



How to study for tests and exams in grade 4

A practical guide to help parents prepare their
grade 4 child for tests and examinations.

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1. Note to Grade 4 parents

Just as technological advances have plunged us into an ever-changing global economy, the landscape of education has also seen enormous changes over the past 30-50 years. The traditional model of teaching knowledge and academic skills has given way to a more holistic approach aimed at equipping learners not only to function in this complex world but to thrive.

So, when we talk about "learning" in Durbanville Primary School, we are talking about more than just marks on a report. Learning is about much more than simply laying down an academic foundation. Thus, in this era, parents should also evaluate their perspective and expand (or perhaps redefine) their concept of "academics" to intentionally include and actively encourage other indispensable aspects such as critical thinking, problem-solving skills, independence, responsibility, organizational skills, creativity, innovation, and character development in "learning."

Amid busy lives (or sometimes merely due to excessive ambition), the temptation for parents to choose shortcuts, by creating summaries and other learning aids *for* their child, or even completing tasks and assignments for them, is often great. Now more than ever it is critical for parents to understand that an impressive primary school report, which reflects the efforts of the parent(s) more so than that of the child, deprives a child of opportunities to develop these crucial skills. Not only does this contribute to a false sense of security and a false perception of success among parents and learners, but it also postpones the process of developing certain skills that their peers started honing years ago.

The question arises about who should teach these skills to children. While this question cannot be addressed in one sentence, it goes without saying that the child will benefit more if these skills are also modelled and taught in the home environment, where individual attention and consistent reinforcement can be provided, than only in classroom environments where there are large numbers of learners and less individual attention.

Parental support and patience with this process are critical. If a child is forced to study independently before they have sufficiently developed executive function skills such as planning, organisation, time management, and self-regulation, it can lead to unnecessary stress, anxiety, and even burnout. **Several research studies highlight that executive functions are stronger predictors of academic success than IQ (Blair & Razza, 2007; Duckworth & Seligman, 2005).** Instead of focusing solely on short-term results, parents should prioritise the development of these skills at home. This includes helping your child break

tasks into manageable steps, setting realistic study goals, maintaining a study routine, and reflecting on what works and what doesn't. Daily routines and structure at home, like packing their school bag and laying out clothes the night before, making their bed in the morning, clearing the table, and taking responsibility for household tasks, also strengthen executive functions. By doing so, you lay the foundation for long-term success and help your child build the confidence and self-discipline they need to manage their learning independently in the future.

When all of these life skills function in balance our children will be able to navigate the challenges of high school and society successfully. **Therefore, parents, consider your children's primary school years as a series of opportunities to develop a wide range of essential soft and hard skills at home and at school so they can fly high and achieve success at all levels.**

2. Academics in the new era

Academia in this new age rests on the four pillars of KNOWLEDGE, UNDERSTANDING, APPLICATION, AND CRITICAL THINKING. In the classroom, the focus rests equally on all four of these pillars. Ultimately, it should also happen at home when learners are doing homework, chores and preparation for examinations.

The acquisition of knowledge and understanding (two of the four pillars focused on in academia) aims to expand vocabulary and to learn and practise essential concepts and skills. Content also exposes learners to different cultures, perspectives and ideas. The practical value of this foundation of knowledge and understanding increases exponentially when it spills over into the other two pillars, namely application and critical thinking.

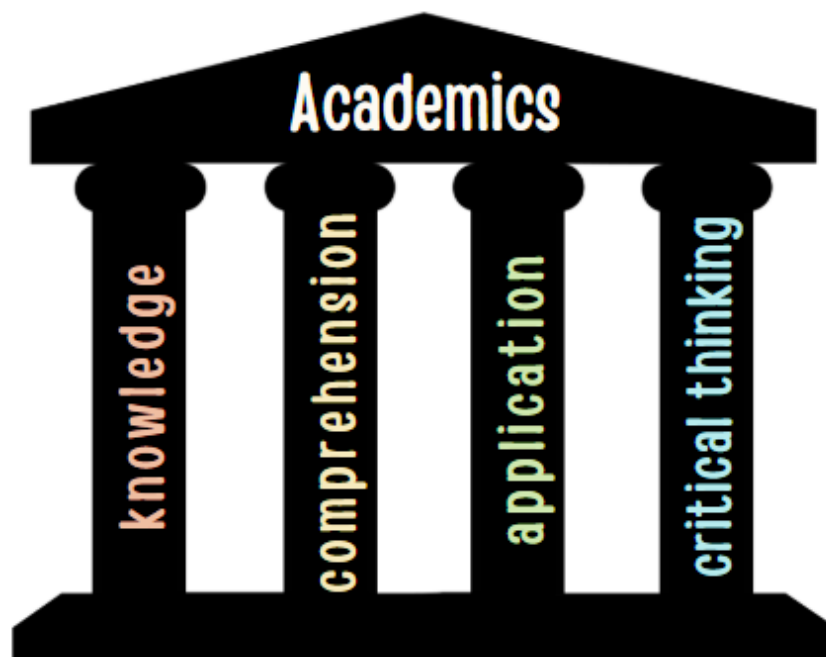


Diagram 1

How successfully learners can apply and critically approach the content is determined by how well they understand that content. Critical approach of content (which is evaluated as much as knowledge in tests and exams) includes, but is not limited to: being able to make comparisons; identify similarities and patterns; investigate and evaluate solutions to problems; evaluate sources and processes; make associations; to analyse perspectives; to use findings to support reasoning.

3. The four pillars in grade 4

Example:

SOCIAL SCIENCES (GEOGRAPHY)

Farming: Commercial and subsistence farming

Pillars	Approach
Knowledge (Content/Learning)	What are the properties of commercial and subsistence farms respectively?
Understanding	<u>Terminology:</u> commercial; subsistence; profit; etc.
Application	1. On a family road trip... • What type of farm do you think this is? Why do you think so? • What do you think they farm with? • What is the main purpose of this farm? 2. In the grocery store... • Do you think these oranges come from a commercial or a subsistence farm? Why?
Critical Thinking	• Which farm do you think costs more money to run? Why? • What challenges (problems) will these farmers face in a drought? And a flood? • Predict what might happen if . . . • Would you like to farm? Why/not?

