

# INTERVENTION GUIDE

## Social Sciences Grade 4

*Packed with catch-up  
and assessment support!*

- *Baseline assessments*
- *Intervention strategies*
- *Answers to assessments*



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# Contents

<b>Types of assessment</b> .....	1
<b>Baseline assessment</b> .....	3
<b>Term 1 Assessment</b>	
Geography .....	7
History .....	10
Glossary .....	11
Skills covered .....	12
<b>Term 2 Mid-year formal assessment</b>	
Geography .....	13
History .....	15
Glossary .....	16
Skills covered .....	17
<b>Term 3 Assessment</b>	
Geography .....	18
History .....	20
Glossary .....	21
Skills covered .....	22
<b>Term 4 End-of-year formal assessment</b>	
Geography .....	23
History .....	25
Glossary .....	27
Skills covered .....	28
<b>Intervention strategies</b> .....	29
<b>Baseline assessment answers</b> .....	34
<b>Term 1 assessment answers</b> .....	35
<b>Term 2 mid-year controlled test answers</b> .....	37
<b>Term 3 assessment answers</b> .....	39
<b>Term 4 end-of-year controlled test answers</b> .....	41

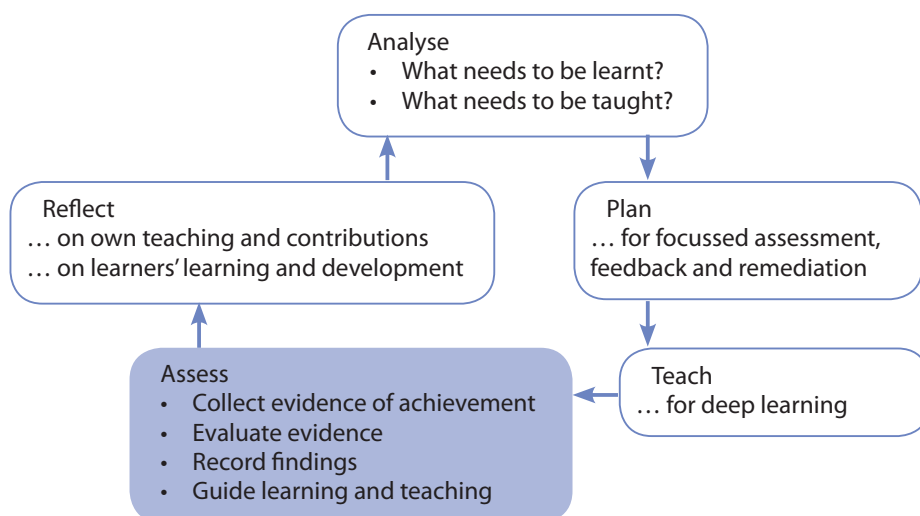
# Types of assessment

The impact of the corona virus pandemic will be long lasting. The Department of Basic Education plans to recover learning over at least three years. Assessment will be an important part of these plans.

## How does assessment fit into the recovery period?

Assessment will still be an integral part of teaching and learning. You will still collect evidence of your learners' levels of achievement and development, as well as their further development needs. You will continue to reflect on what you are doing and give feedback to your learners and stakeholders. Assessment will still guide your planning and teaching.

Figure 1 The role of assessment in the recovery plan



However, there is now a strong focus on assessment for learning, leading to *deep learning*.

## What does *assessment for learning* mean?

*Assessment for learning* means focusing on the basic purpose of assessment: to assist and support learners – literally to sit next to learners. You will still perform all the assessment functions but will keep in mind that assessment is mainly about improving your learners' learning and development.

## What is *deep learning*?

*Deep learning* is learning to understand, to remember and to apply with understanding. The ideal is that learners feel they control their learning and make personal meaning of their learning.

## **How is assessment linked to *deep learning*?**

Your assessment can help learners to achieve deep learning by carefully and frequently collecting and evaluating evidence of learners' progress, and then – most importantly – giving learners constructive and helpful feedback. It will require supportive interventions, remediation and allowing learners more opportunities to improve.

This *Intervention Guide* will help you with the following types of assessment:

- Baseline assessment: What are learners' skills and knowledge levels as we start the year?
- Formative assessment: What progress are learners making? Should I adapt my teaching?
- Summative assessment: How do I assess, record and report learning that has taken place?

Teaching for deep learning means that you will have to plan for more focussed assessment, feedback and remediation. That is why the curriculum has been adapted, as outlined in the latest 2021 Annual Teaching Plans. These ATPs focus on the essential knowledge, skills, attitudes and values which will enable learners to progress to the next levels.



# Baseline assessment

## Section A: Geography

### Question 1: Places

- 1.1 What are the buildings in photograph A? How do you know that? (4)
- 1.2 Where is B? Choose one: (2)
- a. A storeroom to keep books
  - b. A library to borrow books.
- 1.3 Which of these places is safe for children? Why do you say that? Give one reason.



(4)

### Question 2: Maps

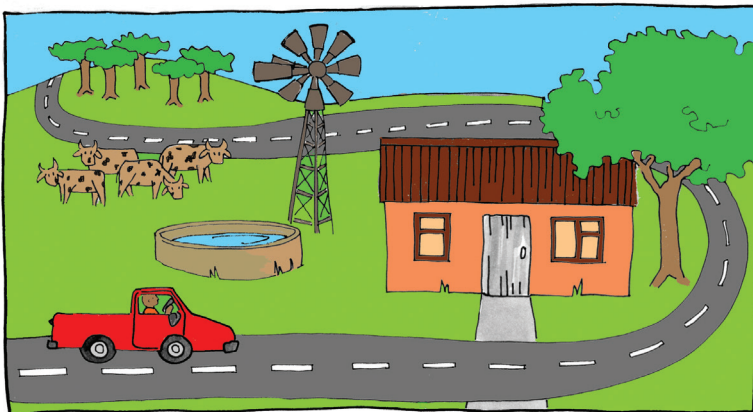
- 2.1 Rewrite the sentences. Choose the correct words:

Farmer Mnyanda is driving in his bakkie with the dam on his (left / right).

He passes (in front of / behind) the house and (into / around) the tree on his (left / right).

After he has passed (to the left of / behind) the house he sees a (tree / windmill) on his left.

After looking at his cattle, he drives (between / around) the forest and (over / underneath) the hill. (8)



### Question 3: Farming

This is Farmer Mnyanda's farm. What does the farm produce?



Underline the correct answers in the list below:

3.1 wool and mutton OR mutton and steaks

3.2 milk and ham OR milk and hides

3.3 bananas OR oranges

3.4 mealies OR sunflower seeds

3.5 wheat OR vegetables

(5)

### Question 4: Water

Look again at Farmer Mnyanda's farm. Do they have to wait for rain to water the plants? Answer only YES or NO. In another sentence say why you think so.

(4)

Section B: History

Question 1: Local history

Anwar is with his Granny. It is 2 February 2021. He wants to know about her life from many years ago. Choose three of these questions which will help Anwar understand what her life was like.

- 1.1 Where did you go to school?
- 1.2 Were you allowed to take your cellphone to school?
- 1.3 Is the house from your childhood days still standing?
- 1.4 May I read the letters Grandpa wrote to you?
- 1.5 What was it like to grow up before there were motor cars?



(3)

Question 2: Leaders

There was an exhibition with cards about president Mandela on the wall in your classroom. Every card had a date and an event on it. Unfortunately three cards fell down and got mixed up. Put the cards back in their places on the timeline below.

