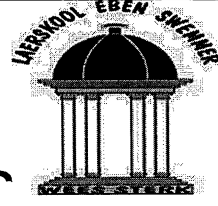
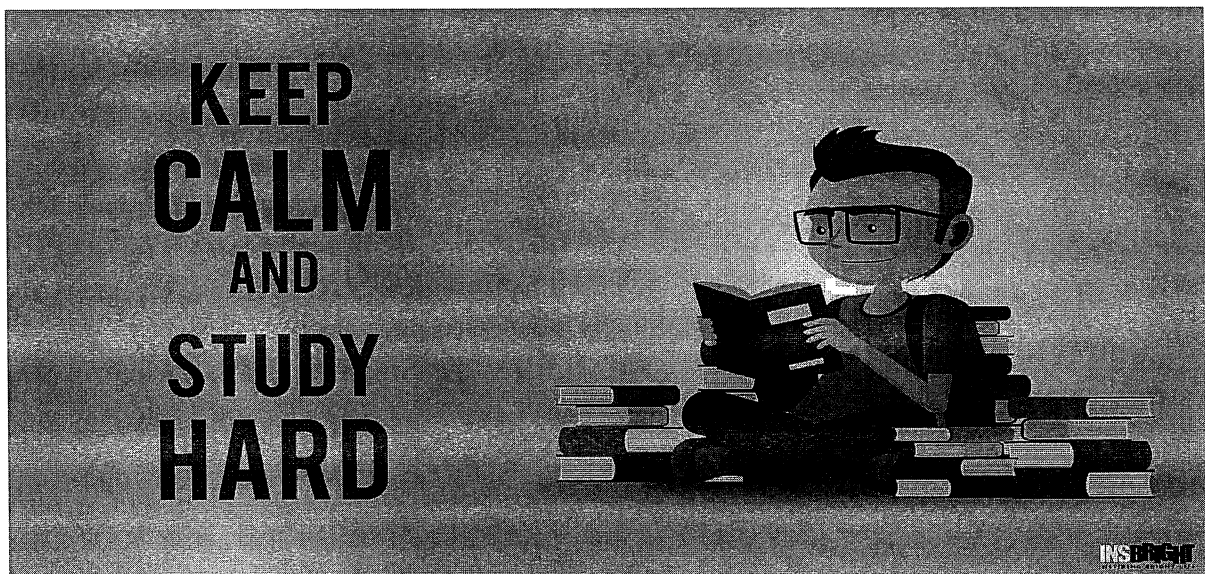
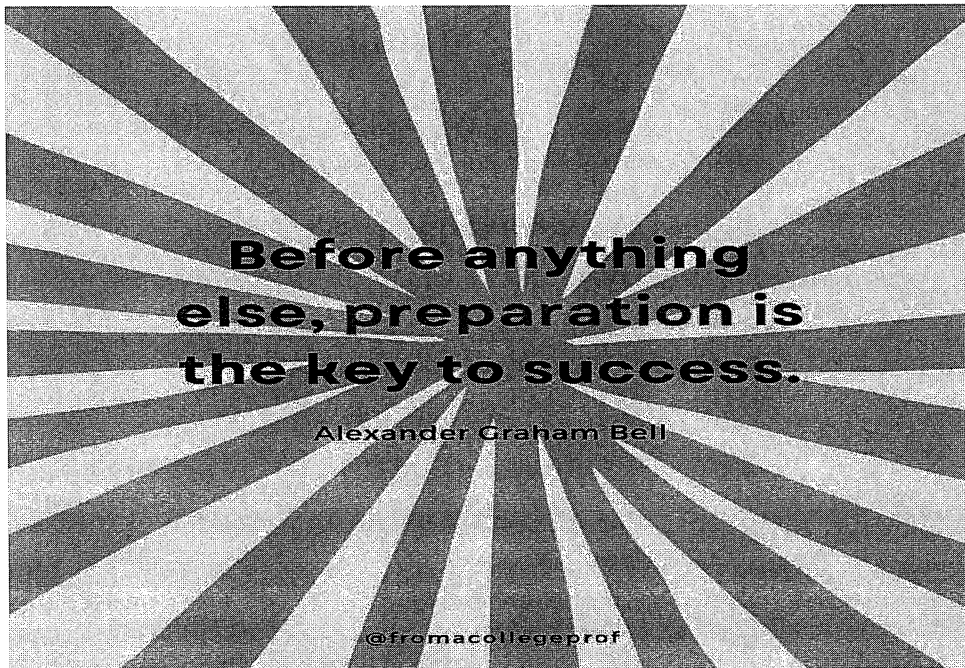