4. Get FIT!!!

Throughout your child's school career, she/he will become mentally, emotionally, socially, academically and physically "fit" not just for high school, but for the world out there. Compare the focus, self-discipline, perseverance, and physical and emotional stamina it takes to prepare for the matric final exam with preparing for a marathon. Children don't need to become marathon-fit in Grade 4, but they do need to take the first steps so as not to end up being overwhelmed by the demands and pace of high school. If you help and guide your grade 4 child to start planning, prioritising, and establishing a daily routine as early as grade 4, they will gradually gain "momentum," and experience the pace ahead more comfortably.

We teach them that they don't have to worry about high school, or about grades 6 and 7 at all, in grade 4. They only need to focus on becoming "fit" for what is expected of them in grade 4. If they continue to work hard every year, they build on their perseverance, work ethic, and capacity (their *fitness!*), and high school won't scare them at all.



Diagram 2

i. Who are the role players in a child's academic success?

	Teacher	Learner	Parents
In class	▶ Offer structured lessons with clear goals and expectations. ▶ Teach and strengthen executive functions (organisation, time management, self-regulation) ▶ Encourage independent, critical thinking. ▶ Create a safe and stimulating learning environment. ▶ Monitor progress and provide feedback.	▶ Listen attentively and participate actively. ▶ Approach content critically. ▶ Ask questions if you don't understand something. ▶ Complete tasks and follow instructions. ▶ Write down homework. ▶ Manage emotions and behaviour.	▶ Monitor fitness, sleep and eating habits ▶ Strengthen executive functions (e.g. create routines & structure, encourage problem solving) ▶ Communicate with the teacher about challenges ▶ Cultivate a positive attitude towards learning and responsibility (1000 conversations) ▶ Take care of emotional growth and well-being
At home	▶ Assign constructive homework and tasks ▶ Encourage responsibility for consolidation and learning outside the classroom ▶ Teach strategies for daily revision and studying	▶ Complete homework thoroughly and independently ▶ Revise classwork ▶ Ask for help if necessary, but try to find solutions yourself first ▶ Practise executive functions (planning, prioritising, focusing, time management)	▶ Create a quiet and structured study environment ▶ Help the child to set realistic goals and manage time ▶ Monitor screen time and sleep routines ▶ Encourage responsibility and independence ▶ Be involved
Before exams	▶ Provide opportunities for active revision ▶ Revise strategies for consolidation and revision ▶ Provide exposure to different study methods and styles ▶ Emphasise the role of cognitive levels in learning ▶ Create a favourable exam atmosphere	▶ Create a revision schedule and stick to it ▶ Identify problem areas and ask for help ▶ Use active study methods * ▶ Manage time effectively	▶ Help with a realistic revision schedule and encourage consistency ▶ Encourage active learning ▶ Help with stress management and perseverance ▶ Maintain a calm and supportive environment

Diagram 3

5. Executive functions

Executive functions (EF) are the mental processes that help adults and children get started, plan, prioritise tasks, focus, remember instructions and manage their time and emotions effectively. **In short, EF help people get things done.** In primary school, these skills are still developing, as the prefrontal cortex—which controls EF—only fully matures in early adulthood. For this reason, many learners struggle with organisation, impulse control and time management, which can make schoolwork feel overwhelming. However, strong EF skills are essential for academic success, as they help learners stay focused in class, complete homework independently and solve problems with confidence. These skills do not develop on their own—parents play a key role by modeling effective habits and creating regular opportunities for development through consistent routines, clear expectations and structured support. By fostering EF skills at home, parents equip their children with the tools they need to be successful.

EXECUTIVE FUNCTIONS

- Planning and Time Management
- Organisation and Prioritising Tasks
- Internal Motivation and Task Initiation
- Focus and Working Memory
- Self-regulation and Introspection

SIGNS OF POOR EXECUTIVE FUNCTIONS

1. Struggles to keep track of belongings, assignments, or schedules.
2. Frequently misses deadlines or underestimates how long tasks will take.
3. Easily distracted or unable to stay focused.
4. Acts without thinking, often interrupts, or has difficulty waiting their turn.
5. Struggles to manage emotions, overreacts, or has frequent meltdowns.
6. Forgets instructions, loses track of multi-step tasks.
7. Procrastinates or avoids tasks that require sustained effort or focus.

Diagram 4

No footpath makes progress slow, overwhelming, frustrating, exhausting, uncertain, unpredictable and stressful.



A clear footpath makes progress efficient, manageable, predictable, focused, smooth and reassuring.



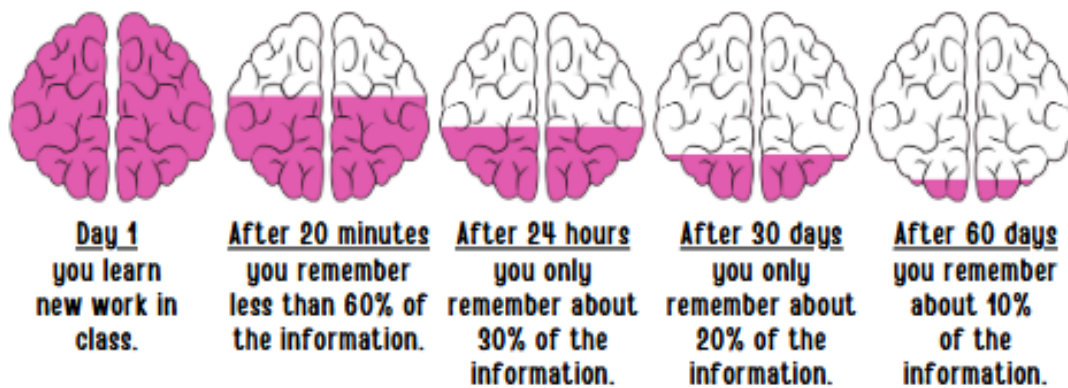
Diagram 5

6. The value of daily revision

German psychologist, Hermann Ebbinghaus, found that you forget information very quickly if you don't actively do anything to remember it. When you revise the work you did in class that day you remember the work better and longer.