1918: Rolihlahla Mandela born	A	B	C	1994: Becomes president
1964: Sent to prison for life		1941: Went to live in Johannesburg		1952: Opens South Africa's first black lawyer firm

Write down the dates next to the letters (A, B or C) to place the cards into their correct places.

(6)

**Question 3: Transport**

The sentence below has a word or words missing. Choose from the list to complete the sentence. Write down only the answer.

The oldest form of transport is when people used to \_\_\_\_\_. (2)

ride by horse / sail by ship / walk / row in canoes

**Question 4: Communication**

Communication is about making contact with other people.

Which of the following is not a form of communication? (2)



A



B



C



D



E

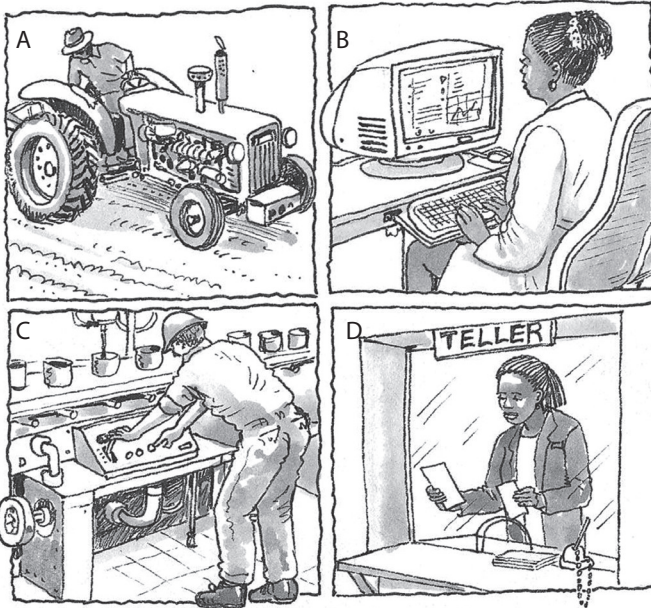
[TOTAL MARKS: 40]

## Section A: Geography

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### People and places

1. What is a “settlement”? (2)
2. Give one example of a settlement. (1)
3. Match the pictures (A, B, C, D) with these job types:
  - 3.1 office job
  - 3.2 service job
  - 3.3 factory work
  - 3.4 farm work. (4)



4. Give an example of a service job and say where it takes place. (1)
5. Discuss how and why a footpath is formed. You should write at least 3–4 sentences. (2) [10]

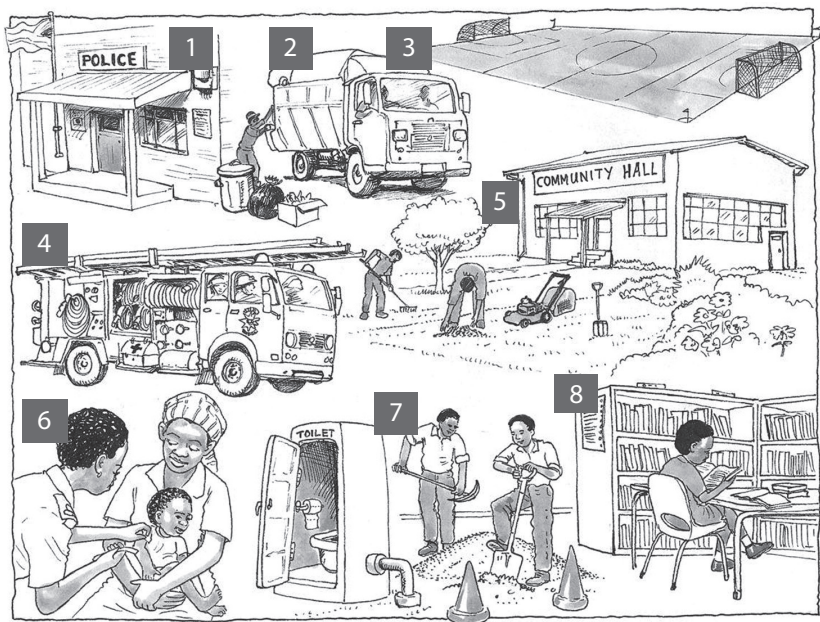


**Landmarks and explaining the way**

6. What is a natural feature? (2)
7. Give an example of a natural feature. (1)
8. When you explain to somebody how to get from one place to another, you use landmarks in your explanation. Explain why it is important to give landmarks when giving directions. (2) [5]

**People and their needs**

9. This picture shows services (1-8). Write down the name of each service shown in the picture. [4]





10. Read this story about Lunga's family.

Lunga's family live in a village in KwaZulu-Natal. It is a 40-minute drive by taxi to the nearest town, where Lunga's mother works. Lunga goes to school in the next village. It is a 20-minute drive by taxi. If Lunga walks to school instead of taking the taxi, it takes her about an hour and a half to get there. Lunga wakes up early to get ready for school. Her mother makes her porridge on the stove, and then leaves for work. Lunga washes her face in the bathroom and puts on her uniform. In winter, it is still dark when she leaves for school, so she makes sure that the lights are all switched off before closing the door and walking down the sand road to meet the school taxi.

Lunga's favourite day of the week is Tuesday. On Tuesdays, her mother finishes work early. Lunga takes a taxi from school to the town where her mother works.

Her mother meets her at the taxi rank, and together they go to the library to choose books. On Thursdays, Lunga plays netball after school on the new netball court that the municipality built next to her school. On Fridays, Lunga's mother comes home with groceries that she bought in the town.

Lunga likes living in her village. The only time she does not like it is when she is sick. There is no clinic in Lunga's village so, when she is sick, she and her mother have to travel to the next village by taxi. Lunga wishes there was a clinic close by on these days.

- 10.1 List the services that are available in Lunga's village. (3)
- 10.2 What service is only available in the closest town to Lunga's village? (Lunga goes there on Tuesdays.) (1)
- 10.3 What service is new in Lunga's village? (1)
- 10.4 What service does Lunga wish was available in her village? (1) [6]

**[SECTION A TOTAL MARKS: 25]**

## Section B: History

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### How we find out about the present in a local area

11. Choose the correct answer from the options provided. The easiest way to learn what learners in another country wear to school is to look for:
- a. magazine articles
  - b. books
  - c. photographs
  - d. examples of their uniforms. (2)
12. Choose the correct answer from the options provided. People write letters to newspapers. Reading these letters helps us to understand:
- a. what language people speak
  - b. what people in an area think about certain events or issues
  - c. what police in an area have done about certain events or issues
  - d. what happened on a particular day. (2)
13. An interview is:
- a. a good way to find out about a person
  - b. a good way to find out what people think about other people
  - c. a quick way to find out what people think about certain events or issues
  - d. a quick way to talk to as many people as possible about certain events or issues. (2)
14. What is a monument? (1) [7]

### How we find out about the history of a local area

1. Put these events into chronological order.
- a. 1976 – The first televisions are sold in South Africa.
  - b. 1994 – The first cell phone is sold in South Africa.
  - c. 1988 – The Internet is used in South Africa for the first time.
  - d. 1878 – Telephones are sold for the first time in South Africa.
  - e. 2002 – Wireless Internet (WiFi) replaces dial-up Internet.
  - f. 1921 – Computers are sold for the first time in South Africa.
  - g. 1995 – South Africa gets satellite television for the first time.
  - h. 2010 – Smartphones are sold in South Africa for the first time. [8]

[TOTAL MARKS: 15]

