

GRADE 6
DEMARCATIION
TERM 2
2024



Name: _____

Hey there, Grade 6 champs!

You're at a pivotal point in your academic journey, where the seeds you plant today will blossom into the achievements of tomorrow. It's time to gear up, buckle down, and ignite that fiery passion for learning within you.

Why study hard? Because every ounce of effort you invest now is an investment in your future self. Picture this: a future where you're not just reaching for the stars, but soaring among them. Whether it's acing that math test, mastering a new language, or unravelling the mysteries of science, each bit of knowledge you absorb is a stepping stone toward your dreams.

Remember, the road to success isn't always easy, but it's always worth it. Embrace challenges as opportunities to grow stronger, smarter, and more resilient. Every hurdle you overcome brings you one step closer to your goals.

Think about the doors that will open for you with a solid education. From pursuing your dream career to making a positive impact on the world, the possibilities are endless when you arm yourself with knowledge.

But hey, studying hard doesn't mean sacrificing fun. Find joy in the journey, celebrate your successes, and don't forget to take breaks to recharge your batteries.

So, dear Grade 6 warriors, let's rise to the challenge, fuelled by determination, curiosity, and the belief that you are capable of achieving greatness. The world is waiting for your brilliance to shine!

You've got this!

Love

Grade 6 Teachers

Lead by example

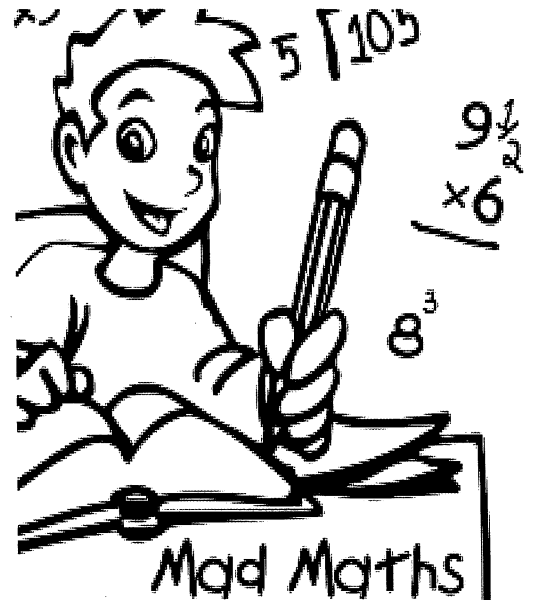


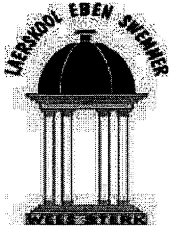


LAERSKOOl EBEN SWEMMER MATHEMATICS DEMARCATION GRADE 6 TERM TEST

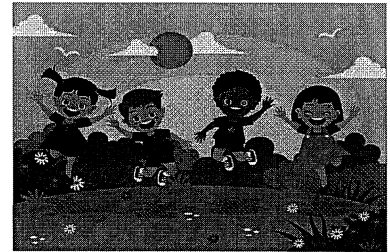
- LEARNERS WILL RECEIVE A REVISION BOOKLET TO PREPARE/PRACTICE FOR THE MID YEAR SCHOOL TEST.
- LEARNERS NEED TO WORK THROUGH THEIR WORKBOOK TO ASSIST IN PREPARATION.

- MENTAL MATHS
- ASCENDING AND DESCENDING ORDER
- COMPARING NUMBERS
- ROUNDING NEAREST 5,10,100 AND 1000
- VALUE AND PLACE VALUE
- WRITING NUMBERS
- ADDITION
- SUBTRACTION
- MULTIPLICATION 3 DIGIT BY 2 DIGIT
- DIVISION 3 DIGIT BY 2 DIGIT
- NUMBER SENTENCES
- NUMERIC AND GEOMETRIC PATTERNS
- FRACTIONS
- WORD SUMS





LAERSKOOL EBEN SWEMMER



ENGLISH: GRADE 6

Working with words:

Prefix and Suffix
<p>Prefix – Letters are added to the front of a word to make a new word. Example: preschool – pre - is the prefix</p>
<p>Suffix – Letters are added to the end of a word to make a new word. Example: disappointment – ment – is the suffix</p>
Adverbs
<p>Adverb of manner - Answer the question “How did it happen?” Common adverbs of manner include: Example: kindly, neatly, softly – The child kindly asked for some candy.</p>
<p>Adverbs of degree - tell us about the intensity of an action, answering the question “How much?” Example: so, hardly, nearly I am so excited to move to Ireland. (How excited are you?)</p>
<p>Adverb of time – Answer the question: “When did it happen?” Example: everyday, recently, after school, soon They recently relocated to Pretoria. (When did they relocate?)</p>
Pronouns
<p>Personal pronouns: A word that replaces the name of a person, thing, or place. Example: He, she, it, they, them, we He ate all the food.</p>

Possessive pronoun: A word used to indicate **possession/ ownership**.

Example: His, hers, ours, mine, yours

He ate all **his** food.

Reflexive pronoun: A word that is used to reflect the **personal pronoun** in a sentence.

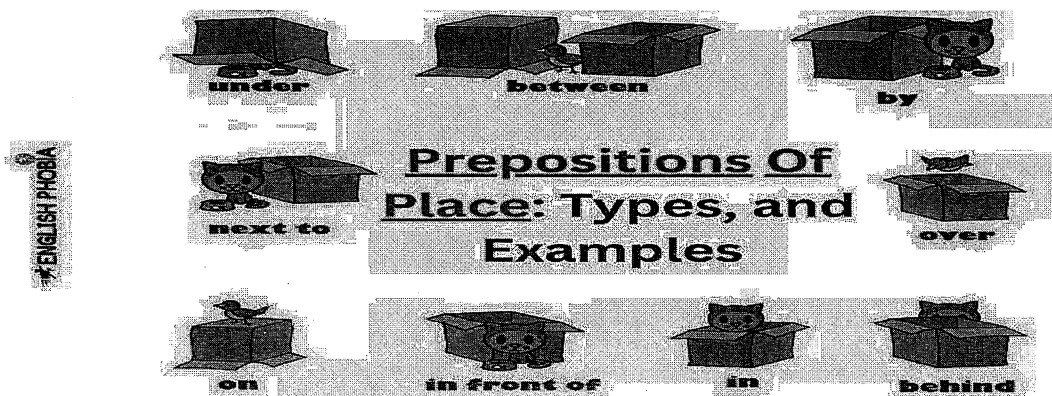
Example: himself, herself, ourselves

He ate all the food by **himself**.