Laerskool Eben Swemmer



Grade 5 Term 2 2024

Demarcation



Name: _____












LAERSKOOL EBEN SWEMMER

LIFE SKILLS – PSW GRADE 5

SCHOOL BASED CONTROLLED TEST: TASK 2

DEMARCATION (22 MAY 2024 – 3 pages)

TERM 2

<p>Positive self-concept</p>	<p>Keywords:</p> <table border="1"> <thead> <tr> <th>WORDS</th> <th>DEFINITION</th> </tr> </thead> <tbody> <tr> <td>Self-concept</td> <td>How you see and feel about yourself</td> </tr> <tr> <td>Adults</td> <td>A person who is fully grown or developed</td> </tr> <tr> <td>Peer</td> <td>Someone of the same age as you / in your class group</td> </tr> <tr> <td>Strength</td> <td>What I am good at</td> </tr> <tr> <td>Weaknesses</td> <td>It is a shortcoming that can be improved by using your strengths</td> </tr> <tr> <td>Contribute</td> <td>In order to help or achieve</td> </tr> </tbody> </table> <p>**Peers can contribute to our self-concept. ** Your behaviour and character traits are also your qualities</p>	WORDS	DEFINITION	Self-concept	How you see and feel about yourself	Adults	A person who is fully grown or developed	Peer	Someone of the same age as you / in your class group	Strength	What I am good at	Weaknesses	It is a shortcoming that can be improved by using your strengths	Contribute	In order to help or achieve
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<p>Discrimination, stereotype and bias</p>	<table border="1"> <thead> <tr> <th>WORD</th> <th>DEFINITION</th> </tr> </thead> <tbody> <tr> <td> Discrimination  </td> <td>Thinking that one group of people have more rights than another group of people for example we don't like the person who scored of his race, wealth, skin colour or religion.</td> </tr> <tr> <td> Stereotype  </td> <td>Thinking that all members of a certain group behave in the same way for example only girls can do ballet</td> </tr> <tr> <td> Bias  </td> <td>Favouring one person or group of people more than others. It is an inaccurate way of seeing something. Someone in a wheelchair can go to any school – the schools must be wheelchair friendly.</td> </tr> </tbody> </table>	WORD	DEFINITION	Discrimination 	Thinking that one group of people have more rights than another group of people for example we don't like the person who scored of his race, wealth, skin colour or religion.	Stereotype 	Thinking that all members of a certain group behave in the same way for example only girls can do ballet	Bias 	Favouring one person or group of people more than others. It is an inaccurate way of seeing something. Someone in a wheelchair can go to any school – the schools must be wheelchair friendly.						
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<p>Giving and receiving feedback</p>	<p><u>What is feedback?</u> Response or comment on other people's work, actions or what they say.</p> <p><u>Types of feedback:</u> * Positive feedback – helpful, encouraging or constructive * Negative feedback – bad, harmful or damaging ** When you give feedback to people, always try to give it in a positive way.</p>														