7. What are the consequences of learners not revising daily?

If you do **NOT** revise the work after school every day:



If you revise after school **EVERY DAY**:

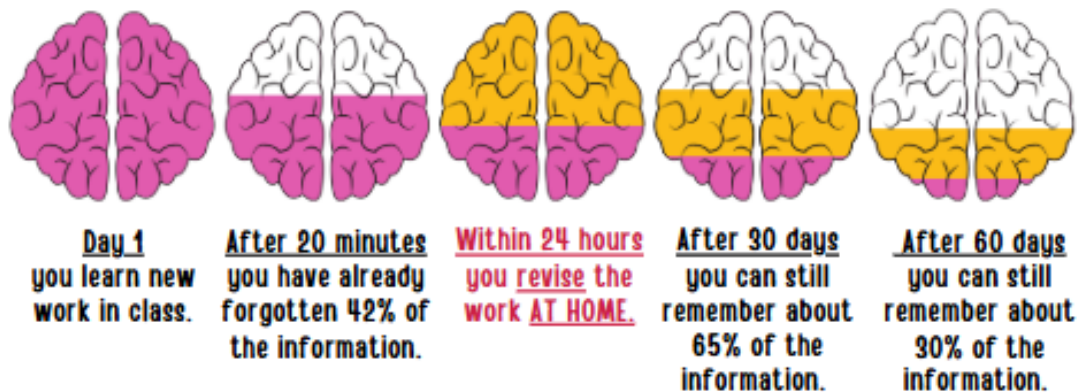


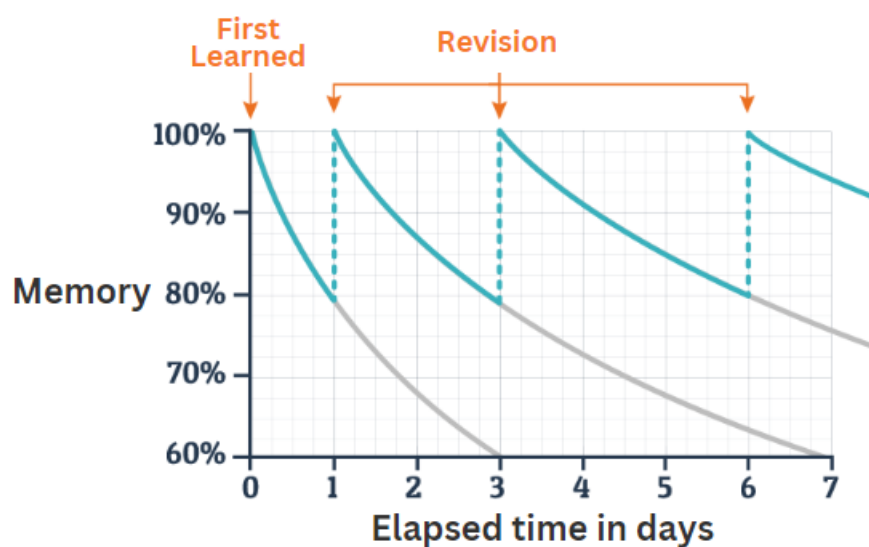
Diagram 6

- Learners start forgetting **new work covered in class** within 20 minutes.
- After **24 hours**, learners have forgotten between 70% and 80% of the previous day's work.
- After a month (more or less when they write tests about the work) learners have already forgotten **80%** of the work.

8. What are the benefits of daily revision?

Children who summarise the work of the content subjects covered in class that day, enjoy a triple benefit:

- All their work will already **be summarised** by the time they write a test or exam.
- Because they summarise every day, the **workload is manageable**, unlike children who only start summarising just before the exam and often don't get to all the work.
- Children who actively revise work within 24 hours of learning it in class for the first time remember the work for a longer period. (see diagram 6)



Ebbinghouse's Forgetting Curve Diagram 7

9. REMEMBER what you study

It doesn't help if learners study for tests or exams if they don't **UNDERSTAND** or **REMEMBER** what they study.

[Research](#) has shown that constructive learning does not take place if learners simply read work from the textbook over and over again. In the Alvarium class learners experiment to prove this. They read a text in the textbook carefully and then close their books. We then see who can recall and write down the most information. Although some can recall up to 15-20% of what they read, this result points to an ineffective study method. It is important to distinguish between passive and active methods of study in grade 4.

We learn this rhyme:

"READING IS NOT STUDYING!" (Afrikaans: "Leessssss is NIE leerrrrrrrrr nie!")

