MINISTRY OF EDUCATION

LOWER PRIMARY PHASE

CONTINUOUS ASSESSMENT MANUAL

GRADE 4

2005
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MORE STRUCTURED ACTIVITIES: MEDIUM OF INSTRUCTION

GRADE 4
Read the comic strips and answer the questions on the opposite page.
1. Answer the questions in full sentences.
   1.1 Describe the place where Patrick lived.
      ___________________________________________________________ (1)
   1.2 Why did Patrick's cat sulk and moan?
      ___________________________________________________________ (1)
   1.3 Who was cat's best friend?
      ___________________________________________________________ (½)
   1.4 Was the rat an acrobat? Why do you say so?
      ___________________________________________________________ (1)
   1.5 Find two describing words that tells us more about Patrick.
      ______________________ and ______________________________ (½)
      Total:

2. Fill in the missing words. Use the words in the box.
   he, she, it, they
   2.1 Jim is running. _______ is running.
   2.2 Mary is writing. _______ is writing.
   2.3 The chair is black. _______ is black.
   2.4 The ball is red and white. _______ is red and white.
2.5 Jim, Rudy and Tom are playing. ______ ______ are playing.

2.6 The bottle is green. ______ is green.

2.7 The mug is blue. ______ is blue.

2.8 Rita is jumping. ______ is jumping.

\[
8 \times \frac{1}{2} = \\
\text{Total} = (4)
\]
3. Fill in the missing words. Use the words in the block. Remember the Snacky S

| eat, get, leave, wake, see, ask, get, wait |

(7)

3.1 Agnes ..................................... up and then she gets up.
3.2 She ........................................ dressed.
3.3 She ........................................ her breakfast.
3.4 She .......................................... the house.
3.5 Agnes ...................................... for her friend.
3.6 Then she ................................. her friend coming.
3.7 Okeri ................................. her questions.
4. Circle the answers on the map. Use the colours asked.

4.1 The capital of Namibia (red)
4.2 The biggest harbour in Namibia (blue)
4.3 Two places where you might find rhinoceros (black)
4.4 Two towns near the Angolan border (brown)
4.5 The town where you will find diamonds (orange)
Memorandum

Medium of Instruction  
Grade 4

Continuous Assessment More Structured  
Total: 20

Example/Assessment

1.1 Patrick lived in a large three-bedroomed flat which had a small garden.  
1.2 Patrick's cat sulked and moaned because he got a dog's name.  
1.3 Cat's best friend was a rat.  
1.4 Yes, the rat was an acrobat, because he could stand on his hands, jump over his hat and fly through the air.  
1.5 Big and fat

(1)  
(1)  
(½)  
(1)  
(½)

(4)

2.1 He is running.  
2.2 She is writing.  
2.3 It is black.  
2.4 It is red and white.  
2.5 They are playing.  
2.6 It is green.  
2.7 It is blue.  
2.8 She is jumping.

(4)

3.1 Agnes wakes up and then she gets up.  
3.2 She gets dressed.  
3.3 She eats her breakfast.  
3.4 She leaves the house.  
3.5 Agnes waits for her friend.  
3.6 Then she sees her friend coming.  
3.7 Okeri asks her questions.

(7)

4.1 Windhoek  
4.2 Walvis Bay  
4.3 Etosha  
4.4 Rundu & Katima Mulilo  
4.5 Oranjemund

(5)
THE WONDERFUL WORLD OF THE CIRCUS

The circus had arrived in town. The caravans and trailers gave their last squeak and rattle as they drew to a halt. The air was filled with excitement. The chatter of voices and animal sounds could be heard.

They worked quickly with much banging, sighing and sweating. At last the brightly coloured tent was up. All the circus folk gathered to practise their acts and tricks. At last the time arrived for the first performance.

As the sun set the crowds began to arrive. The music began on a low note and grew louder and louder. The drums rolled and the cymbals clanged and the music blared. Silence. The ringmaster appeared.

"Good evening ladies and gentlemen and little people. We are proud to present this wonderful circus of ours." The drums rolled loudly.

Answer these questions in full sentences.

1.1 In what vehicles did the circus arrive in town? (1)
1.2 What was the very first job that faced the circus folk? (1)
1.3 What did the circus folk do as soon as the tent had been erected? (1)
1.4 At what time of the day was the first performance? (1)
1.5 Name two of the musical instruments used by the circus band. (1)
1.6 Who welcomed the people to the circus? (1)
1.7 There are many sounds in this story. The very first sound mentioned is "squeak". Write down 2 other sounds mentioned in the story. (2)
1.8 Which words tell us that the circus folk worked very hard when they erected the tent? (3)
1.1 _________________________________________________________________
1.2 _________________________________________________________________
1.3 _________________________________________________________________
1.4 _________________________________________________________________
1.5 _________________________________________________________________
1.6 _________________________________________________________________
1.7 _________________________________________________________________
1.8 _________________________________________________________________

2. Rewrite the sentences. Fill in the missing capital letters, question marks and full stops.

2.1 susie, the monkey, was dressed in a frilly skirt

2.2 why did the clown act silly

2.3 jack, the fire-eater, swallowed the burning flame

3. Can you fill in the prepositions, based on the picture above?
Use the words in the box.

behind, on, next to, on top of, in front of

3.1 The bus is .............................................................. the road.
3.2 A box is ............................................................... the bus.
3.3 A road sign is ...................................................... the bus.
3.4 A tree is .............................................................. the road.
3.5 The car is ............................................................ the bus.
4. Use the words in brackets to combine the two sentences into one sentence.

4.1 Mother went to the kitchen. Mother made a bouquet (and)

4.2 Tom works hard in the garden. Ted is lazy. (but)

4.3 I was ill. I did not go to the circus. (therefore)

4.4 The show was very short. I enjoy it. (still)
Memorandum

Medium of Instruction

Continuous Assessment

Example/Assessment

1.1 The circus arrived in caravans and trailers.
1.2 They had to put up the tent first.
1.3 All the circus folk gathered to practise their acts and tricks.
1.4 The first performance was in the afternoon. ("As the sun set........")
1.5 The circus band used drums and cymbals.
1.6 The ringmaster welcomed the people to the circus.
1.7 rattle, chatter
1.8 banging, sighing, sweating.

(8)

2.1 Susie, the monkey, was dressed in a frilly skirt.
2.2 Why did the clown act so silly?
2.3 Jack, the fire-eater, swallowed the burning flame.

(3)

3.1 on
3.2 on top of
3.3 in front of
3.4 next to
3.5 behind

(5)

4.1 Mother went to the kitchen and she made a bouquet.
4.2 Tom works hard in the garden but Ted is lazy.
4.3 I was ill therefore I did not go to the circus.
4.4 The show was very short, still I enjoyed it.

(4)

TOTAL: 20
Leopards

Leopards belong to the cat family. They are big, wild cats. They are very fierce and very dangerous.

Leopards can climb trees. They lie on a branch waiting to jump. When an animal comes past they jump down and attack it.

The spots on a leopard's coat make it difficult to be seen. The spots look very similar to the leaves of the trees. We call this 'camouflage.'

Leopards like eating monkeys, baboons and buck best of all. Leopards have been known to eat people.
1. Answer the questions in full sentences

**Leopards**

1.1 What do leopards eat? ________________________ (1)
1.2 Have men been killed by leopards? ____________ (2)
1.3 Why is it hard to see a leopard? ____________ (1)
1.4 Leopards are -  (1)
   (a) pets
   (b) farm animals
   (c) wild animals
1.5 Fierce means: (1)
   (a) beautiful
   (b) cross
   (c) happy
1.6 Deer are -  (1)
   (a) dogs
   (b) cat
   (c) buck
1.7 A leopard’s spots are like - (1)
   (a) the leaves of trees
   (b) circles
   (c) square
1.8 Why are leopards very dangerous? (1)
2. Fill in 'this' or 'that'

2.1 dog
Yes, ___________ is a dog.

2.2 orange
Yes, ___________ is an orange.

2.3 toothbrush
Yes, ___________ is a toothbrush.

2.4 bottle
Yes, ___________ is a bottle.

2.5 cat
Yes, ___________ is a cat.

2.6 tree
Yes, ___________ is a tree.

3. Fill in: is, are, was, were, has

3.1 This book ___________ beautiful pictures.
3.2 Yesterday there ___________ some beautiful flowers on sale.
3.3 Where ___________ my bag? Do you like fruit?
3.4 Where __________ the children? They ________ playing in the garden.
3.5 One cat __________ white and two __________ black.
3.6 The children __________ written their work. They __________ doing English. Yesterday the teacher ___________ happy.

4.

**SENTENCE BUILDING**

Oh dear! Look how the clown has muddled up these sentences. Please help the clown to get them back into the correct order again before the ringmaster sees what he has done. He will be in terrible trouble if you can't help him. Write the sentence on the answer line.