# Glossary

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<b>chronological order:</b>	in the order that it happened
<b>landmark:</b>	an object or feature that is easily seen or recognised
<b>list (verb):</b>	write down things that are connected in some way
<b>match (verb):</b>	find the answers that go together
<b>municipality:</b>	local government of a town or city; oversees local matters and provides services to people in the area
<b>service (noun):</b>	something that is done to help people

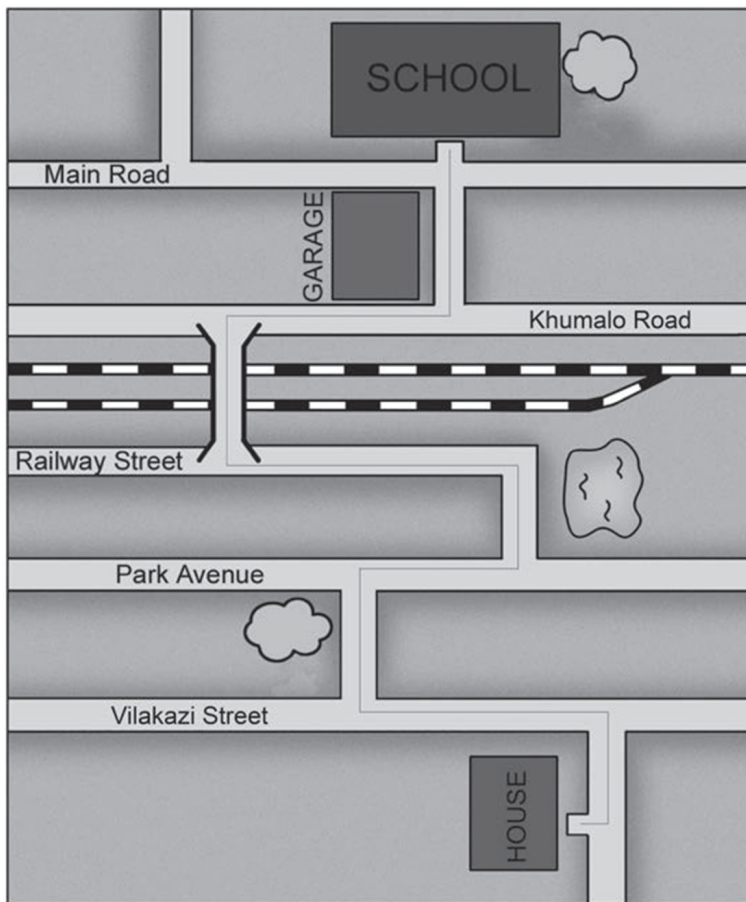
English	isiZulu	isiXhosa	Afrikaans	Setswana	Sesotho
chronological order	ukulan-delana	ukulandele-lanisa ngokwa-maxesha	chronologiese volgorde	tatelano go ya ka botlhokwa	tatellano ya lenaneo
landmark	uphawu lwendlela	ibhakana	baken	letshwao la tsela	mokoloko-twane
list	enza uhla	dwelisa	lys	neela	etsa letoto/lenane
match	qondanisa	yelelisa	verbind	bapanya	nyalanya
municipality	umasipala	umasipala	munisipaliteit	mmasepala	mmasepala
service	umsebenzi	inkonzo	diens	tirelo	tshebeletso

## Skills covered

Question number	Level of difficulty	Skill	More exercises in <i>Oxford Successful Social Sciences Grade 4 Learner's Book</i> for further practice
<b>Section A: Geography</b>			
<b>People and places</b>			
1	low order	define	Module 1 Activity 1 (p. 9)
2	middle order	give examples	Module 1 Activity 2 (p. 10)
3	low order	match	Module 1 Activity 2 (p. 10)
4	middle order	give examples	Module 1 Activity 3 (p. 11)
5	middle order	describe	Module 1 Activity 4 (p. 12)
<b>Landmarks and explaining the way</b>			
6	low order	define	Module 1 Activity 5 (p. 13)
7	middle order	give examples	Module 1 Activity 5 (p. 13)
8	middle order	explain	Module 1 Activity 7 (p. 15)
<b>People and their needs</b>			
9	low order	label	Module 1 Activity 8 (p. 17)
10	high order	comprehension	Module 1 Activity 11 (p. 20)
<b>Section B: History</b>			
<b>How we find out about the present in the local area</b>			
11	low order	identify	Module 2 Activity 1 (p. 26)
12	low order	identify	Module 2 Activity 1 (p. 26)
13	low order	identify	Module 2 Activity 1 (p. 26)
14	low order	define	Module 2 Activity 1 (p. 26)
15	high order	organise	Module 2 Activity 2 (p. 27)

**Section A: Geography****Places where people live**

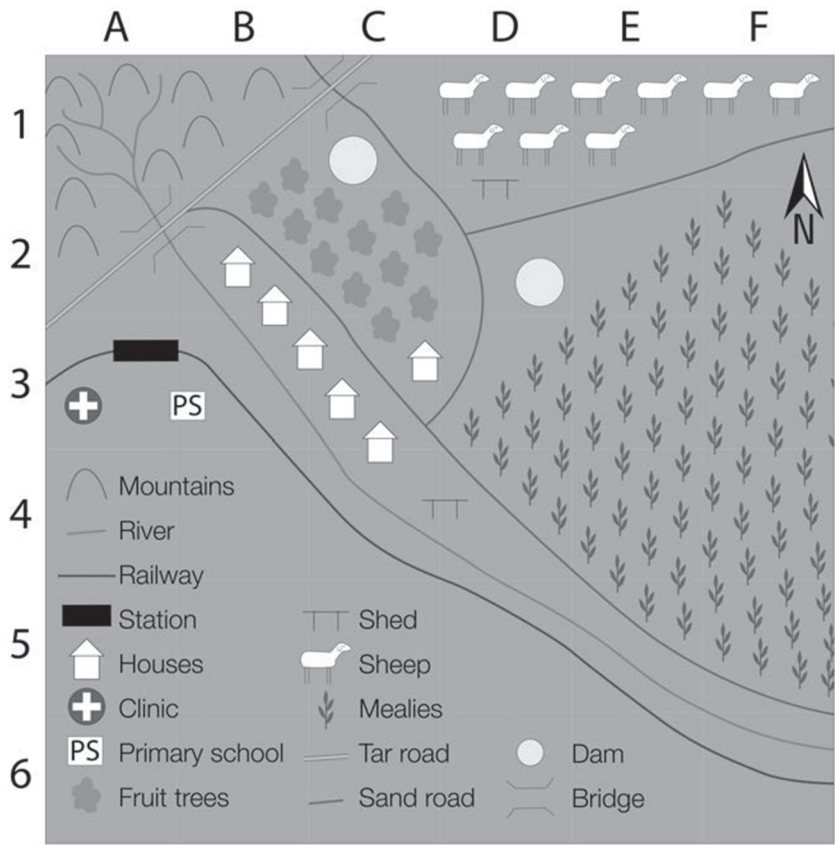
1. List two examples of places where people live. (2)
2. Look at this map.