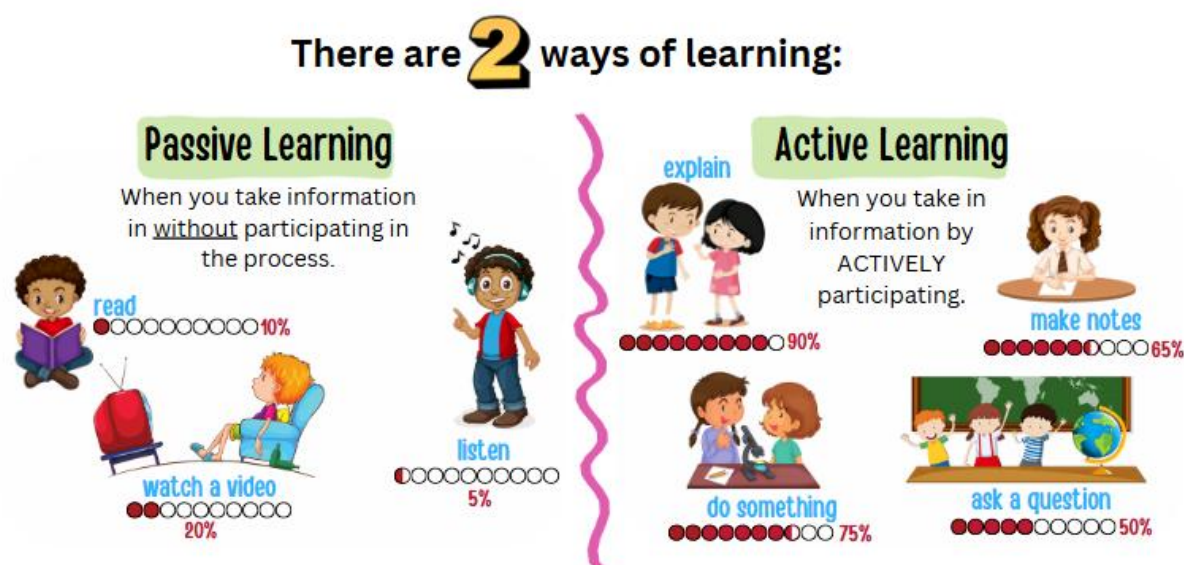


Diagram 8

We use a practical example to teach ACTIVE and PASSIVE LEARNING:

In a grade 4 class, Jake is nominated to give a demonstration of how to bake a cake. Although Jake has no experience in baking, he receives all the ingredients and equipment, as well as a recipe (at grade 4 level) that he can consult.

How much will the learners in class remember if . . .

1.	. . . Jake only reads the recipe to the class out loud twice beforehand and then asks them to write down everything they remember.	5%
2.	. . . Jake hands each learner a copy of the recipe, allows them to read the recipe twice and then asks them to write down everything they remember. (Note: learners will not attempt to memorise the recipe, only read through it.)	10%
3.	. . . Jake shows a video demonstration of the cake-baking process and then asks them to write down everything they remember.	20 -30%
4.	. . . the learners are permitted to ask Jake questions throughout the baking process, to make sure that they understand and interpret the process	50%

	correctly, and then, after the demonstration, they are asked to write down everything they remember.	
5.	The learners are permitted to take notes while Jake demonstrates and are then asked to write down everything they remember without the help of their notes.	65%
6.	If a classmate, Angie gets her own station next to Jake (with all the ingredients and tools on it) and bakes the cake with Jake step by step. How much will Angie remember after the demonstration?	75%
7.	Even though it was the first time Jake had baked the cake. How much will he remember about it after having read, interpreted, executed, answered questions about it and explained it to the class?	90%

i. What is the difference between active and passive learning?

- Numbers 1 – 3 are **passive** ways of learning, as your brain is not forced to be actively involved in the learning process.
- When children only **read, listen to** or **watch a demonstration/demonstration**, their minds can wander easily, and quality learning does not take place.
- Asking **questions** in class (number 4) **activates** their brains instantly. When they think of good* questions about work they've just learned, the brain activates too.
- To make **your OWN summaries** or notes (number 5) to apply content in a practical way (number 6), or even to include **movements** or **rhymes** to studying in order to make it easier to memorise, they remember between 65% and 75% on average.
- To practise work that was studied (by reciting or writing it down as you understand it) and explain it to someone else you remember the work best.
- **Combining** a passive activity, like watching a YouTube video, with an active learning strategy, such as taking notes or jotting down insightful questions, enhances engagement and deepens understanding, making studying more effective.

(*See p. 18 & 19 for using questions as a study method for active learning.)

ii. What does "active learning" look like before a test?



Diagram 9

A large number of grade 4's and 5's study for tests and exams by simply reading through their work a few times and then being quizzed by a parent. Although the guidance and support of you as a parent are still very important in grades 4 and 5, this method of study may cost you dearly in later years. From Grade 6 onwards, the volume and complexity of work simply becomes too much for a parent to merely do a quick scan and then be able to ask good questions.

How to learn at home step by step

- Motivate your child to follow steps 1-4 in the diagram above.
- Assist in making summaries or setting questions by guiding the learner to follow the tips on p. 13.
- Instead of asking the child questions about the work, the child should be the one asking the **questions and** explaining **the work to the parent.**
- While your child is explaining work to you, stop them from time to time to ask your questions to determine whether they understand what they are explaining, or if they are merely reciting work parrot-style.

iii. Questions that make learners think further and help them understand work.

- *Can you explain it to me in other words/in a different way?*
- *Can you give me another word for it?*
- *Ask a question where what you just explained is the answer.*
- *Why do you think you learn about this? Why is this important?*
- *Where do you see that in the world? Where is it used?*
- *What are the causes/consequences of this? (Test analytical ability)*
- *Predict what will happen if . . . (Test ability to use prior knowledge and reasoning to make educated guesses)*
- *How can one change/do it differently/improve/prevent it? (Test problem-solving skills).*
- *What is your opinion of this? Why do you think so? (Test logical reasoning)*

10. Where does this work fit in?

It is important that learners get an overall picture of their work when they start a new chapter. When they study they should also understand how the specific section they are currently studying fits into the rest of the chapter. When learners get into a habit of doing a quick chapter overview before they start studying, they help their brains to "file" the information they are about to study in the right place. In this way, learners will find it easier to recall content that is orderly filed in the brain during assessments.

What fits where?

Doing an **overview** of a new chapter, or just before you start studying, not only helps you understand the work and where you're going with it, it also builds a **framework** for your brain to understand where to file information it will receive.



Have you ever tried to build a puzzle without seeing the full picture first?

When building a 1000 piece puzzle you need to have an idea of what you are building. How else are you going to know what fits where? When you can keep the picture on the puzzle box in front of you it is easier to know where each piece fits. If not, you just have a jumbled pile of puzzle pieces and no idea of what to do with them.

When you study our brain also wants to see the bigger picture of the work.