4.1 the circus to go to I'd love
______________________________

4.2 the horses trotted around the ring During the first act
_____________________________

4.3 The clown a bucket of water over some of the people Pretended to throw
____________________________
____________________________
____________________________
____________________________

(20)
Memorandum

Medium of Instruction

Continuous Assessment

Example/Assessment

1.1 Leopards like eating monkeys, baboons and buck best of all.
1.2 Yes, leopards have been known to eat people.
1.3 The spots on a leopard's coat make it difficult to be seen.
1.4 Leopards are wild animals.
1.5 Fierce means cross.
1.6 Deer are buck.
1.7 A leopard's spots are like the leaves of trees.
1.8 Leopards can kill people or animals.

(8)

2.1 that
2.2 this
2.3 this
2.4 that
2.5 this
2.6 that

(3)

3.1 has
3.2 were
3.3 is
3.4 are
3.5 is
3.6 have

(6)

4.1 I'd love to go to the circus.
4.2 During the first act the horses trotted around the ring.
4.3 The clown pretended to throw the bucket of water over some of the people.

(3)

TOTAL: 20
Read the story and answer the questions on the opposite page

*Seeds That Move*

Flowers make seeds. The seeds must not fall too close to the parent plant. They would not grow well. There would not be enough room for all the new plants.

Roots need room to look for water. Leaves need room to get sunlight.

Plants send their seeds away. Some seeds are taken by the wind. Others are washed away by the rain. Have you ever found a seed on your sock? If you did you helped the seed to move away from the parent seed.
1.1 What makes seeds? ____________________________ (1)

1.2 Why do plants need plenty of water? ____________________________ (1)

1.3 Have you ever helped to move a seed? Why do you say so? ____________________________ (2)

1.4 Why do roots need room? ____________________________ (1)

1.5 "The seeds must not fall close by", means ................................................................. (1)
   (a) the seeds must fall far away from the plant.
   (b) the seeds must fall in water.
   (c) the seeds must fall next to the plant.

1.6 "Some are washed away by the rain", means ................................................ (1)
   (a) the seeds are washed clean by the rain.
   (b) the seeds are taken away by the rain.
   (c) the seeds lie in the rain water.

Total: 7

2. Fill in the blanks:
    Use these words: mine, yours, ours, his, hers, theirs.

2.1 This is their ball. It's __________________________________________

2.2 This is my orange. It's __________________________________________

2.3 This is our house. It's __________________________________________

2.4 This is her pen. It's __________________________________________

2.5 This is your basket. It's __________________________________________

2.6 This is his football. It's __________________________________________

6 \times \frac{1}{2} = (3)
3. **Arrange the words to form sentences.**

3.1 flowers, I, the, water

3.2 in, sows, Father, seedbeds, the seeds

3.3 have, vegetable, We, a, large, on, garden, the, farm

3.4 soil, Seeds, air, need, and, water

3.5 grows, and, Father, onions, carrots.

__________________________

4. **Fill in Can or May.**

4.1 ___________ I have an apple, please?

4.2 ___________ do the work?

4.3 Mother ___________ sow the seeds in the afternoon.

4.4 We ___________ not pick green fruit.

4.5 I ___________ water the garden with a watering can.

__________________________
Memorandum

Medium of Instruction

Continuous Assessment

Example/Assessment

1.1 Flowers make seeds.
1.2 Plants need water to grow well.
1.3 Yes, seeds can cling to my socks and in that way move away from the parent seed.
1.4 The roots need room to look for water.
1.5 The seeds must fall far away from the plant.
1.6 The seeds are taken away by the rain.

2.1 theirs
2.2 mine
2.3 ours
2.4 hers
2.5 yours
2.6 his

3.1 I water the flowers.
3.2 Father sows the seeds in seedbeds.
3.3 We have a large vegetable garden on the farm.
3.4 Seeds need soil, air and water.
3.5 Father grows carrots and onions.
4.1 May
4.2 can
4.3 may
4.4 may
4.5 can

(5)

TOTAL: 20
MORE STRUCTURED ACTIVITIES: ENGLISH SECOND LANGUAGE

GRADE 4
A. Copy the words into the table, in alphabetical order

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>apple</td>
<td>flower</td>
</tr>
<tr>
<td>tomato</td>
<td>bee</td>
</tr>
<tr>
<td>carrot</td>
<td>orange</td>
</tr>
<tr>
<td>rabbit</td>
<td>potato</td>
</tr>
</tbody>
</table>

B. Combine the words under A with the suffixes/prefixes under B once only to form new words.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>dream</td>
<td>ment</td>
</tr>
<tr>
<td>form</td>
<td>re</td>
</tr>
<tr>
<td>help</td>
<td>mis</td>
</tr>
<tr>
<td>order</td>
<td>un</td>
</tr>
<tr>
<td>plain</td>
<td>er</td>
</tr>
<tr>
<td>fair</td>
<td>in</td>
</tr>
<tr>
<td>pave</td>
<td>ful</td>
</tr>
<tr>
<td>take</td>
<td>ex</td>
</tr>
</tbody>
</table>

C. Use the following words in sentences to show the difference in meaning.

(a) take       (b) mistake       (c) press     (d) depress

TOTAL: 20
Memorandum

English Second Language  Grade 4
Continuous Assessment  More Structured  Term 1
Assessment 1

A. (8)

B. 
1. dreamer
2. inform
3. helpful
4. reorder
5. explain
6. unfair
7. pavement
8. mistake

C. Give 1 mark for each sentence if the word is used in the correct context.

TOTAL: 20
1. (a) **Draw a line from the word to the correct picture.**

   ![Picture of fire, kite, mice]

   (3)

(b) **Write the following words correctly:**

   (i) dehi
   (ii) fein
   (iii) epi
   (iv) ryc

(2)

2. **Give the abbreviations for the following words:**

   (i) number
   (ii) Mister
   (iii) for example
   (iv) please turn over
   (v) centimetre

(5)

3. **Build up meaningful sentences with each of the following words.**

   kite, shines, sky, pie, my.

(5)

4. **Rearrange the scrambled words to form sentences.**

   (i) cake My mother a bakes.
   (ii) in the There lake is a snake.
   (iii) my stay with I parents.
   (iv) maize the plants Father.
   (v) see you Can bee? the.

(5)

TOTAL: 20
Memorandum

English Second Language  Grade 4
Continuous Assessment  More Structured  Term 1
Assessment 2

1. (a)

(b) (i) hide
(ii) fine
(iii) pie
(iv) cry (2)

2. (i) no
(ii) Mr.
(iii) e.g.
(iv) P.T.O.
(v) cm (5)

3. (i) My brother has a kite with a red tail.
(ii) The sun shines on a fine day.
(iii) There are many stars in the sky.
(iv) Mother buy me a delicious pie.
(v) I can count on my fingers. (5)

4. (i) My mother bakes a cake.
(ii) There is a snake in the lake.
(iii) I stay with my parents.
(iv) Father plants the maize.
(v) Can you see the bee? (5)

TOTAL: 15
Read the story about John's tenth birthday and answer the questions that follow.

**MY TENTH BIRTHDAY**
"Happy birthday, John!" Mother says. Slowly I open my eyes and look at the people standing around my bed. There is Father, big and strong. He has a smile on his friendly face. Next to him is my mother. She is a short, kind woman. In front of them I see Jack, my brother, who is twelve years old and Mary, my sister. She is fourteen and we all like her. "This is your present from Grandfather and Grandmother," says Father. "And this is our present!" Jack and Mary shout. I know that this is going to be a lovely day.

1.1 Whose birthday is it?  

1.2 Where is he when he wakes up?  

1.3 Complete: Father is stronger than _______________________________.  
Mary is older than _______________________________.  

1.4 Which present does Father give him?  


1.5 Who hands him Uncle Tim and Aunt Jane's present?
______________________________________________________________ (1)

1.6 How old is John today?
______________________________________________________________ (1)

1.7 What presents do you think he received?
______________________________________________________________ (1)

1.8 Do you think John's father was small and weak? Why do you say so?
______________________________________________________________ (2)

Total: (10)

2. Read the story of John's tenth birthday again. Look for **six adjectives** in the story and write them down e.g. grandfather walks **slowly**.

   2.1 _____________________________  2.4 _____________________________
   2.2 _____________________________  2.5 _____________________________
   2.3 _____________________________  2.6 _____________________________

   (3)

3. Give the abbreviation of the following words.

   3.1 Doctor
   3.2 Post Office
   3.3 First National Bank
   3.4 December
   3.5 Kilogram
   3.6 Mathematics
   3.7 Private Bag

   (7)
Memorandum

English Second Language  Grade 4

Continuous Assessment More Structured  Term 2  Total: 20

Assessment 3

1.
   1.1 It is John's birthday.
   1.2 He is in his bedroom.
   1.3 Father is stronger than Mary is older than
   1.4 Father gives him Grandfather and Grandmother's present.
   1.5 Mother hands him Uncle Tim and Aunt Jane's presents.
   1.6 John is ten years old today.
   1.7 (The learners' own choice.)
   1.8 No, he was not small and weak. John's father was big and strong.

