

Life Skills
Assessment Task - Term 4
Grade 3

Name & Surname: _____

Date: _____

Section		Mark
1. Beginning Knowledge	20	
2. Personal & Social Well-being	30	
3. Creative Arts	20	
4. Physical Education	30	
Total	100	

Section I
Beginning Knowledge
Marks: 20

Question I: Plants

I. Look at the descriptions and arrange by number in which order sugarcane is grown and processed. (6÷3=2)

Description	Number
Irrigation is used to wet the sugar cane.	
Sugarcane shoots are planted.	
The sugarcane is taken to the mill.	
Sugarcane is harvested and tied together in bundles.	
At the mill, the sugarcane is compressed and the sugar syrup is pressed out. The sugar is then washed and refined, ready to be used by us.	
Tractors plough the land.	



2. Answer the following questions:

2.1. What is sugarcane? (1)

2.2. In which climate do you find sugarcane? (1)

2.3. Sugarcane needs a lot of _____ and _____.(2)

2.4. What does the stem of sugarcane contain and what does it look like? (2)



Question 2: What we get from the earth.



Are the following statements true or false? (5)

2.1 The thin layer of the earth we live on is the top layer.

_____ (1)

2.2. From the first layer of soil we get minerals such as gold, diamonds and petroleum, as well as coal. _____ (1)

2.3. Sunlight contains oxygen which we need to live. _____ (1)

2.4. Bread comes directly from the soil. _____ (1)

2.5 Pumpkin comes directly from the soil. _____ (1)

Question 3: The earth - from clay to brick
 Number the following descriptions to arrange in order how bricks are made. (7)



Number	Description
5	The blocks of clay are dried. The dried pieces of clay are baked in a huge oven, called a kiln.
2	Clay is ground up finely and mixed with water.
3	A machine is cutting up the clay mixture into strips.
1	Clay is being dug up.
6	When the bricks are removed from the kiln, they are sorted.
7	The bricks are put on top of one another in piles and are ready to be sold.
4	A different machine is used to cut the strips into blocks.

Total Section I		Mark
1. Plants	9	
2. What we get from the earth	4	
3. The earth - from clay to brick	7	
	Total	20

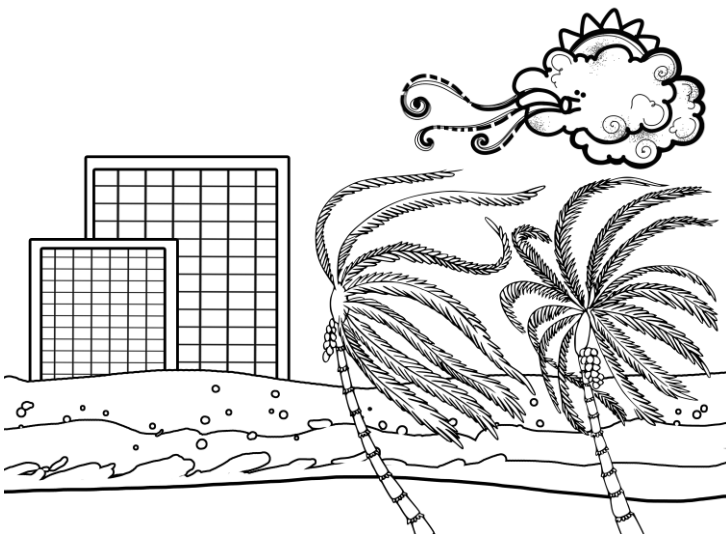
Section 2

Personal and Social Well - being

Marks: 30

Question 1: Disasters

- 1.1. Look at the following pictures and write down the disaster under each picture in the block.
(4)



1.2. Select a word from the block and write it in the correct space. (6)

fire

earthquake

flood

veld fires

disaster



1.2.1. The disaster happens when part of the earth's crust suddenly shakes or trembles. _____ (1)

1.2.2. If the gas, called oxygen, is present, it can cause a _____ . (1)

1.2.3. _____ causes soil erosion and air pollution. (1)

1.2.4. The disaster is caused by heavy rain. _____ (1)

1.2.5. A _____ is something that happens suddenly and has serious consequences for people and nature. (1)



1.3. Write down 3 rules on how to stay safe during a thunderstorm. (3)

1. _____

2. _____

3. _____

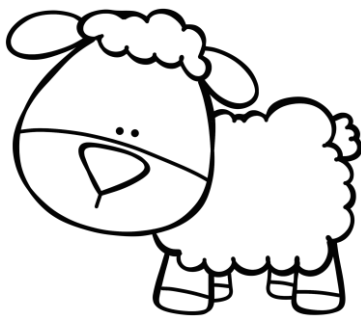
1.4. Write down 2 things that need to be present for a fire to occur. (2)

1. _____

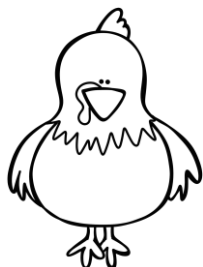
2. _____

Question 2: Animals from whom we get food and clothes.

2.1. Look at the pictures and write under each picture how the animals help people. . Give 2 examples. (8)









2.2. Write a sentence about how the following animals help people. (2)

2.2.1. Guide dog:

2.2.2. Guard dog:

2.3. Are the following statements true or false? Complete the table. (5)

Statement	True or false
1. Sheep dogs make sure that all the cows stay together.	
2. When we cut the wool of a sheep, we call it shaving.	
3. Chickens belong to a group of animals we call carnivores.	
4. Bees live in communities we call hives.	
5. Hunting dogs help hunters to find birds or animals they have shot.	