- Explain to your friend how to get to your house after school. (5)
3. Explain why it is important for the municipality to provide services to a community. In your explanation, mention some of these services. (3) [10]

Map skills

4. Look at this map.



- 4.1 What natural features can be seen in the top left corner of the map? (1)
- 4.2 Find the shed that is to the south of the houses. What vegetation is found to the east of this shed? (1)
- 4.3 How many dams can you see on the map? (1)
- 4.4 Give the grid reference where the clinic is found. (2)
- 4.5 Can you get to the houses using the tar road? (1)
- 4.6 Name the features found in C1. (4) [10]
5. Name three continents. (3)
6. Name two oceans. (2) [15]

[SECTION A TOTAL MARKS: 25]



## Section B: History

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### Local history

7. Read this letter to a newspaper.

Dear Editor

I wish to comment about the recent spike in rhino poaching (*Your News*, April 2019).

When I was a young girl growing up near Warmbaths (now called Bela Bela), rhinos were abundant in the area. Most of the rhino were, of course, owned by the private game reserves in the area, but it was not unusual to catch a glimpse of a rhino and her calf along the fence when we walked to school or to another friend's house.

Something must be done about the poaching! I am an old lady now and I have grandchildren who are still babies. It makes me sad to think that they may never know what a rhino looks like.

Regards

Old Rhino Lover

- 7.1 What is this letter about? (1)
- 7.2 What was Bela Bela (in Limpopo) called when the writer was young? (1)
- 7.3 Is the writer young or old? Write down a sentence from the letter to explain your answer. (3) [5]

### Learning from leaders

8. Name two qualities of a good leader. (2)
9. Write a paragraph about Nelson Mandela OR Mahatma Gandhi (choose one).  
Your paragraph should be at least 6–8 sentences long.  
Your paragraph should include the following information:
- what the person fought for
  - how the person displayed qualities of a good leader. (8) [10]

[SECTION B TOTAL MARKS: 15]

# Glossary

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- explain:** make something clear by describing it in detail and giving some facts
- grid reference:** a map reference that is given using numbers and letters used to name a series of horizontal and vertical grid lines
- name (verb):** say what the word for something is
- vegetation:** the plants in a particular area

English	isiZulu	isiXhosa	Afrikaans	Setswana	Sesotho
explain	chaza	cacisa	verduideliking	tlhalosa	hlalosa
grid reference	inkomba yethebula	isingqiniso segridi	ruit-verwysing	kaelo ka botlhokwa	keriti ya bopaki
name	nika igama lento	xela/biza	benoem	neela	reha
vegetation	izimila	izityalo	plantegroei	dimela	dimela

## Skills covered

Question number	Level of difficulty	Skill	More exercises in <i>Oxford Successful Social Sciences Grade 4 Learner's Book</i> for further practice
<b>Section A: Geography</b>			
<b>Places where people live</b>			
1	low order	list	Module 1 Activity 1 (p. 9)
2	high order	summarise	Module 1 Activity 6 (p. 14) Module 1 Activity 7 (p. 15)
3	middle order	explain	Module 1 Activity 10 (p. 18)
<b>Map skills</b>			
4	low order	identify	Module 3 Activity 2 (p. 41) Module 3 Activity 4 (p. 44) Module 3 Activity 5 (p. 45)
5	middle order	name	Module 3 Activity 9 (p. 52)
6	middle order	name	Module 3 Activity 9 (p. 52)
<b>Section B: History</b>			
<b>Local history</b>			
7	middle order	comprehension	Module 2 Activity 1 (p. 26)
<b>Learning from leaders</b>			
8	middle order	name	Module 4 Activity 2 (p. 62) Module 4 Activity 3 (p. 66)
9	high order	justify	Module 4 Activity 2 (p. 62) Module 4 Activity 3 (p. 66)

## Section A: Geography

### People and food

1. List three ways that people get their food. [5]

### Ways of farming

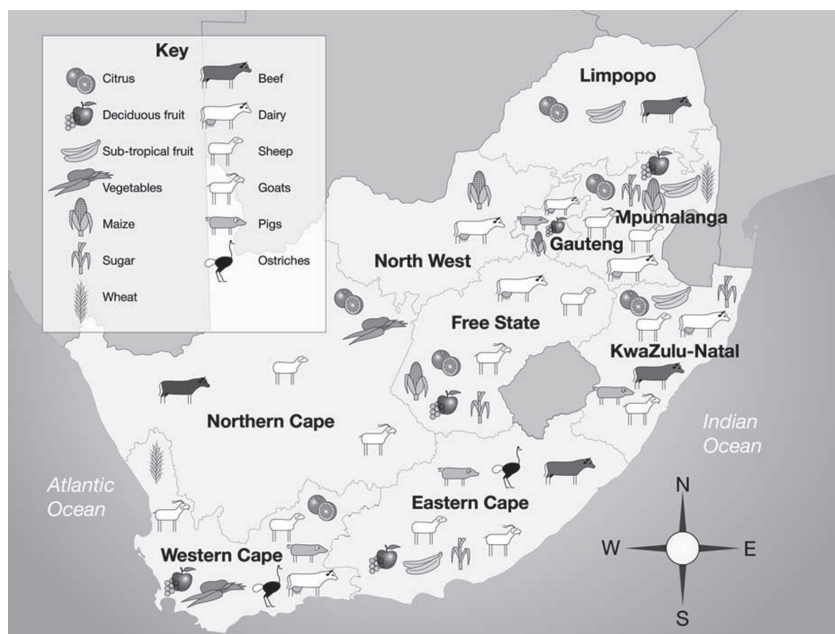
2. What is subsistence farming? (2)
3. How does subsistence farming differ from commercial farming? (2)
4. What animal does a dairy farmer keep? (1) [5]

### Crop and stock farming

5. Name three kinds of stock farming. [3]

6. This map shows the location of crop and stock farming areas in South Africa.

Use the map to answer the questions.



- 6.1 Name one crop that is grown in the Eastern Cape. (1)
- 6.2 What stock farming takes place in Limpopo? (1)
- 6.3 Which province has the greatest variety of crop and stock farming? (2) [4]

### **Unprocessed and processed foods**

- 7. What process is used to make these foods?
  - 7.1 cupcakes (1)
  - 7.2 biltong (1) [2]
- 8. Explain why food processing is important for humans. (3) [5]

**[SECTION A TOTAL MARKS: 20]**

## Section B: History

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### Transport on land

9. Match the type of transport in the first column with the description in the second column. (6)

9.1 Bicycle	a. First wheeled vehicle. Pulled by donkey or horse.
9.2 Wagon	b. Vehicle with four wheels. Pulled by oxen.
9.3 Cart	c. Engine that pulls coaches along a railway line.
9.4 Car	d. Two wheels with a seat and handlebars. Only one person can ride it at a time.
9.5 Locomotive	e. First bicycle made from steel.
9.6 Penny-farthing	f. Vehicle that has four wheels and an engine.

10. "Transport has changed people's lives." Do you agree with this sentence? Explain why you do, or why you do not. (4) [10]

### Transport on water

11. Write a paragraph of 4–6 sentences that describes one of the first sailing ships. Your paragraph should include a description of the ship, where it was used and how it moved.