Preposition

It is a word that shows where something or someone is.

Example: The cat sits **on** the box.



Working with sentences:

Subjects and objects

Subjects: The pronoun or noun that is **doing the action**.

Example: **The boy** kicked the ball.

Object: The **thing or person** that the **action is done to**.

Example: The boy kicked **the ball**.

Conjunction

- A word that is used to combine to sentences
- Combine to sentences by writing the first sentence, adding the conjunction given and then add the second sentence.
- If the conjunction is **but** – Add a comma before but.

Example: I am hungry. I forgot my food at home. (**but**)
 I am hungry, **but** I forgot my food at home.

Changing a simple sentence to a question

move the being verb to the front
 ↓
 It is raining.
 ↳ Is it raining?

We are hungry.
 ↳ Are we hungry?

I am going home.
 ↳ Am I going home?

with How

Perfect tense			
Subject	Has/ Have		Past Participle
Past Perfect tense			
Example			
he/ she /the dog	Has		Played/ eaten
I/they/ we/ you	Have		
The dog has eaten its food. I have eaten my food. We have eaten our food.			
Future Perfect tense			
he/ she / The dog	will	Have	Played/eaten
I/ we	shall	have	Played/ eaten
The dog will has eaten its food. I shall have eaten my food. We shall have eaten our food.			

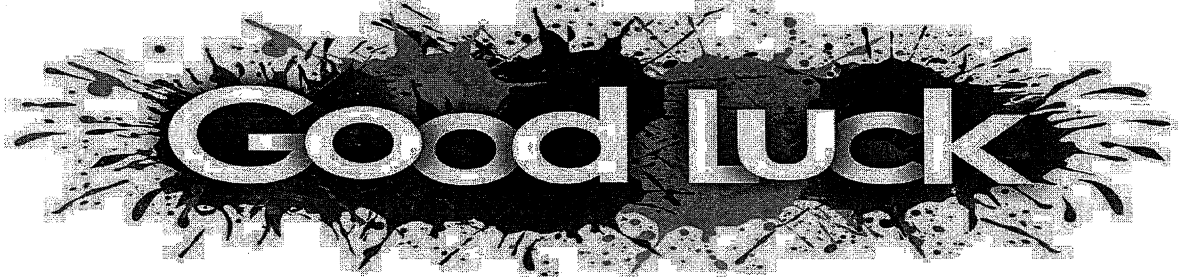
Continuous tense	
Present continuous: Used to show an action which is happening at the time of speaking. I am having dinner <u>at the moment</u> . He is having dinner at the moment. They are having dinner at the moment.	
The Past continuous: Used to show an action which was happening in the past . It is important to remember that the Past continuous is usually used to show an action which was happening when another action, which is usually shorter, happened at the same time, stopped the continuous action, or started after the continuous action.	

I was having dinner **when Sarah called me.**

I was walking along the beach **when it started raining.**

The Future continuous: It is used to show that an action **will be happening** at a time in the future.

I will be having dinner at my parents' house tomorrow.



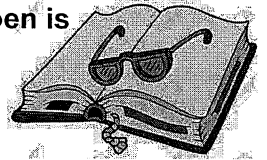
AFRIKAANS FAL AFBAKENING

KWARTAAL 2/2024

Die vraestel bestaan uit:

- A. Leesbegrip (comprehension)
- B. Visuele Teks (Visual Text)
- C. Opsomming (summary)
- D. Taalstruktuur en konvensies (Language Structures and conventions)

Lees weer die volgende stories in jou werkboek en bestudeer die vrae wat gedoen is in jou boek.



Bestudeer weer die visuele tekse in jou werkboek 1 en beantwoord weer die vrae.

Opsomming:

Wenke om 'n opsomming te skryf:

1. Lees die teks deeglik deur om 'n begrip te kry van wat dit behels.
2. Identifiseer die hoofgedagtes of -stappe in die teks.
3. Maak notas van die belangrikste inligting, sleutelwoorde en -frases.
4. Gebruik jou notas om 'n kort opsomming te maak wat die hoofgedagtes van die teks insluit.
5. Bevestig dat jou opsomming al die belangrike inligting bevat en dat dit die oorspronklike teks getrou weerspieël.
6. Onthou om dit puntsgewys te skryf.

Leer die volgende :

Sinsontleding

■ Doen sinsontleding

Voorbeeld: Johan doen elke dag sy werk.

[ONTHOU: ONDERWERP = SUBJECT WERKWOORD = VERB
VOORWERP = OBJECT]

- (a) Soek die werkwoord (aksiewoord) **doen**
- (b) Vra wie of wat **doen**? **Johan = Onderwerp**
- (c) Vra **Johan doen** wie of wat? **sy werk = Voorwerp**

Lidwoorde

Byvoorbeeld

Onbepaalde lidwoord ('n)

1. 'n By het my gesteeek.
2. 'n Onbekende pot het water in.
3. 'n Kameelperd het 'n lang nek.

Bepaalde lidwoord (Die)

1. Die potlood is myne.
2. Die wasgoed hang op die wasgoeddraad.
3. Die potte is almal gewas en gebêre.



• Werkwoorde

Byvoorbeeld

Die water **kook** in die pot.

Elke pot **kry** sy deksel.

Kry vir my asseblief 'n pot.

Die roos **word** gesnoei

Soorte werkwoorde

- **Selfstandige werkwoord:** kan alleen staan, Piet slaap, eet, werk.
- **Hulpwerkwoord:** Help die selfstandige werkwoord, Piet het geslaap. Die roos word gesnoei.
- **Koppelwerkwoord:** Koppel twee sinne, Dit is sy. Die blom lyk mooi.



Voornaamwoorde

Byvoorbeeld

Markus is 'n seun. **Sy** boek is blou. **Hy** is in graad 6.

Joy is 'n meisie. **Haar** boek is pienk. **Sy** is in graad 6.

Wat is 'n voornaamwoord?

'n Voornaamwoord word in die plek van 'n selfstandige naamwoord gebruik. Dit verhoed dat jy nie die snw. herhaal nie.