Diagram 10

i. A chapter overview builds a framework or a filing system for your brain.

Build a framework for your brain to file information, and therefore access (recall) it quicker, by doing a full chapter overview before you start studying.

Such a survey does not need to take more than 10 minutes.

How to do a chapter overview:

STEP 1

First, read the **main heading** of the chapter **aloud**.

STEP 2

Read the **introduction** (at the beginning) and/or the **summary** at the end of the chapter.

STEP 3

Read each **bold heading and subheading**. This helps your brain build a structure for the ideas and details that follow.

STEP 4

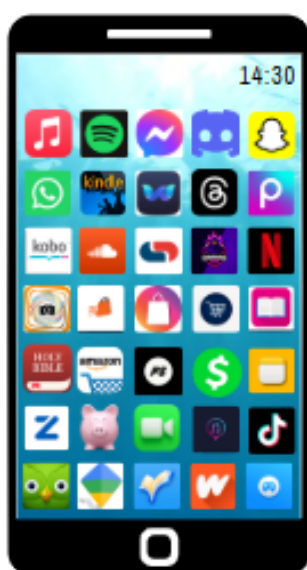
Look through all the **maps, pictures, photos, diagrams, and captions**.

STEP 5

Pay attention to **reading aids** – *Italics*, **bold**, chapter objectives and end-of-chapter questions are all included to help you sort, understand and remember.

Diagram 11

If your brain knows where to “file” the work that you study, it will retrieve information faster in tests and exams.



Think of all the apps on a smartphone. If your apps are not organised and are spread over many screens it takes you much longer to find an app. If your apps are organised in themes or topics you can retrieve what you need quicker.

YOUR BRAIN WORKS THE SAME!



Diagram 12

- ii. A section overview helps your brain to “file” the work that you study in the right place.

MAKE SURE YOU UNDERSTAND



WHAT ARE THE MAIN IDEAS?

- What is the **chapter** / **section** about? (**Do a chapter survey**)
- What is the **main idea** of each paragraph in one sentence?
- Underline 2 or 3 **key words** in each sentence.
- Ask a **question** about each keyword to make sure that you understand. (Eg. Explain what habitat means.)

Diagram 13

* Later in this guide, it elaborates on how to ensure that learners understand the work they are studying, and how to ask good questions about the work they study.

11. UNDERSTAND what you study by identifying keywords and ideas

In point 2 of diagram 13 above, "Make sure you understand", it is explained how to identify main thoughts of paragraphs and sentences. Learners who don't understand the work often struggle to identify the main thoughts and keywords.



African wild animals and their habitats (NS - p. 35)

Africa has many amazing animals. The following three animals live only in Africa.

The gorilla of the tropical forests

Gorillas are shy animals, but there are plenty of places to hide in the **tropical rainforests**. There are many different kinds of plants, and lots of **plants** mean plenty of gorilla **food**. Gorillas eat plant stems, leaves, bark and fruit. It is warm in the rainforest, so why does the gorilla have such a thick **hairy coat**? It is to **protect** its skin from biting, blood-sucking insects.

The lion of the savannah grasslands

Lions are Africa's biggest **predators**. They eat grazing **animals**, such as wildebeest, zebra and springbuck. These **grazing** animals live in **grassland** habitats. The lion is nicely camouflaged for hunting in the grasslands. Its **coat** is the colour of dry grass.

- **Main idea of section:**

Where do you find wild animals in Africa?

- **Main idea of paragraph:** habitat, food and body covering of each animal

- **Questions about keywords:**

(1) In what type of habitat will you find gorillas?

(2) What do gorillas eat?

Why would lions struggle to survive in tropical forests?

Diagram 14

Study the exercise in diagram 14 and pay attention to the tips that follow:

- Learners must be able to express the main ideas in their **own words** as far as possible.
- Main thoughts can be expressed through **questions or sentences/phrases**, e.g. "Where do wild animals live in Africa" or "Places where animals live (habitats) in Africa".
- Guide learners to spot **patterns or themes** in specific sections. In the example above, each paragraph discusses three aspects of wild animals: their habitat, food, and body covering.
- Themes or patterns are often explored in assessments to ask questions that **test critical thinking skills**, such as drawing comparisons; identifying similarities and differences, etc.

E.g. "Compare the body covering of wild animals that live in tropical forests with that of wild animals that live in grasslands."

- Think of higher-order questions that encourage learners to apply critical thinking.
 - *Why would lions have a hard time surviving in tropical forests?*
 - *Are gorillas adapted to survive in grassland habitats? Why/not?*
 - *What do you think the consequences will be in the savannah grasslands if all the lions there become extinct?*

Also consult the section, "Academic and assessment terminology" at the end of this guide.

12. Three basic study methods

Because each class visits Alvarium for no more than five double periods per term, we only focus on suggesting and practising three basic study methods.

These study methods are:

- Setting question
- Bullet point summaries
- Mindmaps

Note: Regardless of the learner's choice of study method, the **textbook and workbook** should always be utilised alongside learners' summaries in the preparation of tests, as they contain valuable exercises, applications and practical skills tested in assessments.

13. UNDERSTAND what study by asking intelligent questions

When you can think of good questions about your work, it shows that you UNDERSTAND it well. Being able to ask good questions is a skill that be must PRACTISED!



Ask a good question about this sentence:

"Dried bean seeds need water and warmth before they start to grow."

- What do seeds need before . . .
- What happens to seeds when...

TEST !

Test your questions by making sure that the sentence in your textbook (that you asked the question about) is the correct answer to the question.

AVOID these types of STUDY questions... It doesn't show that you understand the work.

- ❌ Questions that only have a YES or NO (true/false) answer.
 - Do seeds need water and warmth to grow?
- ❌ Questions where you only need to fill in a word/s.
 - Seeds need ____ and ____ to grow.
- ❌ Open questions that can have many other answers that have nothing to do with the job. • What needs water?
- ❌ Questions where the answers are not in the sentence that you are asking the question about. • Why must seeds grow?

