

GAUTENG WEST: DR YUSUF DADOO PRIMARY SCHOOL



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GRADE
Seven

SELF DIRECTED INTERVENTION AND
REINFORCEMENT BOOKLET

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**“WE ARE ROOTING FOR
YOU TO
SUCCEED!”**

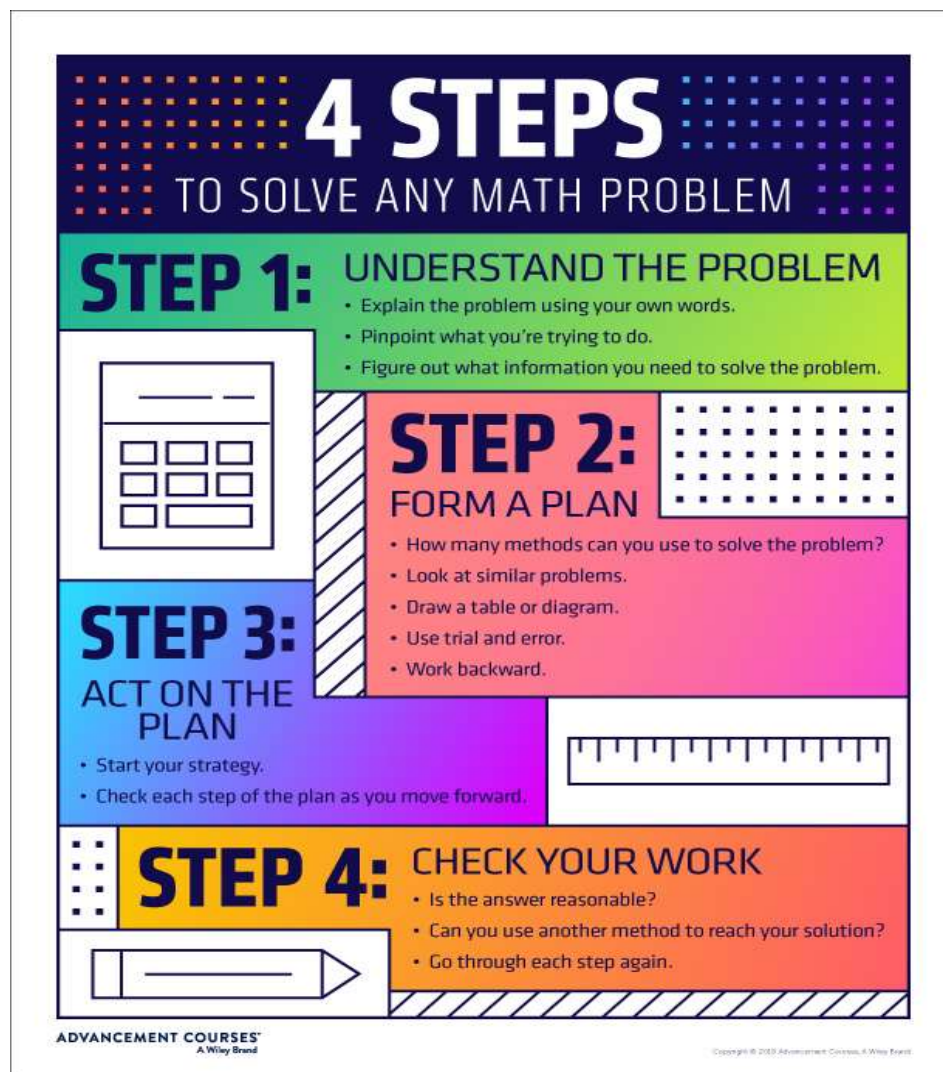
#DYDP TEAM

Since the COVID 19 lockdowns and rotational timetabling, learning gaps have increased. To address these challenges Dr Yusuf Dadoo Primary School has embarked on a school wide intervention strategy which includes the graded self-study and self-directed intervention and reinforcement booklets. **THIS IS NOT HOMEWORK.** This is an intervention resource that parents can use at home throughout the year to assist their child/ward with learning gaps and strengthen learning.

STUDY SMARTER... NOT HARDER: BUILDING STUDY SKILLS & HABITS

A. Mathematics Problem-Solving Techniques

- Double check that you understand the problem.
- Read the instructions till you understand the question.
- read the problem out loud.
- Write down important features of the operation/s
- Break down the problem into smaller steps.
- Try working the problem backwards.



Source: <https://blog.advancementcourses.com/classroom-posters/classroom-poster-4-steps-to-solve-any-math-problem/>

HOW TO STUDY MATHEMATICS

Prepare your mind to love Mathematics

If you enjoy Mathematics, Mathematics will love you. Once you open your mind and accept Mathematics...half your battle is won. Remove any thoughts that make you scared of Mathematics. The purpose of mathematics is to conquer the unknown!

Keep trying to get the solution...do not give up

Try to get the solution. Do not doubt yourself.! Keep trying as many times as possible to get to the answer. Be PERSISTENT!

Study Time-table

Create a daily study time-table to improve your Mathematics skills. Divide your time to solve different Mathematics problems one at a time. Soon, you will be able to know your weaker areas as well as your strengths.

Visual help

Ask mum and dad to look up videos, on the internet, on the Mathematics problem you are working on. There are various online tutorials that can help make mathematics interesting to learn.

The three P's

Practice, Practice and Practice! The more you practice, the better chance you have to succeed in Mathematics. Practice makes perfect. After you've finished a section in Mathematics, go back and search for any gaps. Practicing provides you new ways to solve the same problem.

Mathematics and Real-world Problems

Try to apply what you've learned to real-world challenges. Practical application might help to understand Mathematics sums in new ways. This will help increase your interest in Mathematics. It will always be enjoyable for you to solve any type of sums and problems once you have developed an interest in the section.

Make Notes when doing sums

Make it a practice to make notes when doing sums. Taking notes when completing sums will help you remember them for a longer. Your notes will also come in handy for last-minute preparation for tests. Make a list of all the formulae and equations. It will help your understanding of the sums.

Flex your Mathematics muscle

Recheck and revise all previously learned sums. The more you return to a new topic or type of problem and solve it, the more prepared you will be to face it in the future. Revision teaches you new information about the same issue in a variety of methods.

LEARN HOW TO SPELL

Syllabification and Chunking

Chunking is the process of breaking words into individual building blocks that are easy to spell.

Encourage students to sound out the individual syllables in a word, and then have them spell those one at a time before putting them all together.

For example, 'planting' can be broken down into [pl] [ant] [ing].

Look, say, cover, write, check

- Study a word in its correct spelling
- Cover it up
- Write it themselves as they remember it
- Check their spelling against the original.

Mnemonics

Mnemonics are memory aids. They might be phrases, visuals, rhymes, or anything else that helps students recall a spelling pattern.

For example:

- Because: **big** elephants **can** always understand **smaller** elephants
- I would like a **piece** of **pie**
- Rhythm: **rhythm** helps **your** **two** **hips** **move**
- Words ending in '**-ful**' are too full for the extra 'l'

Challenge your students to come up with their own mnemonics. It doesn't matter if they're nonsensical – they'll still help with long term memory.

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Reading help

Method 1: Phonics (Games)

I Spy

This is a fun game to practice phonics. You can say “I spy with my little eye something beginning with...” and say a sound rather than a letter.

Sorting Activities

Younger students can sort objects into two hula hoops on the floor which are labeled with their initial consonant sounds, while older students might work on consonant blends.

Paired Reading

Students are put into pairs and provide them each with a copy of the same text. One student reads the text while the other follows closely with their own copy. The listening partner helps the reader decode difficult words when they have trouble. After a time, partner’s switch roles.

Shared Reading

Parents read with children.

Language experience approach

Children’s experience enables them to read about their own lives, in their own words. Children work with whole words and sentences rather than letters and parts of words.

This approach consists of the following four steps:

1. **Experience:** students do many activities at home and at school, usually with others.
2. **Description:** students talk about what has happened to them, to each other and/or to the teacher or the class.
3. **Transcription:** students write about the experiences they have described. Before their writing skills have developed, they can draw or try out writing, or the teacher can write down what they want to say.

4. **Reading:** students read what they have written to the whole class or to a part of the class.

What you should do before an Assessment

Study in advance
Work on understanding what you don't understand first.
Study in many one-hour sessions instead of one marathon cram session
Use Mnemonics (ne-mon-ics) devices are extremely effective. Make up a sentence (or word) with the same initial letters as the list you need to memorize. For example, "Roy G Biv" = red, orange, yellow, green, blue, indigo, violet.)
Make ' flash cards ' with the definition, formula, features or steps that you are trying to remember.
Draw, say things out loud, write them out, walk around while thinking. Outline, use diagrams, re-word, and summarize main ideas.
Write it down on an index card or make yourself 'flash cards' from paper or cardboard. Go over the card every chance you get – between classes, on the bus, just before bed.
Do practice exam questions from past papers. https://www.thutong.doe.gov.za/
At least once the night before a test go over all concepts, especially the concepts you struggle with the most and also scan your notes right before the test.
After a good night's sleep, you will do better in a test. Sleeping assists your brain in sorting, organizing, and storing knowledge, allowing you to remember it better! It is advisable to eat something just before the exam.

What should you do during an Assessment

Before you do anything else, read and listen to all of the instructions.

The Invigilator should be listened to. Before you begin, read over the whole test paper.

Follow the time limits set for each question or section.

The marks will inform you how many points each question is worth and how much time you should spend on it.

Manage your time

Get through the questions that you are sure of the answers of... first. Go back and review the questions you skipped or was not sure about.

Read all the QUESTIONS AGAIN before starting.

While you complete the test look to see if the test gives away some answers. Most long objective tests will. Re read the question again while answering.

Answer ALL the questions to which you definitely know the answers first.

DO NOT LEAVE ANY QUESTIONS BLANK

Leave the more difficult questions until after you have gained all the points you can from what you learnt and your general knowledge.

Re-read the directions after you have finished the test to make sure you have done what was asked. Make sure you have written your name and grade.

Re-check your answers to make sure you haven't made any mistakes.

DO NOT change any answers unless you are sure that the change is correct; your first hunch is most likely to be right if you understood the question the first time.

Answer ALL the QUESTIONS!

HOW TO ANSWER MULTIPLE CHOICE QUESTIONS

- Read the whole question twice.
- Think as you read; multiple choice questions can be tricky.
- Answer the QUESTION or SOLVE the PROBLEM YOURSELF first before looking at the options given.
- Pretend that the answers are not given. Some answers will be trick answers.
- Answer all the questions you're sure you know the answer of, first.
- Be careful of words like "often," "sometimes," and "always." Select the answer that seems most correct. Even wrong answers may be partially true.
- Don't take too much time on multiple choice questions—the longer you ponder, the more possibilities you'll think of and the more confused you'll get. Usually, only two of the four or five choices are good possibilities.
- ANSWER ALL THE QUESTIONS! -- Even if you have no idea.
- Remove the obviously incorrect, and from the two best, choose the one which seems most correct.
- Your first choice will usually be the right choice, if you are in doubt. Trust it.
- Never change an answer on multiple choice unless you're sure your first answer was incorrect.

DON'T LEAVE ANY QUESTION UNANSWERED. You will always get Zero on a blank question. Even when guessing on multiple choice you have a good chance of getting it right.

HOW TO ANSWER PROBLEM-SOLVING QUESTIONS

- Before the test, study the big concepts and review formulas. Do a lot of practice problems so you know what to expect.
- During the test, identify what you know and what you don't know.
- LIST the information you need to work with that is found in the question
- WRITE DOWN what answers you are looking for.

Write OUT the formula used in all your calculations.

TERM ONE

Reinforcement

Activities

English Home Language

Reading and Viewing

Comprehension

Read the extract from *Rolling Stone* on Black Panther and answer the questions set on it.

Black Panther finally hits theatres in 2018 and it's one of the most exciting movies to come out, well, ever. Black Panther is the first black superhero in mainstream American comics. Co-created by Stan Lee and Jack Kirby from Marvel, Black Panther was first introduced in 1966 in the "Fantastic Four No. 52," comic book. In a memorable storyline that saw him single-handedly defeat Marvel's "first family" — the stage was set for a new type of action hero.

To start with, Black Panther, played by Chadwick Boseman, is not just a superhero. He's also a king and a religious icon named *T'Challa*, King of Wakanda. This fictional African nation that is the "most technologically advanced nation in the world." is a secret that is kept hidden from the world with cloaking technology. (Fictional technology that can cause objects to disappear from the human eye.)

Black Panther has different physical abilities — super strength, speed and endurance. In the comics, he also has a few extra abilities, such as ultraviolet vision and the ability to track people by scent. T'Challa becomes the Black Panther, a transformation that is passed down from generation to generation through the Wakandan royal family, which they use, first and foremost, for their country's protection.

Black Panther's powers aren't derived from a serum or science experiment gone wrong. Instead, he and his predecessors gained them thanks to something called the Heart-Shaped Herb, a plant native to Wakanda that was traditionally thought to be a gift from the Panther God, Bast. To anyone not of the royal bloodline, however, the Heart-Shaped Herb is poisonous.

Black Panther is revolutionary: This is a movie produced in Hollywood by African-Americans starring African-Americans — but made for *all* people. The film's family dynamics and the sense of loss and conflict are things that all people can understand. Children who haven't seen blockbuster movie superheroes will love this new modern twist to our favourite genre, and since excitement is building towards this epic film we cannot wait for the fun to start.

Adapted from: Rolling Stone Magazine.

- 1.1 Are the following statements **FACTS** or the author's own **OPINIONS**?
- 1.1.1 Black Panther is one of the most exciting movies to be released, ever.
- 1.1.2 Black Panther was co-created by Stan Lee and Jack Kirby.
- 1.2 By which other name is Black Panther also known in the movie?
- 1.3 What is the name of the actor who plays the role of Black Panther?
- 1.4 Quote one word from line 10 which states that Wakanda is not a **real** African nation.
- 1.5 State whether the following sentences are **TRUE** or **FALSE**. Give a reason for your answer.
- 1.5.1 The Black Panther can only come from the Royal family.
- 1.5.2 The whole world knows that *Wakanda* is the "most technologically advanced nation in the world."
- 1.6 Write down any three special physical abilities of the Black Panther.
- 1.7 Imagine that you were a **superhero**.
- a) Write down what you would be **called** and
- b) what your **super power** would be.
- 1.8 Choose the correct answer and write down only the letter.
Which animal family does a panther belong to?
A) amphibians
B) mammals
C) reptiles
D) fish
- 1.9 In your own words explain how the Black Panther gained his powers?
- 1.10 Write down the correct meaning for the following word in context, *predecessors*. (line 20)
- 1.11 Is the word "poisonous" (line 25) used to evoke a **positive** or **negative** emotion from the reader?
- 1.12. Do you think it is important to have superheroes representing all peoples of the world? Give a reason for your answer.

Writing and Presenting

Narrative Essay

Personal Narrative Example

Title	Mashed Potato Pizza
Introduction	My grandpa always tells me that people who laugh at their own mistakes will get everyone else to laugh along with them. Yesterday, I learned that he is right.
Beginning of the Story	"Stay in line," Mrs. Martin said. I knew right away that my friend Naomi wouldn't be able to cut. I looked at Naomi and frowned. Soon, the line began to move faster, and I followed along hoping that there would still be pizza.
Middle Events	When I reached the counter, I looked at the choices. I could only see chicken and mashed potatoes, macaroni and cheese, and fish. I could hear the rumbling of my very disappointed stomach. Then, out of the corner of my eye, I saw one last piece of pepperoni pizza. I got so excited. "Pepperoni pizza," I said politely. Mrs. Martin handed me the pizza. I took the paper plate so quickly that the pizza slid off the plate. I tried to save it, but the pizza landed in the pan of hot, buttery mashed potatoes. I could feel my face turning redder and redder. All I could hear was laughter from the kids in line. As I looked at the upside-down pizza, I heard Mrs. Martin's voice. "Mario, would you like a side of mashed potatoes with your pizza?"
End of the Story	I looked up and saw Naomi. She was laughing too. With a nervous smile, I said, "Of course."
Conclusion	Mrs. Martin smiled and scooped the mashed potato pizza on my plate. I looked around at my friends, and we all laughed again. I never really believed my grandpa until I saw my friends laughing with me. The laughing made me feel good instead of just clumsy.

Instructions

- Write a title
- 150-200 words
- 4-6 paragraphs

Topics

1. Write a narrative essay about the time you and your family went on an adventure.
2. Write a narrative essay about a time your TikTok video went viral.

Follow the writing process

- a) Brainstorm
- b) Rough Draft
- c) Final Copy

Writing a dialogue

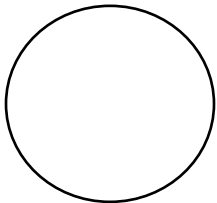
Activity

Write a dialogue between you and your favourite animal walking through the jungle discussing issues you both face on a daily basis. (1 page)

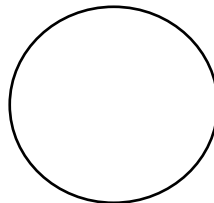
Remember to use the writing process

1. Brainstorm

Character 1



Character 2



2. Rough draft.
3. Final draft (1 page)

Language Structures

What is a Noun?

The Noun is an any particular person, place, thing, or idea in any sentence.



Person

- David
- Emily
- He
- She
- Mother



Place

- Asia
- Europe
- America
- India
- Pacific Ocean



Things

- Mobile
- Books
- Pencil
- Desk
- Car



Idea

- Honesty
- Friendship
- Freedom
- Loyalty
- Anger

Present vs Past Tense Conjugation Summary Chart



	+	-	?
PRESENT	You <u>live</u> in Spain.	You <u>don't live</u> in Spain.	Do you <u>live</u> in Spain?
PAST	You <u>lived</u> in Spain.	You <u>didn't live</u> in Spain.	Did you <u>live</u> in Spain?
PRESENT	He <u>lives</u> in Spain.	He <u>doesn't live</u> in Spain.	Does he <u>live</u> in Spain?
PAST	He <u>lived</u> in Spain.	He <u>didn't live</u> in Spain.	Did he <u>live</u> in Spain?

The verb only changes in affirmative sentences.

In negative sentences and questions the verb doesn't change. The base form of the infinitive is used.

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl



Punctuations in English

Full Stop At the end of a sentence	Comma To separate items in a series	Colon To introduce a list
Semicolon To join to independent clauses	Question Mark To show that it is a question	Exclamation After an exclamation
Slash To separate letters, numbers etc	Apostrophe To show when a letter or a number has been left out	@ At sign For email address
Ellipsis Mark one or more words have been intentionally left out	Round Brackets To add extra information to a sentence	Quotation Marks to indicate a phrase to show that someone else has written or said it

www.englishgrammarhere.com

Exercise 1 – Statements and Simple Sentences [Source of activity: e-classroom.co.za](http://e-classroom.co.za)

Change the below questions and exclamations into simple statements.

e.g.: Did Frodo and Sam reach the top of Mount Doom?

Frodo and Sam reached the top of Mount Doom.

1. Bilbo Baggins was the naughtiest hobbit in his class! (1)
2. Gandalf and Aragorn need to be very careful! (1)
3. Did Gollum ever get the ring back? (1)

Exercise 2 – Changing sentences into Past Tense

Change the below sentences into the Past Tense:

e.g.: Katy Perry is performing in Cape Town and Johannesburg this April.

Katy Perry was performing in Cape Town and Johannesburg this April.

1. When the fireworks display goes off, Katy Perry will have already sung the song: Firework.
2. I am watching a music video on television
3. Pop music will have been around for twenty years.
4. Many songs are inspirational to their listeners.

Exercise 3 – Changing into the Present Tense

Change the below sentences into the Simple Present Tense:

e.g.: Reeva and Jess will read their Winnie-the-Pooh book.

Reeva and Jess read their Winnie-the-Pooh book.

1. Joseph loved reading Winnie-the-Pooh.
2. Eeyore lost his tail.
3. Winnie-the-Pooh will find Eeyore's tail.
4. Eeyore said that Winnie-the-Pooh was a good friend to him.
5. Eeyore and Winnie-the-Pooh will walk through the Hundred Acre Woods.

Exercise 4 – Identifying the Subject and Object

Identify the Subject and Object in the below sentences. Underline each and write an 's' above the subject and an 'o' above the object.

S O

e.g.: Frodo kicked the ball.

1. Katy Perry sang a great ballad.
2. Eeyore's tail was found nailed to Owl's door.
3. Sam's hair was cut by his new wife: Rosy.
4. The quest to save middle Earth was long and treacherous and many people grew tired of it
5. Katy Perry's song: ROAR has become the anthem of many who feel oppressed.

Exercise 6 - Punctuation

Change these sentences from indirect speech to direct speech:

E.g.: Donna exclaimed that Jerry needed to get off of her foot.

"Get off my foot Jerry!" exclaimed Donna.

1. Ryley explained to Phoenix that she could not play at Phoenix's house that day.
2. Bonnie asked to borrow Vuyo's 'Lord of the Rings' DVDs.
3. Quinn and Jeremy told Tando that her oral on Winnie-the-Pooh was the best in the class.

Afrikaans

Komkomper

Poësie – Graad 7 Eerste Addisionele Taal:

Pas die korrekte verklarings in kolom B by die mees geskikste terminologie in kolom A. Trek 'n lyn van die een na die ander.

	Kolom A		Kolom B
1	Herhaling	A	Die gebruik van woorde om klanke te herhaal.
2	vrye vers	B	Die herhaling van die konsonant klank.
3	Alliterasie	C	Wanneer woorde of frases herhaal word.
4	Onomatopoeie	D	Daar word geen leestekens gebruik nie.

Lees die gedig vinnig deur. Skryf die woorde wat jy nie verstaan nie in die kolom neer.

Woorde uit die gedig	Eie woorde uit die gedig
Gehipnotiseer	
Kwaliteit	
Skootrekenaar	
Vooruitgang	

Lees die onderste gedig en beantwoord die vrae wat daarop volg.

Komkomper

1. 'n rekenaar is 'n vreemde ding
2. dit sluk mense vir dae aaneen in
3. die skerm maak onheilspellende patrone
4. op hul bekommerde gesigte
5. maak hul rûe krommer en krommer
6. todat hulle oplaas heeltemal
7. gehipnotiseer hulself afsluit en
8. slegs nog met 'n lui hand klik klik-klik
9. die klein skootrekenaars is die ergste

10. my pa sê dis werk en dra
11. dit saam na koffiewinkels, krieketwedstryde
12. op ons eetkamertafel het dit 'n ereplek
13. hy sê die volgende jaar kry ek ook een
14. ek sê ek sou 'n vlieër verkies
15. tegnologie, my kind, sê hy dan
16. en gebruik woorde soos voortuitgang en kommunikasie
17. sonder om sy oë van die skerm af te neem,
18. maar ek, ek hou dinge fyn dop
19. wanneer niemand kyk nie gaan
20. ek en my pa se werk bietjie kwaliteittyd saam spandeer
21. ek het gehoor labtops is mal oor swem.

Eckhard Cloete: Uit: Vonk@verse. Best books.2011 (Piekfyn Afrikaans graad 7)

1. Verduidelik die woordspeling in die opskrif.
2. Wat noem ons 'n gedig wat geen punktuering het nie?
3. Kies die korrekte woord tussen hakies. Skryf slegs die vraagnommer en die antwoord neer.
'n Rekenaar is 'n (goeie/slegte) ding volgens die kind.
4. Noem twee (2) plekke waarheen die pa sy rekenaar neem.
4.1 Dink jy sulke gedrag is aanvaarbaar? Verduidelik jou antwoord in twee sinne.
5. Haal een woord uit die gedig aan waar die digter onomatopoeë gebruik.
6. Kies die korrekte antwoord om die sin mee te voltooi.
Skryf slegs die korrekte letter (A-E) en die vraagnommer (6) neer.
"Ek het gehoor labtops is mal oor swem" is 'n goeie voorbeeld van...
A. ironie
B. sarkasme
C. feite
D. opinie
7. Watter woord in die teks dui daarop dat die skootrekenaar ook aan tafel is tydens etes.
8. Voorsien die onderstreepte woord van 'n sinoniem.
"ek het gehoor labtops is mal oor swem."
9. Verduidelik kortliks jou opinie oor die gebruik van rekenaars by die huis.
10. Hoe sou jy voel as jou rekenaar/foon in die swembad beland?

DRAMA

Lees die onderstaande uittreksel uit “Groen.”

Dit is ‘n variasie op ‘n kindersprokie. Beantwoord die vrae wat volg.