Dit klink byvoorbeeld verkeerd as jy sê:
Markus wil by Markus se vriend gaan kuier. **X**

Ons sal eerder sê:
Markus wil by sy vriend gaan kuier. **✓**



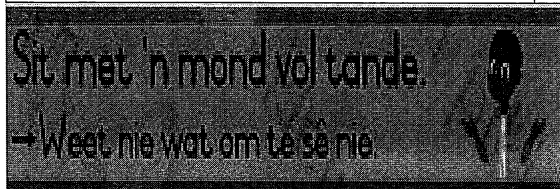
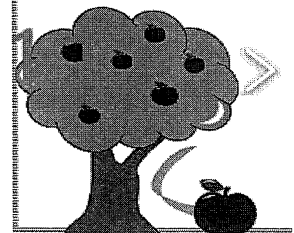
Afkortings

Afkorting	Volle woord
Km.	Kilometer
Asb.	Asseblief
Dr.	Dokter
SA	Suid-Afrika

Idiome

Idiome	Betekenis
1. Die appel val nie ver van die boom.	A. Die kind is soos sy pa/ma.
2. Met 'n mond vol tande sit.	B. Jy het niks om te sê nie.
3. Daar is 'n slang in die gras.	C. Daar is moeilikheid.

Die appel val nie ver van die boom nie.
Hy lyk net soos sy ma of pa.



• SINSOORTE

Vraagsin

Wat is jou naam?

Stelsin

Dit is baie warm.

Uitroepsin

Eina!

Bevelsin

Staan op!



Direkte rede

Onthou die volgende

- :
- ""
- Eerste persoon (ek, my)

Byvoorbeeld

Joy sê: "Die pot is warm."

Pieter sê: "Ek gaan lekker koek bak."

John sê: "Dit is 'n lekker dag vir boom klim."

Direkte rede

Direkte rede is wanneer jy met iemand anders praat. Dit is jou direkte woorde.

by. Juan sê: "Ek hou van rooi koeldrank."
Megan vra: "Gaan jy fietsry?"

- Dubbelpunt (:) en aanhalingstekens (") word gebruik.
- Sinne word in eerste persoon geskryf met woorde soos ek, ons, jy, julle.

Verlede tyd

Onthou die volgende

- Onderwerp
- het
- voorwerp
- ge+WERKWOORD
- Indien die word met 'n voorvoegsel (ver-, be-) kry hy GEEN GE vooraan.

Byvoorbeeld

Piet **het** die bal **geskop**.

Kayla **het** haar sokkies voor die wedstryd **verander**.

Verlede Tyd

- Gewone werkwoord = het (v1) + ge- (v2)
- As die werkwoord begin met be, ge, her, er, ont, ver and mis = HET + NO ge-

Toekomende tyd

Eenvoudige werkwoorde + gaan of sal

Kallie doen sy huiswerk.	Kallie gaan sy huiswerk doen.
Ek soek werk.	Ek sal werk soek.
Ons lees boeke.	Ons sal boeke lees.

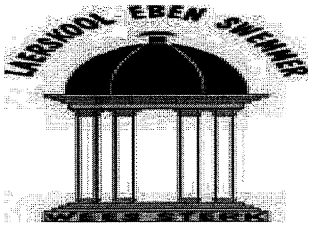
Werkwoorde met is, was of sal

Dis 'n warm dag.	Dit sal 'n warm dag wees.
My toets is maklik.	My toets sal maklik wees.
Daar is groot moeilikheid.	Daar sal groot moeilikheid wees.

Byvoorbeeld

Piet **sal** die bal **skop**.

Kayla **sal** haar sokkies voor die wedstryd **verander**.



LAERSKOOL EBEN SWEMMER

SOCIAL SCIENCE GEOGRAPHY

Grade 6

TERM 2

Demarcation for Geography Exam:

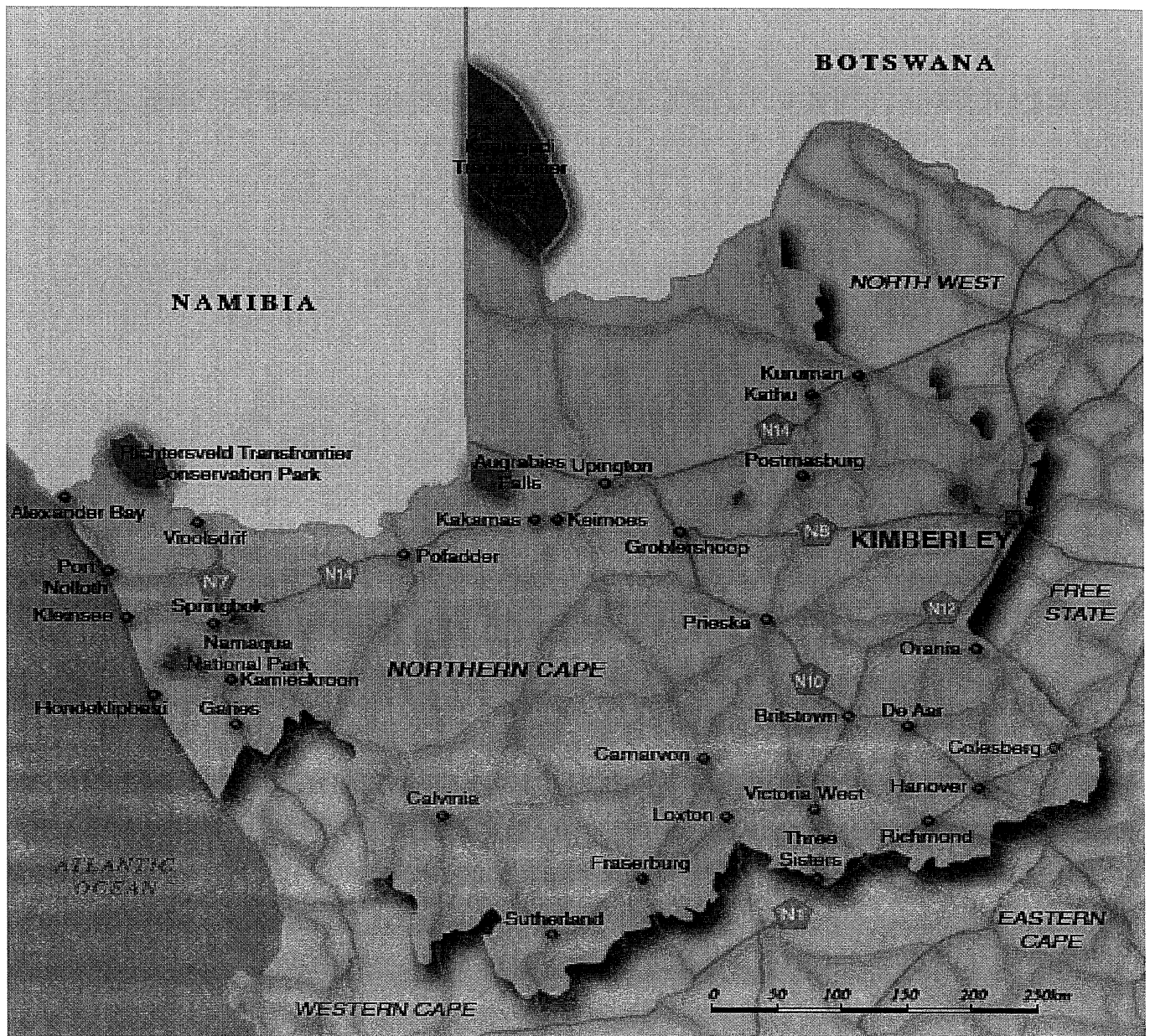
- **Trade:** The selling and receiving of goods. It can also be regarded as the exchange of goods and services.
- **Barter:** The way of swapping goods that are of the same value. Value is how much something is worth or a good is worth.
- **Import:** Goods that are bought from other countries. **Export:** Goods that are sold to other countries.
- **Raw Materials (Primary products):** These are the things we get from nature, such as coal, wood, and minerals. The word “raw” describes materials that have not yet been changed.
- **Manufactured goods (secondary products):** Manufacture means to make. Many goods are manufactured in factories using the raw materials and a process that is being put in place for the final good to come out. Examples of manufactured goods are DVDs, Cars, Phones, and clothing.
- **Skills and services:** Skills are things people are fully capable of doing. Different jobs require specified different skills. E.g., A carpenter needs to have woodworking skills.
- Resources have different values to them, depending on the costs which were incurred to acquire or manufacture the product.
- South Africa is one of the fourth-largest producers of gold in the world. Which then gets exported to other countries that have the machinery to make jewelry.
- **Trading:** A process whereby goods are exchanged for a specified amount of money. Sometimes it can be an exchange of goods without monetary value involved.
 - A. Import trade means the purchase of goods and services of goods from one country to another.
 - B. Entrepot means the importation and re-exportation of goods.
 - C. Foreign trade is also referred to international trade.
 - D. Voluntary trade means that people decide to exchange goods or services without being forced to do so and of ‘their own free will’.
- **Unfair trade:** The trading whereby the involved parties do not agree on a fair value of the item and the person involved suffers from that unfair amount which is set out.

