basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

2020

NATIONAL REVISED ANNUAL TEACHING PLANS

GRADE 10

NON-LANGUAGES

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1. Introduction

The National Curriculum Statement, Grades R-12 was approved as National Policy and published in the Government Gazette 34600, Notices 722 and 723 of 12 September 2011.

The National Curriculum Statement, Grades R-12 comprises:

- The Curriculum and Assessment Policy Statements for all approved subjects for Grades R-12;
- The National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12; and
- The National Protocol for Assessment.

The Curriculum and Assessment Policy Statement (CAPS) is a single, comprehensive, and concise document developed for all subjects listed in the National Curriculum Statement Grades R-12 and is arranged into Four Sections.

The National State of Disaster due to Covid and the ensuing lockdown has created a unique situation which has disrupted the school calendar thus impacting on the implementation of the Curriculum and Assessment Policy Statement (CAPS) for the 2020 academic year. To mitigate the impact of the Covid lockdown, the Department of Basic Education (DBE) working in collaboration Provincial Education Departments (PEDs), has put together a framework for curriculum recovery plans after the extended lockdown. The framework, which was consulted with key stakeholders in the sector, proposes a revised school calendar and curriculum reorganization and trimming, as some of the strategies to create opportunities for curriculum recovery.

In the context of the framework for the school curriculum recovery plan whose overarching aim is to ensure that the critical skills, knowledge, values and attitudes outlined in the CAPS are covered over a reduced time period, the purpose of curriculum reorganisation and trimming is to:

- Reduce the envisaged curriculum to manageable core content including skills, knowledge, attitudes and values so that schools have ample room for deep and meaningful learning
- Define the core knowledge, skills, attitude to be taught and assessed more specifically so that it provides guidance and support to teachers;
- Align curriculum content and assessment to the available teaching time;
- Maintain the alignment in the learning trajectory for learners, without compromising learners' transition between the grades; and
- Present a planning tool to inform instruction during the remaining school terms

The curriculum trimming and reorganisation maintain and support the foundational principles of the National Curriculum Statement (NCS) Grades R – 12 as stated in the Curriculum and Assessment Policy Statement (CAPS) namely:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and high, achievable standards in all subjects have been set;
- Progression: content and context of each grade shows progression from simple to complex
- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa.
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

In addition, the principles below guided the process of curriculum reorganisation and trimming:

- Maintain the spiral development of values, attitudes, concepts and skills, extension, consolidation and deeper understanding leading learners towards the final learning outcomes.
- Efficiency – less teaching time but more effective learning outcomes.
- Inclusivity – learning experience must cater for different types of learners who are differently abled by providing different types of learning experiences.
- Validity – the relevance of the content to the stated goals and outcomes of the curriculum.
- Utility –the content must lead to the acquisition of values, attitudes, skills and knowledge that are considered useful for transition to the next level and have relevance to the contexts in which learners live.
- Feasibility – analyse and examine the content in the light of the time and resources available to the schools, considering the current socio- economic and political climate.
- Coherence – Systematic curriculum mapping must have horizontal, vertical, subject area and interdisciplinary coherence; and
- Emphasise assessment for learning as a teaching strategy as opposed to assessment of learning to achieve the learning outcomes of each grade and subject.

2. Purpose

The purpose of the revised phase plan and revised annual national teaching plans is to:

- ensure that meaningful teaching proceeds during the revised school calendar.
- assist teachers with guided pacing and sequencing of curriculum content and assessment.
- enable teachers to cover the essential core content in each phase within the available time.
- address assessment overload to recoup time loss.
- assist teachers with planning for the different forms of assessment.
- ensure learners are adequately prepared for the subsequent year/s in terms of content, skills, knowledge, attitudes, and values

3. Implementation Dates

To meet the above-mentioned objectives, Section 3 of the CAPS, which deals with the overview of topics per term and annual teaching plans per subject have been trimmed and/or reorganised for the year 2020. The revised teaching and assessment plans are effective from the 1st June 2020.

4. Revised Teaching Plans per Subject

This document presents the revised national annual teaching plans for Grade 10.

1. Accounting

Revised National Teaching Plan

2020 National Revised Teaching Plan: Grade 10 – Term 1: Accounting

TERM 1 (46 days)	**Week 1** **15 -17 Jan** (3 days)	**Week 2** **20 - 24 Jan** (5 days)	**Week 3** **27 - 31 Jan** (5 days)	**Week 4** **3 - 7 Feb** (5 days)	**Week 5** **10 - 14 Feb** (5 days)	**Week 6** **17 - 21 Feb** (5 days)	**Week 7** **24 - 28 Feb** (5 days)	**Week 8** **2 - 6 March** (5 days)	**Week 9** **9 - 13 March** (5 days)	**Week 10** **16 - 18 March** (3 days)
CAPS Topics	**Informal / Indigenous bookkeeping** (NOT for test / exam)	**Ethics; GAAP**	**Internal Control**	**Bookkeeping of a Sole Trader: Cash transactions**				**Bookkeeping of a Sole Trader: Credit transactions**		
Concepts, Skills and Values	Compare bookkeeping systems of informal vs. formal sectors: • Capital, fixed assets, stock, cost price, labour cost, selling price, income, expenses, profit • Management of resources • Process of determining selling prices, cost of sales, labour costs, income, and expenses	• Explain a Code of ethics with basic ethical principles (leadership, discipline, transparency, accountability, fairness, sustainability, responsible management) • Define / Explain GAAP principles (historical cost, prudence, materiality, business entity rule, going concern, matching) **Apply GAAP principles to all relevant topics** **Ethics should be integrated with all other topics**	• Identify / Explain basic internal control processes: Control environment; risk assessment; control activities supported by policy and procedures; information systems; communication methods; performance monitoring **Internal control must be integrated with other topics, where applicable**	• Define / Explain accounting concepts up to financial statements: sole trader; debit; credit; equity; capital; assets; liabilities; ledger; journal; profit; loss; Value Added Tax (VAT); income / revenue; expenses; discounts (allowed and received); final accounts; financial statements; accounting cycle; Financial accounting; Managerial accounting; perpetual inventory system • Complete CRJ, CPJ, PCJ; use templates / worksheets with the correct formats • Post to relevant General Ledger accounts (Balance sheet and Nominal accounts) • Draw up Trial balances in the correct format • Indicate the effect of various cash transactions on the Accounting equation **Transactions on the acquisition of fixed assets and the fixed assets register are important for the purpose of internal control** **Integrate ethical and internal control issues relating to handling cash**				• Apply the accounting cycle based on perpetual inventory system: Source documents; Journals (DJ, CJ, DAJ, CAJ); posting to the General, Debtors' and Creditors' ledgers (double entry principle); Trial Balance • Introduce the General Journal (GJ) (including bad debts, cancellations of discount on dishonoured cheques, interest on overdue accounts, corrections of errors) • Prepare Debtors' and Creditors' lists to reconcile with the Debtors' and Creditors' control accounts (including correction of errors and omissions) • Indicate the effect of transactions on the accounting equation of a sole trader **Transactions on the acquisition of fixed assets and the fixed assets register are important for the purpose of internal control** **Integrate ethical and internal control issues relating to handling stock, debtors and creditors**	
Requisite Pre-knowledge	• Background information about the informal and	Background knowledge of service business and retailers	Background knowledge of service business and retailers	Revise Gr 9 content on the accounting cycle (source documents, CRJ, CPJ, posting to the General Ledger and Trial balance) for cash transactions				Revise Gr 9 content on source documents, journals (DJ, DAJ, CJ, CAJ) and posting to the General, Debtors' and Creditors' ledgers.		

	formal business sectors. • Presentation methods, e.g. PowerPoint; posters, scrapbooking, etc.	to give context to basic ethical principles	to give context to the importance of internal control in any business		
Resources (other than textbooks) **to enhance learning**	Internet; Video clips; Field visits to actual informal and / or formal businesses; Invite a vendor / entrepreneur to visit the class	Newspaper articles / case studies / internet research on ethical / unethical business practices	Newspaper articles / case studies on the implications of effective / ineffective internal control (Internal control background)	Collect used / blank source documents as practical examples Complete journals on computer software Accounting stationery / worksheets / templates for journals, ledger accounts and trial balance	Collect used / blank source documents as practical examples Complete journals on computer software Accounting stationery / work sheets / templates for journals, ledger accounts and trial balance
Informal Assessment: Remediation		Short data response task Short scenarios on ethics with questions for class discussion	Data response task / short scenarios for class debate	Short tests on journals, ledger, and trial balance	Complete source documents and enter it in journals Short tests on journals, ledger and trial balance
SBA (Formal)	**Presentation (Informal / Indigenous bookkeeping)** Discuss task and rubric before learners attempt the task Complete in class		**TASK 1: PRESENTATION (50)** (Informal / Indigenous bookkeeping) **Term weighting: 25%**	Prepare for the control test	**TASK 2: CONTROL TEST 1** **(100 marks; 1½ hours) Term 1 work** **Term weighting: 75%**

2020 National Revised Teaching Plan: Grade 10 – Term 2: Accounting

TERM 2 (19 days)	Week 1 29 Jun - 3 Jul (5 days)	Week 2 6 - 10 Jul (5 days)	Week 3 13 - 17 Jul (5 days)	Week 4 20 - 24 Jul (5 days)
CAPS Topics	**Bookkeeping of a Sole Trader: Combined cash and credit transactions**		**Sole Trader: Year-end Accounting Procedures (Year-end adjustments and Final accounts)**	
Concepts, skills and values	• Record cash and credit transactions in the relevant cash and credit journals (including the General Journal) from a given combined list of cash and credit transactions • Post to General, Debtors' and Creditors' ledgers. Emphasize accounts such as Trading Stock, Bank, Debtors' and Creditors' Control, Sales, Cost of Sales, income accounts (e.g. Rent income, Discount received) and expense accounts (e.g. Bad debts, Discount allowed, etc.) • Prepare Trial balances in the correct format • Compare and reconcile the Debtors' and Creditors' control accounts with the Debtors' / Creditors' lists • Analyse the effect of cash and credit transactions on the Accounting equation **Integrate ethical and internal control issues relating to handling cash, stock, debtors and creditors**		• Application of GAAP, IFRS and the accounting equation • Introduce the following year-end adjustments: Trading stock deficit / surplus; Consumable stores on hand; Depreciation (on cost price; on diminishing balance methods); Bad debts; Bad debts recovered; Correction of errors / omissions; Accrued income (receivable); Income received in advance (deferred income); Expenses prepaid; Accrued expenses (payable); Interest on mortgage loan (capitalised) • Prepare Pre- and Post-Adjustment Trial Balances to illustrate the differences between these trial balances and the effect of adjustments on totals / balances • Prepare the final accounts to determine gross profit and net profit: Trading account (gross profit); Profit and Loss account (net profit) • Prepare a Post-Closing Trial balance **Integrate ethical and internal control issues relating to year-end accounting processes** **NOTE: Closing transfers and reversal of certain year-end adjustments at the beginning of the next financial period should not be examined in 2020. Detailed textbook examples may be used to illustrate these entries as background information.**	
Requisite pre-knowledge	Revise Gr 9 cash and credit transactions Understand and apply the double-entry principle when posting to the ledgers Revise the accounting cycle		Revise basic accounting concepts, e.g. income, expenses, profit, loss Revise the accounting cycle, IFRS, GAAP and the accounting equation	
Resources (other than textbooks) **to enhance learning**	Complete journals and ledger accounts on computer software Accounting stationery / Work sheets for journals, ledger accounts and trial balance Study guides and / or online-learning resources Educational websites and links to resources as provided during the period of lock-down Articles on ethical issues in newspapers, magazines and online news platforms		Past Gr 10 test / exam papers 2018 National Exemplar Paper (two paper format) (Gr10 DBE ExemplarENG) Accounting stationery / work sheets / templates for the trial balances and final accounts Educational websites and links to resources as provided during the period of lock-down	
Informal Assessment: Remediation	Short test / Class quiz to identify journals from given transactions Short class-tests on specific aspects of the accounting cycle and / or accounting equation		Short class tests / online-learning activities on journal entries for adjustments / calculations of depreciation, etc. Structured homework activities (consolidating adjustment calculations and entries and final accounts) to achieve mastery in procedures	
SBA (Formal)	**Assignment** (Bookkeeping of a sole trader - manual or electronically) Discuss the task and marking guidelines before learners attempt the task Complete in class under controlled, but not exam conditions		**TASK 3: ASSIGNMENT (100) 1 or 2 class periods (Topic: Bookkeeping of a sole trader)**	

2020 National Revised Teaching Plan: Grade 10 – Term 3: Accounting

TERM 3 (37 days)	**Week 1** **3 - 7 Aug** (5 days)	**Week 2** **11 - 14 Aug** (4 days)	**Week 3** **17 - 21 Aug** (5 days)	**Week 4** **24 Aug - 28 Aug** (5 days)	**Week 5** **31 Aug - 4 Sep** (5 days)	**Week 6** **7 - 11 Sep** (5 days)	**Week 7** **14 - 18 Sep** (5 days)	**Week 8** **21 - 23 Sep** (3 days)
CAPS topic	**Sole Trader: Financial statements**				**Analysis and interpretation of financial statements**			
Concepts, skills and values	• Revise and recap all the adjustments introduced in Term 2 • Apply GAAP principles for preparing financial statements with notes: – Statement of Comprehensive Income (Income Statement) – Statement of Financial Position (Balance Sheet) – Notes to the Financial Statements (emphasize Interest; Tangible / Fixed Assets; Inventories; Trade and other receivables; Cash and cash equivalents; Owner's Equity; Trade and other payables **Integrate ethical and internal control issues relating to financial statements**				• Introduce the basic analysis and interpretation of financial statements by calculating the following financial indicators: – Profitability: Gross profit on sales; Gross profit on cost of sales; Net profit on sales; Operating expenses on sales; Operating profit on sales – Liquidity: Current ratio; Acid-test ratio – Solvency: Solvency ratio – Return: Net profit on average owner's equity • Discuss indicators in relation to the appropriate financial statement **Integrate ethical and internal control issues relating to financial statements** NOTE: Refer to the Gr 10 formula sheet; mediate how to use it in the exams			
Requisite pre-knowledge	Revise IFRS and GAAP principles, year-end adjustments and the accounting cycle Relate totals of financial statements to the expanded Accounting equation, i.e. **A**ssets + **E**xpenses + **D**rawings = **C**apital + **I**ncome + **L**iabilities Recognise and explain the purpose of preparing financial statements				Revise concepts of profitability, liquidity, solvency and return in the context of analysing and interpreting financial statements Identify relevance and logic of the indicators to future effective management and decision making for the business			
Resources (other than textbooks) **to enhance learning**	Templates for the correct formats of the financial statements and notes to the financial statements Accounting stationery, work sheets and / or templates Study guides and / or online-learning resources Educational websites and links to resources as provided during the period of lock-down Articles on ethical issues in newspapers, magazines and online news platforms				Accounting stationery, work sheets and / or templates for calculations Study guides and / or online-learning resources Educational websites and links to resources as provided during the period of lock-down Articles on ethical issues in newspapers, magazines and online news platforms			
Informal Assessment: Remediation	Consolidation activities on the formats of financial statements Short tests on adjustment entries & relevant calculations; formats of financial statements (and parts thereof, e.g. asset section or equity and liability section of the Balance Sheet) Structured / Focused homework activities to achieve mastery in preparing financial statements				Scenarios for comparison and practical case studies on analysing financial statements for discussion and debate Self-study activities Short tests on calculations and relevance of financial indicators Structured / Focused homework activities to achieve mastery in analysing & interpreting financial statements			
SBA (Formal)	**Case Study** (Term 3 content) Discuss the task and marking guidelines before the learners attempt the task Complete in class under controlled, but not exam conditions				**TASK 4: CASE STUDY (100 marks) 1 or 2 class periods** **Term 3 content; Recommended: Analysis and Interpretation of financial statements**			

2020 National Revised Teaching Plan: Grade 10 – Term 4: Accounting

<table>
<tr><td>TERM 4
(53 days)</td><td colspan="2">Week 1
28 Sep - 2 Oct
(5 days)
Week 2
5 - 9 Oct
(5 days)</td><td colspan="2">Week 3
12 - 16 Oct
(5 days)
Week 4
19 - 23 Oct
(5 days)</td><td colspan="3">Week 5
26 - 30 Oct
(5 days)
Week 6
2 - 6 Nov
(5 days)
Week 7
9 - 13 Nov
(5 days)</td><td colspan="2">Week 8 - 10
16 Nov - 9 Dec
(18 days)</td></tr>
<tr><td>CAPS topic</td><td colspan="2">Financial Statements (continued)</td><td colspan="2">Cost Accounting</td><td colspan="3">Revision and examination preparation</td><td colspan="2">FINAL EXAM (two papers)
(to be written on different days)</td></tr>
<tr><td rowspan="5">Concepts,
skills and values</td><td colspan="2" rowspan="5">• Consolidate the preparation of Financial Statements and Notes taking adjustments into account
• Consolidate the analysis and interpretation of financial statements</td><td colspan="2" rowspan="5">• Introduce and explain basic cost concepts unique to the manufacturing environment
• Complete basic calculations for cost components:
– Direct material (raw materials)
– Indirect material
– Direct labour
– Indirect labour
– Factory overhead costs
– Prime costs
– Fixed costs
– Variable costs
– Work-in-progress
– Total production costs
• Emphasize the difference between:
– Direct vs Indirect costs
– Fixed vs Variable costs

Integrate ethical and internal control issues relating to cost accounting / manufacturing</td><td colspan="3" rowspan="5">Revise and consolidate Paper 1 and 2 topics covered in 2020.
Identify and address backlogs in certain topics
Provide extension activities and enrichment for differentiated support and revision.

Topics for Paper 1:
Bookkeeping, year-end adjustments and financial statements of sole traders; financial indicators relevant to financial statements

Topics for Paper 2:
Basic Debtors / Creditors reconciliation with debtors / creditors lists; Management / Handling of cash, fixed assets, inventories; Cost Accounting</td><td>PAPER 1</td><td>PAPER 2</td></tr>
<tr><td>150 marks; 2 hours</td><td>150 marks; 2 hours</td></tr>
<tr><td>Provide an answer book with answer sheets for each question / sub-question with the correct templates for financial statements</td><td>Provide an answer book with answer sheets for each question / sub-question with the correct templates</td></tr>
<tr><td>Topics: Discipline 1:
Recording, Reporting and Evaluation of Financial Information
(see 2018 National Exam Guidelines)</td><td>Topics: Discipline 2:
Manufacturing & Internal Auditing and Control
(see 2018 National Exam Guidelines)</td></tr>
<tr><td>Provide Gr 10 Formula sheets</td><td>Provide Gr 10 Formula sheets</td></tr>
<tr><td>Requisite pre-knowledge</td><td colspan="2">Revise GAAP and IFRS principles, adjustments and formats of financial statements and notes to the financial statements</td><td colspan="2">Background knowledge of a factory / manufacturing business
Use scenarios to create the context for explaining the cost concepts</td><td colspan="3">Revise relevant Gr 10 topics
Split of content for two-paper exam available in the Exam Guideline (Gr10 Exam Guidelines)</td><td colspan="2" rowspan="4">PER PAPER

Cognitive Levels
30% (45 marks) Basic thinking skills
40% (60 marks) Moderately high thinking skills
30% (45 marks) Higher order thinking skills
[10% -15% Problem solving type questions]

Levels of Difficulty
30% Easy
40% Moderate
30% Difficult

Each question should be scaffolded to include sub-questions from all three cognitive levels and levels of difficulty</td></tr>
<tr><td>Resources (other than textbooks) to enhance learning</td><td colspan="2">Past Gr 10 exam questions on financial statements
2018 Gr 10 National exemplar paper (Gr10 DBE ExemplarENG)</td><td colspan="2">Case studies / scenarios from various resources</td><td colspan="3">Study guides and online-learning resources
Past exam and test papers
Educational websites and links to resources as provided during the period of lock-down</td></tr>
<tr><td>Informal Assessment: Remediation</td><td colspan="2"></td><td colspan="2">Short class tests on the cost components
Structured homework activities to achieve mastery in cost calculations</td><td colspan="3"></td></tr>
<tr><td>SBA (Formal)</td><td colspan="6">Prepare for the FINAL EXAM (two papers)</td><td colspan="2">TASK 5: FINAL EXAM [300]
PAPER 1: 150 marks (2 hours) PAPER 2: 150 marks (2 hours)</td></tr>
</table>

2. Agricultural Management Practices

Revised National Teaching Plan

2020 National Revised Teaching Plan: Grade 10 – Term 1: Agricultural Management Practices

TERM 1: 48 days	1: 15 -17 Jan (3 days)	2: 20-24 Jan	3: 27-31 Jan	4: 03-07 Feb	5: 10-14 Feb	6: 17-21 Feb	7: 24-28 Feb	8: 02-06 Mar	9: 09-13 Mar	10: 16-20 Mar
CAPS topic	Sequence of production enterprises and production enterprises can differ from province to province/school to school. (4 Crop and 4 Animal) **(CAPS pg. 17-19) Crop production or (CAPS pg. 17-19) Animal production**									
Concepts, skills, and values	At least four crop production enterprises should be selected: General crop production practices and factors, overview of economic importance of these crops, general overview, and comparison of crop production in South Africa: potential role and importance of industry, main production areas for different crops. Requirements for successful crop production, with reference to land (soil, water, climate, other natural resources),	Farming systems based on: outset, inset, soil usage, technology and energy, Four crop production enterprises: Classification of crops according to agronomic/horticultural characteristics of seed and plant, main cultivars available in each crop: type of cultivar, selection of a cultivar. **Or** Four types of farm animals (e.g. cattle, sheep, pigs and chickens), main production areas in the RSA: main production areas for these different animal production enterprises, ecological suitability for these different types of animals, farming systems: subsistence farming, commercial farming: extensive	Four crop production enterprises: General climatic requirements (temperature, rainfall, humidity, evaporation, and radiation) for crop production, collection of weather data Different types, example, climate management, climatic factors **OR** Four types of farm animals (e.g. cattle, sheep, pigs and chickens), general classification of farm animals	Basic soil requirements for crop production: soil depth, soil structure, soil texture, water capacity, soil aeration, organic material. Soil improvement: structure, organic content, conservation practices in farming: rotational cropping, erosion prevention. **OR** Four types of farm animals (e.g. cattle, sheep, pigs, and chickens), general classification of farm animals	Four crop production enterprises, Soil cultivation methods: aim of soil cultivation, methods of cultivation; minimum and no tillage, types of implements based on cultivation method, irrigation (methods and types): reason/aim of irrigation, flood/channel irrigation, sprinkler/pivot irrigation, micro/drip irrigation, bottle irrigation, drainage (methods and types): reason/aim for drainage, open furrow, pipe drainage system, planning of a drainage system **OR** Four types of farm animals (e.g. cattle, sheep, pigs and chickens), handling	Waste management: role of animals in the equilibrium of nature, use of animal waste products, land care and land use: dividing fields in camps (factors affecting requirements), rotational grazing. **OR** Four types of farm animals (e.g. cattle, sheep, pigs and chickens), care of farm animals: young animals, importance of colostrum, different age groups/class of animals, behaviour of farm animals:	Water resources: natural resources (river, valley, standing water, pans, lakes), artificial resources (dams, borehole). Different types of waste **OR** Four types of farm animals (e.g. cattle, sheep, pigs, and chickens), housing: reasons, advantages, disadvantages, different types, controlled environment, facilities: basic principles, type for different purposes, basic requirements.	Four crop production enterprises: crop establishment practices: plant density; depth, and factors influencing each, planting methods: seed; seedlings/replanting; tubers; and tree planting, weeds (types, methods of distributing and methods of control): effect of weeds on production, profits, food security. **Or** Four types of farm animals (e.g. cattle, sheep, pigs and chickens), after-care of animal: dehorning: reason, different methods, removal of extra teats, castration, reason, different methods, crutching, clipping of beaks, cutting, filing hooves of horses.	Disease (types, methods of distribution, and control): effect of diseases on production, profits, food security, pests' types, (methods of distribution and control): effect of pests on production, profits, food security. **OR** Four types of farm animals (e.g. cattle, sheep, pigs, and chickens), identification methods (earmarks, tattooing, ear tags, branding etc.): legal requirements/reason, explain the different methods in general.	Monoculture, crop rotation, and inter-cropping: aim, type of crops, advantages, keeping records (financial, physical and production records):aim/reason for recording, basic introduction to different types of recording, methods of recording (basic introduction), crop protection programmes; awareness of relevant legislation **OR** Four types of farm animals (e.g. cattle, sheep, pigs and chickens), basic concepts of feeding: classification, terminology, components.

	labour, capital, management. **Or** Four types of farm animals (e.g. cattle, sheep, pigs and chickens), general overview of animal production practices in South Africa: potential role and importance in industry, requirements for successful animal production, with reference to: land (soil, water, climate, other natural resources), labour, capital, management, factors affecting animal production: climate, type of veld and management.	farming, intensive farming, semi intensive farming, stud farming.			of farm animals (more emphasis on production enterprise): principles on handling of animals, handling during activities on a farm, transport of animals, basic handling facilities (basic facilities), Agricultural exhibitions/ EXPOs/ shows	behaviour of animals in production enterprise, distinguish between male and female behaviour, behaviour during different life cycles like oestrus, pregnancy, calving etc.				
Resources (other than textbook) **to enhance learning**	Own developed PPT content slides and notes	Own developed PPT content slides and notes	Own developed PPT content slides and notes	Own developed PPT content slides and notes	Own developed PPT content slides and notes	Own developed PPT content slides and notes	Own developed PPT content slides and notes	Own developed PPT content slides and notes	Own developed PPT content slides and notes	Own developed PPT content slides and notes
Informal assessment; remediation	Own questions, informal formative assessment, informal tests, practical work									

Formal assessment	**SBA: TASK 1-Assignment/ Practical Task (25%) on content of the term and TASK 2: Test to be completed in this term** **PAT: First part of PAT Management overview, handed out to learners. 2 Practical activities need to be completed**	**TASK 2: TEST – minimum of 75 -100 marks**

2020 National Revised Teaching Plan: Grade 10 – Term 2: Agricultural Management Practices

TERM 2: 19 days	**Week 1**	**Week 2**	**Week 3**	**Week 4**		
CAPS topic	Sequence of production enterprises and production enterprises can differ from province to province/school to school. (2 Crop and 2 Animal enterprises) **CAPS pg. 20) Animal production**					
Concepts, skills, and values	At least two crop production enterprises should be selected: General crop production practices and factors, overview of economic importance of these crops, general overview, and comparison of crop production in South Africa: potential role and importance of industry, main production areas for different crops. Requirements for successful crop production, with reference to land (soil, water, climate, other natural resources), labour, capital, management. **Or** Two types of farm animals (e.g. cattle, sheep, pigs and chickens), general overview of animal production practices in South Africa: potential role and importance in industry, requirements for successful animal production, with reference to: land (soil, water, climate, other natural resources), labour, capital, management, factors affecting animal	Farming systems based on: outset, inset, soil usage, technology and energy, Three crop production enterprises: Classification of crops according to agronomic/horticultural characteristics of seed and plant, main cultivars available in each crop: type of cultivar, selection of a cultivar. **Or** Two types of farm animals (e.g. cattle, sheep, pigs and chickens), main production areas in the RSA: main production areas for these different animal production enterprises, ecological suitability for these different types of animals, farming systems: subsistence farming, commercial farming: extensive farming, intensive farming, semi intensive farming, stud farming.	Two crop production enterprises: General climatic requirements (temperature, rainfall, humidity, evaporation, and radiation) for crop production, collection of weather data Different types, example, climate management, climatic factors **Or** Two types of farm animals (e.g. cattle, sheep, pigs, and chickens), general classification of farm animals	Basic soil requirements for crop production: soil depth, soil structure, soil texture, water capacity, soil aeration, organic material. Soil improvement: structure, organic content, conservation practices in farming: rotational cropping, erosion prevention. **Or** Two types of farm animals (e.g. cattle, sheep, pigs, and chickens), general classification of farm animals		

	production: climate, type of veld and management.					
Resources (other than textbook) **to enhance learning**	Own developed PPT content slides and notes	Own developed PPT content slides and notes	Own developed PPT content slides and notes	Own developed PPT content slides and notes		
Informal assessment; remediation	Own questions, informal formative assessment, informal tests, practical work					
Formal Assessment	**PAT: Submission of Management overview,**					

2020 National Revised Teaching Plan: Grade 10 – Term 3: Agricultural Management Practices

TERM 3: 37 days	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**	
CAPS topic	Sequence of production enterprises and production enterprises can differ from province to province/school to school. (2 Crop and 2 Animal enterprises)								
Concepts, skills, and values	Two crop production enterprises, Soil cultivation methods: aim of soil cultivation, methods of cultivation; minimum and no tillage, types of implements based on cultivation method, irrigation (methods and types): reason/aim of irrigation, flood/channel irrigation, sprinkler/pivot irrigation, micro/drip irrigation, bottle irrigation, drainage (methods and types): reason/aim for drainage, open furrow, pipe drainage system, planning of a drainage system OR Two types of farm animals (e.g. cattle, sheep, pigs and chickens), handling of farm animals (more emphasis on production enterprise): principles on handling of animals, handling during activities on a farm, transport of animals, basic handling facilities (basic facilities), Agricultural exhibitions/ EXPOs/ shows	Waste management: role of animals in the equilibrium of nature, use of animal waste products, land care and land use: dividing fields in camps (factors affecting requirements), rotational grazing. OR Two types of farm animals (e.g. cattle, sheep, pigs and chickens), care of farm animals: young animals, importance of colostrum, different age groups/class of animals, behaviour of farm animals: behaviour of animals in production enterprise, distinguish between male and female behaviour, behaviour during different life cycles like oestrus, pregnancy, calving etc.	Water resources: natural resources (river, valley, standing water, pans, lakes), artificial resources (dams, borehole). Different types of waste OR Two types of farm animals (e.g. cattle, sheep, pigs, and chickens), housing: reasons, advantages, disadvantages, different types, controlled environment, facilities: basic principles, type for different purposes, basic requirements.	Two crop production enterprises: crop establishment practices: plant density; depth, and factors influencing each, planting methods: seed; seedlings/replanting; tubers; and tree planting, weeds (types, methods of distributing and methods of control): effect of weeds on production, profits, food security. Or Two types of farm animals (e.g. cattle, sheep, pigs and chickens), after-care of animal: dehorning: reason, different methods, removal of extra teats, castration, reason, different methods, crutching, clipping of beaks, cutting, filing hooves of horses.	Disease (types, methods of distribution, and control): effect of diseases on production, profits, food security, pests' types, (methods of distribution and control): effect of pests on production, profits, food security. OR Two types of farm animals (e.g. cattle, sheep, pigs, and chickens), identification methods (earmarks, tattooing, ear tags, branding etc.): legal requirements/reason, explain the different methods in general.	Monoculture, crop rotation, and inter-cropping: aim, type of crops, advantages, keeping records (financial, physical and production records):aim/reason for recording, basic introduction to different types of recording, methods of recording (basic introduction), crop protection programmes; awareness of relevant legislation OR Two types of farm animals (e.g. cattle, sheep, pigs and chickens), basic concepts of feeding: classification, terminology, components.	Two types of farm animals (e.g. cattle, sheep, pigs, and chickens), diseases identification, types, and methods of control: no specific disease Parasites: internal and external (identification, types, and methods of control).	Revision of term content and Finalising PAT	

Resources (other than textbook) **to enhance learning**	Own developed PPT content slides and notes	Own developed PPT content slides and notes	Own developed PPT content slides and notes	Own developed PPT content slides and notes	Own developed PPT content slides and notes	Own developed PPT content slides and notes	Own developed PPT content slides and notes	Own developed PPT content slides and notes	
Informal assessment; remediation	Own questions, informal formative assessment, informal tests, practical work								
Formal Assessment	**TASK 3: Test Written test based on the terms content** **TASK 4: Finalize PAT Components –Management overview (completed), Complete 2 Practical activities (adhere to COVID guidelines), Write Management Test, complete logbook and calculate all components for learners, submit for moderation.**							**TASK 3: TEST – minimum of 75 - 100 marks**	

2020 National Revised Teaching Plan: Grade 10 – Term 4: Agricultural Management Practices

TERM 4: 38 days	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**	**FINAL EXAMINATION**
CAPS topic	**Animal/Crop production**	**(CAPS pg. 24) Management principles**			**Crop production Aspects**	**Animal Production Aspects**	**Farm Management Aspects**		**TASK 5: FINAL EXAMINATION**
Concepts, skills, and values	Keeping records: explaining the different types like financial, physical, production and health records, mention the different means of record keeping.	Basic principles of management programmes, awareness of relevant legislation.	Definition of management, reasons, advantages or benefits, appropriate examples in animal and crop production, principle: planning, principle: control, examples in animal and crop production	Principle: co-ordination, examples in animal and crop production, principle: motivation, example in animal and crop production, principle: communication, example in animal and crop production	**Crop production factors and an overview of** ▪ Potential role in industry ▪ Main production areas ▪ Farming systems. ▪ Classification of crops **Soil and water management** **Crop production**	**Animal production** ▪ Animal production factors and an overview of economic importance of production. ▪ Potential role in industry. ▪ Main production areas in the RSA; and ▪ Farming systems. ▪ General classification of farm animals and breeds **Animal management aspects** ▪ Handling of farm animals. ▪ Care of farm animals, After-care of animals (dehorning, removal of extra teats, castration etc.). ▪ Behaviour of farm animals. ▪ Housing and facilities. ▪ Identification methods (earmarks, tattooing, ear tags etc)	**Soil and water management** **Animal production** ▪ Waste management. ▪ Land care and land use; and ▪ Water resources. **Management** Definition of management Management principles ▪ Planning. ▪ Coordination. ▪ Motivation. ▪ Control and Communication.	Revision of term content	**PAPER** **Marks: 200** **Time: 3 hours** Learners must answer all 4 questions. **Section A (Shorter questions): 50 marks** **Section B: (longer questions) – 3 x 50 marks** **Cognitive levels: Knowledge – 40% Comprehension and Application – 40% Analysis, Evaluation and Synthesis– 20%**

Requisite pre-knowledge					• General climatic requirements Collection of weather data. • Basic soil aspects. • Land use and care. • Soil cultivation methods and types of implements; and • Irrigation and drainage (methods and types). **Crop management aspects** ▪ Crop establishment practices: ▪ Weed ▪ Disease ▪ Pest ▪ Crop rotation, monoculture, and inter-cropping. ▪ Keeping of records (Financial, Physical, Production records). ▪ Crop protection programs; and ▪ Awareness of relevant legislation.	▪ Basic concepts of feeding (classification and terminology) ▪ Diseases (identification, types, and methods of control); and ▪ Parasites: internal and external (identification, types and methods of control. ▪ Keeping of records (Financial-, Physical-, Production- and Health records). ▪ Management programs; and ▪ Awareness of relevant legislation.			