Diagram 15

Requirements for setting questions as a study method

- Learners must ask intelligent questions.
- All the content to be studied is covered.

What is an intelligent question?

As can be seen in diagram 15 above, there are 3 more requirements for questions as a method of study.

1. Do not ask questions that have **yes/no** or **true/false** answers.
2. Do not simply write down a sentence from a textbook and then **leave out words**.
3. Test whether **the question fits the answer** by making sure that the sentence in your textbook (about which you asked the question) is the correct answer to the question.
4. Do not ask content or knowledge questions whose answers do not appear in the textbook.

The question *"Why do bean seeds grow when they get water and warmth?"* for example, is not a sensible question on the sentence ***"Dried bean seed needs water and warmth before it begins to grow."*** Not, because the question requires a "Knowledge" answer that doesn't say it.

i. Different ways to study with questions

A. On **sticky notes** in the textbook (see diagram 16):

- One advantage of this method is that learners can mark the **answers** to the questions lightly **in pencil** in the textbook. This way the question and answer are on the same page and easily accessed.
- In high school (especially from Grade 10), learners who purchase their own textbooks will even be able to mark answers with highlighters and coloured pens. This is also an effective study method in tertiary education.

You can write questions on sticky notes in your textbook

African wild animals and their habitats

Africa has many amazing animals. The three animals in Figure 2 live only in Africa.

The gorilla of the tropical forests

Gorillas are shy animals, but there are plenty of places to hide in the tropical rainforests. There are many different kinds of plants, and lots of food. Gorillas eat plants. It is warm in the rainforest, so why does the gorilla have such a thick hairy coat? It is to protect its skin from biting, blood-sucking insects.

The lion of the savannah

Lions are Africa's biggest predators. They eat grazing animals, such as wildebeest, zebra and springbuck. These grazing animals live in grassland habitats. The lion is nicely camouflaged for hunting in the grasslands. Its coat is the colour of dry grass.

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Higher order question!!

Why would lions struggle to survive in forests?

Diagram 16

B. In a separate summary book

- One advantage of this is that the learner can then use only one book for all his subjects' summaries and does not have a stack of loose papers or notes.
- If headings contain clear chapter and page numbers, answers will still be easily found in the textbook. As with the method in A, answers can also be lightly numbered in the textbook.

Wild animals of Africa and their habitats (NS - p. 35)

Africa has many wonderful animals. The following three animals live only in Africa.

The hippopotamus and its watery habitat

Hippopotamuses live in rivers, lakes and swamps. They live partly on land, and partly on water, but they cannot survive without water to wallow in. A hippo has a naked skin that must not dry out. Hippos cannot sweat, so they need water or mud to keep cool. Hippos eat a lot of grass, up to 60 kg per day; or rather, per night, as that is when they like to feed.

The hippopotamus and its watery habitat:

- Name 3 types of watery habitats where you _____
- Describe a hippo's _____
- Why do hippo's need _____?
- Describe _____
- What protects _____?
- _____

Diagram 17

11. Study by making summaries

When learners understand their work and are able to extract the main ideas (diagram 11), they will also be able to make their own summaries. Summaries make learning fun!

i. The benefits of making summaries

- If learners summarise the work (of the content subjects they learned in class that day) after school (Ebbinghaus' forgetting curve, diagram 7) or write down good questions about the work, all their summaries and questions will be finished by the time they have to start studying for tests or exams.
- They will also feel much **calmer** about the bulk of the work they have to study.

The choice between studying from bullet points and mind maps differs from human to human and also depends on the nature of the material learned.

ii. Bullet point summaries

For some people, bullet point summaries are easier to make than mindmaps, because the **structuring** (shape) and **organisation** (arrangement) are easier.

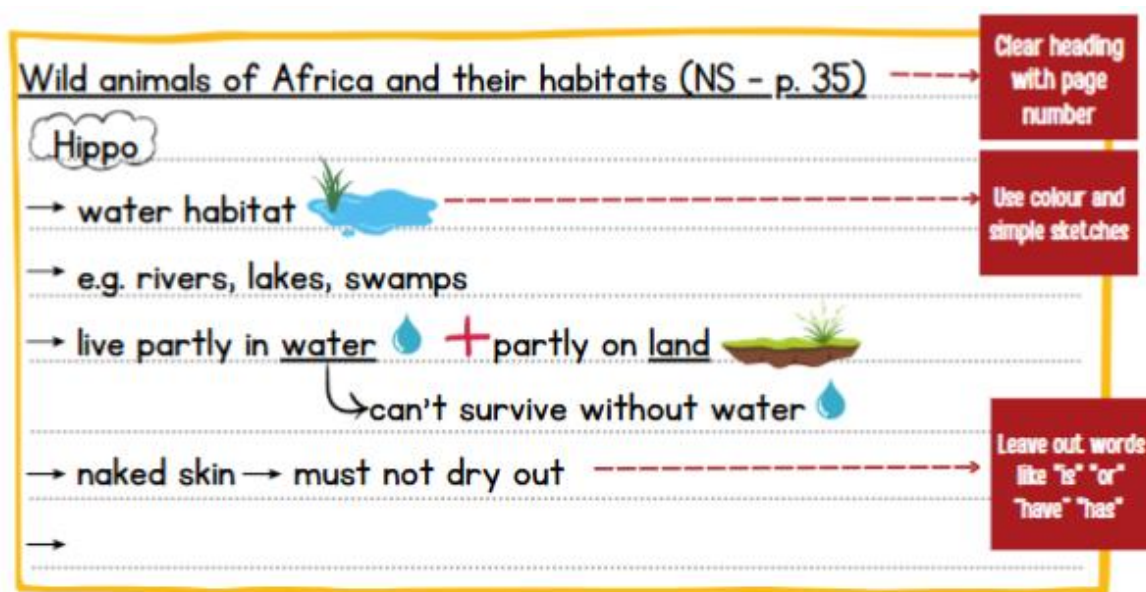


Diagram 18

Tips for bullet point summaries

- Use **keywords** and easier phrases – keep it simple.
- Use your **own words** (eg. *make* instead of *produce*) provided you are going to recognise and understand both terms in assessments.
- Use **colour** to distinguish between different ideas, categories, or types of information.
- Don't waste **time** on aesthetics, focus on the **content** (information)
- Create your **own style** so that headings, examples and definitions are always written the same way.
- Arrange the bullet points in a **logical** and **sequential order** to understand the flow of information.
- Use bullet points or numbers to **indicate hierarchy** and relationships between different points.
- Incorporate **visual elements** such as **symbols** and **colour** to make the summary more engaging, but not too many symbols that will make learning difficult.
- Indicate **connections** between main thoughts and sub-topics using **arrows, lines**, or other **visual cues**.