GROEN

Verteller 2: Met dagbreek of selfs vroeër is Stiefma op en sy maak die twee kinders wakker.

Stiefma: Wakker word, julle twee, tyd om te gaan hout bymekaarmaak in die woud. Hier is vir julle elkeen ‘n stuk brood. Moet dit nie te gou eet nie, dis al wat julle kry.

Verteller: En daar stap hulle. Flink deur die afgekapte woude, op met die heuwels, verby die stinkende, besoedelde dam en oor die blikkies- en bottelbesaaide vlakte totdat hulle ver van die beskawing af is.

Verteller 2: Hier, sê die houtkapper vir hulle.

Houtkapper: Sit neer julle goedjies en gaan maak hout bymekaar. Eerder die bloekom en wattel, want dis uitheems. Ek maak solank ‘n vuur.

Verteller 2: Sonder om verder te dink, begin die twee hout bymekaarmaak. Ek dink hulle is dalk ‘n bietjie... jy weet... stadig.

Grietjie 1: Ons kan jou hoor, ons staan net bietjie hier.

Verteller: Hulle tel hout op dat die byle huil, hoewel hulle nie eintlik byle het nie. Kort voor lank lê daar ‘n hoop hout. Pa maak gou ‘n vuur. Dis maklik, want hy het die hout nie by die kêffie op die hoek gekoop nie. Toe die vuurtjie lekker aan die gang is, sê Stiefma vir die kinders:

Stiefma: Bly julle tweetjies nou net hier en rus, ons gaan bietjie hout kap.

Houtkapper: Moenie stout wees nie, ons is nou-nou terug.

Verteller 2: Hy sê dit effens treurig want hy weet dat hy hulle nooit weer sal sien nie. Grietjie 2 kom dadelik agter dat iets verkeerd is, want sy was nog altyd die meer intuitiewe een van die twee.

Grietjie 2: Pa, jy lyk soos 'n Stormers-rugbyspeler in die tweede helfte. Wat's fout?

Houtkapper: Ag, net ietsie in my oog, my kind. Totsiens.

Verteller: En daar gaan hulle.

(Uit: "Groen", in Kwintet)



Vrae:

1. Watter deel van die dag is "dagbreek"?
 - a) aand
 - b) oggend
 - c) middag
2. Wat is 'n "stiefma"?
3. Gee 'n sinoniem vir die woord "woud".
4. Wat beteken dit as 'n persoon "flink" stap?
5. Hoe lyk die omgewing waar die toneel afspeel? Gee twee beskrywings.
6. Wat is uitheemse bome?
7. Gee die korrekte Afrikaanse woord vir "kêffie".
8. Wat is die pa se emosie/gevoel? Motiveer jou antwoord.

Kies een van die onderstaande onderwerpe en ontwerp 'n plakkaat om die publiek bewus te maak van die onderwerp wat jy gekies het.

1. Jy is die organiseerder van julle graadgroep se kermis wat op 1 September 2020 by die skool sal plaasvind.

Maak 'n plakkaat om die nuus en belangrikste inligting met jou gemeenskap te deel.

OF

2. Maak die publiek bewus van die voorsorgmaatreëls wat in plek gestel kan word om die verspreiding van die koronavirus te voorkom.

OF

3. Maak die publiek bewus van voor – of – nadele van dieretuine.

Let op die volgende:

- Titel / fokuspunt – plakkaat moet van 'n opskrif voorsien word.
- Besonderhede, kenmerke en voordele van die bepaalde onderwerp moet verskaf word.
- Vir meer inligting - naam, adres en telefoonnommer moet verskaf word.
- Oorspronklikheid – Die plakkaat moet nuut en oorspronklik wees, asook visueel aantreklik.
- Geloofwaardigheid – Die inligting moet deur die verbruiker geglo word.
- Die inligting moet duidelik leesbaar wees.

Gebruik van taal - Korrekte toon, styl, register, spelling, puntuasie	4
Oorspronklikheid in hantering van onderwerp	4
Korrektheid van formaat / struktuur	2

Rubriek vir plakkaat

Funksionele Skryf (10)	5-4	3	2	1-0
Gebruik van taal - Korrekte toon, styl, register, spelling, puntuasie	Helder en duidelike gebruik van taal met baie min puntuasie en spelling foute	Volledige sinne met meestal korrekte gebruik van taal en spelling	Heelwat grammatikale, spelling en puntuasie foute.	Swak sinstruktuur, spelling, grammatika en puntuasie.

	Uitstekende woordeskat en kreatiewe taalgebruik.	Goeie woordeskat en kreatiewe taalgebruik.	Gemiddelde woordeskat en taalgebruik.	Woordeskat en taalgebruik is beperk.
	5-4	3	2	1-0
Oorspronklikheid in hantering van onderwerp	Baie oorspronklik in die hantering van onderwerp Het by onderwerp gebly	Toon goeie oorspronklikheid in die hantering van die onderwerp Bly grootlik by onderwerp	Effense poging om oorspronklik te wees, maar onderwerp is oor die algemeen gewoon hanteer. Noem onderwerp, maar bereik nie doelwit suksesvol nie	Geen oorspronklikheid Onderwerp deurmekaar hanteer
		2	1	0
Korrektheid van formaat / struktuur		Struktuur / formaat heeltemal korrek	Gedeeltelike onvanpaste struktuur / formaat	Heeltemal ontoepaslike struktuur / formaat

Spotprent - Kyk na die spotprent en beantwoord die vrae.



Vrae

1.	Wie het hierdie spotprent geteken?	
2.	In watter koerant het hierdie spotprent verskyn?	
3.	Watter oefening sê die seuntjie doen hy?	
4.	Kies die korrekte antwoord. Die pa lyk... a. bly b. verlig c. geskok d. gelukkig	
5.	Dink jy die seuntjie kry genoeg oefening? Gee twee redes vir jou antwoord.	
6.	Noem twee visuele elemente uit die teks wat wys dat die pa geskok is.	
7.	Watter raad of advies sal jy vir die seuntjie gee om gewig te verloor? Gee twee voorstelle.	

Kyk na die advertensie hieronder en beantwoord die vrae wat daarop volg.



Dag vol pret en plesier!



Laerskool Saamstaan hou 'n kermis!

(Ons samel fondse in vir ons opgradering van badkamers.)

Wanneer? Saterdag 4 Julie

Waar? Op die rugbyveld

Hoe laat? Ons begin 9 uur



Baie interessante uitstallings.

Kom koop gerus heerlike pannekoek, vetkoek met vulsels en worsbroodjies.

Daar sal ook verskeie springkastele en mallemeules wees.

Daar is ook kameelritte en perderitte.



Beantwoord die vrae.

1.	Watter skool bied hierdie funksie aan?	
2.	Waar word die funksie aangebied?	
3.	Hoe laat begin die aktiwiteite? Skryf die tyd in woorde uit.	
4.	Watter tipe funksie word aangebied?	
5.	Watter aktiwiteite kan leerders aan deelneem? Noem twee.	
6.	Wie is die teikengroep vir hierdie advertensie? Motiveer jou antwoord.	
7.	Waarom bied die skool hierdie funksie aan?	
8.	Watter element in hierdie advertensie het jou aandag getrek? Gee 'n rede vir jou antwoord.	



Graad 7 EAT

Lees die onderstaande legende en beantwoord dan die vrae wat volg.

Medusa en Athena.

Eendag, lank gelede was daar 'n baie mooi meisie wat in die stad Athene in Griekeland gewoon het. Haar naam was Medusa. Alhoewel daar baie mooi meisies in die stad gewoon het, was Medusa gesien as die mooiste.

Ongelukkig het Medusa baie hoogmoedig geraak omdat sy so mooi was.

Sy kon oor niks anders as haar skoonheid praat nie. Sy het orals en by

almal oor haar skoonheid gespog. Elke dag het haar gespog net

erger geraak.

Die Sondag het sy vir almal vertel dat haar vel mooier en sagter was as die

kapok wat val. Die Maandag het sy vertel dat haar hare blinker is as die son

se strale. Dinsdag het sy aan almal vertel dat haar oë groener as die gras is.



Die Woensdag het sy aan almal vertel dat haar lippe rooier as die rooiste roos is.

Wanneer Medusa nie geloop en aan almal vertel het hoe mooi sy is nie, het sy vir ure na haarself in `n spieël gekyk en haarself bewonder. Sy sou selfs vir ure na haar weerkaatsing in die naby geleë rivier gekyk het.

Op `n dag gaan sy vir haar eerste besoek aan die Parthenon. Dit was die grootste tempel in die hele land. Dit was die godin Athena se tempel. Die tempel was versier met die mooiste en grootste standbeelde. Daar was die mooiste skilderye teen die mure van die tempel. Almal wat die tempel besoek het, was verwonderd oor die pragtige uitstallings. Daar was `n standbeeld

van Athena, wat die godin van wysheid was, wat hulle inspireer en oor hulle stad waak. Almal was in verwondering oor die standbeeld, almal behalwe Medusa.

Toe Medusa die kunstuk sien, het sy gesê dat die ontwerper `n goeie taak verrig het en dat hy Athena se dik wenkbroue goed uitgelig het. Medusa het egter geglo dat sy `n baie beter standbeeld sou uitmaak omdat sy baie mooier as Athena was.

Toe Medusa by die altaar van die tempel kom, het sy gesê: “Sjoe, hierdie is `n pragtige tempel, maar dit is `n skande dat dit opgedra is aan Athena. Ek is baie mooier as sy en dalk sal daar eendag `n tempel opgerig word om my skoonheid uit te beeld.”

Die mense om Medusa het bleek geword en die priesters het na hul asems gesnak. Die mense het baie vinnig die tempel ontruim. Hulle het almal geweet dat Athena daarvan gehou het om die inwoners van Athene te beskerm, maar hulle was bang oor wat haar reaksie sou wees indien sy gehoor het wat Medusa sê.

Medusa was so besig om haar eie weerkaatsing in een van die brons deure te bewonder, dat sy nie agterkom dat die mense almal die tempel verlaat het nie.

Skielik het haar eie weerkaatsing weggeraak en Althena het verskyn. “Hoogmoedig en selfsugtige meisie,” sê Althena woedend, “Jy dink dalk jy is mooier as ek! Ek twyfel of dit regtig waar is. Selfs as jy mooier as ek is, is daar meer in die lewe as skoonheid. Terwyl ander werk en leer, doen jy niks anders as om jouself te bewonder nie.”

Medusa het probeer verduidelik dat haar skoonheid `n inspirasie vir die mense om haar is en dat sy hulle lewe verbeter deur haar skoonheid. Athena het haar met `n gefrustreerde handbeweging stil gemaak.

“Dit is absoluut nonsens. Skoonheid vervaag vinnig by mense. Dit troos nie die siekes nie, dit voed ook nie honger mense nie,” antwoord Athena. “Deur my kragte sal jou skoonheid van jou weggestroop word. Jou verlies sal ander mense daaraan herinner dat hoogmoed `n mens tot `n val sal bring.”

Met daardie woorde het Medusa se gesig in `n afgryslike monster verander.



Medusa se hare het gekoek en gedraai en in afskuwelike slange verander wat met mekaar baklei en na mekaar pik.

“Medusa, jou eie hoogmoed het dit aan jou gedoen. Jy is nou so lelik dat enige persoon wat na jou kyk dadelik in `n rots sal verander.”

Athena het toe vir Medusa na die land van die blinde monsters aan die einde van die wêreld gestuur. Geen onskuldige mens sal dan in `n rots verander as hulle na Medusa kyk nie.

(Aangepas en vertaal vanaf: https://www.ducksters.com/history/ancient_greece)

© written and illustrated by Leanne Guenther

Beantwoord die volgende vrae.

1. In watter land het Medusa gewoon (1)
2. Watter woord sê vir ons dat Medusa baie, baie mooi is? (1)
3. Plaas die volgende gebeure in die regte volgorde. (4)

Kies die korrekte antwoord uit kolom B om by die nommer in kolom A te pas.

Skryf die korrekte letter langs die syfer neer.

Kolom A	Kolom B
1. Sondag	a. Sy vertel dat haar hare blinker as die son is.
2. Maandag	b. Sy vertel dat haar oë groener as gras is.
3. Dinsdag	c. Sy vertel vir almal haar lippe is rooier as as die rooiste roos.
4. Woensdag	d. Sy vertel dat haar vel mooier en sagter as kapok is.

4. Beskryf Medusa se oë. Voltooi die sin deur die regte antwoord te kies. (1)
Medusa se oë was...

- a. spierwit.
- b. goudgeel.
- c. grasgroen.
- d. bloedrooi.

5. Wat doen Medusa terwyl ander mense werk? (1)

6. Wat was die tempel se naam?

7. Aan wie is die tempel opgedra?

8. Waarom voel Medusa dat dit 'n skande is dat die tempel opgedra is aan Athena?

9. Waarom het die mense die tempel ontruim toe hulle hoor wat Medusa gesê het?

10. Watter emosie het Athena teenoor Medusa getoon?

Athena was....

- a. bly
- b. kwaad
- c. gelukkig
- d. ongelukkig

11. Noem twee goed wat met Medusa se hare gebeur het.

12. Wat sal gebeur met iemand wat na Medusa se monster-gesig kyk?

13. Waarheen het Athena vir Medusa gestuur?

14. Waarom het sy haar daarheen gestuur?
15. Wat beteken die spreekwoord “hoogmoed kom tot `n val”?
- 16 Watter les leer ons in hierdie verhaal?

Mathematics

Revision (Grade 6)



1) Write single numbers in **expanded notation**.

(Break down each number into units, tens, hundreds etc.)

e.g. $58\,967 = 50\,000 + 8000 + 900 + 60 + 7$

a) 4 973

(2)

b) 23 001

(2)

c) 101 001

(2)

d) 46 030

(2)

e) 68 567

(2) [10]

2) Write sums (expanded notation) as **single numbers**.

e.g. $20\,000 + 5000 + 300 + 0 + 1 = 25\,301$

a) $50\,000 + 2\,000 + 400 + 20 + 5$

(2)

b) $300\,000 + 30\,000 + 30 + 3$

(2)

c) $10\,000 + 2\,000 + 100 + 20 + 1$

(2)

d) $10\,000 + 100 + 20 + 1$

(2)

e) $1\,000\,000 + 700\,000 + 30\,000 + 1\,000 + 200 + 9$

(2) [10]

3)

a) Put the numbers from **Question 1** in **ascending** order.

(3)

b) Put the numbers from **Question 2** in **descending** order.

(3) [6]

Ordering and Comparing Whole Numbers; Prime Numbers; Factors; Common Multiples

1) Write the following numbers in words:

- a) 17 520
- b) 42 809 647
- c) 6 121 157
- d) 640 125 367



(2)
(2)
(2)
(2) [8]

2) Write each of the following phrases as a **single number**.

- a) Fifty-two thousand, four hundred and thirty-two. (2)
- b) One hundred and twenty-six thousand, two hundred and five. (2)
- c) Three million, six-hundred and fifty-one thousand, one hundred and seventy. (2) [6]

3) In each case, say whether the first number is greater than ($>$) or smaller than ($<$) the second number.

- | | | |
|--------------|-----------|---------|
| a) 934 327 | 933 427 | (1) |
| b) 51 424 | 51 442 | (1) |
| c) 1 320 901 | 1 302 970 | (1) |
| d) 9 009 | 10 001 | (1) |
| e) 59 390 | 59 489 | (1) [5] |

4) Round off each number to the nearest 10.

- | | |
|------------|---------|
| a) 14 | (1) |
| b) 227 | (1) |
| c) 53 676 | (1) |
| d) 131 444 | (1) [4] |

Basic Operations and their Properties



Remember to use BODMAS for order of operations!

Addition and **Multiplication** are **associative**, which means they can be done in **any order**.

Subtraction and **Division** are **NOT associative**, order matters and we do the calculation from **left to right**.

1) Calculate the following:

- | | | |
|--------------------------------|-----|-----|
| a) $11\,000 - 3\,000 + 5\,000$ | (1) | |
| b) $11\,000 + 3\,000 - 5\,000$ | (1) | |
| c) $11\,000 + 5\,000 - 3\,000$ | (1) | |
| d) $11\,000 - 5\,000 - 3\,000$ | (1) | [4] |

2)

- | | | |
|---------------------|-----|-----|
| a) $3 \times (5-2)$ | (1) | |
| b) $(5-2) \times 3$ | (1) | |
| c) $3 \times 5 - 2$ | (1) | |
| d) $5 \times 2 - 3$ | (1) | [4] |

3)

- | | | |
|--------------------------|-----|-----|
| a) $500 - 7 \times 10$ | (1) | |
| b) $500 \times (10-7)$ | (1) | |
| c) $(500 - 7) \times 10$ | (1) | |
| d) $500 \times 10 - 7$ | (1) | [4] |
-

4) Use **long addition** to calculate the following:

- | | | |
|------------------------|-----|------|
| a) $7\,524 + 3\,611$ | (3) | |
| b) $14\,323 + 7\,489$ | (3) | |
| c) $908\,147 + 3\,113$ | (3) | |
| d) $2\,009 + 189\,803$ | (3) | [12] |

5) Use **long subtraction** to calculate the following:

- | | | |
|------------------------|-----|------|
| a) $7\,425 - 3\,611$ | (3) | |
| b) $14\,323 - 7\,489$ | (3) | |
| c) $908\,147 - 3\,113$ | (3) | |
| d) $189\,803 - 2\,009$ | (3) | [12] |

Problem Solving (Whole Numbers)

- 1) Sally drives at an average of 83 km/h. How far does she travel in 6 hours? [3]
- 2) During heavy rain, the water level in a dam increases by an average of 44 mm per hour.
- a) How much will the water rise if there is heavy rain for 12 hours? (4)
 - b) Once the rain stops, the temperature rises a lot. If the water evaporating in the sun causes the level of the dam to fall by 2 mm every hour, how much will the water level drop by over 11 hours of sun? (4)
 - c) If the original height of the water from the base of the dam to the lip was 240 cm, what will the final height be in cm? (4) [12]
- 3) If R640 is shared between Abby, Buhle and Cara in the ratio 2:5:1, calculate out how much money each will receive. [5]

Exponents

45 marks

Lesson 3

Square Roots and Cube Roots

- 1)
- a) What is the square root of 16? (1)
 - b) What is the cube root of 27? (1)
 - c) What is the square root of 144? (1)
 - d) What is the cube root of 8? (1)
 - e) What is the cube root of 512? (1) [5]



- 2) Fill in the table below.

Number	Square Root	Check
e.g. 9	$\sqrt{9} = 3$	$3 \times 3 = 9$
25		
100		
49		
121		
900		
64		

3) Fill in the table below.

Number	Cube Root	Check
e.g. 27	$\sqrt[3]{27} = 3$	$3 \times 3 \times 3 = 27$
8		
64		
125		
1 000 000		
125 000		
729		
216		
1 000		
8 000		
1		

(10×2) [20]

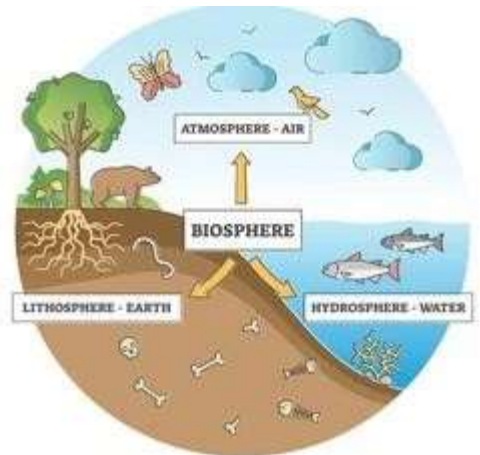
Question 3

Fill in the missing common fraction, decimal or percentage.

Common Fraction	Simplified Common Fraction	Decimal Fraction	Percentage
_____	_____	0,2	_____
$\frac{6}{10}$	_____	0,6	_____
$\frac{15}{20}$	_____	_____	_____
$\frac{32}{40}$	_____	_____	80%

1. The biosphere

Name and explain the three components that make up the biosphere.



There are 7 different processes that all living things carry out. Things that are not living may seem to carry out one or two of them, but only living things can do them all.

List the 7 life processes:

Plants and animals need to be physically and behaviorally adapted to survive the physical conditions of their environment. An adaptation is characteristics that help a living thing to survive in its environment.

Explain how polar bears are adapted to their environment.

Classification of living things

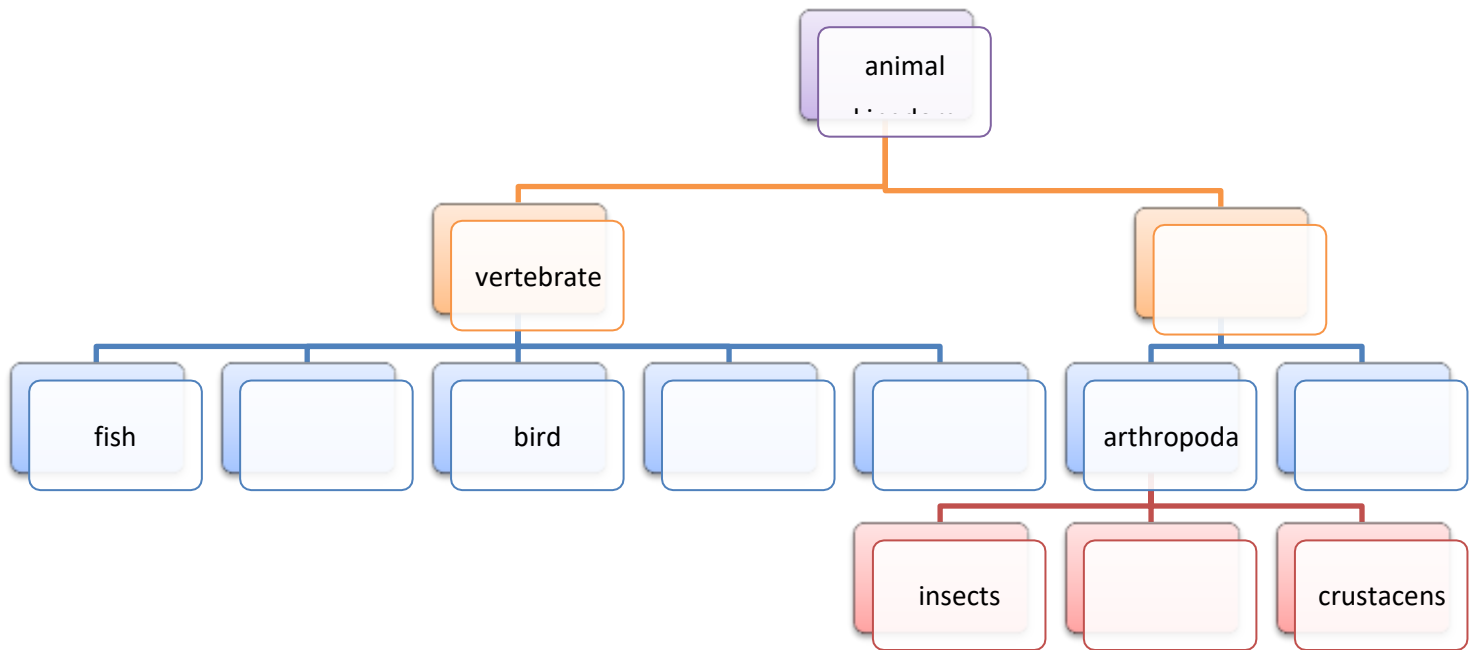
Name the 5 kingdoms and give an example of one organism found in each.

Complete the table showing the basic differences between plants and animals.

	Plants	Animals
Movements		
Nutrition		
Reproduction		
Growth		
Response to the environment		

2. Diversity of animals

Complete the classification diagram below showing the animal kingdom.