Resources (other than textbook) **to enhance learning**	Own developed PPT and notes	Own developed PPT and notes	Own developed PPT and notes	Own developed PPT and notes	Own developed PPT and notes	Own developed PPT and notes	Own developed PPT and notes		
Informal assessment; remediation	Own questions, informal formative assessment, informal tests, practical work								
Formal Assessment	**(SBA: 25%, PAT: 25%, FINAL NSC EXAMINATION: 50%)**								

3. Agricultural Sciences

Revised National Teaching Plan

2020 National Revised Teaching Plan: Grade 10 – Term 1: Agricultural Sciences

TERM 1: 48 days	1: 15 -17 Jan (3 days)	2: 20-24 Jan	3: 27-31 Jan	4: 03-07 Feb	5: 10-14 Feb	6: 17-21 Feb	7: 24-28 Feb	8: 02-06 Mar	9: 09-13 Mar	10: 16-20 Mar
CAPS topic	**(CAPS pg. 14) Agro-ecology**	**(CAPS pg. 14) Interactions in ecosystems and ecological farming**	**(CAPS pg. 14) Grazing ecology**	**(CAPS pg. 14) Pasture or veld management**	**(CAPS pg. 15) Biomes of South Africa**	**(CAPS pg. 15) Agricultural economics**	**(CAPS pg. 15) Population growth and economic value of plant and animal products**	**(CAPS pg. 15) Land redistribution**	**(CAPS pg. 15) Indigenous knowledge**	**(CAPS pg. 16) Agricultural organisations**
Concepts, skills and values	Concepts: ecology, levels of organisation, agro-ecology, agro-ecosystems, components of ecosystems, biotic and abiotic factors	Energy flow in ecosystems, nutrient cycling in ecosystems, interactions between organisms, ecological farming methods	Pastures, grazing ecology, optimal grazing, veld types of Southern Africa, characteristics of grazing plants, scientific approach to pasture evaluation and monitoring	Importance of pastures for the livestock industry, relationship between pasture management and pasture condition, veld management practices and systems, advantages and disadvantages of grazing systems, pasture veld management practices that lead to poor pasture conditions	Main types of biomes of SA, identification of biomes on a map, human impact on biomes, importance of biomes, climate change and global warming, factors that cause global warming, impact of climate change or global warming, long and short term weather predication and cyclic pattern of rainfall in SA, adaptation measures	Agri – industry, classification, and utilisation patterns of food products in SA	Impact of population growth and shift on agricultural production in SA, impact of the demand for agricultural commodities on industries, changes in the world's and SA population over the past 100 years, impact of secondary and tertiary agricultural development in SA.	Land ownership models in SA, land reform programmes in SA, land redistribution and development after 1994, legal concepts, aims/purposes of agricultural legislation, important Laws affecting agriculture.	Concept of IKS, comparison between indigenous and scientific knowledge, indigenous knowledge used in agriculture, constraints of using indigenous technical knowledge, advantages of using IK in agricultural production, protection and management of IKS in SA	Basic aims, national, provincial and local levels of agricultural organisations, roles of agricultural organisations in SA, FOUR benefits/advantages of nationally recognised agricultural organisations for individual farmers
Requisite pre-knowledge	Link with Grade 7 and 8 NS									
Resources (other than textbook) **to enhance learning**	Own developed Power Point slides and videos, past examination papers, practical work	Own developed Power Point slides and videos, past examination	Own developed Power Point slides and videos, past examination papers, practical work	Own developed Power Point slides and videos, past examination papers, practical work	Own developed Power Point slides and videos, past examination	Own developed Power Point slides and videos, past examination	Own developed Power Point slides and videos, past examination	Own developed Power Point slides and videos, past examination papers, practical work	Own developed Power Point slides and videos, past examination papers, practical work	Own developed

		papers, practical work			papers, practical work	papers, practical work	papers, practical work			
Informal assessment and remediation	Questions from past papers, tests	Questions from past papers, tests		Questions from past papers, tests			Questions from past papers, tests		Questions from past papers, tests	Questions from past papers, tests
SBA (Formal Assessment)	**TASK 1: (25%) Practical Investigation / Assignment**								**TASK 2: TEST (75%) – 75 -100 marks**	

2020 National Revised Teaching Plan: Grade 10 – Term 2: Agricultural Sciences

TERM 2: 19	**Week1 (5 days)**		**Week 2 (5 days)**		**Week 3 (5 days)**		**Week 4 (4 days)**	
CAPS topic	**(CAPS pg. 17) Sustainable natural resource utilisation**	**(CAPS pg. 17) Soil conservation and management**	**(CAPS pg. 17) Water management**	**(CAPS pg. 17) Agricultural pollution**	**(CAPS pg. 17) Soil Science**	**(CAPS pg. 17) Minerals**	**(CAPS pg. 17) Rocks and their formation**	
Concepts, skills and values	Concepts: Natural and agricultural resources, different types of agricultural resources and their importance in Agriculture, pressure exerted on natural resources by growing population, sustainable utilisation of natural resources	The concept: soil degradation, the types (physical, biological, and chemical degradations) and processes of soil degradation (focus on causes, adverse effects, and control), The impact of soil degradation on agricultural productivity	The criteria to define water quality, the concepts: water source and water supply (scarcity of water), the different sources of water utilized in Agriculture/farming industry, the different forms/ways in which water is used specifically in Agriculture, factors that affect the supply of water in Agriculture, the basic agricultural practices/activities that contribute to the pollution of soil water, subsoil or ground water and surface water (water quality), the appropriate management practices/strategies which can be adopted to prevent and control water pollution including the National Water Act of 1998	The concept: agricultural pollution and different types of pollution, the major kinds/types of soil pollutants (causes, effects, and control measures), the economic impact of soil pollutants on natural resource sustainability for agricultural production, waste management in Agriculture	The concept: soil, the main functions/importance of soil in an ecosystem, the following major components of soil: organic matter, soil air, soil water and mineral particles	The concept: minerals, the main differences between primary and secondary minerals, examples of primary minerals, examples of secondary minerals, the main characteristics used in mineral identification	The concept: rocks/mother rock, the main types of rocks based on their origin (formation) that are important in soil formation processes (igneous rocks, sedimentary and metamorphic), the cultivation properties/suitability of soil that originate from different types of rocks	**NO TEST**
Requisite pre-knowledge							Link with Grade 9 NS	

Resources (other than textbook) **to enhance learning**	Own developed Power Point slides and videos , past examination papers	Own developed Power Point slides and videos , past examination papers	Own developed Power Point slides and videos , past examination papers	Own developed Power Point slides and videos , past examination papers	Own developed Power Point slides and videos , past examination papers	Own developed Power Point slides and videos , past examination papers	Own developed Power Point slides and videos , past examination papers	
Informal assessment and remediation	Power Point slides and videos, past examination papers, practical work	Power Point slides and videos, past examination papers, practical work	Power Point slides and videos, past examination papers, practical work	Power Point slides and videos, past examination papers, practical work	Power Point slides and videos, past examination papers, practical work	Power Point slides and videos, past examination papers, practical work	Power Point slides and videos, past examination papers, practical work	
SBA (Formal Assessment								

2020 National Revised Teaching Plan: Grade 10 – Term 3: Agricultural Sciences

TERM 3: 37 days	**Week 1 (5 days)**	**Week 2 (5days)**	**Week 3 (5days)**	**Week 4 (5 days)**	**Week 5 (5 days)**	**Week 5 (5 days)**		**Week 6 (5days)**		**Week 7 (2 days)** **Revision & Consolidation**
CAPS topic	**(CAPS pg. 19) Weathering of rocks**	**(CAPS pg. 19) Soil forming factors**	**(CAPS pg. 19) Soil forming processes**	**(CAPS pg. 19) Animal studies**	**(CAPS pg. 20) Cattle breeds**	**(CAPS pg. 20) Sheep breeds**	**(CAPS pg. 21) Goat breeds (72%)**	**(CAPS pg. 21) Pig breeds (75%)**	**(CAPS pg. 22) Poultry breeds**	
Concepts, skills and values	The concept: weathering of rocks, the importance of the weathering of rocks, the weathering factors important in soil formation	The description of the following main soil forming factors: - geographical/topographical factors, climatic factors; organisms / biological factors that influence soil formation, the human activities that can have a direct impact on soil formation; parent material and time.	Soil forming processes that are active in soils: mineralization, humification, leaching, luviation, plinthite formation, inversion and bioturbation.	Development and domestication of farm animals, the general economic importance of the livestock industry in SA, The basic differences between ruminants and non-ruminants,	Classification of cattle breeds beef cattle breeds Dairy cattle breeds, dual propose cattle breeds (two examples in each group)	The main groups of sheep breeds on their utilization, general characteristics of a functional ram and ewe, wool breed, dual purpose sheep breeds, mutton breeds, pelt breeds	Classification of the following main goat breeds based on their utilisation: milk/dairy breeds, meat breeds, mohair breeds	Classification of the main group of pig breeds based on their production, the differences between indigenous and improved breeds, pork breeds, bacon breeds	Classification of the main types of poultry and differentiate between the main chicken/fowl breeds (SA indigenous breeds, dual purpose breeds or heavy breeds, light breeds and ornamental/pedigree breeds) according to the following types of production: Broiler production; and egg production. Basic requirements for successful production	
Requisite pre-knowledge	Link with Grade 9 NS									
Resources (other than textbook) **to enhance learning**	Own developed Power Point slides and videos , past examination papers	Own developed Power Point slides and videos , past examination papers	Own developed Power Point slides and videos , past examination papers	Own developed Power Point slides and videos , past examination papers	Own developed Power Point slides and videos , past examination papers	Own developed Power Point slides and videos , past examination papers	Own developed Power Point slides and videos , past examination papers	Own developed Power Point slides and videos , past examination papers	Own developed Power Point slides and videos , past examination papers	
Informal assessment and remediation	Power Point slides and videos, past examination	Power Point slides and videos, past examination papers, practical work	Power Point slides and videos, past examination	Power Point slides and videos, past examination	Power Point slides and videos, past examination papers, practical work	Power Point slides and videos, past examination	Power Point slides and videos, past examination	Power Point slides and videos, past examination	Power Point slides and videos, past examination papers, practical work	

	papers, practical work		papers, practical work	papers, practical work		papers, practical work	papers, practical work	papers, practical work		
SBA (Formal Assessment	Preparation for **Task 3**									**TASK 3: TEST (100%) - – 75 -100 marks**

2020 National Revised Teaching Plan: Grade 10 – Term 4: Agricultural Sciences

<table>
<tr><td>TERM 4
38 days</td><td>Week 1 & 2
(10 days)</td><td>Week 3
(5 days)</td><td>Week 4
(5 days)</td><td>Week 5
(5 days)</td><td>Week 6
(5 days)</td><td>Week 7 &
Week 8
(8 days)</td><td colspan="2">WEEKS 9-11
FINAL EXAMINATION
(15 DAYS)</td></tr>
<tr><td>CAPS topic</td><td>(CAPS pg. 23) Plant studies</td><td colspan="2">(CAPS pg. 23)
Horticulture crops</td><td>(CAPS pg. 24)
Fodder crops and forests</td><td>(CAPS pg. 24)
Biological concepts and cell division</td><td>Consolidation and revision</td><td colspan="2">TASK 4: FINAL EXAMINATION (75%)
Cognitive levels: Knowledge – 40%; Comprehension and Application-40%; Analysis, Evaluation and Synthesis– 20%
PAPER 1
Marks: 150
Time: 2½ hours
Learners must answer all 4 questions.

Topics:
Agri-ecology
Agri-industry
Animal Studies

PAPER 2
Marks: 150
Time: 2½ hours
Learners must answer all 4 questions.

Topics:
Soil Science
Plant Studies
Optimal Resource Utilisation
Biological concepts
Section A:
Question 1
• Short questions, objective questions e.g. MCQ, terminology, columns/statements and items (45 marks)
Section B:
Question 2 – 4
• Variety of question types.
• 3 questions of 35 marks divided into subsections</td></tr>
<tr><td>Concepts, skills and values</td><td>The average volumes of production of economically important crops/plants, the main production areas of crops in South Africa, the general economic importance and utilization of crops,</td><td>Horticulture crops, vegetables, fruit</td><td>Flower crops, shrubs and indigenous crops</td><td>Legume fodder crops, grass fodder crops – climate and soil requirements, The concept: forests, the classification of the main groups of forests crops/trees ,the distinction between indigenous and exotic forests, reasons for promoting and</td><td>Plant & Animal cells The importance of cell division</td><td></td><td colspan="2"></td></tr>
</table>

	criteria for successful crop production, Field crops, grain crops, oil seed crops, industrial crops			growing protected trees/plant and eradicating invasive tree/plant			
Requisite pre-knowledge	Link with Grade 8 and 9 NS				Link with Grade 9 NS		
Resources (other than textbook) **to enhance learning**	Own developed Power Point slides and videos , past examination papers	Own developed Power Point slides and videos , past examination papers	Own developed Power Point slides and videos , past examination papers	Own developed Power Point slides and videos , past examination papers	Own developed Power Point slides and videos , past examination papers		
Informal assessment and remediation	Power Point slides and videos, past examination papers, practical work	Power Point slides and videos, past examination papers, practical work	Power Point slides and videos, past examination papers, practical work	Power Point slides and videos, past examination papers, practical work	Power Point slides and videos, past examination papers, practical work	Power Point slides and videos, past examination papers, practical work	
SBA (Formal Assessment)	Preparation for **Final Examination (300 marks)**						

3. Agricultural Technology

Revised National Teaching Plan

2020: National Revised ATP: Grade 10 Term 1: Agricultural Technology

TERM 1 46 days	**Week 1:**	**Week 2:**	**Week 3:**	**Week 4:**	**Week 5:**	**Week 6:**	**Week 7:**	**Week 8:**	**Week 9:**	**Week 10:**
CAPS topic	**(CAPS pg. 14) Safety**					**(CAPS pg. 15) Structural materials**				
Concepts, skills and values	*OHS Act:* introduction to the OHS Act: familiarize the learners with relevant workshop practices and regulations applicable to the farm workshop so that they can conduct themselves appropriately in the workshop: protective clothing, ear protection and eye protection.	General workshop rules: safety when working on or under a motor vehicle in the workshop, injuries in the workshop (cuts, bruises, eye injuries, burns and bone fractures).	Electrical safety: general electrical safety rules; situations that can cause electrical shock to workers; actions that should be taken to secure the person that has sustained an electrical shock; reduce the risk of electrical injury with overhead power lines reduce the risk of contact with overhead power lines.	Fire prevention: fire prevention rules, discovering a fire, emergency evacuation, fire extinguishers, how to use a fire extinguisher, when to use a fire extinguisher, types of fire extinguishers, fire extinguishing chart.	Basic general safety regulations: Safe handling and safety regulations applicable to all workshop equipment, farm equipment as well as skills and construction processes must be dealt with through the content during the year.	Metals: *ferrous metals*: mild steel identification and uses of mild steel products: beams, purlines, square tubing, square bar, lip channel, angle iron, round tubing, and round bar, corrosion: types and protection against corrosion: hardening and softening of steel, tempering, annealing and case hardening.	Timber: Timber used on the farm: uses and properties of: pine, wattle, blue gum, poplar, and meranti, protection of timber products: timber, posts/poles beams, timber doors: types, construction and uses	*Building*: basic components of a concrete mixture: cement, sand, stone/aggregate, water, and cement bricks, building mixtures: concrete, mortar and screed	Fencing: *types of wire, fences and netting*: sheep, cattle, game, *types of wire strands:* barb wire, binding wire, galvanized steel wire, *type of wire netting:* bonnox, jackal proof, chicken mesh.	Components of a fence: *posts*: types and uses, *droppers*: types and uses, *anchors and supports:* types, uses and basic sketching, *gates*: placing, erecting and basic sketches.
Requisite pre-knowledge	Link with Grade 8 and 9 Agricultural studies									
Resources (other than textbook) **to enhance learning**	Past examination papers	Past examination papers	Past examination papers	Past examination papers	Past examination papers	Past examination papers	Past examination papers	Past examination papers	Past examination papers	Power Point slides and videos, past examination papers, practical work
Informal assessm; remediation	Questions from past papers, tests. Practical work	Questions from past papers, tests. Practical work		Questions from past papers, tests. Practical work			Questions from past papers, tests. Practical work		Questions from past papers, tests. Practical work	Questions from past papers, tests. Practical work
SBA (Formal Assessment)	***First part of PAT must be handed out to the learners.***		**RESEARCH TASK 1**	***Learners must start with the manufacturing of the PAT project/product. (Four half-hour periods must be allocated for this per cycle/week.)***					**TASK 2: TEST**	

2020: National Revised ATP: Grade 10 Term 2: Agricultural Technology

TERM 2 19 days	**Week 1:**	**Week 2:**	**Week 3:**	**Week 4:**	
CAPS topic	**(CAPS pg. 17) Energy**			**(CAPS pg. 17) Construction processes**	
Concepts, skills and values	*Electrical energy:* 12 Volt DC current: *basic principles of electrical energy:* Current, amperes, resistance and potential difference, standard symbols and units as applicable to DC circuits, basic calculations		Basic components in a basic electrical ignition system of a motor vehicle - working, function and problem solving: battery, ignition coil, distributor, spark plug, ignition timing.	Basic components of the electrical circuit of a motor vehicle: fuses, lights, wires, trailer coupling plug for vehicles (male and female plugs).	
Requisite pre-knowledge	Link with Grade 8 and 9 Agricultural studies				
Resources (other than textbook) **to enhance learning**	Past examination papers		Past examination papers	Past examination papers	
Informal assessm; remediation	Questions from past papers, tests. Practical work		Questions from past papers, tests. Practical work	Questions from past papers, tests. Practical work	
SBA (Formal Assessment					

TERM 3 37 days	**Week 1:**	**Week 2:**	**Week 3:**	**Week 4:**	**Week 5:**	**Week 6:**	**Week 7:**	**Week 8:**	
CAPS topic	**(CAPS pg. 17) Construction processes**						**(CAPS pg. 19) Tools and equipment**		
Concepts, skills and values	Arc welding: safety, protective clothing, hazards associated with arc welding, arc *welding machine*: basic construction, and working, arc welding electrodes, basic arc welding principle, welding defects.		Soft soldering: application and methods, equipment used, types of solders, fluxes, safety.		Hard soldering: brazing: application and method, equipment used, type of welding rod, fluxes, safety.		Tools, equipment, implements and mechanized systems, basic hand tools used in workshop: *saws*: hack saw and junior saw, *hammers*: ball pane, soft face and rubber, *punches*: centre, and flat nose, *cold chisels*: flat, cross-cut and round nose, *screw drivers*: star (Philips) and flat point, *pliers*: combination, long nose, round nose, vice grip and water pump, *drills*: hand *drill bits and reamers*: iron, wood and concrete, *measuring and marking*: squares, scribers, chalk, measuring tape, venire, calliper, callipers, micrometre and combination set, *files*: profiles, *tin snips*: various types, *riveting*: pop riveting; and rivets, *spanners*, ring, combination, open end, socket, pipe wrench, and shifting, *Allen keys*: function.		
Requisite pre-knowledge	Link with Grade 8 and 9 Agricultural studies								
Resources (other than textbook) **to enhance learning**	Past examination papers	Past examination papers	Past examination papers		Past examination papers		Past examination papers		
Informal assessment; remediation	Questions from past papers, tests. Practical work	Questions from past papers, tests. Practical work	Questions from past papers, tests. Practical work		Questions from past papers, tests. Practical work		Questions from past papers, tests. Practical work		
SBA (Formal Assessment							**TASK 3: TEST Minimum of 100 marks**		

TERM 4 38 days	Week 1:	Week 2:	Week 3:	Week 4:	Week 5:	Week 6:	Week 7:	Week 8:	Week 9,10: FINAL EXAMINATION
CAPS topic	**(CAPS pg. 19) Tools and equipment**				**(CAPS pg. 20) Irrigation and water supply**				**TASK 5: FINAL EXAMINATION**
Concepts, skills and values	Horticulture cultivation tools: identification, function: *garden tools*: spade fork and rake, power *tools:* lawn mower and brush cutter, animal drawn implements: plough, planter, basic primary cultivation implements: parts, function and maintenance: plough, ripper, disk, offset, wonder tiller, disk plough		Engines: working, construction and components: 2-Stroke, 4-stroke petrol and diesel; S*ervice of engines:* ignition, cooling, lubrication, braking, oil- air cleaning; vehicle components/parts; and e*ngine systems:* lubrication and temperature control of engines.		*Basic water pumping methods:* working, construction and components: windmill, water tower, power head. *Micro irrigation systems:* working, construction and components: micro spray irrigation, drip irrigation.		Water supply to animals: construction and safety principles, troughs, valves, connection pipes, reservoirs.		**PAPER** **Marks: 200** **Time: 3 hours** *Learners must answer all 6 questions.* **Section A:** **Question 1 (40 marks)** • Short questions **Section B:** • **Question 2(35 marks): Structural materials and related drawings, measurements, and safety** • **Question 3(20 marks): Electric energy and related tools, materials and safety** • **Question 4(35 marks): Skills and construction processes and related tools, materials, drawings, measurements and safety** • **Question 5(40 marks): Tools, implements and equipment and related tools, materials, drawings, calibrations and safety** • **Question 6(30 marks): irrigation and water supply, related tools, materials, drawings, measurements and communication**
Requisite pre-knowledge	Link with Grade 8 and 9 Agricultural studies								
Resources (other than textbook) **to enhance learning**	Past examination papers		Past examination papers		Past examination papers		Past examination papers		
Informal assessment and remediation	Questions from past papers, tests. Practical work		Questions from past papers, tests. Practical work		Questions from past papers, tests. Practical work		Questions from past papers, tests. Practical work		
SBA (Formal Assessment)	***PAT (Task 4) must be finished in this term (2 weeks before final examination). Marks must be awarded according to the guidelines provided for the final product.*** *Preparation for Task :* ***Final Examination SBA: 25%, PAT: 25%, FINAL EXAMINATION: 50%***								

4.

5. Business Studies

Revised National Teaching Plan

2020: National Revised ATP: Grade 10 Term 1: Business Studies

TERM 1 (48 days)	**Week 1** **15 - 17 Jan** (3 days)	**Week 2** **20 - 24 Jan** (5 days)	**Week 3** **27 – 31 Jan** (5 days)	**Week 4** **3 - 7 Feb** (5 days)	**Week 5** **10 - 14 Feb** (5 days)	**Week 6** **17 - 21 Feb** (5 days)	**Week 7** **24 - 28 Feb** (5 days)	**Week 8** **2 - 6 March** (5 days)	**Week 9** **9 - 13 March** (5 days)	**Week 10** **16 - 20 March** (5 days)
CAPS Topics	**Micro Environment**		**Market Environment**	**Macro Environment**	**Business Functions**		**Interrelationship between environments -**	**Business Sectors**	**Revision & Consolidation**	
Topic / concepts, Skills and Values	Components /Identify a vision/mission statement, goals and objectives	Purpose of the organisational culture / organisational resources	**The components of the market;** Suppliers/ Intermediaries/ Competitors /Other organisations/civil society Opportunities and threats faced by the business - businesses have no control over these factors.	**The various components/features of the macro business environment.** Physical/Natural Economic Social, cultural and demographic Technological Legal and political Environment The relationship between the environments	Recap the eight business functions Leadership and management.	**Business functions and the activities of the business** General management Administration Financing Purchasing Public Relations	Relationship between the features/components of the micro-environment. Interrelation between micro (internal) and market environments.	Primary, secondary and tertiary sectors. Relationship between these sectors. Formal and informal sectors. Public and private sector. .	**Topics:** Micro Environment Market Environment	**Topics:** Business Functions Interrelationship between environments Business Sectors

Requisite pre-knowledge	Meaning of the term "micro environment".	Meaning of the term "market environment".	Meaning of the term "macro environment"	Business Functions Administration, Purchasing, Marketing, Finances, Public relations, HR, Production, Gen. Management and Risk management;	Three business environments	Primary sector, Secondary sector, Tertiary sector; Role of the three sectors in the economy;	Understanding of the meaning of action verbs, analysis of scenarios/statements and principles of marking.	Understanding of the meaning of action verbs, analysis of scenarios/statements and principles of marking.
Resources (other than textbook) **to enhance learning**	Grade 10 Bus Studies Notes; DBE Exemplar Question Paper 1 & 2, Past question papers; Telematics video etc.							
Informal assessment; remediation	Case Studies; Section A-type questions, Essay writing							
SBA (Formal Assessment)	**Preparation for Assignment**		**TASK 1: Assignment** **Marks: 50**		**Preparation for Control Test**	**TASK 2: Control Test 1** **Marks: 100** Complete: Assessment Framework & Cognitive Levels Grid		

2020: National Revised ATP: Grade 10 Term 2: Business Studies

TERM 2 (20 days)	**Week 1 29/06 – 3/07 (5 days)**	**Week 2 6/07 – 10/07 (5 days)**	**Week 3 13/07 – 17/07 (5 days)**	**Week 4 20/07 – 24/07 (5 days)**
CAPS Topics	**Contemporary socio-economic issues**		**Forms of ownership**	
Notes on or guidelines for mid-year examinations:	**Impact of contemporary socio-economic issues on businesses:** Inequality and poverty / Inclusivity/ HIV/Aids /Gambling	**Impact of contemporary socio-economic issues on businesses:** Counterfeiting/imitations and bootlegging / Strikes and political disturbances or labour disputes /Violence /Crime	**Definition, characteristics, advantages, disadvantages and differences (comparison) between the following forms of ownership:** Sole Proprietor **/** Partnership **/** Close Corporation	**Definition, characteristics, advantages, disadvantages and differences (comparison) between the following forms of ownership:** Non-Profit Company / Profit Companies / Co-operatives as forms of ownership
Requisite pre-knowledge	Different examples of socio-economic issues in local communities		Sole traders, partnerships, CC, private and public companies; characteristics; Advantages and disadvantages;	
Resources (other than textbook) **to enhance learning**	Grade 10 Bus Studies Notes; DBE Exemplar Question Paper 1 & 2, Past question papers; Telematics video etc.			
Informal Assessment: Remediation	Case Studies; Section A-type questions: Essay writing			
SBA (Formal Assessment)	Preparation for the Presentation		**TASK 3: Presentation Marks: 50**	

2020: National Revised ATP: Grade 10 Term 3: Business Studies

TERM 3 (38 days)	**Week 1 03/08 – 07/08** (5days)	**Week 2 11/08 – 14/08** (4days)	**Week 3 17/08 – 21/08** (5days)	**Week 4 24/08 – 28/08** (5days)	**Week 5 31/08 – 04/09** (5days)	**Week 6 07/09 – 11/09** (5days)	**Week 7 14/09 – 18/09** (5days)	**Week 8 21/9 – 23/9** (4days)
CAPS Topics	**Creative thinking & Problem solving**		**Business opportunity and related factors**	**Presentation of business information**	**Business Plan**		**SBA TASK 4: Project**	**Revision**
Topic, concepts, skills and values	Creative thinking and its contribution towards successful and sustainable business practice Creative thinking to generate entrepreneurial opportunities and to solve business problems	Problem-solving techniques The use of mind mapping, brainstorming and creative thinking/idea generation to identify innovative and entrepreneurial business opportunities Ways in which creative business opportunities can realistically be implemented	Development of a research instrument Identification of possible business opportunities Generating new ideas Research instruments and data collection Protocol of conducting research Definition of business opportunities and SWOT Application of SWOT analysis to assess business opportunities	Accurate and concise verbal and non-verbal presentation Presentation of business reports Verbal presentations with support materials Definition of the different audio-visual aids - Design and layout of a presentation using different visual aids	**Business plans (including financial analysis) based on identified business opportunities**) Analysis of environmental factors Components of the Business Plan Cover page and index (include name of business) Executive summary	**Description of the business** The long-term objectives, mission and vision of the business The structure of the business (ownership) The product/service Legal requirements of business, e.g. license SWOT analysis Marketing plan Market research Marketing mix, the 7 Ps: price, product, promotion, place, people, physical environment and process Competition		**Topics:** Creative thinking & Problem solving Business opportunity and related factors Presentation of business information Business Plan

Requisite pre-knowledge	**Difference between creative thinking and problem solving**	**Different business ventures**	**Verbal & Non-verbal communication**	**Concept of a business plan; Format of business plan:**		Understanding of the meaning of action verbs, analysis of scenarios/statements and principles of marking.
Resources (other than textbook) **to enhance learning**	Grade 10 Bus Studies Notes; DBE Exemplar Question Paper 1 & 2, Past question papers; Telematics video etc.					
Informal Assessment: Remediation	Case Studies; Section A-type questions	Case Studies: Scenarios	Case Studies; Section A-type questions	Case Studies; Essay writing	Case Studies; Section A-type questions	Case Studies; Section A-type questions; Essay writing
SBA (Formal Assessment)	Preparation of the Project	**TASK 4: Project** **Marks: 50**				

2020: National Revised ATP: Grade 10 Term 4: Business Studies

<table>
<tr><td>TERM 4
(53 days)</td><td>Week 1
28/09 – 02/10
(5 days)</td><td>Week 2
05/10 – 09/10
(5 days)</td><td>Week 3 – Week 5
12/10 – 30/10
(15 days)</td><td>Week 5 – Week 8
02/11 – 20/11
(15 days)</td><td colspan="2">Week 9 – 11
23/11 – 09/12
13 Days</td></tr>
<tr><td>CAPS Topics</td><td colspan="2">Relationship and Team performance</td><td>Revision & Consolidation</td><td>Revision & Consolidation</td><td colspan="2">Internal Examinations</td></tr>
<tr><td>Topic, concepts, skills and values</td><td>Importance of setting goals

Successful and balanced life style

Importance of a professional image

Project a professional image.</td><td>Meaning of self-management

self-confidence

stress management Increase their self-confidence

Manage stress

Adaptability</td><td>Paper 1:

Business Environments

Business Operations</td><td>Paper 2

Business Ventures

Business Roles</td><td rowspan="4">PAPER 1
Time 2 Hrs
150 marks

Section A [Compulsory]

Question 1: MCQs; Matching Column: Choose correct answer Bus Environments & Business Operations: 30

Section B [Answer 2 questions]

Question 2: Bus Environments: 40
Question 3: Bus Operations: 40
Question 4: Bus Environments & Bus Operations 40

Section C: [Answer One question]</td><td rowspan="4">PAPER 2
Time 2 Hrs
150 marks

Section A [Compulsory]

Question 1: MCQs; Matching Column: Choose correct answer Bus Ventures & Bus Roles: 30

Section B [Answer 2 questions]

Question 2: Bus Ventures - 40
Question 3: Bus Roles - 40
Question 4: Bus Ventures & Roles 40

Section C: [Answer One question]

Question 5: Bus Ventures - 40
Question 6: Bus Roles - 40</td></tr>
<tr><td>Requisite pre-knowledge</td><td colspan="2">Teams – meaning</td><td rowspan="2">Understanding of the meaning of action verbs, analysis of scenarios/statements and principles of marking.</td><td rowspan="2">Understanding of the meaning of action verbs, analysis of scenarios/statements and principles of marking.</td></tr>
<tr><td>Resources (other than textbook) to enhance learning</td><td colspan="2">Grade 10 Bus Studies Notes; DBE Exemplar Question Paper 1 & 2, Past question papers; Telematics video etc.</td></tr>
<tr><td>Informal Assessment: Remediation</td><td colspan="2">Case Studies; Section A-type questions; Essay writing</td><td>Case Studies; Section A-type questions; Essay writing</td><td>Case Studies; Section A-type questions; Essay writing</td></tr>
<tr><td>SBA (Formal Assessment)</td><td colspan="4">Preparation for the Final November Examination</td></tr>
</table>

		Question 5: Bus Environments: 40 **Question 6:** Bus Operations: 40 **Cognitive levels:** Lower order – 30%; Middle order-50%; Higher order-20% Complete: Assessment Framework & Cognitive Levels Grid	**Cognitive levels:** Lower order – 30%; Middle order-50%; Higher order-20% Complete: Assessment Framework & Cognitive Levels Grid

6. Computer Applications Technology (CAT)

Revised National Teaching Plan

2020 National Revised Teaching Plan: Grade 10 – Term 1: Computer Applications Technology (CAT)

TERM 1 48 days	15 -17 January	20-31 January	03-04 February	05-06 February	07 - 11 February	12 - 14 February	17 Feb – 20 Mar
CAPS topic	**Introduction to Computers (Theory) (Systems Technologies)**	**Computer Management (Practical) (Systems Technologies)**	**Computer Management (Practical) (Systems Technologies)**	**Hardware (Systems Technologies)**	**Software (Systems Technologies**	**(Social Implications)**	**Word Processing (Solution Development)**
Concepts, skills and values	Lab orientation, computer rules, allocation of computer centres, allocation of usernames and passwords; Overview of a general model of a computer: Different types of computers; Multi-purpose devices; Dedicated devices; Overview and concepts of the main components of a computer system; ICTs used in everyday life; Concepts of data and information	Start-up; Desktop: First looks, icons and shortcuts; Introduce the desktop: - My documents - Recycle bin - Start button - Task bar - My computer - File manager Windows Explorer; Basic accessories	Basic concepts and introduction to file organisation; File extensions; Applications such as word processor, spreadsheet, database, presentations, graphics, movie, sound, animation Adobe Acrobat Reinforce file organisation when dealing with word processing, spreadsheets and presentations.	Basic concepts relating to hardware; Input: What is input? Types of input; What is an input device? Output: What is output? Types of output: text, graphics, audio, video Basic concepts relating to Storage; Examples of generic/common storage devices and media	Overview of the basic concepts and introduction to software; Concept of a graphical user interface (GUI); System software vs. application software; Basic accessories such as calculator, paint, snipping tool; Application Software – Overview of basic concepts and introduction; System Software – Overview of basic concepts and introduction; Administering security (PC/Laptop) – log on, user name, password (concept of authentication)	Social issues: Ergonomics, green computing (recycling, e-waste), health (posture), authentication (user id, passwords); Economic reasons for using computers: Saving paper, labour, communication costs, efficiency, accuracy, reliability	Workspace features such as ribbon, tab, menus; File management in word processor: Formatting; Editing; Reviewing: proofing; Page layout: page set-up: margins, orientation, size, page border; Document layout: page numbers, page breaks, symbols; Reinforce keyboarding skills when working with word processing; GIGO principle
Requisite pre-knowledge	Subject is introduced at Grade 10 level.	Subject is introduced at Grade 10 level	Subject is introduced at Grade 10 level	Subject is introduced at Grade 10 level	Subject is introduced at Grade 10 level	Subject is introduced at Grade 10 level	Subject is introduced at Grade 10 level
Resources (other than textbook) **to enhance learning**	Internet. Slide presentations. Data projector. Learner notebook.	Internet. Slide presentations. Data projector. Learner notebook.	Computer with appropriate software application and hardware. Internet. Slide presentations. Data projector.	Internet. Slide presentations. Data projector. Learner notebook.	Internet. Slide presentations. Data projector. Learner notebook.	Internet. Slide presentations. Data projector. Learner notebook.	Computer with appropriate software application and hardware. Internet. Slide presentations. Data projector.