Choose ONE of these sailing ships:

- junks
- dhows
- caravels
- tall ships
- clippers

[6]

### Transport in the air

12. Your friend wants to go to Egypt. Explain why she should use an aeroplane to get there. (2)
13. Name the inventors of the first aeroplane. (2) [4]

[SECTION B TOTAL MARKS: 20]



# Glossary

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<b>column:</b>	division in a table that goes from the top of the table to the bottom
<b>describe:</b>	give a detailed explanation
<b>description:</b>	words or a picture that describes or explains something
<b>location:</b>	the exact place where something is situated
<b>process (noun):</b>	a series of steps in order to achieve something specific
<b>processed food:</b>	food that has undergone a process to preserve it or change it from its original form
<b>transport (noun):</b>	way of travelling from one place to another

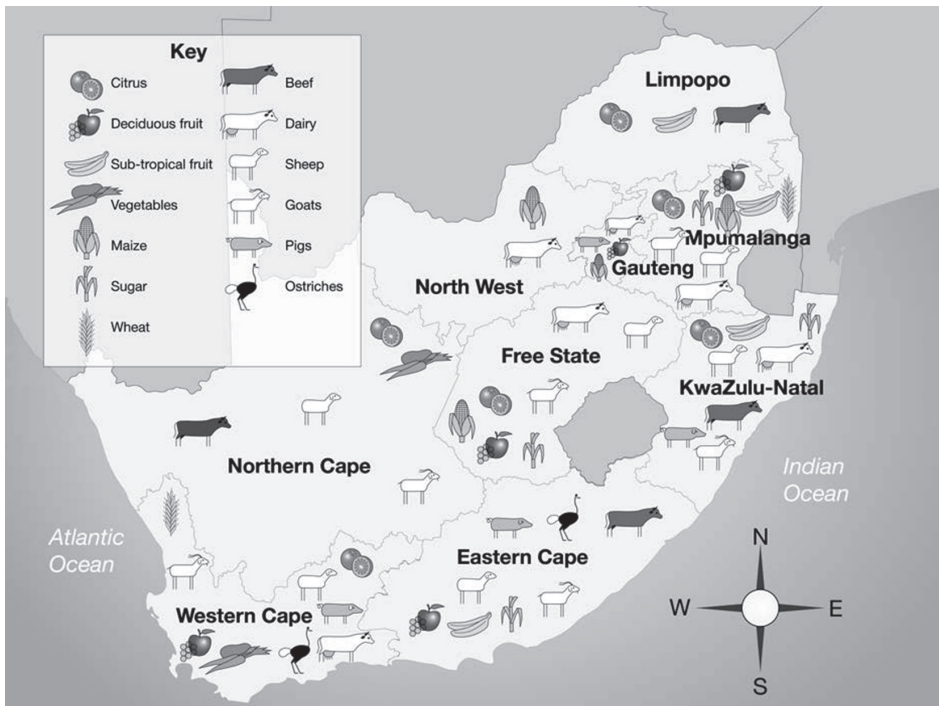
English	isiZulu	isiXhosa	Afrikaans	Setswana	Sesotho
column	ikholamu	ikholam	kolom	kholomo	kholomo
describe	chaza	chaza	beskryf	tlhalosa	hlalosa
description	incazelo	inkcazelo	beskrywing	tlhaloso	tlhaloso
location	indawo	indawo	ligging	lefelo	sebaka
process	indlela yokwenza	inkqubo	proses	dikgato	tsamaiso
processed food	ingxubevange yokudla	ukutya okwenziwe kwangonakali	verwerkte voedsel	dijo tse dikotikoting	dijo tse dikotikoting
transport	ezoku-thutha	uthutho	vervoer	senamelwa	dipalangwang

## Skills covered

Question number	Level of difficulty	Skill	More exercises in <i>Oxford Successful Social Sciences Grade 4 Learner's Book</i> for further practice
<b>Section A: Geography</b>			
<b>People and food</b>			
1	low order	list	Module 5 Activity 2 (p. 73)
<b>Ways of farming</b>			
2	low order	define	Module 5 Activity 3 (p. 75)
3	high order	differentiate	Module 5 Activity 3 (p. 75)
4	middle order	name	Module 5 Activity 3 (p. 75)
<b>Crop and stock farming</b>			
5	middle order	name	Module 5 Activity 6 (p. 78)
6	low order	identify	Module 5 Activity 8 (p. 80)
<b>Unprocessed and processed foods</b>			
7	low order	identify	Module 5 Activity 9 (p. 82)
8	middle order	explain	Module 5 Activity 9 (p. 82)
<b>Section B: History</b>			
<b>Transport on land</b>			
9	low order	match	Formal assessment test: History (p. 98)
10	high order	justify	Formal assessment test: History (p. 98)
<b>Transport on water</b>			
11	middle order	describe	Formal assessment test: History (p. 98)
<b>Transport in the air</b>			
12	high order	justify	Formal assessment test: History (p. 98)
13	middle order	name	Module 6 Activity 3 (p. 96)

## Section A: Geography

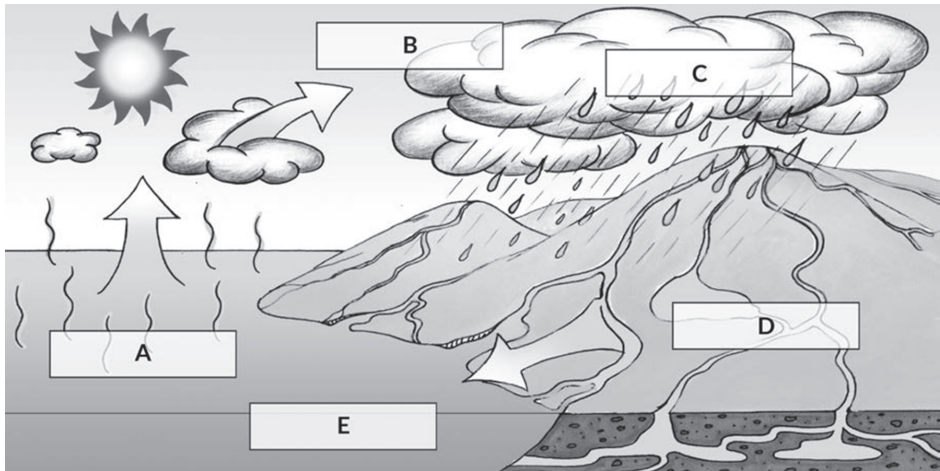
1. This map shows the location of the main crop and stock farming areas in South Africa. Use the map to answer the questions.



- 1.1 Name two provinces where ostriches are farmed. (2)
- 1.2 What type of stock farming takes place in North West? (1)
- 1.3 What is the most common type of crop grown in South Africa? (1)
- 1.4 Where is sugar grown? (2)
- 1.5 Six types of crops are grown in Mpumalanga. Give one reason to explain this. (2) **[8]**

**Water in South Africa**

2. This diagram shows the water cycle.



- Match these descriptions to the labels to the diagram. Write down the question number and the letter.
- 2.1 The rainwater falls on the ground and runs down the hills and soaks into the ground.
  - 2.2 The clouds make rain, which falls to the ground.
  - 2.3 Some of the water flows back into the ocean.
  - 2.4 The sun heats the ocean. The top layer of water gets warm and turns into water vapour.
  - 2.5 The water vapour becomes clouds. (5)
3. Draw a table with two columns. In your table, write down two differences between “grey water” and “black water”. (5)
4. Give two ways that people can stop polluting water. (2) [12]

**[SECTION A TOTAL MARKS: 20]**

## Section B: History

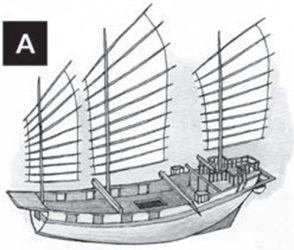
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### Transport through time

5. Match the name of the sailing ships with the pictures.  
Write down the question number and the letter of the picture.

