

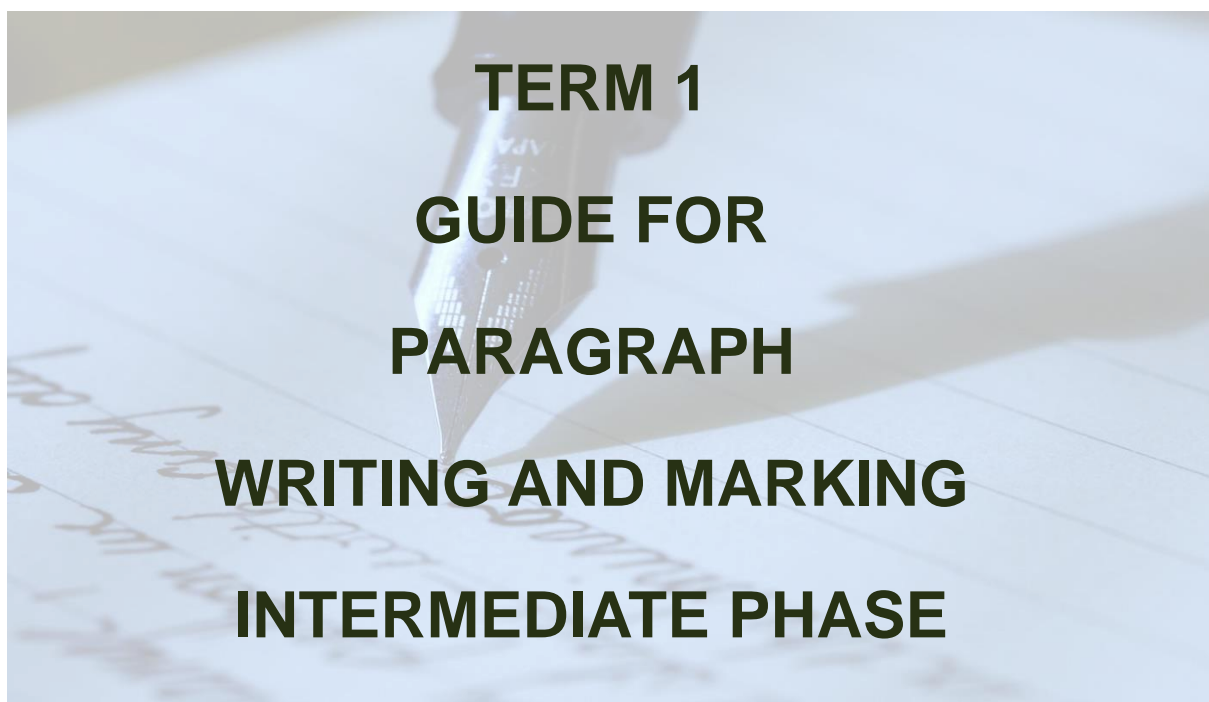


**education**

Department:  
Education  
PROVINCE OF KWAZULU-NATAL

*Every child is a National Asset*

## UTHUKELA DISTRICT



Version 2025





## MARKING A PARAGRAPH

### To be considered:

- Marking approach: It is a global, holistic – not marking and awarding a mark per statement.
- Synopsis/summary of expected information to be used
- Presentation of the expected information is determined by the instructional verb.

### Paragraph information can be presented as:

- Explanation (give an account, response to “why?”, more elaborate, more detailed, etc)
- Description (focusing on qualities, elements, characteristics, attributes, features)
- Argument (Do you agree or not; justify/support)
- Comparisons (similarities and differences)
- Distinguishing (differences)
- Providing a solution (suggestion, advice, e.g. “How can ....., be prevented?)

### Rubric for marking a paragraph

Level 1 – use of evidence (elementary/irrelevant); lack or little understanding; no structure

Level 2 – use of evidence (basic, relevant to a greater extent, attempted structure)

Level 3 - use of evidence (relevant, shows thorough understanding, good structure/well organised paragraph).

## PARAGRAPH QUESTIONS – FOR TERM 1

### GEOGRAPHY

- Grade 4: Complete a paragraph explaining the way (route) from on landmark to another
- Grade 5: Using evidence in the source, describe the position of Africa in the World Map
- Grade 6 Using evidence in the source, describe the position of South Africa in the World Map

### HISTORY

- Grade 4: (No paragraph writing; but Project of a local Area)
- Grade 5 Using evidence in the sources and your own knowledge, write a paragraph (5 to 8 lines) to explain hunter-gatherers’ way of life, focusing on getting food, religion and culture, rock art during the stone age. (5)
- Grade 6 Using evidence in the source, and your own knowledge, write a paragraph (5 to 8 lines) to explain the distinct (different) social classes of Mapungubwe in the 1220 – 1300s (5)

## GARDE 4

### TERM 1 GEOGRAPHY PARAGRAPH QUESTION

#### Landmarks in the local neighbourhood



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**Use evidence in the source to complete the paragraph explaining the way from the house in high street to a police station**

From the house door, turn \_\_\_\_\_ to High Steet. Walk along the \_\_\_\_\_ on the right. Pass \_\_\_\_\_ street on the left, walk and pass \_\_\_\_\_ on the left again. Continue until crossroads (River Street and Main Street). Turn \_\_\_\_\_ to main street, walk over the \_\_\_\_\_ bridge, until \_\_\_\_\_ Street. Turn left and pass \_\_\_\_\_ street on the right. Continue, the police station is on the \_\_\_\_\_.