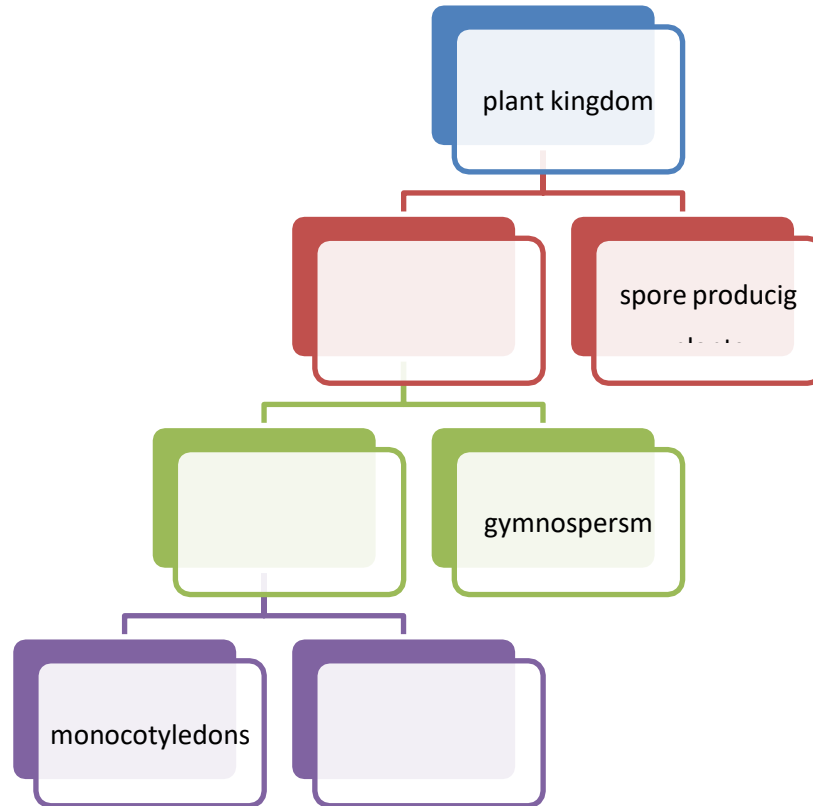
3. Diversity of plants.

Provide the definition of the following:

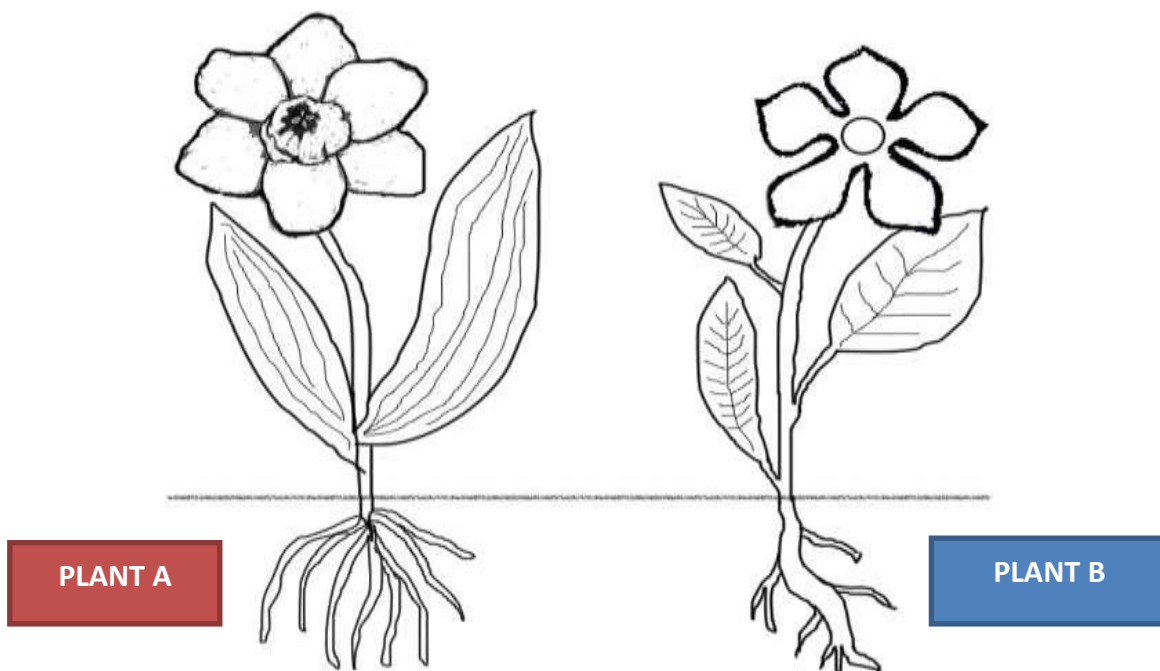
Seed:

Spore

Complete the classification diagram below of the plant kingdom +



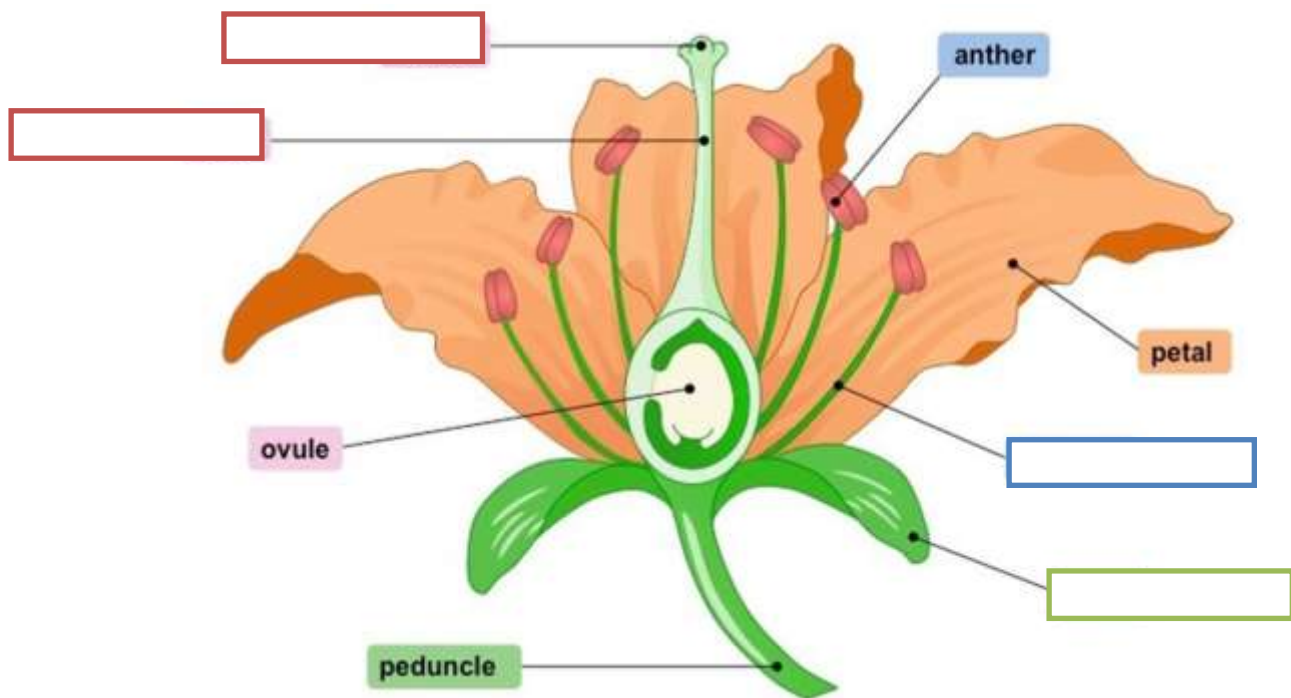
Look at the pictures provided below of two types of plants. Correctly identify which plant (A or B) is monocotyledon and dicotyledonous and provide 4 distinguishing characteristics of each.



	MONOCOTYLEDON	DICOTYLEDON
Diagram		
Characteristics	• • • •	• • • •

4. Sexual reproduction in angiosperms

Label the components of the flower in the diagram below.



Explain the process of fertilization in detail.

Describe what happens in each of the following after fertilization has occurred:

Ovary:

The ovule:

5. Human reproduction.

Give the name of each of the
following. The organ that releases
the egg:

The tube that carries the egg to the uterus

The organ that produces sperm cells

The tube that carries sperm cells and urine out of the body

Technology

1. The design process

What is technology?

List the 5 stages in the design process

What is the importance of a design brief?

Imagine you are a closet/wardrobe designer. Write down four design specifications of the closet you are designing and draw a rough sketch of the closet in the block provided below. Ensure that your drawing has correct dimensions and the types of lines have been indicated



2. Simple mechanisms.

Look at the pictures below which indicate various first, second and third class levers. Complete the table by identifying the type of lever as well as identifying the fulcrum, load and effort in each picture

An example has been done for you



Lever	Type of lever	Fulcrum	Effort	Load
A spade	<i>First class</i>	<i>The shovel in the first</i>	<i>The persons hand on the spade</i>	<i>The dirt</i>
A seesaw				
A wheelbarrow				
A car bonnet				
A fishing rod				
Tennis racket				

Mechanical advantage is when machines or mechanisms enable us to move large loads with a small force or effort.

First class lever:

Second class levers:

Third class levers:

Social Sciences

History

Term 1

Summary

- The kingdom of Mali in West Africa was south of the Sahara Desert.
- Trans-Saharan trade took place using camel caravans.
- Salt and other goods were brought into West Africa from Europe and North Africa and traded for gold, slaves, ivory and ostrich feathers.
- Islam spread across West Africa from the 9th century when Arab traders, who were Muslims, brought their language and religion to West Africa.
- The Golden Age of Mali happened under the rule of Mansa Musa, from the early 14th century.
- During the Golden Age of Mali, Mansa Musa extended the borders of Mali, and set up a stable government.
- After a hajj to Mecca, Mansa Musa returned to Mali and built the Great Mosque (Djingareyber Mosque) and Sankore University in Timbuktu.
- Leo Africanus was a diplomat who wrote eyewitness accounts of his travels in West Africa. His writings helped European people understand the way of life in West Africa.
- The city of Timbuktu in Mali became a great centre of learning in West Africa, well before the Renaissance in Europe.
- Timbuktu also became an important centre of trade.
- Students came from West and North Africa and the Middle East to study at Sankore University in Timbuktu.
- Hundreds of thousands of manuscripts were brought to Timbuktu and were also written in Timbuktu, in Arabic.
- Sankore University offered studies in subjects such as mathematics, chemistry, physics, optics, astronomy, medicine, history, geography, the traditions of Islam and government laws.
- Morocco invaded Mali in the middle of the 16th century and expelled thousands of scholars.
- The Golden Age of Mali ended and the importance of Timbuktu declined.
- Some families kept and tried to preserve manuscripts and passed them down through generations.
- In the 21st century the outside world became interested in the history of Timbuktu and the Timbuktu Manuscripts Project was created, to preserve the documents.
- Former South African president Thabo Mbeki started the South Africa-Mali Project in 2002 to preserve the heritage of the Timbuktu centre of African learning.
- Timbuktu is a World Heritage Site.



Formal assessment tasks

Activity 1 (7 marks)

Copy out all the sentences below, choosing the correct words to complete them.

1. Mansa Musa practised the religion of (Islam/Christianity). (1)
2. Mali was known as a rich kingdom because of its (kola nuts/gold). (1)
3. The University of Sankore was built in (Taghaza/Timbuktu). (1)
4. Muslims go on pilgrimage to (Cairo/Mecca). (1)
5. A tall, thin tower of a mosque with a balcony from which Muslims are called to prayer is called a (muezzin/minaret). (1)
6. A manuscript is a (written source/visual source). (1)
7. People who lived in Mali needed (gold/salt). (1)

Activity 2 (8 marks)

The following events are not written in the correct order in which they happened. Rewrite the list in the correct time order.

1. Timbuktu became a World Heritage Site.
2. South Africa became involved in the Timbuktu Manuscripts project with the Mali government.
3. The Golden Age of Mali had ended.
4. The Kingdom of Mali became rich and powerful.
5. The European Renaissance started.
6. Morocco invaded Mali.
7. Leo Africanus wrote a book called *Description of Africa*.
8. The city of Timbuktu became part of the Mali Empire. (8)

Activity 3 (15 marks)

1. Look at the map that follows. Write down the number of each of the following places:
 - a) Timbuktu
 - b) Taghaza

2. Write a paragraph about trade between Mali across the Sahara Desert. Include the following points in your answer: (4)
- a) Goods traded (4)
 - b) Difficulties of the journeys
- Total: 30 marks

Geography

HISTORY OF MONEY



Complete the following questions:

1. Where does money come from?
2. Why do we need money?
3. Can you imagine a world without money?

- Traditional societies are societies who did not have money
- In traditional societies people were largely self-sufficient – they provided for all their own needs such as food, shelter and clothing.
- People lived much simpler lives then.
- Usually men hunted and women collected wild fruits and nuts.
- Shelters were built from mud, reeds or other natural materials from the area.
- Clothes were made from animal skins or women from local plant fibres.
- There are still some small traditional societies in remote areas in the world today
- For example, the San people of southern Africa, who are sometimes referred to as hunter-gatherers (because they hunted animals and gathered plants), have lived in traditional societies without money for thousands of years.
- There are examples of these traditional societies in places like the Amazon jungle in Brazil and in northern Canada where the Inuit people live.
- The Inuit people built shelters from snow and ice, and hunted seals for their furs and meat.



- Initially, they had no need for money, but gradually, like most other traditional societies, they began to trade.
- At first they traded by exchanging things among themselves.
- Later they traded with other societies who had raw materials and goods that they did not have, such as iron.
- They needed iron to make knives and steel tips for their spears, which are called harpoons.
- They traded seal skins for the iron that they needed.

- Today there are very few Inuit who live traditionally and although they still hunt, they sell seal skins for money to buy things that they need.

BARTERING

- Bartering is about exchanging goods and services without using money but using negotiation instead.
- In traditional societies, when people need food and clothing that they cannot make or get for themselves, they must reach an agreement with someone else that has what they need.
- For example, your neighbour has a good crop of potatoes and you have too much milk from your cows.
- You then reach an agreement with your neighbour, and exchange a pocket of potatoes for a container of milk.



Advantages of bartering

- It is flexible as different goods and services can be exchanged, for example a person can pay for repairs to a vehicle with food.
- Goods are only produced to meet the needs of people so there is not excess or waste.
- The economic power is not in the hands of a few rich people as everyone must exchange their goods and services to meet their needs.
- Natural resources are only used to meet the needs of people, therefore there is less waste.

Disadvantages of bartering

- It is difficult to value the various items that are being exchanged and some may be under or overpriced, resulting in someone losing out or being exploited.
- Everyone is not honest and the products will not have a warranty or guarantee.
- It is difficult to find another person who has the product or service you need and wants the product or service you are offering.
- The difference in the value of the product or service creates a problem, for example how many eggs for a pair of shoes?
- Large items cannot be cut up or exchanged for a smaller item of lower value, for example a lawnmower for a pair of shoes.



1. Define the term bartering
2. Explain why traditional societies did not need money.
3. Imagine that you live in a traditional society where you barter for everything that you need. Discuss some of the problems you face and describe anything that you enjoy about living without money.

History of money: Coins

Match Column A with Column B. Write only the number next to letter e.g. A 8

Column A		Column B		ANSWERS
1	A way of saving or spending money to make more money	A	Alloys	A)
2	Mixes of different metals and different chemicals	B	Denominations	B)
3	A place where coins are produced	C	Investments	C)
4	Different values of coins	D	Emblems	D)
5	Small pictures, often the head of a leader or of an animal	E	Mint	E)
6	First forms of money	F	Krugerrand	F)
7	Special coins made from gold and silver	G	Weight of salt	G)

Needs and wants: Basic needs

1. Explain in your own words what is meant by the term basic needs.
2. Name FIVE basic needs for any individuals.
3. Analyse your five basic needs and arrange them in order of importance, from important to least important.
4. Discuss the order of your five needs with a partner and after your discussion change the order of your list if you think you need to.

Goods and services: Producers and consumers

1. Define the following concepts

A) Producer:

B) Consumer:

2. Mention groups/ types of consumers
3. What is the main aim of producing and selling goods and services?
4. Explain the relationship between buying of goods and services (economic activity) and standard of living.
5. Explain by giving an example of how the government can be a consumer of goods and services.

English HL

Question 1

Examine the extract below before answering the questions on it:

1 Rescue workers search the site of the crash of an Airblue passenger plane on the outskirts of Islamabad, Pakistan Wednesday.

2 In what early reports are calling the worst air crash in [Pakistan](#)'s history, a plane carrying 152 passengers has crashed in the Margalla Hills to the north of Islamabad.

3 Though there were early reports of survivors, Interior Minister Rehman Malik has said no survivors have been recovered from the site. Efforts are underway by investigators to find the plane's black box (*flight recorder – records the events during flight*).

4 The Airblue Flight 202 was on its way from Karachi to Islamabad. Most passengers were Pakistani, though some reports indicate there may have been two Americans on board. The weather in Islamabad was rainy and foggy. One report indicated that the plane, which left Karachi some two hours earlier, was about to land at Islamabad airport and was asked to circle. Some eyewitnesses reported seeing the plane flying low and wobbly before crashing into the hill.

5 "The plane was about to land at the Islamabad airport when it lost contact with the control tower, and later we learned that the plane had crashed," Pervez George, an official with Pakistan's civil aviation authority told the Associated Press.

6 Smoke plumes from the site of the wreckage were visible from the city as army rescue helicopters raced overhead to the scene.

Questions:

1.1 Where exactly did the airplane crash? (2)

1.2 Describe the area where the crash occurred. (2)

- 1.3 According to the evidence of the report, what could have been the reason for the air crash? (2)
- 1.4 Describe in your own words, according to eyewitnesses, how the plane moved before it crashed. (3)
- 1.5 Explain in your own words why the investigators are looking for the black box of the airplane. (3)
- 1.6 Explain why the air crash has been described as the worst in Pakistan's history. (3)
- 1.7 What is a person who has been born in Pakistan called? (Your answer must be in a sentence). (2)
- 1.8 Why did the rescue workers inspect the site of the crash? (2)
- 1.9 Mention two things that the rescue workers would have found at the scene of the crash. (2)
- 1.10 Do you think that this accident could have been prevented? Give a reason for your view. (3)
- 1.11 Provide a suitable heading for this passage. (2)
- 1.12 Examine the sentence below before answering the question on it:
- Smoke plumes from the site of the wreckage were visible from the city.**
- 1.12.1 Give a synonym **from the passage** for the word that has been underlined above. Write the whole sentence down with the correct answer. (2)
- 1.13 Explain in your own words the meaning of the word 'survivors'. (2)
- This question should take you 50 minutes to answer.**

Language

- 2.1 Examine the sentences below and correct the errors of punctuation. Write out each sentence with the correct answers.
- 2.1.1 The manager asked “, Is your food fine Madam”?

2.1.2 “Yes its delicious”, I replied! (2 X 2 = 4)

2.2 Identify the part of speech of the underlined words below. Write out the number of the question and the correct answer next to it.

The two players leapt (2.2.1) into the air to (2.2.2) head the ball. (2)

Drogba is (2.2.3) helpful to (2.2.4) people of (2.2.5) his country. (3)

2.3. Choose the correct alternative from the brackets below. Write down your answer only.

2.3.1 The four men (is walking/ are walking) towards the crowd.

2.3.2 The old woman (bake/ bakes) bread for a living.

2.3.3 My mother and my brother (is/ are) going to Durban next week.
(3 X 1= 3)

2.5 Write out the following sentence in the Passive Voice:

2.5.1 Sherry polished the floor. (2)

2.6 Join the two sentences below with the conjunction which appears within the brackets:

2.6.1 Sarah jumped excitedly. Her team scored two goals. (when) (2)

AFRIKAANS

Begripstoets Graad 7 EAT

Lees die volgende inligtingsteks en beantwoord die vrae wat volg.



Teks A: Madiba- almal se leier

Nelson Rolihlahla Mandela is op 18 Julie, 1918 in Mvezo gebore. Hier het hy in die gras gespeel en in die rivier geswem. Madiba se pa , Gadla Henry Mphakanyiswa, was 'n Thembu-hoofman en het vier vroue en 14 kinders gehad. Mandela se ma, Nosekeni Fanny, was Gadla se derde vrou. Nelson het baie jare later gesê dat sy ma sy eerste beste vriend was.

Toe Madiba amper ses jaar oud was, het sy pa met die Britse regering baklei. Net soos Nelson was sy pa 'n hardkoppige en trotse man. Nelson se pa wou nie in die hof gaan staan nie en sy hoofmanskap is weggevat. Hy het sy geld en status verloor. Nosekeni Fanny het vir Nelson gevat en op Qunu gaan bly.

Mandela was sewe jaar oud toe hy in 'n eenkamer-skooltjie begin skoolgaan het. Gadla het van sy eie klere kleiner gemaak en vir Mandela gegee omdat daar nie geld vir nuwe klere was nie. Dit het hy gedoen sodat Nelson "respektabel" kon lyk. By die skool leer hy Wiskunde, Engels en Geskiedenis. Rolihlahla se onderwyser gee hom die naam Nelson omdat sy nie "Rolihlahla" kon sê nie.

Madiba was nege jaar oud toe sy pa dood is. Sy ma vat hom na Mqhekezweni, waar Jongintaba Dalindyebo hoofman was. Gadla het lank gelede gehelp dat Dalindyebo as hoofman gekies word.

Dalindyebo wil iets vir Fanny teruggee en neem Nelson as sy eie seun aan. In Dalindyebo se familie word Nelson saam met sy aanneembroer, Justice, groot.

Nelson en Justice was dertien jaar oud toe hulle na 'n inisiasieskool gestuur word. Na al die lesse oor hoe om 'n goeie man te wees, gaan bad hulle in die Mbasherivier. Die ouer mans doen die inisiasie en hierna kan die jong Nelson saam met die ander seuns skree : " Ek is 'n man!"

Na skool begin Nelson aan die Universiteit van Fort Hare studeer. Hy hou op om daar te studeer na 'n verskil met sy universiteitshoof. Nelson se aanneempa wil hierna vir Nelson en Justice dwing om met meisies te trou wat hy vir hulle gekies het. Hulle dink hy is verkeerd en hardloop weg na Johannesburg. In Johannesburg ontmoet Nelson vir Walter Sisulu. Sisulu help vir Nelson om aan WITS te begin studeer.

Madiba se lewe as politieke leier begin hier en die res is geskiedenis.

Vandag word Mandela-maand wêreldwyd gevier en Madiba se 67 minute word oral herdenk om sy lewe te erken en te eer.

Vrae:

1.	Waar is Nelson Mandela gebore?	(1)
2.	Wie was meneer Mandela se eerste vriend?	(1)
3.	Noem twee dinge wat Gadla verloor het, toe hy nie meer hoof van sy stam was nie.	(2)
4.	Wat was Nelson se ouderdom gewees toe hy skool toe is?	(1)
5.	Hoe het Madiba die naam "Nelson" gekry?	(1)
6.	Kies die korrekte antwoord tussen hakies. Fanny vat Nelson na Dalindyebo toe omdat... a) hy van Fanny hou. b) sy seun eensaam is. c) hulle honger is. d) Dalindyebo hulle 'n guns skuld.	(1)
7.	Hoekom maak Gadla sy eie klere kleiner vir die jong Mandela?	(1)
8.	Kies die korrekte antwoord Madiba staak sy studies aan Fort Hare omdat ... a) sy klasgelde te veel was. b) hy 'n mooi meisie ontmoet het. c) hy nie 'n mooi meisie ontmoet het nie. d) hy nie met die universiteitsbestuur saam stem nie.	(1)
9.	Sê of dié stelling WAAR of ONWAAR is en motiveer jou antwoord. Justice help vir Nelson om aan WITS te studeer.	(2)

10.	Noem TWEE persoonlikheidseienskappe wat Nelson van sy pa geerf het.	(2)
11.	Noem TWEE Universiteite waar Nelson gestudeer het.	(2)

Totaal (15)

Graad 7 EAT: Volksverhaal

Lees die onderstaande mite en beantwoord die vrae wat volg.



WAAROM LEEF SEEKOEIE IN WATER?

Baie lank gelede in Afrika, was dit baie warm en die son het elke dag op die aarde neergebak. Die diere het baie sterk velle soos 'n pels, vere of skubbe gehad om hulle teen die son te beskerm.

Seekoei se vel was nie so sterk nie. Soos hy groter geword het, het sy vel gerek en dunner geraak. Toe hy volwassenheid bereik het, was sy vel so dun dat die son hom maklik gebrand het. Sy vel het uitgedroog en gekraak. Dit het baie pyn en ongemak veroorsaak.

Eendag, toe Seekoei dit nie meer kon verduur nie, het hy na die Skepper toe gegaan en gevra: "Kan ek asseblief in die rivier gaan bly?" Die Skepper het met deernis na Seekoei gekyk en gesê: "Ja my vriend, jy mag, maar soos met alles moet jy eers toestemming by die rivierdiere kry."

Seekoei het vir Visarend, Krokodil en Otter gevra: "Mag ek asseblief saam met julle in die rivier bly? Kyk na my dun vel! Dit is gebars en baie seer. Die koue water sal vir my groot verligting bring."