<p>Child abuse</p>	<p>What is meant by the concept of child abuse?</p> <ul style="list-style-type: none"> • Hurting a child, either physically or emotionally / mentally or both. • Mistreat or harm a child deliberately. • Some places of safety take in and protect both the abused parent and their children • Child abuse is not always physical (hurt the body) so you won't know if a child is being abused – abuse does not start when bones are broken. <table border="1" data-bbox="568 499 1382 801"> <thead> <tr> <th>WORD</th> <th>DESCRIPTION</th> </tr> </thead> <tbody> <tr> <td>abuse</td> <td>Using of power to hurt either physically or emotionally others who have less power.</td> </tr> <tr> <td>Physical abuse</td> <td>Hurt the body</td> </tr> <tr> <td>Emotional abuse</td> <td>Hurt the feelings</td> </tr> <tr> <td>Mental abuse</td> <td>Hurt the mind</td> </tr> </tbody> </table> <p>Abuse affect your personal health – HOW?</p> <ul style="list-style-type: none"> - you can be hospitalised due to your injuries - Your injuries might leave scars on the body or mind - You might have broken bones - You can have a low self- esteem - You might suffer from headaches or stomach aches due to stress caused by abuse - you might struggle to concentrate in school <p>How can you STOP child abuse:</p> <ul style="list-style-type: none"> - Report it to an adult you trust - Report to the Police. - Report abuse to a teacher at school or the principal - If an adult doesn't believe you, you should keep telling someone until you are believed. - Say No to the person abusing you. - Avoid the person or place where abuse occurred. - Social worker - Child Protection Unit near you - Childline 080 005 5555 	WORD	DESCRIPTION	abuse	Using of power to hurt either physically or emotionally others who have less power.	Physical abuse	Hurt the body	Emotional abuse	Hurt the feelings	Mental abuse	Hurt the mind
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<p>Children's rights and responsibilities</p>	<table border="1" data-bbox="568 1818 1382 1971"> <thead> <tr> <th>RIGHT</th> <th>RESPONSIBILITY</th> </tr> </thead> <tbody> <tr> <td>1. To shelter.</td> <td>a) Help keep your home tidy.</td> </tr> <tr> <td>2. Basic nutrition.</td> <td>b) Not to waste food.</td> </tr> </tbody> </table>	RIGHT	RESPONSIBILITY	1. To shelter.	a) Help keep your home tidy.	2. Basic nutrition.	b) Not to waste food.				
RIGHT	RESPONSIBILITY										
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	<p>3. Basic health care services.</p> <p>4. Family care/ parental care.</p> <p>5. To a good education.</p> <p>6. To a clean environment</p> <p>7. To be proud of your heritage and beliefs.</p>	<p>c) Take care of your health.</p> <p>d) Show love and respect to others.</p> <p>e) Study and respect your teachers.</p> <p>f) Keep your environment clean and litter free.</p> <p>g) Respect the origins and beliefs of other people.</p>
<p>Safe and unsafe relationships</p>	<p>A CONSTITUTION is a set of fundamental rules that determine how a country or state is run</p> <ul style="list-style-type: none"> - The constitution says that children have rights - The constitution is regarded as the highest law in South Africa. <ul style="list-style-type: none"> - A safe relationship makes you feel good about yourself - - An unsafe relationship can make you feel sad, angry, scared or worried - especially if it is a stranger, you do not know <p>**A good relationship is the one that allows you to share ideas and feelings</p> <ul style="list-style-type: none"> • It allows you to be listened to and your opinion is respected even if they don't agree with you <p>**A bad relationship is a relationship that uses force to make one agree even if you don't want to</p> <ul style="list-style-type: none"> • It dictates without considering how you feel <p><u>When in an unsafe relationship you can do the following:</u></p> <ul style="list-style-type: none"> • Move out of it • If you can't move out ask for help from an adult, teacher, police or child line • Try to forget about it and move on 	
<p>Contributions of women and men</p>	<ul style="list-style-type: none"> - In the past the roles of men and women were very clear Men looked after the live stock and did the hunting, while the women cooked and fetched wood - Today it is more diverse men can stay at home and women can be a bread winner. 	

SOCIAL SCIENCES: HISTORY

GRADE 5

DEMARICATION

Definitions:

- Lobola – Payment in cattle made for the bride by a bridegroom to the bride's family before the wedding.
- Crops – Plants that farmers grow for food.
- Hunter gatherers- people who hunt wild animals and collect wild plants to eat.
- Farming – The activity of growing crops and keeping animals on farms.
- Stone Age – The period in history when the Khoisan made tools out of stone.
- Iron Age – The period in history when people started to make and use tools and weapons of iron.
- Environment – The natural world of land, water, air, and plants.
- Kgotla – A meeting place.

Roles that members of the village in the early African farming societies:

- **Women** – cooked food, planted and harvested plants, fetched water, looked after children.
- **Girls** – helped women to cook, brewed beer, planted crops.
- **Younger men** – did the heavy work, fought battles, hunted for food, tended livestock.
- **Boys** – helped men to tend to cattle.
- **Older men** – helped the chief settle arguments between people.
- **The chief** – acted as a judge, set fines, and raided other chiefdoms.

Activities done by different groups of farmers in early history:

The San:

- ✓ Gathered food
- ✓ Were nomadic
- ✓ Made tools from stone
- ✓ Hunted wild animals

The Khoikhoi:

- ✓ Gathered food
- ✓ Were nomadic
- ✓ Herded livestock
- ✓ Made tools from stone

African Farmers:

- ✓ Grew crops

- ✓ Herded livestock
- ✓ Made tools from iron
- ✓ Settled in villages

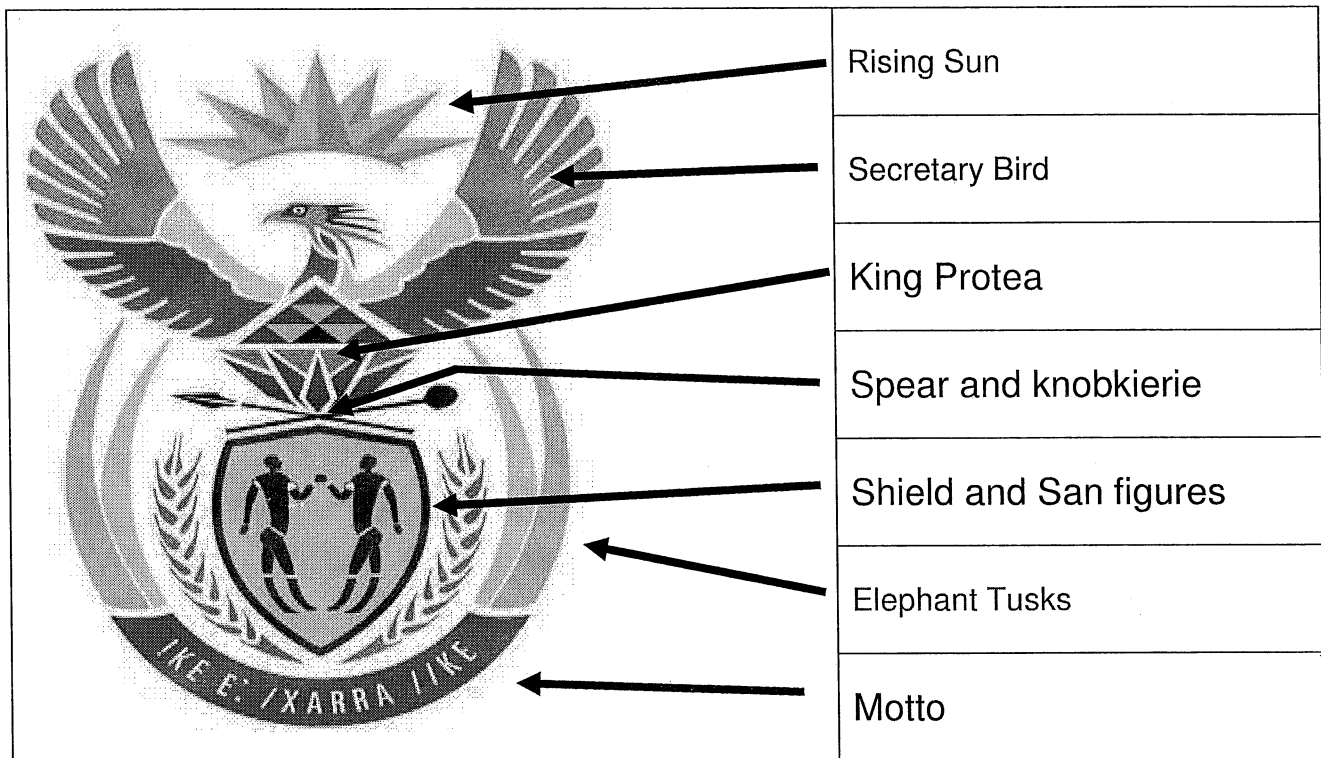
Cattle were very important.

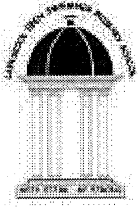
Cattle were an important symbol of wealth in African farming communities and were used in the same way as money today. Thus, the lobola that a young man paid to the parents of a woman he hoped to marry consisted of cattle. The chief often lent cattle to struggling members of the community, in this way 'buying' their future loyalty. Cattle also provided milk to the community and in special circumstances were slaughtered for their meat and hides.

Why was the chief a good leader:

- ✓ Firm
- ✓ Fair
- ✓ Good listener
- ✓ Wise

The South African coat of arms





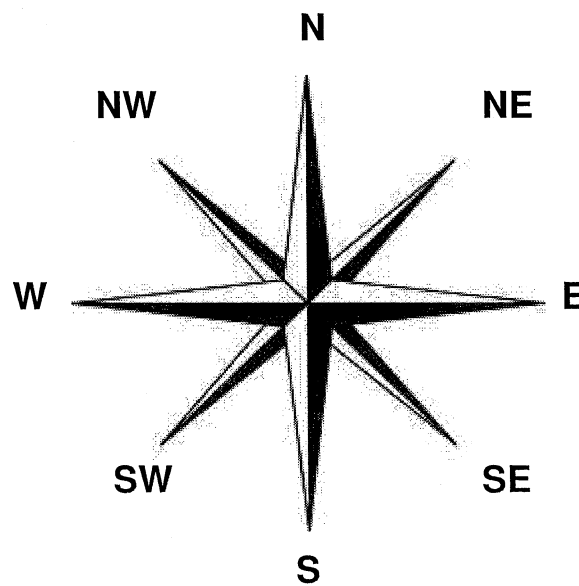
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Social Sciences (Geography) School-based test

Grade 5 - Demarcation

- The highest area is called the plateau.
- The lowest area is called the coastal plain.
- The Limpopo River forms the border between South Africa, Mozambique, and Zimbabwe.
- Land that separates low-lying land from land that is high above sea level is called escarpment.
- Physical features are not the imaginary lines that are drawn on the map.