Informal assessment; remediation	Google quizzes, Kahoots, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoots, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoots, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoots, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoots, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoots, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoots, observation, competitions, peer-assessment, extended opportunities/activities, etc.
SBA (Formal Assessment)						**ASSESSMENT TASK 1: Theory Test**	

<table>
<tr><td rowspan="3">Proposed Covi19 Teaching Times</td><td colspan="4">29 Jun - 10 Jul</td><td>13-17 Jul</td><td>20-24 Jul</td><td rowspan="11">27-31 JUL HOLIDAY</td></tr>
<tr><td colspan="4">Mo-Fri</td><td>Mo-Fri</td><td>Mo-Fri</td></tr>
<tr><td colspan="4">8 hours</td><td>4 hours</td><td>4 hours</td></tr>
<tr><td rowspan="2">CAPS topic and teaching time</td><td colspan="2">Systems Technologies</td><td>Computer Management</td><td>Network Technologies</td><td colspan="2">Solution development: Word Processing</td></tr>
<tr><td>Hardware (Theory)
(±½ week / 2 hours)</td><td>Software (Theory)
(±½ week / 2 hours)</td><td>(Practical and Theory)
(±½ week / 2 hours</td><td>(Theory)
(±½ week / 2 hours)</td><td colspan="2">(Practical and theory)
(±2 weeks / 8 hours)</td></tr>
<tr><td>Concepts, skills and values</td><td>Extend hardware concepts:
• Input: Pointing devices; fingerprint scanners;
• Output (Basic concepts, features and uses) - Audio output;
• Storage media and devices (Basic concepts, features and uses); CDs, DVDs, Blu-Ray -Memory cards;
• Processing - Overview of the basic concepts and introduction of the system unit: Motherboard, CPU, Memory (RAM, ROM); Measuring speed in GHz</td><td>• Stand-alone vs Integrated software
• Freeware, shareware and proprietary software
• Open source software – definition, advantages and disadvantages
• Licensing and licensing agreements including end-user, site license agreements and creative commons
• System software
▪Drivers: What is a driver? Auto configuration of devices – what is it? Hot swappable/plug-and-play (auto configuration), Utility programs: What is it? / Purpose, Examples of generic/common utility programs such as backup</td><td>• Creating shortcuts;
• Taking screenshots (e.g. snipping tool, print screen);
• Adding new peripheral such a (printer, mouse) – USB and Plug-and-Play (PnP); Changing the default printer;
• Basic printing and printer queue management – personal computer;
• Compressing/decompressing files and folders</td><td>Overview of the basic concepts and introduction to networks:
• What is a network?
• Aims and objectives of networks;
• Advantages - facilitating communications and sharing hardware, software, data and information;
• Disadvantages - security and privacy issues;
• Internet as an example of a network</td><td>• Paragraphs (basic)
• Bullets (pictures, symbols font size and colour) and numbering (font size and colour)
• Indents (hanging)
• Tabs</td><td>• Document and page layout
• Customising margins
• Headers and footers (simple edit and remove; automatic page numbers) alignment, add your own text)
• Insert cover page</td></tr>
<tr><td colspan="5">Social Implications (Theory) (±½ week / 2 hours)
NOTE; Most of the content on Social Implications should be dealt with and integrated with other topics. The time scheduled for this topic could therefore be added to other topics.
<u>Social issues applicable to the above content include:</u>
• Ethical use of computers (hardware, software, computer management and networks),
• Care of PC system and storage devices
• Software piracy,
• Licensing and intellectual property</td></tr>
<tr><td>Requisite pre-knowledge</td><td colspan="6">Extension and progression of content covered in previous term.</td></tr>
<tr><td>Resources (other than textbook) to enhance learning</td><td colspan="6">Internet. Slide presentations. Data projector. Learner notebook.</td></tr>
</table>

Informal assessment; remediation	Google quizzes, Kahoot! observation, competitions, peer-assessment, extended opportunities/activities, etc.	
SBA (Formal Assessment	**1 Assessment** **Practical Test:** **NOTE: All assessments must be administered by end of term**	

2020 National Revised Teaching Plan: Grade 10 – Term 3: Computer Applications Technology (CAT)

Proposed Covi19 Teaching Times	03-07 Aug	10-14 Aug	17-21 Aug	24-28 Aug	31 Aug -04 Sept	07-11 Sept		14-18 Sept		21-23 Sept	
	Mon-Fri	Tue- Fri	Mon-Fri	Mon-Fri	Mon-Fri	Mon-Fri		Mon-Fri		Mon-Wed	
	4 hours	4 hours	4 hours	4 hours	4 hours	4 hours		4 hours		2.5 hours	
CAPS topic and teaching time	**Solution Development**					**Network and Internet Technologies:**				**Information management**	
	Word Processing	**Spreadsheets**		**Spreadsheets**							
	(Practical and theory) (±1 weeks / 4 hours)	**(Practical and theory) (±2 weeks / 8 hours)**		**(Practical and theory) (±2 weeks / 8 hours)**		**Networks (Theory) (±½ week / 2 hrs)**	**Internet and WWW (Theory) (±½ week / 2 hrs)**	**Communication (Theory) (±½ week/2 hrs)**	**Communication (Practical) (±½ week/2 hrs)**	**(Practical and theory) (±½ week / 2.5 hours)**	
Concepts, skills and values	• Tables • Insert, Table tools, Table design, Table properties • Design: Table styles, borders and shading • Layout: Rows and columns, header rows • Cells: size, distribution, merging and splitting • Text alignment and direction • Table: split, auto fit, gridlines • Working with data: sorting, convert to	• Overview of the basic skills and core concepts of spreadsheets • Uses of spreadsheet • First looks: Workspace ▪ Rows, columns, cells, sheets and workbook • Cell reference ▪ The importance of using cell references	• Reinforce generic/common concepts such as formatting and editing, page layout, illustrations, search (find and select) and proofing as in word processor • File options: open, save, save as, new and print • Formulae vs. functions • Basic functions (sum, average, count, min, max)	• Reinforce Formulae vs. functions • Know and use basic functions such as: sum, average, count, min, max, today, randbetween, mode, mean, countif and use of relational operators (><<= >= <> =) • ‘‘Round’ numbers using cell formatting • Basic Sorting • Work with sheets		• Personal area network (PAN) / Home area network (HAN); ▪ What is it? / What is it used for? / What does it offer? ▪ Advantages, disadvantages and limitations ▪ What is needed to set up a PAN/HAN? • Network device: Modem, Router, Switch; Communication channel/media;	• What is the Internet? • Internet addresses • Overview of the World Wide Web (WWW); • Types of Web sites, their purpose/what they offer and examples; • Browsers; • Search engines; Basic browsing and	• E-communication; using a PC; • What is e-communication? • What is a communication device? • Overview of applications to facilitate e-communications; web log; ▪ What is it? ▪ What does it offer? / Purpose	• Basic use of the Internet and e-mail; • Hyperlinks; • Apply netiquette rules; Basic e-mailing • Basic e-mailing ▪ Compose messages ▪ Send and receive, forward, reply to, reply to all • Attachments	• Data vs. information; • Understand the problem/task; ▪ Problem solving steps; ▪ Role of questions and questioning to determine information needs/directs solution • Information sources and data gathering tools; (including advantages and disadvantages) ▪ Electronic reference works, - Wikipedia and Internet articles. ▪ Printed media, books; ▪ Surveys/Questionnaires and People, e.g. interviews,	**24/25 - HOLIDAY**

	text and working with formulae (sum and average)
	• View options
	  • Work with more than one document/window, zoom
	  • Document views: Draft and full screen reading
		rather than constant values in cells and formulae
		• Cell ranges: range names
		  ▪ Basic calculations using basic operators including +, -, *, /, order of precedence and the use of brackets
		• Data types such as General, Number, Currency, Text, Date and Time
		• Values and cell references
		• Format cells: Data type, borders, shading, alignment, wrapping, merge, text direction, unmerge, split and Autofill (default option)
		• Formatting rows, columns and sheets
			• Error indicators:
			  ▪ #######, #NAME! #DIV/0! #REF!
			  ▪ #VALUE! #NUM!
				▪ rename
				▪ headers and footers
				▪ Basic printing
				
				• **Introduction to graphs**
				
				More opportunity has been awarded to this section in term 4
				• Charts/Graphs – Create/Insert, format
				  ▪ Pie, line, column and bar
				  ▪ Purpose of each/when to use
				  ▪ Create, format and edit
				  ▪ Interpretation of information presented in a graph
				• Basic integration techniques
				• Solve problems using spreadsheets
				
				Troubleshoot basic spreadsheet problems
					• Obtaining Internet access; ISP – Definition and purpose	searching techniques;
						• Concept of downloading and uploading
						• ISP – Definition and purpose
							• Email as a form of e-communication;
							  ▪ Taxonomy of e-mail addresses;
							  ▪ ISP vs. web-based e-mail;
							  ▪ E-mail software features such as Cc and Bcc fields, attachments and address books
							• Scan to e-mail
							• Netiquette
									Noted:
									
									• Introduction and management of the PAT
									• Understand the problem:
									  ▪ State in own words; determine what needs to be done/found;
									  ▪ What is known?
									  ▪ What information is missing or needed?
									  ▪ Find information and data: where and how?	

					Social Implications (Theory) (±½ week)
					NOTE: Most of the content of Social Implications should be dealt with and integrated with other topics. The time scheduled for this topic could therefore be added to other topics.
					
					<u>Social issues applicable to the above content include:</u>
					• Recognise and acknowledge the ownership of electronic material
					• Appropriate communication etiquette
					• E-mail threats, – (viruses, trojans, worms, phishing, e-mail spoofing, pharming, ransomware), issues (hoaxes, spam) and remedies
					• Safe e-mail and Internet use – dangers and tips to ensure safe use
					• Impact on society;
					  • Identify how ICTs influence one's life and life styles;
					  • Impact on home office, education;
					• Computer criminals – types and what they do/how they operate				

		▪ Size (width and height), insert, delete, hide, unhide, borders and styles					
Requisite pre-knowledge		Extension and progression of content covered in previous term.					
Resources (other than textbook) **to enhance learning**		Computer with appropriate software application and hardware. Internet. Slide presentations. Data projector.					
Informal assessment; remediation		Google quizzes, Kahoot! observation, competitions, peer-assessment, extended opportunities/activities, etc.					
SBA (Formal Assessment		**2 Assessments (PoA) and Practical Assessment Task** • **Practical Test** • **Theory Test/Alternative Assessment** • **Practical Assessment Task: Phase 1 to be completed by the end of the term 3.** **NOTE: All assessments must be administered by end of term**					

2020 National Revised Teaching Plan: Grade 10 – Term 4: Computer Applications Technology (CAT)

<table>
<tr><td rowspan="3">Proposed Covi19 Teaching Times</td><td>28 Sept-02 Oct</td><td>05 - 09 Oct</td><td>26 - 30 Oct</td><td>19 - 23 Oct</td><td>12 - 16 Oct</td><td>02-06 Nov</td><td>09-13 Nov</td><td rowspan="3">16 Nov – 4 Dec</td></tr>
<tr><td>Mon-Fri</td><td>Mon-Fri</td><td>Mon-Fri</td><td>Mon-Fri</td><td>Mon-Fri</td><td>Mon-Fri</td><td>Mon-Fri</td></tr>
<tr><td>4 hours</td><td>4 hours</td><td>4 hours</td><td>4 hours</td><td>4 hours</td><td>4 hours</td><td>4 hours</td></tr>
<tr><td rowspan="2">CAPS topic and teaching time</td><td rowspan="2">Information Management</td><td colspan="2">Solution Development</td><td colspan="2" rowspan="2">Information Management</td><td rowspan="2">Solution Development: Word Processing</td><td rowspan="2">Solution Development (Word processor, and Spreadsheet)</td><td rowspan="2">Revision and Final examination</td></tr>
<tr><td>Word Processing</td><td>Spreadsheets</td></tr>
<tr><td></td><td>(Practical and theory) (±1 weeks / 4 hours)</td><td>(Practical and theory) (±1 weeks / 4 hours)</td><td>(Practical and theory) (±1 week / 4 hours)</td><td colspan="2">(Practical and theory) (±2 weeks / 8 hours)</td><td>(Practical and theory) (±1 week / 4 hours)</td><td>Documents (±1 week / 4 hours)</td></tr>
<tr><td>Concepts, skills and values</td><td>• Information vs. knowledge;
• Find and access information and data;
▪ Surveys and questionnaires; (Functions and differences)
• Sifting information;
▪ Process of keeping only gathered information that meets the criteria/will solve the problem</td><td>• Reviewing:
▪ Comments,
▪ Protecting document,
• Document layout;
▪ Page setup;
▪ Columns (line between), Hyphenation,
▪ Watermark, Page colour,
▪ Integration – Hyperlinks</td><td>• Charts/Graphs – Create/Insert, format
▪ Pie, line, column and bar
▪ Purpose of each/when to use
▪ Create, format and edit
▪ Interpretation of information presented in a graph
• Basic integration techniques
• Solve problems using spreadsheets
Noted:</td><td colspan="2">• Knowledge vs. insight/decision making
▪ Manipulating information (Extract core meaning and Summarise using own words)
• Data handling using spreadsheet
▪ Data questions: How many? What is most popular? What is least common? How many more than? What is the average?
• Processing data
• Presentation of information:
▪ Graphs, tables, techniques and tools in applications
▪ Report writing – elements of a report: Introduction,</td><td>• Use inbuilt templates
• Accessing online/offline help including FAQs (frequently asked questions)
• techniques (e.g. hyperlink files, copy and paste between applications)
• Solve problems using word processor
• Troubleshoot basic word processing problems
Noted:
When working with applications,</td><td>• Reproduce and create documents that incorporate text, graphics and data
• Create documents using templates
• Support communication with appropriate features such as images and symbols
• Integrate text and graphics to form meaningful message</td><td>Cognitive levels: Lower order – 30%;
Middle order-40%; Higher order-30%
<table><tr><th>Practical Paper (P1)</th><th>Theory Paper (P2)</th></tr><tr><td>2.5 hours</td><td>2 hours</td></tr><tr><td>100 marks</td><td>100 marks</td></tr><tr><td>5 Questions;
• Q1 + 2: Word-processing 20 marks
• Q3 +4: Spreadsheet: 20 marks
• Q5: Integration: 20 marks</td><td>10 questions:
<u>Section A</u>:
• Q 1 – 3:15 marks
<u>Section B</u>:
• Q4 – 8: 65 marks
<u>Section C:</u>
• Integrated Scenario: 20 marks</td></tr></table></td></tr>
</table>

	Noted: • Practical Assessment Task – Information Management culminates in the PAT • Start with the PAT where learners will apply the theoretical and practical content, concepts and skills of Information Management and the use of applications in an integrated fashion		When working with applications, learners should be taught to use various methods and techniques to achieve the same objective, compare the methods and determine which one is more efficient or works best for them. This will teach them not only to follow a specific instruction/set of instructions but also to complete a given task that involves careful thinking and reasoning about how to do it and if there is more than one way, to compare the methods and find the best way of doing it	body, conclusion, bibliography/references, copyright/plagiarism issues and intellectual property ▪ Summarising information/report using presentation software • Finalise PAT **Noted:** Practical Assessment Task (PAT) – Information Management culminates in the PAT	learners should be taught to use various methods and techniques to achieve the same objective, compare the methods and determine which one is more efficient or works best for them. This will teach them not only to follow a specific instruction/set of instructions but also to complete a given task that involves careful thinking and reasoning about how to do it and if there is more than one way, to compare the methods and find the best way of doing it.	• Balance text and graphics for visual effect • Use media, visual literacy and technology skills to create products that express understanding	
Requisite pre-knowledge	Extension and progression of content covered in previous terms.						
Resources (other than textbook) **to enhance learning**	Computer with appropriate software application and hardware. Internet. Slide presentations. Data projector.						
Informal assessment; remediation	Google quizzes, Kahoot! observation, competitions, peer-assessment, extended opportunities/activities, etc.						
SBA (Formal Assessment	**Assessments: Practical Assessment Task and 2 Year end Examination Papers** • **Phase 2: Practical Assessment Task to o be completed before the start of examination** • **Practical Examination Paper (Paper 1).** • **Theory Examination Paper (Paper 2).**						

7. Civil Technology – Civil Services

Revised National Teaching Plan

2020 National Revised ATP: Grade 10 – Term 1: Civil Technology (Civil Services)

TERM 1 (45 days)	**Week 1 20-24 Jan** (5 days)	**Week 2 27-31 Jan** (5 days)	**Week 3 3-7 Feb** (4 days)	**Week 4 10-14 Feb** (5 days)	**Week 5 17-21 Feb** (5 days)	**Week 6 24 – 28 Feb** (5 days)	**Week 7 2-6 March** (5 days)	**Week 8 9-13 March** (5 days)	**Week 9 16-18 March** (3 days)	
CAPS Topics	**OCCUPATIONAL HEALTH AND SAFETY ACT 85 of 1993 (OHS) (Generic)**	**OCCUPATIONAL HEALTH AND SAFETY ACT 85 of 1993 (OHS) (Generic)**	**OCCUPATIONAL HEALTH AND SAFETY ACT 85 of 1993 (OHS) (Generic)**	**MATERIALS (Generic)**	**MATERIALS (Generic)**	**MATERIALS (Generic)**	**MATERIALS (Generic)**	**EQUIPMENT AND TOOLS (Generic)**	**EQUIPMENT AND TOOLS (Generic)**	SCHOOL HOLIDAY
Topics /Concepts, Skills and Values	Requirements of the OHS Act pertaining to: Personal safety: Clothing Head protection Eye and ear protection Footwear General safety: Hand tools Power tools	Excavations Safe site planning and organisation Safe site working methods Fire prevention and protection Types of fires Fire extinguishers for specific types of fires Fire triangle (Oxygen, heat and fuel) Main causes of fire	Safety and health aspects associated with storage of materials: on site, In workshops Hazardous materials in the workplace. E.g. solids, liquids, gases and radioactive material HIV/Aids Awareness Awareness of substance abuse: Drugs Alcohol **Specific** Requirements of the OHS Act pertaining to: Safety risks associated with excavations	Basic properties of materials: • Concrete • Screed • Mortar • Coarse aggregates • Fine aggregates • Cement • Lime • Water	Timber: Hard wood, soft wood and board products: • Saligna • Meranti • SA Pine • Shutter board • Ply wood • Block board • Tempered and standard masonite (hard board)	Bricks and Blocks: Clay and cement Metals: Ferrous metals: Grey cast iron Ductile cast iron Wrought iron Malleable iron Low carbon steel Stainless steel Non-ferrous metals: Aluminium Bronze Copper	Adhesives: PVC adhesives Silicone Mastic sealants Synthetic materials: Thermoplastics Thermosetting plastics Polythene Polypropylene Polyvinyl chloride **Specific** Knowledge of the different classes of copper and high density polythene pipes	Identification and proper use of the following: Basic site equipment: Round shovel Square shovel Spade Pick Wheelbarrow Metal pegs Bricklaying tools: Brick trowel Line block / corner block Gauge rod Tingle Pipe level Setting out tools: Line and pins Steel square Steel tape	Jointing Tools: Long jointer Short jointer Pointing trowel Mastic trowel Woodworking tools: Wooden mallet Try square Marking gauge Tenon saw Mortise chisel Files Plumbing tools: Pipe vice Hack saw Pipe cutters (copper tube) Reamers Pipe wrenches (Stilson wrench) Gas torch Plumb bob Adjustable spanner or shifting spanner	

				Safe manual handling of heavy loads			Lead Tin Zinc		measure Folding rule (1 metre in length) Wooden or metal pegs Straight edge Spirit level		
Requisite pre-knowledge		Learners to know and understand the importance of safety	Learners to know and understand the danger of fire and how to prevent or contain a fire	Properties of different materials	Identification of materials	Identification of materials	Identification of materials	Identification of materials	Tasks that can be performed and the tools required for the task at hand	Tasks that can be performed and the tools required for the task at hand	
Resources (other than textbook) **to enhance learning**		Safety equipment	Power point presentation You Tube videos	Power point presentation You Tube videos	Examples of listed materials	Examples of listed materials	Examples of listed materials	Examples of listed materials	Examples of listed tools	Examples of listed tools	
Assessment	**Informal Assessment:** Remediation	Informal class test Work sheets Assignments	Informal class test Work sheets Assignments	Informal class test Work sheets Assignments	Informal class test Work sheets Assignments	Informal class test Work sheets Assignments	Informal class test Work sheets Assignments	Informal class test Work sheets Assignments	Informal class test Work sheets Assignments	Informal class test Work sheets Assignments	
	SBA Formal Assessment	Assignment PAT- Simulation 1 The legislation governing workplaces in relation to COVID – 19 is the Occupational Health and Safety Act, Act 85 of 1993, as amended, read with the Hazardous Biological Agents Regulations. Section 8 (1) of the Occupational Health and Safety (OHS) Act, Act 85 of 1993,- Safe work practices are types of administrative controls that include procedures for safe and proper work used to reduce the duration, frequency, or intensity of exposure to a hazard. Examples of safe work practices for SARS-CoV-2 include. Requiring regular hand washing or using of alcohol-based hand rubs. Learners and teachers should always wash hands when they are visibly soiled and after removing any PPE. Keep safe distances and wear a mask at all times. See the document on the workshop safety measures.									

2020 National Revised ATP: Grade 10 – Term 2: Civil Technology (Civil Services)

TERM 2 (19 days)		Week 1 29 June -3 July (5 days)	Week 2 6-10 July (5 days)	Week 3 13-17 July (5 days)	Week 4 20-24 July (5 days)	27-31 July
CAPS Topics		**EQUIPMENT AND TOOLS (Subject specific)**	**GRAPHICS AS MEANS OF COMMUNICATION (Generic)**	**GRAPHICS AS MEANS OF COMMUNICATION (Subject specific)**	**GRAPHICS AS MEANS OF COMMUNICATION (Subject specific)**	
Topics /Concepts, Skills and Values		Identification and proper use of the following: Cutting tools: • Pipe cutters (steel pipe and link pipe cutter for cast iron pipes) Marking off tools: • Punches (Centre punch, prick punch) • Scriber • Dividers Heating tools: Soldering iron	Application of SANS 0143 Building regulations in all drawings Make basic drawings by applying various scales: Floor plan only of a two room rectangular building Introduction to computer-aided drawings	Pattern development: • Parallel line method • Basic geometrical constructions relevant to pattern development • Square shapes (square pipe) • Round shapes (cylindrical pipe)	Pattern development: • Parallel line method • Basic geometrical constructions relevant to pattern development • Square shapes (square pipe) • Round shapes (cylindrical pipe)	
Requisite pre-knowledge						
Resources (other than textbook) **to enhance learning**						
Assessment	**Informal Assessment:** Remediation					
	SBA Formal Assessment	Term 2 – None (June examination will be excluded) PAT- Phase 2 (Second simulation OR see amended R 12 PAT for guidelines on a scale model) The legislation governing workplaces in relation to COVID – 19 is the Occupational Health and Safety Act, Act 85 of 1993, as amended, read with the Hazardous Biological Agents Regulations. Section 8 (1) of the Occupational Health and Safety (OHS) Act, Act 85 of 1993,- Safe work practices are types of administrative controls that include procedures for safe and proper work used to reduce the duration, frequency, or intensity of exposure to a hazard. Examples of safe work practices for SARS-CoV-2 include. Requiring regular hand washing or using of alcohol-based hand rubs. Learners and teachers should always wash hands when they are visibly soiled and after removing any PPE. Keep safe distances and wear a mask at all times. See the document on the workshop safety measures.				SCHOOL HOLIDAY

2020 National Revised ATP: Grade 10 – Term 3: Civil Technology (Civil Services

TERM 3 (37 days)	**Week 1 3-7 Aug** (5 days)	**Week 2 11-14 Aug** (4 days)	**Week 3 17-21 Aug** (5 days)	**Week 4 24-28 Aug** (5 days)	**Week 5 31 Aug - 4 Sept** (5 days)	**Week 6 7-11 Sept** (5 days)	**Week 7 14 -18 Sept** (5 days)	**Week 8 21-23 Sept** (3 days)	
CAPS Topics	**QUANTITIES (Generic)**	**QUANTITIES (Subject specific)**	**QUANTITIES (Subject specific)**	**JOINING (Generic)**	**JOINING (Subject specific)**	**CONSTRUCTION ASSOCIATED WITH CIVIL SERVICES (Subject specific)**	**CONSTRUCTION ASSOCIATED WITH CIVIL SERVICES (Subject specific)**	**COLD WATER SUPPLY (Subject specific)**	
Topics /Concepts, Skills and Values	Calculate the following: • Volume of concrete for a straight trench • Square meter of materials such as tiles and brick walls • Length of skirting and quarter round moulding	Determine from given drawings the quantities of elementary plumbing installations for the following: Hot and cold water installation Areas of surfaces Use of SI units of measurements	Determine from given drawings the quantities of elementary plumbing installations for the following: Hot and cold water installation Areas of surfaces Use of SI units of measurements	Identify and explain the uses of: Screws: • Countersunk head • Round head • Raised head • Jetting screw • Drywall screw • Self-cutting bolt head screw • Drill tip bolt head screw • Coach screw • Advantages of using screws over nails Nails: • Round wire • Masonry • Clout nail • Steel cut nail • Oval nail • Panel pin • Brad nails • Advantages of using nails	Joining of pipes: Identify and label from drawings, sketches and sectional views the various methods of joining: Copper Galvanized pipes High- and low-pressure polythene pipes Advantages and disadvantages of each type Soft solder: • Knowledge of the process and apparatus • Types of solder • Properties of solder • Soldering irons	Concrete Mixing and mix proportions of concrete plaster and mortar (low, medium and high strength) Setting out square angles: 3-4-5 method	Brickwork: Drawings of front views, sectional views and consecutive layers as seen from above Corners (L shaped) of half brick wall and one brick wall in stretcher bond four courses high	Properties of water: Smell Taste Colour Boiling and freezing point Expansion and contraction Density Hardness Explanation of the natural water cycle, run-offs to dams and catchment areas Sources of water: (Advantages and disadvantages) Wells Boreholes Fountains Rivers Upland and lowland regions Protection of pipes against frost A brief explanation of a typical water purification process	**24-25 Sept** School Holiday

					over screws	• Tinning a soldering iron • Flux (types and purpose)				
Requisite pre-knowledge		Basic mathematical skills	Basic measuring and mathematical skills	Basic measuring and mathematical skills	Understanding of the need for joining fixtures	Understanding of the need for joining fixtures	Basic measuring and mathematical skills	Purpose and advantage of brick bonds	Knowledge of where water comes from	
Resources (other than textbook) **to enhance learning**		Calculator Power Point presentations You Tube video clips	Ruler and calculator Power Point presentations You Tube video clips	Ruler and calculator Power Point presentations You Tube video clips	Examples of each type of screw and nail for demonstration Power Point presentations You Tube video clips	Different pipe fittings and joints as well as soldering apparatus, soldering wire and flux Power Point presentations You Tube video clips	Metal pegs, building line and steel tape measure Power Point presentations You Tube video clips	Bricks for dry packing of different brick bonds Power Point presentations You Tube video clips	Water Power Point presentations You Tube video clips	
Assessment	**Informal Assessment:** Remediation	Work sheets Class and homework activities Informal class tests	Work sheets Class and homework activities Informal class tests	Work sheets Class and homework activities Informal class tests	Work sheets Class and homework activities Informal class tests	Practical activity in identifying and explaining the use of joining fixtures Work sheets Class and homework activities Informal class tests	Practical activity in setting out square angles Work sheets Class and homework activities Informal class tests	Practical activity in dry packing brick bonds Freehand drawings Work sheets Class and homework activities Informal class tests	Work sheets Class and homework activities Informal class tests	

	SBA Formal Assessment	Term 3 – Term test (To be school based and written during a normal period in the school day) PAT- PAT- Phase 2 (Second simulation OR see amended R 12 PAT for guidelines on a scale model) The legislation governing workplaces in relation to COVID – 19 is the Occupational Health and Safety Act, Act 85 of 1993, as amended, read with the Hazardous Biological Agents Regulations. Section 8 (1) of the Occupational Health and Safety (OHS) Act, Act 85 of 1993,- Safe work practices are types of administrative controls that include procedures for safe and proper work used to reduce the duration, frequency, or intensity of exposure to a hazard. Examples of safe work practices for SARS-CoV-2 include. Requiring regular hand washing or using of alcohol-based hand rubs. Learners and teachers should always wash hands when they are visibly soiled and after removing any PPE. Keep safe distances and wear a mask at all times. See the document on the workshop safety measures.