(10)

2.
   2.1 big
   2.2 strong
   2.3 friendly
   2.4 short
   2.5 kind
   2.6 lovely

(3)

3.
   3.1 Dr.
   3.2 P.O.
   3.3 FNB
   3.4 Dec
   3.5 kg
   3.6 Maths
   3.7 P/Bag

(7)

Total: 20
Assessment 4

1. Complete the word puzzles below:

1.1 a y someone who plays in a game.
1.2 a y not to go away.
1.3 o a not narrow.
1.4 o a the front part of your neck.
1.5 o o to pick one from a lot of things.
1.6 o o the red fluid in your body.
1.7 e a the part of your body that pumps your blood.
1.8 e a animal skin used for making things.

2. Choose the correct word below and complete the sentences.

into, for, this, up, and, by

2.1 John went ______ the shop.
2.2 I like plums _________ apples.
2.3 The dog ran _________ the hill.
2.4 The rose is _________ my sister.

3. Read each sentence. Circle the correct plural form of the words in brackets.

3.1 The bird spread its (wings, winges) before it flew in the air.
3.2 We got free (passs, passes) to go to the movies.
3.3 The (cooks, cookes) at this restaurant are excellent.
3.4 Marcy made three (wishes, wishes) on her birthday.
4. Write the following sentences in the correct word order.

4.1 every brush I day teeth my.

4.2 teacher me school at my helps.

Total: [20]
Memorandum

English Second Language

Continuous Assessment More Structured

Term 2

Total: 20

Assessment 4

1.
1.1 player
1.2 stay
1.3 broad
1.4 throat
1.5 choose
1.6 blood
1.7 heart
1.8 leather

(8)

2.
2.1 into
2.2 and
2.3 up
2.4 for

(4)

3.
3.1 wings
3.2 passes
3.3 cooks
3.4 wishes

(4)

4.
4.1 I brush my teeth every day.

(2)

4.2 At school my teacher helps me. Or
My teacher helps me at school.

(2)

Total: [20]
The eagle has got ea in its beak. Use the ea letters to finish each word.

Then choose the correct word to finish these sentences.

1.1 r __ d
1.2 __ sy
1.3 t __ cher
1.4 cl __ n
1.5 b __ t

1.6 I ______________ my teeth every day.
1.7 I raced against my friend and __________ her.
1.8 I like to ______________ books.
1.9 These spellings are __________.
1.10 My __________ helps me at school.

1. ea

The eagle has got ea in its beak.

Use the ea letters to finish each word.

Then choose the correct word to finish these sentences.

1.6 I ______________ my teeth every day.
1.7 I raced against my friend and __________ her.
1.8 I like to ______________ books.
1.9 These spellings are __________.
1.10 My __________ helps me at school.
2. Choose from the words below to fill the gaps in the sentences below.

**under, in, against, towards, to.**

2.1 The chicken is _________ the oven.

2.2 Leo’s mother is walking _______ the oven.

2.3 The broom is leaning _______ the wall.

2.4 A cabbage has rolled _______ the table.

2.5 Leo’s mother is talking _______ the cook.

---

3. Use the words below to write your own sentences.

3.1 happy

3.2 dog

3.3 train

3.4 shop

3.5 green

---

(5)

Total: [15]
Memorandum

English Second Language Grade 4

Continuous Assessment More Structured Term 3 Marks: 15

Assessment 5

1.
1.1 read ½
1.2 easy ½
1.3 teacher ½
1.4 clean ½
1.5 beat ½
1.6 I clean my teeth every day. ½
1.7 I raced against my friend and beat her. ½
1.8 I like to read books. ½
1.9 These spelling are easy. ½
1.10 My teacher helps me at school. ½

(5)

2.
2.1 in ✓
2.2 towards ✓
2.3 against ✓
2.4 under ✓
2.5 to ✓

(5)

3. Own sentences
3.1 ✓
3.2 ✓
3.3 ✓
3.4 ✓
3.5 ✓

(5)

Total: [15]
English Second Language

Date: _______________  Name: _______________________________________

Continuous Assessment More Structured  Term 3  Marks: 25

Assessment 6

1. Write any ai- sound words in the chain.

![Chain Diagram]

(3)

2. Write the following jumbled words correctly.

   2.1 ays  2.2 airn  2.3 onmyek  2.4 ypal  2.5 tary
   2.6 yke  2.7 ryc  2.8 niap  2.9 ailt  2.10 dlai

(5)

3. Rewrite the following sentences. Put in capital letters and full stops.

   3.1 We have music every tuesday
   3.2 The month with the shortest name is may
   3.3 I saw Mary on Monday
   3.4 It is very hot in January

   10 x ½ = 5
4. The pictures below show some useful things. Complete the sentences. Choose the right ending from the examples below:

<table>
<thead>
<tr>
<th>for locking doors</th>
<th>for carrying things</th>
<th>for keeping money</th>
<th>for serving tea</th>
<th>for listening to</th>
<th>for holding flowers</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 A radio is used.</td>
<td>4.2 A key is used.</td>
<td>4.3 A basket is used.</td>
<td>4.4 A purse is used.</td>
<td>4.5 A tray is used.</td>
<td>4.6 A vase is used.</td>
</tr>
</tbody>
</table>
5. The words in the left table are jumbled and those in the right table are correctly written. Match and combine the corresponding words with a line e.g. psot ___________ stop.

| 5.1 brek  | serve  |
| 5.2 rove  | jerk   |
| 5.3 senrop | kerb   |
| 5.4 revse | over   |
| 5.5 rejk  | camera |
| 5.6 mearca| person |

Read this story about The Boy Who Cried Wolf.

Once there was a boy who had to look after some sheep. Every day he took the sheep up onto the hill so that they could eat the fresh, green grass. One day he thought that he would play a trick.

He called out, WOLF! WOLF! The people ran up the hill to help the boy save the sheep. But there was no wolf there. They boy thought that is was very funny and he played the same trick three times.

Then one day a wolf did come. Once again the boy called out, WOLF! WOLF! But no one came to help him this time. The people didn’t come because they thought that the boy was playing another of his tricks. So the wolf killed the sheep and the boy was sad.
6. Choose the correct word from those between brackets and write it down on the line.

6.1 The boy had to look after some (cows, sheep).

6.2 Every day he took the sheep up onto the (hill, farm).

6.3 One day he thought he would play a (game, trick).

6.4 So he called out (WOLF, WOLF, DOG, DOG).

6.5 Then one (night, day) a wolf did come.

6.6 So the (lion, wolf) killed the sheep and the boy was sad.

(6)

Total: [25]
Memorandum

English Second Language Grade 4

Continuous Assessment More Structured Term 3 Marks: 25

Assessment 6

1. Any ai- sounding words are acceptable.
   
   1.1 \( \frac{1}{2} \) , 1.2 \( \frac{1}{2} \) , 1.3 \( \frac{1}{2} \) , 1.4 \( \frac{1}{2} \) , 1.5 \( \frac{1}{2} \) , 1.6 \( \frac{1}{2} \) (3)

2.
   2.1 say \( \frac{1}{2} \)  
   2.2 rain \( \frac{1}{2} \)  
   2.3 monkey \( \frac{1}{2} \)  
   2.4 play \( \frac{1}{2} \)  
   2.5 tray \( \frac{1}{2} \)  
   2.6 key \( \frac{1}{2} \)  
   2.7 cry \( \frac{1}{2} \)  
   2.8 pain \( \frac{1}{2} \)  
   2.9 tail \( \frac{1}{2} \)  
   2.10 laid \( \frac{1}{2} \) (5)

3.
   3.1 We have music every Tuesday. \( \frac{1}{2} \)  
   3.2 The month with the shortest name is May. \( \frac{1}{2} \)  
   3.3 I saw Mary on Monday. \( \frac{1}{2} \)  
   3.4 It is very hot in January. \( \frac{1}{2} \)  
   3.5 We do not come to school on Saturdays and Sundays. \( \frac{1}{2} \)  
   
   \( 10 \times \frac{1}{2} = 5 \)

4.
   4.1 for listening to \( \frac{1}{2} \) ✓  
   4.2 for locking doors \( \frac{1}{2} \) ✓  
   4.3 for carrying things \( \frac{1}{2} \) ✓  
   4.4 for keeping money \( \frac{1}{2} \) ✓  
   4.5 for serving tea \( \frac{1}{2} \) ✓  
   4.6 for holding flowers \( \frac{1}{2} \) ✓ (3)

5.
   5.1 brek serve \( \frac{1}{2} \) ✓  
   5.2 rove jerk \( \frac{1}{2} \) ✓  
   5.3 senron kerb \( \frac{1}{2} \) ✓  
   5.4 revse over \( \frac{1}{2} \) ✓  
   5.5 rejk camera \( \frac{1}{2} \) ✓  
   5.6 mearca person \( \frac{1}{2} \) ✓ (3)
6.

