_\_\_ Class: \_\_\_\_\_

**Section A Water in South Africa (25 marks)**

- 1 Choose a word/term from the box below to describe each of the descriptions from (1.1) to (1.6).

sewage water	defecation	borehole
sewage pipe	fertiliser	purification
recycling	purification system	reservoir
water cycle		

- 1.1 plant food that is manufactured .....
- 1.2 small hole that is dug in the ground to get to water .....
- 1.3 the equipment that keeps places clean .....
- 1.4 waste water from toilets \* .....
- 1.5 to remove dirty or dangerous substances .....
- 1.6 to re-use something for a different purpose .....(6)

- 2 Fill in the missing words:

Most South Africans get their water from the tap. In towns and cities, many people have taps in their homes. This water is called .....  
 ....., because it runs through pipes from a .....  
 that ..... It is a large tank that is built on a .....  
 ..... place in the town. (4)

- 3 Explain how the daily habits of some people can pollute water.\* (6)

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.....

(\* not part of 2023/2024 ATPs)



- 4 Give examples of three ways in which water can be used for relaxation.

(3)

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- 5 Draw a flow diagram to illustrate the water cycle. Make use of the following concepts: sea; sewage water; clean water flows in pipes to houses; water gathered from the natural water cycle; sewage recycling, water purification plant.

(6)

[25]

## **Section B Communication through time (25 marks)**

- 1 Define the concept “communications”. (3)

.....

.....

.....

- 2 Name one advantage of the written message. (1)

.....

- 3 List three types of symbols that are used for communication. (3)

.....

.....

.....

- 4 Name two examples of communication that takes place without words or talking. (2)

.....

.....

- 5 State whether the following are true or false:

5.1 In 1895, the inventor Henry Ford demonstrated that radio-communication could work. ....

5.2 Radio stations and radio programs began in the 1920s. ....

5.3 Radio signals move through the air to an antenna (a receptor) that changes the signals back into images. ....

5.4 In the beginning, radio signals were used to communicate with ships at sea. .... (4)

- 6 Explain how cell phones work. Use the following words in your explanation: signals; satellites; orbit; network. (4)

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- 7.1 Imagine that you rediscover a lost family member, and you want to tell the person all about your household. Explain how you can use a camera to provide the information. (5)

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- 7.2 Provide a supporting argument to explain why a camera would provide a better source of information than any other method of communication in this situation. (3)

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[25]

**Total: 50 marks**

# How to develop rubric and checklist assessment tools

## Rubrics

A rubric is a tool teachers use to assess a learner's performance on a specific task. It is presented in the form of a grid that clearly outlines the criteria used for assessment as well as different levels of performance per criterion.

### Benefits of using a rubric

- A rubric helps learners to understand objectives. Developing rubrics with your learners will help them to understand the purpose and content and help them to prepare for the assessment.
- A rubric has a clear and standardised approach to assessment, which ensures that learners are assessed consistently and fairly.
- A rubric allows teachers to provide specific feedback to learners, highlighting areas of strength and areas for improvement.
- A rubric helps learners get a clear idea on how to improve their performance after assessment.
- A rubric allows learners to self-improve. Encourage learners to use the rubric before they hand in their work.
- A rubric is easy to use and can be easily adapted to meet changing needs.

### Steps to creating a rubric

**Step 1:** Clearly define the purpose of the assessment.

Use the assessment guidelines in the curriculum documents to determine what task/assignment the learners are required to complete.

**Step 2:** Define the criteria.

Use the objectives in the curriculum documents to consider what skills, knowledge or behaviours the assessment will evaluate.

Make sure that:

- criteria can be observed and measured
- criteria are important to the task at hand
- each criteria assesses a single aspect of the task.

Each criteria contains levels of performance. When creating these, consider:

- what will constitute outstanding achievement
- how will you define moderate or adequate achievement
- how would you define work that falls below expectations.

Ask yourself: Are there key criteria points that should carry a greater weight than others?

**Step 3:** Design a rating scale that clearly defines the levels of performance. Check your mark allocation to ensure that your rubric falls in line with curriculum expectations.

Make sure you use language and terminology that the learner is familiar with so that they have a clear understanding of what is required of them.

Provide a scale of achievement that can assess the learners' overall competency in completing the task. For example, you can provide an overall mark according to the seven-point rating code or scale of achievement:

Rating code	Description of Competence	Percentage
7	Outstanding achievement	80–100
6	Meritorious achievement	70–79
5	Substantial achievement	60–69
4	Adequate achievement	50–59
3	Moderate achievement	40–49
2	Elementary achievement	30–39
1	Not achieved	0–29

**Step 4:** Write descriptions of expected performance at each level of the rating scale. Describe observable and measurable behaviour and use parallel language across the scale. Indicate the degree to which the standards are met. Ensure that learners understand the expectations before and during the assessment.