iii. Mindmaps

Whereas bullet points are a structured and simple way of summarising, mindmaps can be more visually stimulating. Mindmaps often also work better to depict connections between concepts and to be able to see the work as a whole more easily.

Tips for mindmaps:

- Keep the mindmap **simple** and focused, with clear **main thoughts** and **sub-topics**.
- Incorporate visual elements like **symbols** and **colour** to make the mindmap more engaging, but not too many symbols that will make studying difficult.
- Make sure you **understand** all the words you use in the mind map.
- Indicate **connections** between main thoughts and sub-topics using **arrows, lines**, or other **visual cues**.
- Use colours to distinguish between different categories or types of information.
- Don't **waste time** with too many pictures.

Mind maps

Don't waste
time on
drawings.

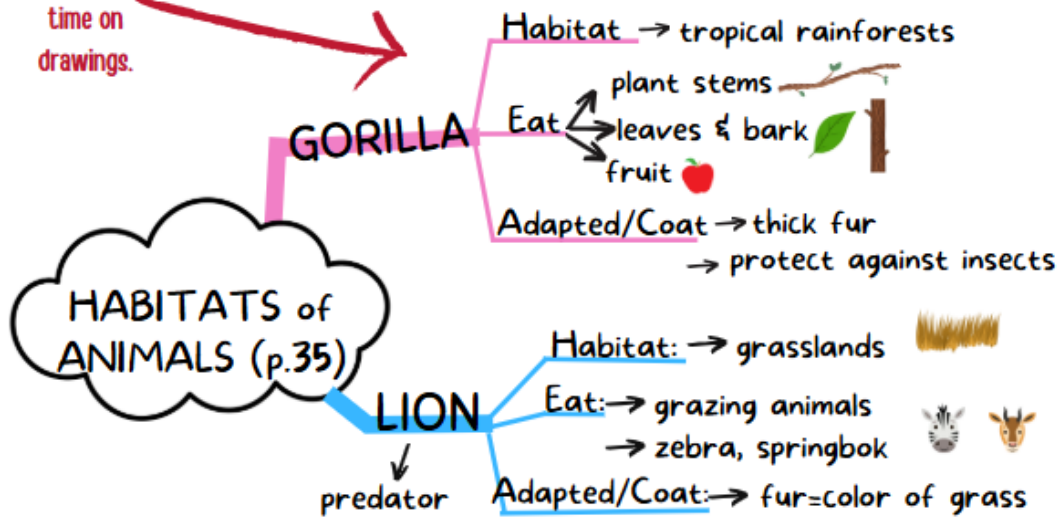


Diagram 19

12. Learn to plan

Primary school learners who learn to plan early on and set up a study schedule for exams establish habits of time management, learn responsibility, promote their academic success and reduce their stress.

In Alvarium, this practical exercise is only included in the curriculum from Grade 6, but for the sake of example, we also include the Grade 6 lesson in this manual.

i. Determine how much time you have to revise daily and weekly.

Although this term's theme is "research", we kick off with an important exercise that will help you prepare for the upcoming June exam. Yes, the exam is just weeks away. Now is the perfect time to start planning so that the amount of work in this new academic phase doesn't catch you off guard or overwhelm you.

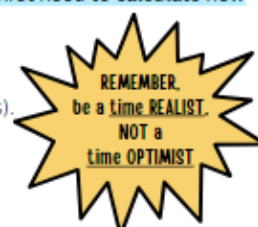
1. How much REVISION TIME do you have WEEKLY?

To determine how long before the exam you should start revising, you will first need to calculate how many hours per week you have **available** for revision.



Consider the following:

- ⊗ Your **extracurricular activities** (sport, culture, extra classes).
- ⊗ Your **homework time**.
- ⊗ The time it takes you to **get ready** for activities and also to **drive** to and from activities.



1.1 How much REVISION time, besides other activities and homework, do you have available WEEKLY? (E.g. 2 ½ hours)

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	TOTAL
hours	hours	hours	hours	hours	hours	hours

Diagram 20

ii. Determine how much time you need per subject to revise all your work before the exam.

Learners who have a revision routine to summarise or actively revise the work in class each day will require less revision time than learners who start summarising just before the exam.

1.2 How much time will you **NEED** for revision?

Consult the table of contents of your textbooks, or page through your text- and writingbooks, and make a realistic estimate of how much time you will need to revise for each subject.

	Time needed/ subject	Revision time does not include studying the day before you write exam on that subject.			
Languages (English & Afrikaans)	hours	X	2	=	hours
Mathematics	hours	X	1	=	hours
Content subjects (Geography, History, Natural Sciences, Technology, EMS, PSW)	hours	X	6	=	hours
Creative Arts (Dance/Drama, Art)	hours	X	2	=	hours
Total revision time needed:					hours

Diagram 21

- iii. **Determine how long in advance you need to start revising for the exam** (TIP: keep a calendar handy)

1.3 Calculate!

(a)	In no. 1.1 (p. 2) you determined how much time you have available <u>weekly</u> for exam revision:	_____ hours per week in total.
(b)	In no. 1.2 (p. 2) you determined how much study/revision time <u>all</u> your subjects will require in total:	_____ hours in total for all your subjects.
(c)	Use your answer in (b) and calculate how many weeks before the start of the exam you should start revising to fit all your subjects in comfortably.	A total of _____ weeks ahead of time.
(d)	On which date should you start revising to fit all your subjects in?	I must start revising on _____.