2020 National Revised ATP: Grade 10 – Term 4: Civil Technology (Civil Services)

Term 4 (38 days)	**Week 1 28 Sept-2 Oct** (5 days)	**Week 2 5-9 Oct** (5 days)	**Week 3 12-16 Oct** (5 days)	**Week 4 19-23 Oct** (5 days)	**Week 5 26-30 Oct** (5 days)	**Week 6 2-6 Nov** (5 days)	**Week 7 9-13 Nov** (5 days)	**Week 8 16-18 Nov** (3 days)	
CAPS Topics	**STORM WATER (Subject specific)**	**HOT WATER SUPPLY (Subject specific)**	**HOT WATER SUPPLY (Subject specific)**	**ROOF WORK (Subject specific)**	**SANITARY FITMENTS (Subject specific)**	**SANITARY FITMENTS (Subject specific)**	**CONSOLIDATION, REVISION AND ASSESSMENT OF PAT**	**CONSOLIDATION, REVISION AND ASSESSMENT OF PAT**	
Topics /Concepts, Skills and Values	Storm water: The safe disposal of storm water in the following ways: Roof gutters to water tanks, surface channels, hard surfaces, manholes, onto road kerbs, methods of channelling storm water to catchments areas. Responsibilities of municipalities with regard to storm water disposal. Regulations governing storm water disposal.	Introduction to hot water supply Cold water supply to hot water systems	Brief explanation of heat transfer in hot water installations: • Radiation • Conduction • Convection	Gutters (galvanized sheet metal gutters only): Knowledge of the purpose, identification, fall, material and methods of fixing and supporting rectangular gutters	Sanitary fitments: Identification of the following sanitary fitments along with their symbols: • W.C.-pans • Wash hand basin • Bath • Shower • Sink • Bidets • Urinals	Sanitary fitments: Identification of the following sanitary fitments along with their symbols: • W.C.-pans • Wash hand basin • Bath • Shower • Sink • Bidets • Urinals	**Consolidation, revision and assessment of PAT**	**Consolidation, revision and assessment of PAT**	**FINAL EXAMINATION**

Requisite pre-knowledge		Basic methods of containing and channelling of storm water	Basic methods of heating water	Basic knowledge of heat transfer	Purpose and types of gutters	Basic knowledge of available sanitary fitments and what it is used for	Basic knowledge of available sanitary fitments and what it is used for	Demonstrate mastered content knowledge	Demonstrate mastered content knowledge	
Resources (other than textbook) **to enhance learning**		Power Point presentations You Tube video clips	Water supply pipe, old electric geyser	Soldering torch, steel bar, kettle with open element	Gutter brackets and length of gutter with two stop ends and gutter outlet and down pipe	Examples of different sanitary fitments	Examples of different sanitary fitments	Previous question papers and marking guidelines	Previous question papers and marking guidelines	
Assessment	**Informal Assessment :** Remediation	Work sheets Class and homework activities Informal class tests	Work sheets Class and homework activities Informal class tests	Work sheets Class and homework activities Informal class tests	Practical activity on installation of a gutter and down pipe Work sheets Class and homework activities Informal class tests	Work sheets Class and homework activities Informal class tests	Work sheets Class and homework activities Informal class tests	Previous question papers and marking guidelines	Previous question papers and marking guidelines	
	SBA (Formal)	**Final examination** **Assessment of the PAT**								

8. Civil Technology – Construction

Revised National Teaching Plan

2020 National Revised ATP: Grade 10 – Term 1: Construction

TERM 1 (46 days)	Week 1 15 - 17 Jan (3 days)	Week 2 20 - 24 Jan (5 days)	Week 3 27 – 31 Jan (5 days)	Week 4 3 - 7 Feb (5 days)	Week 5 10 - 14 Feb (5 days)	Week 6 17 - 21 Feb (5 days)	Week 7 24 - 28 Feb (5 days)	Week 8 2 - 6 March (5 days)	Week 9 9 - 13 March (5 days)	Week 10 16 - 18 March (3 days)
CAPS topic	**INTRODUCTION OCCUPATIONAL HEALTH AND SAFETY ACT 85 of 1993 (OHS)**	**INTRODUCTION OCCUPATIONAL HEALTH AND SAFETY ACT 85 of 1993 (OHS)**	**MATERIALS (GENERIC)**	**Materials: (GENERIC)**	**Materials: (GENERIC)**	**Materials: (Specific)**	**Equipment and Tools (Generic)**	**Equipment and Tools (SPECIFIC)**	**Graphics as means of communication - PAT**	**Assessment /consolidation Graphics as means of communication(Generic)**
Concepts, skills and values	Requirements of the OHS Act pertaining to: Personal safety: • Clothing • Head protection • Eye and ear protection • Footwear General safety HIV/Aids awareness Awareness of substance abuse: • Drugs • Alcohol	Safety and health aspects associated with storage of materials: • On site • In workshops • Hazardous materials in the workplace. E.g. solids, liquids, gases and radioactive material Definition and advantages associated with good housekeeping practice in the workshop and on site	Basic properties of materials of: • Concrete • Screed • Mortar • Coarse aggregates • Fine aggregates • Cement • Lime • Water	Timber hard wood, soft wood and board products: • Saligna, Meranti, SA pine, Shutter board,Ply wood • Block board , Tempered and standard masonite (hard board) Synthetic materials: • Thermoplastics, Thermosetting plastics, Polythene, Polypropylene and Polyvinyl chloride	Bricks and Blocks: • Clay and Cement Metal: Ferrous metals: • Grey cast iron, Ductile cast iron, Wrought iron, Malleable iron, Low carbon steel, Stainless steel Non-ferrous metals: • Aluminium, Bronze, Copper, Lead, Tin, Zinc Adhesives: PVC adhesives, Silicone, Mastic sealants	Manufacturing processes of bricks: • Clay bricks: face, semi-face, stock • Cement bricks Differentiation between cellular and keyed bricks Advantages of bricks having holes over a solid brick	Identification and proper use of the following: Basic site equipment: Bricklaying tools: Setting out tools: Jointing Tools: Woodworking tools:	Woodworking tools: for e.g. Wooden mallet Plumbing tools: for e.g. Pipe vice, hack saw, etc. Adjustable spanner or shifting spanner Identification of the following: Setting out tool: dumpy level Brick cutting tools: for e.g. comb and club hammer, cold chisel, bolster and sledge hammer Plastering tools: for e.g. Wooden/plastic float, Plastering trowel, Hand hawk, Straight edge, Block brush, Corner trowels (internal and external), Nose trowels	Introduction to graphics as a means of communication: • Application of SANS 0143 Building regulations in all drawings • Types of lines; dimensioning and labelling (Code of Practice – SANS) • Basic freehand sketching (related to building industry) Start with the PAT.	•Freehand sketches relevant to the building environment. •Interpretations of drawings: FIRST TERM COMPLETION OF ASSIGNMENT.

Requisite pre-knowledge	Personal safety, general safety, safety and health aspects associated with storage of materials, HIV/Aids and awareness of substance abuse	Personal safety, general safety, safety and health aspects associated with storage of materials, HIV/Aids and awareness of substance abuse	Basic knowledge on materials: concrete, mortar, timber, bricks, blocks, metals, adhesives and synthetic materials	Basic knowledge on materials: concrete, mortar, timber, bricks, blocks, metals, adhesives and synthetic materials	Basic knowledge on materials: concrete, mortar, timber, bricks, blocks, metals, adhesives and synthetic materials	Knowledge on basic site equipment: Bricklaying tools: Setting out tools: Woodworking tools		Knowledge on basic site equipment: Bricklaying tools: Setting out tools: Woodworking tools	Pre knowledge of Grade 9 technology drawings. Knowledge of Technology Mini PAT should be established by the teacher.	
Resources (other than textbook) **to enhance learning**	Practical work can be done to expose learners to the real life situation. YouTube, videos, etc. Learners can do simulations of first aid as explained in the textbook.		Materials as indicated in the content	Materials as indicated in the content. Wall charts, videos on materials, etc.		Videos, YouTube, power point presentations, data projector, interactive whiteboard, etc. Materials as indicated in the content.		Equipment and tools as indicated in the content topic. Site visit can be arranged to explain practical work. Basic materials must be shown as sizes are important. Workshop can be visit to explain the parts of the machines.		
Informal assessment; remediation	Test learners on content. Do practical to link content to real life situations.	Small informal test. Worksheet with practical situations.	Do practical work to show the different materials.	Worksheets with materials on it. Informal test materials as indicated in the topic.		Worksheets with materials on it. Informal test materials as indicated in the topic.		Do informal testing by completing work sheet. Prepare worksheets from given examples in the textbook. Do drawings in class informally. Explain content within a practical lesson in the workshop. SBA - Informal Test to be written – Total = 50		
SBA (Formal Assessment) PAT / ASSIGNMENT AND SIMULATION	Assignment PAT- Simulation 1 The legislation governing workplaces in relation to COVID – 19 is the Occupational Health and Safety Act, Act 85 of 1993, as amended, read with the Hazardous Biological Agents Regulations. Section 8 (1) of the Occupational Health and Safety (OHS) Act, Act 85 of 1993,- Safe work practices are types of administrative controls that include procedures for safe and proper work used to reduce the duration, frequency, or intensity of exposure to a hazard. Examples of safe work practices for SARS-CoV-2 include. Requiring regular hand washing or using of alcohol-based hand rubs. Learners and teachers should always wash hands when they are visibly soiled and after removing any PPE. Keep safe distances and wear a mask at all times. See the document on the workshop safety measures.									

2020 National Revised ATP: Grade 10 – Term 2: Construction

TERM 2 (19 days)		Week 1 29 June -3 July (5 days)	Week 2 6-10 July (5 days)	Week 3 13-17 July (5 days	Week 4 20-24 July (5 days)	
CAPS Topics		**GRAPHICS AS MEANS OF COMMUNICATION (GENERIC)**	**GRAPHICS AS MEANS OF COMMUNICATION (SPECIFIC)**	**QUANTITIES (GENERIC)**	**PAT**	
Topics /Concepts, Skills and Values		Make basic drawings by applying various scales: • Orthographic projection, Isometric views • Instruments and instrument drawings • Introduction to computer-aided drawings.	Scale drawings of a wall built in stretcher bond showing: • The alternate plan courses, Front elevation with raking back and toothing • Vertical cross section through sub-structure of a building	Introduction to SI units Calculation of the following: • Area of foundation • Volume of sand • Volume of cement • Volume of stone • Volume of water • Quantities for a small building up to floor level	**PAT – Phase 2**	
Requisite pre-knowledge		Learners' prior knowledge of communication in Technology. Drawing skills as in grade 9 and in the first term.	Knowledge of scale, orthographic drawings, isometric drawings	Basic mathematical skills required.	Knowledge of what is required in phase 2 of the PAT.	
Resources (other than textbook) **to enhance learning**		Drawing equipment Equipment and materials needed for mouldings.	Drawing equipment	Calculation of quantities for a simple structure up to floor level. Volumes, areas, linear	Machinery, tools, materials and equipment. Drawing equipment.	**27-31 July** School Holiday
Assessment	**Informal Assessment:** Remediation	Make use of materials and test learner's ability to draw or sketch of a basic floor plan. Complete drawings on worksheets. Visit a computer lab and expose learners to hardware.	Make use of materials and test learner's ability to draw or sketch alternate plan courses, Front elevation with raking back and toothing Vertical cross section through sub-structure of a building	Practical work to enhance learning.	Practical work to enhance learning	
	SBA Formal Assessment PAT/ TEST	Term 2 – None (June examination will be excluded) PAT- Phase 2 (Second simulation OR see amended R 12 PAT for guidelines on a scale model) The legislation governing workplaces in relation to COVID – 19 is the Occupational Health and Safety Act, Act 85 of 1993, as amended, read with the Hazardous Biological Agents Regulations. Section 8 (1) of the Occupational Health and Safety (OHS) Act, Act 85 of 1993,- Safe work practices are types of administrative controls that include procedures for safe and proper work used to reduce the duration, frequency, or intensity of exposure to a hazard. Examples of safe work practices for SARS-CoV-2 include. Requiring regular hand washing or using of alcohol-based hand rubs. Learners and teachers should always wash hands when they are visibly soiled and after removing any PPE. Keep safe distances and wear a mask at all times. See the document on the workshop safety measures.				

2020 National Revised ATP: Grade 10 – Term 3: Construction

TERM 3 (37 days)		Week 1 3-7 Aug (5 days)	Week 2 11-14 Aug (4 days)	Week 3 17-21 Aug (5 days)	Week 4 24-28 Aug (5 days)	Week 5 31 Aug - 4 Sept (5 days)	Week 6 7-11 Sept (5 days)	Week 7 14 -18 Sept (5 days)	Week 8 21-23 Sept (3 days)	
CAPS Topics		**QUANTITIES (SPECIFIC)**	**QUANTITIES (SPECIFIC)**	**QUANTITIES (SPECIFIC)**	**JOINING (GENERIC)**	**JOINING (GENERIC)**	**JOINING (SPECIFIC)**	**FOUNDATIONS (SPECIFIC)**	**Assessment**	
Topics /Concepts, Skills and Values		Introduction to SI units Calculation of the following: • Area of foundation • Volume of sand • Volume of cement • Volume of stone • Volume of water Quantities for a small building up to floor level	Introduction to SI units Calculation of the following: • Area of foundation • Volume of sand • Volume of cement • Volume of stone • Volume of water Quantities for a small building up to floor level	Introduction to SI units Calculation of the following: • Area of foundation • Volume of sand • Volume of cement • Volume of stone • Volume of water Quantities for a small building up to floor level	Identify and explain the uses of screws: • Countersunk head • Round head • Raised head • Drywall screw	Identify and explain the uses of nails: • Round wire • Masonry • Cloud nail • Steel cut nail • Oval nail • Panel pin • Clout nail Advantages of using nails	Methods of joining the following items: • Wood to concrete • Existing concrete to fresh concrete	Foundations: • Purpose and funtions • Types of soil and soil conditions • Strip and step foundations • Excavations in different types of soil	TERM TEST	**24-25 Sept** School Holiday
Requisite pre-knowledge		Basic mathematical skills. Pre-knowledge on calculations. Knowledge on mixing ratios.	Basic mathematical skills. Pre-knowledge on calculations. Knowledge on mixing ratios.	Basic mathematical skills. Pre-knowledge on calculations. Knowledge on mixing ratios.	Materials: Nails and screws.		Sketches work. Scale drawings – how to interpret drawings. Knowledge on glues.	Sketch work. Scale drawings – how to interpret drawings.		
Resources (other than textbook) **to enhance learning**		YouTube, wall charts, calculators, quantities workbook.			YouTube, wall charts, work sheets and materials etc.		Sketch work. Scale drawings – how to interpret drawings.			
Assessment	**Informal Assessment:** Remediation	The start of the term – questions and answers.	Worksheets on quantities	Worksheets on quantities	Worksheets on identification on Srews and nails	Worksheets on identification on Srews and nails	Informal tests and peer marking. Open book tests.	Labelling can be done as well. Practical work as set out in the textbook.		
	SBA Formal Assessment PAT/ TEST	Term 3 – Term test (To be school based and written during a normal period in the school day) PAT- PAT- Phase 2 (Second simulation OR see amended R 12 PAT for guidelines on a scale model) The legislation governing workplaces in relation to COVID – 19 is the Occupational Health and Safety Act, Act 85 of 1993, as amended, read with the Hazardous Biological Agents Regulations. Section 8 (1) of the Occupational Health and Safety (OHS) Act, Act 85 of 1993,- Safe work practices are types of administrative controls that include procedures for safe and proper work used to reduce the duration, frequency, or intensity of exposure to a hazard. Examples of safe work practices for SARS-CoV-2 include. Requiring regular hand washing or using of alcohol-based hand rubs. Learners and teachers should always wash hands when they are visibly soiled and after removing any PPE. Keep safe distances and wear a mask at all times. See the document on the workshop safety measures.								

2020 National Revised ATP: Grade 10 – Term 4: Construction

Term 4 (38 days)	Week 1 28 Sept-2 Oct (5 days)	Week 2 5-9 Oct (5 days)	Week 3 12-16 Oct (5 days)	Week 4 19-23 Oct (5 days)	Week 5 26-30 Oct (5 days)	Week 6 2-6 Nov (5 days)	Week 7 9-13 Nov (5 days)	Week 7 16-18 Nov (3 days	
CAPS Topics	**FOUNDATIONS (SPECIFIC)**	**CONCRETE AND BRICKWORK (SPECIFIC)**	**CONCRETE AND BRICKWORK (SPECIFIC)**	**CONCRETE AND BRICKWORK (SPECIFIC)**	**CONCRETE AND BRICKWORK (SPECIFIC)**	**FORMWORK (SPECIFIC)**			
Topics /Concepts, Skills and Values	Foundations: • Purpose and functions • Types of soil and soil conditions • Strip and step foundations • Excavations in different types of soil Five principle reasons to compact soil: • Increases load-bearing capacity • Prevents soil settlement and frost damage • Provides stability • Reduce soil contraction, swelling and water seepage Reduce settling of the soil	• Definition of concrete • Site preparation of placing concrete • Mix proportions for low, medium and high strength concrete • Types and purpose of admixtures to concrete	• Purpose of slump test • Equipment used for slump test • Procedure for conducting slump test • Outcomes of slump test • Leveling and compacting of concrete • Placing, curing, curing temperatures and testing • Classification of concrete • Advantages of concrete	• Factors leading to defects in concrete • Structural defects in concrete • Alternate plan • courses, front and elevation of a one brick and half brick wall built in stretcher bond Front elevation of a stretcher bond wall showing raking back, toothing and block bonding	Reinforcement for brickwork: • Purpose • Properties • Location Reinforcement for concrete: • Identification • Reason • Qualities • Properties Methods of tying reinforcement Spacers used with reinforcements: • Purpose Types	Formwork: • Definition of striking of formwork • Factors to be observed when striking of formwork • Label drawings of square and circular columns	REVISION AND PREPARATION FOR THE FINAL EXAM ASSESSMENT OF PAT	REVISION AND PREPARATION FOR THE FINAL EXAM ASSESSMENT OF PAT	**19 Nov– 9 December** November Examination 15 days
Requisite pre-knowledge	Sketches work. Scale drawings – how to interpret drawings.	Mix ratios of concrete	Testing methods of concrete	Defects in concrete Sketches work. Scale drawings – how to interpret drawings.	Scale drawings – Interpretation of drawings	Scale drawings – Interpretation of drawings			
Resources (other than textbook) **to enhance learning**	YouTube, wall charts, work sheets and materials. Sketch work.								
Assessment **Informal Assessment:** Remediation	Short tests and peer marking. Practical work as set out in the text book. .								
Assessment **SBA (Formal Assessment) PAT**	**Final examination** **Assessment of the PAT**								

9. Technology – Woodworking

Revised National Teaching Plan

National Revised ATP: Grade 10 – Term 2: Woodworking

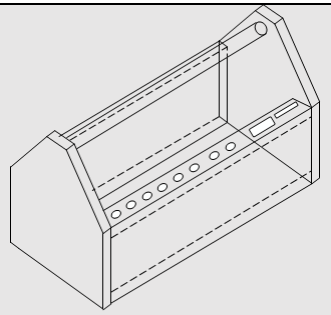
TERM 2 (19 days)		Week 1 29 June -3 July (5 days)	Week 2 6-10 July (5 days)	Week 3 13-17 July (5 days	Week 4 20-24 July (5 days)	Week 9 27-31 July School Holiday
CAPS Topics		**GRAPHICS AS MEANS OF COMMUNICATION (GENERIC)**	**GRAPHICS AS MEANS OF COMMUNICATION (SPECIFIC)**	**GRAPHICS AS MEANS OF COMMUNICATION (SPECIFIC)**	**QUANTITIES (GENERIC)**	
Topics /Concepts, Skills and Values		Make basic drawings by applying various scales: • Orthographic projection • Isometric views • Instruments and instrument drawings • Floor plan only of a two room rectangular building • Introduction to computer-aided drawings	Freehand sketching of the following workbench accessories: • Bench hook • Shooting board • Push stick Sketches in good proportion of the following: • Longitudinal half lap joint • Corner half lap joint	Scale drawings of the following: • Vertical section through the frame head and top rail of a door • Cross-sectional views of a solid and laminated beam measuring 70 mm thick and 225 mm wide • An isometric drawing of a timber wedge	Calculate the following: • Volume of concrete for a straight trench • Square meter of materials such as tiles and brick walls • Length of skirting and quarter round moulding	
Requisite pre-knowledge		Learners prior knowledge of communication in Technology. Knowledge of scales, orthographic projection as done in Grade 9 Technology. Learner's prior knowledge of communication in Technology Drawing skills as in grade 9 and in the first term.		Knowledge of scale, orthographic drawings, floorplans and sketching is important. Knowledge on wood, doors, beams, etc.	Basic mathematical skills required.	
Resources (other than textbook) **to enhance learning**		Drawing equipment Equipment and materials needed for mouldings.		Wall charts needed as described in the content topic. Drawing equipment. Videos can be shown to learners.	Calculation of quantities for a simple structure up to floor level. Volumes, areas, linear	
Assessment	**Informal Assessment:** Remediation	Make use of materials and test learner's ability to draw or sketch of a basic floorplan. Complete drawings on worksheets. Visit a computer lab and expose learners to hardware.		Testing – worksheets, informal test, etc. Quick sketches to enhance drawing techniques.	Worksheets- identification and uses. Practical work to enhance learning. Tests. Drawings of a vertical sections through a frame head.	
	SBA Formal Assessment	**P.A.T. – COMPLETION OF FIRST / COMMENCEMENT OF SECOND PHASE.**		Practical work to enhance learning. Learners required to make a …… with the necessary …… to SPECIFIC Specifications. PAT - Marking and cutting – timber. PAT - Assembly of formwork / manufacturing. **P. A. T. – COMPLETION OF SECOND PHASE.** **Measuring, marking out design.**		

National Revised ATP: Grade 10 – Term 3: Woodworking

TERM 3 (37 days)		Week 1 3-7 Aug (5 days)	Week 2 11-14 Aug (4 days)	Week 3 17-21 Aug (5 days)	Week 4 24-28 Aug (5 days)	Week 5 31 Aug - 4 Sept (5 days)	Week 6 7-11 Sept (5 days)	Week 7 14 -18 Sept (5 days)	Week 8 21-23 Sept (3 days)	
CAPS Topics		**QUANTITIES (SPECIFIC)**	**QUANTITIES (SPECIFIC)**	**JOINING (GENERIC)**	**JOINING (SPECIFIC)**	**CASEMENT (SPECIFIC)**	**CASEMENT (SPECIFIC)**	**CASEMENT (SPECIFIC)**	**REVISION**	
Topics /Concepts, Skills and Values		Calculation of materials and sundry items for a simple bathroom cabinet with framed door/s to house a mirror, glass or flat panel. Cutting list for the following doors: One and two panel doors with flat panels, Ledge batten door	Calculation of materials and sundry items for a simple bathroom cabinet with framed door/s to house a mirror, glass or flat panel Cutting list for the following doors: • One and two panel doors with flat panels, • Ledge batten door	Identify and explain the uses of: Screws: • Countersunk head, Round head, Raised head, Jetting screw, Drywall screw, Self-cutting bolt, Head screw, Drill tip bolt head screw, Coach screw. **Advantages of using screws over nails.** Nails: • Round wire, Masonry, Clout nail, Steel cut nail, Oval nail, Panel pin, Clout nail, Brad nails **Advantages of using nails over screws**	Sketches and application of the following joints: • Tongue and groove • Finger joint • Butt • Dowel joint Properties, uses, precautions and applications of water resistant adhesives for timber	Sketches of vertical and horizontal sections through the following frame members of a casement: • Frame head • Frame stile • Sill	Sketches of vertical and horizontal sections through the following frame members of a casement: • Frame head • Frame stile • Sill		COMPLETION OF SECTION THAT WERE NOT COMPLETED IN THE TERM & REVISON	**24-25 Sept** School Holiday
Requisite pre-knowledge		Basic mathematical skills. Pre-knowledge on calculations. Knowledge on doors and panels.		Materials for eg: Nails and screws.	Sketches work. Scale drawings – how to interpret drawings. Knowledge on glues.	Sketches work. Scale drawings – how to interpret drawings.	Sketches work. Scale drawings – how to interpret drawings.		Study and prepare for examination. Open book test. Peer marking	
Resources (other than textbook) **to enhance learning**		The start of the term – questions and answers. Worksheets with excavations from collapsing only. Drawings and sketches can be made. Emphasis on sketching.		YouTube, wall charts, work sheets, etc.	YouTube, wall charts, etc.	YouTube, wall charts, Models of Casements etc.	YouTube, wall charts, Models of Casements etc. Study and prepare for examination.			
Assessment	**Informal Assessment:** Remediation	Informal tests and peer marking.	Informal tests and peer marking. Open book test. Drawings and sketches can be made. Emphasis on sketching.	Informal tests and peer marking. Open book tests. Labelling can be done as well.		Drawings and sketches can be made. Emphasis on sketching.	Drawings and sketches can be made. Emphasis on sketching. Open book test. Peer marking			
	SBA (Formal) Assessment	**P. A. T. – FINAL TOUCHES - FINISHING - ENHANCEMENTS - COMPLETION OF THE MANUFACTURING PROCESS**								

National Revised ATP: Grade 10 – Term 4: Woodworking

Term 4 (38 days)	Week 1 28 Sept-2 Oct (5 days)	Week 2 5-9 Oct (5 days)	Week 3 12-16 Oct (5 days)	Week 4 19-23 Oct (5 days)	Week 5 26-30 Oct (5 days)	Week 6 2-6 Nov (5 days)	Week 7 9-13 Nov (5 days)	Week 8 16-18 Nov (3 days	19 Nov– 9 December
CAPS Topics	**CASEMENT (SPECIFIC)**	**DOORS (SPECIFIC)**	**DOORS (SPECIFIC)**	**REVISION**	**REVISION**	**PAT. – FINISHING / ASSESSING AND MODERATION.**	REVISION / PREPARATION FOR FINAL EXAMINAION		**November Examinations 15 days**
Topics /Concepts, Skills and Values	Sketches of vertical and horizontal sections through the following members of a casement: • Top rail • Stile • Bottom rail • Glazing bars Identification of various members of an external elevation of a single casement within a frame with no glazing bar **NB: Complete PAT for Grade 10.**	Internal doors: Drawing of the front elevations, horizontal sections, application and constructional details of the following doors: • Hollow core flush panel door • Solid laminated flush panel door	The option of using alternate materials as panels for flush panels doors. Methods of edging doors. External doors: Drawing of the external and internal elevations, horizontal sections, application and constructional details of a ledge batten door.	COMPLETION OF SECTION THAT WERE NOT COMPLETED & REVISON	COMPLETION OF SECTION THAT WERE NOT COMPLETED & REVISON				**SUGGESTED P.A.T SIMULATION.** **(BOOK ENDS) Finger joint, dowel joint, butt joint, half lap joint** 
Requisite pre-knowledge	YouTube, wall charts, Models of Casements etc.	YouTube, wall charts, Models of Internal Door's etc.	YouTube, wall charts, Models of External Door's etc.	Study and prepare for examination.	Study and prepare for examination.				**SUGGESTED P.A.T**
Resources (other than textbook) **to enhance learning**	Materials, wall charts, physical examples, YouTube, etc.	Materials, wall charts, physical examples, YouTube, etc.	Materials, wall charts, physical examples, YouTube, etc.	Open book test. Peer marking	Open book test. Peer marking				

Assessment	**Informal Assessment:** Remediation	Short tests and peer marking.	Open book test. Peer marking	Short tests and peer marking.	Open book test. Peer marking. Short tests and peer marking.			
	SBA (Formal)	**P.A.T. – COMPLETION OF MANUFACTURING PROCESS / FINISHING**						

10. Consumer Studies

Revised National Teaching Plan

2020 National Revised ATP: Grade 10 – Term 1: Consumer Studies

TERM 1 (46 days)	**Week 1 15 - 17 Jan** (3 days)	**Week 2 20 - 24 Jan** (5 days)	**Week 3 27 – 31 Jan** (5 days)	**Week 4 3 - 7 Feb** (5 days)	**Week 5 10 - 14 Feb** (5 days)	**Week 6 17 - 21 Feb** (5 days)	**Week 7 24 - 28 Feb** (5 days)	**Week 8 2 - 6 March** (5 days)	**Week 9 9 - 13 March** (5 days)	**Week 10 16 - 18 March** (3 days)
CAPS Topics	The Consumer	The Consumer	The Consumer	The Consumer	The Consumer	Food and nutrition	Food and nutrition	Food and nutrition	Food and nutrition	Food and nutrition
CAPS Reference	p 18	p 18	p 18	p 18	p 18	p 18	p 18	p 19	p 19	p 19
Topics /Concepts, Skills and Values	**Introduction to Consumer Studies** • What is Consumer Studies?	**What is a consumer?** • Consumer needs and wants (refer to Maslow's hierarchy of needs). • Consumers' rights and responsibilities.	**Decision making** • Types of decision making. **Sustainable consumption** • Defining sustainable consumption. • Principles of sustainability. • Sustainable consumption decisions. • Good buying habits.	**Factors influencing consumer buyer behaviour:** • Psychological • Socio-cultural • Economic factors.	**Types of outlets in South Africa** (street vendors to hypermarkets) • Evaluate food outlets, clothing outlets and outlets selling furnishing and household equipment	**Food practices of consumers** • The influence of culture, religion, socio-economic status, education, attitudes and emotions on food practices.	**Energy and nutritional requirements of consumers** • South Africa's food-based dietary guidelines. • Food groups, • Servings **Terminology in nutrition**	**The nutrients and their functions in the food guide pyramid** • protein, carbohydrates, lipids, and water • minerals (calcium, phosphorus, iron) • vitamins (fat soluble, water soluble)	**Compare a day's food intake of a young adult** with the food-guide pyramid in terms of foods, number of servings and portion sizes. The impact of food choices on own health.	**Daily meal planning for young adults according to nutritional factors** How to plan a menu for a meal (choosing dishes).

Requisite pre-knowledge		**No prior knowledge – knowledge can be general or from learner's own experiences.**	**Common general knowledge about outlets around their near and extended environments**	**Learners' own cultural practices**	Food groups and eating a healthy diet in Technology – grade 9 and Natural science – grade 9 Nutrition. However, some of the content will be new to learners.
Resources (other than textbook) **to enhance learning**		Newspaper clippings or articles on consumer related issues	Pictures, articles, internet/ YouTube – show learners different food, clothing outlets – big and small	Videos of different South African cultural practices Examples of food groups, dietary guidelines and meal plans; mind map of nutrients and their functions and sources, magazines	
Assessment	**Informal Assessment**Remediation	Worksheets; mind mapping; role playing; case studies; homework; informal tests of 20 marks; concept mapping and any relevant examples.			Learners can complete a worksheet of dietary guidelines; case studies; examples of questions from previous question papers.
	SBA Formal Assessment	**Practical Skills Test** (Techniques and skills applied in Term 1 are added to the PAT in Term 4=25)	Preparation and Revision for Task 1: March Test		**Task 1:** Test 100%

2020 National Revised ATP: Grade 10 – Term 2: CONSUMER STUDIES

TERM 2 (19 days)		**Week 1 29 June -3 July** (5 days)	**Week 2 6-10 July** (5 days)	**Week 3 13-17 July** (5 days	**Week 4 20-24 July** (5 days)	**Week 9 27-31 July** School Holiday
CAPS Topics		**Food and Nutrition**	**Food and Nutrition**	**The Consumer**	**The Consumer**	
CAPS Reference		p 20	p 20	p 20	p 20-21	
Topics /Concepts, Skills and Values		**Food spoilage** (natural decay and micro-organisms) • Bacteria, moulds, yeasts and pathogenic micro-organisms • Factors influencing growth • Preventing the growth of micro-organisms: commercial and domestic Natural decay • - Enzymes, oxidation, natural toxicants **Food hygiene** • Personal hygiene • Kitchen hygiene	**Food safety** • Safety measures when purchasing food Safe food-handling practices when preparing food, serving food and eating **Food storage** procedures to prolong quality of perishable and non-perishable foods • Storage areas: dry, refrigerator, freezer • Kitchen pests • Waste control and disposal. • ~~Recycling of household waste.~~ • ~~Dining out in restaurant~~	**Marketing** • The aim of marketing • The difference between marketing and selling • Marketing strategies for consumer products o segmenting o target market **The 5 P marketing mix model** • **Product** / service (quality, suitability) • **Place**/distribution (shop, mail order, electronic marketing, informal) • **Price** (retail price, discounts)	**The 5 P marketing mix model continues** • **Promotion** (advertising, personal selling, sales promotion) • **People** (the target market) • **AIDA** model: ➢ **A**ttention ➢ **I**nterest ➢ **D**esire ➢ **A**ction • Marketing communication channels • Influence of marketing and promotion on consumer behaviour: ➢ Packaging ➢ Labeling ➢ Advertisements ➢ ~~Shop layout and displays.~~	
Requisite pre-knowledge		**No prior knowledge – knowledge can be general or from learner's own experiences.**	**Common general knowledge about food safety and storage and importance of recycling**	Marketing and 5Ps from grade 9 EMS	5Ps from grade 9 EMS	
Resources (othe than textbook) **to enhance learning**		ID tests/experiments on food spoilage, videos. PowerPoint slides	Worksheet, case study, videos. PowerPoint slides	Magazines, videos. PowerPoint slides	Pictures, videos. PowerPoint slide	
Assessment	**Informal Assessment:** Remediation	Crossword puzzle and worksheet on food spoilage	Design a poster on food safety, food storage and recycling Analyse a picture and answer the given on food safety	Do homework activity using a textbook	Use picture/s to identify the AIDA purchasing model below and explain each principle	
	SBA Formal Assessment	**Task 3:** Two (2) Practical Lessons (25%) 25 marks per lesson	Revise the content topics covered in Term 2.			