6.1 sheep
6.2 hill
6.3 trick
6.4 wolf, wolf
6.5 day
6.6 wolf ✓

(6)

Total: [25]
MORE STRUCTURED ACTIVITIES: MATHEMATICS

GRADE 4
Mathematics Grade 4

Date: __________________ Name: __________________

Continuous Assessment More Structured Term 1 Marks: 25

Assessment 1

1.1 The word name of 483. ______________

1.2 The number name of: five hundred and forty-nine ______

2. Write down the missing numbers in each of the following.

2.1 146; _________; 154

2.2 537; 542; _________

2.3 179; 185; _________

3. Fill in the correct relationship signs, <; >; =, to make the following true.

3.1 35 * 46 3.2 36+16*50 3.3 156*165

4. Show your steps to find the answers to the following.

4.1 270 + 160 4.2 120-80 4.3 218+126

5. Write down the missing words to complete the following sentences.

5.1 There are .... days in April. ____________________________

5.2 There are .... hours in a day. ___________________________

5.3 There are .... minutes in an hour. _______________________

5.4 Give the abbreviation for hour. _______
6. Order from the heaviest to the lightest.
   19g  14kg  549g

   ____________________________________________ (1)

7. Copy the shapes and colour the fractional part as indicated:

   7.1 ½  7.2 ¼  7.3 ¾/5

   ____________________________________________ (3)

8. Write down the missing numbers in each of the following:

   8.1 1cm = .........................mm
   8.2 N$5 = (.......... x N$1) + (4 x 50c)
   8.3 1000ml = 4 x ...............ml

   ____________________________________________ (3)

9. Write down the answers to the following and show your workings:

   9.1 You have 16 buckets of milk. Each bucket holds 5 ℓ. How much milk do you have altogether?
   _____________________________________________________________

   9.2 If you sell 10 buckets of milk at N$6,00 per litre. How much money will you get?
   _____________________________________________________________

   (3)

Total: 25
Memorandum

Mathematics

Grade 4

Continuous Assessment More Structured

Term 1

Marks: 25

Assessment 1

1.1 four hundred and eighty-three
1.2 549

(2)

2.1 150
2.2 547
2.3 181

(3)

3.1 35 < 46
3.2 36 + 16 = 52
3.3 156 < 165

(3)

4.1 70 + 60
4.2 120 - 80
4.3 18 + 26
270
120
- 80
218
+ 160
+ 126
430
40
344

(3)

5.1 30
5.2 24
5.3 60
5.4 h

(4)

6. 14kg 549g 19g

(1)

7. √ √ √ √

7.1 ½
7.2 ¼
7.3 ⁴/₅

(3)

8.1 1cm = 10mm
8.2 NS$5 = (3 x NS$1) + (4 x 50c)
8.3 1000ml = 4 x 250ml

(3)

9.1 16 x 5ℓ = 80ℓ
9.2 10 x 5 x NS$ 6.00 = NS$ 300.00

(3)

Total: 25
1. What number is 200 more than 432?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

(2)

2. Look at the numbers in the circles and answer the following questions that follow.

2.1 Arrange the numbers from the greatest to the smallest.

______________________________________________________________________

2.2 Write all the even numbers.

______________________________________________________________________

2.3 Write all the odd numbers.

______________________________________________________________________

(6)
3. Use a ruler to find the length of each line in millimeters: (work accurately)

(a) _____________________________
(b) _____________________________
(c) _____________________________
(d) _____________________________

4. Study the measuring beakers and answer the following questions that follows.

4.1 How many ml does each mark on beaker A represent?

4.2 How many ml does each mark on beaker B represent?
4.3 How much water will be in beaker B, if the water reaches the mark represented by each of the following letters?

(i) G _________________________
(ii) H _________________________
(iii) I _________________________

(5)

5. Which number is in the triangle, circle and square?

(1)

TOTAL 20
Memorandum
Mathematics
Continuous Assessment More Structured

Grade 4
Term 1
Marks: 25

Assessment 2

1. \[ 200 + 432 = \]
\[
\begin{array}{c}
200 \\
+ \quad 432 \\
\hline
632 \\
\end{array}
\]

2.
- 241
- 196
- 421
- 207
- 302
- 591

2.1 591, 421, 302, 207, 241, 196,
2.2 196, 302
2.3 421, 241, 591, 207

3.

(a) _____ 62mm
(b) _____ 45mm
(c) ________________________ 76mm
(d) 53mm + 30mm + 64mm = 147mm
4.1 10ml

4.2 100ml

4.3 (i) G 500ml
   (ii) H 1l (1000ml)
   (iii) I 1l 400ml (14000 ml)

(5)

5. 26
(1) TOTAL 20
Mathematics Grade 4

Date: ____________________ Name: ____________________________

Continuous Assessment More Structured Term 2 Marks: 20

Assessment 3

1. Give the value of the digit in bold print:

532 = ___________

520 = ___________

809 = ___________

(3)

2. Halve the numbers:

558 →_________ 577 →_________

(2)

3. Calculate

3.1 $437\text{c} + 269\text{c} + 75\text{c} = □$

3.2 $498\text{cm} + 82\text{cm} + 303\text{cm} = □$

3.3 $132\ell + 204\ell + 383\ell = □$

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

(3)

4. Here is a calendar for the month of November

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>28</td>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use the calendar to help you answer the questions.
4.1 What is the date of the third Wednesday in November?
____________________________________

4.2 What day of the week is the second day of December?
____________________________________

4.3 Name the date of the last Tuesday in November.
____________________________________

4.4 Christo's birthday is in November. It is on a Wednesday. It is between November 21 and November 27. What is the date of Christo's birthday?
____________________________________

5. Study the diagram carefully.

Use the diagram to write all the equivalent fractions for the following:

5.1 \( \frac{6}{9} = \) ___________________

5.2 \( \frac{1}{2} = \) ___________________

Write all the equivalent fractions.
6. **Calculate the change if you:**

<table>
<thead>
<tr>
<th>Buy for</th>
<th>Pay with</th>
</tr>
</thead>
<tbody>
<tr>
<td>N$ 3,85</td>
<td>N$ 10,00</td>
</tr>
</tbody>
</table>

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

(2)

7. **A man saves N$ 65, N$ 419, N$ 32, and N$ 303. How much more must he save to have N$ 900?**

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

(2)

**TOTAL: 20**
Memorandum

Mathematics

Continuous Assessment More Structured

Assessment 3

1. \[ 532 = \frac{30}{520} = \frac{500}{809} = 0 \] (3)

2. \[ 558 \rightarrow 279 \quad 577 \rightarrow 288\frac{1}{2} \] (2)

3. \[ 437c + 269c + 75c = \quad 498cm + 82cm + 303cm = \quad 132l + 204l + 383l = \]

\[ 437c \quad 498cm \quad 132l \]
\[ 269c \quad 82cm \quad 204l \]
\[ 75c \quad 303cm \quad 383l \]
\[ 781c \quad 883cm \quad 719l \] (3)

4. 1. What is the date of the third Wednesday in November? 17 November
2. What day of the week is the second day of December? Thursday
3. Name the date of the last Tuesday in November. 30 November
4. Christo's birthday is in November. It is on a Wednesday. It is between November 21 and November 27. What is the date of Christo's birthday? 24 November (4)

5. 1. \[ \frac{6}{9} = \frac{2}{3}, \frac{4}{6} \]
2. \[ \frac{1}{2} = \frac{2}{4}, \frac{3}{6}, \frac{4}{8}, \frac{5}{1} \]
Learners must write all the equivalent fractions. (3)

6. N\$10,00 – N\$3,85 = N\$6,15 is his change. (2)

7. N\$ 900 - (N\$ 65, + N\$ 419, + N\$ 32, + N\$ 303) = □

\[ \begin{align*}
N\$ 65 & \rightarrow N\$ 900 \\
419 & \rightarrow - 819 \\
32 & \rightarrow N\$ 81 \\
303 & \rightarrow N\$ 819 \\
819 & \rightarrow \\
\end{align*} \]

He must still save N\$ 81.00 (3)

TOTAL: 20
1. Calculate the difference between the two sevens in each number: 747
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________

   (1)

2. Double: 157 and 99
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________

   (1)

3. Complete the following:
   3.1 \((12 + 3) \times 4 = \) ________________________________
       ________________________________

   3.2 \((21 + 14) \times 5 = \) ________________________________
       ________________________________

   3.3 \((136 + 5) \times 3 = \) ________________________________
       ________________________________

   (3)
4. Calculate:

\[
\begin{array}{ccc}
422 & 328 \\
15 & 161 \\
+ 519 & 31 \\
\hline
790 & 684 \\
- 78 & - 285 \\
\hline
\end{array}
\]

5. The map shows where a small boat with five people on board sank

They had to swim towards the land to save their lives. Each cm on the map equals 1 kilometre. How far did each one swim?

