



Western Cape  
Government

Education

**GRADE: 4**  
**SUBJECT: SOCIAL SCIENCES (HISTORY)**  
**TERM ONE**  
**FORMAL ASSESSMENT TASK (FAT) 1.**

Name: \_\_\_\_\_

Class: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Teacher: \_\_\_\_\_

FAT	Activity/Form	Learner's mark	Learner's %
1.	Project: Museum display		
<b>TOTAL</b>			



# GRADE 4 FORMAL ASSESSMENT TASK (FAT): TERM 1

## SOCIAL SCIENCES: HISTORY

### LOCAL HISTORY

FAT: PROJECT (MUSEUM DISPLAY)

TIME ALLOCATION:

DATE:

MARK ALLOCATION: 25

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**TASK: A MUSEUM DISPLAY (AN INTERACTIVE MUSEUM OF EVERYDAY OBJECTS WITH LABELS TO GIVE THEM MEANING) OF YOUR LOCAL AREA.**

**INSTRUCTIONS TO THE LEARNERS:**

**STEP 1:**

1. Gather information from your local area (past or present) and make a museum display of every day objects.
2. Collect different kinds of information from pictures, photographs, written information, small objects from home or from your community.
3. Ask the following **questions on photographs**: Where is the place? Who are the people in the photograph? What does the photograph show? How old is the photograph?
4. Ask the following **questions when using books, newspapers, leaflets** etc: What is the name of the book, newspaper, leaflet etc? What is the name of of the person that wrote the book? When was it written? What is the article all about?
5. **If you use objects ask the following questions**: What is the object made of? Who made the object? How old is the object? What does it tell us about the people who used it?

**STEP 2:**

1. **Label** all the information or objects you have gathered on your local area. Tell us what kind of information it is and what it tells you about the local area.
2. **Use the answers** on the questions you have asked to label the information or objects.
3. **Decide how and where you will display** all the information you have gathered.
4. The information you have collected will give you a much broader picture of your local area.

### **PART 3:**

1. Identify and interview **ONE** child or adult who has made a big or small difference in your area.
2. The following questions may be asked: What do you like about the local area? Have you been involved with any changes in your local area? Are things better today than in the past?
3. Write down **THREE** sentences on what the person did to make a difference.
4. This information should also be carefully arranged and display in your museum.
5. Good luck!

### **DUE DATE:**

### **MONITORING DATES:**

1. ....
2. ....
3. ....

### **Hint to teachers:**

- Issue the project about the museum display at the beginning of the term. The learners need to note that they will be formally assessed on this topic.
- Learners also need to know the assessment criteria (derived from your aims and skills) that will be used:
  - They need to bring together information from different sources e.g. pictures, photographs, text, small objects from home/community.
  - The information selected needs to be relevant. This is a skill, show the learners how e.g. types of questions to ask when using books, newspapers, leaflets, photographs/pictures and objects.
  - Show them how to label the relevant information and how to write it in a coherent way. This can be a teaching moment.
  - Their museum display should include pictures, photographs, written text etc, relevant labels and the name and three sentences of the person in the local area that has made a difference.
- The task needs to be completed under controlled conditions to ensure authenticity.
- Determine a due date and three monitoring dates (a notice displayed in the classroom will remind them).

# GRADE 4 MARKING GUIDELINES (RUBRIC) FOR FAT 1: TERM 1

## SOCIAL SCIENCES: HISTORY

**FAT: LOCAL AREA (MUSEUM DISPLAY)**

**MARK ALLOCATION: 25**

<b>Criteria</b>	<b>Level 4 (4-5 marks)</b>	<b>Level 3 (3-4 marks)</b>	<b>Level 2 (2-3 marks)</b>	<b>Level 1 (0-1 marks)</b>
Analyse and present information from photographs, drawings, illustrations, newspapers etc.	Information from photographs, drawings, illustrations, newspapers etc has been very well analysed and presented.	Information from photographs, drawings, illustrations, newspapers etc. has been suitable analysed and presented.	Some information from photographs, drawings, illustrations, newspapers etc has been analysed and presented	Information from photographs, drawings, illustrations, newspapers etc has not been analysed and presented
Communicate and demonstrate an understanding of the history of their local area in a clear logical way.	Information on the museum display has been clearly communicated and demonstrated beyond expectation	Information on the museum display has been clearly communicated and demonstrated.	Some of the information on the museum display has been clearly communicated and demonstrated.	Information has not been clearly communicated and demonstrated.
Labels and items on the museum display are clearly written and readable including the three sentences on the chosen person that has made a difference.	All labels and items of the museum display has been clearly written and readable including the three sentences on the chosen person that has made a difference.	Almost all labels and items on the museum display are clearly written and readable. including the three sentences on the chosen person that has made a difference.	A number of labels and items on the museum display are clearly written and readable. including the three sentences on the chosen person that has made a difference.	Writing is unclear and not readable. including the three sentences on the chosen person that has made a difference.
Information from drawings, illustrations and information are relevant.	All information from drawings, illustrations and information are relevant.	Most of the information from drawings, illustrations and information are relevant.	Some information from drawings, illustrations and information are relevant.	Information from drawings, illustrations and information are not relevant.
The museum display appeals to the viewer in terms of design and neatness.	The museum display is exceptionally attractive in terms of design and neatness.	The museum display is attractive in terms of design and neatness.	Some aspects of the museum display is acceptable attractive in terms of design and neatness.	The museum display is messy and poorly designed. It is not attractive.