TERM 3 (37 days)	**Week 1 3-7 Aug** (5 days)	**Week 2 11-14 Aug** (4 days)	**Week 3 17-21 Aug** (5 days)	**Week 4 24-28 Aug** (5 days)	**Week 5 31 Aug - 4 Sept** (5 days)	**Week 6 7-11 Sept** (5 days)	**Week 7 14 -18 Sept** (5 days)	**Week 8 21-23 Sept** (3 days)	
CAPS Topics	**Entrepreneurship**	**Entrepreneurship**	**Fibres and fabrics**	**Fibres and fabrics**	**Clothing**	**Clothing**	**Clothing**	**Clothing**	
CAPS Reference	p22	p22	p22	p22	p22	p22	p22		
Topics /Concepts, Skills and Values	**Entrepreneurship** • What is an entrepreneur? • Reasons why people decide to become entrepreneurs. • Qualities of a successful entrepreneur • The importance of entrepreneurship for the South African economy and society.	**Costing** • What makes up the cost of a product? • Use the cost of the ingredients/materials and calculate the cost of a product/item. • ~~Conversions of ingredients where applicable: volume to mass and vice versa.~~ • ~~Develop and cost a shopping list.~~	The origin and properties ~~and use~~ of **natural fibres** for clothing and soft furnishing. • Cotton and linen (vegetable/cellulose) • Wool and silk (animal/protein). The origin, properties ~~and use~~ of **regenerated cellulose fibres** The ~~origin~~, properties ~~and use~~ of **synthetic fibres.**	The properties and use of textile **blends** ~~The properties and uses of **leather and leather substitutes**~~ ~~Identify and handle different fabrics~~ The choice of textiles for clothing and soft furnishing items according to fashion, suitability, fibre properties, price and environmental concerns. ~~Application of fibre and fabric knowledge in advising consumers on the purchase of clothing~~	**The young adult's choice of suitable clothing:** • Reasons for wearing clothes • Wearing clothes for different purposes, e.g. school, sport, leisure, events, etc • The impact of socio-economic conditions, culture and peer preferences on clothing choices	**The young adult's choice of suitable clothing** • The choice of clothing items according to personality and lifestyle. • ~~Care and maintenance of clothing to retain appearance and physical comfort.~~ • Information on clothing labels, including care labels	**Adaptive clothing for people with disabilities**: • Designs, fabrics, and fasteners, etc. to dress independently. • Clothing choices: physical comfort, safety, appearance, convenience, and care.	**Revision**	**24-25 Sept** School Holiday

					~~and/or furnishing items.~~					
Requisite pre-knowledge		EMS – knowledge of an entrepreneur; market day	Market day – EMS; own knowledge	New Content	This is new content, and the learner may not be able to distinguish between the different types of fabrics and fibres. Knowledge may be of things they have seen and heard of.		Learners can identify with the young adult's choice, because they are the young adults with the same tastes and are influenced by the same factors.			
Resources (other than textbook) **to enhance learning**		Case studies of young and successful young entrepreneurs; mind mapping		Present samples of fabrics to show the difference between natural; regenerated, blends; pictures from magazines; the internet; fabric testing and any relevant examples			Case studies, exemplars; magazines; examples of the current young adult's choice of fashion; previous papers			
Assessment	**Informal Assessment:** Remediation	Class work; case studies; mind mapping; exemplar papers		Exemplars; exam papers; observation and identification informal tests			Concept mapping; case studies; homework; any other relevant examples			
	SBA Formal Assessment	**Task 5:** Two (2) Practical Lessons 25% 25 marks per lesson			Revision and preparation for the September Test		**Task 4**: September Test 75%			

Term 4 (38 days)	Week 1 28 Sept-2 Oct (5 days)	Week 2 5-9 Oct (5 days)	Week 3 12-16 Oct (5 days)	Week 4 19-23 Oct (5 days)	Week 5 26-30 Oct (5 days)	Week 6 2-6 Nov (5 days)	Week 7 9-13 Nov (5 days)	Week 8 16-18 Nov (3 days	19 Nov– 9 December
CAPS Topics	**Entrepreneurship**	**Entrepreneurship**	**Housing and interior**	**Housing and interior**	**Housing and interior**				November Examinations 15 days
CAPS References	p 23	p23	p23	p23	p23	p23	p23		
Topics /Concepts, Skills and Values	**Choice of items for small-scale production:** Factors to consider • The cultural, socio-economic conditions and preferences of the target group. • The human, material and environmental resources available to the entrepreneur.	**Planning for small-scale production** **The principles of work simplification to adapt household processes and workflow to produce a product for small scale production at home.**	**Factors influencing housing decisions** • Housing needs (refer to Maslow's hierarchy of needs) • Type of housing • Location; safety; suitability for stage in life cycle	**Design features of housing and interiors: Ergonomics in design** **Universal design** • What is Universal design? • Principle of universal design. • Characteristics and advantages	**Enabling housing environments for the disabled** Design considerations Accessibility: Rooms Lighting/electrical outlets Storage features Interior fabrics and furniture	Revision	Revision	Revision	
CAPS PAGE	P 23	P23	P23	P23	P23	P23	P23		
Requisite pre-knowledge	Maslow's hierarchy of needs in term 1	Refer to their own contexts	New content	No prior knowledge – new content	Learners' own knowledge and experiences	EMS in grade 9	EMS in grade 9		
Resources (other than textbook) **to enhance learning**	Pictures from magazines, internet of different housing structures	Magazines; internet; videos;	Magazines; internet; videos; and any other relevant examples	Magazines; internet; videos; and any other relevant examples	Magazines; internet; videos; case studies and any other relevant examples	Magazines; internet; videos; case studies and any other relevant examples	Magazines; internet; videos; case studies and any other relevant examples		
Assessment **Informal Assessment:** Remediation	Exemplar papers; complete mind maps	Analysis of housing and application of ergonomic interior structures	Exemplar papers; complete mind maps	Exemplar papers; worksheets Homework	Exemplar papers; worksheets; Homework				

	SBA (Formal Assessment)	Implementation of the PAT Schedule : PAT 100 marks Individual Practical Examination	Preparation and revision for the November Examination	**November Examination 100 marks converted to 200 marks**

11. Dance Studies

Revised National Teaching Plan

2020 National Revised ATP: Grade 10 – Term 1: DANCE STUDIES

TERM 1 (48 days)	**Week 1 15 - 17 Jan** (3 days)	**Week 2 20 - 24 Jan** (5 days)	**Week 3 27 – 31 Jan** (5 days)	**Week 4 3 - 7 Feb** (5 days)	**Week 5 10 - 14 Feb** (5 days)	**Week 6 17 - 21 Feb** (5 days)	**Week 7 24 - 28 Feb** (5 days)	**Week 8 2 - 6 March** (5 days)	**Week 9 9 - 13 March** (5 days)	**Week 10 16 - 20 March** (5 days)
CAPS Topic (CAPS pg.17) **Concepts, Skills And Values**	Orientation into the subject: Content and skills requirements – unpacking the topics. Code of conduct. Dance conventions & values, safe dance practice.	**Topic 1**: Warm up routine, exercises to build strength, flexibility, locomotion, extension, flexion & rotation, cooling down and stretching. **Topic 2:** Trust building exercises to create safe environment, develop creativity, imagination, problem solving and decision making skills. **Topic 3:** What is dance, why do people dance, different types of dance		**Topic 1**: As before + steps and combinations across space, understanding of correct posture, stance & alignment, pliant joints. **Topic 2:** Trust building exercises to build confidence, interaction with others + dancing to a wide range of music genres, develop creativity, imagination, problem solving and decision making skills. **Topic 3:** Characteristics of dance major. Dance terminology (start a glossary).			**Topic 1**: As before + steps and combinations across space, understanding of correct posture, stance & alignment, pliant joints, increased fitness components. **Topic 2:** Responding to different stimuli, locomotor and non-locomotor movements + dancing to a wide range of music genres, develop creativity, imagination, problem solving and decision making skills. **Topic 3:** Completion of all outstanding dance terminology and written work.		**TOPIC 1 & 2**: Practical evaluation task = 25 marks **TOPIC 3:** Written test = 25 marks	
Requisite pre-knowledge	Content covered in the three topics in grade 9. Own experiences of dance in their community, media, etc.									
Resources (other than textbook) **to enhance learning**	**Topic 1:** Task book – reflection on the values taught in the subject, devising code of conduct for the year appropriate to grade 10. **(1 hour)**	Viewing (YouTube/ video/ DVDs) and discussing different types of dance/characteristics. **Topic 3**: Task book – what is dance, why do people dance, how to recognise different types of dance; cultural/ theatrical. **(1 hour)**		**Topic 3:** Task book - how to recognise characteristics of dance major. Start a dance glossary. **(1 hour)**	**Topic 1:** Task book - (applied knowledge from practical class work) Purpose of warming up & cooling down. Principles of posture, stance & alignment- link to core stability. **(2 hours)**		**Topic 1: Topic 1:** Task book - (applied knowledge from practical class work) understanding and defining components of fitness. **(1 hour)**	Listening to a range of music genres – discussions on what makes each genre recognisable **Topic 2:** Task book - (applied knowledge from practical class work) different music genres recognising/ identifying. **Topic 3:** Task book - dance terminology & completion of outstanding written work. **(1 hour)**	Catch up all theory content that has not been completed for term 1. Reflection on results/improvement strategies. Re teaching of any sections not well understood.	
Informal Assessment; Remediation	Identifying learners with barriers, problems and providing additional lessons/tasks for improvement. Additional classes after school for enrichment as per CAPs. Marking and correcting all written work in task books and providing assistance with incomplete/poorly answered tasks/content not understood.									
SBA Formal Assessment)	**<u>TASK 1: WRITTEN TEST = 25 MARKS & PRACTICAL EVALUATION TASK = 25 MARKS</u>** **Written test to include:** skeleton, spine, synovial joints, principals of dance major**,** music instruments + classification, performance spaces **Practical evaluation task completed by teacher based on:** participation, attendance, commitment, improvement, attitudes and values, development & improvement in class work and improvisation.									

TERM 2 (20 teaching days)	Week 1	Week 2	Week 3	Week 4	Week 5 29 June – 3 July (5 days)	Week 6 6 – 10 July (5 days)	Week 7 13 – 17 July (5 days)	Week 8 20 – 24 July (5 days)
CAPS topic (CAPs pg.19) **Concepts, skills and values**	**GRADE 10 LEARNERS NOT RETURNED TO SCHOOL YET (only grade 11 & 12)**				**Return to school:** • Reorientation + protocols (social distancing and wearing of facial masks; sanitizing of feet; hands and equipment). • Timetables + dividing of classes • Assessing what content has been covered by learners during lockdown. • Differentiated learning groups according to access to online lessons, eLearning. • Distribution of text books per learner – not to be shared. • Distribution of task books. **Topic 1:** Consolidation of work learnt in term 1 with consideration for reduced fitness levels & dancing with a mask/social distancing/safe dance practices. **Topic 2:** Evaluation of learners' process in the PAT	**Topic 1:** Warming up ritual developed, focus on breathing, spine, muscles & joints. Emphasis on correct posture and safe dance practice. Cooling down with relaxation techniques and stretching for increased flexibility. **Start to learn a 1 minute solo.** **Topic 2: PAT -** Exploring dance elements – space, time & force. Exploring musical elements & terms. Writing about process in journal.	**Topic 1:** As before + technical exercises to develop fitness. Turns & spotting. Combinations moving across space. Cooling down with relaxation techniques and stretching for increased flexibility. Principles & characteristics of dance major. **Continue learning the 1 minute solo.** **Topic 2: PAT –** Exploring motifs, phrases and gestures Writing about process in journal.	**Topic 1:** As before + focus on correct technique, principles of dance major, safe dance practice, developed components of fitness. **Continue learning the 1 minute solo.** **Topic 2: PAT -** . Developing motifs, gestures, responding to music/accompaniment/silence. Writing about process in journal. Exploring musical terms. **TEACHER ASSESSMENT OF PAT PROCESS = 60 MARKS (30 MARKS = WRITTEN + 30 MARKS = PRACTICAL)**
Requisite pre-knowledge	Increased commitment, responsibility and accountability for own development. Practical class work learnt in the previous term: technique, principles and safe dance practices. Improvisation activities learnt in the previous term as well as in grade 10 – problem solving skills, creativity, confidence, exploration. Ability to analyse and evaluate.							
Resources (other than textbook) **to enhance learning**	**NOT AT SCHOOL YET**				**Learner discussions** on lockdown, experiences, fears & the way forward. **Task book** – written content up to date from term 1. **Reflection on term 1** marks & improvement strategies for term 2. **(1 hour)**	**Topic 1:** Task book – Cooling down with safe stretching techniques. **(1 hour)** **Topic 2: PAT -** Reflection & evaluation, writing about process in journal. **(1 hour)**	**Topic 1:** Task book – defining and understanding components of fitness – link to practical class. **(1 hour)** **Topic 2: PAT** – Writing about process in journal. **Topic 3**: Task book – principles & characteristics of dance major –link to practical class. **(1 hour)**	**Topic 2: PAT** — Complete term 2 written process content.
Informal Assessment; Remediation	Identifying learners with barriers, problems and providing additional lessons/tasks for improvement. Additional classes after school for PAT enrichment as per CAPs. Marking and correcting all written work in task books and providing assistance with incomplete/poorly answered tasks/content not understood.							

SBA & PAT Formal Assessment	**EXCLUDED** - TASK 2: JUNE EXAMINATIONS WRITTEN PAPER 1 & PRACTCAL PAPER 2 = 200 MARKS **TASK 4: PAT CHOREOGRAPHY = 100 MARKS** **Learners may no longer work in groups or have physical contact. The choreography can be done as a solo or as an online collaboration between groups (no more than 4 learners per group) to create a video/film for presentation.** **TERM 2: PRACTICAL PROCESS** = 30 MARKS could include: conceptualisation/social, cultural, global and environmental awareness and responsibility/improvisation/experimentation/rehearsal/collaboration & communication/critical thinking & problem solving/digital literacy/self-management & accountability/safe dance practice. **TERM 2: WRITTEN PROCESS** = 30 MARKS could include: research & investigation/intent/ reflection/evaluation of process/selection of dance/choreographic elements/plan, manage and complete particular tasks within a specific time, space and resource constraints/language/communication skills/reading and writing skills.

2020 National Revised ATP: Grade 10 – Term 3: DANCE STUDIES

TERM 3 (24 teaching days)	Week 1 3 – 7 august (5 days)	Week 2 11 – 14 august (4 days)	Week 3 17 – 21 August (5 days)	Week 4 24 – 28 August (5 days)	Week 5 31 Aug – 4 Sep (5 days)	Week 6 7 – 11 September (5 days)	Week 7 14 – 18 September (5 days)	Week 8 21 - 23 September (3 days)
CAPS topic (CAPs pg, 20) **Concepts, skills and values**	**Topic 1:** Consolidation of work learnt in term 2. **Topic 2: PAT –** consolidating choreographic ideas for final work. **Topic 3:** Consolidation of all written work/completion of outstanding tasks.	**Topic 1:** As before + floor - non-weight bearing exercises to develop & enhance core stability, flexibility & strength. Standing weight bearing exercises to develop balance & control. Safe landings from elevation established. Increasing dance vocabulary – steps & combinations moving to a range of music genres/rhythms. **Continue learning the solo.** **Topic 2: PAT –** formalising own choreography with consideration for dance elements + motifs & phrases, beginnings and endings. Writing about the product. **Topic 3:** History of dance major. **Research task** – investigating South African dance companies and or artists.		**Topic 1:** As before + combinations using different time signatures. Focus on movement quality. **Continue learning the solo.** **Topic 2: PAT** - refining choreographic ideas for assessment. Written – completion of all tasks. **Topic 3:** Research task – compiling research.		**Topic 2: PAT FORMAL ASSESSMENT = PRODUCT** Learners to present their final practical and written products for assessment in class. This can be the live performance (solo) or viewing if the work was choreographed for film.	**FORMAL ASSESSMENT = SBA + PAT** **Topic 1**: Practical evaluation task = 25 marks **Topic 2:** Performance and assessment of PAT choreography product = 40 marks **Topic 3:** Research task = 25 marks	
Requisite pre-knowledge	Increasing application of life skills: discipline, focus and commitment. Practical class work learnt in the previous term: technique, principles, safe dance practices and solo. Improvisation activities covered in the previous terms – problem solving skills, creativity, confidence and experimentation. Ability to critically analyse/ evaluate and provide opinions.							
Resources (other than textbook) **to enhance learning**	Task book – written content up to date from term 2. Reflection & improvement strategies for term 3. **(1 hour)**	**Topic 3:** Task book – history of dance major. **(1 hour)**	**Topic 3**: **Research task –** selection and investigation of dance companies/artists. **(1 hour)**	**Topic 3: Task book – research task –** compiling written presentation for task. **(2 - 3 hours)**		Catch up all theory content that has not been completed for term 3. Reflection on results/improvement strategies. Re teaching of any sections not well understood. Dance terminology – updating glossary.		
Informal Assessment; Remediation	Regular feedback/guidance for improvement in class for PAT. **Teaching research skills** as well as assistance with the final presentation – checking for plagiarism. Regular feedback in practical class for improved technique and performance. Marking and correcting all written work in task books and providing assistance with incomplete/poorly answered tasks/content not understood. Additional classes for learners struggling in the practical or written components. Additional time spent with learners to complete SBA content. Identification of learners in need of assistance/progressed learners.							
SBA & PAT Formal Assessment	**TASK 3: RESEARCH TASK = 25 MARKS & PRACTICAL EVALUATION TASK = 25 MARKS** **Research task:** investigation into South African dance companies and or artists. **To include:** investigation/ using multiple sources of information/ extracting relevant information/ formatting of information/ reference information/ introduction and conclusion (the research should start with a question) and presentation. **Practical evaluation task completed by teacher based on:** participation, attendance, commitment, attitudes and values, development & improvement in class work and improvisation and learning the solo.							

	<u>TASK 4: PAT= 100 MARKS</u> to include: **TERM 3: PRACTICAL PRODUCT** = 20 MARKS could include: completed dance composition/intent/idea/theme/originality/creativity/choreographic structures and dance elements/production elements/music/accompaniment/movement vocabulary/performance quality/ symbolism/video/film. **TERM 3: WRITTEN PRODUCT** = 20 MARKS could include: production planning/marketing/one-page programme note/oral presentation/information, media and technology skills. **Final performance of choreography. Written journal to be submitted.**

2020 National Revised ATP: Grade 10 – Term 4: DANCE STUDIES

<table>
<tr><th>TERM 4
(25 teaching days)</th><th>Week 1
28 Sep – 2 October
(5 days)</th><th>Week 2
5 – 9 October
(5 days)</th><th>Week 3
12 – 16 October
(5 days)</th><th>Week 4
19 – 23 October
(5 days)</th><th>Week 5
26 – 30 October
(5 days)</th><th>Week 6
2 – 6 November
(5 days)</th><th>Week 7
9 - 13 November
(5 days)</th><th>Week 8
16 - 20 November
(5 days)</th><th>Week 9
23 – 27 November
(5 days)</th><th>Week 10
30 Nov – 3 Dec
(5 days)</th><th>Week 11
7 – 9 December
(3 days)</th></tr>
<tr><td>CAPS Topics (CAPS pg.22)</td><td rowspan="2">Topic 1: Class work with application of safe dance practice, increasing range of movement, performance skills and dance quality. Recap of solo.
Topic 2: Improvisation activities combining dance elements.</td><td colspan="2" rowspan="2">Topic 1: Class work as before + mastery of the
1 minute solo showing applied technique, principles and developed components of fitness.
Able to perform alone.
Topic 2: Improvisation activities using natural gestures and stylised movements, a wide range of music genres focusing on confidence, interpretation, expression and creativity.
Topic 3: Viewing and simple analysis of ONE dance work; choreographic intention, style, music used, skill of the performers. Learners have not been exposed to analysing a dance work – all aspects of visual and auditory analysis must be taught to include:
• What is a synopsis/theme/intent
• Narrative/abstract works
• What are production elements
• How to analyse the music/accompaniment
• How to analyse the movement vocabulary
• Own opinion</td><td rowspan="2">Topic 1: Class work as before + mastery of the
1 minute solo showing beginning and ending, correct timing and musical awareness, confidence and expression. Able to perform alone.
Topic 2: Improvising to dance elements (space, time, force) focusing on confidence, interpretation, expression and creativity.
Topic 3: Choreographer of the dance work studied.</td><td rowspan="2">FINAL PRACTICAL EXAMINATIONS

<u>WEEK 5 & 6</u></td><td colspan="6" rowspan="2"><u>PRACTICAL PAPER 2 EXAMINATATION:</u> All practical examinations to take place in the last week of class lessons and the first week of the examination timetables at each school. Schools to submit timetable for practical dance examination dates & times to provincial subject head.
FINAL END OF YEAR WRITTEN EXAMINATIONS

<table>
<tr><th>PAPER 1 WRITTEN CONTENT</th><th>PAPER 2 PRACTICAL CONTENT</th></tr>
<tr><td>Marks: 100
Time: 2 hours
SECTION A = 40 MARKS
Question 1: Injury prevention = 10 marks could include:
• Warming up/ cooling down/safe dance practices/appropriate dance environment/safe stretching
Question 2: Components of Fitness = 15 marks could Include:
• Defining/ developing/ types of exercises
Question 3: General Health Care = 10 marks to Include
• Appropriate dance environment
Question 5: Dance Performance = 5 marks could Include:
• Performance skills & movement quality/commitment/expression
• Correct dance techniques
SECTION B = 60 MARKS
Question 6: Improvisation & choreography = 15 marks could include:
• Defining improvisation/ /working with different stimuli/ reflection on PAT
• Dance elements/ choreographic structures/devices/ musical terms
Question 7: History of Dance Major = 15 marks could include:
• Development of dance major
• Characteristics, principles of dance major
• Different types of dance</td><td>Marks: 50 marks converted to 100 marks
Time: 10 minutes per learner – examined individually.
<u>Solo to be performed TWICE.</u>
Improvisation to be performed as a solo.

TECHNICAL PERFORMANCE OF THE SOLO = 25 MARKS to include:
• Recall of solo
• Applied safe dance practices/correct technique
• Developed components of fitness
• Awareness of dance principles

PERFORMANCE QUALITY AND DANCE SKILLS OF THE SOLO = 15 MARKS to include:
• Suitable beginning & ending
• Confidence and commitment to movement
• Individual interpretation of the solo
• Expression
• Musicality

IMPROVISATION = 10 MARKS Unseen improvisation to a stimulus to include:
• Interpretation of stimulus
• Use of dance elements(space/time/force)
• Musical interpretation</td></tr>
</table>
</td></tr>
<tr><td>Concepts, skills and values</td></tr>
<tr><td>Requisite pre-knowledge</td><td colspan="5">Application of life skills: self - discipline, focus and commitment.
Practical class work and solo learnt in the previous term: technique, principles and safe dance practices.
Improvisation activities covered in the previous terms – problem solving, creativity, confidence, experimenting, interpreting.
Ability to analyse/ evaluate and provide opinions.</td></tr>
<tr><td>Resources (other than textbook) to enhance learning</td><td>Topic 3: Completion of outstanding work from Term 3. Dance terminology.</td><td colspan="2">Topic 3: Viewing + Task book – simple analysis of the dance work; choreographic intention, style, music used, skill of the performers. (2 hours)</td><td>Topic 3: Task book – Simple analysis of choreographer; background, training and influences. (1 hour)</td><td>Completion of outstanding work. Dance terminology.</td></tr>
</table>

					Question 8: Prescribed Dance Work & Choreographer **Section 8.1: Choreographer = 10 marks could Include:** • Background/training/influences • Awards/recognition **Section 8.2: Dance Work = 20 marks could Include:** • Synopsis/theme/intent • Production elements /music/accompaniment used in the dance work • Movement styles/genres/ quality of performers **Cognitive levels:** • Recall – 30%; • Understanding & application of knowledge – 40% • Evaluating, analysing & synthesising – 30%	• Confidence, imagination **Cognitive levels** Responds – 30% Interprets - 40% Creates – 30%
Informal Assessment; Remediation	Regular feedback in practical class for readiness for the final examination. Marking and correcting all written work in task books and providing assistance with incomplete/poorly answered tasks/content not understood. Additional classes for learners struggling in the practical or written components. Additional time spent with learners to complete SBA content/progressed learners.					
Formal Assessment	**<u>TASK 5: WRITTEN EXAMINATION = 100 MARKS + PRACTICAL EXAMINATION = 100 MARKS</u>** **Practical Paper 2 = 50 marks** (40 marks solo + 10 marks improvisation) **converted to 100 marks.** Learners will be examined internally by teacher **1 x 1. 10 minutes allocated per learner**. Examinations to be filmed for external moderation. **Included in the examination:** • Solo in dance major • Solo improvisation					

12. Design

Revised National Teaching Plan

2020 National Revised ATP: Grade 10 – Term 1: Design

<table>
<tr><th colspan="2">TERM 1
(46 days)</th><th>Week 1
15 - 17 Jan
(3 days)</th><th>Week 2
20 – 24 Jan
(5 days)</th><th>Week 3
27 - 31 Jan
5 days)</th><th>Week 4
3 - 7 Feb
(5 days)</th><th>Week 5
10 – 14 Feb
(5 days)</th><th>Week 6
17 - 21 Feb
(5 days)</th><th>Week 7
24 - 28 Feb
(5 days)</th><th>Week 8
2 - 6 March
(5 days)</th><th>Week 9
9 - 13 March
(5 days)</th><th>Week 10
16 - 18 March
(3 days)</th></tr>
<tr><td rowspan="5">TEACHING PROGRAMME</td><td>CAPS Topics</td><td>PRACTICAL & DESIGN LITERACY (Topic 3)</td><td>PRACTICAL & DESIGN LITERACY (Topic 3)</td><td>PRACTICAL & DESIGN LITERACY (Topic 3)</td><td>PRACTICAL & DESIGN LITERACY (Topic 3)</td><td>PRACTICAL & DESIGN LITERACY (Topic 3)</td><td>PRACTICAL & DESIGN LITERACY (Topic 3)</td><td>PRACTICAL & DESIGN LITERACY (Topic 3)</td><td>PRACTICAL & DESIGN LITERACY (Topic 3)</td><td colspan="2" rowspan="3">TASK 1
THEORY TEST
(Topic 3)
TOTAL: 50

Notes on or guidelines for test:

Cognitive levels: Lower order = 30%, Middle order = 40, Higher order = 30%

Paper should include:
• Design literacy questions
• Essays
• Comparison questions</td></tr>
<tr><td>Topic, concepts, skills and values</td><td>Definition of Design & purpose of Design</td><td>Design Process.</td><td>4 categories in Design</td><td>Gestalt theory</td><td>Elements & principles of Design</td><td>Elements & principles of Design</td><td>Elements & principles of Design</td><td>Techniques and media</td></tr>
<tr><td colspan="5"><u>TASK 2: PRACTICAL PROCESS – Topic 1.</u> Preparation for product 1 (Topic 2) of TASK 6
Teacher decide on theme (Written brief) in the specialised practical option/ provide learners with a pacesetter and mini-deadlines

<u>Business Context Task:</u>
Part of the sourcebook (Topic 1) (10 marks). Focus for module: trends + ONE appropriate local case study.</td><td colspan="5"><u>TASK 6 (PAT 1) : PRODUCT 1 – Topic 2</u>
The product will be assessed (100 marks), but will not be a part of the term mark. It will be part of the continuous assessment of TASK 6: PAT (25%)</td></tr>
<tr><td>Requisite pre-knowledge</td><td colspan="10">PRACTICAL: Observational drawing skill
THEORY: Art elements and principles: basic visual literacy skills</td></tr>
<tr><td>Resources (other than textbook) to enhance learning</td><td colspan="10">PRACTICAL: According to specialisation option, e.g. art materials and equipment t e.g. printing press, pottery oven, dark room, etc./ sourcebook/ art books and magazines/ You Tube clips/ any inspirational material
THEORY: PowerPoints, art videos, trips to art galleries and museums</td></tr>
</table>

ASSESSMENT	**Informal Assessment** Remediation	**Theory**	Design Literacy Summarise definition and purpose of Design (see textbook)	Worksheet / textbook activity: Design Process, design literacy.	Worksheet / textbook activity: Categories in design.	Worksheet / textbook activity: Analysis and application of Gestalt theory.	Worksheet / textbook activity: Analysis and application of Elements and Principles of Design.	Worksheet / textbook activity: Analysis and application of Elements and Principles of Design.	Worksheet / textbook activity: Analysis and application of Elements and Principles of Design.	Worksheet / textbook activity: Techniques and media.	
		Practical	Design process: Monitor individual progress on concept development. Identification of a need, a problem or an opportunity. Trends and markets Context Investigation. (e.g mind map). Give feedback / recommendations	Design process Monitor individual progress on concept development and Business context task (Research). Research on product planned to make. Research on possible material to be used. Give feedback / recommendations.	Design process Monitor individual progress on concept development and investigation of different approaches and methods and experimentation. Give feedback / recommendations	Design process Monitor individual progress on concept development and appreciation of responsible design practice. Formal drawing and production of samples, prototypes or Maquettes. Self-Assessment. Give feedback / recommendations.	Monitor individual progress on product (Topic 2) development and skill (e.g. proposal of final product/solution / choice and use of materials). Give feedback / recommendations.	Monitor individual progress on product development and skill. Does it demonstrate proficiency in materials and techniques chosen to create design solutions? Give feedback / recommendations.	Monitor individual progress on product development and skill. Does the final product / service or environmental design interpret, use and explain the choice of design elements, principles and materials. Give feedback / recommendations.	Monitor individual progress on product development and skill. Does the final product/solution should show clear evidence of the design process and relevance to the brief/problem? Self-assessment, check-list and reflective writing on product Give feedback / recommendations.	
	SBA Formal Assessment					**TASK 2: PRACTICAL PROCESS – Topic 1 100 marks Preparation for PAT 1 of Task 6**					**TASK 1: THEORY TEST 50 marks**
	PAT Continuous Assessment						**TASK 6 PAT 1: PRODUCT 1 – Topic 2 100 marks** Recommendation: a practical day on time table to finish product			**PART OF FINAL EXAMINATION MARK** • **TASK 6: PAT 1 + PAT 2 + Exhibition (100 marks)** • **TASK 7.1: Paper 1 Theory Examination (100 marks)** • **TASK 7.2: Paper 2 Practical Examination (100 marks)**	

2020 National Revised ATP: Grade 10 – Term 2: Design

<table>
<tr><td colspan="3">TERM 2
(19 days)</td><td>Week 1
29 June - 3 July
(5 days)</td><td>Week 2
6 - 10 July
(5 days)</td><td>Week 3
13-17 July
(5 days)</td><td>Week 4
20-24 July
(5 days)</td></tr>
<tr><td rowspan="5">TEACHING PROGRAMME</td><td colspan="2">CAPS
Topics</td><td>PRACTICAL & INTRODUCTION TO VISUAL COMMUNICATION / INFORMATION AND DIGITAL DESIGN
(Topic 3)</td><td>PRACTICAL & INTRODUCTION TO SURFACE DESIGN AND 2D CRAFT DESIGN:
(Topic 3)</td><td>PRACTICAL & INTRODUCTION TO PRODUCT DESIGN AND 3D CRAFT DESIGN
(Topic 3)</td><td>PRACTICAL & INTRODUCTION TO ENVIRONMENTAL DESIGN
(Topic 3)</td></tr>
<tr><td colspan="2">Topic, Concepts, Skills and Values</td><td>Introduction as a basic human need: symbolic language. Symbols, Icons, logos
ONE contemporary South African designer/design group.
Media & Techniques</td><td>ONE contemporary South African designer/design group.
Media & Techniques</td><td>ONE contemporary South African designer/design group.
Media & Techniques</td><td>ONE contemporary South African designer/design group
Media & Techniques</td></tr>
<tr><td colspan="3"></td><td colspan="3"><u>TASK 4: PRACTICAL PROCESS 2 – Topic 1.</u> Preparation for product 2 (Topic 2) of TASK 6

Teacher decide on theme (Written brief) in the specialised practical option/ provide learners with a pacesetter and mini-deadlines

<u>Business Context Task</u>:
Part of the sourcebook (10 marks). Focus for module: Visual merchandising</td><td><u>TASK 6 (PAT 2): PRODUCT 2 – Topic 2</u>
The product will be assessed (100 marks), but will not be a part of the term mark. It will be part of the continuous assessment of TASK 6: PAT (25%)</td></tr>
<tr><td colspan="2">Requisite pre-knowledge</td><td colspan="4">PRACTICAL: Observational drawing skill
THEORY: Art elements and principles: basic visual literacy skills/ Term 1 knowledge</td></tr>
<tr><td colspan="2">Resources (other than textbook) to enhance learning</td><td colspan="4">PRACTICAL: According to specialisation option, e.g. art materials and equipment t e.g. printing press, pottery oven, dark room, etc./ sourcebook/ design books and magazines/ You Tube clips/ any inspirational material
THEORY: PowerPoints, design videos, trips to design shops e.g. Southern Guild, design magazines and books</td></tr>
<tr><td rowspan="2">ASSESSMENT</td><td rowspan="2">Informal Assessment
Remediation</td><td>Theory</td><td>Worksheet: analysis and essay writing. Symbolic language, symbols, icons, logos, media and techniques. (see textbook)</td><td>Case Study: One contemporary South African designer/design group focusing on Surface design and 2D craft design. (see textbook)</td><td>Case Study: One contemporary South African designer/design group focusing on Product design and 3D craft design. (see textbook)</td><td>Case Study: One contemporary South African designer/design group focusing on Environmental and sustainable design.(see textbook)</td></tr>
<tr><td>Practical</td><td>Design process: Monitor individual progress on concept development. Identification of a need, a problem or an opportunity. Trends and markets Context Investigation, (e.g. mind map). Business context task (Research). Research on product planned to make. Research on possible material to be used. Give feedback / recommendations</td><td>Design process
Monitor individual progress on concept development and investigation of different approaches and methods and experimentation and appreciation of responsible design practice. Formal drawing and production of samples, prototypes or Maquettes. Give feedback / recommendations.</td><td>Self-Assessment check list for Process work (Topic 1) and Business context task (Research). Evaluate the ideas generated and select the best solution. Planning, organisation and management of own work. Keeping to the time schedules. Give feedback.</td><td>Internal
THEORY TEST
(Topic 3)
TOTAL: 50

It is recommended that a test (Topic 3) is written to replace the Mid-year examination. The test may be</td></tr>
</table>

	SBA **Formal Assessment**			**TASK 4:** **PRACTICAL PROCESS 2 – Topic 1** **100 marks** **Preparation for PAT 2 of Task 6**	**organised at the school's leisure and not as a formal examination.** **Notes on or guidelines for test:** **Cognitive levels: Lower order = 30%, Middle order = 40, Higher order = 30%** **Paper should include:** • Design literacy questions • Essays and • Comparisons • Design in social and environmental / sustainable issues
	PAT **Continuous Assessment**				**TASK 6 (PART OF FINAL EXAMINATION) … continue into Term 3** **PAT 2: PRUDUCT 2 (Topic 2)** **100 marks** Recommendation: a practical day on time table to finish product in term 3
Suggestions to the ATP				Learners receive practical paper 2- brief to process (Task 7.2) to collect information and research during June recess	Proposed Formal test (Term 2) SMT- school based SBA moderation of Term 2.