**OR**

Turn right to \_\_\_\_\_ Street, continue and pass Lake Street on the \_\_\_\_\_, walk until Main Street, turn to the \_\_\_\_\_, go over the \_\_\_\_\_, walk until River Street. Turn \_\_\_\_\_ on River Street, walk, the Post office is on the \_\_\_\_\_.

#### RUBRIC FOR MARKING GRADE 4 PARAGRAPH MARKING

LEARNER'S SURNAME & NAME \_\_\_\_\_

CLASS/GRADE: \_\_\_\_\_

**TOTAL MARKS: 4**

**LEARNER'S MARKS**

Level	Description	Marks
Level 1	Uses evidence in an elementary manner e.g., shows little or no understanding. Uses evidence partially to report on topic or cannot report on topic	0 – 1
Level 2	Evidence is mostly relevant and relates to a great extent to the topic. Uses evidence in a very basic manner.	2 – 3
Level 3	Uses relevant evidence e.g., demonstrates a thorough understanding. Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	4

**SYNOPSIS/SUMMARY OF EXPECTED INFORMATION TO BE INCLUDED IN THE PARAGRAPH**

Turns and landmarks to be mentioned

- Left
- Right
- Straight
- Along (specify landmarks: buildings or natural feature, etc.)

**GRADE 5**

**TERM 1 GEOGRAPHY PARAGRAPH QUESTIONS**

**Position of Africa in the World Map**



Using evidence in the source, write a paragraph (5 to 8 lines) to describe the position/location of Africa on a world map and globe. (5)

**SYNOPSIS/SUMMARY OF EXPECTED INFORMATION TO BE USED IN THE PARAGRAPH**

Location of Africa in relation to:

- Equator and Greenwich Meridian (how they cut/cross Africa)
- Hemispheres (Indicating which parts of Africa located in which hemispheres)
- Positions of other Continents in relation to Africa
- Position of Oceans around Africa

**RUBRIC FOR MARKING GRADE 5 PARAGRAPH MARKING**

LEARNER'S SURNAME & NAME \_\_\_\_\_

CLASS/GRADE: \_\_\_\_\_

TOTAL MARKS: 5

LEARNER'S MARKS

		Marks
Level 1	Uses evidence in an elementary manner e.g., shows little or no understanding. Uses evidence partially to report on topic or cannot report on topic	0 – 1
Level 2	Evidence is mostly relevant and relates to a great extent to the topic. Uses evidence in a very basic manner.	2 – 3
Level 3	Uses relevant evidence e.g., demonstrates a thorough understanding Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	4 – 5

**GRADE 5**

**TERM 1 HISTORY PARAGRAPH QUESTIONS**

Life of the Hunter-gatherers during the stone age

Picture of a Hunter-gatherer



Rock art done by Hunter-gatherers



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<https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcQ09LIBQvcL6pPJrty3B5TCI4EJ7Mc3r7BmQ&s>

Using evidence in the sources and your own knowledge, write a paragraph (5 to 8 lines) to explain hunter-gatherers' way of life, focusing on getting food, religion and culture, rock art during the stone age. (5)

**SYNOPSIS/SUMMARY OF EXPECTED INFORMATION TO BE USED IN A PARAGRAPH**

- The importance of wild natural resources to the Hunter-gatherers
- Location of their place for leaving
- Means/ways of getting food
- Use of bow and an arrow
- Rock art information
- Importance/role of and Eland in the life of the Hunter-gatherers

