



**TOM NEWBY SCHOOL**  
**GRADE 4 NATURAL SCIENCES AND TECHNOLOGY**  
**JUNE 2022**



<b>Subject</b>	<b>NS/TECH</b>	<b>Examiner</b>	<b>MS M MPESU</b>
<b>Date</b>	<b>JUNE 2022</b>	<b>Total marks</b>	<b>40</b>
<b>Term</b>	<b>2</b>	<b>Duration</b>	<b>40 Minutes</b>
<b>Grade</b>	<b>4</b>	<b>Moderator</b>	<b>MRS M FOURIE</b>
<b>Instructions</b>	<b>1. Read each question carefully before answering.</b> <b>2. Answer all questions neatly.</b>		

Name:	Surname:	Class:
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**SECTION A (20)**

**QUESTION 1 (5)**

**Answer True or False**

- 1.1 All plants and animals are living things \_\_\_\_\_
- 1.2 A fish is a dormant living thing \_\_\_\_\_
- 1.3 Invertebrates are animals with no back bones \_\_\_\_\_
- 1.4 Seeds need sunlight to germinate \_\_\_\_\_
- 1.5 Rattlesnakes use their tail to warn attackers \_\_\_\_\_

40

**QUESTION 2 (5)**

- 2.1 A home for a plant or animal is called a
- Forest
  - Estuary
  - Habitat
  - Pond
- 2.2 Which of the following is an aquatic habitat
- Polar
  - Deciduous forest
  - Grassland
  - River

2.3 Which of the following is not a freshwater habitat?

- a) Oceans
- b) Lakes
- c) Dams
- d) Streams

2.4 Which of the following is not a South African indigenous animal?

- a) Springbok
- b) Kangaroo
- c) Galjoen
- d) Bluecrane

2.5 Which of the following is a man-made structure?

- a) A cave
- b) A house
- c) A rocky overhang
- d) A spider web

### **QUESTION 3 (6)**

Different structures have different functions. Match the following structures with their functions.

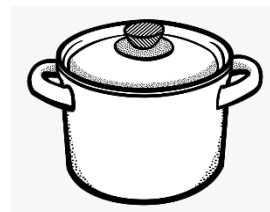
Carport



Bridge



Pot



Water Tower



3.1 A structure that can enclose things (keep them in). \_\_\_\_\_

3.2 A structure that can protect or cover something. \_\_\_\_\_

3.3 A structure that can span a gap. \_\_\_\_\_

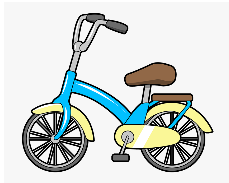
3.4 A structure built to support. \_\_\_\_\_

3.5 Which of the following structures is a shell structure and which one is a frame structure.

a) a cup: \_\_\_\_\_



b) a bicycle: \_\_\_\_\_



**QUESTION 4 (4)**

Some structures are natural and some are man-made. Write down 2 examples of natural structures and 2 examples of man-made structures.

Natural structure	Man-made structure
1.	1.
2.	2.

**SECTION B (14)**

**QUESTION 5 (10)**

Matter can exist in the three main states: solid, liquid and gas. Below, there are pictures of a few objects. Decide whether these objects are a solid, a liquid or a gas. Write S for solids, L for liquids and G for gases on the line provided.