A. swam: __________  D. swam: __________

B. swam: __________  E. swam: __________

C. swam: __________
6. Replace the * with one of the signs < = >

6.1 The length of AC * the length of BC _____

6.2 AC + BC * AB _____

6.3 BC * AB + AC _____

7. 1 Mr Kasino leaves home and drives 50km in the direction of Swakopmund. He then sees a signpost showing that he is still 75km from Swakopmund. What is the total distance from Mr Kasino’s home to Swakopmund?

________________________________________

________________________________________

7.2 Mr Kasino lives close to the highway between Swakopmund and Usakos. Swakopmund is 175km from Usakos. Use your answer in 7.1 and determine how far Mr Kasino’s home is from Usakos.

________________________________________

________________________________________

________________________________________

(3)

Total: 20
Memorandum

Mathematics Grade 4

Continuous Assessment More Structured Term 2 Marks: 25

Assessment 4

1. 747
   700
   - 7
   693

   (1)

2. 157 +157 = 314    99 + 99 = 198

   (1)

3. 1 (12 + 3) x 4 = 15 x 4 = (10 x 4) + (5 x 4) = 40 + 20 = 60
   2. (21 + 14) x 5 = 35 x 5 = (30 x 5) + (5 x 5) = 150 + 25 = 175
   3. (136 + 5) x 3 = 141 x 3 = (100 x 3) + (40 x 3) + (1 x 3) = 100 + 120 + 3 = 223

   (3)

4.
   
   422
   15
   + 519
   956
   790
   - 78
   712

   328
   161
   31
   529
   684
   - 285
   399

   (4)
5.

A. swam: 6km
B. swam 2km
C. swam: 3km
D. swam: 4km
E. swam: 5km

(5)

6.1 The length of AC = the length of BC
6.2 AC + BC > AB
6.3 BC < AB + AC

(3)

7.1 50km + 75km = 125km  (1)
7.2 175km – 125km = 50km  (2)

(3)

Total: 20
Mathematics

Date: ___________________ Name: ___________________

Continuous Assessment More Structured Term 3 Marks: 20

Assessment 5

1. Complete:

<table>
<thead>
<tr>
<th>Multiples of 8</th>
<th>16</th>
<th>32</th>
<th>48</th>
<th>64</th>
<th>96</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of eights</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(2)

2. Complete each sequence:

2.1 520, 620, ____, 820, ____

2.2 630, 430, ____, ____

(1)

3. Use any method to solve these:

\[ 8 \times 52 = \boxed{ } \quad 7 \times 123 = \boxed{ } \]

\[
\boxed{ } \\
\boxed{ } \\
\boxed{ } \\
\boxed{ } \\
\boxed{ }
\]

\[ 79 \div 6 = \boxed{ } \quad 52 \div 3 = \boxed{ } \]

\[
\boxed{ } \\
\boxed{ } \\
\boxed{ } \\
\boxed{ } \\
\boxed{ }
\]

(4)
4. How many of each of the following notes make up N$200.00?

4.1 N$100 notes – _______________

4.2 N$50 notes – _______________

4.3 N$10 notes - _______________

5.1 How many minutes are there in:

2 hours ______________________________

Half an hour __________________________

5.2 Complete: 1h = 10 min + _______________

1h = ¼ h + _______________

6. Study the following and state the mass of:

A. The duck: _______________________________________

B. The dog: _______________________________________

C. The cat: _______________________________________


7. David took 132kg potatoes out of the shed. How many bags of 5kg each can he fill with potatoes? What will the mass of the remaining potatoes be?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

(3)

TOTAL: 20
Memorandum

Mathematics

Grade 4

Continuous Assessment More Structured

Term 3

Marks: 25

Assessment 5

1.

<table>
<thead>
<tr>
<th>Multiples of 8</th>
<th>16</th>
<th>32</th>
<th>48</th>
<th>64</th>
<th>96</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of eights</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(2)

2.1 520, 620, 720, 820, 920
2.2 630, 430, 230, 30

(1)

3.

8 x 52 = □  
7 x 123 = □

52
x 8
416

123
x 7
861

Learners may use the method they like the most

79 ÷ 6 = 13 rem 1  
52 ÷ 3 = 17 rem 1

(4)

4.1 N$100 notes – 2
4.2 N$50 notes – 4
4.3 N$10 notes - 20

(3)

5.1 2 hours 120
Half an hour 30

5.2 1h = 10 min + 50 min
1h = ¼ h + 45 min

(4)
6. 
   A. The duck: 7kg - 3kg = 4kg
      The duck = 4kg
   
   B. The dog: 14kg - 11kg = 3kg
      The dog = 3kg

   C. The cat: (13kg + 9kg) - 17kg
      22kg - 17kg = 5kg
      The cat = 5kg

7. 
   132kg ÷ 5 = 26 rem 2
   The mass of the remaining potatoes will be 2kg

   TOTAL: 20
Assessment 6

1. Write:
   
   (a) The **smallest number** that can be written and
   
   (b) The **largest number** that can be written with the digits: 6, 8, 4

   (a) ________
   
   (b) ________

2. Complete:

<table>
<thead>
<tr>
<th>Number</th>
<th>+15</th>
<th>-14</th>
<th>+40</th>
<th>+300</th>
<th>-100</th>
<th>Double</th>
</tr>
</thead>
<tbody>
<tr>
<td>278</td>
<td>293</td>
<td>279</td>
<td>319</td>
<td>619</td>
<td>519</td>
<td>1038</td>
</tr>
<tr>
<td>69</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>147</td>
<td></td>
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<tr>
<td>204</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>155</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


3. Give the number 40 less than 999

   ________________________

   (1)

4. Calculate the following:

   (a) 1/6 of 30 ________________________

   (b) 1/9 of 45 ________________________

   (2)
5. Calculate the following:

5.1 \[375\text{m} \times 3 = \ldots\]

(1)

5.2 \[183\text{m} + 147\text{m} + 396\text{m} - 438\text{m} = \ldots\]

(2)

6. Write down the fractions of the unshaded parts:
7. These advertisements appeared in a newspaper:

<table>
<thead>
<tr>
<th>Cash Bazaar</th>
<th>Rippies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk N$ 2,50</td>
<td>Milk N$ 2,50</td>
</tr>
<tr>
<td>Sugar N$ 1,45</td>
<td>Sugar N$ 1,55</td>
</tr>
<tr>
<td>Bread N$ 1,60</td>
<td>Bread N$ 1,50</td>
</tr>
<tr>
<td>Coffee N$ 8,70</td>
<td>Coffee N$ 8,65</td>
</tr>
<tr>
<td>Tea N$ 4,55</td>
<td>Tea N$ 4,95</td>
</tr>
<tr>
<td>Maize Meal N$ 3,15</td>
<td>Maize Meal N$ 3,55</td>
</tr>
</tbody>
</table>

What would it cost if you bought all these items:

(a) at the Cash Bazaar ________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

(b) at Rippies _______________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

(c) What is the difference __________________________________________

(d) Which shop is the cheapest? _____________________________________

Total: 20
Memorandum

Mathematics

Continuous Assessment More Structured  Term 3  Marks:  25

Assessment 6

1.
   (a) The smallest number that can be written and
   (b) The largest number that can be written with the digits: 6, 8, 4
   (a) 468
   (b) 864  

2.

<table>
<thead>
<tr>
<th>Number</th>
<th>+15</th>
<th>-14</th>
<th>+40</th>
<th>+300</th>
<th>-100</th>
<th>Double</th>
</tr>
</thead>
<tbody>
<tr>
<td>278</td>
<td>293</td>
<td>279</td>
<td>319</td>
<td>619</td>
<td>519</td>
<td>1039</td>
</tr>
<tr>
<td>69</td>
<td>84</td>
<td>70</td>
<td>110</td>
<td>410</td>
<td>310</td>
<td>620</td>
</tr>
<tr>
<td>147</td>
<td>162</td>
<td>148</td>
<td>188</td>
<td>488</td>
<td>388</td>
<td>776</td>
</tr>
<tr>
<td>204</td>
<td>219</td>
<td>205</td>
<td>245</td>
<td>545</td>
<td>445</td>
<td>890</td>
</tr>
<tr>
<td>155</td>
<td>170</td>
<td>156</td>
<td>196</td>
<td>496</td>
<td>396</td>
<td>792</td>
</tr>
</tbody>
</table>

3. 999 - 40 = 954

4.
   (a) 1/6 of 30
   (b) 1/9 of 45
   (a) 30 ÷ 6 = 5
   (b) 45 ÷ 9 = 9
5.1 375 mℓ x 3 = \[\frac{375 \times 3}{1} = 975 \text{ mℓ}\] (1)

5.2 \[183 \text{ mℓ} + 147 \text{ mℓ} + 396 \text{ mℓ} - 438 \text{ mℓ} = 288 \text{ mℓ}\] (2)

6.

(a) \(\frac{5}{8}\)  
(b) \(\frac{1}{4}\)  
(c) \(\frac{5}{7}\)  
(d) \(\frac{1}{3}\)  
(e) \(\frac{5}{6}\)  
(f) \(\frac{5}{9}\)  
(g) \(\frac{3}{10}\)  
(h) \(\frac{3}{7}\)  

7.