**Step 5:** Create the rubric.

For ease of use, keep it to one page. Ask your colleagues for feedback and consider testing it before you use it for assessment. After you use the rubric, consider how effective it was and make any necessary revisions.

## Checklists

A checklist is a simple assessment tool that provides a list of items or criteria to be checked off. It differs from a rubric in that it provides learners with the criteria of the requirements of an assignment rather than a means of assessing acquired knowledge. A checklist can be used solely by you as a teacher, or you can give your learners a checklist that they can refer to in order to make sure that they have included the required components for a task.

Checklists usually consist of a number of statements that refer to specific criteria and where the answer will be, for example, “Yes” or “No”, or “Achieved”, “Not yet” or “Almost”.

### Benefits of using a checklist

- A checklist ensures that all relevant criteria are assessed and evaluated.
- A checklist helps to ensure consistent assessment of specified criteria.
- A checklist can be used by learners as a self-assessment tool.
- A checklist identifies learning needs in a clear and simple way.
- A checklist is easy to create and use and provides an uncomplicated guide for assessment.

### Steps to create a checklist

**Step 1:** Define the purpose and what you want to assess.  
This could be specific skills or a general assessment.

**Step 2:** Identify the criteria.  
What specific elements or content will be assessed?

**Step 3:** Create your checklist.  
Check that it contains everything you want to assess.

Exemplar:

#### Presenting a poster

Presenting a poster checklist			
Did the learner:	Yes 2	Partially 1	No 0
indicate the topic clearly?			
present sufficient information to convey the message?			
research the topic and site sources?			
make a credible attempt to create a visually effective poster?			
demonstrate originality?			
<b>Total</b>	<b>_____ / 10</b>		

# **Intervention strategies**

## **Baseline assessment and intervention strategies**

Some learners may experience academic backlogs for various reasons, including the impact on learning due to the COVID-19 pandemic, underlying learning barriers or special education needs such as visual or hearing impairments or intellectual barriers. Baseline assessment will help you identify learners that may be experiencing these barriers.

Analysing baseline assessment questions will provide insight into learners' current knowledge and skills regarding certain topics, as well as their preparedness for the work ahead. The results of baseline assessments can help to identify the areas where learners require support and/or intervention.

Learners may require support and/or intervention for the following reasons:

- barriers to learning
- class size
- reading comprehension (the ability to understand what they have read).

### **Barriers to learning**

Some learners may face barriers to learning. It is important to accommodate learners with barriers to learning to ensure that our classrooms remain inclusive. These learners may require and should be granted more time for completing tasks, acquiring thinking skills (own strategies), and completing assessment activities. Adapt the number of activities to be completed without interfering with learners gaining the required skills. Learners experiencing barriers to learning can also be paired with others who may be able to support them.

### **Class size**

- Peer tutoring can be an effective intervention method when class size is problematic.
- Quieter learners often struggle in a large class, as they tend not to ask questions. Organising learners into groups or pairs can help to create a more inclusive and enabling learning environment.
- Ensure that groups are made up of learners with varying ability, so that learners who may be struggling are supported by their peers.
- Peer assessment can also be used successfully during informal assessment and allows you to gauge learners' understanding in a less intimidating manner than a formal test or assignment.

- The following strategies can be used in a large class:
  - *Thumbs up/thumbs down*: Check understanding by a show of thumbs. Thumbs up indicate that learners have understood; thumbs down show that they have not understood; thumbs sideways could show that they are not sure.
  - *Response boards*: These are small chalkboards or whiteboards where learners record their response to a question. When you say “Show your answers” they all hold up the board. This way you can quickly see who is struggling.
  - *Show fingers 1-2-3*: Ask learners to show fingers to indicate if they understand activity instructions before working in a group. 1 = I do not understand; 2 = I sort of understand but I need some help; 3 = I understand completely.

## **Reading comprehension**

- Support learners by giving them pre-reading questions and post-reading strategies to organise what they have learnt. Pre-reading questions could include asking the learners what they already know about the topic. Teach learners to summarise the content into bullet points and make use of mind maps. This requires the learners to rewrite the content in their own words.
- Write difficult terminology on the board and give simple explanations.
- Diagrams can be very useful to explain concepts in a way that learners can visualise the situation.