As a result, unfair trade leads to businesses not developing and people in that area not being able to develop their skills. The economy of the country does not improve.

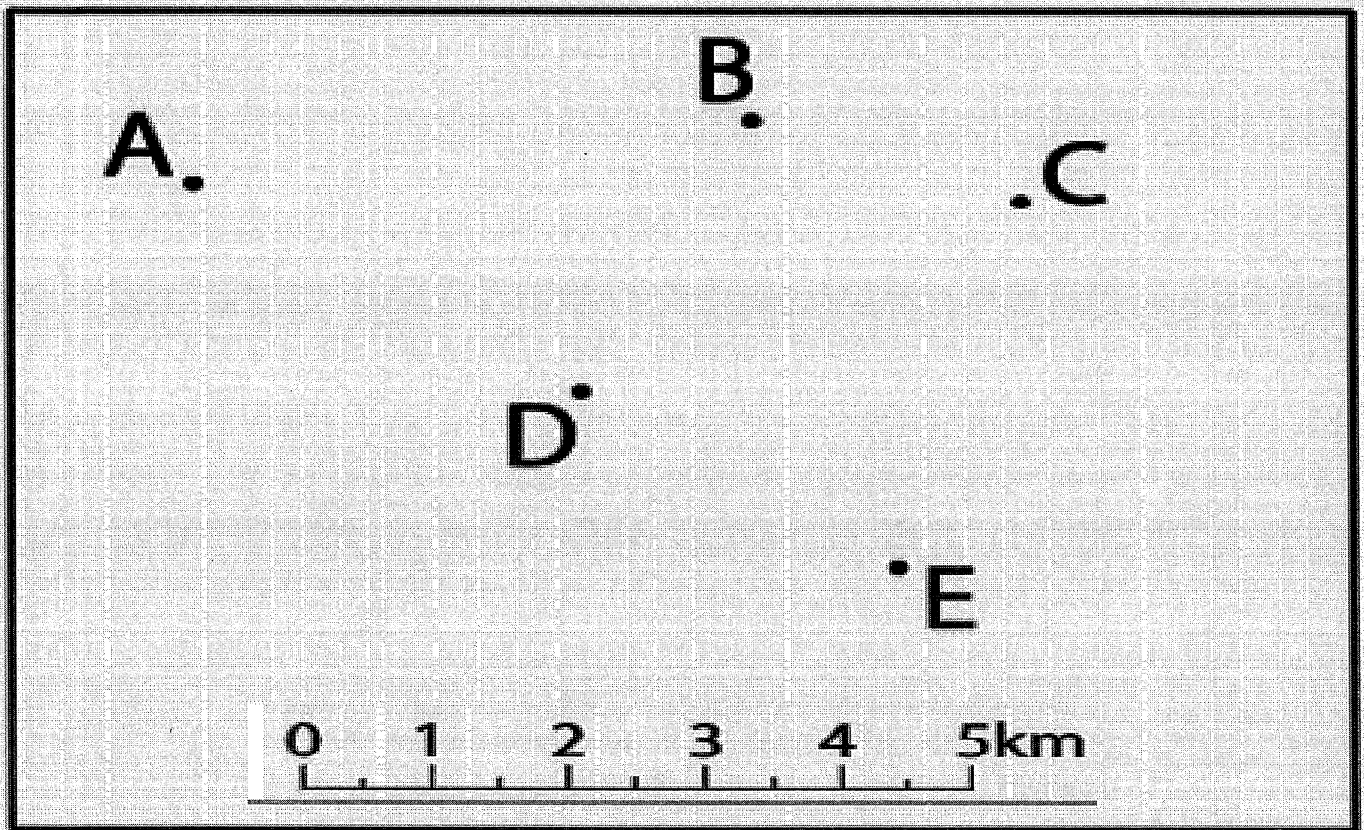
 - Working hard for very little money.
 - Selling products for more money than what they bought them for.
 - Companies not paying fair price for products.
 - Working in the sun where the conditions are not healthy.
 - Workers not earning enough money to pay for their education.
- **Fairtrade:** The trading whereby the involved parties agree on a fair cost of the items which are in place or are being traded. That in return fully benefits the seller and the buy equally.

As a result, the involved parties benefit equally from the trading processes and both parties are happy with the trade. Works end up getting fair wages and businesses can take their employees for skills development.