1. Wood - \_\_\_\_\_

2. Stone - \_\_\_\_\_

3. Plastic - \_\_\_\_\_

4. Fabric - \_\_\_\_\_

5. Water - \_\_\_\_\_

6. Juice - \_\_\_\_\_

7. Cooking Gas - \_\_\_\_\_

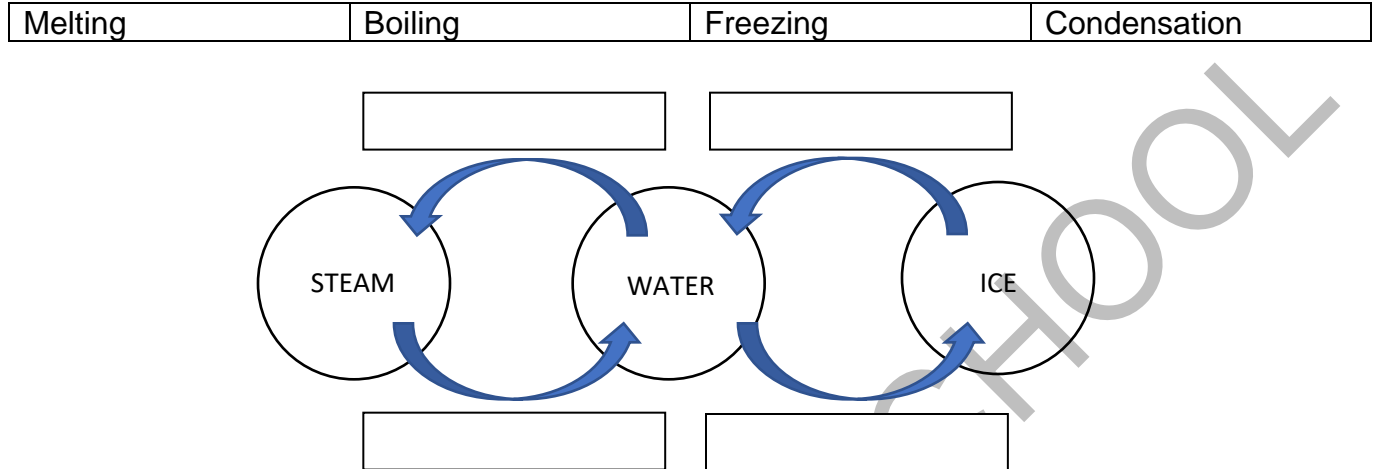
8. Air - \_\_\_\_\_

9. Cooking oil - \_\_\_\_\_

10. Tea - \_\_\_\_\_

**QUESTION 6 (4)**

Water can change its state into ice (solid), water (liquid) and steam (gas). Complete the diagram by filling in the spaces with the correct names of the processes. Use the words from the text box.

**SECTION C (6)****QUESTION 7**

Properties of materials are used to choose the materials that suit our purpose the best. State where you would use the following material and why.

7.1 Transparent material \_\_\_\_\_

\_\_\_\_\_

7.2 Translucent material \_\_\_\_\_

\_\_\_\_\_

7.3 Opaque material \_\_\_\_\_

\_\_\_\_\_

**TOTAL : 40**

**Grade 4 NS Tech June Test 2022**  
**Performance Analysis**  
 (For teacher use only)

Name and Surname: \_\_\_\_\_ Class: \_\_\_\_\_

Section	Section A				Section B		Section C
Question number	1	2	3	4	5	6	7
Possible mark	5	5	5	5	10	4	6
Learner's mark							
Moderator's mark							

TOM NEWBY SCHOOL

**Tom Newby School: Internal Moderation Tool – Assessments 2021**

Subject	NS & Tech	Grade	4
Examiner/s	Miss Mpesu		
Moderators	HOD: M.Fourie Principal: G Mynhardt Deputy Principal: J Phillips		
Date Submitted	11/04/2022		
<b>Record of route to approval</b>			
Date: 18/ 05/2021	Moderator: M. Fourie		
<b>Comment</b>			
Date: 24 May 2021	Moderator: _____		
<b>Comment</b>			
Date: _____	Moderator: _____		
<b>Comment</b>			
<b>Internal Approval</b>			
Subject Controller		Date	
HOD		Date	
Principal		Date	
Deputy		Date	
Examiner/s		Date	

<b>General Information and Layout</b>				
	Description	Y	N	Comment
1.	Has the standard TNS heading been included?			
2.	Is the subject, grade, mark allocation and time allocation indicated at the start of the paper?			
3.	Are the introductory instructions about the exam clear?			
4.	Are the examiner and moderator's names reflected?			
5.	Are the questions numbered correctly?			
6.	Are the pictures/illustrations clear and of copy-able quality?			
7.	Is the exam free of spelling and grammar errors?			
8.	Have the following format requirements been adhered to for the exam script? Arial font, size 12, 1,5 line spacing, zero before and after spacing, margins set to 2 (top, bottom, left and right).			

9.	Have the following format requirements been adhered to for the answer script? Arial font, size 14, single line spacing, zero before and after spacing, margins set to 2 (top, bottom, left and right).			
10.	If an answer sheet is being used, has sufficient provision been made for answers?			
11.	Has a diagnostic analysis been included at the end of the answer script or on a separate sheet if the answers are written on folio paper?			
	Is the allocated time appropriate and suitable for the subject and grade?			
References				
	Description	Y	N	Comment
1.	Are reading passages/extracts referenced where required?			
2.	Are diagrams and pictures referenced and labelled where required?			
Mark allocation and Sectioning				
	Description	Y	N	Comment
1.	Is there a correlation between the mark allocation and level of difficulty?			
2.	Has the exam been sub-divided according to policy?			
3.	Has each sub-section been clearly labelled?			
4.	Has each sub-section been correctly totalled?			
Cognitive levels and Questioning Techniques				
	Description	Y	N	Comment
1.	Have a variety of question types been included according to CAPS? For example: multiple choice, short answers, case studies, T&F, etc.			
2.	Are reading passages an appropriate length for the grade?			
3.	Where appropriate, have word/vocabulary boxes been included?			
4.	Have cognitive levels been indicated on the memo?			
5.	Are the questions clear, unbiased and unambiguous?			
6.	Have various cognitive levels been taken into account, as per CAPS?			
Content				
	Description	Y	N	Comment
1.	Is the language used grade appropriate?			

2.	Has the relevant CAPS content been included?			
<b>Memorandum</b>				
	Description	Y	N	Comment
1.	Does the mark allocation on the memo tally with the mark allocation on the exam script			
2.	Is the memo a separate document?			
3.	Do the exam script and the memo correlate?			
4.	Does the memo make provision for alternate answers?			
5.	Does the memo provide information regarding the mark distribution within questions?			
<b>Subject Specific Requirements</b>				
	Description	Y	N	Comment
1.				
2.				
<b>General Comments</b>				
<p><b>Thank you for trying this term to type the test and memo. Memo was retyped in the correct format and some changes had to be made to the layout of the test paper.</b></p>				