Diagram 22

iv. Set up a study schedule

2. WHEN do you revise WHAT? (Complete this exercise at home with your parents/guardian.)

Use the calendar below to plan your revision schedule.

- First, divide your study material into manageable sections according to page numbers (e.g. p. 14–24) so that you can revise a specific section each day.
- Write down the subject and chapters/pages you are going to revise each day.
- You can write each subject in a different colour.
- Keep nrs 1.1 and 1.2 (p. 2), as well as the long weekends in April and June in mind.
- Be realistic about your time. Leave one day per week blank to catch-up if you fall behind or just to relax.

APRIL 2025						
MO	TU	WE	TH	FR	SA	SU
6.9 History p. 14 – 24	1	2	3	4	5	6
7	8 	9	10	11	12	13
14	15	16	17	18 Good Friday	19	20
21 Family Day	22	23	24	25	26	27 Freedom Day
28 Public Holiday	29	30				

MAY 2025

MO	TU	WE	TH	FR	SA	SU
			1 Worker's Day	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE 2025

MO	TU	WE	TH	FR	SA	SU
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16 Youth Day	17	18	19	20	21	22
23	24	25	26	27	28	29
30						



Diagram 23

13. Academic and assessment terminology

Early exposure to academic terminology can stimulate cognitive development. This early exposure lays a strong foundation for more advanced learning and the language demands of higher education. Familiarity with academic terminology also allows learners to express themselves more precisely because they learn from an early age to communicate their thoughts and ideas with greater clarity, both verbally and in writing. They are more likely to achieve success in high school and beyond when they are already familiar with the terminology used in various subjects.

The following is a list of terminology that learners can expect in assessments from Grade 4 onwards. Terminology for other grades is loaded onto D6. It will be to their advantage to keep it on hand and include it when they study.

(List of terminology compiled by the head of Curriculum, Mrs Elmien Saayman)

14. GRADE 4: TERMINOLOGY COMMONLY FOUND IN ASSESMENTS

		Lang	Math	NS	Tech	SS	PSW
Analyse	Find the main ideas and show how they are related.	X					
Assess	Estimate the value of something based on certain criteria.			X		X	
Categorise	Name the class or group to which something belongs.			X			
Classify	Arrange in groups according to similar features or qualities			X			
Compare	Identify the similarities and differences and comment on them.			X		X	
Compile a list	Write down information in the form of a list of numbered items	X					
Consider	Give thought to; think about	X				X	
Contrast	Compare certain things by discussing their main differences.					X	
Criticize	Give your judgment or opinion, showing both good and bad points. Give evidence to justify (support) your opinion.					X	
Defend	Use facts to support a pre-determined point of view. Show the main differences between two things.					X	
Define	Explain exactly what is meant by.	X		X		X	X
Describe	Write a detailed account in a logical sequence.	X		X			X
Describe the measures	Say what the plan or course of action is or was.						
Determine	Find out; work out through observation or consideration.	X				X	
Differentiate	Give reasons, pros and cons, with details. Analyze with supporting evidence.			X		X	
Discuss	Identify both sides of a debate and support your point of view with reasons.					X	
Distinguish	To make a distinction by separating.					X	
Distinguish between	Point out the difference(s) between.					X	
Draft	Make a rough outline or draw up a plan.	X					

Examine	Look at something carefully to judge its worth or quality.	X					
Explain	To make plain or understandable how something works. Give reasons, causes and motivation for happenings or situations.	X		X		X	X
Explain the purpose of	Give the reason why something is done, created, or exists.			X		X	
Evaluate	Give your opinion or some expert's opinion on the truth or importance of the concept. Tell of the advantages and disadvantages. Make an objective judgment, with both sides and your opinion.			X		X	
Form	To place in order, to arrange.			X			
Give an account of	Describe; write down what happened.					X	
Give an example	Give something typical.	X		X		X	
Give Cause and Effect	Describe the steps that lead to an event or situation.			X			
Give Significance of	What is the main idea and explain its importance?						
Identify	List and describe or name who or what someone or something is (e.g. identify the animals described in this paragraph).	X		X		X	
Illustrate	Give specific examples e.g. charts, pictures, etc.						
Interpret	Prove and give reasons.					X	
Justify	Provide a good reason(s) for this...					X	
List	List without details.						X
Match	Pair or put together something with something else to show that there are link(s) between the two.	X		X		X	
Motivate	Provide a good reason(s) for...			X		X	
Name	Give the correct name or title.	X				X	
Narrate	Tell what happened; the incidents or events.					X	
Organize	To put in order or sequence.			X		X	
Predict	Say what you think will happen in the future.					X	

Prove	Give evidence and reasons. Provide examples in a logical order.					X	
Quote	Copy the exact word(s) from a text.	X					
Reasons for	The causes of or explanations for.			X		X	
Refer to the	Look carefully at it and mention in your answer what you have noticed.					X	
Relationship	The particular way in which one thing is thought of as being connected or linked with another.					X	
Relate	Show the connection between things, tell how one causes or is like another. Show common qualities.					X	
Select	Choose.			X		X	
Solve	Come up with a solution based on given facts and your knowledge.						
Specify	Say exactly.			X		X	
State	Describe the main points in precise terms. Use brief, clear sentences.	X		X		X	
Study	Look closely or read carefully to observe or deduce.					X	
Substantiate	Provide evidence or reasons to support your answer.					X	
Summarize	Organize and bring together the main points.	X				X	
What is the effect of	What is the result, influence or consequence of...			X			
What were the causes of	What gave rise to/why did something take place?			X			