The Eight (8) Compass:



Landlocked: A country that is surrounded by the land, not having a coastline.

Plateau: An area with level ground about 1 000 – 2 000 meters above sea level.

Lake: A large area of water that has land all around it.

Coastal Plain: An area with land closest to the coast.

Escarpment: An area with steep ground or mountains that covers the coastal plain of the plateau divide.

A: False Bay

B: Table Bay

C: Robben Island

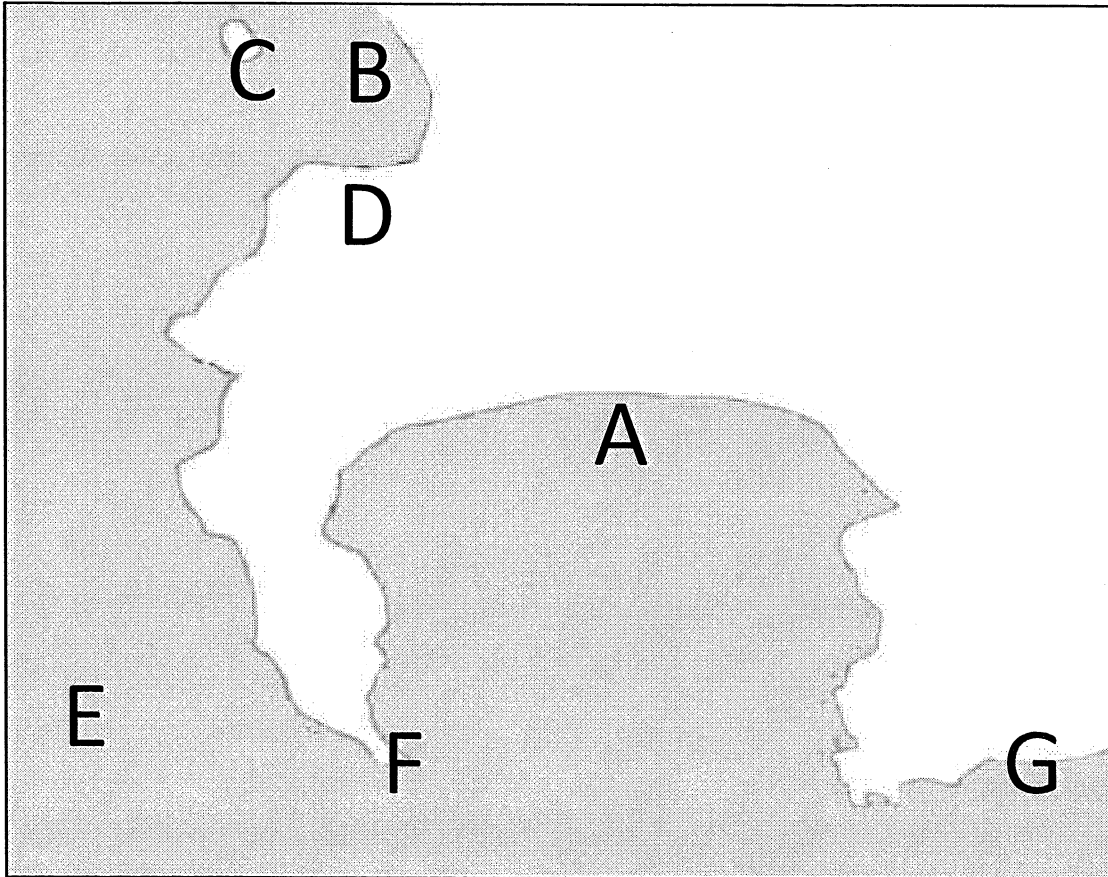
D: Cape Town

E: Atlantic Ocean

F: Cape Point

G: Coastline

Western Cape Map:



There are four provinces in South Africa that have the coastline.

Dams in South Africa:

Negative impacts of Fishes dying

- Animals that prey on fishes will no longer have food.
- This will also impact the production of fish made products.
- Companies that produce these fishes will not be able to maximise profit.

Flooding of dams

- When a dam floods, the people living there need to be moved.
- When the water comes over with great force it can destroy the people's homes, and some can even drown.

Natural Features

Victoria Falls:

- It brings tourists into the land, which brings money into the economy.
- It is one of the 7 wonders of the world. It also makes Zimbabwe's cultures famously known around the world as it brings all kinds of people.
- The waterfall helps enhance the beauty of Zimbabwe and making people want to experience the atmosphere around there.

Grade 5 Creative Arts

Demarcation:

Study the following definitions:

Proportion: Proportion is the comparison and relationship of objects in an artwork or composition; how elements compare to each other.