Die rivierdiere was 'n bietjie selfsugtig en ook bekommerd. Nadat hulle daarvoor nagedink het, sê hulle vir Seekoei: "Nee, ons kan dit nie toelaat nie! Kyk na jouself! Jy is vreeslik groot en jy sal al die visse in die rivier opvreet. Dan sal daar geen kos vir ons wees nie."

Seekoei sê vir die rivierdiere: "Julle hoef regtig nie bekommerd te wees nie. Ek eet nie vis nie. Ek sal slegs die gras en die rivierplante eet." Die rivierdiere het nog steeds getwyfel en het dit nie geglo nie.

Toe sê Seekoei vir hulle: "Ek belowe om elke dag my mond wyd oop te maak, sodat julle kan sien dat daar geen visgrate of skubbe in my mond is nie. Ek sal ook my mis met my stert oopsprei, sodat julle kan sien dat daar nie bene in is nie." Dit het die rivierdiere oortuig.

Van daardie dag af het die rivierdiere Seekoei toegelaat om in die rivier te bly en Seekoei sal altyd sy mond wyd oopmaak en sy mis met sy stert oopsprei.

[Vertaal en aangepas uit: African Folktales and Legends deur G Lee]

1.	Identifiseer die hoofgedagte van die storie.	(1)
2.	Waarom wou Seekoei in die rivier bly?	(1)
3.	Hoe het die ander rivierdiere daaroor gevoel dat Seekoei saam met hulle woon? Hulle was... a) bly b) hartseer c) bekommerd d) opgewonde	(1)
4.	Waarom kon Seekoei in vrede saam met die ander rivierdiere leef? Gee twee redes.	(2)
5.	Waarom kan ons sê dat die ander diere selfsugtig is?	(1)
6.	Waarom sal seekoeie volgens die storie, altyd met hul monde wawyd oop staan?	(1)
7.	Waarom was Seekoei se vel dunner as die ander diere s'n?	(1)
8.	Wat sou met Seekoei gebeur het indien hy nie toegelaat is om in die rivier te bly nie?	(1)
9.	Wat moes Seekoei die ander diere belowe voordat hulle hom toestemming gegee het om in die rivier te bly?	(1)

TOTAAL [10]

AFRIKAANS (EAT)

GRAAD 7 EKSAMEN

2016 HALFJAAR EKSAMEN

VRAESTEL 3

PUNTE: 60

TYD: 1 UUR

INSTRUKSIES EN INLIGTING:

1. Hierdie vraestel bestaan uit TWEE afdelings:
AFDELING A: OPSTEL (40 punte)
AFDELING B: LANGER TRANSAKSIONELE TEKS (20 punte)
2. Beantwoord EEN vraag uit elke afdeling.
3. Begin elke afdeling op 'n NUWE bladsy.
4. Skryfstukke moet beplan, geredigeer en geproeflees word. Die beplanning moet voor die finale produk gedoen word.
5. Alle beplanning moet duidelik aangedui word. Trek 'n streep deur die beplanning nadat die finale produk geskryf is.
6. Nommer elke geskrewe teks volgens die nommeringstelsel wat in die vraestel gebruik is.
7. Voorsien elke skryfstuk van 'n gepaste titel of opskrif. Lees die instruksies by elke vraag oor die titel noukeurig deur.
8. Tel die woorde aan die einde van die skryfstuk en skryf dit tussen hakies onderaan by die skryfstuk neer.
LET WEL: Die titel word nie in aanmerking geneem wanneer die woorde aan die einde van die skryfstuk getel word nie.
9. Riglyne vir tydsbeplanning:
AFDELING A: 40 minute
AFDELING B: 20 minute
10. Dit sal tot jou voordeel strek indien jou werk leesbaar en netjies is.

AFDELING A: OPSTEL

VRAAG 1

INSTRUKSIES:

- Kies EEN vraag en skryf 130-180 woorde oor die onderwerp. (3 tot 5 paragrawe).
- Skryf die nommer en die titel van die onderwerp wat jy kies bo-aan die skryfstuk neer.

1.1 'n Lekker dag in my lewe.

www.google.com

1.2 Musiek is inspirasie vir my siel.

www.google.com



[40]



[40]

1.3 My ma is die beste.

Sooooooooo
baie lief
vir Ma!



www.google.com

[40]

1.4 Kies EEN van die visuele tekste en skryf 'n opstel daaroor.
Gee jou skryfstuk 'n titel. Jou opstel moet by die kern van die prent pas.

1.4.1



www.google.com

[40]

1.4.2



<http://www.google.com>

[40]

1.4.3



<http://www.google.com>

[40]

1.4.4



<http://www.google.com>

[40]

TOTAAL AFDELING A: 40

AFDELING B: LANGER TRANSAKSIONELE TEKS

VRAAG 2

INSTRUKSIES

- Kies EEN vraag en skryf 110–120 woorde oor die onderwerp.
- Skryf die nommer en die titel van die onderwerp wat jy kies, bo-aan die skryfstuk neer.

2.1 RESENSIE

Daar het 'n nuwe winkelkompleks in jul dorp oopgemaak. Skryf nou 'n resensie oor een van die restaurante wat jy en jou vriende besoek het. [20]

<http://www.google.com>

OF

2.2 BRIEF

Jul skool het besluit om 'n "**deel met 'n ander**" dag by jul skool te hê. Jy en jou klasmaats het besluit om jul ou kleres aan 'n arm woonbuurt te skenk. Skryf nou 'n brief aan jou vriend(in) waarin jy hom/haar van hierdie projek vertel en beskryf hoe dankbaar die inwoners was. [20]



<http://www.google.com>



OF

2.3 DIALOOG

Jy wil graag op Vrydae deel wees van die Entrepreneursprogram by julle skool. Skryf nou die gesprek tussen jou en die onderwyser neer wat in beheer van die projek is. Sê wat jy graag wil verkoop en wat jy van plan is om met die geld, wat jy maak, te doen.



<http://www.google.com>

Skryf julle gesprek in DIALOOGVORM neer.

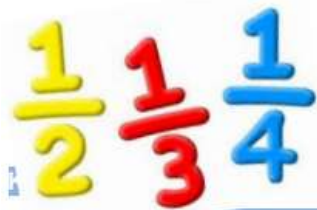
[20]

TOTAAL AFDELING B: 20
GROOTTOTAAL: 60

Mathematics

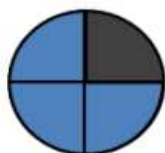
DEFINITIONS AND KEY WORDS:

A **fraction** is a portion of a whole that has been divided into equal parts. A **common fraction** is written as $\frac{1}{2}$. The number 1 represents a whole number called the **numerator** and the 2 represents a whole number called the **denominator**.



Numerator – the whole number above the fraction line.

Denominator – the whole number below the fraction line.

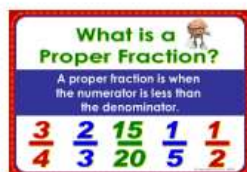


3 ← numerator

4 ← denominator

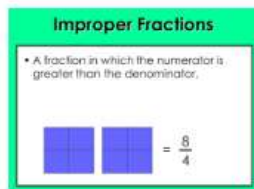
Proper Fractions:

These are fractions where the numerator is smaller than the denominator, e.g. $\frac{1}{2}$.



Improper Fractions:

These are fractions where the numerator is bigger than the denominator, e.g. $\frac{9}{2}$.



Mixed Fractions:

These consist of a whole number and a proper fraction, e.g. $5\frac{3}{4}$.

EXERCISE 1

Number 1: Convert the mixed numbers to improper fractions:

a) $13\frac{2}{3}$

d) $1001\frac{4}{15}$

b) $17\frac{8}{11}$

e) $9\frac{5}{7}$

c) $4\frac{3}{9}$

Number 2: Convert the improper fractions to mixed numbers:

a) $\frac{41}{9}$

d) $\frac{316}{3}$

b) $\frac{199}{10}$

e) $\frac{1000}{125}$

c) $\frac{412}{15}$

SIMPLIFYING FRACTIONS

To simplify a fraction, you must reduce the fraction to its smallest form.

To do this, you need to divide both the numerator and the denominator by the same highest common factor.

Example: $\frac{12}{30} = *$

The highest number that can fit into both 12 and 30 is 6.

6 is therefore the highest common factor (HCF)

Divide the numerator and denominator by the highest common factor.

E.g. $\frac{12}{30} \div \frac{6}{6} = \frac{2}{5}$

Hence: $\frac{12}{30} = \frac{2}{5}$

NB: A common fraction must always be written in the simplest form!

CONVERTING FRACTIONS

To convert an improper fraction to a mixed number, simply divide the number by the denominator:

Examples:

$$\frac{12}{5} = 12 \div 5 = 2 \text{ r } 2$$

We write this as $2\frac{2}{5}$.

To convert a mixed number to an improper fraction, multiply the whole number by the denominator. Add the numerator to this. Write this answer as the numerator and keep the denominator the same.

Examples:

$$8\frac{1}{2}$$

Multiply 8 by 2, and then add 1

This will give you a total of 17

The fraction will therefore be $\frac{17}{2}$

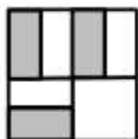


[5]

Question 4

Common Fractions:

4.1



What fraction of this square is shaded in? (Remember, when you work with fractions, you work with equal parts.)

4.2 Which fraction is bigger: $\frac{5}{12}$ or $\frac{1}{3}$?

4.3 Arrange the following fractions in descending order:

$$\frac{7}{9}; \frac{5}{6}; \frac{3}{4}$$

4.4 Convert $\frac{23}{7}$ into a mixed number.

$$4.5 \quad \frac{3}{x} = \frac{18}{6}$$

$$\therefore x =$$

Question 6

[12]

Calculate the following:

(Remember the order of operations.)

6.1 $10^3 - 5^2 \times \sqrt{36 - 11}$

6.2 $3 \times 4 + 12 \div (2 + 4) - 7$

6.3 $\frac{\sqrt[3]{125} + 3^2}{\sqrt{49} \times \sqrt{16}}$

6.4 $3\frac{1}{4} - 1\frac{1}{2} + \frac{1}{8}$

6.5 $1\frac{2}{3} \times \frac{9}{25}$

Addition and subtraction of decimal fractions

1.

Adding and subtracting decimal fractions.

Remember:

- To add or subtract decimal fractions, place the decimal commas underneath each other.
- Write a zero at the end of the decimal if there is a missing digit. (See 0 below)

Examples:

1.1	$\begin{array}{r} 4,92 \\ 524,60 \\ + 0,05 \\ \hline 529,57 \end{array}$	1.2	$\begin{array}{r} 57,30 \\ - 4,59 \\ \hline 52,71 \end{array}$	1.3	$\begin{array}{r} 0,394 \\ 23,640 \\ + 7,008 \\ \hline 31,042 \end{array}$	1.4	$\begin{array}{r} 22,470 \\ - 15,083 \\ \hline 7,387 \end{array}$
------------	--	------------	--	------------	--	------------	---

Decimal commas written
under one another

2.

- 2.1 Estimate the value of the answer by rounding off to the nearest tenth.
(If the number is already in tenths, keep the decimal the same.)
Calculate the answer, then check against your estimated answer.

2.1.1	$\begin{array}{r} 0,65 \\ 0,47 \\ + 3,29 \\ \hline \end{array}$	2.1.2	$\begin{array}{r} 0,594 \\ 2,68 \\ + 0,7 \\ \hline \end{array}$	2.1.3	$\begin{array}{r} 0,84 \\ - 0,37 \\ \hline \end{array}$	2.1.4	$\begin{array}{r} 482,6 \\ - 28,47 \\ \hline \end{array}$
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2.2 Calculate each of the following. Set out your work correctly first.

2.2.1	$5,07 + 0,861$	2.2.2	$35 + 12,408$	2.2.3	$24,795 + 27,91$
2.2.4	$0,5 - 0,274$	2.2.5	$5,7 - 2,906$	2.2.6	$15 - 4,728$

Multiplying decimal fractions

1. Copy and complete the following table. Use your calculator to help you.

Number	$\times 10$	$\times 100$	$\times 1\,000$
527			
52,7			
5,27			
0,527			

Dividing decimal fractions

1. Copy and complete this table.

Look for patterns in your answers.

Number	$\div 10$	$\div 100$	$\div 1\,000$
624			
62,4			
6,24			
0,624			

Input and Output: Flow Diagrams



1) Fill in the blank spaces to complete the flow diagrams.

Input

-8



—



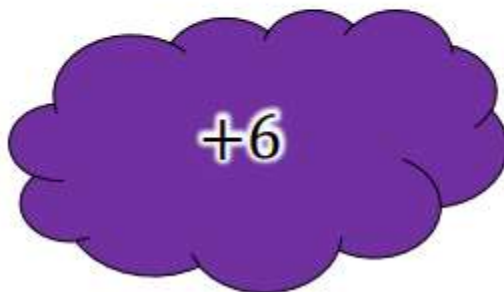
0



6



—



Output



—



2



—



—



33

Adding and Subtracting Integers



Complete the following:

(a)	(b)	(c)	(d)
$3 + (+3) = (\underline{\quad})$	$-3 + (+3) = (\underline{\quad})$	$5 - (-2) = (\underline{\quad})$	$19 - (-20) = (\underline{\quad})$
$3 + (+2) = (\underline{\quad})$	$-3 + (+2) = (\underline{\quad})$	$\underline{\quad} - (-1) = (+6)$	$\underline{\quad} - (-15) = (+34)$
$3 + (+1) = (\underline{\quad})$	$-3 + (+1) = (\underline{\quad})$	$5 - (0) = (\underline{\quad})$	$19 - (-10) = (\underline{\quad})$
$3 + (+0) = (\underline{\quad})$	$-3 + (+0) = (\underline{\quad})$	$5 - (+1) = (\underline{\quad})$	$19 - (-5) = (\underline{\quad})$
$3 + (-1) = (\underline{\quad})$	$-3 + (-1) = (\underline{\quad})$	$5 - (+2) = (\underline{\quad})$	$19 - (+0) = (\underline{\quad})$
$3 + (-2) = (\underline{\quad})$	$-3 + (\underline{\quad}) = (-5)$	$5 - (\underline{\quad}) = (+2)$	$19 - (+5) = (\underline{\quad})$
$3 + (-3) = (\underline{\quad})$	$-3 + (\underline{\quad}) = (-6)$	$5 - (+4) = (\underline{\quad})$	$19 - (+10) = (\underline{\quad})$
$3 + (-4) = (\underline{\quad})$	$\underline{\quad} + (-4) = (-7)$	$5 - (\underline{\quad}) = (0)$	$\underline{\quad} - (+15) = (+4)$
$3 + (-5) = (\underline{\quad})$	$-3 + (-5) = (\underline{\quad})$	$5 - (+6) = (\underline{\quad})$	$19 - (+20) = (\underline{\quad})$
$3 + (-6) = (\underline{\quad})$	$-3 + (-100) = (\underline{\quad})$	$5 - (+7) = (\underline{\quad})$	$19 - (+25) = (\underline{\quad})$

(10×4)

[40]

Natural Sciences

Revision activity 6

1. Give the scientific definition for a strong material. (2)
2. You need to compare the strength of two different types of plastic bags.
 - a) Explain how you would conduct this test. (6)
 - b) How will you tell which plastic bag is the strongest? (2)
3. If you light a candle, you will start to see a liquid forming around the burning wick. Explain what this substance is and why it forms. (3)
4. You heat up a container of water until it starts to boil. You have a thermometer in the container and you take the temperature of the water every two minutes.
 - a) What will you notice about the temperature readings from when you turn on the heat until just before the water starts to boil? (1)
 - b) What will you notice about the temperature readings after the water starts to boil? Explain your observation. (3)
5. Give the scientific definition for the property of flexibility. (2)
6. Gary sets up an electric circuit with a cell, a bulb and conducting wire with crocodile clips.
 - a) What would happen to the bulb if Gary put a wooden ice-cream stick between the two crocodile clips? Explain why. (2)
 - b) What would happen to the bulb if Gary put a piece of copper wire between the crocodile clips? Explain why. (2)
7. Explain why this pan is made from steel and why its handle is made from (or covered with) plastic. (4)



Figure 6.9: Candle with liquid forming around the burning wick.



Figure 6.10: A frying pan.

8. A white sheet and a black sheet are hanging on a washing line on a sunny day. After several hours, Sarah feels each sheet. Which sheet will be hotter? Explain your answer. (2)
9. What responsibility do mining companies have once a mine closes? Explain your answer. (2)
10. Explain how the production of plastic bags affects the environment. (2)
11. Explain how the transport of oil could affect the habitat of marine animals. (2)

Total: 35 marks

Revision activity 7

1. True or false? *Any mixture can be separated using any separation method.* Explain. (2)
2. When sheep are sheared for their wool, workers have to remove twigs and thorns from the sheared wool. What separation method does this example illustrate? (1)
3. Your younger sister has poured a box of oats into a container of cake flour and has mixed the two substances with a wooden spoon. Explain how to separate the mixture and why you chose this method. (2)
4. What properties must a mixture have if it is to be separated by magnetism? (1)
5. Explain why filtration is a suitable separation method for a mixture of sand and water. (2)
6. Mabu lives near the sea. He is curious to see if he can get the salt out of the seawater.
 - a) Explain how Mabu could set up an investigation in the science laboratory to get salt from seawater. (3)
 - b) What will Mabu observe during and at the end of the investigation? (2)
 - c) Give a scientific explanation for what Mabu will observe. (3)
7. Evaporation is not a suitable method if you need to collect the solvent from a solution.
 - a) Explain why this is the case. (1)
 - b) Which method of separation can be used if you need to collect the solvent from a solution? (1)
 - c) Explain why the method in 7. b) is more suitable. (1)
8. Explain what happens to water vapour in the Liebig condenser during distillation. (1)
9. Explain how a mixture of water and ethanol can be separated. (2)
10. What is chromatography? (2)
11. Explain the difference between recycling and reusing materials. (2)
12. Your friend says that she doesn't separate her rubbish, because waste management is the municipality's responsibility. What would you say to argue against this view? (2)
13. Give one negative consequence of poor waste management and explain it briefly. (2)

Total: 30 marks

Science language activity

Complete the following paragraph using the words in bold.

blue **bitter** **rough** **sour** **indicator**
red **slippery** **corrosive** **alkali** **neutrals**

Acids taste _____ and feel _____ on the skin. Strong acids can burn your skin. We say these acids are _____. Bases taste _____ and feel _____. A base that can dissolve in water is called an _____. _____ are neither acids nor bases. An _____ is a dye that changes colour in chemicals. Acids will turn blue litmus _____ and bases will turn red litmus _____.

Test yourself

1. Give two examples of everyday materials that contain:
 - a) acid (1)
 - b) alkali (1)
2.
 - a) Name two citrus fruits. (2)
 - b) Describe the taste of citrus fruits. (1)
 - c) Are citrus fruits acidic or basic? (1)
 - d) Give the name of the acid or base that you find in citrus fruits. (1)
3. Red litmus indicator was used to test toothpaste. It turned blue. Explain what this tells you about toothpaste. (1)
4. What colour would blue litmus paper be in these substances?
 - a) Fizzy drink
 - b) Water
 - c) Sugar solution
 - d) Soap
 - e) Orange juice
 - f) Bicarbonate of soda
 - g) Salt solution (7)
5. Use the photograph in Figure 18 to answer these questions.
 - a) Write down the name of the acid in the bottle. (1)
 - b) Give the more common name for this acid. (1)
 - c) What hazard symbol do you see on the bottle? (1)
 - d) Explain what the hazard symbol means. (1)
 - e) Would red litmus paper change colour in this acid? (1)

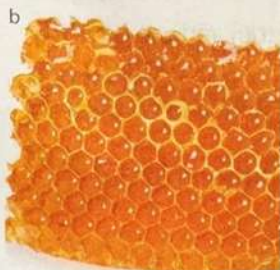


Figure 18 A common household acid

Total: 20

Technology

1. Look at the structures in these pictures.



Copy this table. Now classify each structure as a frame, shell or solid structure, and identify whether it is a natural or man-made structure. Write the letters (a to h) of the pictures in the correct places in the table.

Frame		Shell		Solid	
Natural	Man-made	Natural	Man-made	Natural	Man-made

(8)

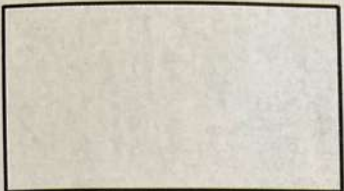
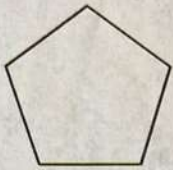
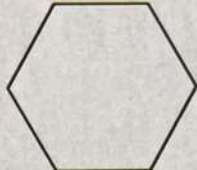
2. Structures have four functions – to protect, support, contain and span. Copy this table, and complete it by filling in the answers to Questions a) and b) below.

Functions of structures	Example from Question 1	Your own example
Protect		
Support		
Contain		
Span		

- a) Look again at the pictures of the structures in Question 1. Find an example of a structure that matches each of the functions, and fill in the letter of the structure in the first column. (4)
- b) In Column 2, fill in an example of a structure that matches each of the functions. This must be your own example, and must not be one of the structures shown in the pictures. (4)

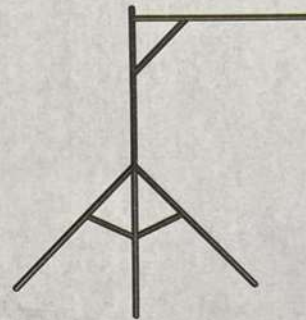
3. These shapes can be made rigid using strips. Copy each shape, and draw in the minimum number of strips needed to make each shape rigid.

(3)

Rectangle	Pentagon	Hexagon
		

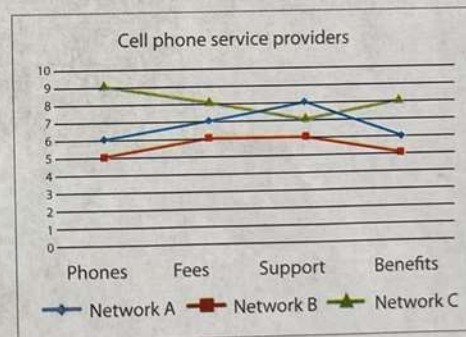
4. Copy this structure:

- Identify a strut and indicate it on your drawing with the letter 'a'. (1)
- Identify a tie beam and indicate it on your drawing with the letter 'b'. (1)
- Define compression. (2)
- Which is used to manage compression – a strut or a tie beam? (1)
- What makes this structure stable? (2)



5. Study this graph, and answer the questions that follow.

- Which network has the biggest range of phones? (1)
- Which network provides the best support? (1)
- Which network has the lowest fees? (1)
- Which network would you rate the best overall? Consider all the categories. (2)



6. Make a single vanishing point perspective drawing of the cardboard box in Question 1g). Place the vanishing point at the top to the right of the drawing. The dimensions of the box are: length 120 mm, height 60 mm and depth 80 mm. Use a scale of 1:2 for your drawing. (6)

7. Read this scenario and identify three specifications of the product.

Your class is having a cake sale to collect money to provide sandwiches for disadvantaged children that attend the crèche on the school property. You need a structure to use as a table to display your cakes on. The structure must be ready for use in three days' time. It must be 76 cm high and at least 100 cm long. It must be strong enough to support the weight of the cakes and the ice cream container you are going to use as a till. You may use boxes made from corrugated card but not those made from polystyrene.

(3)

[Total: 40]

Social Sciences

History

Summary

- The Transatlantic slave trade involved slaves being transported from West Africa to the American South across the Atlantic Ocean.
- Slavery existed in West Africa before contact with Europe.
- Slavery took place within West African farming societies.
- Slaves were also transported in the trans-Saharan trade routes from Africa to the Arab-Islamic world.
- European settlers in the American South set up big plantations and imported slave labour from West Africa to do the hard work.
- Slaves worked on tobacco, rice, sugar cane and cotton plantations.
- Slaves were captured in West Africa and transported to the American South in large slave ships.
- European traders exchanged goods for slaves with African kings.
- As the demand for slaves grew, raiding parties were organised to capture young African men, women and children as slaves.
- When the slaves reached America, they were sold at slave markets.
- About 15 million African slaves arrived in America between 1540 and 1850.
- Conditions were harsh and cruel for slaves who worked on plantations.
- West African slaves expressed their culture through songs and stories.
- Slaves resisted slavery in different ways.
- There were famous rebellions against slavery. These included Nat Turner's 1831 revolt; Joseph Cinque's *Amistad* mutiny of 1839; the Underground Railroad; Harriet Tubman's escape from slavery in 1849 and John Brown's mission to abolish slavery.
- The Transatlantic slave trade had a very bad impact on the societies of West Africa, and very positive effects for the economies of America and Britain.
- Slavery in the American South also led to a civil war between the South and the North.
- After slavery was abolished in America, there were great wage gaps between white and black Americans, as the black former slaves had no formal schooling.