Total: Section 2: ___/30

Section 3

Creative Art – Performing Art + Visual Art

Marks: 10 + 10 = 20

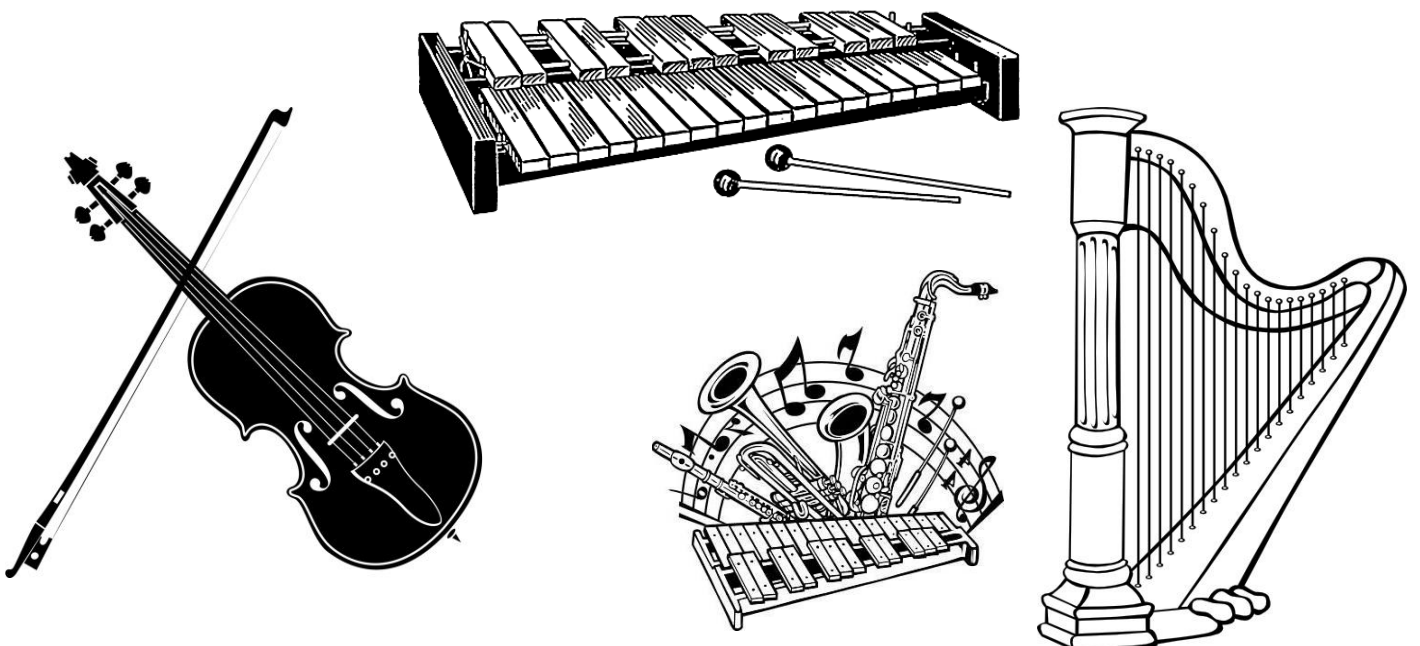
Performing Arts - Improvise & Interpret

Assignment:

Listen to and identify well - known South African instruments, explore the unique characteristics of each instrument.

Instructions:

1. Your teacher will play a video of different instruments for you. You have to listen carefully and look at each instrument and decide which instrument you have heard and seen.
2. Your teacher will give you a worksheet on which to write each instrument's name and then draw a picture of the instrument.
3. Choose only five instruments.





Instruments

	Name of the instrument	Picture
1.		
2.		
3.		
4.		
5.		



Mark: Activity I: ___/10

Visual Art – 3D objects

Assignment:

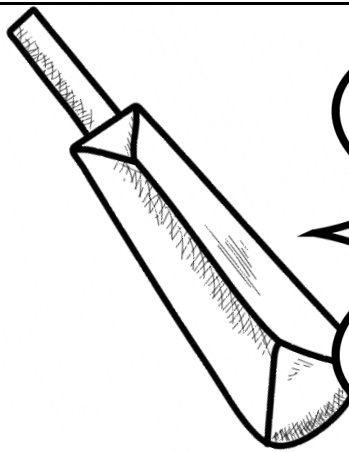
Paper maché: Create your own instrument using the technique of paper maché.

Note – Your instrument must work or make a sound.

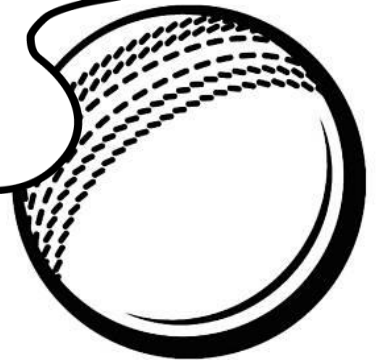
You will be marked according to the rubric:

Rubric – Visual Art		Mark
1. The learner`s work is colourful. The learner was creative.	5	
2. The learner created an instrument from paper maché and the instrument works.	5	
Total	10	





Section 4
Physical Education
Marks: 30



Activity (Sport and Games): Mini-cricket

Divide class into different teams to play mini - cricket against each other. The teacher shows the learners the correct handling of the bat in advance. The learners will be marked according to the following rubric.

Rubric: Mini-cricket		Mark
Movement: Learner moves body appropriately with regard to the game and different game positions.	5	
Perceptual-motor: Ball skills – Learner handles bat correctly and makes contact with the ball as well as the correct method of bat.	5	
Co-ordination: Throw a ball to a target, for example the wickets.	5	
Spatial Orientation: Good fieldwork, avoid contact with fellow players, fast and agile.	5	
Balance: Maintain good balance during play.	5	
Sport: Good involvement, sportsmanship and enjoyment.	5	
Total	30	