- 5.1 Clipper
- 5.2 British tall ship
- 5.3 Arab dhow
- 5.4 Chinese junk
- 5.5 Portuguese caravel

(5)



6. Give two reasons why airships were more practical than hot air balloons. (2)
7. Give one reason why hot air balloons are safer than airships. (1) [8]

### **Communication through time**

8. The San hunter-gatherers made many paintings and drawings on rocks. What two things do these paintings and drawings tell us? [2]
9. Explain why cameras are a good form of communication. [4]
10. 10.1 If you are communicating for business, is it better to use email or a letter? (1)
- 10.2 Explain your answer to 1. (2) [3]
11. 11.1 What is the best way for a president of a country to give news to the people in a country? (1)
- 11.2 Explain your answer. (2) [3]

**[SECTION B TOTAL MARKS: 20]**



# Glossary

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- airship:** an aircraft that is powered by a gas that is lighter than air
- communication:** a way of talking to or connecting with other people
- hot air balloon:** a big bag that is filled with air to make it float; it usually has a basket underneath it, carrying passengers
- sailing ship:** a boat that is built to travel long distances, using the wind to move
- table:** a set of facts shown in rows and columns
- water vapour:** invisible gas; evaporated water

English	isiZulu	isiXhosa	Afrikaans	Setswana	Sesotho
airship	umkhumbimkhathi	inqanawayomoya	lugskip	sefofane se dirisang phefo	sefofane se sebedisang moya
communication	ezokuxhumana	unxibelelwano	kommunikasie	puisano	kgokahano
hot air balloon	ibhelunde lomoya/ oshisayo	ibhaloni ehamba ngomoya oshushu	warm-lugballon	balunu ya phefo e bollo	balune ya moya o tjhesang
sailing ship	imikhumbi / eqondiswa ngumoya	inqanawa eqhutywa ngomoya	seilskip	sekepe se sedirisang phefo	se sebedisang moya
table	ithebula	itheyibhile	tabel	dikholomo le mela	papetla
water vapour	umusi	umphunga wamanzi	waterdamp	bongola jwa metsi	phofodi

## Skills covered

Question number	Level of difficulty	Skill	More exercises in <i>Oxford Successful Social Sciences Grade 4 Learner's Book</i> for further practice
<b>Section A: Geography</b>			
<b>Food and farming in South Africa</b>			
1	middle order	identify	Module 5 Activity 8 (p. 80)
<b>Water in South Africa</b>			
2	low order	label	Module 7 Activity 2 (p. 103)
3	high order	tabulate	Module 7 Activity 5 (p. 107)
4	middle order	give examples	Module 7 Activity 5 (p. 107)
<b>Section B: History</b>			
<b>Transport through time</b>			
5	low order	match	Formal assessment test: History (p. 98)
6	middle order	explain	Formal assessment test: History (p. 98)
7	middle order	explain	Formal assessment test: History (p. 98)
<b>Communication through time</b>			
8	middle order	explain	Module 8 Activity 2 (p. 116)
9	high order	justify	Module 8 Activity 9 (p. 122)
10	high order	justify	Module 8 Activity 8 (p. 121)
11	high order	justify	Module 8 Activity 6 (p. 120) Module 8 Activity 10 (p. 122)

# Intervention strategies

## Interventions for learners with academic backlogs

The questions in the baseline assessment are based on the topics prescribed in

- the 2021 Annual Teaching Plan for Grade 4, and
- the corresponding topics in the CAPS for Foundation Phase Life Skills.

The analysis of the baseline assessment questions below will give you insight into learners' current knowledge and skills regarding these topics, as well as their preparedness for the work ahead. You will see that the corresponding topics in Foundation Phase are distributed from Grade R to Grade 3. Learners might not remember what they did previously, so you might have to revise and even reteach some of the previous work in order to prepare learners for new Grade 4 work.

Question	Topic in 2021 ATP for Social Sciences	Module in Oxford Successful Social Sciences LB Grade 4	Corresponding topic in Foundation Phase Life Skills CAPS
<b>Geography</b>			
1	Places where people live	1: People and places, page 7	Gr R: Gr 1: Safe / unsafe places to play Gr 1: Places in my community Gr 2: People who help us ... librarian Gr 3: Dangerous places to play
2	Map skills	3: Map skills, page 37	Gr 1: Picture maps – Finding the way from one place to another
3	Food and farming in South Africa	5: Food and farming in South Africa, page 71	Gr R: Work relating to ... farmer Gr 1: Where different foods come from Gr 2: Animals – Uses – such as food Gr 3: Healthy eating – Food groups ... Gr 3: Animals and creatures that help us ... food and/or clothes
4	Water in South Africa	7: Water in South Africa, page 99	Gr R: Water – Saving water Gr 1: Water – Uses of water ... Gr 2: What we need to live
<b>History</b>			
1	Local history	2: Local history, page 23	Gr 3: How people lived long ago – ... older family ... then and now
2	Learning from leaders	4: Learning from leaders, page 55	Gr 3: What a timeline is
3	Transport through time	6: Transport through time, page 85	Gr R: Transport Gr 2: Transport Gr 3 How people lived long ago – ... transport
4	Communication through time	8: Communication through time, page 113	Gr 2: Ways we communicate

# Geography

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## Question 1

- Learners have to recognise places and buildings from photographs and other pictures. The skill of analysing sources like photographs, maps and documents is important in both Geography and History. Learners will apply the skill frequently from Grade 4 well into high school.
- Help learners to “read” the photograph and drawing and to ask critical questions about them. Link up with colleagues who teach languages (if you do not do so yourself) as these subjects include visual literacy and you can share teaching strategies to promote this skill. In this photograph the clues are the chimneys, the huge, rectangular buildings and the train carriages probably laden with coal.
- Not all learners might know what libraries look like, but they can find the correct answer by eliminating the wrong one: The person sitting reading will probably not do that in a storeroom. The correct answer should therefore be the other one (1.2.2).
- 1.3 requires learners to analyse and compare the two pictures. They then evaluate their evidence against a set of criteria to measure safety which they would have covered in Grade R, 1 and 3. You can quickly revise these criteria, for example, avoid dark and lonely places, do not be alone in a quiet place away from your home or school. Without reviving traumatic experiences, ask learners to share experiences they might have had of being in a dangerous place, or alternatively, of their favourite safe place. Make general geography-related conclusions from these experiences, for example, how cities and towns are designed to create safe spaces.

## Question 2

- Learners dealt with picture maps in Grade 1 (CAPS, page 33: “A picture map is a drawing to show where things are located in a given area.”). Learners were required to describe finding the way from one place to another and to use words such as: along, over, under, up, down. These are the skills and examples of words they need to use in Question 2.
- Learners can tell each other how to walk from school to specific landmarks, for example to where they live.
- In Grade 4 learners will develop map skills further with vertical views of this scene.

## Question 3

- Learners need to recall the sources of farming produce (Grade 1).
- Spend some time exploring this detailed picture. Let learners sit in pairs and ask each other questions like, “What would you like to eat from this farm?”, “How many people are working in the vegetable garden?”, “Where are lands being irrigated?”, “Why is one head of cattle kept separate from the others?”.

- Let learners look critically at the picture, for example, the hills and mountains have a Karoo appearance – How typical is a farm like this of the Karoo? Are the tractor and the bakkie drawn to the same scale? How secure does the dam wall of the large dam seem to be? Where do all the workers live – in the big house, in town, or in their own houses on the farm?
- Talk about where the different produce go to reach consumers and whether some will be frozen or canned. Does it look as if this farm produces enough for the market?