- **Exploitation:** To treat people selfishly and unfairly, just so you can benefit from that.
Ways in which people are exploited could be working more hours with enough wage for those hours. Low wages for the employees. Not allowed to take leave as an employee.
- **Entrepôt Trade:** A trading whereby materials are bought from other countries to make final goods, which are in turn exported to another country as a final manufactured product.
- **GDP:** Gross Domestic Product.
- **Retail trade:** Buying from wholesaler to sell to consumers.
- **Foreign Trade:** Buying and selling between countries.
- **Services:** Something you do for other people.
- **Skills:** Something you can do well, e.g. make furniture from wood.
- **Process:** Set order of actions that lead to a change or results, such as making a meal.
- **Labour:** The work that employees or employers do.
- **Scale:** The distance on the map compared to the distance on the ground. The scale of a map shows how much smaller the map is compared to the actual size of the place it is showing. There are different scales for each place shown on the map, a world map cannot have the same scale as the province map, as the two in actual size are different.
- We can find places on a map by using lines of **latitude** and longitude. The Greenwich Meridian is a line of **longitude**. 0° latitude is called the **equator**. From 0° longitude, you can go 180° east or 180° **West**. The North Pole is **90°** north.



- Scale: 0,5 Cm = 50 Km
- Kimberly is the capital city of Northern Cape.
- The national road used from Kuruman to Springbok is N14.
- Line Scale: A line that shows the distances on the map and what these are on the ground. Line scale means that 1 cm on the map = 100 km on the ground.



Measured distance between the mentioned points:

A and B 5,69 Km

B and C 2,78 Km

C and D 4,58 Km

A and E 7,28 Km

- Amazon is the largest forest in the world. The South American Amazon. The forest of all forests, with its fabulous 5, 500 000 km². It is also home to large species.

The manufacturing process of products and how they get to consumers:



GRADE 6 TERM 2

HISTORY DEMARCATION

WORDS	MEANING
Missionaries	People who spread a religious message , such as Christianity
Renaissance	New ideas were developed during this time
Astronomer	Someone who studies the stars and planets
Exploration	Travel to find new places
Colonisation	Take over land and make it part of your kingdom.
Traveller	Someone who travels to places
Archaeologists	Scientist who study human history by digging up human remains and artefacts

Marco Polo

He was born into a rich family in Italy in 1254. He died in 1324. He travelled to China with his father and uncle on the Silk road. He worked for Kublai Khan , the Emperor of China for 17 years. When he went back to Europe, he brought back things that Europeans wanted, such as Spices, ivory, jewels and silk.

Bartholomew Dias

Bartholomew Dias was a European explorer. He was in charge of a fleet of ships and crews who were looking for a sea route to the East by sailing around Africa. He was the first European explorer to sail to South Africa. He encountered the Khoikhoi in Mossel bay in 1488.

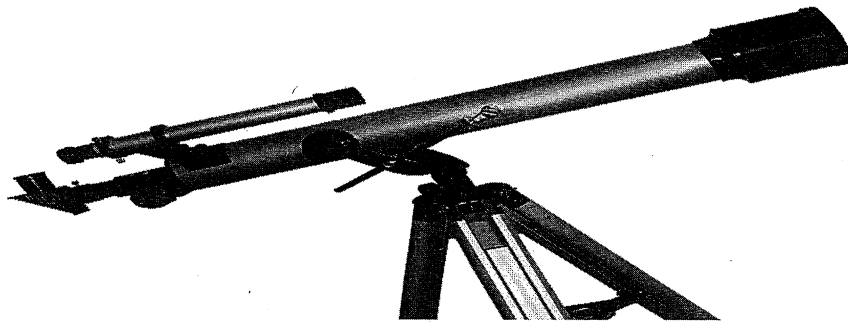
New ideas , knowledge and inventions

Inventions: gunpowder, caravel and a telescope



A **caravel** was a sailing ship. It was invented by the Portuguese in the 15th century.

Telescope



A **telescope** was an instrument specially built for looking at far away objects. It was invented by Galileo.



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Gunpowder

Gunpowder is also called black powder. It was created by the Chinese to shoot bullets from guns.

Limpopo Valley. – Case study

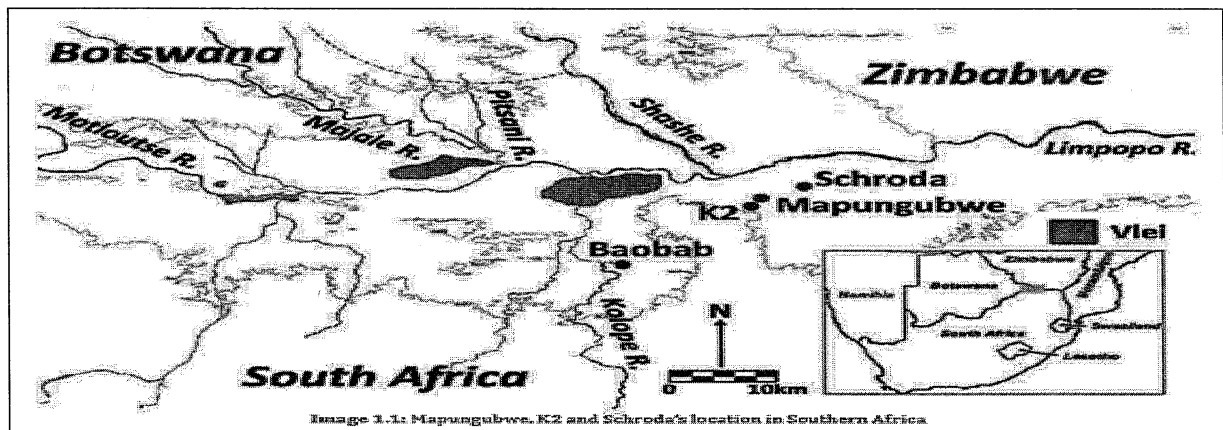


Image 1.1: Mapungubwe, K2 and Schroda's location in Southern Africa

Near the northern border of South Africa, bordering Zimbabwe and Botswana, the nearly intact (undamaged) remains of Mapungubwe ... a great powerful (dominant) state from the early African civilizations (society) were found.

Mapungubwe developed in our own part of the world and maintained that power for hundreds of years. It was an ingenious (clever) community on a sandstone hill in the Limpopo valley and in the Middle Ages it was a flourishing (successful) trade with gold and other precious things to merchants (sellers) from distant lands.

Gold objects, much like that of the Zimbabwe ruins, were found, while from several excavations (diggings) stone walls, pottery and skeletons were produced, and of course beads.