EMS

SECTION A

QUESTION 1: MULTIPLE CHOICE

1.1 Various options are given as possible answers. Choose the correct answer and UNDERLINE the correct option e.g. A. markets
B. eating

1.1.1 One of the ways of solving problems to trade in the early traditional societies, was to

- A. Courier companies
- B. Medium of exchange
- C. Barter
- D. E-wallet

1.1.2 A document that legally binds a person to pay another person a specific amount of money within a specified time is called...

- A. cheque
- B. buying note
- C. promissory note
- D. stock trading

1.1.3is the money received by business after selling goods.

- A. Drawings
- B. Liability
- C. Capital
- D. Income

1.1.4 Which of the following is an example of a community need?

- A. Soft drink
- B. Watch
- C. Bicycle
- D. Library

1.1.5 ...is the money to start a business.

- A. Capital
- B. Finance
- C. Investments
- D. Expense

(2 X 5)
[10]

QUESTION 2: MATCHING ITEMS

Match the statements in Column A with answers in column B. Write only the letter of the correct answer next to the question number. E.g. 2.2.6 - H

	COLUMN A	COLUMN B	ANSWER
2.2.1	Money systems of different countries.	A. Goods	2.2.1
2.2.2	Things that you can touch that are produced to satisfy needs and wants.	B. Reuse	2.2.2
2.2.3	Are things that you cannot touch, and that people do for others.	C. Standard of living	2.2.3
2.2.4	Refer to the level of wealth, comfort and material goods someone has.	D. Currencies	2.2.4
2.2.5	To use something over and over.	E. Services	2.2.5

(2x5=10)
[10]

QUESTION 3: TRUE OR FALSE

State whether the following statements are true or false. Write only true or false on the space provided.

3.1 Trading is the exchange of goods for money. _____

3.2 Wants are things that people can live without. _____

3.3. Manufacturing business make money from buying and selling. _____

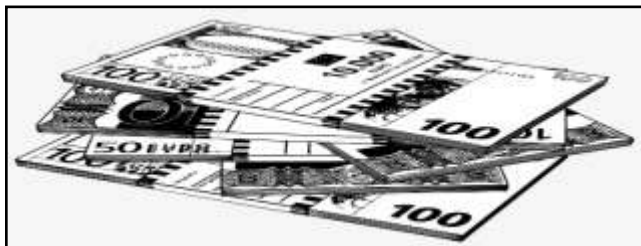
3.4 Money is regarded as a scarce commodity, medium of exchange and measure of value. _____

3.5. Socio-economic imbalances refer to large differences in standard of living of people in a country. _____

(2X5=10)

[10]

TOTAL SECTION A: 30



SECTION B: ECONOMY

QUESTION 4

Use the list of words given below to complete the following statements. Write the missing word at the end of the sentence on the space provided.

- 4.1
- consumers, free goods, clients, water**
- economic goods, professional, manufacturing, customers**
- self-sufficient, unemployment, overpopulation, Constitution, poverty**

Factories and bakeries are examples of ... businesses. _____

4.2 Doctors, nurses, teachers and lawyers render services to clients. _____

4.3 Air, sunlight and sand are examples of ... _____

4.4 Goods that command a price are known as ... _____

4.5 People who buy goods for use are called ... _____

4.6 Challenge in rural areas. _____

4.7 People who live in traditional societies are..... farmers. _____

4.8 Challenges in urban areas. _____

4. 9 All the laws governing a country. _____

4.10. Resources that can run out and can't be replaced. _____



(1x10=10)
[10]

QUESTION 5

Look at the following picture before answering the questions.



5.1 Money is a medium of exchange. List 3 characteristics money should have to fulfil this function. (3x2=6)

5.2 Money has four roles or functions. Explain the function “store of value”. (2)

5.3 Underline the correct word in brackets:

(Wampum / Cowry shells) was one of the first forms of money in
around 1200 BC.

(2)

[10]

TOTAL SECTION B: 20

SECTION C: FINANCIAL LITERACY

QUESTION 6

Complete the following:

6.1 Accounting is the systematic _____ of financial
_____ of a business in _____ of
_____. (4)

6.2 To start a business, the business owner needs _____. (1)

6.3 Study the following example. Calculate the difference and indicate whether the business made a profit or loss.

Nr	Income	Expenses	Difference	Profit or loss
<i>E.g.</i>	<i>R300</i>	<i>R100</i>	<i>R200</i>	<i>Profit</i>
1	R10 200	R6 400		
2	R5 200	R7 800		

(4x1=4)

QUESTION 7

Read the following case study and prepare the Statement of Net Worth for Xolile Khosa on 15 March 2021.

Xolile Khosa gave you the following information and asked you to prepare his Statement of Net Worth.

Property R150 000 Clothing accounts R4 500

Car R75 000 Furniture R 12 3000 Credit Cards R30 000

Savings Account R4 000 Money in bank R1 670 Cell Phone R2 100

Computer R 12 400 Loan from uncle R 2000

XOLILE KHOSA STATEMENT OF NET WORTH	R
Total Assets	R
Total Liabilities	R
NET WORTH	R

(1x15=15)

[15]

QUESTION 8

8.1. Define the term “budget” in your own words. (3)

[3]

QUESTION 9

Explain the following concepts:

9.1 Income (1)

9.2 Expenses (1)

9.3 Profit (1)

9.4 Loss (1)

9.5. Transaction (1)

(1X5=5)

[5]

QUESTION 10

Mr. I.N. Vestor is the owner of a successful supermarket. He noticed that there is some excess money in the business' bank account and want to explore some investment opportunities. His broker suggested different options. He was thinking that he can rather just save some money.

10.1 Provide a brief description for the following investment opportunities. (2x2=4)

Investment options:		Description
1	Invest in property 	
2	Notice deposits 	

10.2 Explain the difference between the “savings” and “investments”. (2x2=4)

[8]

QUESTION 11

Review Alice's Hairdressers business budget for June 2021 and answer the questions that follow.

Alice Hairdressers
Cash Budget for the period June 2021

	June
RECEIPTS	
<i>Current income</i>	12 800
TOTAL RECEIPTS	12 800
PAYMENTS	

<i>Rent expense</i>	1 500
<i>Water and electricity</i>	550
<i>Wages</i>	1 800
<i>Material costs</i>	600
<i>Advertisements</i>	150
<i>Salaries</i>	6 000
<i>Telephone</i>	400
<i>Equipment</i>	
TOTAL PAYMENTS	11 000
Surplus	1 800
Bank Starting Balance	4 200
Bank Closing Balance	6 000

11.1 How much is Alice's income for the month of June 2021? (1)

11.2 How much is Alice's expenses for the June 2021? (1)

11.3 Does Alice have any money left for the month? If so, how much? (2)

11. 4 Tabulate the difference between wages and salaries. (4)

Wages	Salaries

11.5 Make ONE suggestion on how Alice can increase her profit. (2)

TERM THREE

Reinforcement Activities

English

Reading and Viewing

Comprehension

Read the information below and answer the questions that follow, using complete sentences where possible.



The doctor, Andrew, sighed and passed the nurse the prescription. It was flu season, and he had been writing out the same prescription all day. He slumped over his desk. "Ready for your last patient?" the nurse asked. The doctor sighed again and rubbed his eyes. He gave a small grunt but sat up straighter and assumed a professional air.

Sandra had dragged herself to the doctor's office. She had not intended to but was left with no choice as her flu had not cleared up by itself. Copious forms were completed before her visit; she now wanted to get this over and done with.

"You're a doctor?" she asked, smiling, recognising Andrew from her school days. "Obviously," he said, returning her smile. "Sit down. How have you been?" he asked. "It's been ten years?" she asked. "If I recall correctly, you spent more time outside the classroom than you did inside!" Sandra laughed and tried to suppress a cough.

"If only we could go back to those days," he sighed. "Good old Mrs Lim, Mr Pereira..." "Ms Yan," Sandra interjected, and they both burst out laughing at the memory. "She chased me onto the field one day! She followed me, stick in hand!" he said. Sandra felt herself getting short of breath from all their laughing together. "Careful, don't laugh," he said, and Sandra nodded.

"So, how can I help?" he asked. "Well, it's nothing... just the flu," she said, gasping for breath in between words. "What are your symptoms?" he asked. "Just a headache, runny nose and a sore throat," she mumbled. She found it a tad awkward to have him as her doctor. "And a cough," he said.

After examining her, he wrote out a prescription, and they promised to get in touch. Outside, the nurse called her to the counter to get her medication. She asked, "So you're a friend of the doctor's?" "We were classmates before," Sandra said. The nurse laughed, happy to see the doctor in a better mood. Sandra smiled, paid for her medication, and left. The appointment had been very surprising and certainly more pleasant than

anticipated.

Adapted from the original story by Meera Nair, <https://bit.ly/3OcV4nQ>

1. In the first paragraph of this story, we are made aware that the doctor has had a long day and feels tired. List four words or phrases from the story that gives us this impression.
2. Why do you think that the doctor needed to "sit straighter and assumed a professional air" before the last patient came in? (2)
3. In the second paragraph, we are introduced to Sandra and her attitude towards having to be at the doctor's. The writer has used 'dragged', 'copious', and 'get this over and done with'. How do you think Sandra feels about going to the doctor? Provide two reasons in your answer. (2)
4. What was Sandra's reaction to finding out that Andrew was her doctor? Explain how she felt. Quote a line from the story to support your answer. (2)
5. How does Andrew feel about seeing Sandra as his last patient? Give two references from the story to justify your answer.

Poetry

Who will throw goat's dung at me?

A Nandi Children's song from Kenya, a humorous word-chain that links together all aspects of the children's future life.

Who will throw goat's
dung at me? What will
you do with goat's dung?

I will hurl it at the
heavens: What do you
want with the heavens?
That they drop a little water
on me:

Why do you want a
little water? That the
burnt grass may
grow:

Why do you want young grass?

That my old cow
may eat: What will you
do with your old cow?
I will slaughter it for those
eagles: What do you want
with those eagles? That
they drop their feathers for
me: Why do you want
feathers?

That I may fasten them on
my arrow: Why do you
want your arrow?

That I may hunt the
enemies' oxen: Why do
you want the enemies'
oxen?

That I may obtain my wife:

Why do you want
your wife? That
she may bear me
a child:

Why do you want
your child? That
he may look for
my lice: Why do
you want lice?

That I may go and die as

an old man.

*from The Nandi: Their Language
and Folklore (1909), A.C. Hollis*

Poem taken from:
<http://goo.gl/bofpKr>

Discussion Questions

1. With your partner, read through the poem several times. Highlight, underline, circle etc... anything that you see as a point of interest.
2. Who is the writer of this poem?
3. Do you think that this is a complicated poem? Explain why / why not.
4. Where do you think that this poem is set?
5. This poem includes many images. Which ones are your favourite? What do you notice about the images used?
6. Discuss the desires expressed by the poet in this poem?
7. This poem includes a lot of colons and question marks. Highlight these. What do you notice about the placement of these punctuation marks? When is it appropriate to use colons and question marks respectively?
8. Would you say that this poem has a particular rhythm to it? Explain what conventions have been used to give the poem its flow.
9. Why do you think that some lines are italicised?
10. This poem conveys a sense of passing time. How does it do this?

Newspaper Article

**Asian Tsunami - Girl, 10, used geography
lesson to save lives.**

A 10-year-old girl saved her family and 100 other tourists from the Asian tsunami because she had learnt about the giant waves in a geography lesson, it has emerged. Tilly Smith, from Oxshott, Surrey, was holidaying with her parents and seven-year-old sister on Maikhao Beach in Phuket, Thailand, when the tide rushed out.

As the other tourists watched in amazement, the water began to bubble and the boats on the horizon started to violently bob up and down.

Tilly, who had studied tsunamis in a geography class two weeks earlier, quickly realised they were in danger.

She told her mother they had to get off the beach immediately and warned that it could be a tsunami. She explained she had just completed a school project on the huge waves and said they were seeing the warning signs that a tsunami was minutes away.

Her parents alerted the other holidaymakers and staff at their hotel, which was quickly evacuated. The wave crashed a few minutes later, but no one on the beach was killed or seriously injured.

In an interview with the Sun, Tilly gave the credit to her geography teacher, Andrew Kearney, at Oxshott's Danes Hill Prep School. She said "Last term Mr Kearney taught us about earthquakes and how they can cause tsunamis.

"I was on the beach and the water started to go funny. There were bubbles and the tide went out all of a sudden. "I recognised what was happening and had a feeling there was going to be a tsunami. I told mummy."

Article taken from: <http://www.telegraph.co.uk/news/1480192/Girl-10-used-geography-lesson-to-save-lives.html>

Questions

1. What is the main point of this article? (2)
2. How did Tilly know that she was seeing the warning signs of a Tsunami? (2)
3. Name two signs that the people on Maikhao beach in Phuket, Thailand that day could have recognised as characteristic of a Tsunami. (2)
4. How did everyone respond to Tilly's warning and what was the result? (2)
5. There are a number of facts in this article which may seem surprising. Name at least two things that you found to be unusual or particularly amazing. (2)
6. Why do you think that the reporter that wrote this article chose to mention Tilly's age in the title? (2)
7. How did Tilly respond to the credit and attention that she received as a result of this incident? (1)
8. Write down two characteristics of Tilly Smith that are evident from this article. (2)

Writing and Presenting

Questionnaire

Design an questionnaire to collect information on your family's favourite meal

1. Brainstorm
2. Rough Draft in pen
3. Final Copy (1 page)

Agenda, notice and minutes

Write an agenda, notice and minutes for a meeting for book character day.

1. Brainstorm
2. Rough Draft
3. Final Copy (1 Page)

Newspaper Article

Write a newspaper article on FIFA world cup 2022.

1. Brainstorm
2. Rough Draft
3. Final Copy

Language Structures

Adjectives: Comparative, Superlative

Choose the correct form of the adjectives in brackets to complete each sentence and say if the form you used is comparative or superlative.

1. Jesse is the (tall) boy in the class.
2. Sam is the (valuable) member of our Rugby team.
3. Lauren has a lovely bag but Heather's has more space and so we decided it is (good).
4. During our cricket matches on tour we were awarded a prize for being the (good) team in the tournament.
5. Nosipho noticed that we had been given rotten fruit to eat for snacks and so she went to the shops to purchase (fresh) fruit than what we were given.

The Simple Past and Simple Present Tenses

Change these sentences from the Simple Past Tense to the Simple Present Tense.

1. Johnny went to school early.
2. Lisa and Jeremy were best friends.
3. Yesterday, Annika and Sue played in a hockey match.
4. The dog dashed out of the gate.
5. Geoff ran after the dog and caught him.

Punctuation

Punctuate the following paragraph:

tilly smith (born 1994) is an English woman who, at age 10, was credited with saving nearly a hundred foreign tourists at Maikhao Beach in thailand. Smith learned about tsunamis in a geography lesson two weeks before the tsunami from her teacher Andrew Kearney at Danes Hill School in Oxshott Surrey. She recognised the warning signs of receding water from the shoreline and frothing bubbles on the surface of the sea and alerted her parents who warned others on the beach and the staff at the hotel where they were staying the beach was evacuated before the tsunami reached shore, and was one of the few beaches on the island with no reported casualties smith appeared at the united Nations in november 2005, where she met the U.N. Special Envoy for Tsunami Relief, Bill Clinton, and at the first anniversary in Phuket, as part of a campaign to highlight the importance of education

Adverbs

Underline the correct adverb in the sentence below

1. She worked very *hardly/hard*.
2. The film is *nearly/near* over.
3. The conference began *lately/late*.
4. My cold is *very/much* better today.
5. Ritika reached the cinema *first/firstly*.
6. Her attitude was *extreme/extremely* rude.

Synonyms

Provide synonyms for the following words

1. Hate: _____
2. Kind: _____
3. Smart: _____

4. Begin: _____
5. Scared: _____
6. Rich: _____

Antonyms

Provide antonyms for the following words

1. Love: _____
2. Big: _____
3. Scared: _____
4. Loud: _____
5. Early: _____
6. Fast: _____

Homonyms

Make sentences with the homonyms below

1. Bat
2. Cricket
3. Ring
4. Trip
5. Lie
6. Point

AFRIKAANS

LETTERKUNDE

VRAAG 1: GEDIG

Lees die onderstaande gedig en beantwoord die vrae wat volg.

Eier vir ontbyt - Jaco Jacobs

kom kyk, sê die hen, kê-ke-le-kê

ek het 'n yslike eier gelê

dit was groot moeite

maar nou is dit uit

my werk is gedoen

geniet jou ontbyt

1.1 Watter instruksie gee die hen in die eerste reël? Haal slegs een woord aan. (1)

1.2 Met wie praat die hen? (1)

1.3 Kies die korrekte antwoord:

“kê-ke-le-kê” is 'n voorbeeld van...

- a) personifikasie
- b) metafoor
- c) klanknabootsing
- d) vergelyking (1)

1.4 Watter tipe spreker kry ons in hierdie gedig? (1)

1.5 Haal 'n reël aan wat sê dat die eier groot was? (1)

1.6 Was dit maklik vir die hen om die eier te lê? (Ja of Nee) Haal een woord aan om jou antwoord te motiveer. (1)

1.7 Kies die korrekte antwoord tussen hakies.

Hierdie gedig bestaan uit 'n strofe van ses reëls. Ons noem dit 'n (**sestet/oktaaf**). (1)

1.8 Watter tyd van die dag eet ons ontbyt? (1)

1.9 Haal een woord aan wat sê dat die hen bedagsaam is? (1)

1.10 Kies die korrekte antwoord: In hierdie gedig kry ons...

- a) paarrym
- b) kruisrym
- c) gebroke rym
- d) omarmde rym (1)

[10]

VRAAG 2: STORIE

Klara soek haar pa

Pieter W. Grobbelaar

Lees die onderstaande uittreksels en beantwoord die vrae wat volg.

Klara Majola is pa April en ma Maria se dogter. Sy is hul tweede kind.
Hulle lewe gelukkig op die plaas. Almal op die plaas hou van Klara. Sy is 'n vriendelike en flukse meisie wat graag help waar sy kan.

- 2.1 Waar het Klara en haar gesin gewoon? (1)
- 2.2 Noem twee karaktereienskappe van Klara? (2)
- 2.3 Wat was verkeerd met Klara se pa se oë? (1)
- 2.4 Wat was pa April besig om te doen toe hy verdwaal het? (1)
- 2.5 Watter tyd van die dag het Klara na haar pa gaan soek? (1)

Die wind ruk aan haar.
"Moenie my so vashou nie, wind," sê Klara, en sy trek die jas oor haar kop.

- 2.6 Wie het vir Klara gesê sy moet 'n jas aantrek? (1)
- 2.7 Beskryf die weersomstandighede toe Klara na haar pa gaan soek het.
Noem drie dinge. (3)
- 2.8 Kies die korrekte antwoord tussen hakies.
Klara was baie **(dapper/ lafhartig)** toe sy haar pa gaan soek het. (1)
- 2.9 Sê of die volgende stelling Waar of Onwaar is.
Terwyl Klara in die woud geval het, was haar pa al by die huis. (1)
- 2.10 Waarom kon Klara nie meer verder beweeg nie? Noem TWEE redes. (2)
- 2.11 Hoe weet ons dat Klara ook verdwaal het? (1)

"Klara! Klara Majola!" roep haar vader.
Hulle luister. Dis net bome wat kreun in die wind.

- 2.12 Wie is die "hulle" na wie die uittreksel verwys? (1)
- 2.13 Kies die korrekte antwoord:

“Dis net bome wat kreun in die wind”, is ’n voorbeeld van...

- a) ’n vergelyking.
- b) ’n metafoor.
- c) personifikasie.
- d) klanknabootsing. (1)

2.14 Waar het hulle vir Klara gekry? (1)

2.15 Watter tyd van die dag het hulle haar gekry? (1)

2.16 Waarom kan ons sê dat hierdie storie ’n voorbeeld van ’n tragedie is? (1)

[20]

TOTAAL: 30 PUNTE

Mathematics

Angle Revision



1) Give **one word** for each of the following:

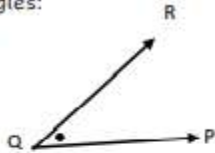
- a) An angle **smaller** than 90° : _____ (1)
- b) An angle **larger** than 90° : _____ (1)
- c) An angle **equal** to 90° : _____ (1)
- d) The **point** where two lines **meet** and an angle is formed: _____ (1)
- e) The **size** of all three angles in an equilateral triangle: _____ (1) [5]

2)

- a) Draw an **acute angle** labelled $Q\hat{R}S$. (3)
- b) Draw an **obtuse angle** labelled $B\hat{C}D$. (3)
- c) Draw a **right angle** labelled $X\hat{Y}Z$. (3) [9]

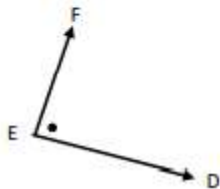
3) Name the following angles correctly and say whether they are **obtuse**, **acute**, **reflex** or **right** angles:

a)



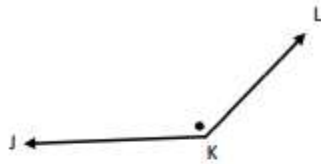
(4)

b)



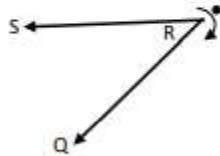
(4)

c)



(4)

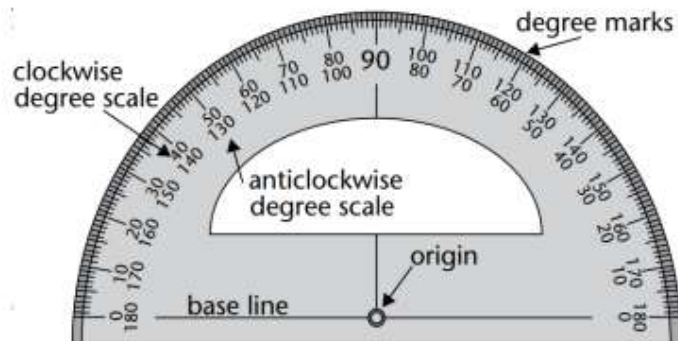
d)



(4) [16]

TOTAL: [30]

Using the Protractor to Construct Angles



1) Fill in the missing words to complete the steps for drawing an angle using a protractor.

Step 1: Choose a point on the line and make a small mark.

Step 2: Place the _____ of the protractor on the mark, with its base line _____ the line.

Step 3: Make a mark at the correct _____ mark.