**RUBRIC FOR MARKING GRADE 5 PARAGRAPH MARKING**

LEARNER'S SURNAME & NAME \_\_\_\_\_

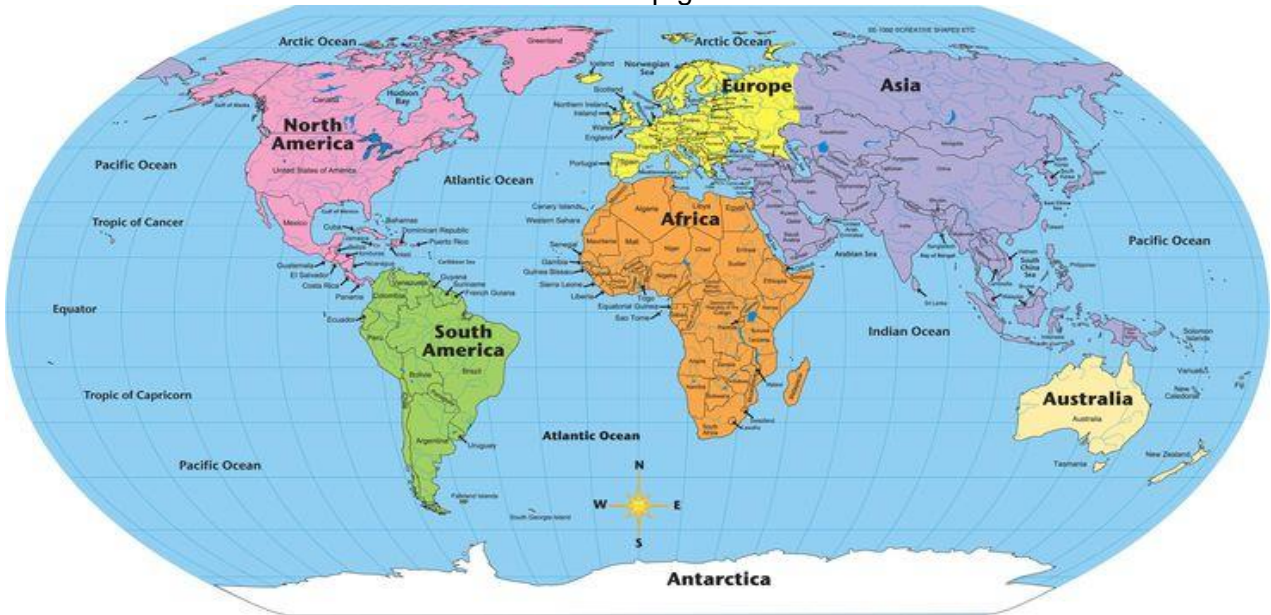
CLASS/GRADE: \_\_\_\_\_

TOTAL MARKS: 5

LEARNER'S MARKS

		Marks
Level 1	Uses evidence in an elementary manner e.g., shows little or no understanding. Uses evidence partially to report on topic or cannot report on topic	0 – 1
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**GRADE 6**  
**TERM 1 GEOGRAPHY PARAGRAPH QUESTIONS**  
 World map/globe



Using evidence in the source, write a paragraph (5 – 8 lines) to describe the position of South Africa in a world globe/map

**SYNOPSIS/SUMMARY OF EXPECTED INFORMATION TO BE USED IN A PARAGRAPH**

**Location of South Africa in the World Map/Globe:**

- Equator and Greenwich Meridian
- Hemispheres (i.e. hemispheres in which South Africa is located)
- Position in relation to world continents (West, East and South directions)
- Neighbour countries (Northern direction)
- Oceans

**RUBRIC FOR MARKING GRADE 6 PARAGRAPH MARKING**

**LEARNER'S SURNAME & NAME** \_\_\_\_\_

**CLASS/GRADE:** \_\_\_\_\_

**TOTAL MARKS: 4**

**LEARNER'S MARKS**

Level 1	Uses evidence in an elementary manner e.g., shows little or no understanding. Uses evidence partially to report on topic or cannot report on topic	Marks 0 – 1
Level 2	Evidence is mostly relevant and relates to a great extent to the topic. Uses evidence in a very basic manner.	2 – 3
Level 3	Uses relevant evidence e.g., demonstrates a thorough understanding Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	4

**GRADE 6**  
**TERM 1 HISTORY PARAGRAPH QUESTIONS**

Mapungubwe: First State in Southern Africa 1220 – 1300



<https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcR8brq9dUxrHZPgFPUNFVbsqTrhi1o5DfBBwQ&s>

Using evidence in the source, and your own knowledge, write a paragraph (5 to 8 lines) to describe the distinct (different) social classes of Mapungubwe (5)

**SYNOPSIS/SUMMARY OF INFORMATION TO BE USED IN THE PARAGRAPH**

- Number of social classes
- Names of social classes
- Location on and around the Mapungubwe hill
- Reasons for the location of each social class on specific levels (heights) of the hill
- The role and importance of each social class

**RUBRIC FOR MARKING GRADE 6 PARAGRAPH MARKING**

LEARNER'S SURNAME & NAME \_\_\_\_\_

CLASS/GRADE: \_\_\_\_\_

TOTAL MARKS: 4

LEARNER'S MARKS

Level	Description	Marks
Level 1	Uses evidence in an elementary manner e.g., shows little or no understanding. Uses evidence partially to report on topic or cannot report on topic	0 – 1
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