The economies were based on large herds of cattle, but the people became involved in trade with the outside world and they traded exotic (unusual) and precious goods.

Trading posts were set up by the Arabs. The ruler (king) was a clever man. He gained control of the gold and ivory trade. People brought gold and ivory down the Shashe River to Mapungubwe. Local traders took the gold and ivory further down and sold them to foreign (overseas) traders whose ships landed at Inhambane on the coast.

Taken from the website [http:// newhistory.co.za](http://newhistory.co.za)

Mapungubwe – Case study

Mapungubwe became a bigger and more complex society or state from around 1220 AD. The first state in southern Africa. There were about 5 000 people living in Mapungubwe.

The king of Mapungubwe moved to the top of the Hill, while ordinary people lived at the foot of the hill. Mapungubwe means “Hill of the jackal”. The king was a sacred leader, in charge of many important ceremonies and rituals such as rain making. He was believed to be closer to the ancestors.

Mapungubwe Hill was believed to be sacred and people were not allowed to look at it directly. They were not allowed to climb the hill. There were distinct (separate) social classes in Mapungubwe with the king at the top and ordinary people at the bottom.

Kings and members of the royal family were buried at the top of the hill with golden objects. Some of the artefacts found in the graves at the top of Mapungubwe Hill include: the Golden Rhino (carved out wood and covered with gold sheets). Gold was a status symbol of power and importance.

The people of Mapungubwe traded with the Swahili traders (merchants) along the East coast: The people of Mapungubwe sold gold, ivory and tortoise shells in exchange for glassware, beads, cloth and carpets from the Swahili merchants, who in turn got these items from the Arab merchants.

The European trade route to the East via South Africa – case study

Establishing a trade route to India was very important to the king of Portugal. The Portuguese people made use of new inventions to sail even further. He first sent an explorer named Bartholomew Dias to try and find a way to India by sea. Dias was the first European to round the Cape of Good Hope, but he did not reach India. Dias and his crew were too sick and exhausted to continue their voyage. A few years later, another Portuguese explorer tried to establish the trading route. His name was Vasco da Gama. Da Gama did manage to reach India. Da Gama was welcomed as a hero on his return to Portugal. He found a sea route to India and he proved that there was gold in southeast Africa.

European exploration.- case study



Renaissance is a French word that means “rebirth”. About 1450, European scholars became more interested in studying the world around them. Their art became truer to life. They began to explore new lands.

The **Renaissance** began in northern Italy and then spread throughout Europe. Italian cities such as Naples, Genoa, and Venice became centres of trade between Europe and the Middle East.

The **Renaissance** was a time of beauty and great art. Artists like Leonardo da Vinci and Michelangelo created great works of art during this time.

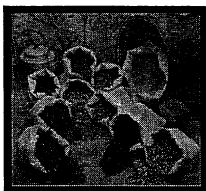


Journey of the VOC (Dutch East Indian Company- case study



The spice trade was dominated by die Portuguese for about 100 years. A trading company called the **Dutch East India Company (DEIC)** was formed in Holland by some rich men. The Dutch competed for control over the sea

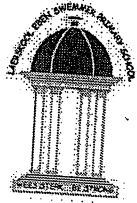
route to the East with the Portuguese. The Dutch sailors discovered they could sail faster when they used the west winds.



The **VOC** wanted to trade in spices from the East, but the Portuguese controlled the sea route around Africa to the Indian Ocean. All along the African coast, the Portuguese set up trading ports. The **VOC** ships attacked the ports to take over the trading. The **VOC** was so powerful that it ruled over various territories.

The order of Mapungubwe

This is a special award given to people who have served our country. It is awarded by the president to South African citizens for excellence and exceptional achievement.



LAERSKOOL EBEN SWEMMER

Natural Sciences & Technology School-based Test

Grade 6

Solution as special mixtures (Solids, liquids and gas):

- Solution is when a substance dissolve in a liquid.
- Solute is the substance being dissolved.
- Mixture is not the liquid into which the substance is being dissolved.
- Insoluble is the substance that does not dissolve.
- Saturated solution when no more solute can be dissolved into a given amount of solvent.
- Particles is a minute portion of matter.
- **Soluble substances:** Are substances that form solutions when they are mixed with water.
- **Insoluble substances:** Are the substances that do not form solutions when they are mixed with the water.
- **Evaporation:** Is the process of liquid changing or being changed into a gas.
- **Filtration:** The process of filtering a liquid or gas.
- **Separated:** Forming or viewed as a unit apart or by itself.

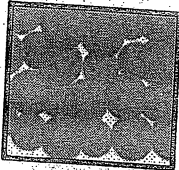
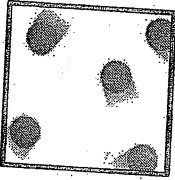
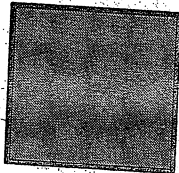
Mixtures and water resources:

Stirring tea or coffee with sugar makes the sugar dissolve faster.

Heating water makes salt dissolve faster when cooking

We measure temperature with a thermometer

Rate refers to how quickly a solute dissolves in a solvent.

		
Liquid	Gas	Solid

Melting: When a solid becomes a fluid or is liquefied by heat.

Dissolving: When a solid is incorporated into a liquid to form a solution.

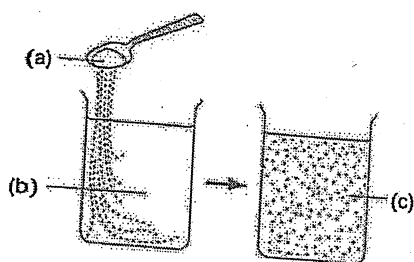
Settling – When the raw water stands in the settling tank, the medium-sized pieces of solid matter sink to the bottom of the tank.

Filtering – A special filter made of layers of sand and gravel helps to remove any remaining particles and most of the bacteria left in the water.

Screening – Water passes through a screen and the solid matter stays behind on the screen.

Disinfection – Chemicals are added to the water to kill any surviving germs.

Aerating – Bacteria in the tank helps to break down the last, little bits of solid matter and any natural soluble pollutants.



Sugar

Water

Sugar solution

Any solvent has a fixed capacity of how much solute can be dissolved in it. The point where that capacity is reached is known as the saturation point.

Water Pollution:

Can be caused by insoluble substances such as oil and plastic.

Can be caused by soluble substances such as soaps, fertiliser and poisons.

Can be caused by germs from the toilet waste.