2020 National Revised ATP: Grade 10 – Term 3: Design

<table>
<tr><td colspan="2">TERM 3
(37 days)</td><td>Week 1
3-7 Aug
(5 days)</td><td>Week 2
11-14 Aug
(4 days)</td><td>Week 3
17-21 Aug
(5 days)</td><td>Week 4
24-28 Aug
(5 days)</td><td>Week 5
31 Aug – 4 Sept
(5 days)</td><td>Week 6
7-11 Sept
(5 days)</td><td>Week 7
14-18 Sept
(5 days)</td><td>Week 8
21-23 Sept
(3 days)</td></tr>
<tr><td rowspan="4">TEACHING PROGRAMME</td><td>CAPS section</td><td>PRACTICAL & DESIGN IN A SOCIAL / ENVIRON-MENTAL CONTEXT
(Topic 3)</td><td>PRACTICAL & DESIGN IN A SOCIAL / ENVIRON-MENTAL CONTEXT
(Topic 3)</td><td>PRACTICAL & DESIGN IN A SOCIAL / ENVIRON-MENTAL CONTEXT
(Topic 3)</td><td>PRACTICAL & DESIGN IN A SOCIAL / ENVIRON-MENTAL CONTEXT.
(Topic 3)</td><td>PRACTICAL & DESIGN IN A SOCIAL / ENVIRON-MENTAL CONTEXT.
(Topic 3)</td><td>PRACTICAL & DESIGN IN A SOCIAL / ENVIRON-MENTAL CONTEXT.
(Topic 3)</td><td colspan="2">Internal Test</td></tr>
<tr><td rowspan="2">Topic, Concepts, Skills and Values</td><td>Greek Design - architecture, mosaics, pottery, furniture, clothing, etc.</td><td>Roman Design – architecture, mosaics, pottery, furniture, clothing,</td><td>Gothic - architecture, mosaics, pottery, furniture, clothing, etc.</td><td>Renaissance – architecture, mosaics, pottery, furniture, clothing,</td><td>Baroque- – architecture, mosaics, pottery, furniture, clothing,</td><td>Consolidation</td><td colspan="2" rowspan="3">TASK 5 : THEORY TEST
(Topic 3)
TOTAL: 50

Notes on or guidelines for test:

Cognitive levels: Lower order = 30%, Middle order = 40, Higher order = 30%

Paper should include:
• Design literacy questions</td></tr>
<tr><td colspan="3"><u>TASK 6: PRODUCT 2 – Topic 2</u>
The product will be assessed (100 marks), but will not be a part of the term mark. It will be part of the continuous assessment of TASK 6: PAT (25%)</td><td colspan="3"><u>TASK 7.2: PRACTICAL PROCESS - Topic 1.</u> Preparation for product of <u>End of year Practical Examination = 50 marks (not part of term mark)</u>
Teacher decide on theme (Written brief) in the specialised practical option/ provide learners with a pacesetter and mini-deadlines

<u>TASK 6 (PAT exhibition): Process</u>
- Learners have the opportunity to further develop and extend their practical work into a cohesive and holistic body of work e.g. product/s that further extend (not part of term mark)</td></tr>
<tr><td>Requisite pre-knowledge</td><td colspan="6">PRACTICAL: Basic technical skills
THEORY: Design Analysis Skills/ Terminology /Term 1 & 2 knowledge</td></tr>
<tr><td>Resources (other than textbook) to enhance learning</td><td colspan="6">PRACTICAL: According to specialisation option, e.g. art materials and equipment t e.g. printing press, pottery oven, dark room, etc./ sourcebook/ design books and magazines/ You Tube clips/ any inspirational material
THEORY: PowerPoints, design videos, trips to design shops e.g. Southern Guild, design magazines and books</td></tr>
</table>

ASSESSMENT	**Informal Assessment** Remediation	**Theory**	Worksheet/ textbook activity. Greek design – architecture. History, characteristics, material and technique, social/environmental context.	Worksheet/ textbook activity. Roman design – architecture. History, characteristics, material and technique, social/environmental context.	Worksheet/ textbook activity. Gothic design – architecture. History, characteristics, material and technique, social/environmental context.	Worksheet/ textbook activity. Renaissance – architecture. History, characteristics, material and technique, social/environmental context.	Worksheet/ textbook activity. Baroque – architecture. History, characteristics, material and technique, social/environmental context.	Worksheet: categories of design. Analysis and application of knowledge (design literacy), comparisons, Techniques and media.	• Design History - Essays and comparisons • Design in social and environmental / sustainable issues
		Practical	Monitor individual progress on product development and skill. Does it present and effectively communicate a design solution. Does it demonstrate proficiency in materials and techniques chosen to create design solutions? Feedback.	Monitor individual progress on product development and skill. Effective use of materials, socio-cultural/environmental/sustainable consciousness. Application / choice of design elements, principles and materials. Feedback / recommendations	Self-assessment Check-list and reflective writing on product (e.g. choice and use of material, functionality, use of formal elements, etc.). Give feedback / recommendations.	Design process: Monitor individual progress on concept development. Identification of a need, a problem or an opportunity. Trends and markets Context Investigation. (E.g. mind map). Give feedback/ recommendations.	Design process: Monitor individual progress on concept development. Research on possible material to be used. Investigation of different approaches and methods and experimentation. Give feedback / recommendations.	Design process Monitor individual progress on concept development and appreciation of responsible design practice. Formal drawing and production of samples, prototypes or Maquettes Give feedback / recommendations.	
	SBA Formal Assessment								**TASK 5: THEORY TEST TOTAL: 50**
	PAT Continuous Assessment				**TASK 6 PAT 2: PRODUCT 2 – Topic 2 100 marks** Recommendation: a practical day on time table to finish product			**PART OF FINAL EXAMINATION MARK** • **TASK 6: PAT 1 + PAT 2 + Exhibition (100 marks)** • **TASK 7.1: Paper 1 Theory Examination (100 marks)** • **TASK 7.2: Paper 2 Practical Examination (100 marks)**	

2020 National Revised ATP: Grade 10 – Term 4: Design

<table>
<tr><td colspan="2">TERM 4
(38 days)</td><td>Week 1
28 Sep - 2 Oct
(5 days)</td><td>Week 2
5 - 9 Oct
(5 days)</td><td>Week 3
12-16 Oct
(5 days)</td><td>Week 4
19-23 Oct
(5 days)</td><td>Week 5
26-30 Oct
(5 days)</td><td>Week 6
2-6 Nov
(5 days)</td><td>Week 7
9-13 Nov
(5 days)</td><td>Week 8
16 - 20 Nov
(5 days)</td><td>Week 9
23-27 Nov
(5 days)</td><td>Week 10
30 Nov – 4 Dec
(5 days)</td><td>Week 11
7 – 9 Dec
(3 days)</td></tr>
<tr><td rowspan="4">TEACHING PROGRAMME</td><td>CAPS Topics</td><td>PRACTICAL & HISTORY OF DESIGN
(Topic 3)</td><td>PRACTICAL & HISTORY OF DESIGN
(Topic 3)</td><td>PRACTICAL & HISTORY OF DESIGN
(Topic 3)</td><td>DESIGN LITERACY
(Topic 3)</td><td>DESIGN LITERACY
(Topic 3)</td><td>DESIGN IN A SOCIO-/ ENVIRONMENTAL CONTEXT
(Topic 3)</td><td>HISTORY OF DESIGN
(Topic 3)</td><td colspan="4">INTERNAL EXAMINATIONS</td></tr>
<tr><td>Topic, concepts, skills and values</td><td>Industrial Revolution</td><td>Arts and Craft Movement - Introduction</td><td>Arts and Craft Movement – Case Study</td><td>Revision
Design Elements & Principles of Design.
Terminology</td><td>Revision
Communication through design.
Categories of Design</td><td>Revision
Term 3 content.</td><td>Revision
Term 3 & 4 Design content.</td><td colspan="4" rowspan="4">TASK 7.1: THEORY EXAMINATION: PAPER 1
Theory (Total: 100)

Notes on or guidelines for final examinations:

Cognitive levels: Lower order = 30%, Middle order = 40, Higher order = 30%

Paper should include:

• Design literacy questions
• Design History - Essays and comparisons
• Design in social and environmental / sustainable issues</td></tr>
<tr><td colspan="8">PRACTICAL:
<u>TASK 7.2: PAPER 2 - END OF YEAR PRACTICAL EXAMINATION – (Topic 2 – Product) (100) /</u>
(24 hours) - 4 days (6 hours – 3 hrs morning session, 3 hrs afternoon session OR 6 days (4 hours per day – afternoon sessions) / SMT and Design teacher organise 24 hours formal time for Practical Paper 2 (Topic 2) to be completed by mid-Nov.

<u>TASK 6 (PAT exhibition)</u> / Recommend: a day on time table for exhibition</td></tr>
<tr><td>Requisite pre-knowledge</td><td colspan="8">PRACTICAL: Developed technical skills in specialised option
THEORY: Design Analysis Skills/ Terminology /Term 1, 2, 3 Knowledge</td></tr>
<tr><td>Resources (other than textbook) to enhance learning</td><td colspan="8">PRACTICAL: According to specialisation option, e.g. art materials and equipment t e.g. printing press, pottery oven, dark room, etc./ sourcebook/ design books and magazines/ You Tube clips/ any inspirational material
THEORY: PowerPoints, design videos, trips to design shops e.g. Southern Guild, design magazines and books</td></tr>
<tr><td rowspan="2">ASSESSMENT</td><td>Informal Assessment
Remediation
(Theory)</td><td>Worksheet: Summary Industrial Revolution</td><td>Worksheet: Summary Art & Craft Movement</td><td>Worksheet: Summary Art & Craft Movement two designers and two products each</td><td>Worksheet: Analyse unseen designs. Apply analysis skill and terminology.</td><td>Worksheet: Analyse unseen designs. Apply analysis skill and terminology.</td><td>Worksheet: Essay writing skill, two designers and two designs each. (term 3 knowledge</td><td>Worksheet: comparison writing skill</td></tr>
<tr><td>SBA
Formal Assessment</td><td colspan="8">SBA = 100 (Term 1 – 3 totals reworked to 100)</td></tr>
</table>

	Formal Assessment **PAT and Examination**	**<u>TASK 7.2: PAPER 2 - END OF YEAR PRACTICAL EXAMINATION – (Topic 2 – Product) 100 MARKS</u>** **Compulsory:** 24 hrs continuous practical time on time table to finish product. (4 consecutive days consisting of 6 hours per day / 6 consecutive days consisting of 4 hours per day). **<u>TASK 6 (PAT EXHIBITION) (100 MARKS)</u> Recommend: a day on time table for exhibition** • Internally assessed Product 1 and 2 (50) • PAT Exhibition Process & Exhibition (50) Marking and moderation by teacher (and two peers where possible)	**FINAL EXIMANATION MARKS** • **TASK 6: PAT 1 + PAT 2 + Exhibition (100 marks)** • **TASK 7.1: Paper 1 Theory Examination (100 marks)** • **TASK 7.2: Paper 2 Practical Examination (100 marks)**

13. Dramatic Arts

Revised National Teaching Plan

2020 National Revised ATP: Grade 10 – Term 1: Dramatic Arts

<table>
<tr><th colspan="3">TERM 1
(48 days)</th><th>Week 1
15 - 17 Jan
(3 days)</th><th>Week 2
20 – 24 Jan
(5 days)</th><th>Week 3
27 - 31 Jan
5 days)</th><th>Week 4
3 - 7 Feb
(5 days)</th><th>Week 5
10 – 14 Feb
(5 days)</th><th>Week 6
17 - 21 Feb
(5 days)</th><th>Week 7
24 - 28 Feb
(5 days)</th><th>Week 8
2 - 6 March
(5 days)</th><th>Week 9
9 - 13 March
(5 days)</th><th>Week 10
16 - 20 March
(5 days)</th></tr>
<tr><td rowspan="6">CURRICULUM PROGRAMME</td><td colspan="2">Topic 1</td><td colspan="5">Topic 1: Intro to Dramatic Arts. (8 Hours)</td><td></td><td></td><td></td><td rowspan="5" colspan="2">TASK 1: PAT. 1
• Written Section: Journal (25)
• Performance Section: Dramatic Item (25)</td></tr>
<tr><td colspan="2">Topic 2:</td><td colspan="8">Topic 2: South African Theatre: 10 hours. EITHER: Cultural Performance Forms OR Oral Tradition OR both</td></tr>
<tr><td colspan="2">Topic 3</td><td></td><td></td><td></td><td colspan="5">Topic 3: 10 hours South African Theatre: Play Text 1:</td></tr>
<tr><td colspan="2">Topic 4:</td><td></td><td></td><td></td><td></td><td colspan="4">Topic 4: Scene Study. 8 hours.</td></tr>
<tr><td colspan="2">Concepts, Knowledge, Skills and Values (CKSV)</td><td colspan="8">Topic 1: Understand and apply basic elements of drama, theatre and voice production. CAPS p: 13
Topic 2: Understand the origins and expressions of South Africa theatre in cultural performance forms. CAPS p:13-14
Topic 3: Identify, understand and apply elements of drama in a South African scripted Play Text. CAPS p: 14
Topic 4: Develop group performance skills in a scene from a play, Refine vocal and body performance skills. CAPS p: 15</td></tr>
<tr><td colspan="2">Requisite pre-knowledge</td><td colspan="10">Grade 9 Theoretical and Practical Concepts, Skills, Content and Values</td></tr>
<tr><td rowspan="2">ASSESS.</td><td>Informal Assessment and Remediation</td><td>Theory & Practical</td><td colspan="10">Teachers must continually engage with the learners directly, through question and answer sessions. Teachers must peruse the Learner workbooks and determine where the Curriculum gaps are and where re-teaching is required. The form of engagement either face to face or through the workbook must be either: diagnostic, formative and continuous assessment</td></tr>
<tr><td colspan="2">SBA: Formal Assessment</td><td colspan="10">The two formal Assessment tasks are reflected above in weeks 9 and 10</td></tr>
</table>

2020 National Revised ATP: Grade 10 – Term 2: Dramatic Arts

<table>
<tr><td colspan="3">TERM 2
(39 days)
Grade 10 -20 days</td><td>Week 1
3: 01 June – 5 June 1
(5 days)</td><td>Week 2
8 – 12 June
(5 days)</td><td>Week 3
15 – 19 June
(5 days)</td><td>Week 4
22 – 23 June
(5 days)</td><td>Week 5
29 June – 3 July
(5 days)</td><td>Week 6
6 – 10 July
(5 days)</td><td>Week 7
13 – 17 July
(5 days)</td><td>Week 8
20 – 24 July
(5 days)</td></tr>
<tr><td rowspan="5">CURRICULUM PROGRAMME</td><td colspan="2">Topic 5:</td><td></td><td></td><td></td><td></td><td colspan="3">Origins of Theatre and Greek Theatre: 12 Hours</td><td>TASK 2: PAT. 2
• Written Section: Research (25)
• Performance Section: Dramatic Item (25)- deferred to Term 3</td></tr>
<tr><td colspan="2">Topic 6:</td><td></td><td></td><td></td><td></td><td colspan="3">Greek Theatre: Play Text 2: 8 Hours</td><td></td></tr>
<tr><td colspan="2"></td><td></td><td></td><td colspan="2"></td><td></td><td></td><td></td><td>TASK 3: MID-YEAR EXAMINATION-OMITTED FOR 2020
Written Examination (150)
TASK 4: MID-YEAR EXAMINATION-OMITTED FOR 2020
Performance Examination (150)</td></tr>
<tr><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td><td></td><td></td></tr>
<tr><td colspan="2">Concepts, Knowledge, Skills
and Values (CKSV)</td><td colspan="8">Topic 5: Understand the origins of drama and theatre in ritual, Understand basic elements of Greek theatre, Develop vocal and physical skills, Demonstrate integration of voice and body in choral verse interpretation and performance. CAPS p: 1
Topic 6: To examine South African Theatre post-apartheid, To examine Playwrights and groups, To identify key features and conventions of Contemporary Theatre in South Africa, To understand the purposes of Theatre in society. CAPS p: 43</td></tr>
<tr><td colspan="2">Requisite pre-knowledge</td><td colspan="8">Grade 10 and 11 Theoretical and Practical Concepts, Skills, Content and Values</td></tr>
<tr><td rowspan="2">ASSESS.</td><td>Informal Ass
Remediation</td><td>Theory
&
Practical</td><td colspan="8">Teachers must continually engage with the learners directly, through question and answer sessions. Teachers must peruse the Learner workbooks and determine where the Curriculum gaps are and where re-teaching is required. The form of engagement either face to face or through the workbook must be either: diagnostic, formative and continuous assessment</td></tr>
<tr><td colspan="2">SBA: Formal Assessment</td><td colspan="8">The one Formal Assessment Task is reflected above in weeks 7 or 8. The June Examination Task is no longer being done. These are the June Performance Examination and June Written Examination</td></tr>
</table>

2020 National Revised ATP: Grade 10 – Term 3: Dramatic Arts

<table>
<tr><td colspan="3">TERM 3
(21 days)</td><td>Week 1
3 – 7 August
(5 days)</td><td>Week 2
11 – 14 August
(4 days)</td><td>Week 3
17 – 21 August
(5 days)</td><td>Week 4
17 – 21 August
(5 days)</td><td>Week 5
24 – 26 August
(2 days)</td><td>Weeks 5, 6, 7,8
27 August – 23 September
(20 days)</td></tr>
<tr><td rowspan="5">CURRICULUM PROGRAMME</td><td colspan="2">Topic 7:</td><td colspan="5">Non-verbal communication (individual item) 4 Hours</td><td rowspan="3">TASK 2: PAT. 2
• Performance Section: Dramatic Item (25) carried forward from Term 2
TASK 5: PAT.3
• Written Section: Assignment (25)
• Performance Section: Dramatic Item (25</td></tr>
<tr><td colspan="2">Topic 8:</td><td colspan="5">Text Interpretation. (Individual performance): 4 Hours</td></tr>
<tr><td colspan="2">Topic 11:</td><td colspan="5">Topic 11: South African Theatre: Workshopped Theatre: 13 Hours
To catch up on the 6 hours for which there are no weeks, additional after school hours must be used to cover the work</td></tr>
<tr><td colspan="2">Concepts, Knowledge, Skills and Values (CKSV)</td><td colspan="6">Topic 7: Use of the body to communicate, Use of drama and theatre forms and styles to convey non-verbal communication CAPS p: 18
Topic 8: Demonstrate continuous development of vocal skills, Apply skills to interpret an individual text. CAPS p: 19
Topic 11: Understand the workshop (play-building) process in the South African context, Workshop a short play as a group CAPS p: 22</td></tr>
<tr><td colspan="2">Requisite pre-knowledge</td><td colspan="6">Grade 9 Theoretical and Practical Concepts, Skills, Content and Values</td></tr>
<tr><td rowspan="2">ASSESS.</td><td>Informal Ass Remediation</td><td>Theory & Practical</td><td colspan="6">Teachers must continually engage with the learners directly, through question and answer sessions. Teachers must peruse the Learner workbooks and determine where the Curriculum gaps are and where re-teaching is required. The form of engagement either face to face or through the workbook must be either: diagnostic, formative and continuous assessment</td></tr>
<tr><td colspan="2">SBA: Formal Assessment</td><td colspan="6">The three Formal Assessment Tasks are reflected above in weeks 7 and 8</td></tr>
</table>

2020 National Revised ATP: Grade 10 – Term 4: Dramatic Arts

<table>
<tr><th colspan="3">TERM 4
(20 days)</th><th>Week 1
29 Sep - 2 Oct
(5 days)</th><th>Week 2
5 - 9 Oct
(5 days)</th><th>Week 3
12 – 16 Oct
(5 days)</th><th>Week 4
19 – 23 Oct
(5 days)</th><th>Weeks 5, 6, 7, 8, 9, 10, 11.
26 October – 9 December
(33 days)</th></tr>
<tr><td rowspan="5">CURRICULUM PROGRAMME</td><td colspan="2">Topic 12:</td><td colspan="4">Staging Conventions OR Film Conventions: 6 Hours</td><td rowspan="3">TASK 6: END-OF-YEAR EXAMINATION
• Performance Examination: (150)
TASK 7: END – OF – YEAR EXAMINATION
• Written Examination: (150)</td></tr>
<tr><td colspan="2">Topic 13:</td><td colspan="4">Create an integrated individual performance in which each individual performer present three items some of which may be work from previous terms: 10 Hours. Adapted Performance Examination</td></tr>
<tr><td colspan="2">Topic 14:</td><td></td><td></td><td></td><td>Revision: 4 Hours</td></tr>
<tr><td colspan="2">Concepts, Knowledge, Skills and Values (CKSV)</td><td colspan="5">Topic 12: Understand different theatre staging conventions and spaces and how these affect performances, Use performance spaces and staging conventions effectively. CAPS p: 23
Topic 13: Demonstrate an understanding of the selected Theatre form, Develop and apply group performance skills in informal class performance. CAPS p:23
Topic 14: Revision CAPS p: 24</td></tr>
<tr><td colspan="2">Requisite pre-knowledge</td><td colspan="5">Grade 9 Theoretical and Practical Concepts, Skills, Content and Values</td></tr>
<tr><td rowspan="2">ASSESS.</td><td>Informal Ass Remediation</td><td>Theory & Practical</td><td colspan="5">Teachers must continually engage with the learners directly, through question and answer sessions. Teachers must peruse the Learner workbooks and determine where the Curriculum gaps are and where re-teaching is required. The form of engagement either face to face or through the workbook must be either: diagnostic, formative and continuous assessment</td></tr>
<tr><td colspan="2">SBA: Formal Assessment</td><td colspan="5">The three Formal Assessment Tasks are reflected above in weeks 7 and 8</td></tr>
</table>

SUBJECT REQUIREMENTS TERMS 1-4	**Curriculum Coverage in HOURS**	Every week, for a 5-day cycle per week, teachers MUST teach a minimum of **2 hours of Practical** CKSV + a minimum of **2 hours of Theory** CKSV + **1 hour minimum of rehearsals after school**
	Resources & LTSM	Teaching must take place with the following resources in place: Rehearsal room/ double classroom with wooden floor, 4 wooden Cubic's, 4 flats, Textbook, DVDs of Play Texts, Play Texts, The Principal, Circuit Manager and teacher of the school must arrange the attendance of all learners of a live Professional theatre performance at a professional theatre

14. Economics

Revised National Teaching Plan

2020 National Revised ATP: Grade 10 – Term 1: Economics

TERM 1 (48 days)	**Week 1** **15 - 17 Jan** (3 days)	**Week 2** **20 - 24 Jan** (5 days)	**Week 3** **27 – 31 Jan** (5 days)	**Week 4** **3 - 7 Feb** (5 days)	**Week 5** **10 - 14 Feb** (5 days)	**Week 6** **17 - 21 Feb** (5 days)	**Week 7** **24 - 28 Feb** (5 days)	**Week 8** **2 - 6 March** (5 days)	**Week 9** **9 - 13 March** (5 days)	**Week 10** **16 - 20 March** (5 days)
CAPS Topics	**Economics: Basic concepts**		**Basic Economic problem**		**Circular flow and Quantitative elements**			**Business Cycles**		
Concepts, Skills and Values	Branches of Economics; Methods of Economics; Setting of Economics within the field; Relationship with other sciences		Scarcity problem; economic goods and free goods; alternative choices; opportunity cost; production; exchange; consumption; human rights		Circular flow diagram; participants in an economy; closed economy; open economy; factor and product markets; flows of the variables; leakages and injections; GDI and GNI			The phenomenon of business cycles; Indicators; SA business cycles; Time Series composition; cyclical patterns; exogenous and endogenous reasons; effects of business cycles		
Requisite pre-knowledge	Economics concepts in grades 7 and 8 such as: wants; needs; production process; exchange; consumption; etc.		Needs and wants; factors of production; the production process and consumption; products; choice and decision-making; savings; markets, etc.		Basic roles of various participants in the economy; production and consumption process; markets; economic growth; scarcity problem; etc.			Production and consumption; basic function of firms; various other role-players in the economy; economic growth; etc.		
Resources (other than textbook) **to enhance learning**	Questionnaires; worksheets; newspaper clippings; internet; magazines; cartoons on various topics such as inflation; unemployment; case studies; etc.		Publications such as the SA Yearbook; newspaper clippings; internet; Magazines; Cartoons on scarcity; case studies; etc.		Cartoons; newspaper clippings; SA Quarterly Bulletin; You Tube videos; etc.			SARB Quarterly Bulletin; Economics Magazines (e.g. The Economist); TV news bulletins; etc.		
Informal Assessment: Remediation	Class tutorials; Group work; Quizzes; etc.		Class tutorials; Group work; Quizzes; Role Plays; etc.		Informal research / survey activities; peer teaching; debates; class tutorials.			Informal Surveys; class tutorials; case studies; etc.		
SBA (Formal Assessment)	**TASK: Assignment** **50 Marks**				**TASK: Controlled Test** **100 Marks** **(1.5 hours)**					

2020 National Revised ATP: Grade 10 – Term 2: Economics

TERM 2 **(20 days)**	**Week 1** **29 June – 3 July** (5 days)	**Week 2** **6 - 10 July** (5 days)	**Week 3** **13 – 17 July** (5 days)	**Week 4** **20 – 24 July** (5 days)	
CAPS topic	**Dynamics of Markets**	**Dynamics of Markets**	**Dynamics of Markets**	**Revision and consolidation & Assignment**	
Concepts, skills and values	Value; prices; utility; perfect and imperfect markets; ceteris paribus; global markets (effects of electronics); supply and demand; price forming, functions of markets	Value; prices; utility; perfect and imperfect markets; ceteris paribus; global markets (effects of electronics); supply and demand; allocation of resources; price forming, functions of markets	Value; prices; utility; perfect and imperfect markets; ceteris paribus; global markets (effects of electronics); supply and demand; price forming, functions of markets	The Assignment Activity replaces the Research Project in Grade 10. This activity could take any form of questioning techniques, but it is essential that the Examination writing skills are tested. These include skills essential to answer: ● Data-response questions ● Application questions ● Evaluation questions It is always good practice to compile an assignment consisting of various questions covering all three cognitive levels. Monitor progress continuously and guide where necessary. Please allow learners to complete the assignment at school, in class and under supervision. This can be done over several days.	**Cognitive levels** Lower order –30% Middle order-40% Higher order-30%
Requisite pre-knowledge	Markets; market forces of demand and supply; laws of demand and supply; shifts in supply and demand; market in equilibrium; factors of production (resources); etc.	Markets; market forces of demand and supply; laws of demand and supply; shifts in supply and demand; market in equilibrium; factors of production (resources); etc.	Markets; market forces of demand and supply; laws of demand and supply; shifts in supply and demand; market in equilibrium; factors of production (resources); etc.		
Resources (other than textbook) **to enhance learning**	Graph paper; magazines; newspaper articles; TV coverage of economic news; cartoons especially on scarcity; etc.	Graph paper; magazines; newspaper articles; TV coverage of economic news; cartoons especially on scarcity; etc.	Graph paper; magazines; newspaper articles; TV coverage of economic news; cartoons especially on scarcity; etc.		
Informal Assessment: Remediation	Class tutorials; homework activities; role-plays; class work activities, etc.	Class tutorials; homework activities; role-plays; ; class work activities, class tests etc.	Class tutorials; homework activities; role-plays; class work activities, class tests etc.	Concepts from work completed during the previous 3 weeks.	
SBA (Formal Assessment			**TASK: Assignment** **50 Marks with all cognitive levels represented**		

2020 National Revised ATP: Grade 10 – Term 3: Economics

TERM 3 (37 days)	Week 1 03 -07 August (5 days)	Week 2 11 - 14 August (4days)	Week 3 17 – 21 August (5 days)	Week 4 24 – 28 August (5 days)	Week 5 31 Aug – 4 Sept (5 days)	Week 6 07 -11 Sept (5 days)	Week 7 14 -18 Sept (5 days)	Week8 21- 23 Sept (3 days)
CAPS topic	**Production Possibility Curve / Frontier**			**Public Sector Intervention**		**Growth, development and globalisation**	**Population and labour force**	
Concepts, skills and values	Phenomenon; choice; scarcity; production possibilities curve determined by internal and external factors; consequences on inefficiencies; maximum satisfaction by using indifference curve on consumption and production			Indirect taxes; subsidies; welfare; maximum and minimum price / ceiling and floor prices; production; minimum wages;		•Early economic development and emergence of trade:- self-sufficiency and dependence on agriculture, barter, trade and emergence of money •Evolution of markets: - surplus production, trade and transport - specialisation of labour , mercantile Law and the development of business forms with particular reference to commercial law - technological progress •Governments and the regulation of markets: - state involvement in trade, - taxation and mobilisation of finance for investment in infrastructure • industrial development: - manufacturing , - technological progress, the mobilisation of energy and mechanisation of production	Population size: population growth; natural growth rate; demographic cycle; projected population growth rate; migration; Labour force: age distribution; numbers; unemployment; geographic distribution;	
Requisite pre-knowledge	Graphing; factors of production; consumption vs. production; production process and economic principle of Economic Efficiency; etc.			Roles of the government, government revenue; National budget; public goods; etc.		Standard of living (Grade 8) Markets in general; demand and supply; industry; economic development; etc.	Inequality and poverty; education and skills; sustainable job opportunities; unemployment; etc.	
Resources (other than textbook) **to enhance learning**	Posters; cartoons; You Tube videos; Magazines; etc.			National budget speech summary; Government departments publications; Cartoons on Government, taxes, prices and production;		Posters; economic / financial magazines; newspaper clippings; internet; etc.	Economic newspapers; TV and radio bulletins; internet; SA Yearbook; Statistics SA data and SARB Quarterly Bulletin.	
Informal Assessment: Remediation	Class tutorials; homework activities; peer teaching (presentations); class tests, etc.			Debates; case studies; class tutorials; ; class work activities, class tests, etc.		Case study; class tutorials; group activity with oral presentations; ; class work activities, etc.	Discussions; debates; case study; investigation tasks; ; class work activities ,class tests, etc.	
SBA (Formal Assessment			**TASK: Case Study 50 marks**					

2020 National Revised ATP: Grade 10 – Term 4: Economics

<table>
<tr><th>TERM 4
(53 days)</th><th colspan="2">Week 1
28 Sep - 2 Oct
(5 days)
Week 2
5- 9 Oct
(5 days)</th><th colspan="2">Week 3
12 – 16 Oct
(5 days)
Week 4
19 - 23 Oct
(5 days)</th><th colspan="2">Week 5
26 - 30 Oct
(5 days)
Week 6
02 – 05 Nov
(5 days)</th><th>Week 7 -8
09 Nov – 20 Nov
(10 Days)</th><th>Weeks 9 to 11
23 Nov – 9 Dec
(13 days)</th></tr>
<tr><td>CAPS topic</td><td colspan="2">Economic issues of the day:
Unemployment</td><td colspan="2">Labour relations</td><td colspan="2">Economic redress</td><td rowspan="3">Revision and consolidation</td><td rowspan="3">TASK 5 FINAL EXAMINATIONS
<table><tr><th colspan="3">ECONOMICS GR.10</th></tr><tr><th>PAPER 1
150 MARKS - 2 HOURS</th><td></td><th>PAPER 2
150 MARKS - 2 HOURS</th></tr><tr><td>MAIN TOPIC
MACROECONOMICS</td><td></td><td>MAIN TOPIC
MICROECONOMICS</td></tr><tr><td>TOPICS
● Basic concepts
• Basic economic problem
• Circular flow & Quantitative elements
● Business cycles</td><td></td><td>TOPICS
● Dynamics of markets
● Production possibility curve
● Public sector intervention</td></tr><tr><td>MAIN TOPIC
ECONOMIC PURSUITS</td><td></td><td>MAIN TOPIC
CONTEMPORARY ECONOMIC ISSUES</td></tr><tr><td>TOPICS
● Economic growth and development and Globalisation
● Population & Labour force</td><td></td><td>TOPICS
● Unemployment
● Labour relations
● Economic redress</td></tr></table>Cognitive levels
Lower order –30%
Middle order-40%
Higher order-30%</td></tr>
<tr><td>Concepts, skills and values</td><td colspan="2">Nature of unemployment: numbers; unemployment rate; South African unemployment phenomenon; Causes of unemployment; consequences of unemployment; Approaches to solve unemployment: growth of production; public works programmes; Economically marginalised groups</td><td colspan="2">Labour force in a South African context: demand and supply for labour; Interaction of demand and supply; Put more emphasis on the concepts and the role each plays in labour relations and the labour markets
Labour Relations Act: self-government; majorification; consultation;
Labour rights and conventions: BCEA; LRA; COIDA;
Collective bargaining process: Bargaining councils; labour unions; commission for conciliation; arbitration; mediation; workplace forums; CCMA
Labour courts: Powers; Representation before Labour courts</td><td colspan="2">Redress and reconstruction: factors of production; Democratisation of economic procedures: labour legislation; public hearing; NEDLAC; Self-regulating bodies
Macro-economic adaptations: economic performance; employment; income inequality; poverty; stability</td></tr>
<tr><td>Requisite pre-knowledge</td><td colspan="2">Unemployment; labour as a factor of production; economically active population; income inequality; discrimination; etc.</td><td colspan="2">Labour as a factor of production; households as owners of factors of production; government role in economic activity; trade unions; etc.</td><td colspan="2">Factors of production, influence of National budget (Grade 8), Standard of living (Grade 8)</td></tr>
</table>