(a) \[\begin{align*}
N\$ 2,50 & + N\$ 1,45 + N\$ 1,60 + N\$ 8,70, N\$ 4,55 + N\$ 3,15 = N\$ \square \\
N\$ 2,50 & \\
N\$ 1,45 & \\
N\$ 1,60 & \\
N\$ 8,70 & \\
N\$ 4,55 & \\
+ & N\$ 3,15 \\
\hline \\
N\$ 21,95
\end{align*}\]

The items will cost N\$ 21, 95 at Cash Bazaar.

(b) \[\begin{align*}
N\$ 2,50 & + N\$ 1,55 +N\$ 1,50 + N\$ 8,65 + N\$ 4,95 + N\$ 3,55 = N\$ \square \\
N\$ 2,50 & \\
N\$ 1,55 & \\
N\$ 1,50 & \\
N\$ 8,65 & \\
N\$ 4,95 & \\
+ & N\$ 3,55 \\
\hline \\
N\$ 22,70
\end{align*}\]

The items will cost N\$ 22, 70 at Rippies

(c) \[\begin{align*}
N\$ 22,70 - N\$ 21,95 = N\$ \square \\
N\$ 22,70 & \\
- & N\$ 21,95 \\
\hline \\
N\$ 00,75
\end{align*}\]

The difference is 75c.

(d) Cash Bazaar is the cheapest.
MORE STRUCTURED ACTIVITIES: ENVIRONMENTAL STUDIES

GRADE 4
Environmental Studies  

Date: ______________________ Name: ____________________________________

Continuous Assessment More Structured Term 1 Marks: 25

Assessment 1

SECTION A (Level 1)

Question 1
State if the following are True or False.

1.1 A monument can be a special building, grave or a tree, which reminds us of something that happened in the past.
   True False

1.2 Curt von Francois built the Alte Feste.
   True False

1.3 Windhoek is the capital city of Namibia.
   True False

1.4 History tells us more about the future.
   True False

1.5 A museum is a place where you can go and see how people lived in the past.
   True False

1.6 Rock paintings are done by the grade one learners in your school.
   True False

1.7 Namibia is divided into 31 smaller parts, called regions.
   True False

Choose the correct name from the word box for the following famous people.

1.8 1.9 1.10

Dr Sam Nujoma, Chief Hendrik Witbooi, Chief Maherero, Jan Jonker Afrikaner
Question 2.
Look at the map of Namibia and answer the following questions

2.1 What is the name of our region? ............................... (1)

2.2 Name any two regions that share boundaries with our region.
................................. and ................................. (2)

2.3 Name one landform in our region. ................................. (1)

2.4 Give the name of the river that forms the boundary in the south.
................................. (1)

2.5 Which ocean washes at the West coast of Namibia?
................................. (1)

2.6 In which region do we find the capital city of our country?
................................. (1)

2.7 How many regions are there in Namibia?
................................. (1)

2.8 Give the name of the two big rivers that form the boundaries in the North of Namibia.
(a) ................................. and
(b) ................................. (1)

2.9 Which region is named after a person? ................................. (1)
SECTION C (Level 3)

Question 3
Look at the pictures and answer the questions

3.1 Describe the meaning of the word festival.
.........................................................................................................................................................
.......................................................................................................................................................... (1)

3.2 Which festival are the people in the picture celebrating.
........................................................................................................................................................ (1)

3.3 What is the festival in the picture called?
................................................................................................................................. (1)

3.4 Which culture group practices this festival every year
........................................................................................................................................... (1)

3.5 Describe what you see in this picture:

........................................................................................................................................................ (1)
Memorandum

Environmental Studies  Grade 4
Continuous Assessment More Structured  Term 2  Marks:  25

Assessment 1

SECTION A (Level 1).
Question 1
1.1 True  1.6 False
1.2 True  1.7 False
1.3 True  1.8 Jan Jonker Afrikaner
1.4 False  1.9 Dr Sam Nujoma
1.5 True  1.10 Chief Hendrik Witbooi

[10]

SECTION B (Level 2)
Question 2
2.1 (Answer depends on region)  2.6 Khomas region
2.2 (Answer depends on region)  2.7 13 regions
2.3 (Answer depends on region)  2.½ (a) Kunene River
2.4 Orange River  2.9 Caprivi region
2.5 Atlantic Ocean

[10]

SECTION C (Level 3)
Question 3
3.1 A time when people come together to be happy.
3.2 When the cattle come home after the first rain.
   The women are dancing and the men are singing songs.
3.3 Carnival
3.4 The Germans
3.5 The pastor baptizes a baby in the church.

[5]

TOTAL: 25 MARKS
Environmental Studies

Date: __________________________ Name: __________________________

Continuous Assessment More Structured Term 1 Marks: 20

Assessment 2

SECTION A (Level 1)

Question 1
1.1 Name the four wind directions.
   (a) ..................................................
   (b) ..................................................
   (c) ..................................................
   (d) ..................................................
   (4)

1.2 In which direction does the sun rise? ........................................ (1)

1.3 Give the names of two trees in your region.
   a) ..................................................
   (b) ..................................................
   (2)

1.4 Give the name of one protected plant in Namibia.
   ..................................................
   (1)

1.5 Give the name of one protected animal in Namibia.
   ..................................................
   (1)

1.6 Name the group that protects cheetahs in Namibia.
   ..................................................
   (1)

   [10]
SECTION B (Level 2)

Question 2
Give two reasons why it is important for people to know how the weather will be like the next day or week.

(a) ........................................................................................................................................
........................................................................................................................................

(b) ........................................................................................................................................
........................................................................................................................................

(2)

Question 3
Mention two reasons why people settle near a mine.

(a) ........................................................................................................................................
........................................................................................................................................

(b) ........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

(2)

Question 4
Young people move to the big city because they think the city is exciting.
Name one more reason why many people move to big towns/cities.

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

(1)

[5]
SECTION C (Level 3)

**Question 5.**
How can a plastic bag lying in the field do damage to animals?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

(1)

**Question 6**
What can happen if we do not care for our environment?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

(1)

**Question 7**
Look at the pictures and give **three reasons** why people should not litter.

(a) ……………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

(b) ……………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

(c) ……………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

(3)

TOTAL: 20 MARKS
Environmental Studies

Date: ________________ Name: ________________

Continuous Assessment More Structured Term 1 Marks: 25

Assessment 3

SECTION A (Level 1)

Question 1

1.1 People all over the world use animals for transport. Give three examples.
   (a) .................................................
   (b) .................................................
   (c) .................................................

1.2 What is the name of the international airport of Namibia?

.................................................

1.3 Name the two towns in Namibia that have harbours
   (a) .................................................
   (b) .................................................

1.4 Write down three forms of communication that you use every day.
   (a) .................................................
   (b) .................................................
   (c) .................................................

1.5 What do we call a person who reads the news over the radio or on television?

.................................................

---

CA Manual Grade 4, NIED, 2005 79
Question 2
The following are tools our early people used. Write down the material these tools were made of. Choose the correct word/s from the word box.

2.1 bow and arrow: __________________________
2.2 stone scrape: __________________________
2.3 leather bag: __________________________
2.4 ostrich shell: __________________________
2.5 bone needle: __________________________

(5)

Stone, animal skin, wood, sinews, bones, ostrich eggs, paper, plastic

SECTION B (level 2)

Question 3

3.1 Name two ways in which you can help to save water at home and at school.
   (a) __________________________
   (b) __________________________

(2x1/2 =1)

3.2 Fill in the missing words in the following text.
At sea, fish is caught in the ocean with big ___________.
A __________ brings the fish from the boats to the factory. Workers in the factory
_________ and ___________ the fish. Then pieces of the fish are put in
___________. Then the ____________ are put on the tins. Then the fish is
___________ and ___________ sauce is added.