People, plants and animals need clean water to survive. / Animals such as fish, need clean water as a habitat.

Wetlands are like giant sponges that soak up water and store it, which plants can use.

Wetlands slow down floodwaters because the wetland is a large area that can hold a large amount of water.

Wetlands are natural filtration systems for purifying water that provide clean water for animals and humans.

Saturated Solutions: is a solution in which there is so much solute that if there was any more, it would not dissolve. When a saturated solution is placed in contact with additional solute.



LAERSKOOL EBEN SWEMMER

LIFE SKILLS – PSW GRADE 6

SCHOOL BASED CONTROLLED TEST: TASK 2

DEMARICATION (22 MAY 2024 – 4 pages)

TERM 2

Self- esteem: Body image	Keywords:																				
	<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>Self-esteem</td> <td>The way you think and feel about yourself</td> </tr> <tr> <td>Gain</td> <td>Put on e.g. weight</td> </tr> <tr> <td>Growth spurt</td> <td>Sudden increase in growth (length)</td> </tr> <tr> <td>Body image / self- image</td> <td>Your opinion, thoughts, and feelings about your body and what you look like. **If you have a <u>positive body image</u> you will feel satisfied with the way you look and accept it's imperfections.</td> </tr> <tr> <td>Opinions</td> <td>views or beliefs</td> </tr> <tr> <td>Puberty</td> <td>When a child changes into an adult from about 10 or 11 years.</td> </tr> <tr> <td>Adolescence</td> <td>The time between childhood and adulthood</td> </tr> <tr> <td>Hormones</td> <td>a Natural substance produced in the body</td> </tr> </tbody> </table>	WORDS	DEFINITION	Self-concept	How you see and feel about yourself	Self-esteem	The way you think and feel about yourself	Gain	Put on e.g. weight	Growth spurt	Sudden increase in growth (length)	Body image / self- image	Your opinion, thoughts, and feelings about your body and what you look like. **If you have a <u>positive body image</u> you will feel satisfied with the way you look and accept it's imperfections.	Opinions	views or beliefs	Puberty	When a child changes into an adult from about 10 or 11 years.	Adolescence	The time between childhood and adulthood	Hormones	a Natural substance produced in the body
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<u>Change in girls' bodies during puberty</u> <ul style="list-style-type: none"> • Widening of the hips • Pubic hair • Menstruation 																					
<u>How can one improve your body image?</u> Do some exercise, take up a sport, make good food choices, focus on the things you like about yourself.																					
Peer pressure	<ul style="list-style-type: none"> • A "peer group" <u>means</u> it is people of the same age as you. • <u>Define / definition of "peer pressure"</u>: When people your age put pressure on you to do certain things you don't want to do. • <u>Negative 'peer pressure' can include:</u> - pressure to engage in underage drinking. - pressure to engage in underage smoking. - 																				

	<p>pressure to steal. - pressure to physically harm someone. - teasing, bullying and pushing others out, having a negative effect. - pressure to have sex.</p> <ul style="list-style-type: none"> • <u>Positive 'peer pressure' can include:</u> - pressure to get into high school or university. - pressure to perform at school and be involved in extracurricular activities. - pressure to follow the rules. - pressure to respect others • <u>Why should you support your friend?</u> -To show that you care about them -To let them know that you are there for them in good times and bad times. • <u>Some children submit to 'peer pressure' because:</u> - they want to be liked. - they want to fit in. - they are curious to try something new that others are doing. <p>Friendships: lifetime, help with problems, share good times. Positive pressure – good influence, Negative pressure – bad influence. React – be firm, difficult to resist, and when you accept it's right.</p>										
<p>Bullying</p>	<p>A bully is a person who threatens, hurts or picks on weaker people.</p> <table border="1" data-bbox="475 869 1284 1429"> <thead> <tr> <th data-bbox="475 869 880 945">FORM OR TYPE OF BULLYING</th> <th data-bbox="880 869 1284 945">DESCRIPTION OF THE TYPE OF BULLYING</th> </tr> </thead> <tbody> <tr> <td data-bbox="475 945 880 1057">Physical bullying</td> <td data-bbox="880 945 1284 1057">Hitting, tripping, kicking, pinching, pushes, punches</td> </tr> <tr> <td data-bbox="475 1057 880 1169">Verbal bullying</td> <td data-bbox="880 1057 1284 1169">Calling someone names, teasing them, threatens, spreading rumours</td> </tr> <tr> <td data-bbox="475 1169 880 1281">Emotional bullying</td> <td data-bbox="880 1169 1284 1281">Humiliates, excluding you from a group, ignoring someone</td> </tr> <tr> <td data-bbox="475 1281 880 1429">Social bullying</td> <td data-bbox="880 1281 1284 1429">Humiliates, excluding you from a group, ignoring someone, spreading rumours</td> </tr> </tbody> </table> <p><u>Why do people become a bully?</u></p> <ul style="list-style-type: none"> • They have been bullied themselves • They have no friends and feel lonely • They want to look 'big' in front of others • They have family problems • They feel bad about themselves • They feel insecure, so bullying gives them a feeling of power • They want to get their own way • They feel threatened by people who are different in some way. • They may see it as a way of being popular, showing of making themselves look tough. 	FORM OR TYPE OF BULLYING	DESCRIPTION OF THE TYPE OF BULLYING	Physical bullying	Hitting, tripping, kicking, pinching, pushes, punches	Verbal bullying	Calling someone names, teasing them, threatens, spreading rumours	Emotional bullying	Humiliates, excluding you from a group, ignoring someone	Social bullying	Humiliates, excluding you from a group, ignoring someone, spreading rumours
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How can you break the bullying habit?

- Apologise to people you have bullied.
- Try to be nice to people you have bullied in the past.
- Ask an adult such as a teacher or a school or church counsellor to help you.
- Learn how to control your anger and aggression.
- Do some exercise to let off steam.
- Take up a sport like judo or karate which will help you to control your anger and aggression.
- Set yourself goals, such as "I won't be mean to Mary today."
- Focus on the things you are good at and try to develop your talents and skills.
- Meet new people who do not know that you have been a bully.

Appropriate ways to respond to bullying:

Appropriate: means corrective way.

- 1) Stand up straight and look the bully in the eyes.
- 2) Stay calm and do not get angry.
- 3) Be brave and walk away without saying a word.
- 4) Find help- Tell someone.
- 5) Be assertive.
- 6) Report bullying to teacher or adult you trust.
- 7) Try to stay part of a group when walking home.
- 8) Ignore the bully and walk away.
- 9) Walk tall and held your head high. (Body language)
- 10) Do not retaliate as bullies want to know they have control over your emotions.