## **General teaching intervention strategies**

### **Teach from the learner’s point of view**

- Put yourself in the learner’s position: If you were the learner, what would you like the teacher to explain or show you that you could not learn previously?
- Remember that learners might still have emotional issues related to the COVID-19 pandemic, which you may need to address.

### **Reteach topic(s) for which learners achieved low scores (closing the gap)**

- Focus on concepts, and not only on factual content. Then use illustrations to support learners’ understanding and avoid superficial rote learning. The more “real-life” examples used, the easier it will be for the learners to conceptualise the topic.
- Make the structure of your lessons and teaching materials clear: State specific, achievable goals, provide graphic organisers to link parts of the lesson and give frequent summaries of sections of the lesson. A graphic organiser can be any visual representation of content that gives an immediate overview of main points.
- Refer frequently to your progress in terms of the lesson structure. This will help learners to develop an overall and cohesive (holistic) grasp of the content.



- Skills, knowledge and concepts run like threads through the previous grades. Explain these threads to learners, as you begin teaching a new topic or module – it will help learners to link the new content to what they already know.

## Metacognition

Metacognition is the ability to understand our own thought processes. It is essential that metacognition takes place during lessons.

Learners retain information best when they can visualise situations. Visual aids, such as flash cards and mind maps, and practical work can aid with developing metacognition, or getting learners to think about and understand their own thought processes. After completing practical tasks, give learners sentence starters to complete. For example: I learnt . . . ; I wonder . . . ; I still want to know . . . ; I still don't understand . . . ; I still have a question about . . . .

## Retaining information

- Flash cards and mind maps can be useful tools to help learners memorise facts.
- Encourage learners to break down content into more manageable sections. They can then create a mind map for each sub-topic. Tables can also help learners summarise content into more manageable sections.
- A mnemonic is a word, sentence or poem that helps you remember something. Mnemonics help learners to memorise content. Use the first letter of each word to create a sentence that the learners can memorise easily. For example, a mnemonic such as “**Eat An Apple As A Nice Snack**” can help learners to memorise the names of the continents: **E**urope, **A**sia, **A**frica, **A**ustralia, **A**ntarctica, **N**orth America, **S**outh America.

## Develop presentation skills

Many learners find it challenging to speak in front of the class, but this improves with practice. Encourage learners to answer questions in class and take part in class discussions by using one or more of the following strategies:

- *Use the think-pair-share method:* Posing a question and giving learners a short time to think about it, followed by discussion with a partner and then sharing with others. Learners who are shy will find it easier to share ideas with a partner first.
- *Tell-check-say:* A learner tells the answer to a friend, together they check if the answer is correct by referring to the textbook, and then the first learner says the answer out loud to the class or writes it down.

- *Target basic and then more advanced questions to specific learners based on their readiness to answer them:* A good strategy is to first ask the question to the whole class. This ensures that everyone thinks about it. Then, ask a specific learner the question.
- *Keywords on cards:* These can be used to help the learner remember their presentation. Eye contact is essential, so emphasise to learners that they should not read their presentation.

## **Interventions for learners with special education needs**

- Special educational needs may include visual or hearing impairments or intellectual barriers. Do not form an opinion about a learner too early. This could lead to an inaccurate assessment of a learner's barrier, or an inaccurate assessment of the existence of a barrier (when in fact there may not be one). If the barrier is obvious after the first term and becomes a serious obstacle to the learner, seek professional help from the district office.
- Immediate steps could include: observing the learner inside and outside of the classroom, contacting the learner's previous teachers and consulting learner progress reports to understand their needs.





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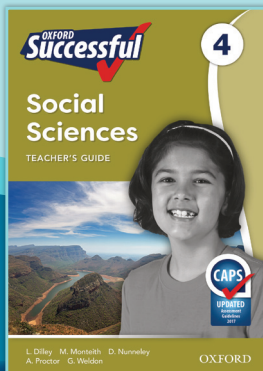
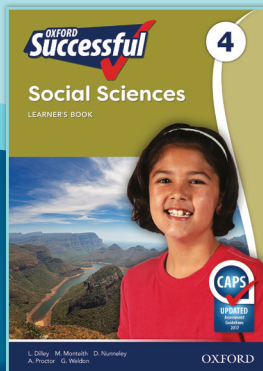
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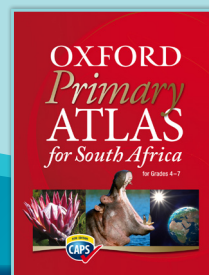
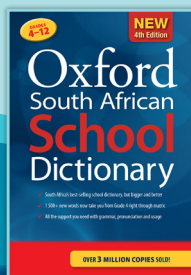
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