Contrast: Contrast is showing large differences between objects or elements in an artwork and it can be created using size, value, texture, color and more. Example: Big vs Small or Light vs Dark.

Emphasis: Emphasis is the part of the design that stands out and is the focal point of an artwork. Emphasis is created with contrast to help a focal point or subject noticeable in an artwork.

Movement: Movement is the Principle of Design in which the illusion of movement is created in an artwork. Elements such as line, shape, and color, direct the viewer's eye around a composition.

Repetition: Repetition is the Principle of Design where you repeat Elements of Art, such as Shape, Color, and Line, to create rhythm or pattern.

Balance: Balance is the visual distribution of weight in an artwork using color, texture and space to achieve a visual stability or balance in a composition.

Unity: Is the Principle of Design that unifies all elements in an artwork to allow a cohesive design and is aesthetically pleasing to the eye.

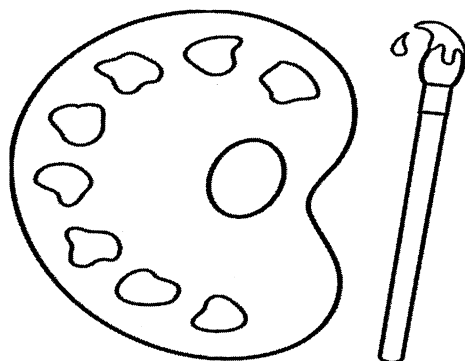
Variety: Including variety in an artwork means you're using a varying elements or different versions of elements in one composition or artwork.

Pitch: How high or how low the note is.

Rhythm: A group of musical notes that make a pattern.








Tempo: The speed at which the music is played.











Mood: Feeling of emotion. Happy, sad, scared, angry.

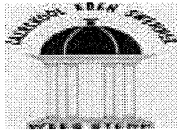


Study the following notes, their values, their names, their rests and how they look.

Music Notes Value

Notes	Name		Value
	Semibreve	Whole note	4 beats
	Minim	Half note	2 beats
	Crotchet	Quarter note	1 beat
	Quaver	Eight note	1/2 note
	Semi-quaver	Sixteenth note	1/4 note
	2 Quavers	2 Eighth notes	1 beat
	4 Semi-quavers	4 Sixteenth notes	1 beat

ITEM	NOTE	REST	VALUE (number of beats)
Whole note/rest			4
Half note/rest			2
Quarter note/rest			1
Eighth note/rest			1/2
Sixteenth note/rest			1/4



LAERSKOOL EBEN SWEMMER
ENGLISH HOME LANGUAGE: Grade 5
TERM 2
JUNE CONTROLLED TEST
TASK 5

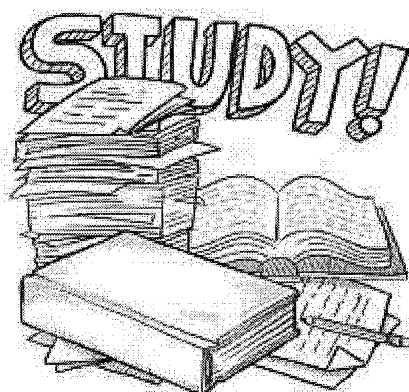
Language	Content	Location of work
1. Collective nouns	Collective nouns are words for single things that are made up of more than one person, place, animal, thing, or idea. Words like flock, crowd and staff are collective noun examples.	Worksheet in book 1 & 2
2. Simple and compound sentences	Simple sentences (The girl dances on the floor) express one thought with one independent clause. A compound sentence (The girl dances on the floor, and the boy plays in the park) joins two independent clauses with a coordinating conjunction (and, or, but, so, yet, nor, for).	Worksheet in book 1 & 2
3. Pronouns	A personal pronoun is a word that is used in place of a noun. It refers to people or things. For example: Joan is replaced by she. We use personal pronouns to avoid repetition. For example: Joan did Joan's work (sound wrong!) we should say: Joan did her work.(this sounds correct)	Worksheet in book 1 & 2

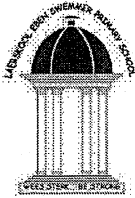
4. Conjunctions	The word “conjunction” means “join” together. Combine two sentences to make it one sentence.	Worksheet in book 1 & 2
5. Punctuation	Comma, full stop, quotation marks, exclamation mark, capital letters.	Worksheet in book 1 & 2
6. Infinitive verb	What is an example of an infinitive verb? An infinitive verb is the word "to" + a non-conjugated verb (base verb). They are used often in speech and writing. Examples of infinitive verbs are to be, to do, to see, to eat, and to wear.	Worksheet in book 1 & 2
7. Simple future tense	The simple future is a verb tense that's used to talk about things that haven't happened yet. This year, Jen <u>will</u> read War and Peace. The word “will” indicate that something is going to happen in the future.	Worksheet in book 1 & 2

Use all revision done in Book 1 & 2.