Resources (other than textbook) **to enhance learning**	Cartoons; Magazines on Economics; newspaper clippings; Department of Labour statistics; etc.	Cartoons; Magazines on Economics; newspaper clippings; Department of Labour statistics coverage; etc.	Internet; Cartoons on population, unemployment, and migration; Statistics from the Department of Labour and Statistics SA.		
Informal Assessment: Remediation	Case study; class tutorials; group activity with oral presentations; ; class work activities, etc.	Debates; discussions; case studies; investigations; oral presentations; ; class work activities, class tests, etc.	Debates; discussions; case studies; investigations; oral presentations; class work activities, class tests etc.		
SBA (Formal Assessment	**TASK 5: End of the year Examination**				

15. Electrical Technology – Digital Electronics

Revised National Teaching Plan

2020 National Revised ATP: Grade 10 – Term 1: Electrical Technology (Digital)

TERM 1 (48 days)	**Week 1 15 - 17 Jan** (3 days)	**Week 2 20 - 24 Jan** (5 days)	**Week 3 27 – 31 Jan** (5 days)	**Week 4 3 - 7 Feb** (5 days)	**Week 5 10 - 14 Feb** (5 days)	**Week 6 17 - 21 Feb** (5 days)	**Week 7 24 - 28 Feb** (5 days)	**Week 8 2 - 6 March** (5 days)	**Week 9 9 - 13 March** (5 days)	**Week 10 16 - 20 March** (5 days)
CAPS Topics	Occupational Health and Safety	Occupational Health and Safety	Tools and Measuring Instruments	Tools and Measuring Instruments	Tools and Measuring Instruments	Basic Principles of Electricity	Basic Principles of Electricity	Basic Principles of Electricity	Basic Principles of Electricity	Basic Principles of Electricity
Topics /Concepts, Skills and Values	**Responsibilities** • What are your rights in the workshop? • What are your responsibilities in the workshop? **General Workshop Rules** • Housekeeping (Health hazards, safety hazards, workshop layout, workshop management) **Workshop Safety** • Unsafe acts • Unsafe conditions • Walkways (Colour codes), store areas, other designated areas	**Basic First Aid** • What is HIV/AIDS and infectious disease? • How are diseases transferred? • What to do when someone is bleeding • What to do when someone has been burnt • What to do in case of electrical shock • How to administer CPR **Practical:** Perform a first aid exercise (Choose a topic from basic first aid)	**Identification of the Parts, Functions of Parts, Care, Maintenance, Correct and Safe Use of the following Tools:** • Screwdrivers (Flat and Phillips) • Files (Flat, Square, Round, Triangular and Half round) • Side Cutter • Long Nose pliers • Combination pliers • Wire Stripper • Utility Knife • Soldering Iron • Solder Sucker	**Practical Skills and Techniques** (These skills will be practiced in this week and honed throughout the year) • Safe and correct use of tools (Choose at least 4 specific tools on which skills will be practiced) • Introductory soldering / de-soldering skills Introductory Printed Circuit Board Manufacturing skills	**Safe Use and Care of Instruments** (These skills will be practiced in this week and honed throughout the year) • Continuity Tester • Analog Multimeter (Focus on demonstrations) • Digital Multimeter • Megger / Insulation Tester • The Oscilloscope (Teacher to set up instrument) **Practical:** Conduct simple continuity tests using the multimeter	**Atomic Theory** • Theory of current flow (Electron flow vs. Conventional current flow) • Resistive characteristics of different materials • Conductors, semiconductors, insulators • What is a conductor / semiconductor / insulator? • 2-3 examples of each and their characteristics. No further theory needed • A wire is a conductor, but not all conductors are made of wire (Electrical shock and safety)	**The Resistor** • What is a resistor? • Composition of a resistor • Types of resistors • Tolerance (Indicated value vs. measured value) (2% and 5%) • Colour code of resistors (4 band and 5 band resistors) • Power vs. size (1/8W, 1/4W, 1/2W, 2W and 5W) • Measuring the value of resistors • Calculating the value of resistors • Potentiometer (Construction, functional	**Ohms Law** Ohm's Law: $V = IR\ (\Omega)$ Verify Ohm's Law with calculations • Pay attention to prefixes and unit conversions **Series Circuit as Voltage Divider** • Kirchhoff's Voltage Divider: o $V_T = V_1 + V_2 + \cdots V_n\ (V)$ **Parallel Circuit as a Current Divider** • Kirchhoff's Current Divider	**Series / Parallel Circuits** • Calculations on combination circuits containing ➢ 1 x Series and 2 x Parallel ➢ 2 x Series and 2 x Parallel ➢ 3 x Series and 3 x Parallel **Practical:** Measure voltage and current in a Series / Parallel Circuit ➢ 1 x Series and 2 x Parallel ➢ 2 x Series and 2 x Parallel 3 x Series and 3 x Parallel	**Power** • Definition of Power • Power calculations: o $P_T = VI\ (W)$ o $P_T = I^2 R\ (W)$ o $P_T = \frac{V^2}{R}\ (w)$ **Practical:** Apply power calculations to Series / Parallel circuits

	• Information and safety signs • Signs in the workshop • Information signs • Safety signs • Prohibition signs • Fire Safety signs • Regulatory signs **Note:** Clean the workshop on a weekly basis **Emergency Procedures** • Placement of the Master Switch • Critical versus non-critical emergencies • Medical emergencies • Electrical shock / Electrocution procedures • Evacuation procedures • Principles of fire fighting **Practical:** Perform an evacuation exercise for the workshop	**Chemical Safety** (Printed Circuit Board Manufacturing) • Personal protection equipment • Handling chemicals (Mixing of chemicals, disposing of chemicals, corrosive chemicals) • Where to work with chemicals (Ventilation, lighting, designated area) • Chemical processes in making PCBs (Preparing PCBs, developing the circuitry, etching the board, protecting the board) Environmental considerations	• Electric Hand Drill / Drill Press / PCB Drill (Dremel) • Hack Saw (Junior Hack Saw) • Breadboard • Fish Tape / Draw Wire Bending Spring			• Types of materials used as conductors: copper, aluminum, gold, silver, steel and nickel chrome wire • Specific resistance (No calculations) Negative and positive temperature coefficient. (No calculations)	operation, symbols) Rheostat (Difference between a Potentiometer and Rheostat (Construction, functional operation, symbols)	(combination circuits with calculations): o $I_T = I_1 + I_2 ... + I_n\ (A)$		
Requisite pre-knowledge										

Resources (other than textbook) **to enhance learning**		OHS act - Safety signs in workshop First aid training manuals Educational videos and IT related resources	OHS act - Safety signs in workshop First aid training manuals PCB Development equipment Educational videos and IT related resources	Tools and Measuring Instruments Educational videos and IT related resources	Educational videos and IT related resources. Old question papers Educational videos and IT related resources	Educational videos and IT related resources. Old question papers. Tools and Measuring Instruments	Educational videos and IT related resources. Old question papers.	Educational videos and IT related resources. Old question papers.	Educational videos and IT related resources. Old question papers.	Educational videos and IT related resources. Old question papers. Electrical measuring instruments, Power supply	Educational videos and IT related resources. Old question papers. Electrical measuring instruments, Power supply
Assessment	**Informal Assessment :** Remediation	Class work/case studies/worksheets/homework/ (theory and practical work)									
	SBA (Formal)	**TASKS 1 and 2: PAT Simulations 1 and 2 completed**								**Preparation for assignment**	**TASK 3: Assignment (50)**

2020 National Revised ATP: Grade 10 – Term 2: Electrical Technology (Digital)

TERM 2 **(39 days)**	**Week 1** **29 June - 3 July** (5 days)	**Week 2** **6 - 10 July** (5 days)	**Week 3** **13 - 17 July** (5 days)	**Week 4** **20 - 24 July** (5 days)
CAPS Topics	**Power Sources**	**Power Sources**	**Power Sources**	Revision and Practical
Topics /Concepts, Skills and Values	**Energy** • What is energy? • Primary source of energy (The Sun) • Sources of energy (Wind, Sun, Coal, Nuclear, Geothermal, Hydro) • Storing energy (ways in which energy can be conserved / stored) **The Electric Cell** • The Voltaic Cell • Operation of the Voltaic Cell • Diagram of the cell • Advantages / disadvantages **Primary Cells vs. Secondary Cells** • Lead Acid Battery • Principle of operation • Basic construction • Advantages / disadvantages • Applications • Safety considerations • Lithium Ion (Li-ion) or Lithium Polymer (Li-Po) Battery • Principle of operation • Advantages / disadvantages • Applications Safety considerations	**Alternative Energy** • Solar / Photovoltaic Cell ➢ Symbol ➢ Basic principle of operation ➢ Basic construction / composition ➢ Advantages / disadvantages ➢ Functional Application ➢ Solar Cell vs. Solar Panel ➢ Generating electricity from the sun ➢ Reasons for using regulators ➢ Reasons for using batteries with solar panels ➢ Block diagram of a solar electricity generation system for domestic use. **Potential Difference (PD)** • Understanding the concept of PD ○ $V = \frac{E}{Q}$ (Volt) **Electromotive Force (EMF)** • Understanding the concept of EMF • Difference between EMF and PD ○ $V_{EMF} = V_{PD} + V_r$ (Volt) **Internal Resistance** • What is Internal Resistance? • Advantages / disadvantages of Internal resistance • Internal resistance calculations ○ $E_{EMF} = IR + Ir$ (Volt)	**Capacity and Power (VA) Rating** • Understanding the concept of voltage drop and current drain due to overload • Determine how long a battery will be able to deliver current to a load • Calculations: Ampere Hour ○ $Battery\ Capacity = I_{Charge} \times T_{Charge}$ (AH) **Practical:** Calculate internal resistance of a cell / battery in series with a resistor **Connecting Cells in Series** • Voltage and current rating • $V_T = V_1 + V_2 + \cdots V_n\ (V)$ **Practical:** Connect cells in series to form a battery. Measure voltage and current $I_T = I_1 = I_2 = \cdots I_n\ (A)$ **Connecting Cells in Parallel** • Voltage and current rating • $V_T = V_1 = V_2 = \cdots V_n\ (V)$ • $I_T = I_1 + I_2 + \cdots I_n\ (A)$ • Safety considerations	**Practical:** Connect cells in parallel to increase capacity. Measure voltage and current across different loads

Requisite pre-knowledge		Basic Principles of Electricity	Basic Principles of Electricity	Basic Principles of Electricity	Basic Principles of Electricity
Resources (other than textbook) **to enhance learning**		Educational videos and IT related resources. Old question papers	Educational videos and IT related resources. Old question papers. Tools and Measuring Instruments	Educational videos and IT related resources. Old question papers.	Electrical measuring instruments, Power supply
Assessment	**Informal Assessment: Remediation**	**(Classwork / Case studies / Worksheets / Homework / Theory and Practical etc.)**			
	SBA (Formal)	Term 2 – None (June examination will be excluded) The legislation governing workplaces in relation to COVID – 19 is the Occupational Health and Safety Act, Act 85 of 1993, as amended, read with the Hazardous Biological Agents Regulations. Section 8 (1) of the Occupational Health and Safety (OHS) Act, Act 85 of 1993, - Safe work practices are types of administrative controls that include procedures for safe and proper work used to reduce the duration, frequency, or intensity of exposure to a hazard. Examples of safe work practices for SARS-CoV-2 include. Requiring regular hand washing or using of alcohol-based hand rubs. Learners and teachers should always wash hands when they are visibly soiled and after removing any PPE. Keep safe distances and wear a mask at all times. See the document on the workshop safety measures.			

2020 National Revised ATP: Grade 10 – Term 3: Electrical Technology (Digital)

TERM 3 (21 days)	Week 1 3 - 7 Aug (5 days)	Week 2 11-14 Aug (4 days)	Week 3 17 - 21 Aug (5 days)	Week 4 24 - 28 Aug (5 days)	Week 5 31 Aug - 4 Sept (5 days)	Week 6 7 Sept - 11 Sept (5 days)	Week 7 14-18 Sept (5 days)	Week 8 21 - 23 Sept (3 days)
CAPS Topics	**Electronic Components**	**Electronic Components**	**Electronic Components**	**Electronic Components**	**Electronic Components**	**Logics**	**Logics**	**Logics**
Topics /Concepts, Skills and Values	**Introduction of Electronic Components** • What are electronic components? • Purpose of electronic components • Considerations when obtaining electronic components **Types of Components** • Switches (Functional operation, symbols) • SPST, SPDT, DPST, DPDT • Rotary Switch • Slide switches • Magnetic switches • Key switches • Applications and practical in simple circuits **Practical:** Identify / test / measure different electronic components	**The Capacitor** • Composition, construction, functional operation, symbol, characteristics curves and values • Basic principles of electrostatic charge ○ $Q = VC$ (Coulomb) • Time constant ○ $t = RC$ (Seconds) ○ $T = 5RC$ (Seconds) • Charging rates and time constant including curves and calculations. ○ $V_{capacitor} = V_{supply} \times 0.636$ (Volt) ○ $I_{capacitor} = I_{max} \times 0.364$ (Amp) • Graph • Application of capacitors in DC (Examples of smoothing circuit and RC time constant) • Capacitors in series ○ $\frac{1}{C_T} = \frac{1}{C_1} + \frac{1}{C_2} \ldots\ldots + \frac{1}{C_n}$ (Farad) • Capacitors in parallel ○ $C_T = C_1 + C_2 + C_n$ (Farad) **Practical:** Calculation of charge: $Q = VC$ **Practical:** Calculation of total capacitance in series (2,3 and 4 capacitors **Practical:** Calculation of total capacitance in parallel (2,3 and 4 capacitors **Practical:** Charging characteristics of the capacitor. Include drawing of graph from data.	**Practical:** Calculation of charge: $Q = CV$ Calculation of total capacitance in series (2, 3 and 4 capacitors) Calculation of total capacitance in parallel (2, 3 and 4 capacitors) Charging characteristics of the capacitor. Include drawing of graph	**Protective Devices** • Fast Blow and Slow Blow fuses ➢ Basic working principles ➢ Construction and parts ➢ Testing **Diode** • Symbol • Diode as a polarised component • Forward Biasing (Concept only) • Reverse Biasing (Concept only) • Current flow through the diode • Voltage across the diode • Application as a rectifier	**Practical:** Test the Diode and LED for correct function and polarity using a multimeter **LED** • Symbol • LED as a polarized component • Forward Biasing (Concept only) • Reverse Biasing (Concept only) • Current flow through the diode • Voltage across the LED • The Series Resistor ○ $R_{series} = \frac{V_T - V_{Led}}{I_{LED}}\ \Omega$	**Introduction to Logics** ➢ Digital and Analogue (Explain the difference) ➢ The use of number systems in digital electronics ➢ Decimal to Binary	**Introduction to Logics** ➢ Binary to Decimal Addition and subtraction of Binary (Test in Decimal	**Truth Table & Boolean Expression** (IEC IEC and American Symbols) • Basic 2 input logic functions of: ➢ NOT ➢ AND ➢ NAND (Combination of AND gate and a NOT gate) ➢ OR ➢ NOR (Combination of OR and NOT) ➢ X-OR ➢ X-NOR • Equivalent circuits using switches to simulate gates

Requisite pre-knowledge		Basic Principles of Electricity	Basic Principles of Electricity		Basic Principles of Electricity	Basic Principles of Electricity	Basic Principles of Electricity			Introduction to Logics
Resources (other than textbook) **to enhance learning**		Educational videos and IT related resources. Old question papers. Electronic Components, Electrical measuring instruments,	Educational videos and IT related resources. Old question papers		Educational videos and IT related resources. Old question papers, Electronic Components, Electrical measuring instruments, Power supply	Educational videos and IT related resources. Old question papers	Educational videos and IT related resources. Old question papers. Electronic Components, Electrical measuring instruments, Power supply	Educational videos and IT related resources. Old question papers.	Educational videos and IT related resources. Old question papers.	Educational videos and IT related resources. Old question papers.
Assessment	**Informal Assessment:** Remediation	Class work/case studies/worksheets/homework/ (theory and practical work)								
	SBA (Formal)	**: PAT Simulations 3 completed** **The legislation governing workplaces in relation to COVID – 19 is the Occupational Health and Safety Act, Act 85 of 1993, as amended, read with the Hazardous Biological Agents Regulations. Section 8 (1) of the Occupational Health and Safety (OHS) Act, Act 85 of 1993, -** **Safe work practices are types of administrative controls that include procedures for safe and proper work used to reduce the duration, frequency, or intensity of exposure to a hazard. Examples of safe work practices for SARS-CoV-2 include. Requiring regular hand washing or using of alcohol-based hand rubs. Learners and teachers should always wash hands when they are visibly soiled and after removing any PPE. Keep safe distances and wear a mask at all times.** **See the document on the workshop safety measures.**							*Preparation for* ***Term 3 Control Test***	**TASK 5: Control Test (50)**

2020 National Revised ATP: Grade 10 – Term 4: Electrical Technology (Digital)

TERM 4 (21 days)	**Week 1 28 Sept - 2 Oct** (5 days)	**Week 2 5-9 Oct** (5 days)	**Week 3 12 - 16 Oct** (5 days)	**Week 4 19 - 23 Oct** (5 days)	**Week 5 26 - 30 Oct** (5 days)	**Week 6 2 - 6 Nov** (5 days)	**Week 7 9 - 13 Nov** (5 days)	**Week 8 16 - 20 Nov** (5 days)	**Week 9 23 - 27 Nov** (5 days)	**Week 10-12 30 Nov – 9 Dec** (13 days)
CAPS Topics	Logics	Logics	Principles of Magnetism	Principles of Magnetism	Principles of Magnetism	Revision	Exam	**Exam**	Exam	Exam
Topics /Concepts, Skills and Values	**Diode Logic** • Principle of operation of Diode Logic • Equivalent circuit diagrams of Logic gates using Diode Logic **Practical:** Simulation of logic circuits using Diode Logic. AND, OR, NAND, NOR, X-NOR	**Combinational Circuits** • Definition of combinational circuits • Combinational circuits using 2, 3 and 4 Operands • Truth Table & Boolean Expression (IEC and American Symbols) • Basic 2 input logic functions of combinational circuits • AND/OR/NOT/NOR/NAND / XOR / XNOR 4 x 2-input Gate combinations maximum **Practical:** Simulation of combinational logic circuits using Logic ICs	**Introduction to Magnetism** • Define magnetism e.g. natural, electro-magnetism • Basic principles of magnetism • Rules of magnetism **Magnetic Fields** • Magnetic Flux (Φ) • Flux density (β) • Inductance (L) • Definition of an Inductor **Demonstration:** Oersted's experiment (Screwdriver rule **Demonstration:** Magnetic fields around a permanent magnet using iron filings	**Types of Inductors and Inductor Cores** • Air Core • Laminated Core • Ferrite Core • Torroid Core **Demonstration:** Magnetic field around a coil using iron filings **Demonstration:** Magnetic field around a coil with and without a core **Calculations:** • Coils in series (Inductor) o $L_{series} = L_1 + L_2 + \cdots L_n\ (Henry)$ • Coils in parallel (Inductor) ○ $\frac{1}{L_{parallel}} = \frac{1}{L_1} + \frac{1}{L_2} + \cdots \frac{1}{L_n}\ (Henry)$	**Functional Operation and Application of Relays / Solenoids** • Symbol • Principal of operation • Construction of a relay • Parts of a relay • Normally open / Normally closed **Practical:** Testing a relay using a multimeter **Demonstration:** Wire a relay and light to a switch and operate the relay **Demonstration:** Latching Circuit with a relay					

Requisite pre-knowledge		Introduction to Logics	Introduction to Logics	Introduction to Electricity	Introduction to Electricity	Introduction to Electricity					
Resources (other than textbook) **to enhance learning**		Educational videos and IT related resources. Old question papers. Electronic Components, Electrical measuring instruments,	Educational videos and IT related resources. Old question papers	Educational videos and IT related resources. Old question papers, Electronic Components, Electrical measuring instruments, Power supply	Educational videos and IT related resources. Old question papers	Educational videos and IT related resources. Old question papers. Electronic Components, Electrical measuring instruments, Power supply					
Assessment	**Informal Assessment:** Remediation	**TASK 6: PAT Section 1 and 2 of project completed**									
	SBA (Formal)						*Preparation for Terml* ***4 Examination***	**FINAL EXAM: 200 marks 3 hours**			

16. Electrical Technology – Electronics

Revised National Teaching Plan

2020 National Revised ATP: Grade 10– Term 1: SUBJECT: Electrical Technology (Electronics)

TERM 1 (48 days)		Week 1 15 - 17 Jan (3 days)	Week 2 20 - 24 Jan (5 days)	Week 3 27 – 31 Jan (5 days)	Week 4 3 - 7 Feb (5 days)	Week 5 10 - 14 Feb (5 days)	Week 6 17 - 21 Feb (5 days)	Week 7 24 - 28 Feb (5 days)	Week 8 2 - 6 March (5 days)	Week 9 9 - 13 March (5 days)	Week 10 16 - 20 March (5 days)
CAPS Topics		**Occupational Health and Safety**	**Occupational Health and Safety**	**Tools and measuring instruments**	**Tools and measuring instruments**	**Tools and measuring instruments**	Basic Principles of Electricity	Basic Principles of Electricity	Basic Principles of Electricity	Basic Principles of Electricity	Basic Principles of Electricity
Topics /Concepts, Skills and Values		**Responsibilities** • What are your rights in the workshop? • What are your responsibilities in the workshop? **General Workshop Rules** • Housekeeping Workshop Safety • Unsafe acts & conditions, etc. **Emergency Procedures** • Placement of the Master Switch, etc.	**Basic First Aid** • What is HIV/AIDS and infectious disease? • How are diseases transferred? • What to do when someone is bleeding, etc. **Chemical Safety** • Personal protection equipment • Handling chemicals, etc.	**Identification of the parts, functions, care, correct and safe use of the following tools:** • Screwdrivers (Flat and Phillips) • Files (Flat, Square, Round, Triangular and Half round) • Side Cutter • Long Nose pliers • Combination pliers, etc.	**Practical Skills and Techniques** • Safe and correct use of tools (Choose at least 4 specific tools on which skills will be practiced) • Introductory soldering / de-soldering skills • Introductory Printed Circuit Board manufacturing skills	**Safe Use and Care of Instruments** • Continuity Tester • Analog Multimeter (Focus on demonstrations) • Digital Multimeter • Megger / Insulation Tester • The Oscilloscope (Teacher to set up instrument)	**Atomic Theory** • Theory of current flow (Electron flow vs. conventional current flow) • Resistive characteristics of different materials • Conductors, semiconductors, insulators, etc.	**The Resistor** - What is a resistor? - Composition of a resistor - Types of resistors - Tolerance - Colour code of resistors - Power vs. size - Measuring and - Calculating the value of resistors - Potentiometer - Rheostat	**Ohms Law** - Ohm's law: - Verify Ohm's calculations - Pay attention to prefixes and unit conversions Series circuit as voltage divider - Kirchhoff's Voltage o - Resistors in series Parallel circuit as a current divider	**Series / Parallel Circuits** • Calculations on combination circuits containing: • 1 x Series and 2 x Parallel • 2 x Series and 2 x Parallel • 3 x Series and 3 x Parallel	**Power** • Definition of Power • Power calculations:
Requisite pre-knowledge											
Resources (other than textbook) **to enhance learning**		Educational videos and IT related resources	Educational videos and IT related resources	Educational videos and IT related resources	Educational videos and IT related resources	Educational videos and IT related resources	Educational videos and IT related resources	Educational videos and IT related resources	Educational videos and IT related resources	Educational videos and IT related resources	Educational videos and IT related resources
Assessment	**Informal Assessment:** Remediation	**(Classwork / Case studies / Worksheets / Homework / Theory and Practical etc.)**									
	SBA (Formal)	**Task 1 & 2: PAT Simulations 1 and 2 completed**						**Preparation for assignment**		**TASK 3: Assignment (50)**	

TERM 2 **(19 days)**	**Week 1** **29 June – 3 July** (5 days)	**Week 2** **6 - 10 July** (5 days)	**Week 3** **13-17 July** (5 days)	**Week 4** **20 - 24 July** (4 days)	
CAPS Topics	**Power Sources**	**Power Sources**	**Power Sources**	**Electronic Components**	
Topics /Concepts, Skills and Values	**Energy** • What is energy? • Primary source of energy (The Sun) • Sources of energy (Wind, Sun, Coal, Nuclear, Geothermal, Hydro) • Storing energy (ways in which energy can be conserved / stored) **The Electric Cell** • The Voltaic Cell • Operation of the Voltaic Cell • Diagram of the cell • Advantages / disadvantages **Primary Cells vs. Secondary Cells** • Lead Acid Battery • Principle of operation • Basic construction • Advantages / disadvantages • Applications • Safety considerations • Lithium Ion (Li-ion) or Lithium Polymer (Li-Po) Battery • Principle of operation • Advantages / disadvantages • Applications Safety considerations	**Alternative Energy** • Solar / Photovoltaic Cell ➢ Symbol ➢ Basic principle of operation ➢ Basic construction / composition ➢ Advantages / disadvantages ➢ Functional Application ➢ Solar Cell vs. Solar Panel ➢ Generating electricity from the sun ➢ Reasons for using regulators ➢ Reasons for using batteries with solar panels ➢ Block diagram of a solar electricity generation system for domestic use. **Potential Difference (PD)** • Understanding the concept of PD ○ $V = \frac{E}{Q}$ (Volt) **Electromotive Force (EMF)** • Understanding the concept of EMF • Difference between EMF and PD ○ $V_{EMF} = V_{PD} + V_r$ (Volt) **Internal Resistance** • What is Internal Resistance? • Advantages / disadvantages of Internal resistance • Internal resistance calculations ○ $E_{EMF} = IR + Ir$ (Volt) ○ $R_{TOTAL} = R + r$ (Ω)	**Capacity and Power (VA) Rating** • Understanding the concept of Voltage Drop and Current Drain due to overload • Determine how long a battery will be able to deliver current to a load • Calculations: Ampere Hour ○ $Baterry\ Capacity = I_{charge} \times T_{charge}$ (AH) **Practical:** Calculate Internal resistance of a Cell / Battery in series with a resistor **Connecting Cells in Series** • Voltage and current rating ○ $V_T = V_1 + V_2 \ldots\ldots + V_n$ (V) ○ $I_T = I_1 + I_2 \ldots\ldots + I_n$ (A) **Practical:** Connect cells in series to form a battery. Measure voltage and current. **Connecting Cells in Parallel** • Voltage and current rating ○ $V_T = V_1 = V_2 = \cdots V_n$ (V) ○ $I_T = I_1 + I_2 \ldots\ldots + I_n$ (A) **Practical:** Connect cells in parallel to increase capacity. Measure voltage and current across different loads.	**Introduction of Electronic Components** • What are electronic components? • Purpose of electronic components • Considerations when obtaining electronic components **Types of Components** • Switches (Function operation, symbols) • SPST, SPDT, DPST, DPDT • Rotary Switch • Slide switches • Magnetic switches • Key switches • Applications and practical in simple circuits **Practical:** Identify/test/measure different electronic components	

Requisite pre-knowledge		Basic Principles of Electricity	Basic Principles of Electricity	Basic Principles of Electricity	Basic Principles of Electricity	
Resources (other than textbook) **to enhance learning**		Educational videos and IT related resources	Educational videos and IT related resources	Educational videos and IT related resources	Educational videos and IT related resources	
Assessment	**Informal Assessment:** Remediation	**(Classwork / Case studies / Worksheets / Homework / Theory and Practical etc.)**				
	SBA (Formal)	**Term 2 – No June examination** The legislation governing workplaces in relation to COVID – 19 is the Occupational Health and Safety Act, Act 85 of 1993, as amended, read with the Hazardous Biological Agents Regulations. Section 8 (1) of the Occupational Health and Safety (OHS) Act, Act 85 of 1993, - Safe work practices are types of administrative controls that include procedures for safe and proper work used to reduce the duration, frequency, or intensity of exposure to a hazard. Examples of safe work practices for SARS-CoV-2 include. Requiring regular hand washing or using of alcohol-based hand rubs. Learners and teachers should always wash hands when they are visibly soiled and after removing any PPE. Keep safe distances and wear a mask at all times. See the document on the workshop safety measures. **Revised PAT guidelines to be provided by DBE**				

2020 National Revised ATP: Grade 10– Term 3: SUBJECT: Electrical Technology (Electronics)

TERM 3 (37 days)	Week 1 3 - 7 Aug (5 days)	Week 2 10 - 14 Aug (4 days)	Week 3 17 - 21 Aug (5 days)	Week 4 24 - 28 Aug (5 days)	Week 5 31 Aug – 4 Sept (5 days)	Week 6 7 - 11 Sept (5 days)	Week 7 14 - 18 Sept (5 days)	Week 8 21 - 23 Sept (3 days)
CAPS Topics	**Electronic Components**	**Electronic Components**	**Electronic Components**	**Communication Systems**	**Communication Systems**	**Communication Systems**	**Test**	**Test**
Topics /Concepts, Skills and Values	**The Capacitor** • Composition, construction, functional operation, symbol, characteristics curves and values • Basic principles of electrostatic charge ○ $Q = VC$ (Coulomb) • Time constant ○ $t = RC$ (Seconds) ○ $T = 5RC$ (Seconds) • Charging rates and time constant including curves and calculations. ○ $V_{capacitor} = V_{supply} \times 0.636$ (Volt) ○ $I_{capacitor} = I_{max} \times 0.364$ (Amp) • Graph • Application of capacitors in DC (Examples of smoothing circuit and RC time constant) • Capacitors in series ○ $\frac{1}{C_T} = \frac{1}{C_1} + \frac{1}{C_2} \ldots\ldots + \frac{1}{C_n}$ (Farad) • Capacitors in parallel ○ $C_T = C_1 + C_2 + C_n$ (Farad) **Practical:** Calculation of charge: $Q = VC$	**Protective Devices** • Fast Blow and Slow Blow fuses ➢ Basic working principle ➢ Construction and parts ➢ Testing Diode • Symbol • Diode as a polarised component • Forward biasing (concept only) • Reverse biasing (concept only) • Current flow through the diode • Voltage across the diode • Application as a rectifier LED • Symbol • LED as a polarised component • Forward biasing (concept only) • Reverse biasing (concept only) • Current flow through the diode • Voltage across the diode • The Series Resistor	**Practical:** Test the diode and LED for correct function and polarity using a multimeter **Practical:** Calculate the value of the series resistor needed to protect an LED. Test the circuit on a breadboard using the calculated values **Practical:** Build a half wave rectifier using a diode and 50 Hz supply – display on Oscilloscope **Practical:** Build a full wave rectifier using a diode bridge (4 diodes / 2 diodes)	**Introduction to Communication Systems** • Purpose of communication systems • Types of communication systems (What are they?) • Commercial broadcasting (SABC, FM Radio and DSTV etc) • Commercial communication (Telephone systems, security companies, air traffic control, cell phones etc) • Community communication (Disaster management, emergency services, amateur radio, research etc) • Internet communication • Computer networks **Radio Communication – Basic Concepts of:** • A radio • An electromagnetic radio wave • Transmitter	**Principles of modulation** • Frequency • Wavelength • Speed of radio frequency • Units of frequency	**Radio Antenna** • The relationship between frequency and wavelength – No calculation • Types of radio antenna • Omni directional antenna ¼ ʎ • Dipole ½ ʎ • Directional antenna – Yagi-Uda array • Standing Wave Radio (SWR) Good vs. bad SWR Antenna Gain (Gain over an Isotropic antenna)		

		Practical: Calculation of total capacitance in series (2,3 and 4 capacitors **Practical:** Calculation of total capacitance in parallel (2,3 and 4 capacitors **Practical:** Charging characteristics of the capacitor. Include drawing of graph from data.	○ $R_{series} = \frac{V_T - V_{LED}}{I_{LED}}$ (Ω)		• Receiver • Feed line • Antenna • Interference & electromagnetic compatibility				
Requisite pre-knowledge		Basic Principles of Electricity	Basic Principles of Electricity	Basic Principles of Electricity					
Resources (other than textbook) **to enhance learning**		Educational videos and IT related resources	Educational videos and IT related resources	Educational videos and IT related resources	Educational videos and IT related resources	Educational videos and IT related resources	Educational videos and IT related resources		
Assessment	**Informal Assessment:** Remediation	**(Classwork / Case studies / Worksheets / Homework / Theory and Practical etc.)**							
	SBA (Formal)	The legislation governing workplaces in relation to COVID – 19 is the Occupational Health and Safety Act, Act 85 of 1993, as amended, read with the Hazardous Biological Agents Regulations. Section 8 (1) of the Occupational Health and Safety (OHS) Act, Act 85 of 1993, - Safe work practices are types of administrative controls that include procedures for safe and proper work used to reduce the duration, frequency, or intensity of exposure to a hazard. Examples of safe work practices for SARS-CoV-2 include. Requiring regular hand washing or using of alcohol-based hand rubs. Learners and teachers should always wash hands when they are visibly soiled and after removing any PPE. Keep safe distances and wear a mask at all times. See the document on the workshop safety measures. **Revised PAT guidelines to be provided by DBE**						**Task : Term Test 50 marks (60min)**	

