



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

CAPRICORN NORTH DISTRICT

LIFE SKILLS (PSW)

GRADE 4

CONTROLLED TEST

MAY/JUNE 2024

LEARNER'S NAME: _____

TOTAL : 30 MARKS

TIME: 1 HOUR

INSTRUCTIONS

1. Write your name on the space provided
2. Answer all questions and check your answers
3. Write neatly and legibly
4. Read all your questions carefully

SECTION A

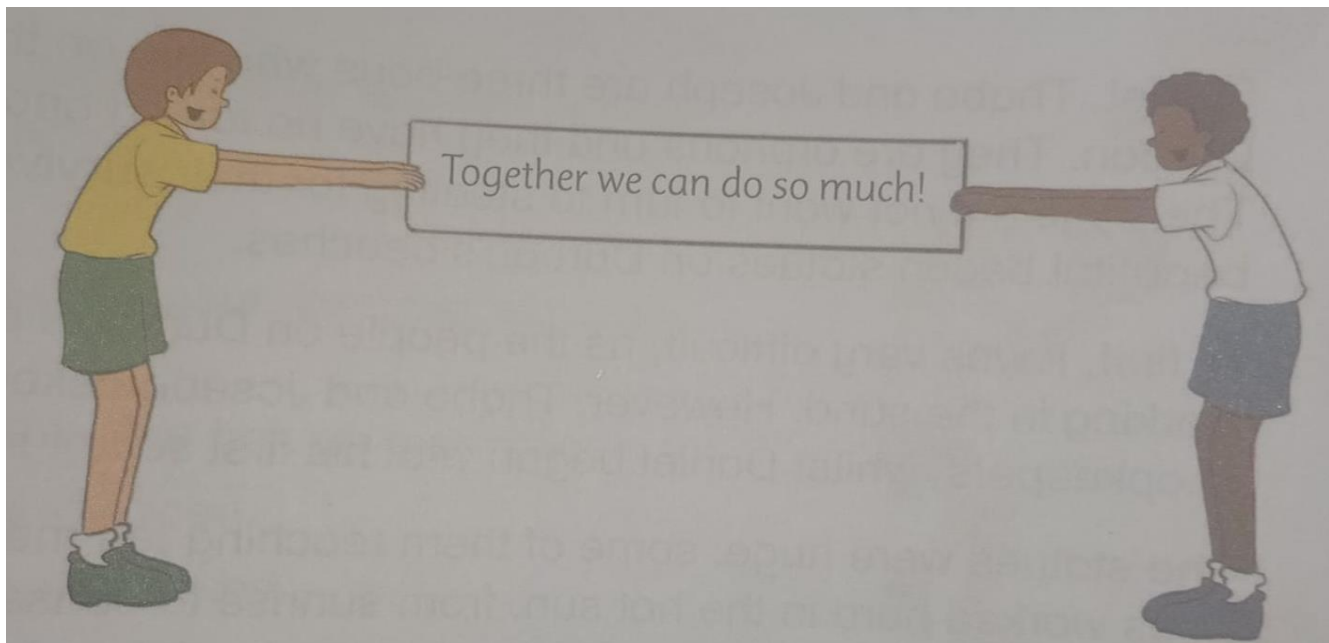
QUESTION 1

State whether the following statements are True or False

- 1.1. Everyone is special in some way. _____ (1)
- 1.2. I can use my strengths to strengthen my weakness. _____ (1)
- 1.3. Conflict is always a good thing. _____ (1)
- 1.4. A reason for conflict to occur is because one person wants something that the other person cannot have. _____ (1)
- 1.5. Grief is not an example of emotions. _____ (1)

QUESTION 2

Look at the following picture and answer questions that follow.



2.1. What do you think learners in this picture are doing? (1)

2.2. Write 2 things you like about working in a group. (2)

2.3. Working in a group can be positive or negative. State whether the statement below is **positive** or **negative** group work. (2)

a. Ray wasted time teasing the other learners in his group.

b. Michael shouted at Nomsa because she interrupted him.

QUESTION 3

Matching type questions. Write your correct letter / answer in the last column.

(5)

COLUMN A	COLUMN B	ANSWERS
3.1. Bullying	A. 	
3.2. Working in a group	B. Conflicts.	
3.3. Weakness	C. Is what you are good at or what you can do well.	
3.4. is a fight or an argument	D. 	
3.5. Strength	E. Is what you are not good at.	