#### **Question 4**

- The answer should be clear, but the test here is learners' ability to express themselves in writing. Note that Grade 4 learners need to write paragraphs of five sentences each for their Geography project during the first term. They also need to write five-sentence paragraphs for History, including as formal assessment. The earlier you start giving learners short pieces of writing on interesting work-related topics, the better. For example, "It is better to live in an over-crowded city than a drought-stricken village" or "Every street corner where I live has a story".
- Reading (including the ability to "read" visual material) and writing are key skills in Geography and History (see CAPS for Intermediate Phase Social Sciences, page 8).
- Assist learners in writing paragraphs by giving them writing frames to complete, for example, outlines of paragraphs, half-sentences and introductory words to paragraphs and sentences, e.g.
  - Write a paragraph using this framework and fill in your own words:  
Think about the water .... You use it when ... and when you .... You use water when you .... You ... and use water ... your food. You water the .... It is important that we ....

# History

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## Question 1

- The question tests learners' understanding of historical time and of sequence of events and developments – Anwar's granny would not have known about cellphones when she was young, and would have been grown up when motor cars had already become common. This History concept is called "time and chronology" in the CAPS for Intermediate Phase Social Sciences, page 12.
- Point out to learners that questions 1.1, 1.3 and 1.4 are the kinds of questions they can use for their project as these questions deal with typical historical resources, namely:
  - 1.1: The school a person attended could be an indicator of the person's social and economic status and cultural background. (Information about school experiences from many years ago should be interesting to learners to compare with their own experiences.) Be careful, though, of stigmatising a person or generalising about an individual's background. To get more insight into this concept, learners can share what they think they will one day tell children about their current school.
  - 1.3: Houses are examples of material culture that reveal information, for example, about their current and previous inhabitants, their tastes and habits, their economic status, the nature of the neighbourhood, and the architectural style of the houses and what that reveals about the time in which they were built.
  - 1.4: Personal letters are important historical sources if they are read carefully. There is a view of History as a subject that it is about the "great" people of the past (like Module 2 that looks at leaders). In addition to this view, there is an approach to History as a subject that also deals with the personal stories of "ordinary" people. These stories are typically revealed in personal letters.
  - It is important that learners understand how we find information about the past. Module 2 focuses on these concepts of History.

## Question 2

- Learners worked with timelines in Grade 3. Compare a timeline to a number line in Mathematics which is important in giving learners a sense of the relative values of numbers – how numbers fit together and relate to one another. A timeline in History similarly develops one's sense of sequence, continuity and change, as well as of cause and effect (see CAPS for Intermediate Phase Social Sciences, page 12.)
- Learners can improve their sense of time and sequence by adding dates to the timeline in the baseline assessment, e.g. expanding on the dates relating to president Mandela, or doing further research to add events to the dates in the timeline like dates relating to their family members.
- Ask learners to talk about these significant events in Nelson Mandela's life as preparation for Module 4.

## Question 3

- This question has a surprising answer and shows how interesting History can be.

- The question challenges learners to try different answers, eliminate the most unlikely ones (e.g. “row in canoes”: if this was the first form of transport, what were people doing on land?), and then test the probable answers (e.g. walking “comes naturally” can be done bare-footed, or requires basic equipment like flat-heeled sandals – this means walking probably came before riding horses as horses first had to be tamed; and came before sailing which required advanced knowledge and technology for the time).
- Another cognitive skill learners need to apply here, is to fill a gap and reach closure in their own minds about the correct answer. They need mental discipline to “live with the gap”, avoid premature closure and keep on testing alternatives till they get a logical and satisfactory answer. Give learners more practice in resistance to premature closure by giving more sentences with probable answers where they need to think in order to fill the gap, for example:
  - “People used rivers for transport because ...”
  - Choose from: they could fish at the same time / it was cheaper than by ox-wagon / it was faster than to walk next to the river / there were hi-jackers along the river.
- Remember to distinguish between “history” as events of the past, “History” as people’s record of the events (written, oral and visual), and History as a subject or discipline at school. (See CAPS for Intermediate Phase Social Sciences, page 12.)

#### **Question 4**

- This is a challenging question, as riding a bicycle seems to correspond with the definition of communication: The boy could be on his way to his granny with a letter. In other words, in some situations more information is required before a decision can be reached. However, the other examples fit the definition better.
- Learners should understand that issues in History are not always clear cut and they have to allow for more than one interpretation and answer. See CAPS for Intermediate Phase Social Sciences, page 12:

There are many ways of looking at the same thing in the past. Looking into the past may involve:

- the different points of view of people in the past according to their position in society;
- the different ways in which historians have written about them; and
- the different ways in which people today see the actions and behaviour of people in the past.
- Consider setting up a dramatic scene in the classroom where two learners role-play a scene involving a fight between the two, for example with Learner A begging Learner B to share his sandwiches with him, but Learner B refusing as payback because of an issue from the past. Another learner can make a video recording of the scene. Before the role-play, send one or more learners out of the classroom. After the role-play, they can come back for three or four of the “witnesses” to tell them individually separate from the class what had happened. Those who had not witnessed the scene now tell the class what has been reported to them. Now compare the different versions. The class can check the video recording afterwards – but note that the video recording could also show bias as a result of the angle from which it was videoed.

# Baseline assessment answers

## Section A: Geography

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1. 1.1 Factories ✓✓ The smoke ✓ OR the form of the buildings ✓ (4)  
1.2 b. (2)  
1.3 b. ✓✓ Adult supervision ✓OR no dangerous machinery, etc. ✓ (4)
2. 2.1 Farmer Mnyanda is driving in his bakkie with the dam on his (left / right).  
He passes (in front of / behind) the house and (into / around) the tree on his (left / right).  
After he has passed (to the left of / behind) the house he sees a (tree / windmill) on his left.  
After looking at his cattle, he drives (between / around) the forest and (over / underneath) the hill. (8)
3. 3.1 wool and mutton  
3.2 milk and hides  
3.3 oranges  
3.4 mealies  
3.5 vegetables (5)
4. No, they do not have to wait. ✓ There is a large dam with water. (4)

## Section B: History

---

1. 1.1 ✓ 1.3 ✓ 1.4 ✓ 1.5 (3)
2. A 1941  
B 1952  
C 1964 (6)
3. walk (2)
4. C (2)

[TOTAL MARKS: 40]



## Section A: Geography

---

### People and places

1. A settlement is a place where people live together. (2)
2. Any one: farm, village, town, city. (1)
3.
  1. B
  2. D
  3. C
  4. A (4)
4. Accept any reasonable answers. Examples: doctor – hospital or clinic; bank teller – bank; taxi driver – on the road/taxi. (1)
5. Example answer: People need to get from place to place, or from settlement to settlement. People walk across fields or between houses to get to where they need to go. When enough people use the path, it becomes a footpath. When enough people use a footpath, it may become a road. (2) [10]

### Landmarks and explaining the way

6. A natural feature is a landmark that is part of nature. It is not made by humans. (2)
7. Accept reasonable answers. Examples: mountain, river, tree, rock, etc. (1)
8. Example answer: It is important to use landmarks in your explanation because it helps the person to know that they are going the correct way. You can also use landmarks to tell people when they should turn or keep going. (2) [5]

### **People and their needs**

9. 1. police  
2. rubbish removal  
3. sport facilities/recreation facilities  
4. fire department  
5. community hall (also accept: maintenance and garden services)  
6. healthcare  
7. sanitation/sewage/toilets  
8. library (4)
10. 1. electricity/energy; sewage/sanitation; recreation  
2. library  
3. recreation  
4. healthcare/clinic (6) [10]