Step 4: Use a _____ to _____ the two marks you have made. [5]

3) Using your protractor, draw each of the following angles:

a) $\angle DEF = 45^\circ$ (3)

b) $\angle PQR = 67^\circ$ (3)

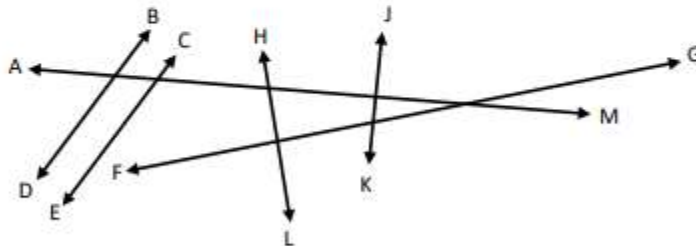
c) $\angle ABC = 126^\circ$ (3)

d) $\angle UVW = 90^\circ$ (2) [11]



Parallel and Perpendicular lines

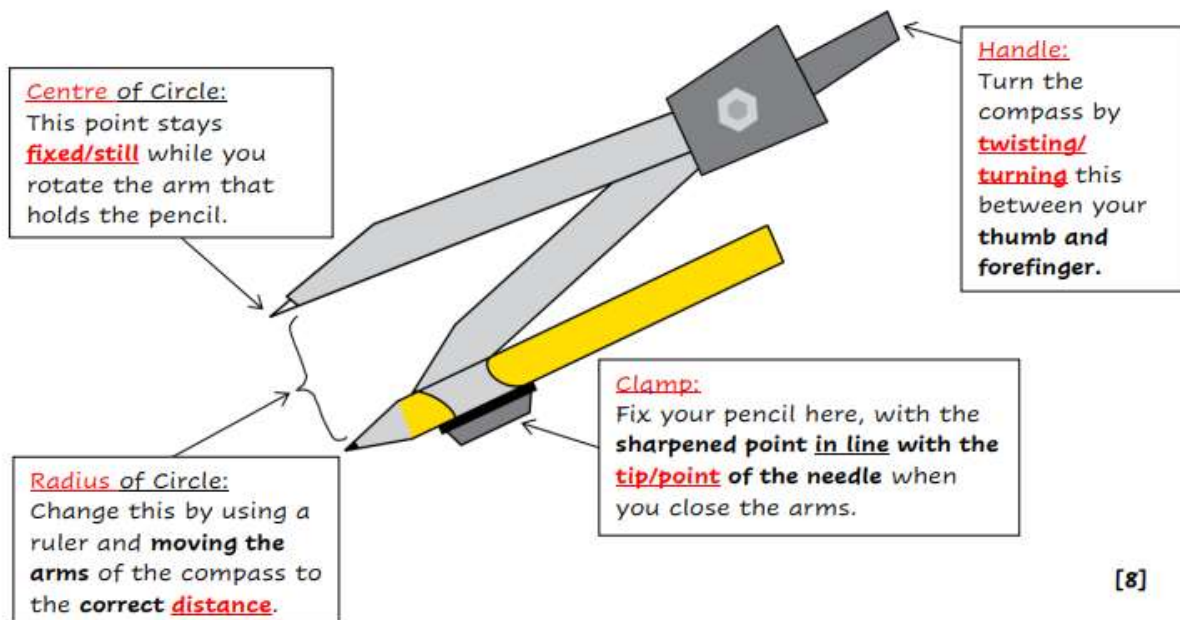
- 1) Choose the correct phrase to make the statements true.
 - a) If two lines are **parallel**, they will eventually touch/ never touch if you extend them. (1)
 - b) **Parallel** lines are always a different distance/ a constant distance apart. (1)
 - c) **Perpendicular** lines cross each other at 180°/90°/45°. (1) [3]
- 2) Look at the diagram below and answer the questions that follow.



- a) Find a pair of lines that are **parallel**. (2)
- b) Find two pairs of lines that are **perpendicular**. (4)
- c) Give a pair of lines that are **almost parallel**. (2)
- d) Give **two sets** of **three lines** that form triangles in the diagram. (6) [14]

Using the Compass

- 1) Identify the parts of a pair of compasses and complete the description of each part.



[8]

- 2)
 - a) Draw a circle with a **radius of 10cm**. (1)

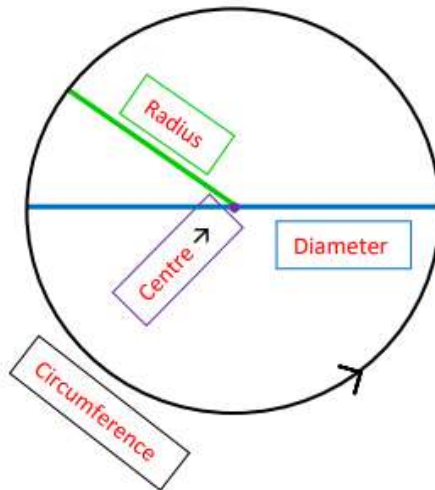
- a) Draw a circle with a **radius of 10cm**. (1)
- b) Draw **two circles** that each have a **radius of 3cm** and **touch at one point**. (3)
- c) Draw a circle with a **diameter of 8cm**. Label the centre point **L**. (2)
- d) Draw a circle with a **diameter of 13cm**. Label the centre point **R** and include the length of the radius. (3) **[9]**

3)

- a) **Concentric circles** have the same _____. (1)
- b) Draw **three concentric circles** centered on point **O**, with radii of **3cm, 4cm and 5cm** respectively. (4)

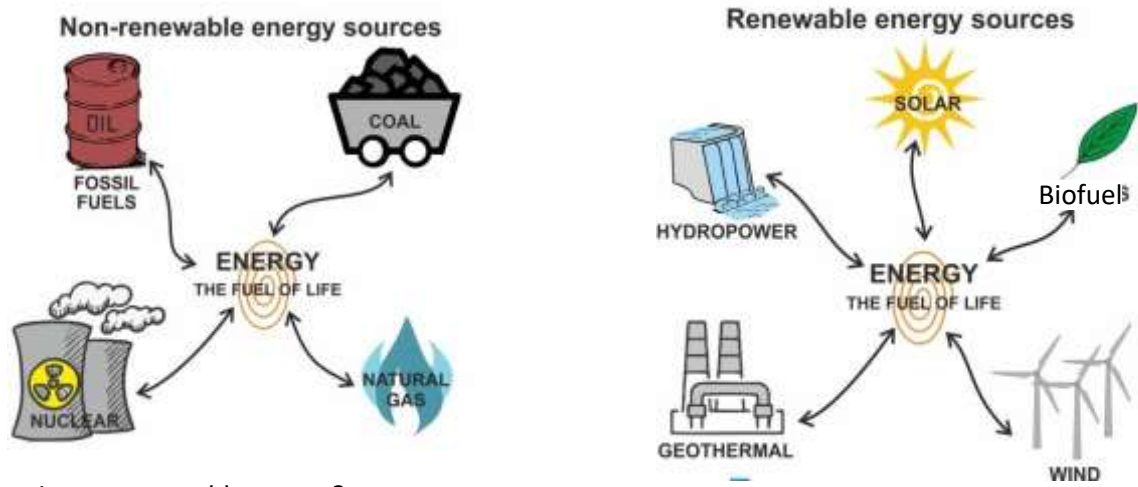
Describe and name parts of a circle

- 1) **Label** all parts of the circle below.



Natural Sciences

1. Source on energy



What is non-renewable energy?

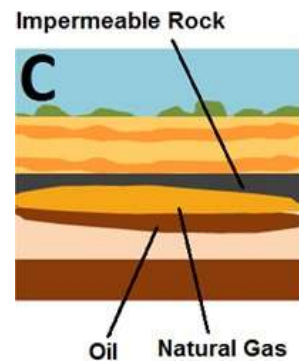
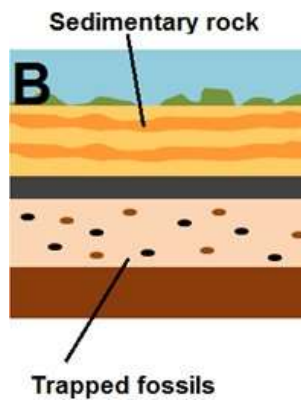
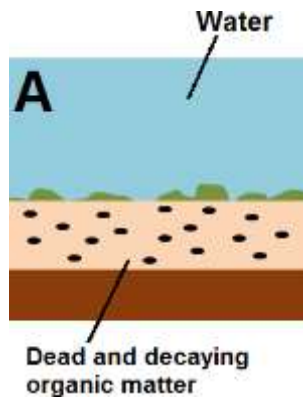
Examples of Fossil fuels include:

Fossil fuels are formed from the remains of living things, such as plants and animals

Use the pictures (A, B and C) below to explain the formation of fossil fuels.

Ensure you use the following words in your paragraph:

- Fossil fuels
- Plants and animals
- Over millions of years.
- Heat and pressure
- Layers of sand and mud



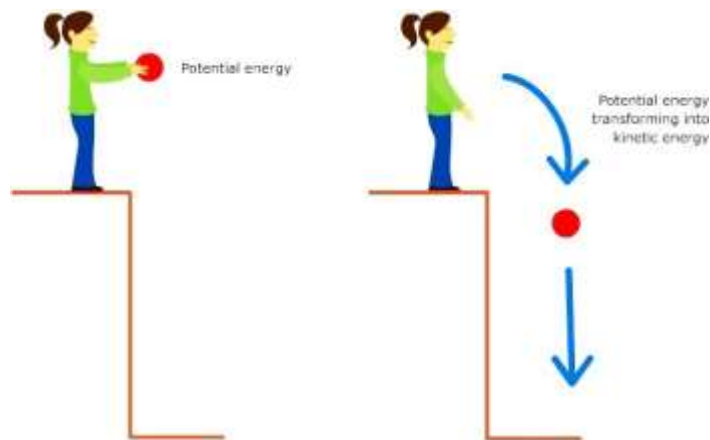
What is renewable energy?

List 3 types of renewable energy.

2. Potential and Kinetic energy.

Energy can be defined as _____

Provide the scientific definition of potential energy.



Complete the sentences below by filling in the missing words.

Fuel such as petrol, diesel, biofuels and wood all have _____

Energy, because they contain _____ energy.

The unit of measurement for energy is _____

Provide the scientific definition of kinetic energy:

The energy in moving wind or water is _____ energy. Sometimes you cannot see the movement caused by kinetic energy, but you will notice a _____



Identify whether the e following statements have kinetic energy or potential energy.

- a) A ball on the edge of a table.
- b) A ball rolling on the ground.
- c) Leaves blowing in tree
- d) A stretched elastic band
- e) A battery

3. Energy systems and the law of conservation of energy.

You will analyze _____ different types of energy systems. In order to explain how energy is transferred in a system.

State the law of conservation of energy:

Provide one example of an energy system:

All energy systems have three stages of energy transfer:

- 1) **An input stage**: describes the type of energy. Where it comes from.
- 2) **A process stage**: describes the changes taking place.
- 3) **The output stage**: what changes can be observed. What happens at the end?

Draw an energy flow diagram of, "**a person riding a bicycle**" in the space provided below.



List the 4 different types of energy systems and provide an example of each:

Energy system	Examples

4. Heating as a transfer of energy.

In the previous topic you learned that energy transfer is the movement of energy from one object to another.

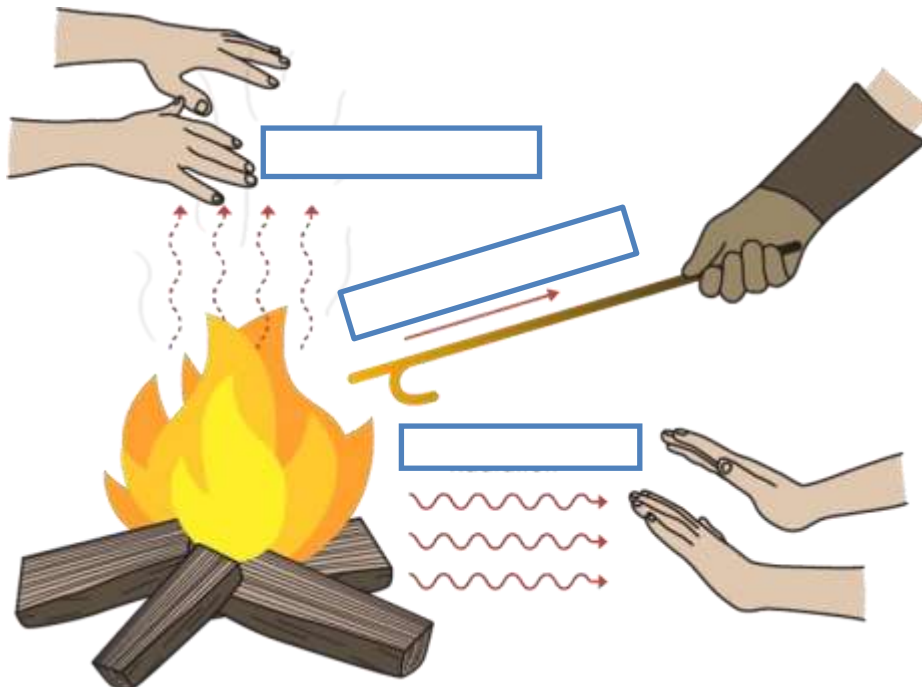
Thermal energy is energy produced by _____

Heat is transferred from the hotter object to the cooler object.

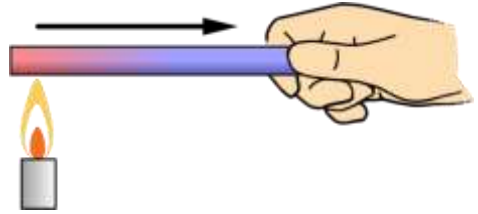
When your hand is placed in a jar of warm water, heat is transferred from the _____ to _____

Heat energy is transferred in three ways, **conduction**, **convection** and **radiation**

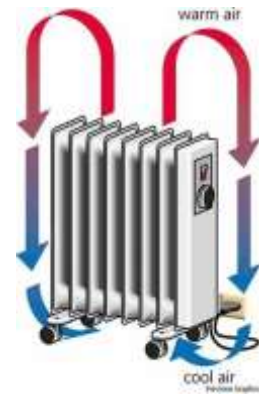
The diagram below indicates the three ways in which energy can be transferred, correctly label the diagram.



Conduction is a form of heat transfer that occurs between two objects that are _____, and the heat moves from the hotter object to the cooler object.



_____ is the transfer of heat from one place to another by the movement of liquid and/or gas particles



Radiation is a type of heat transfer that does not need direct contact or the movement of particles. Instead radiation carries heat through _____



Different materials absorb and reflect heat in different ways.

The darker the color of the material, the _____ heat it absorbed. The lighter the color of a material, the more heat it _____.

Shiny surfaces will _____ heat and matt surfaces will _____ heat.

5. Circuits

Name and explain the three components of a simple electric circuit.

Draw an electric circuit in the space provided consisting of the following:

- Three cells
- 2 lightbulbs
- 1 open switch



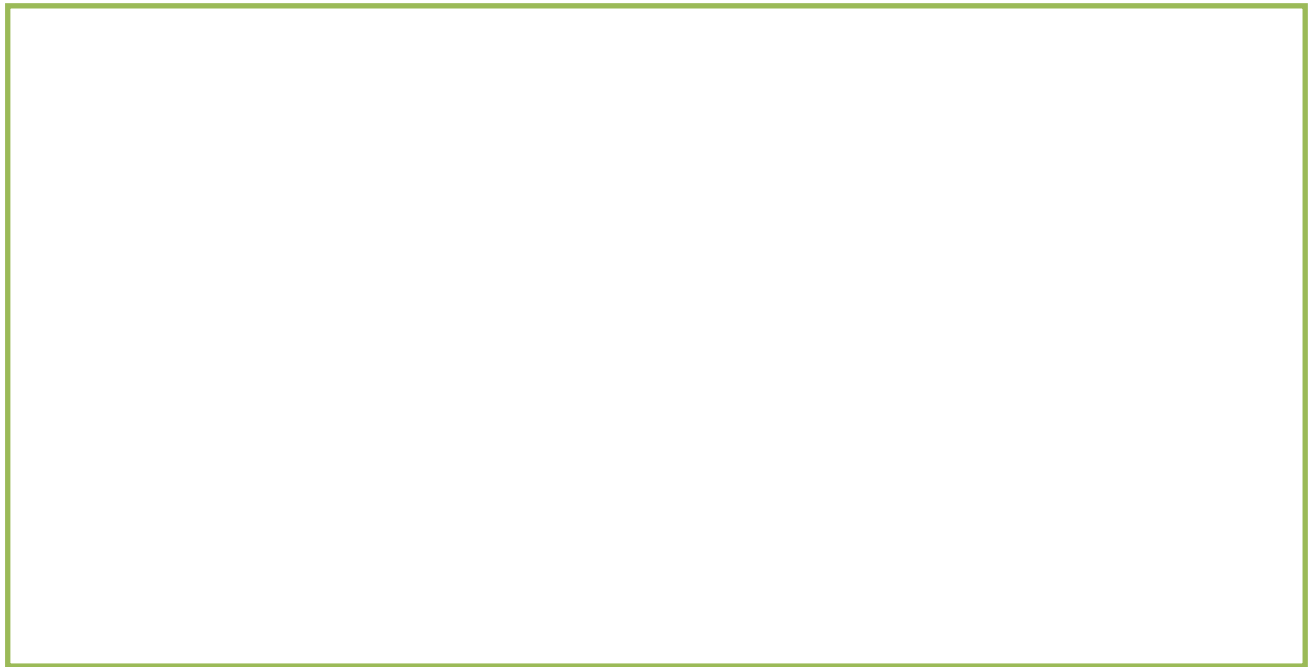
6. Insulation and energy saving

Explain how a solar water heater works

List three ways that insulating materials can be used in our daily life.

7. Energy transfer to the surroundings.

In the space provided below, draw an energy system diagram for a car; ensure you correctly label; ***input***, ***useful output*** and ***wasted output*** energies.



Technology

1. Magnetism and Magnetic materials

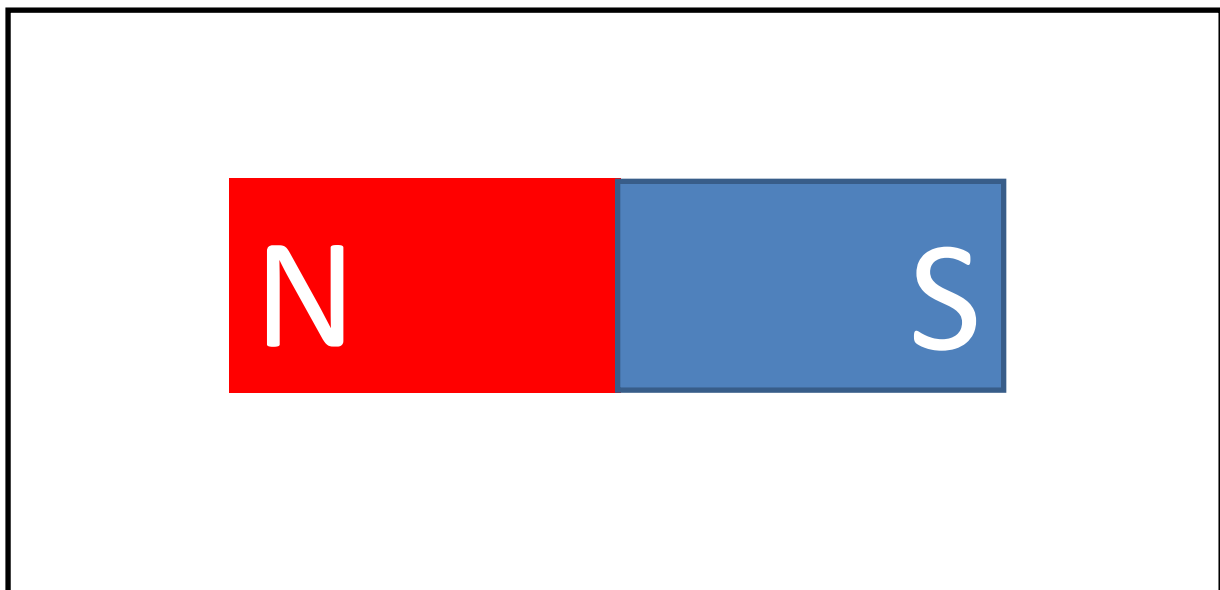
What is a permanent magnet?

What is a temporary magnet?

Look at the diagram of the two magnets below; identify which diagram (A/B) is a bar magnet and which diagram (A/B) is a horseshoe magnet.

A	B
	

Draw the magnetic field for the magnet below.



Fill in the missing words in the paragraph below.

A magnet will always have two poles. One is a _____ pole and the other is a _____ pole. Like poles will _____ and unlike poles will _____.

In the table below.

List three materials that will be attracted to a magnet and three materials that will not be attracted to a magnet.

Materials attracted to a magnet	Materials not attracted to a magnet.
1)	1)
2)	2)
3)	3)

1. Recycling

Provide the definition of recycling.

List the four types of materials that we can recycle.

Explain why recycling is important.



2. Simple electric circuits

List and explain the 3 components of an electric circuit.

Redraw the circuit below in the space provided, using the correct symbols for a circuit diagram.



Explain what an electromagnet is

Explain what a solenoid is

4) More simple mechanism

All complex machines are made up of a combination of simple mechanisms. Mechanisms are systems of fixed and moving parts that can give us different types of movements

Explain what the four types of movements are:

I. Linear movement

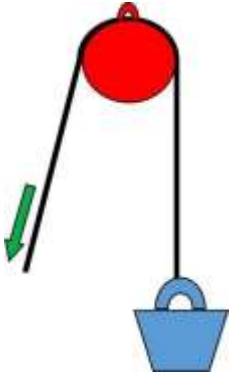
II. Rotary movement

III. Reciprocating movements

IV. Oscillating movements

What is mechanical advantage?

Look at the table below which has a picture of a crank and a pulley. Complete the table by answering the questions in the table.

		
Type of mechanism		
Explain how the system works		
Does the mechanism provide mechanical advantage?		

EMS

Explain the difference between a formal and informal business

Name the three type of businesses

What is an entrepreneur

- A person with a business idea, who then invests in organising and runs a business to sell that idea
- Someone who combines three factors of production such as capital, land, labour
- A person who takes the risk of starting his /her own or borrowed capital.



What is entrepreneurship?

- Factors of production is the inputs used to produce goods and services. They include labour, capital, land and entrepreneurship.
- Entrepreneurship is the skill needed to combine labour, natural resources and capital in the most effective way and to take the risk of starting a business in order to make a profit
- Remuneration is money you get from something, in this case remuneration of an entrepreneur is profit



Ask the following questions to the learners:

What is profit?

What will happen if you do not make a profit?

What is a loss?

The Entrepreneur

Read through the case study and answer the questions that follow.

Case study: Tuck-shop ideas

Simon Letlape was a matric learner in Soweto. Together with his best friend, the entrepreneurial Sam Moila, the boys started a tuck-shop business at their school.

One hot day they decided that they could make a good sum of money by selling cold drinks to learners who is doing sports in the afternoon. They each drew R100 from their savings account. Simon borrowed his father's wholesale discount card and bakkie to buy lots of fruit juice and yoghurt. 'This was our first mistake – overstocking! It took ages to sell all our products and the yoghurt went bad'. The boys grinned and looked embarrassed as they remembered their early troubles.

Luckily their Accounting teacher helped them and the boys never looked back. They practised tight stock control by buying fruit juice and yoghurt weekly. They tried hard to balance their supplies with the demand, and made a profit of R700 during the year.

Sam said: 'We do not get regular pocket money. This encouraged us to start our own business. I think it is a good thing because teenagers should not just take from their parents. Also, we are better prepared for the future than other young people who have not tried to do their own thing'.

1. Define an entrepreneur
2. Do you think Simon and Sam are entrepreneurs? Give reasons for your answer.
3. How much money did each boy risk to start this business?
4. Simon and Sam said that their main mistake was 'overstocking'. What do you think they mean by this?
5. Identify the steps they took to make sure this mistake did not occur again.
6. Can you learn anything from Simon and Sam business experience if you started a business at school?

The Entrepreneur

➤ Match Column A with Column B

COLUMN A		COLUMN B	
Description of a characteristic or skill of an entrepreneur		Matching word	
1.1	Is not afraid of failure or challenges	A	Has people skills
1.2	Believes in himself / herself	B	Patient
1.3	Will not be discouraged by problems	C	Knowledgeable
1.4	Is careful not to hurt others ' feelings	D	Has experience
1.5	Is true to himself /herself and to others	E	Punctual
1.6	Can get along with other people	F	Action -oriented
1.7	Can think of new ideas to satisfy needs	G	Confident
1.8	Has a clear plan for his / her future	H	Energetic
1.9	Knows a lot about business	I	Honest
1.10	Wants to do things instead of being passive	J	Tactful
1.11	Is good at organising things	K	Perseveres
1.12	Has plenty of energy	L	Creative
1.13	Stays calm and doesn't get angry	M	Risk taker
1.14	Has done similar work before	O	Organised
1.15	Is always on time	P	A visionary

ENTREPRENEURIAL ACTIONS OF PRODUCING AND MAKING A PROFIT



What is the difference between buying and selling a product and producing a product?

Read the Case study below and answer the questions that follow.

Case Study: The story of a Grade 7 Entrepreneur

Larry Naidoo is in Grade 7. He loves music. Larry would love to have enough money to buy all music dvd's he likes! Fortunately, Larry's school is holding an Entrepreneur's Day at the end of the

term and the Grade 7's will have an opportunity to sell goods. Each learner must pay the school rent 10% of their net profit towards fundraising for the school soccer field. Larry recognised the chance to earn some money to buy music dvd he really wants. Larry decided to sell 12 decorated pens and 10 slices of poppy seed cake. He needs to spend R 27.00 on decorations for the pens, and R 25.00 on ingredients for the cake. The pens sells at R 9.50 each and a slice of cake is R 3.20.