Study hard.

Good Luck!





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Natural Sciences & Technology School-based Test

Grade 5

Metals & Non-metals:

- Magnetism is a property unique to metals.
- Non-metals are not attracted to magnets.
- When the frame or the car stands in the rainy and sunny weather it results in the car getting rust because of the weather.
- Tarnish is found silver.
- Metals are able to be hammered or pressed permanently out of shape without breaking or cracking.
- Metals have the ability to conduct electricity or heat to travel or through.
- A metal is a solid material that is typically hard, shiny and ductile with good electrical and thermal electricity.
- Property is used to describe an attribute, quality or characteristics of something and tells us something about the item.
- Able to be drawn out into a thin wire.

When we say an object is strong it will not easily break.

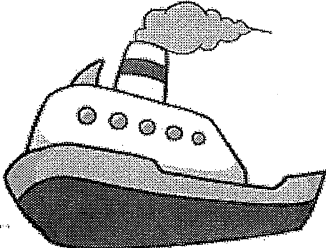

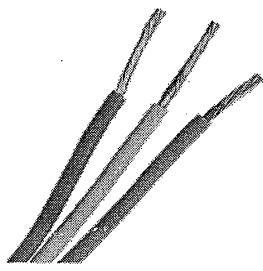
Durable means it will last for a long time.

When an object is waterproof it means it will not absorb water.

A firearm's suit needs to be fire-resistant.

Colours and textures is an object that can be painted and has smooth or rough texture.

When the jelly and water mixture is cooled down it becomes stiff.

		
<p>Steel</p>	<p>Gold</p>	<p>Copper wires</p>
<p>It is a strong material and it will not break easily.</p>	<p>It is a shiny metal.</p>	<p>It conducts heat and electricity well.</p>

In Picture 1 the clay is wet and soft. It has been mixed with some water so it can be moulded. In Picture 2 the clay is hard and dry. It is also brittle - if you drop it on the floor it will break. To get from the clay in Picture 1 to the pot in Picture 2, the clay was moulded into a specific shape and then left to dry. After drying it was fired in a kiln to bake it and make it set. It was also painted at the end.

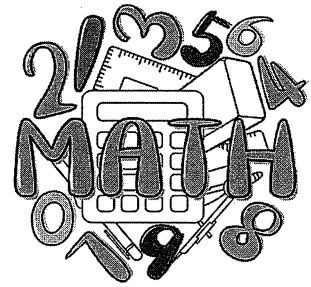
When we started the investigation, the jelly was powdery, like sand.

When we mixed it with water, the jelly powder looked as if it disappeared
but we knew it was still there because it changed the colour of the water.

Pots that are made out of metal conduct heat quite well and they are made for that purpose.



DEMARCATIION MATHEMATICS GRADE 5



1. Mental Math

- Can be any short sums with basic operations.

- Examples:

$$(8 \times 5) - 4 = \underline{\quad}$$

$$456 - 23 = \underline{\quad}$$

2. Addition

- Study all exercises done in your workbook.

Addition with Regrouping



	Th	H	T	O
	① 3	① 4	① 7	5
+	2	8	6	5
<hr/>				
	6	3	4	0

3. Subtraction

- Study all exercises in your workbook.

	Th	H	T	O
			15 6	13
	9	7	6	3
-	1	3	7	9
<hr/>				
	8	3	8	4

4. Multiplication

- You need to know all your timetables (2x – 12x)
- Tortleneck method/ column method
- Product of = x
- Study all exercises done in your workbook.

$$\begin{array}{r}
 4\text{ } \\
 27 \\
 \times 65 \\
 \hline
 135 \\
 + 1620 \\
 \hline
 1755
 \end{array}$$

The Turtlehead Checklist:

- Draw the turtle's head.
- Multiply by the number in the turtle's neck.
- Check off the carried number. ✓
- Draw a collar.
- Lay a turtle egg (zero).
- Multiply by the other number.
- Add!

5. Division

- Study all division tables
- Study all exercises done in your workbook.