(8x \(\frac{1}{2}=4\))
SECTION C  (LEVEL3)

Question 4

4.1 Describe two of your class rules

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

(2)

4.2 What would you like your Regional Council to improve in your community? Give three examples.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

(3)

TOTAL: 25 MARKS
Memorandum

Environmental Studies Grade 4
Continuous Assessment More Structured Term 2 Marks: 25
Assessment 3

SECTION A (level 1)

Question 1

(Any three of the seven)

1.1 (a) Ox wagon  (b) Camel train
     (c) Horse and carriage  (c) Donkey
     (d) Ox sleigh  (e) Donkey cart
     (f) Dog sleigh

1.2 Hosea Kutako International Airport

1.3 (a) Walvis Bay  (b) Luderitz
     (Any three of the five)

1.4 (a) Television  (b) Computers
     (c) Radio  (d) Magazines
     (e) Newspapers

1.5 News reader

Question 2

2.1 Wood and sinew
2.2 Stone
2.3 Animal skin
2.4 Ostrich eggs
2.5 Animal bone

SECTION B (level 2)

Question 3

(Any two of the four)

3.1 (a) Close a dripping tap.  (b) Do not play with water.
     (c) After brushing your teeth always close the tap  (d) Rather take a shower than a bath

3.2 At the sea, fish is caught with big nests. A lorry brings the fish from the boats to the factory. Workers in the fish factory cut up and clean the fish. Then pieces of the fish are put in tins. Then the labels are put on the tins. Then the fish is cooked and tomato sauce is added.
### SECTION C (level 3)

#### Question 4

**(Any two of the ten)**

<table>
<thead>
<tr>
<th>4.1</th>
<th>(a) Return all books to the shelves.</th>
<th>(b) Clean the blackboard after each lesson.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(c) Always raise your hand to say something.</td>
<td>(d) Throw all litter into the basket.</td>
</tr>
<tr>
<td></td>
<td>(e) Never swear in class.</td>
<td>(f) Always listen when your teacher talks.</td>
</tr>
<tr>
<td></td>
<td>(g) Look after your books.</td>
<td>(h) Always do your homework.</td>
</tr>
<tr>
<td></td>
<td>(i) Respect your teacher and friends.</td>
<td>(j) Do not fight in class.</td>
</tr>
</tbody>
</table>

**(Any other relevant answers)**

<table>
<thead>
<tr>
<th>4.2</th>
<th>Building more clinics</th>
<th>Build more Sport facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Build more schools</td>
<td>Upgrade playing grounds</td>
</tr>
</tbody>
</table>
Environmental Studies Grade 4

Date: ___________________ Name: ________________________

Continuous Assessment More Structured Term 2 Marks: 25

Assessment 4

SECTION A (level 1)

Question 1
State if the following are true or false. Draw a circle around the correct answer.

1.1 You have five senses
   True
   False

1.2 It is good for you for your eyes to look straight at the sun.
   True
   False

1.3 Never read in poor light.
   True
   False

1.4 You feel with your skin.
   True
   False

1.5 Too loud music will not hurt your ears.
   True
   False

(5)

Question 2
Choose the correct word. Draw a circle around the correct letter.

2.1 The special framework that your body has, that supports you, is called………………
   (a) Skeleton
   (b) Back bone

CA Manual Grade 4, NIED, 2005
2.2 The organ that you use to smell is called

(a) Ears
(b) Nose

2.3 You find the taste buds on this organ.

(a) Tongue
(b) Teeth

2.4 Food moves along this organ into the stomach.

(a) Veins
(b) Oesophagus

2.5 These teeth grow out after children’s baby teeth fall out.

(a) Permanent teeth
(b) False teeth

---

SECTION B (level 2)

Question 3
Your sense organs tell you what is happening around you. Name the five sense organs and one function of each organ:

3.1 .........................................................
3.2 .........................................................
3.3 .........................................................
3.4 .........................................................
3.5 .........................................................

(10x1/2=5)

Question 4

4.1 What is a joint?

..................................................................................................................

(1)

4.2 Give two examples of joints in your body.

(a) .................................................................

(b) .................................................................

(2)
4.3 There are areas on your tongue for sweet and salty taste. Name two more taste areas.

(a) .................................................................
(b) .................................................................

(2)

SECTION C (level 3)

Question 5

5.1 What does being responsible mean? Tell in your own words.

................................................................................................................
................................................................................................................

(2)

5.2 Write down 3 ways in which people change as they grow older.

(a) .................................................................
(b) .................................................................
(c) .................................................................
(d) .................................................................

(3)

TOTAL: 25 MARKS
Memorandum

Environmental Studies  
Continuous Assessment More Structured  
Assessment 4

SECTION A  (Level 1).

Question 1.
1.1 True (1)
1.2 False (1)
1.3 True (1)
1.4 True (1)
1.5 False (1)

Question 2.
2.1 (a) skeleton (1)
2.2 (b) nose (1)
2.3 (a) tongue (1)
2.4 (b) oesophagus (1)
2.5 (a) permanent teeth (1)

SECTION B  (Level 2)

Question 3.
3.1 eyes = see (1)
3.2 nose = smell (1)
3.3 ears = hear (1)
3.4 tongue = taste (1)
3.5 skin = feel (1)

Question 4.
4.1 A joint is a place where two bones meet. (1)
4.2 (a) knee joint (1)
    (b) elbow joint (1)
4.3 (a) bitter (1)
    (b) sour (1)

SECTION C  (Level 3)

Question 5.
4.2 Being responsible means that you think very carefully before you do anything. (2)
5.2 (a) Their skin becomes wrinkled.
    (b) Their hair turns grey.
    (c) They walk slowly. (Any other relevant answers) (3)
 environmentally studies grade 4

date: ___________________________ name: ________________________________

continuous assessment more structured

assessments 5

section a (level 1)

question 1

use the following words to complete the table below

water elephant fire boy

<table>
<thead>
<tr>
<th>living things</th>
<th>non- living things</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>


question 2

what do people and animals need to live?

(a) ..............................................................

(b) ..............................................................

(c) ..............................................................

(d) ..............................................................

(e) ..............................................................


question 3

give the five characteristics of living things

(a) ......................................................................

(b) ......................................................................

(c) ......................................................................

(d) ......................................................................

(e) ......................................................................
Section B (level 2)

Question 4

Look at the picture. Give five ways in which people and animals can use the camelthorn tree.

(a) ........................................... ...........................................
(b) ........................................... ...........................................
(c) ........................................... ...........................................
(d) ........................................... ...........................................

(4)
Section C (level 3)

Question 5

Look at the picture below.

Which part of the plant is this? _____________________________

5.1 Give four functions of the this part of the plant.
   (a) __________________________________
   (b) __________________________________
   (c) __________________________________
   (d) __________________________________

(5)
Memorandum

Environmental Studies

Continuous Assessment More Structured

Assessment 5

Section A  (level 1)

Question 1

<table>
<thead>
<tr>
<th>Living things</th>
<th>Non-living things</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elephant</td>
<td>Fire</td>
</tr>
<tr>
<td>Boy</td>
<td>Water</td>
</tr>
</tbody>
</table>

Question 2

(a) Air
(b) Food
(c) Water
(d) Shelter
(e) Space

Question 3

(a) They can breathe.
(b) They can grow.
(c) They can reproduce.
(d) They can move.
(e) They can die.

Section B  (Level 2)

Question 4

4.1 (any four answers)
(a) Birds build their nests in the tree.
(b) Wood for making fire to cook food.
(c) Animals eat the leaves.
(d) Wood for building material.
(e) Animals eat the pods of the tree.
(f) Animals and people can rest in the shade of the tree.
4.2  (any two answers)
(a) Food gives the body energy
(b) It helps the body to grow
(c) It makes the body strong so that it can protect itself from illness.

Section C  (Level 3)

Question 5

5.1  The roots  (1)
5.2  (a) Holding the plant firmly in the soil
     (b) Taking in water and dissolved minerals
     (c) Plants can also store food in their roots.
     (d) New plants can also grow from roots.  (4)  (5)

Total: 25 Marks
Environmental Studies

Date: ____________________ Name: ____________________

Continuous Assessment More Structured

Assessment 6

SECTION A (level 1)

Question 1

1.1 Match the special properties in the word box with the sentences that follow.

- texture, flexibility, gloss, weight/mass, transparency, toughness,

(a) Gold is very heavy. .............................................

(b) The rubber ball does not break when I drop it. .........................

(c) I can see through this plastic wrap when I hold it up to the light.

.............................................

(d) A hose pipe can bend easily. It is not rigid. .........................

(e) This piece of wood is very rough and full of splinters.

.............................................

(5)

1.2 Name two types of soil.

(a) .............................................

(b) .............................................

(2)

1.3 Name three sources of light.

(a) .............................................

(b) .............................................

(c) .............................................

(3)
SECTION B  (Level 2)

Question 2

2.1 What is a contagious disease?

.....................................................................................................................

(1)

2.2 Give three examples of contagious diseases.

(a) .................................................................................................................

(b) .................................................................................................................

(c) .................................................................................................................

(3)

2.3 Choose the correct word

This animal spreads malaria

(a) Rats  (b) Anopheles mosquito

(1)

SECTION C  (Level 3)

Question 3

Some animals are bad for your health.

3.1 Give two reasons why the animals in the picture are harmful to your health.

(a) .....................................................................................................................

(b) .....................................................................................................................

(2)
3.2 Why are the plants in the picture bad for your health?
(a) ……………………………………………………………………………………

3.3 What will happen if you eat them?
(a) ……………………………………………………………………………………
(b) ……………………………………………………………………………………

Question 4
You can also help to make your community healthy by looking after your body.