SECTION B : 15 MARKS

QUESTION 4

CASE STUDY

Read Text A and then answer the questions that follow.

Text A: Samantha's story

In Grade 5, when Samantha was 10 years old, she was bullied by a classmate. She remembers walking through the halls of her school and hearing the bully call out these words: "Why are you on this earth? You don't deserve to be alive."

The bullying followed her every day. "I didn't want to go to school because I knew he would be there. I was afraid," said Samantha.

A few months into the school year, the verbal bullying got worse and turned into physical bullying. "It was usually verbal, but at one point in fifth grade the bully came up to me, and he punched me on the back," says Samantha quietly.

Samantha's mother, Karen, said that the physical bullying had been the breaking point. "I had had enough," she said. "The verbal and physical abuse needed to stop."

The bullying impacted Samantha's schoolwork, self-esteem and health. Karen says that her daughter showed many of the warning signs of being bullied - depression, being physically sick, marks dropping and wanting to stay home instead of going to school. Samantha missed 30 days of school that year due to bullying.

Samantha and her mother reported the incident to the principal. Another student, who had witnessed the physical bullying, stepped forward and also reported the incident to the school. The bully was called in by the principal and was suspended from the school and referred to a counsellor.

4.1. Give TWO emotions that you think Samantha felt when she was being bullied. (2)

4.2. Define the following term: Bullying: (1)

4.3. Explain why it was a good decision for Samantha to report the bullying to the principal instead of keeping it a secret. (1)

4.4. What other way could Samantha have dealt with being bullied? (1)

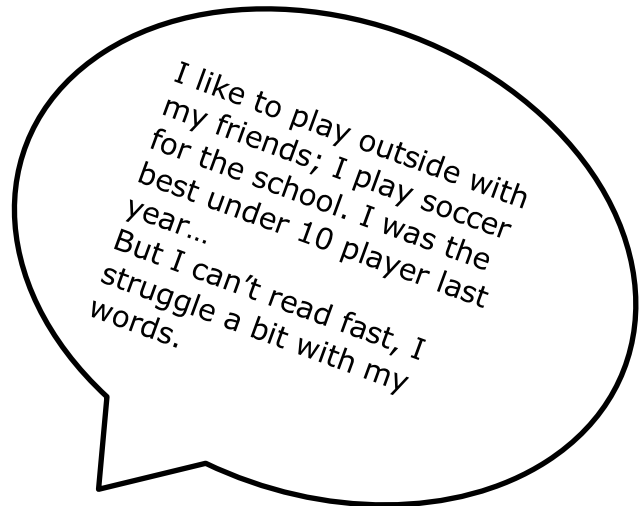
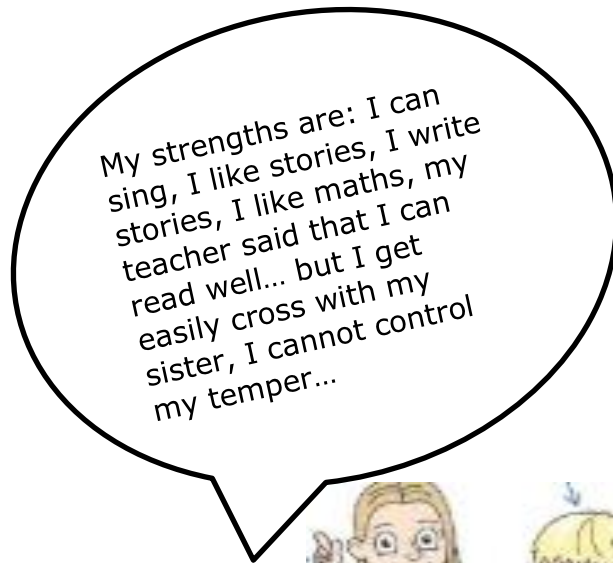
4.5. What is cyberbullying? (1)

4.6. Why is it important not to hide your feelings? (1)

4.7. Explain why having bossy people in a group may be a challenge. (1)

4.8. Write one benefit of working in a group (1)

4.9. Read what Bev and Tom say about their strengths and weakness.



4.9.1. Write two strengths and one weakness of Bev. (3)

Strength	Weakness

4.9.2. Write two strengths and one weakness of Tom. (3)

Strength	Weakness

GOOD LUCK!!!!!!!!!!!!!!!!!!!!!!

The END!!

Total: 30 Marks