1. State what Larry planned to sell at the school entrepreneur`s day?
State the reason why?

2. List Larry's expenses.

3. List Larry's income.

4. Complete Larry Naidoo's budget for August 2015.

	R	R

5. Show calculations of Larry's profit after having paid the 10% towards paying the school fund.

6. Was Larry's Entrepreneur's Day successful? Explain why do you say so?

TERM FOUR

Reinforcement Activities

ENGLISH HL

James and the giant peach by Roald Dahl

Almost without knowing what he was doing, as though drawn by some powerful magnet, James Henry Trotter started walking slowly toward the giant peach. He climbed over the fence that surrounded it, and stood directly beneath it, staring up at its great bulging

sides. He put out a hand and touched it gently with the tip of one finger. It felt soft and warm and slightly furry, like the skin of a baby mouse. He moved a step closer and rubbed his cheek lightly against the soft skin. And then suddenly, while he was doing this, he happened to notice that right beside him and below him, close to the ground, there was a hole in the side of the peach.

It was quite a large hole, the sort of thing an animal about the size of a fox might have made. James knelt down in front of it and poked his head and shoulders inside.

He crawled in.

He kept on crawling.

This isn't just a hole, he thought excitedly. It's a tunnel!

The tunnel was damp and murky, and all around him there was the curious bittersweet smell of fresh peach. The floor was soggy under his knees, the walls were wet and sticky, and peach juice was dripping from the ceiling. James opened his mouth and caught some of it on his tongue. It tasted delicious.

He was crawling uphill now, as though the tunnel were leading straight toward the very centre of the gigantic fruit. Every few seconds he paused and took a bite out of the wall. The peach flesh was sweet and juicy, and marvellously refreshing. He crawled on for several more yards, and then suddenly __Bang __ the top of his head bumped into something extremely hard blocking his way. He glanced up. In front of him there was a solid wall that seemed at first as though it were made of wood. He touched it with his fingers. It certainly felt like wood, except that it was very jagged and full of deep grooves.

"Good heavens!" he said. "I know what this is! I've come to the stone in the middle of the peach!"

Then he noticed that there was a small door cut into the face of the peach stone. He gave a push. It swung open. He crawled through it, and before he had time to glance up and see where he was, he heard a voice saying, "Look who's here!" And another one said, 'We've been waiting for you since last week!"

James stopped and stared at the speakers, his face white with horror.



He started to stand up, but his knees were shaking so much he had to sit down again on the floor. He glanced behind him, thinking he could bolt back into the tunnel the way he had come, but the doorway had disappeared. There was now only a solid brown wall behind him.

James's large frightened eyes travelled slowly round the room.

The creatures, some sitting on chairs, others reclining on a sofa, were all watching him intently. Creatures?

Or were they insects?

An insect is usually something rather small, is it not?

A grasshopper, for example, is an insect.

So what would you call it if you saw a grasshopper as large as a dog? As large as a large dog. You could hardly call that an insect, could you?

There was an Old-Green-Grasshopper as large as a large dog sitting directly across the room from James now.

And next to the Old-Green-Grasshopper, there was an enormous spider.

And next to the spider, there was a giant Ladybird with nine black spots on her scarlet shell. Each of these three was squatting upon a magnificent chair. On a sofa nearby, reclining comfortably in a curled-up position, there was a Centipede and an Earthworm.

On the floor over in the far corner, there was something thick and white that looked as though it might be a silkworm. But it was sleeping soundly and nobody was paying any attention to it. Every one of these 'creatures' was at least as big as James himself.



(Source: **James and the giant peach by Roald Dahl**)

Question 1

Circle the letter of the correct answer

1.1. The **main character in the story** is

- a. Roald Dahl
- b. James Henry Trotter
- c. The Centipede
- d. Old- Green Grasshopper

1.2. The object that attracted the boy, like a powerful magnet was...

- a. the giant centipede
- b. the giant earthworm
- c. the giant peach
- d. the giant spider

1.3. What is the '**stone**' in the middle of the giant peach:

- a. the rock
- b. the flesh
- c. the seed
- d. the juice

1.4. The hole in the peach is located in

- a. the side of the peach
- b. the top of the peach
- c. the underside of the peach
- d. the stem of the peach

1.5. Who sat next to the Old-Green Grasshopper

- a. the silkworm.
- b. the centipede.
- c. the earthworm.
- d. the spider.

1.6. Why did the boy *crawl* into the peach instead of walking into it?

1.7. Describe the outer skin of the peach.

1.8. Explain the phrase 'white with horror' in your own words

1.9. How would you have reacted, if you had crawled into a giant peach and had come face to face with insects that were the same size as you

LANGUAGE IN CONTEXT (15 marks)

2.1. Underline the subject in the following sentence

James Henry Trotter started walking slowly toward the giant peach
(1)

2.2. Find **one** preposition in paragraph one. _____
(1)

2.3. Identify the type of clause, in the underlined part of the sentence.

The peach flesh was sweet and juicy and marvellously refreshing.

(1)

2.4. Complete the following sentence with an **adverb of manner**

The silkworm was sleeping _____.

(1)

2.5. Complete the following sentence with an **adverb of time**

“We’ve been waiting for you since _____!”

(1)

2.6. Identify and write the prefix in the word **disappeared** (Paragraph 5)

(1)

2.7. Types of sentences.

Match the columns. Write only the letter next to the number in the answer grid

Sentence	Kinds of sentences
1. James knelt down in front of it and poked his head and shoulders inside.	A. simple sentence
2. Almost without knowing what he was doing, as though drawn by some powerful magnet, James Henry Trotter started walking slowly toward the giant peach.	B. compound sentence
3. He kept on crawling.	C. complex sentence
Answer grid	
1.	
2.	
3.	

AFRIKAANS

DR YUSUF DADOO PRIMARY SCHOOL

NOVEMBER EKSAMEN 2019

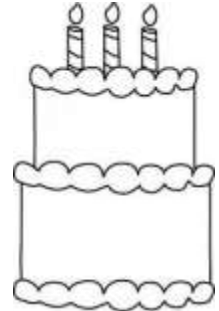
GRAAD 7 EAT

VRAESTEL 3: OPSTEL EN TRANSAKSIONELE TEKS

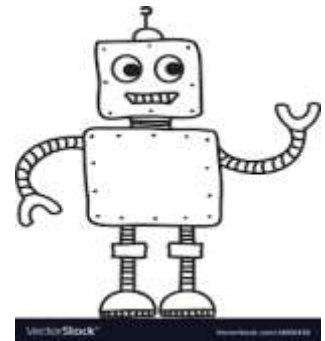
AFDELING A: OPSTEL (20 PUNTE)

Skryf 'n verhalende opstel van 100 - 120 woorde. Kies een van die volgende onderwerpe:

- My gunsteling verjaarsdagpartytjie wat deur my ouers gegooi is.



- Die dag toe ek besluit om 'n robot te bou.



1. Dink mooi na oor hoe jy die storie interessant gaan vertel. Beplan jou opstel sodat dit uit drie dele bestaan: 'n inleiding, middel en 'n slot.
2. Maak seker jou opstel het 'n titel.
3. Tel hoeveel woorde jy gebruik en skryf dit neer.
4. Proeflees jou opstel. – lees dit weer baie krities deur – en sorg dat alles so korrek en netjies moontlik is.

AFDELING B: TRANSAKSIONELE TEKS (10 PUNTE)

Skryf 'n konsep: Skryf nou self 'n dagboekinskrywing van 60 – 70 woorde lank.

Kies een van die volgende onderwerpe.

1. Stel jou voor dat jy tuis met jou ma geveg het. Skryf oor jou gevoelens en wat jy wil doen na die veg.

2. Stel jou voor dat jy 'n superheld van jou stad is. Skryf wat jy gedurende die dag doen om mense se lewens te red.

- Skryf die datum. Skryf in die eerste persoon. (Ek...)
- Vertel wat met jou gebeur het op die belangrike dag en se hoe jy gevoel het. (Skryf in die verlede tyd.)

Hersien, redigeer, proeflees en aanbied:

Redigeer jou werk. Proeflees dit vir spelfoute. Herskryf dit netjies vir aanbieding.



AFRIKAANS EAT

GRAAD 7

PUNTE: 40

TYD: 2 URE

SKOOL: _____

LEERDER: _____

INSTRUKSIES EN INLIGTING

1. Hierdie vraestel bestaan uit DRIE afdelings:

AFDELING A: LEESBEGRIP (15 punte)

AFDELING B: TAAL IN KONTEKS ($30 \div 2 = 15$ punte)

AFDELING C: LETTERKUNDE ($30 \div 3 = 10$ punte)

2. Beantwoord AL die vrae.

3. Lees die instruksies by AL die vrae versigtig deur.

4. Begin elke afdeling op 'n NUWE bladsy.

5. Gebruik die nommeringstelsel wat op die vraestel gebruik is in diebeantwoording van jou vrae.

6. Laat 'n reël oop tussen die antwoorde.

7. Skryf netjies en gebruik blou of swart ink.

8. Gee aandag aan spelling en sinskonstruksie

AFDELING A: BEGRIPSVRAE

VRAAG 1 : TEKS A: ARTIKEL

Die vrae wat volg is op die artikel hieronder gebaseer.

Die duurste skoene



Eendag in 'n klein dorpie in Spanje, het 'n bleskop-omie 'n klein skoenwinkeltjie oopgemaak.

Hy was 'n perfeksionis. Sy stikwerk was soos 'n kunswerk. Hy wou sy werk goed doen, maar niemand kon 'n skewe woord oor sy skoene gesê het nie.

Eendag het 'n kêrel ingestap met 'n gat in sy skoen wat hy wou laat regmaak. Toe hy later sy skoene kom haal, het die skoenmaker sy ou skoene weggegooi en vir hom nuwes gemaak. Die jong man kon slange vang! Die skoene was 'n kosbare erfstuk van sy oorlede pa. Die skoenmaker het net volgehou dat 'n nuwe paar skoene beter as die ou stukkendes was.

Later, het 'n dame haar hoëhakskoene na die skoenmaker teruggebring, omdat hulle haar seergemaak het. Hy het geantwoord dat haar enkels vet geword het. En so, was dit net nooit die skoenmaker se fout nie, maar altyd iemand ander s'n.

Die skoenmaker se besigheid het verminder, omdat die vrou die storie loop en oorvertel het aan almal wat sy in die mark kon kry. Die skoenmaker se vrou en kinders het stadig maar seker begin hongerly en hy was uiteindelik gedwing om te gaan sit en dink en oor wat hy verkeerd doen.

Die skoenmaker se hart het verander, en het hy besluit om 'n paar skoene vir 'n gesiene vrou te maak, sonder enige betaling. Sy was bekend vir haar buie. Sy het die lewe vir hom moeilik gemaak. Eers was die skoene die verkeerde kleur vir haar uitrustings. Toe was dit weer te laag na haar sin. Daarna was dit te groot en nog later was dit te knap.

Die skoenmaker was later heeltemal moedeloos, maar hy het die skoene teruggeneem en dit reggemaak na haar smaak.

Uiteindelik het die vrou haar nuwe skoene na die prins se jaarlikse bal gedra. Toe die prins die dame se skoene sien, was hy so beïndruk dat hy dadelik die skoenmaker laat roep het om vir hom ook 'n paar te maak. Die skoene was die duurste in die hele land, oortrek met diamante en rooi robyne, en die skoenmaker se vrou en kinders het nooit weer honger gaan slaap nie.

[360 woorde]

<https://www.voelgoed.co.za>

VRAE:

- 1.1 In watter land het die skoenmaker gewoon?
(1)
- 1.2 Haal een woord aan wat sê dat die man geen hare op sy kop gehad het nie?
(1)
- 1.3 Watter tipe persoon was die skoenmaker?
(1)
- 1.4 Waarom het die skoenmaker die jong man se skoene weggegooi?
(1)
- 1.5 Verduidelik in jou eie woorde wat met die volgende woorde bedoel word:
“Die jong man kon slange vang”
(1)
- 1.6 Waarom was die ou stukkende skoene so belangrik vir die jong man?
(1)
- 1.7 Dink jy dit was reg van die skoenmaker om vir die vrou te sê dat haar enkels
vet geraak het?
(1)
- 1.8 Die skoenmaker se besigheid het verminder. Noem EEN gevolg hiervan.
(1)
- 1.9 Hoe het die skoenmaker sy hart verander?
(1)
- 1.10 Watter les het jy uit die storie geleer?
(1)

[10]

TEKS B: ADVERTENSIE

Lees en bestudeer die onderstaande advertensie en beantwoord die daaropvolgende vrae.

BASSON
SKOENE

Kerkstraat 41, Wellington 7655.
Tel/Fax: (021) 864 1362
Sel: 083 230 5467
e-pos: info@bassonskoene.co.za

[Google Images]

Verspreiders van topgehalte
mans- en damesmodeskoene.



Vrae:

- 1.11 Watter produk word hier geadverteer?
(1)
- 1.12 Wie is die teikenmark van hierdie advertensie?
(1)
- 1.13 Wat is die naam van die adverteerders?
(1)

TEKS C: ADVERTENSIE

Lees en bestudeer die onderstaande advertensie en beantwoord die daaropvolgende vrae.



<https://www.overdrive.com>

VRAE

1.14 Wat omtrent die vrou se liggaamstaal wys dat sy gelukkig is?

(1)

1.15 Watter advies gee sy aan die lesers?

(1)

[2]

TOTAAL AFDELING A: 15 PUNTE

AFDELING B:

VRAAG 2: WOORDSTRUKTURE

Die taalvrae wat volg is op die artikel hieronder gebaseer.

Jou **2.1** (tiener) en klere!



Klerekoop is nie vir sissies nie!

Jy en jou **2.2** (dogter) moet gesels oor die klere wat **2.3** (hy/sy) moet koop.

Hier is 'n paar wenke vir ma's.

Kies die **2.4** (regte) tyd, wanneer julle al twee in 'n **2.5** (goed) bui is.

Praat met haar oor wat die ander meisies van haar ouderdom dra, oor die modeneigings toe jy **2.6** (jonk) was en wat vandag in die mode is.

Gesels dan oor haar klerekeuses sonder om te oordeel. Gee haar 'n kans om te praat, en moet haar nie in die rede val nie.

Laat die spieël praat. Koop 'n vollengte spieël vir haar kamer sodat sy self haar klere kan oordeel voordat sy êrens heen gaan.

As julle nie saamstem oor wat sy aangetrek het nie, probeer 'n kompromie aangaan.

Vra haar vir voorstelle oor hoe julle die **2.7** (probleem) kan oplos.

Maak die reëls. Verduidelik presies vir jou dogter watter klere sy mag en nie mag dra nie. Wees baie spesifiek, en besluit saam op 'n straf as sy die reëls verbreek.

Onthou, dis net so belangrik om haar te komplimenteer as sy die regte klere aantrek en

2.8 (mooi) lyk!

Ma, op die ou einde gaan dit daaroor of jy jou kind se liefde en respek behou het deur haar

2.9 (kind + lewe) en die hele proses van grootword ... die storie **2.10** (oor/ van) klere, die gesukkel met verhoudings, die geraas oor inkomtye en die ewige televisie- en selfoondinge.

VRAE:

- 2.1 Gee die MEERVOUD vir die woord tussen hakies.
(1)
- 2.2 Gee die TEENOORGESTELDE GESLAG van die woord tussen hakies.
(1)
- 2.3 Kies die korrekte PERSOONLIKE VOORNAAMWOORD tussen hakies.
(1)
- 2.4 Gee die ANTONIEM van die woord tussen hakies.
(1)
- 2.5 Gee die KORREKTE VORM van die woord tussen hakies.
(1)
- 2.6 Gee die INTENSIEWE VORM van die woord tussen hakies.
(1)
- 2.7 Gee die VERKLEINING van die woord tussen hakies.
(1)
- 2.8 Gee 'n SINONIEM vir die woord tussen hakies.
(1)
- 2.9 Vorm 'n SAMESTELLING van die woorde tussen hakies.
(1)
- 2.10 Kies die KORREKTE VOORSETSEL tussen hakies.
(1)

[10]

VRAAG 3: SINSTRUKTURE

Die taalvrae wat volg is op die artikel hieronder gebaseer.

Wat ouens se kleredrag oor hul sê.



DIE STANDAARD T-HEMP: WAT DIT VERKLAP?

Sy T-hemp is so gewoon as kan kom – niks kleurryk of lawwe ontwerpe nie. Dit som die ou se ontspanne houding op. Hy is stil, maar glad nie snobisties nie.

Moenie die pap te dik aanmaak met julle eerste ontmoeting nie. Hy is skaam en sal jou eers beter wil leer ken.

KORTBROEK:WAT DIT VERKLAP?

Die sportmal ou dra somer EN winter kortbroek. Hy reken dit wys hoe taai hy is.

Vind uit wat sy gunsteling-sport is en haal dit op as jy met hom gesels – hy sal mal wees daaroor.

SLONSJEANS:WAT DIT VERKLAP?

Hy is 'n ontspanne ou is wat gemaklik is met homself. Hy het nie modes nodig om goed te voel nie.

Jy hoef net jouself te wees om die ou se aandag te trek – hy kan iemand wat voorgee dadelik uitken.

Die beste manier om hom te beïndruk is om hom te laat skater van die lag!

GAATJIES/PIERCINGS:WAT DIT VERKLAP?

Hy is van kop tot tone vol gaatjies, maar ten spyte van al die stereotipes waaraan dit jou dadelik laat dink, is hy heel waarskynlik 'n diep denker.

Gesels met hom oor 'n goeie boek of lirieke.

Deur Huisgenoot Digitaal op Januarie 25, 2014

<http://huisgenoot.com/mobile/>

VRAE:

3.1 Skryf die onderstaande sin in die VERLEDE TYD.

Sy T-hemp is so gewoon as kan kom.

(1)

3.2 Skryf die onderstaande sin in die TOEKOMENDE TYD.

Hy dra nie lawwe ontwerpe nie.

(1)

3.3 Skryf die onderstaande sin in die ONTKENNENDE VORM.

Die ou het 'n ontspanne houding.

(1)

3.4 Skryf die sin oor in die INDIREKTE REDE.

Die meisie sê: " Ek hou van die uitrusting."

(1)

3.5 Skryf die onderstaande sin oor en begin soos aangedui.

Jy moet net jouself wees.

Begin so: Jy behoort.....

(1)

3.6 Verbind die sinne met die VOEGWOORD tussen hakies.

Hy is skaam. Hy is stil. (daarom)

(1)

3.7 Verander die stelsin in 'n vraagsin.

Hy sal mal wees daaroor.

(1)

3.8 Skryf die onderstaande sin in die LYDENDE VORM.

Hy dra 'n kortbroek.

(1)

3.9 Skryf die onderstaande sin in die korrekte woordorde oor.

Hy hou (van iemand) (nie) (voorgee) (wat) (nie).

(1)

3.10 Skryf die onderstaande sin in die TEENWOORDIGE TYD.

Ek het baie oor seuns se kleredrag geleer.

(1)

[10]

VRAAG 4: VISUELE GELETTERHEID

Bestudeer die onderstaande strokiesprent en beantwoord die vrae wat volg.



Google Images

VRAE:

4.1 Kies die korrekte antwoord: **“My voete is so seer!”**, is 'n voorbeeld van 'n...

- A Uitroepsin.
- B Vraagsin.
- C Stelsin.
- D Bevelsin.

(1)

4.2 Vul die ontbrekende woorde in om die sin te voltooi.

Die dokter hou 'nin sy hand terwyl hydie vrou praat.

(2)

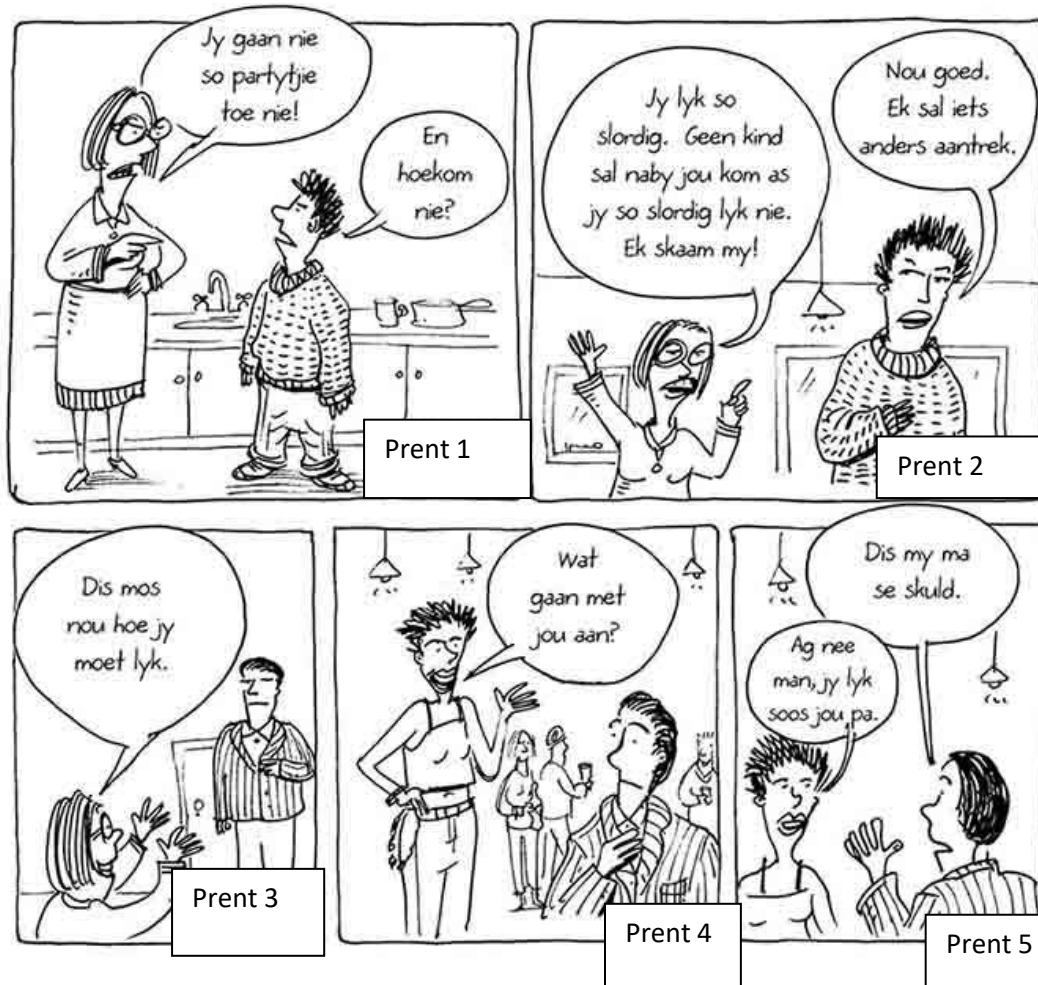
4.3 Was die ou vrou siek? (Ja of Nee.) Gee 'n rede vir jou antwoord.

(1)

[4]

VRAAG 5: VISUELE GELETTERHEID

Bestudeer die onderstaande strokiesprent en beantwoord die vrae wat volg.



VRAE:

- 5.1 Wat omtrent die ma se liggaamstaal in **Prent 1** wys dat sy ontevrede is met haar seun se kleredrag?
(1)
- 5.2 Haal een woord in **Prent 2** aan wat die seun se kleredrag beskryf?
(1)
- 5.3 Wat omtrent die ma se liggaamstaal in **Prent 3** wys dat sy tevrede is met haar seun se kleredrag?
(1)
- 5.4 Vul die ontbrekende woorde in om die sin te voltooi.
In **Prent 1** dra die seun 'nomdat hy koud kry. In **Prent 3** dra hy 'nomdat hy koud kry. (2)
- 5.5 Kies die korrekte antwoord tussen hakies.
“Ag nee man, jy lyk soos jou pa.”, sê vir ons dat die meisie (opgewonde/teleurgesteld) is. (1)

AFDELING C GEDIG EN VOLKSVERHAAL**VRAAG 6: GEDIG**

Lees die onderstaande gedig en beantwoord die vrae wat volg.

Wegloopneus**Jaco****Jacobs**

Ben was te suinig
 om 'n sakdoek te koop
 toe sy neus op 'n dag
 begin loop –
 toe gebeur
 iets baie sleg
 Ben se neus
 loop ver, ver weg
 hy't lank gesoek
 maar ek is bevrees
 dit was neusie verby
 met sy neus
 dit was skoonveld
 en verlore
 weggeraak
 tussen sy ore

Ben was regtig moedeloos
 en depressief tot hy
 eendag uit die bloute
 'n mooie poskaart kry
 “Groetnis uit Egipte –
 wens jy kon hier wees.”
 En dit was onderteken:
 “Met liefde van Jou Neus”
 'n vliegtuigkaartjie is baie duur
 Maar die reine waarheid is
 Ben het sy wegloopneus
 verskriklik erg gemis
 hy't ver gevlieg en lank gesoek
 deur die woestyn en in die wind
 en by die Nyl en piramides

het die kind sy neus gevind
so, koop vir jou 'n sakdoek
en onthou maar dat dit mos
dareem heelwat minder
as 'n vliegtuigkaartjie kos

6.1 Wat was verkeerd met die seun se neus?

(1)

6.2 Wat kan 'n mens gebruik om jou neus droog te hou?

(1)

6.3 Sê of die volgende stelling Waar of Onwaar is. Gee 'n rede vir jou antwoord.

Ben het daarvan gehou om geld te spandeer.