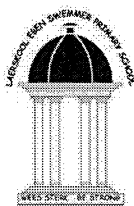
Self-
management
skills:
Responsibilities
at home and
school

Keywords:

WORDS	DEFINITION
Co-operate	Work effectively with one another
Benefits	People that are useful or helpful (to a group)
Communicate	Members in a group must talk with one another.

- Know what is your responsibilities at home and at school and why it is important.
- When we work in groups, we can work together to help each other finish a task.
- Choose a leader you can listen to and will be fair.
- Self- management skills: - planning activities, - using a diary, - prioritising, - organising your time

<p>Mediation skills</p>	<p>Being a good listener is an essential peacekeeping skill. When someone is upset, listen to what they have to say. Sometimes it's hard not to interrupt, especially if the person says something you know you didn't do.</p> <p>If you show someone that you respect them by listening carefully, it will be easier to find a solution that you both agree on. Before you listen, relax.</p> <p>Keep eye contact with the person while they are talking to you.</p>
<p>Abilities, interests and potential</p>	<ul style="list-style-type: none"> • <u>Abilities</u>: are those things that you know how to do well. They are usually activities that you have learned and are still learning • <u>Interests</u>: include activities that you have enjoyed in the past and things you like doing now. Our interests are what motivates us to do particular things • <u>Potential</u>: something you can do that can be made even better; everyone has the potential of becoming better at doing some things. <p>** One should always develop your abilities and interests, which will lead to success in the future.</p>



LAERSKOOL EBEN SWEMMER

Creative Arts: School-based test

Grade 6

Performing Arts

Key word	Meaning
Pantomime	a Play, usually preformed at Christmas, in which a traditional or a children's story is retold using jokes, dancing and songs
Call-and-response	One person sings something and the rest of the group sings something back.
Note	a Single sound that has a particular pitch and lasts for a certain time.
Pitch	How high or low a musical note is.
Key	The first or last note of a scale.
underscore	Music that is used to draw attention to the action or a character.
Pantomime	a Play, usually performed at Christmas, in which a traditional or children's story is retold using jokes, dancing and songs.
folktale	Very old traditional stories originally told orally.
Praise poetry	Praise poetry is an important way for people to remember the past.
Interlude	Music that is played during a pause in the action.
Plot	What happens in the story.
Key moments	The most important parts in a story.

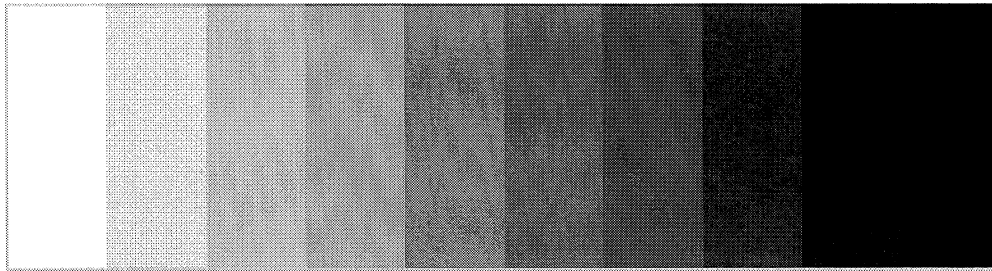
Audience behavior

- Pay attention to what is being performed and don't fidget or distract your friends or the performers.
- Clap at the end to show that you appreciate what was performed.
- Do not talk during the performance.

Visual Arts

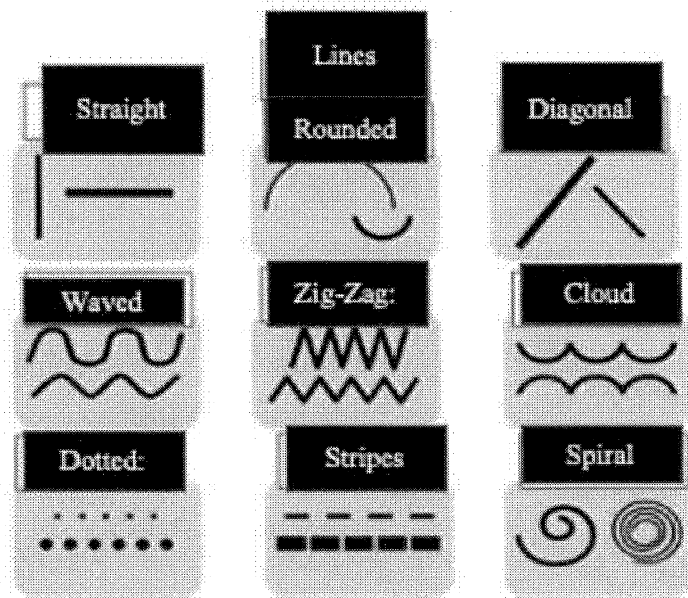
Key word	Meaning
focal point	The point that we pay most attention to.
Monochromatic painting	Is when the artist uses only ONE basic color and then adds black to make darker shades and white to make lighter tints of the same color.
Elements of art	Shape, line, tone value, texture, colour
Principle of design	Balance, contrast, emphasis, movement, rhythm, composition, pattern
Mandala	a Circular design.
Radiating lines	Lines that move outward from a central point.

Monochromatic colour scheme

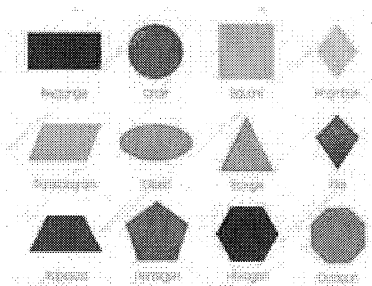


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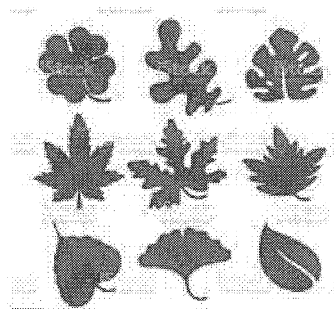
Line



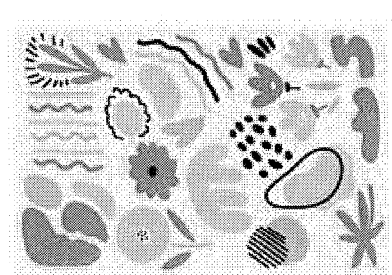
Shapes:



Geometric shapes



Natural shapes



Organic shapes