LONG DIVISION

STEPS:

EXAMPLE:

÷ **D**AD HOW MANY TIMES CAN 5 GO INTO 7?
 * **M**ADE $5 \times 1 = 5$
 - **S**UPER $7 - 5 = 2$
 ✓ **C**RISPY $\begin{matrix} 2 > 5 \\ 4 > 5 \\ 0 > 5 \end{matrix}$
 ↓ **B**ACON BRING 4 DOWN TO THE FLOOR

Quotient

DIVISOR

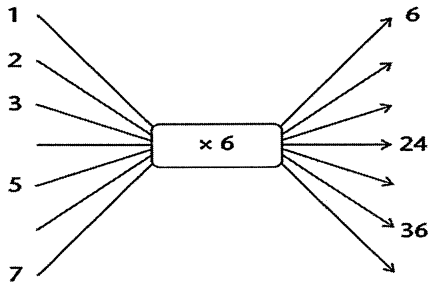
$$\begin{array}{r}
 159 \\
 5 \overline{) 795} \\
 \underline{- 5} \\
 29 \\
 \underline{- 25} \\
 45 \\
 \underline{- 45} \\
 0
 \end{array}$$

Dividend

REPEAT OR REMAINDER

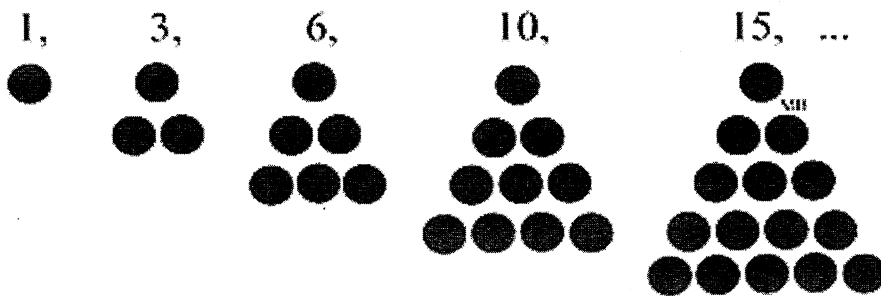
6. Numeric patterns

- Study all exercises done in your workbook.



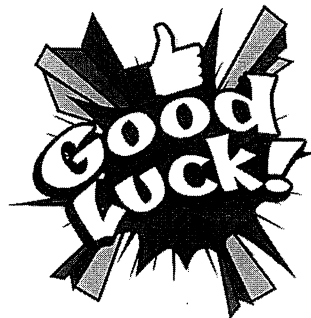
7. Geometric patterns

- Study all exercises done in your workbook.



8. Word problems

- Study all exercises done in your workbook.
- Remember that any word problem should always have:
 1. Number sentence
 2. Calculation
 3. Answer sentence



AFRIKAANS EAT
GRAAD 5
AFBAKENING
KWARTAAL 2

- Begripstoets (*Comprehension*)
 - Leer alle stories/gedigte in jou werkboek
- Visuele teks (*Visual text*)
 - Leer alle visuele tekste in jou werkboek
- Opsomming
 - Leer alle opsommings in jou werkboek
- Werkwoorde (*Verbs*)



Karabo skop die bal.

Thabo skryf in sy boek.

Kefilwe meng al die bestanddele.

- Byvoeglike naamwoorde (*Adjectives*)

Byvoeglike Naamwoorde/Adjectives

'n Byvoeglike Naamwoord(adjective) vertel ons meer van die selfstandige naamwoord(noun).

 Dit is beskrywende woorde/ describing words.

Marie eet 'n rooi  appel.

Piet dra 'n blou  hemp.

Sy dra 'n nuwe rok.

Hy het 'n rooi tas.

Hy het 'n groot hond.

- Bywoorde (*Adverb*)

Bywoorde(Adverbs)

Dit tree op as bepalers van werkwoorde.

TYD (TIME)

WANNEER (WHEN ?)

WYSE (MANNER)

HOE (HOW ?)

PLEK (PLACE)

WAAR (WHERE ?)



1. Bywoord van tyd (*time*)
Dimpho sing elke oggend vir haar maats.
2. Bywoord van plek (*place*)
Ons doen huiswerk by die skool.
3. Bywoord van wyse (*manner*)
Lethabo skryf netjies in sy boek.

- Lidwoorde (*article*)



Die kar is rooi.

'n Stoel is gebreek.

- Hoofletters en leestekens (*Capital letters and punctuation*)

- Voegwoorde (*Conjunctions*)

Kiarah huil. Sy het geval. (want)

Kiarah huil, want sy het geval.

- Verlede tyd (*Past tense*)

Thembi doen haar huiswerk.

Thembi het haar huiswerk gedoen.

- Toekomende tyd (*Future tense*)

Sipho speel met sy maats.

Sipho gaan met sy maats speel.

- Teenwoordige tyd (*Present tense*)

Thato het die bal geskop.

Thato skop die bal.

3 tenses in Afrikaans

Verlede tyd: Die man het 'n lied gesing.



Teenwoordige tyd: Die vrou kook die kos.

Toekomende tyd: Die seun sal die bal skop.