4.1 Mention five things you can do to keep your body healthy.
(a) ……………………………………………………………………………………
(b) ……………………………………………………………………………………
(c) ……………………………………………………………………………………
(d) ……………………………………………………………………………………
(e) ……………………………………………………………………………………

TOTAL: 25 MARKS
SECTION A  (level 1)

Question 1

1.1  (a) Weight/ mass  (b) Toughness  (c) Transparency  (d) Flexibility  
     (e) Texture  

(Any two of the three)  

1.2  (a) Loam Soil  (b) Sandy soil  (c) Clay soil  

(2) 

1.3  (a) Fire  (b) Electricity  (c) Sun  

(3) 

SECTION B  (level 2)

Question 2

2.1  A contagious disease is illnesses which you can easily catch by being near a sick person.  

(1) 

(Any three of the four)  

2.2  (a) Chickenpox  (b) Measles  (c) Mumps  (d) Tuberculosis  

(3) 

2.3  (b) Anopheles mosquito  

(1)
SECTION C (level3)

Question 3
(Any two of the three)

3.1 (a) They live in dirty places (b) They carry gems (c) They can leave their gems on your food.

3.2 (a) These plants are poisonous.

3.3 (a) You may become very ill. (b) You may even die.

Question 4
(Any five from the six)

4.1 (a) Exercise regularly. (b) Do not smoke or take drugs. (c) Eat healthy meals. (d) Wash yourself at least once or twice a day. (e) Put on clean clothes every day. (f) Always get enough sleep.

TOTAL: 25 MARKS
MORE STRUCTURED ACTIVITIES: RELIGIOUS AND MORAL EDUCATION

GRADES 3 & 4
Questions and Quizzes

Theme: 1
Belonging: Leadership in different faith communities

1. Into what sort of family was Mother Theresa born? _________________________ (1)

2. Was Zephania Kameeta already a bishop when he was Deputy Speaker in the National Assembly? ________________ (1)

3. Which two groups of suffering people did Mother Theresa help especially?
   ________________________________ (2)

4. Why do you think it took the church authorities two years to allow her to leave the convent? ________________________________ (2)

5. Why do you think teachers and ex-pupils came to help her?
   ________________________________ (2)

6. Look at the picture and write down two good things you have learned from her life.
   ________________________________ (2)
Theme 2
Phases of life: Traditions of marriage and what is meant to be a family.

1. Why is it important for the two families to meet each other and have their consent for the marriage? ________________________________________________________________

                                                                 (2)

2. What does lobola mean and why is it such a widespread custom? ________________

                                                                 (2)

3. Where do you go for a civil marriage? ____________________________________ (1)

4. What do you need to take with you for a civil marriage? ________________________

                                                                 (2)

5. In Jesus’ teaching why does a man leave his father and mother? ________________

                                                                 (1)

6. Give two advantages of having a civil marriage. ____________________________

                                                                 (2)

Total: 10
1. Explain how people often destroy what the plants and animals need in order to survive. Give two examples

_____________________________________________________________________
_____________________________________________________________________
(2)

2. Name one practice that damages the earth. ______________________________ (1)

3. Name three kinds of creatures that are killed to make ornaments and other items.

_____________                       ________________              ________________ (3)

4. Match the sentences in block A with the correct phrase in block B.

<table>
<thead>
<tr>
<th>4.1 When trees are all gone</th>
<th>pollutes rivers</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 Human waste product</td>
<td>the top soil dries up and blows away</td>
</tr>
</tbody>
</table>

5. Choose the correct words:

Human exploitation,       Adam and Eve,       Joseph’s inhabitants

5.1 The story of ________________ in the garden of Eden to work was taken by some people as a justification for the __________________ of nature. (2)

Total: 10
MORE STRUCTURED ACTIVITIES: PHYSICAL EDUCATION

GRADES 3 & 4
Continuous Assessment More Structured

Assessment 1

Introduction
Less Structured Assessment is done during demonstration lessons. More Structured Assessment is done when instructions are given. This is done to see whether the learners know what the movement should be and how to do it.

A. Physical Fitness

Criteria
Preparatory Activities
Check speed, coordination endurance, flexibility

Instructions:
Imitative sport activities that involve free running:

(1) The fielder
(2) The sprinter

TOTAL: (2)

B. Athletics

Jumping

Instructions
Activities with the emphasis on jumping as high as possible.

(1) Partner jumps.
(2) Jumping over rope.
(3) Jumping and running.

TOTAL: (3)

Assessment Criteria
Check if learners participate as pairs, if there is coherence, healthy sportsmanship, if they jump with balance, flexibility.
Physical Education  

Grades 3 and 4

Date:  
Name:  

Continuous Assessment More Structured  

Marks: 5

Assessment 2

A. Physical Fitness  
Muscular strength and endurance

Instructions

(1) Do frog jumping. (legs)

(2) Move like a seal looking for fish. (back)

(3) Walk on inside/outside of feet. (foot)


B. Athletics  
Throwing (for distance)

Instructions

(1) Target throwing with stones – each pupil has three stones. Try to hit a target.

(2) Throwing an object into a container - 3-5 metres away.

Total: 5
Physical Education  

Date: ___________________________  Name: _________________________________ 

Continuous Assessment More Structured  

Marks: 5 

Assessment 3 

A. Sport Skills 
Roll and stop field activities with balls and hand. Syllabus guide page 60. 

Instructions 
- Moving body mass. 
- Roll, dribble, kick, stop, field, catch, and throw. 
- Move, stop, hold objects in position while avoiding knocking over any obstacle. 
- Throw and catch and dribble ball over different distances in pairs. 

(2) 

B. Games in limited space: Play a traditional game 
Imitation 

Instructions: 

(1) The boxer – dance about doing shadow – boxing keeping left foot and left arm forward. 

(2) The sprinter – from set position on a line, take off and sprint across a certain distance. 

(3) Cycling – lying on back with hips supported, legs circling. 

(3) 

Total: (5)
Assessment 4

A. **Sport Skills**
   Hit/Strike an object with an implement

   **Instructions**
   
   1. Strike an object (self-made ball) attached to a string and tied to a branch or beam, with a bat or any other implement.
   
   2. Strike an object with a bat, e.g. a ball, from an object e.g. a bench with a bat, etc.
   
   3. Partners – A throws an object underhand to B who strikes it with an implement. A fields the ball.

B. **Games in limited space**
   Tag and dodging games

   **Instructions:**
   
   Free tag – In free formation, one player chases the rest and tries to tag another player. Whoever is tagged becomes the chaser.

---

**Total:** (5)
Assessment 5

Activities

- Spin around in one foot like an ape making a full turn.
- Roll onto back, holding onto legs behind knees.
- Roll from side to side.
- Roll about the area experimenting to see how many different shapes you can travel through.
- Perform single jumps on the spot, landing on both feet.
- Stand on both feet, slowly take one foot from the ground to stretch it out in different direction.

Conclusion

Play follows the leader or group activities with obstacles and competes with one another.

Total: (5)

Criteria

- Loco-motor movements
- Rotation
- Balancing
- Activities with a partner
Physical Education

Date: ___________________  Name: ___________________

Continuous Assessment More Structured  Marks: 5

Assessment 6

A.  Dance
   Group/Social dances

   Instructions

   Pupils perform simple folk dances of own language group with accompaniment and/or singing along.

   (2)

B.  Gymnastics
   Balancing

   Instructions

   Balance on the spot, varying

   (1)  Body positions (front, side or back towards the ground)

   (2)  Body parts used for support.

   (3)  Position of limbs.

   (3)

   Total: (5)
Memorandum

Physical Education

Grades 3 & 4

Continuous Assessment More Structured  Term 1 - 3  Marks:  5 (per task)

Tasks 1 - 6

Allocate (give) 1 mark for each instruction correctly performed.
MORE STRUCTURED ACTIVITIES: ARTS

GRADES 3 & 4
Continuous Assessment More Structured

- One or two more structured activities per term are appropriate.

- The final product in Visual Arts can be used for a more structured assessment, e.g.
  - a picture (paint or draw)
  - a model or construction.

A combination of different media and techniques, e.g.
  - a collage
  - a potato-print frame around a picture, etc.

- Other ideas for more structured activities
  - action songs (singing, dance, rhythm and drama)
  - dramatisation of a story
  - song and dance with percussion instruments

- All the components of Arts should be integrated with one another and also with the theme/topic e.g.
  **Festive Days:** A birthday party.

  **Visual Arts:** Fold a party hat and decorate.
  **Music:** Sing a birthday song, do a dance and play the rhythm on instruments.
  **Drama:** Role-play a birthday party (welcome the guests, open presents and cut the cake).

Usually in a group some learners have creative ideas (syllabus pp. 9 and 10 and some learners only copy ideas from others.

<table>
<thead>
<tr>
<th>Learners who copy</th>
<th>Creative learners (Higher thinking skills)</th>
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</thead>
<tbody>
<tr>
<td>E</td>
<td>A</td>
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<td>D</td>
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</tbody>
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**Criteria**

1. picture & potato print
   - expressiveness
   - fine motor movements
   - logical using of colour and space
   - creativity

2. model or construction, a collage
   - expressiveness
   - using of different materials and colours
   - creativity
   - fine motor movement

3. action songs, dramatisation, dance
   - participate
   - expressiveness
   - creativity
   - rhythm