**[SECTION A TOTAL MARKS: 25]**

### **Section B: History**

---

#### **How we find out about the present in a local area**

11. c. (2)  
12. b. (2)  
13. a. (2)  
14. Something that is built to remember a person or event. (1) [7]

#### **How we find out about the history of a local area**

15. D, F, A, C, B, G, E, H [8]

**[SECTION B TOTAL MARKS: 15]**

**Section A: Geography**

---

**Places where people live**

1. Accept any two: farm, village, town, city. (2)
2. Walk past the garage and turn right into Khumalo Road. Turn left and walk on the bridge that goes over the railway line, and then turn left onto Railway Street. When you get to the pond/dam/lake, go right and then right again onto Park Avenue. Turn left at the big tree. Turn left onto Vilakazi Street. Then, turn right into the first road, and my house is on the right. (5)
3. Example answer: It is important for the municipality to provide services such as sewage, energy (electricity) and healthcare because people need these services to live comfortably. (3) **[10]**

**Map skills**

4. 4.1. mountains and a river ✓  
4.2. mealies ✓  
4.3. two ✓  
4.4. A3 ✓✓  
4.5. No. (You have to use the sand road.) ✓  
4.6. tar road, ✓ bridge, ✓ dam, ✓ sand road ✓ (10)
5. Any three: Africa, Asia, North America, South America, Europe, Australia, Antarctica. (3)
6. Any two: Indian Ocean, Pacific Ocean, Atlantic Ocean (2) **[15]**

**[SECTION A TOTAL MARKS: 25]**

## Section B: History

---

### Local history

- 7. 7.1. rhino poaching (1)
- 7.2. Warmbaths (1)
- 7.3. Old. "I am an old lady now and I have grandchildren who are still babies." (3) [5]

### Learning from leaders

- 8. Any two: listens to people, works for the good of others, works well with a team, has courage, is brave, is dedicated and committed to their beliefs and to others, is prepared to make sacrifices for the sake of others. (2)
- 9. Ensure that learners have followed the instructions (i.e. that they have chosen ONE leader to write about – Nelson Mandela or Mahatma Gandhi). Learners' paragraphs should be well structured and factually correct. Learners should introduce the leader by identifying the cause he fought for. Learners should then give examples of how the leader displayed good leadership qualities (i.e. good listener, servant of the people, works well with a team, courageous and brave, dedicated and committed, and willing to make sacrifices). (8) [10]

[SECTION B TOTAL MARKS: 15]

## Section A: Geography

---

### People and food

1. Any three: buying, growing, collecting, fishing, hunting. [3]

### Ways of farming

2. Subsistence farming is when a family farms food or animals for their own needs. (2)
3. Subsistence farmers do not sell their produce. Commercial farmers farm crops or animals to sell the produce. (2)
4. cattle/cows (1) [5]

### Crop and stock farming

5. large stock farming, small stock farming and poultry farming (3)
6. 6.1. Any one: sub-tropical fruit, deciduous fruit, sugar, sheep, goats, ostriches, pigs, beef.  
6.2. beef  
6.3. Mpumalanga (it has nine different types of stock and crop farming) (4) [7]

### Unprocessed and processed foods

7. 7.1. baking  
7.2. drying (2)
8. Example answer: Food processing helps humans to preserve foods. This keeps it from going bad, which means that we can store it for longer periods.  
Some foods cannot be eaten without processing them first.  
For example, we cannot eat raw chicken, so we cook it. (3) [5]

[SECTION A TOTAL MARKS: 20]

## Section B: History

---

### Transport on land

9. 1. d.  
2. b.  
3. a.  
4. f.  
5. c.  
6. e. (6)
10. Accept all reasonable answers, provided that learners give reasons for their answers. If learners agree with the statement, they should make mention of the fact that people can get from one place to another more easily, which means that they can find work and food further away from home. If learners disagree with the statement, they should provide a convincing reason for their opinion. (4) [10]

### Transport on water

11. Accept reasonable answers. Learners should follow the instructions (i.e. they should choose ONE sailing ship from the list). Learners' paragraphs must include the following information:
- what the ship looked like
  - what the ship was made of
  - where the ship was used (and by whom)
  - how the ship worked/how it moved across the water. [6]

### Transport in the air

12. Accept reasonable answers. Learners should mention that it would take too long to travel to Egypt by sea or on land. The friend will get there much faster if she travels by aeroplane. (2)
13. Wilbur and Orville Wright (also accept: the Wright brothers) (2) [4]

[SECTION B TOTAL MARKS: 20]

## Section A: Geography

---

### Food and farming in South Africa

1. 1.1. Western Cape, Eastern Cape
- 1.2. dairy
- 1.3. citrus
- 1.4. Eastern Cape, KwaZulu-Natal, Free State, Mpumalanga
- 1.5. Learners should suggest that the climate/weather in Mpumalanga is suitable to grow the six types of crops (maize, sugar, citrus and deciduous fruit, subtropical fruit and wheat).

[8]

### Water in South Africa

2. 2.1. D
  - 2.2. C
  - 2.3. E
  - 2.4. A
  - 2.5. B
- (5)
3. Example of a completed table (award 1 mark for the table).
- (5)

Grey water	Black water
Water from baths and sinks	Water from toilets
Water is purified and used again in homes	Water is cleaned and put back in rivers or the sea

4. Accept reasonable answers. Examples: Do not litter. Do not allow animals to defecate or urinate near water. Do not wash clothes in rivers or dams. Farmers should not use artificial pesticides or fertilisers.

(2) [12]

[SECTION A TOTAL MARKS: 20]

## Section B: History

---

### Transport through time

- 5. 5.1. D
  - 5.2. E
  - 5.3. B
  - 5.4. A
  - 5.5. C (5)
6. They could be made to go in a certain direction. They had space for people to sit. (2)
7. Airships can catch fire more easily (because of the engine and the gas used). (1) [8]

### Communication through time

8. They tell us about the animals that the San hunted. They tell us about the San's spiritual/religious beliefs. (2)
9. Accept reasonable answers. Learners could mention that pictures are a way to communicate with people in the future about how things look, how people dress, and so on. They could compare photographs to the rock art left by the San hunter-gatherers, which tells us about how they lived long ago. Photographs are also a way to send news about yourself to a family member or friend far away. (4)
10. 10.1 email
- 10.2. Email is a faster way of communicating, so you will get an answer much more quickly. (3)
11. 11.1 Accept either television or radio
- 11.2. The president has to speak to many people at the same time, but this communication does not need to be two-way (he or she does not need an answer). This makes radio or television the best way to make the announcement. (3) [12]

[SECTION B TOTAL MARKS: 20]



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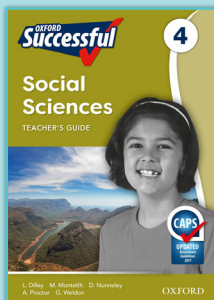
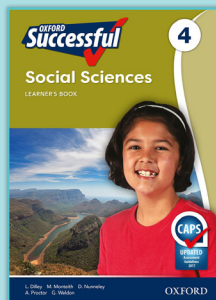
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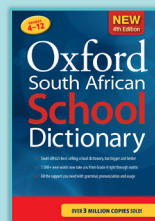
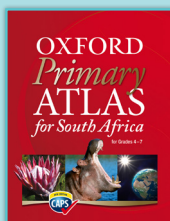
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