(1)

6.4 Wat het met Ben se neus gebeur?

(1)

6.5 Het Ben probeer om sy neus terug te kry? (Ja of Nee.)Gee 'n rede vir jou antwoord. (1)

6.6 Haal 'n woord aan wat sê dat die neus weg was.

(1)

6.7 Kies die korrekte antwoord om die sin te voltooi:

In hierdie gedig kry ons....

a) paarrym.

b) kruisrym

c) gebroke rym

d) omarmde rym

(1)

6.8 Watter tipe spreker kry ons in die onderstaande reël?

“maar ek is bevrees”

(1)

6.9 Hoe het Ben oor sy neus wat verlore is, gevoel? Haal twee aparte woorde aan.

(2)

6.10 Het Ben die brief wat hy ontvang het verwag? (Ja of Nee.) Haal drie woorde aan om jou

antwoord te motiveer.

(1)

6.11 In watter land was Neus?

(1)

6.12 Sê of die volgende stelling Waar of Onwaar is. Gee 'n rede vir jou antwoord.

Ben het 'n oproep van Neus ontvang.

(1)

- 6.13 Dink jy dat Neus kwaad was vir Ben? (Ja of Nee) Gee 'n rede vir jou antwoord.
(1)
- 6.14 Haal EEN woord aan wat sê dat Ben na Neus verlang het.
(1)
- 6.15 Noem TWEE dinge wat Ben gedoen het om by Neus uit te kom.
(2)
- 6.16 Watter les het Ben geleer?
(1)
- 6.17 Die onderstreepte medeklinker in die onderstaande sin :
“**deur die woestyn en in die wind**” is 'n voorbeeld van....
a) assonansie
b) inversie
c) herhaling
d) alliterasie.
(1)
- 6.18 Kies die regte antwoord tussen hakies: Die woord “**weggeraak**” staan alleen in 'n reël en ons noem dit (**voorplasing/alleenplasing**)
(1)

[20]

VRAAG 7: VOLKSVERHAAL

Lees die onderstaande uittreksels en beantwoord die vrae wat volg.

Duimpie en die krismispoeding

oorvertel deur Wendy Maartens

Eendag, lank gelede, toe mense se neuse nog gegroei het as hulle jok, was daar 'n seuntjie met die naam Duimpie. Hy het saam met sy ma en pa op 'n plaas gewoon.

- 7.1 Waarom was die hoofkarakter se naam duimpie?
(1)
- 7.2 Wat het met mense se neuse gebeur as hulle gelieg het?
(1)
- 7.3 Sê of die volgende Stelling waar of onwaar is? Gee 'n rede vir jou antwoord.
Duimpie se pa wou hê hy moes met die bouwerk aan hul huis help.
(1)
- 7.4 Waar het Duimpie sy ma graag gehelp?
(1)
- 7.5 Waarom was Duimpie se bed ongewoon?
(1)

Sy ma kom glad nie agter dat sy haar seuntjie saam met die vla in die poeding gooi nie. Boonop strooi sy neute en kersies bo-oor wat doef-daf-doen-daf soos klippe op Duimpie se kop reën.

- 7.6 Hoe weet jy dat Duimpie se ma kon bak?
(1)
- 7.7 Haal 'n voorbeeld van klanknabootsing uit die uittreksel aan.
(1)
- 7.8 Waarmee word die neute en kersie in die uittreksel vergelyk?
(1)
- 7.9 Hoe het Duimpie se ma die volgende dag gevoel toe hulle nie vir Duimpie kon kry nie? (1)
- 7.10 Sê in jou eie woorde waarom jy dink dat duimpie 'n stoute seun was.
(1)

[10]

TOTAAL AFDELING C (30 ÷3) = 10 PUNTE

GROOTTOTAAL = 40 PUNTE

MATHEMATICS

TERM 4

GRADE 7 NOVEMBER EXAM QUESTION PAPER 1

Page 1 of 5



Mathematics Exam Paper 1 (Number, Algebra and Functions)

Date: November

Grade 7

Time: 2 hours

Marks: 100

INSTRUCTIONS (read these carefully)

1. Write your answers in blue or black pen on the lined paper provided.
2. Only constructions may be done in pencil.
3. Calculators may be used.
4. It is in your own interests to write neatly and clearly.
5. **Show all necessary working out.** In many questions, full marks **will not be given** for answers only.

QUESTION 1

- a.** Write 1400 as a product of prime factors using exponents. (4)

- b. Arrange the following numbers in order of size from the smallest to the largest. Show all relevant working out.

$\frac{0,49}{0,49}$	$\left(\frac{1}{3}\right)^2$	$\frac{0}{100}$	-56%	55%	0,7	-0.8	$-\frac{9}{10}$
---------------------	------------------------------	-----------------	------	-----	-----	------	-----------------

(8)

- c. Give the numbers replaced with A, B, C, D in the following calculations:

$$\begin{array}{r} 6 \text{ A } 4 \ 3 \ 1 \\ - \quad 7 \ 0 \ 4 \ 8 \\ \hline 5 \ 6 \ 3 \ \text{B} \ 3 \end{array}$$

(2)

$$\begin{array}{r} \text{C} \ 2 \ 4 \\ \times \quad \text{D} \\ \hline 5 \ 6 \ 1 \ 6 \end{array}$$

(3)

[17]

QUESTION 2

- a. Estimate the answer to 76×98 to the nearest thousand. (2)
- b. Without using a calculator, calculate 76×98 . (3)

QUESTION 3

Calculate each of the following:

- a. $(-7) + (-21) - (-5)$ (2)
- b. $\sqrt[3]{\frac{64}{125}}$ (2)
- c. $(6^0 + 8^2) \div 5$ (4)
- d. $4,2 + 0,8 \times 0,7$ (2)
- e. $\left(\frac{30}{9}\right)\left(\frac{18}{6}\right) - \left(\frac{12}{33}\right)\left(\frac{11}{4}\right)$ (3)
- f. $(7 + 4)^2$ (2)
- g. $4^2 + 2^4 + (2 \times 4)$ (3)
- h. $(0,5 + 0,06) \div 8$ (2)

[20]

QUESTION 4

Here are four number patterns.

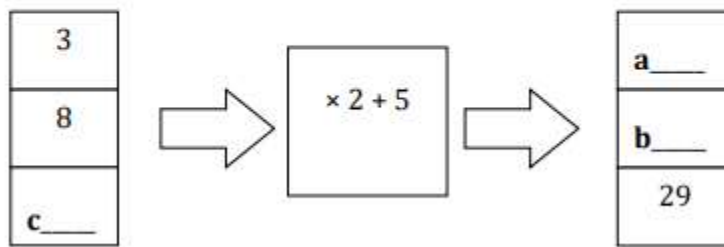
Write the next 3 numbers for each pattern.

- a. 3; 11; 17; 25; (2)
- b. 10; 6; 2; -2; (2)
- c. -0,8; -0,6; -0,4; -0,2; (2)
- d. $\frac{1}{3}$; $\frac{1}{9}$; $\frac{1}{27}$; (2)

[8]

QUESTION 5

Find the value of a, b and c in this flow diagram:



[3]

QUESTION 7

Choose an algebraic expression from those given in the box which matches each of the verbal phrases.

$n + \frac{3}{2}$	$3n - 2$	$\frac{n+3}{2}$
$(n + 3) \times 2$	$2 \times (n - 3)$	$3 - 2n$

- a.** The sum of a number and three, divided by two. (1)
- b.** The difference between 3 and two times a number. (1)
- c.** Two times the difference of a number and three. (1)
- d.** The product of three and a number decreased by two. (1)

[4]

QUESTION 8

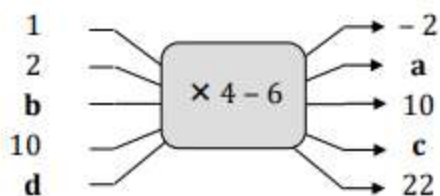
Using any method, work out the value of the letter in each of these expressions:

- a.** $4 \times p + 8 = 20$ (2)
- b.** $16 + g = 10$ (2)
- c.** $96 \div 6y = 8$ (2)
- d.** $p - 6 = -10$ (2)

[8]

QUESTION 9

Write the numbers for this flow diagram marked a, b, c, d.

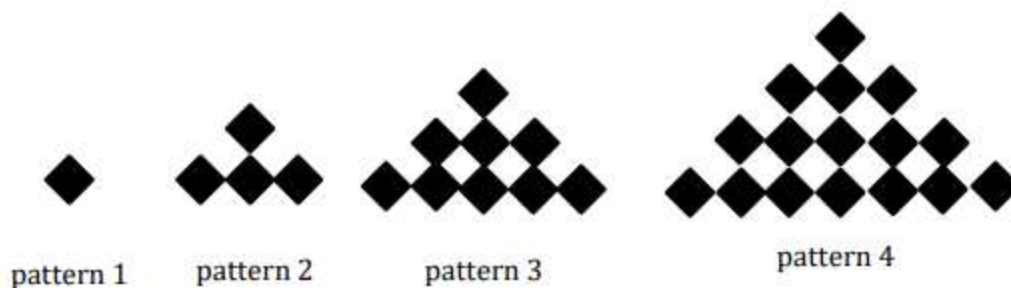


(6)

[6]

QUESTION 10

Here is a geometric pattern made with shaded squares.



a. Draw pattern 5. (1)

b. In your own words, describe how the pattern is formed. (2)

c. Give the values missing from the table numbered (i) to (v). (5)

pattern number	1	2	3	4	5	6	10	(iv)	20
number of triangles	1	4	9	16	(i)	(ii)	(iii)	144	(v)

d. Using n, write the rule you used to calculate c, d and e. (2)

[10]

QUESTION 11

- a. Find the rule that must be used to obtain the y value from the x value in the table below.

Write your answer in the form $y = \underline{\hspace{2cm}}$. (3)

- b. Calculate the value of **b** in the table. (2)

x	-3	-1	0	2	5	10
y	-6	-4	b	-1	2	7

[5]

QUESTION 12

52 828 people bought tickets to attend a world cup match.

- a. Approximately how many thousand people bought tickets? (2)
- b. If the tickets cost R100.00 each, how much money was made from selling tickets? (1)
- c. Of those who bought tickets, $\frac{3}{4}$ actually arrived for the match. How many people arrived? (4)
- d. The organisers had sold too many tickets and only about 82% of those who **arrived** actually got into the stadium to watch the match. How many people was this? (3)

[10]

NATURAL SCIENCES

Natural Sciences: Grade 7
FINAL EXAMINATION 1

TIME: 1 HOUR **MARKS: 60**

SECTION A

QUESTION 1

- Read the question or statement carefully.
- Choose the most correct statement by writing the corresponding letter next to the question number.

1.1 A year is a time period...

- A. that includes summer and winter
- B. that includes the four seasons
- B. that includes autumn and spring
- D. of 60 days.

1.2 Tides on Earth are caused by...

- A. gravity
- B. gravity of the Earth
- B. gravity of the Moon
- D. gravity of the Sun.

1.3 An ecosystem is a community of...

- A. non-living organisms
- B. living organisms
- B. non-living organisms and their environment
- D. living organisms and their environment.

1.4 The Earth is tilted at...

- A. 23,5°
- B. 24,5°
- B. 22,5°
- D. 21,5°.

QUESTION 2

Complete the following sentences.

- 2.1 Energy is the ability to do _____.
- 2.2 Energy is measured in _____.
- 2.3 Fossil fuels are _____ resources.
- 2.4 The Moon revolves around the Earth in a circular path called an _____.
- 2.5 _____ made the first telescope to observe the planets and their moons.
- 2.6 The Earth rotates on its axis once every _____.
- 2.7 The law of conservation of energy states that energy can neither be _____ nor _____, but it can be converted from one form to another.

$$(\frac{1}{2} \times 8 = 4)$$

(4)

QUESTION 3

Read each statement and answer TRUE or FALSE

- 3.1 Potential energy is energy that is stored in a system.
- 3.2 A system is a set of parts working together.
- 3.3 Insulators slow down/prevent the conduction of heat.
- 3.4 Insulating materials assist and speed up heat loss.
- 3.5 Fossil fuels form over millions of years.
- 3.6 The Earth orbits the moon.

(6)

TOTAL SECTION A: [14]

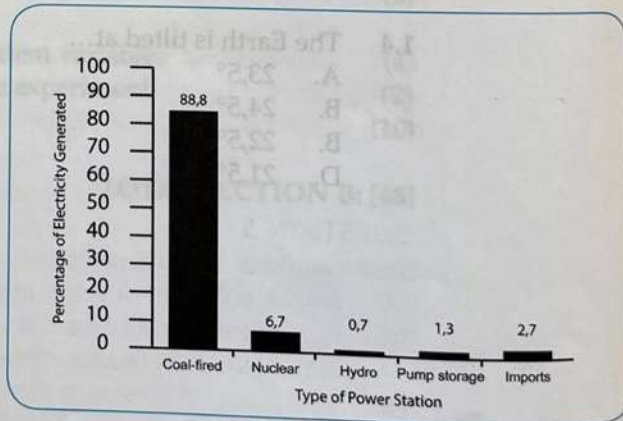
SECTION B

QUESTION 1

To supply electricity to all that need it in South Africa, Eskom has 117 very large generators in 24 power stations. There are five different types of power stations: nuclear power stations, pumped storage schemes, hydro-electric power stations, coal-fired power stations and gas fired power stations.

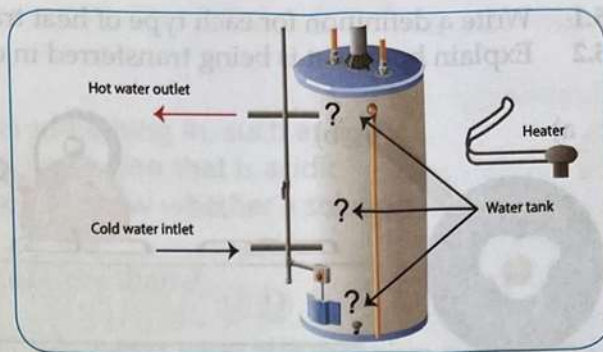
- 1.1 Which type of power station generates the most electricity in South Africa? Suggest a reason why this is so (1)
- 1.2 Which source of energy do you think should be used more? (1)
- 1.3 Suggest a reason why you think so. (1)

(5)



QUESTION 2

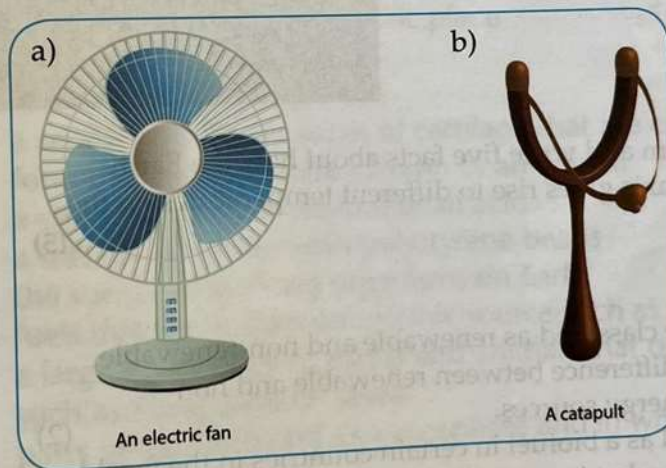
Hot water tanks or geysers have an electric heater in them. The position of the heater in the tank is important.



- 2.1 Where would you place the heater to heat the water in the tank most efficiently? (1)
- 2.2 Explain why. (1)
- 2.3 Draw the tank to show the best position for the heat. (1)
- 2.4 Draw arrows to show the transfer of heat in the water. (1)
- 2.5 Explain the transfer of heat in a liquid. (1)

QUESTION 3

Look at the pictures and explain the potential and kinetic energy you would find in each system. (2)



QUESTION 4

Suggest three ways you could save/use less electricity in your home. (3)

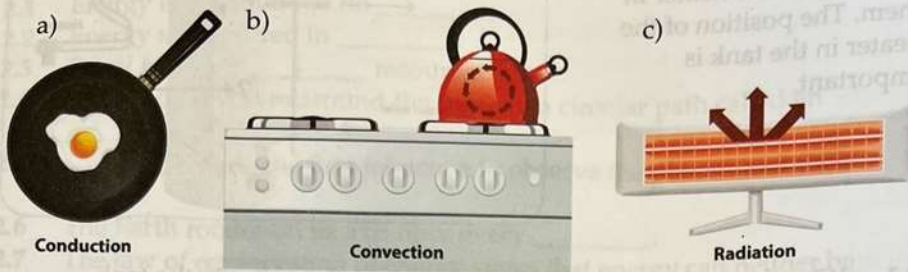
QUESTION 5

Study at the three pictures.

- a) Conduction of heat in a pan
- b) Convection of heat in a kettle
- c) Radiation of heat from a heater

5.1 Write a definition for each type of heat transfer.

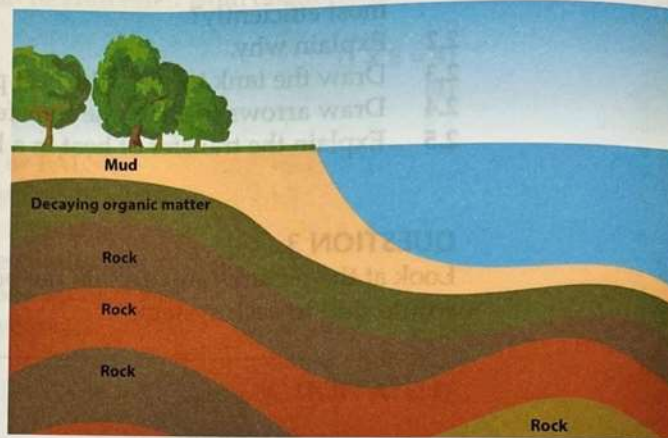
5.2 Explain how heat is being transferred in each picture



QUESTION 6

Look at the diagram and describe how a fossil fuel, e.g. coal, is formed. Write five good sentences to explain the process.

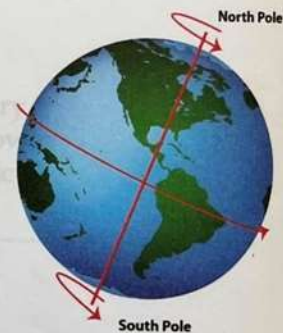
(5)



QUESTION 7

Look at the diagram and write five facts about how the Earth being tilted on its axis gives rise to different temperatures on the planet.

(5)



QUESTION 8

Energy sources are classified as renewable and non-renewable.

8.1 Explain the difference between renewable and non-renewable energy sources.

(2)

8.2 Wood is used as a biofuel in certain countries in the world.

a) Explain what is meant by a biofuel?

b) Would you consider wood, to be a renewable or non-renewable energy source? Explain your answer.

(2)

8.3 Compare the advantages and disadvantages of renewable and non-renewable energy sources. Choose two examples (besides wood) of each to illustrate your answer. Use a table for your answer.

(7)

8.4 Why would you say it is taking the world so long to move away from non-renewable energy sources to renewable energy sources?

(2)

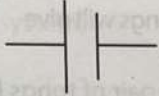
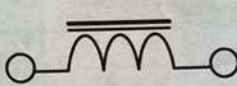
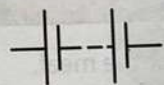
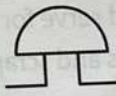
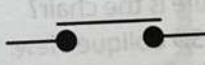
(13)

TOTAL SECTION B: [46]

TECHNOLOGY

1. Each of these questions has one correct answer. Choose the correct answer from the options provided. Write the number and the letter of the correct answer only, for example 1 a) D.
- a) Which of these is an example of a specification that would be included in a design brief?
A You have three hours for the task.
B The crane must include a pulley and a crank mechanism.
C Take care when working with scissors.
D Work as part of a team. (1)
- b) Which of these machines works using hydraulics?
A Air brakes
B A front-end loader
C A hammer drill
D A dentist's drill (1)
- c) A metal that is not attracted by a magnet is...
A carbon steel
B wrought steel
C iron
D copper (1)
- d) A short circuit happens when...
A the circuit is open
B bare wires touch
C there is a loose connection
D the circuit is closed (1)
- e) You create an artistic drawing by...
A shading, to give the illusion of reality
B making sure that construction lines are feint
C adding measurements
D using the correct scale (1)

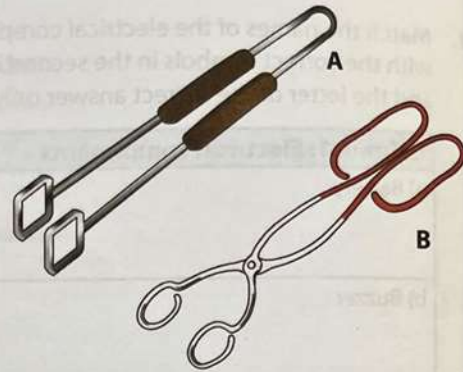
2. Match the names of the electrical components in the first column of the table with the correct symbols in the second column. Write the question number and the letter of the correct answer only, for example 2a) G.

Column 1: Electrical components	Column 2: Symbols
a) Battery	A 
b) Buzzer	B 
c) Single pole single throw (Toggle) switch	C 
d) Bell	D 
e) Cell	E 
	F 
	G 
	H 

3. The Bongile family left their farm after a devastating veld fire destroyed their home and all their crops. They are being housed in a temporary tented camp on the outskirts of the neighbouring town.
- Why would you not refer to the Bongiles as refugees?
 - What do you call people who are in the same position as the Bongiles?
 - What kind of disaster is a veld fire?

4. Mrs Bongile helps to prepare food for her family and the other people in the camp. She needs a pair of tongs for placing large pieces of wood on the fire.

- Name the class of lever does each pair of tongs in the picture represent? (2)
- Explain which pair of tongs will give mechanical advantage. (3)
- Draw a diagram of the pair of tongs Mrs Bongile should choose, that will give her the most mechanical advantage. Indicate the load, effort and fulcrum. (3)



Two pairs of tongs

5. What would Mrs Bongile and her team make for supper? Use the MyPlate table to help you organise the types of food and the number of servings.

Meal	Dairy	Fruit	Vegetables	Grains (carbohydrates)	Protein
Breakfast	✓	✓		✓	✓
Snack	✓	✓			
Lunch		✓	✓	✓	✓
Snack	✓		✓		
Dinner (supper)			✓	✓	✓

- Write a design brief for the meal. Include at least three specifications. (5)
 - List the food you would serve for supper. (3)
6. Mr Bongile used some poles and scrap canvas to make a chair.
- What type of structure is the chair? (1)
 - Redraw the chair in 3D oblique view. (6)
 - On your drawing, label these elements:
 - a strut and the direction of the force with arrows (2)
 - a tie beam and the direction of the force with arrows (2)
 - Name the forces applied in Questions 6c) (i) and (ii) above. (2)



Canvas chair

7. There is a lot of theft in the camp. Mr Bongile has decided to build an alarm system that will alert the family when someone tries to open the cupboards where their few possessions are stored. Your task is to decide which components he will need to build the alarm system. He wants the alarm to sound when someone tries to open the cupboard door. Decide which components he needs to build the alarm system, and draw the circuit diagram. Indicate on the diagram the polarity of the output component. (8)

8. Mr Bongile has found work on a building site. His foreman, Mr Ngobo, showed him how to use a pulley system. Mr Ngobo started to draw this diagram to help Mr Bongile understand how a pulley system works. Redraw the sketch.

- Write a heading for your drawing to indicate the type of pulley system this is. (1)
- Use arrows to indicate the direction the load will move if the rope is pulled down as indicated on the sketch. (1)
- Label the fixed pulley. (1)
- Label the moving pulley. (1)
- How far will the load move if the rope is pulled 1m? (1)
- Explain:
 - why there is no mechanical advantage if the two pulleys are replaced with only one pulley (2)
 - the benefit of using a single pulley instead of no pulley. (3)

[Total: 60]