2020 National Revised ATP: Grade 10– Term 4: SUBJECT: Electrical Technology (Electronics)

TERM 4 (38 days)	**Week 1 28 Sep - 2 Oct** (5 days)	**Week 2 5 - 9 Oct** (5 days)	**Week 3 12 – 16 Oct** (5 days)	**Week 4 19 - 23 Oct** (5 days)	**Week 5 26 - 30 Oct** (5 days)	**Week 6 2 – 6 Nov** (5 days)	**Week 7 9 - 13 Nov** (5 days)	**Week 8 16 - 20 Nov** (5 days)	**Week 9 23 - 27 Nov** (5 days)	**Week 10 30 Nov – 4 Dec** (5 days)	**Week 11 7 – 9 Dec** (3 days)
CAPS Topics	**Communication Systems**	**Communication Systems**	**Principles of Magnetism**	**Principles of Magnetism**	**Principles of Magnetism**	**Principles of Magnetism**	exam	exam	exam	exam	exam
Topics /Concepts, Skills and Values	**Feed lines** • Basic concept and use of a feed line • Losses in feed lines (basic concepts only) • Impedance of feed lines (50Ω vs. 75Ω) • How to fit an antenna connector to a feed line **Practical:** Construct a simple ¼ wave vertical antenna and fit a connector to a feed line.	**Radio Wave Propagation** • Ground Wave Propagation (Lower frequencies 0-3 MHz) • Sky Wave propagation (High frequency 3-50 MHz) • Line of Sight Propagation (Very high to ultra-high frequencies 50 MHz and up)	**Introduction to Magnetism** • Define magnetism e.g. natural, electro-magnetism • Basic principles of magnetism • Rules of magnetism **Practical:** Magnetic fields around a permanent magnet using iron fillings. **Magnetic Fields** • Concepts of: ➢ Magnetic Flux (Ø) ➢ Flux Density (β) ➢ Inductance (L) • Definition of inductor • No calculation **Demonstration:** Oersted's Experiment (Screwdriver rule)	**Types of Inductors and Inductor cores** • Air Core • Laminated Core • Ferrite Core • Torroid Core **Demonstration:** Magnetic fields around a coil using iron filings **Demonstration:** Magnetic fields around a coil with and without a core **Calculations:** • Coils in series (Inductor) ○ $L_{series} = L_1 + L_2 \ldots\ldots + L_n$ (Henry) • Coils in series (Inductor) ○ $\frac{1}{L_{parallel}} = \frac{1}{L_1} + \frac{1}{L_2} \ldots\ldots + \frac{1}{L_n}$ (Henry)	• **Functional operation and application of relays / solenoids** • Symbol • Principle of operation • Construction of a relay • Parts of a relay • Normally open / normally closed **Practical:** Testing a relay using a multimeter **Demonstration:** Wire a relay and light to a switch and operate the relay **Demonstration**: Latching circuit with a relay	**Introduction to a simple Series DC Motor** • Basic parts of a DC motor • Current flow in a DC motor and direction of rotation • Fleming's Right Hand Rule • Armature • Yoke / Magnetic poles • Bearings / Brushes in endplates • **Brushes** • **communication** **Demonstration**: Show how the direction of rotation in DC motors can be changed					

Requisite pre-knowledge				Introduction to Electricity	Introduction to Electricity	Introduction to Electricity	Introduction to Electricity					
Resources (other than textbook) **to enhance learning**		Educational videos and IT related resources	Educational videos and IT related resources	Educational videos and IT related resources	Educational videos and IT related resources	Educational videos and IT related resources	Educational videos and IT related resources					
Assessment	**Informal Assessment:** Remediation	**(Classwork / Case studies / Worksheets / Homework / Theory and Practical etc.)**										
	SBA (Formal)							**FINAL EXAM: 200 marks 3 hours**				

17. Electrical Technology – Power Systems

Revised National Teaching Plan

2020 National Revised ATP: Grade 10– Term 1: SUBJECT: Electrical Technology (Power Systems)

TERM 1 (46 days)		Week 1 15 - 17 Jan (3 days)	Week 2 20 - 24 Jan (5 days)	Week 3 27 – 31 Jan (5 days)	Week 4 3 - 7 Feb (5 days)	Week 5 10 - 14 Feb (5 days)	Week 6 17 - 21 Feb (5 days)	Week 7 24 - 28 Feb (5 days)	Week 8 2 - 6 March (5 days)	Week 9 9 - 13 March (5 days)	Week 10 16 - 20 March (5 days)
CAPS Topics		**Occupational Health and Safety**	**Occupational Health and Safety**	**Tools and measuring instruments**			**Basic Principles of Electricity**				**Assessment /consolidation**
Concepts, skills and values		**Responsibilities** • What are your rights in the workshop? • What are your responsibilities in the workshop? **General Workshop Rules** • Housekeeping Workshop Safety • Unsafe acts & conditions, etc. **Emergency Procedures** • Placement of the Master Switch, etc.	**Basic First Aid** • What is HIV/AIDS and infectious disease? • How are diseases transferred? • What to do when someone is bleeding, etc. **Chemical Safety** • Personal protection equipment • Handling chemicals, etc.	**Identification of the parts, functions, care, correct and safe use of the following tools:** • Screwdrivers (Flat and Phillips) • Files (Flat, Square, Round, Triangular and Half round) • Side Cutter • Long Nose pliers • Combination pliers, etc.	**Practical Skills and Techniques** • Safe and correct use of tools (Choose at least 4 specific tools on which skills will be practiced) • Introductory soldering / de-soldering skills • Introductory Printed Circuit Board manufacturing skills	**Safe Use and Care of Instruments** • Continuity Tester • Analog Multimeter (Focus on demonstrations) • Digital Multimeter • Megger / Insulation Tester • The Oscilloscope (Teacher to set up instrument)	**Atomic Theory** • Theory of current flow (Electron flow vs. conventional current flow) • Resistive characteristics of different materials • Conductors, semiconductors, insulators, etc.	**The Resistor** - What is a resistor? - Composition of a resistor - Types of resistors - Tolerance - Colour code of resistors - Power vs. size Measuring and - Calculating the value of resistors - Potentiometer - Rheostat	**Ohms Law** - Ohm's law: - Verify Ohm's calculations - Pay attention to prefixes and unit conversions Series circuit as voltage divider - Kirchhoff's Voltage o - Resistors in series Parallel circuit as a current divider	**Series / Parallel Circuits** • Calculations on combination circuits containing: • 1 x Series and 2 x Parallel • 2 x Series and 2 x Parallel • 3 x Series and 3 x Parallel	**Power** • Definition of Power • Power calculations:
Requisite pre-knowledge		Safety		Grade9 Technology			Grade9 Technology systems and Control:Electricall				
Resources (other than textbook) **to enhance learning**		Educational videos and IT related resources	Educational videos and IT related resources	Educational videos and IT related resources	Educational videos and IT related resources	Educational videos and IT related resources	Educational videos and IT related resources	Educational videos and IT related resources	Educational videos and IT related resources	Educational videos and IT related resources	
Assessment	**Informal Assessment:** Remediation	Class work/case studies/worksheets/homework/ (theory and practical work)									
	SBA (Formal)	Task 1 & 2: PAT Simulations 1 and 2 completed							Preparation for March Control Test		TASK 3: Control Test (50)

2020 National Revised ATP: Grade 10– Term 2: SUBJECT: Electrical Technology (Power Systems)

TERM 2 **(19 days)**		**Week 1** **29 June-3 July** (5 days)	**Week 2** **6- 10 July** (5 days)	**Week 3** **13-17 July** (4 days)	**Week 4** **20 - 24 July** (5 days)
CAPS Topics		**Electronic Components**	**Electronic Components**	**Electronic Components**	**Electronic Components**
Domestic Installations		**Introduction of Electronic Components** • What are electronic components? • Purpose of electronic components, etc. **Types of Components** • Switches • SPST, SPDT, DPST, DPDT • Rotary Switch • Slide switches, • Key switches • Applications and practical in simple circuits **Practical:** Identify/test/measure different electronic componentsetc.	**Protective Devices** • Fast Blow and Slow Blow fuses **Diode** • Symbol • Diode as a polarised component • Forward Biasing, etc. **LED** • Symbol • LED as a polarized component, • • Forward Biasing (concept only) • Reverse Biasing concept only) • Current flow through diode • Voltage across the LED • The Series Resistor ○ $R_{series} = \frac{V_T - V_{LED}}{I_{LED}} (\Omega)$	**Practical:** • Test the diode and LED for correct function and polarity. • Calculate the value of the series resistor needed to protect an LED. • Build a half wave rectifier using a diode and 50 Hz supply, display on Oscilloscope **Practical:** Build a full wave rectifier using a diode bridge (4 diodes / 2 diodes) and 50 Hz supply – display on Oscilloscope	Simulations
Requisite pre-knowledge		Principles of electricity			
Resources (other than textbook) **to enhance learning**		Educational videos and IT related resources	Educational videos and IT related resources	Educational videos and IT related resources	Educational videos and IT related resources
Assessment	**Informal Assessment:** Remediation	Class work/case studies/worksheets/homework/ (theory and practical work)			
	SBA (Formal)	Term 2 – None (June examination will be excluded) The legislation governing workplaces in relation to COVID – 19 is the Occupational Health and Safety Act, Act 85 of 1993, as amended, read with the Hazardous Biological Agents Regulations. Section 8 (1) of the Occupational Health and Safety (OHS) Act, Act 85 of 1993, - Safe work practices are types of administrative controls that include procedures for safe and proper work used to reduce the duration, frequency, or intensity of exposure to a hazard. Examples of safe work practices for SARS-CoV-2 include. Requiring regular hand washing or using of alcohol-based hand rubs. Learners and teachers should always wash hands when they are visibly soiled and after removing any PPE. Keep safe distances and wear a mask at all times. See the document on the workshop safety measures.			

2020 National Revised ATP: Grade 10– Term 3: SUBJECT: Electrical Technology (Power Systems)

TERM 3 **(37 days)**	**Week 1** **3 – 7 Aug** (5 days)	**Week 2** **10 – 14 Aug** (4 days)	**Week 3** **17 - 21 Aug** (5 days)	**Week 4** **24 - 28 Aug** (5 days)	**Week 5** **31 Aug – 4 Sept** (5 days)	**Week 6** **7-11 Sept** (4 days)	**Week 7** **14 – 18 Sept** (5 days)	**Week 8** **21 - 23 Sept** (3 days)
CAPS Topics	**Domestic Installations**	Domestic Installations	Domestic Installations	Domestic Installations	Domestic Installations	Domestic Installations	Domestic Installations	Domestic Installations
Domestic Installations	**Electrical energy Distribution- supplier to the consumer** • Domestic Installations • Sequence of connection from the supplier to consumer-Block-diagram • SANS 10142-1 Installation regulations ➢ Aim of the SANS 10142-1-Low Voltage Installations ➢ Chapter 3 Definitions ➢ Chapter 5 fundamental requirements ➢ Chapter 5.1 safety ➢ Chapter 5.2 basic provisions	**The Distribution Board** • Wiring diagram DB Board • Distribution Board wiring principles • SANS Chapter 6.6.1-Distribution boards :general • SANS Chapter 6.6.2-Distribution boards :Bus bars • SANS Chapter 6.7 – Protection • SANS Chapter 6.10 –Fuses **Protective Devices : Miniature Circuit Breakers** • Principle of operation • Electromagnetic type • Thermal type • Ratings • SANS Chapter 6.8 – Circuit breakers • SANS Chapter 6.9 – Disconnecting devices **Practical :** Wire a Distribution Board according to the SANS requirements	**Protective Devices : Earth Leakage** • Principle of operation • Safety considerations • Cabling and cable sizes • Correct identification and fitting of wiring for domestic installation • Cable termination • Glands (PVC pressure glands) • Acknowledgement of indigenous knowledge systems (PRATLEY connector boxes)	**Pipe Sizes** • Bending , fitting , sawing • PVC conduit and fittings • Practical : Install PVC piping for the domestic circuits **Protective Devices Earthing** • The earth spike , lightning arrestor , earth systems and bonding (Acknowledgement of indigenous knowledge systems) (Earth leakage developed in SA) • SANS Chapter 6.11 – Consumers earth terminal • SANS Chapter 6.12 – Earthing • SANS Chapter 6.13 - Bonding **PAT:** Assembly and soldering of components on PC Board	**Testing and Troubleshooting (After Installation)** • Earth continuity testing • Insulation resistance tests between conductors • Insulation resistance tests between conductors and earth • Polarity tests (plug Tester) **Sub-circuits** • Lighting Circuits ○ Lights in series (Voltage and current measurement) ○ Lights in parallel (Voltage and current measurement) ○ Two way switching (SPDT)	**Alternative Lighting Systems** • Fluorescent lights • Comparison between incandescent lamps and energy saving lighting • LED lighting • Day / Night light circuits • SANS Chapter 6.14 – Lighting **Plug Circuits** SANS Chapter 6.15 – Socket outlets **Practical:** Wire two plugs into a sub-circuit	**Fixed Appliances** • The geyser: Thermostatic control • The stove: Multi-heat switching • The oven: Thermostatic control • SANS Chapter 6.16 – Fixed appliances • SANS Chapter 7.1 – Bathrooms, showers and spas • SANS Chapter 7.2 – Swimming pools, paddling pools, ornamental pools, spas and fountains **Practical:** Wire stove and geyser sub-circuits	**Practical:** Do an insulation resistance test on the domestic installation **Practical:** Do a polarity test on the live domestic installation **PAT simulation and Project completed and moderated**

						○ Intermediate light switching (DPDT)			
Requisite pre-knowledge									
Resources (other than textbook) **to enhance learning**		Educational videos and IT related resources	Slides for power point presentation , video clips. Workshop with Domestic installation equipment	Slides for power point presentation , video clips. Workshop with Domestic installation equipment	Slides for power point presentation , video clips. Workshop with Domestic installation equipment	Slides for power point presentation , video clips. Workshop with Domestic installation equipment	Slides for power point presentation , video clips. Workshop with Domestic installation equipment	Slides for power point presentation , video clips. Workshop with Domestic installation equipment	
Assessment	**Informal Assessment:** Remediation	Class work/case studies/worksheets/homework/ (theory and practical work)							
	SBA (Formal)	Simulation 3 completed The legislation governing workplaces in relation to COVID – 19 is the Occupational Health and Safety Act, Act 85 of 1993, as amended, read with the Hazardous Biological Agents Regulations. Section 8 (1) of the Occupational Health and Safety (OHS) Act, Act 85 of 1993, - Safe work practices are types of administrative controls that include procedures for safe and proper work used to reduce the duration, frequency, or intensity of exposure to a hazard. Examples of safe work practices for SARS-CoV-2 include. Requiring regular hand washing or using of alcohol-based hand rubs. Learners and teachers should always wash hands when they are visibly soiled and after removing any PPE. Keep safe distances and wear a mask at all times. See the document on the workshop safety measures.						**Test 1 is completed**	

2020 National Revised ATP: Grade 10– Term 4: SUBJECT: Electrical Technology (Power Systems)

TERM 4 (38 days)	**Week 1 28 Sept – 2 Oct** (5 days)	**Week 2 5 – 9 Oct** (5 days)	**Week 3 12 - 16 Oct** (5 days)	**Week 4 19 - 23 Oct** (5 days)	**Week 5 26 – 30 Oct** (5 days)	**Week 6 2 - 6 Nov (**5 days)		**Week 7 9 - 13 Nov** (5 days)	**Week 8 16 - 20 Nov** (5 days)	**Week 9 23 - 27 Nov** (5 days)	**Week 10-11 30 Nov – 9Dec** (8 days)
CAPS Topics	Revision , remediation and completion of PAT		Principle of Magnetism	Principle of Magnetism	Principle of Magnetism	Principle of Magnetism		PAT moderation and Revision	Revision/ exam	Exams	Exams
Principle of Magnetism	Revision , remediation and completion of PAT	Revision , remediation and completion of PAT	**Introduction to Magnetism** • Define magnetism e.g natural , electro-magnetism • Basic principle of magnetism • Rules of magnetism **Demonstration:** Magnetic fields around a permanent magnet using iron filings	**Magnetic Fields** • Concepts of : ➢ Magnetic flux ➢ Flux Density ➢ Inductance • Definition of an inductor • No calculations **Demonstration:** Oersted Experiment (Screwdriver Rule)	**Types of Inductors and inductor cores** • Air Core • Laminated Core • Ferrite Core • Torroid Core **Demonstration:** Magnetic fields around a coil using iron filings **Demonstration:** Magnetic field around a coil with and without a core Calculations: Coils in series $L_{series} = L_1+L_2+\ldots L_n$ Coils in Parallel $\frac{1}{L_{parallel}} = \frac{1}{L_1} + \frac{1}{L_2} + \ldots \frac{1}{L_n}$ **Functional operation and application of relays / solenoids** • Symbol • Principal of operation • Construction of a relay • Parts of a relay • Normally open / normally closed **Practical:** Testing a relay using a multimeter **Demonstration:** Wire a relay and light to a switch and operate the relay **Demonstration:** Latching circuit with a relay	**Introduction to a Simple Series DC Motor** • Basic parts of a DC motor • Current flow in a DC motor and direction of rotation • Flemings' Right Hand Rule • Armature • Yoke / Magnetic poles • Bearings / Bushes in endplates • Brushes • Commutation **Demonstration:** Show how the direction of rotation in DC motors can be changed					

Requisite pre-knowledge					Natural and permanent magnets. Magnetic and non-magnetic materials							
Resources (other than textbook) **to enhance learning**				Slides for power point presentation , video clips. Workshop with Domestic installation equipment	Slides for power point presentation , video clips.	Slides for power point presentation , video clips.	Slides for power point presentation , video clips.					
Assessment	**Informal Assessment:** Remediation	Class work/case studies/worksheets/homework/ (theory and practical work)										
	SBA (Formal)	**Project completed**							Revision and Final exam			

18. Engineering Graphics & Design (EGD)

Revised National Teaching Plan

2020 National Revised ATP: Grade 10 – Term 2: Subject: EGD

TERM 2 (20 days)	**WEEK 1: 29 Jun – 3 Jul**	**WEEK 2: 6 – 10 Jul**	**WEEK 3: 13 – 17 Jul**	**WEEK 4: 20 – 24 Jul**
CAPS Topic **(Days)**	**PAT** **(4 days)**	**Mechanical Drawing** **(15 days)**		
Prescribed Content & Skills	◆ The **Design Process:** ◊ Problem **identification,** and formulate **design brief** with **specs** and **constraints** ◊ Conducting **research** and **generating** graphical **ideas** ◊ **Selecting** the best **solution** ◊ Presenting final solution as **working and 3D drawings** ◊ **Evaluation** of the entire process ◆ **PAT scenarios given** to learners and e**xplained/discussed**	**3rd angle orthographic** working drawings with **non-sectional** and **sectional views** of **mechanical <u>castings and objects</u>** from industry. Include the following: **Title**, **scale, hidden detail, dimensioning**, **centre lines, cutting planes**, **hatching detail**, **notes, symbol of projection** and **layout planning**		
Requisite pre-knowledge	The Technological Process	◆ ALL general drawing principles ◆ Orthographic projection		
Add, resources, other than draw. instruments & textbooks	PAT document, previous best practice examples	◆ **LTSM:** Own compliant notes, previous exam/test questions, TD textbooks, relevant models/ physical examples ◆ **ICT:** Visualiser & data projector, video clips		
Informal Assessment	N/A	Min **9 DDEs/Tasks** completed		
Formal Assessment **(SBA & PAT)**	N/A	Drawings for **CD 4** (1st Mechanical Casting) **& CD 5** (2nd Mechanical Casting), to be sourced from the DDEs/Tasks		

2020 National Revised ATP: Grade 10 – Term 3: Subject: EGD

TERM 3 (37 days)	**WEEK 1: 3 – 7 Aug**		**WEEK 2: 11 – 14 Aug**	**WEEK 3: 17 – 21 Aug**	**WEEK 4: 24 –28 Aug**	**WEEK 5: 31 Aug – 4 Sept**	**WEEK 6: 7 – 11 Sept**	**WEEK 7: 14 – 18 Sept**	**WEEK 8: 21 –23 Sept**	
CAPS Topic (Days)	**Isometric Drawing (15 days)**				**Solid Geometry (15 days)**			**Descriptive Geometry (7 days)**		
Prescribed Content & Skills	**Simple** isometric drawings with isometric and non-isometric lines as well as **auxiliary views.**				**1st angle orthographic views** of right-regular **prisms** and **pyramids** with **3, 4, 5, 6 and 8 sides only**, as well as **cylinders** and **cones.** The axis of the solids may be perpendicular, parallel or inclined to one principal projection plane only. Include the following: ◆ **Sectional views** ◆ **The true shape of the cut surface** ◆ **ALL hidden detail**			**1st angle orthographic views** of **points** and **line segments** that are perpendicular, inclined or oblique to the projection planes. ◆ The **true length** and the **true inclination** (HP or VP) using different methods ◆ The **true shapes** of surfaces		
Requisite pre-knowledge	◆ The difference and relationship between 2D and 3D drawings ◆ The ability to convert 2D views into a 3D drawing				◆ General drawing principles ◆ Construction of regular polygons with 3, 4, 5, 6 & 8 sides ◆ 1st angle orthographic projecting			◆ General drawing principles ◆ 1st angle orthographic projecting		
Add, resources, other than draw. instruments & textbooks	◆ **LTSM:** Own compliant notes, previous exam/test questions on the specific topic/content, compliant content from TD textbooks, relevant models/physical examples ◆ **ICT:** Visualiser & data projector, video clips									
Informal Assessment	Min **10 DDEs/Tasks** completed				Min **10 DDEs/Tasks** completed			Min **5 DDEs/Tasks** completed		
Formal Assessment (SBA & PAT)	Drawings for **CD 6** (Isometric Drawing), to be sourced from the DDEs/Tasks				Drawings for **CD 7** (Solid Geometry), to be sourced from the DDEs/Tasks			Drawings for **CD 8** (Descriptive Geometry), to be sourced from the DDEs/Tasks		

2020 National Revised ATP: Grade 10 – Term 4: Subject: EGD

TERM 4 (38 teaching days)	**WEEK 1:28 Sept – 2 Oct**	**WEEK 2: 5 – 9 Oct**	**WEEK 3: 12 – 16 Oct**	**WEEK 4: 19 – 23 Oct**	**WEEK 5: 26 – 30 Oct**	**WEEK 6: 2 – 6 Nov**	**WEEK 7: 9 – 13 Nov**	**WEEK 8: 16 – 20 Nov**	**WEEK 9: 23 – 27 Nov**	**WEEK 10: 30 Nov – 4 Dec**	**W 11: 7 – 9 Dec**
CAPS Topic (Days)	**PAT (5 days)**	**Civil Drawing (13 days)**			**PAT (5 days)**	**Perspective Drawing (11 days)**		**REVISION (5 days)**	**FINAL PROMOTION EXAMINATION (15 days)**		
Prescribed Content & Skills	**Phase 1: Complete the Design Process require.:** ◆ Design brief, specifications and constraints ◆ Research conducted ◆ TWO free hand solutions ◆ Selecting best solution.	Limited to **single-storey** dwellings, **1st angle orthographic** working drawings with **floor plans**, **basic single line elevations** and **sectional elevations** showing the detail of the **foundation to the slab.** Include the following: ◆ **Annotations**, **labels**, **dimensioning** and **scales** ◆ Relevant **abbreviations** and **graphical symbols** ◆ On the **floor plan only: windows and doors** ◆ **Hatching** detail ◆ **Perimeters** and **total/floor areas**			**Phases 2 & 3: Complete the working drawing and the PAT:** ◆ 3 x Ortho views ◆ Self-assess. & Deadlines ◆ Presentation	**1-Point** perspective drawings of castings, dwellings and civil structures. The position of the HL, PP and SP can be varied to provide any desired view e.g. bird's eye, a natural view, a worm's eye view, etc.					
Requisite pre-knowledge	Design Process requirements	◆ ALL general drawing principles ◆ 1st angle orthographic projecting			Content & skills for Mech working drawings	◆ Understanding of perspective drawings ◆ The ability to convert 2D views into a 3D drawing					
Add, resources, other than draw. instruments & textbooks	PAT document, previous best practice examples	◆ **LTSM:** Own compliant notes, previous exam questions, relevant models/ physical examples ◆ **ICT:** Visualiser & data projector, video clips			Previous best practice examples	◆ **LTSM:** Own compliant notes, previous exam questions ◆ **ICT:** Visualiser & data projector					
Informal Assessment	N/A	Min **8 DDEs/Tasks** completed			N/A	Min **7 DDEs/Tasks** completed					
Formal Assessment (SBA & PAT)	**PAT Phase 1** completed	Drawings for **CD 9** (Floor Plan) **& CD 10** (Sectional Elevation), to be sourced from the DDEs/Tasks			**All PATs completed**	Drawings for **CD 11** (Perspective), to be sourced from the DDEs/Tasks					

PAPER 1 -CIVIL- (2 hours) In **first-angle** orthographic projection			**PAPER 2 - MECHANICAL-** (2 hours) In **third-angle** orthographic projection		
Q 1	Civil analytical	± 20%	Q 1	Mechanical analytical	± 20%
Q 2	Descriptive geometry **and/or** Solid geometry	± 25%	Q 2	Geometrical construction, incl. Ellipse	± 25%
Q 3	1-point perspective drawing	± 25%	Q 3	Isometric drawing	± 25%
Q 4	Civil working drawing	± 30%	Q 4	Mechanical assembly	± 30%

19. Geography

Revised National Teaching Plan

2020 National Revised ATP: Grade 10– Term 1: Geography

TERM 1 (46 days)	**Week 1 15 - 17 Jan** (5 days)	**Week 2 20 – 24 Jan** (5 days)	**Week 3 27 - 31 Jan** 5 days)	**Week 4 3 - 7 Feb** (5 days)	**Week 5 10 – 14 Feb** (5 days)	**Week 6 17 - 21 Feb** (5 days)	**Week 7 24 - 28 Feb** (5 days)	**Week 8 2 - 6 March** (5 days)	**Week 9 9 - 13 March** (5 days)	**Week 10 16 - 18 March** (3 days)
CAPS Topics	Composition and structure of the atmosphere	Heating of the atmosphere		Moisture in the atmosphere			Reading and interpreting synoptic Weather maps & GIS	Fieldwork	Using atlases Field work	Consolidation of Assessment
Concepts, Skills and Values	Importance of the atmosphere The composition and structure of the atmosphere The ozone layer; Causes and effects of ozone depletion Ways to reduce ozone depletion	Processes associated with the heating of the atmosphere. Factors that affect the temperature of different places around the world– Latitude, altitude, ocean currents, the distance from oceans The Greenhouse Effect Global warming TheimpactofclimateandclimatechangeonAfrica'senvironmentandpeople		Water in the atmosphere in different forms Processes associated with evaporation, condensation and precipitation. The concepts of dew point, condensation level, humidity, relative humidity.	How and why clouds form. Cloud names and associated weather conditions. Different forms of precipitation –hail, snow, rain, dew, frost. Mechanisms that produced different kinds of rainfall– relief, convectional, frontal.		Synoptic weather maps Weather elements–temperature, dew–point temperature, cloud cover, wind direction, wind speed, atmospheric pressure Weather conditions as illustrated on station models. Reading and interpreting a selection of synoptic weather maps. GIS Reasons for the development of GIS How remote sensing works Satellite images related to meteorology and climatology.	Collecting and recording data using a variety of techniques– using weather instruments, collecting weather information from the media. Processing, collating and presenting fieldwork findings– line graphs, bar graphs, maps, diagrams, synoptic weather maps	Using Atlases: Map reading- comparing information from different maps Atlas index- locating physical and constructed features Fieldwork Using maps and other graphical representations- atlases, synoptic weather maps, temperature graphs.	

Requisite pre-knowledge	Grade 9 Natural Science: Structure and composition of the atmosphere. Greenhouse effect	Grade 8: World climate zones				Grade 10 role of oceans in Temperature				Weather watch at Primary school. Weather maps in news- papers and weather forecasts on TV.				Grade 8 and 9 Mapwork.				
Resources (other than textbook) to enhance learning	Video clips	Telematics broadcasts, Synoptic weather maps; video clips, climate maps in Atlas. Windy TV.					Video clips, newspaper articles, rainfall graphs			Video clips, newspaper articles, rainfall graphs, atlas. Case studies				Topographic maps, Orthophoto maps, oblique and vertical photographs, satellite images.				
Map integration		Maps in Atlases showing temperature change statistics with regard to latitude, altitude, distance from the ocean and ocean currents. Topographic maps showing mountains for application of the influence of height on temperature: 2829AC HARRISMITH 3318DD STELLENBOSCH 3319CC FRANSCHHOEK 3319CB WORCESTER Topographic maps showing warm/cold current 3424BB HUMANSDORP				Synoptic weather maps: Symbols representing precipitation, cloud types and different kinds of rainfall.				A variety of synoptic weather maps showing summer and winter conditions. Interpretation of weather stations.							
Informal Assessment Remediation	3 data response tasks.	3 data response tasks.		3 data response tasks.		3 data response tasks.		3 data respons e tasks.		3 data response tasks.		3 data response tasks.		3 data response tasks.		3 data respons e tasks.		3 data response tasks.
SBA (Formal Assessment)	Discuss **argumentative essay** and rubric with learners in Week 1. Learners have 4 weeks to work on task and request support if needed. Task submitted end of week 7.					**TASK 2- ESSAY**				Prepare for Controlled Test 1 Complete 'item and error analysis'.				**TASK 1- CONTROLLED TEST**				

2020 National Revised ATP: Grade 10– Term 2: Geography

TERM 2 (19 Days)	**Week 1** 29 June - 03 July (5 Days)		**Week 2** 06 July – 10 July (5 Days)	**Week 3** 13 July -17 July (5 Days)		**Week 4** 20 July – 24 July (5 Days)
CAPS Topics	The structure of the Earth 30%	Plate tectonics 38%	Folding and faulting 42%	Earthquakes 46%	Volcanoes 50%	Map Skills
Concepts, Skills and Values	The internal structure of the Earth. Classification of rocks –igneous, sedimentary, metamorphic.	Changes in the position of continents over time; Evidence for the movement of continents over time; Plate tectonics–an explanation for the movement of continents;	The process of rock folding The process of faulting Different types of faults. Landforms associated with faulting, Aerial photographs and Orthophoto maps Photographs of landscapes Oblique and vertical aerial photos Orthophoto mapstobeusedinconjunctionwith1:50000mapsandaerialphotos	How and where earthquakes occur; Measuring and predicting earthquakes; How earthquakes and tsunamis affect people and settlements – differences in vulnerability; Strategies to reduce the impact of earthquakes; Case examples of the effects of selected earthquakes.	Types of volcanoes; Structure of volcanoes. Impact of volcanoes on people and the environment; Case studies	Mapwork skills Locating exact position– degrees, minutes and seconds. Scale– word, ratio, fraction and line scale.
Requisite pre-knowledge	Grade 7: the structure of the Earth Grade 9: Natural Science The lithosphere; the rock cycle	Grade 7 Plate tectonics		Grade 7: Earthquakes and volcanoes. Recent earthquakes and volcanic eruptions in news.		
Resources (other than textbook) to enhance learning	Video clips, Telematics broadcasts, photographs, maps showing location, newspaper articles			Video clips, photographs, maps showing location, newspaper articles		
Map integration	World map showing stages of continental drift		World map showing location plates and plate boundaries	World maps showing the ring of fire and location of earthquakes and volcanoes		3223AD OORLOGSPOORT 3123CC THREE SISTERS 3125BC TEEBUS 3024BB JOUBERTSGAT 3318DB PAARL NB. May choose a different Map
Informal Assessment Remediation						
SBA (Formal Assessment)	Preparation for Task 3.					**TASK 3: MAPWORK 60 MARKS**

2020 National Revised ATP: Grade 10– Term 3: Geography

TERM 3 37 Days	**Week 1** 03 August – 07 August (5 Days)	**Week 2** 10 August – 14 August (4 Days)	**Week 3** 17 August – 21 August (5 Days)	**Week 4** 24 August – 28 August (5 Days)	**Week 5** 31 August – 04 September (5 Days)	**Week 6 – 8** 07 September - 24 September (13 Days)
CAPS Topics	Population distribution and density	Population structure	Population growth [The use of case studies from around the world is essential]	Population movements	Population movements/ GIS	Map Skills
Concepts, skills and values	Meaning of population distribution and population density; World population density and distribution; Factors that affect distribution and density of the world's population.	Population indicators Factors that influence population indicators; Population structure–age and sex, gender represented as population pyramids	World Population growth over time; Concept of overpopulation; Managing population growth.	[The use of cases studies to illustrate topics below is essential] Kinds of population movement Causes and effects of population movements;	Temporary and permanent; Attitudes to migrants and refugees.	South African1:50 000 map referencing system. 1: 50000maps- conventional signs and symbols. Navigating position using compass directions (16points). Direction true and magnetic bearing; Landforms and contours. Simple cross-sections.
Requisite pre-knowledge	Grade 7– Population indices, birth, death, growth rates, and factors influencing these. World population growth.					Knowledge from news, magazines
Resources (other than textbook) to enhance learning\	Video clips, statistics and graphs, case studies, Atlases, magazines.			Video clips, statistics and graphs, case studies		Topographic maps, Orthophoto maps
Map integration	Maps showing distribution of population in Atlases: Factors that affect population density at: Examples of maps to use: 3318CD CAPE TOWN 2528 CA PRETORIA 2627CD PARYS 2820CD AUGRABIES 2829CA OLIVIERSHOEK		Maps with info graphics showing population growth over time.	World map showing population movements Examples of maps to use: Reasons people are attracted to 2626AA JOHANNESBURG Reasons why young people leave 3124BBNOUPOORT		
Informal Assessment :Remediation						
SBA (Formal Assessment)						**TASK 5: CONTROLLED TEST OF 60 MARKS**

2020 National Revised ATP: Grade 10– Term 4: Geography

<table>
<tr><td>TERM 4
38 Days</td><td>Week 1
28 September -02 October
(5Days)</td><td>Week 2
05 October –09 October
(5 Days)</td><td>Week 3
12 October -16 October
(5 Days)</td><td colspan="2">Week 4
19 October - 23 October
(5 Days)</td><td rowspan="2">Week 5–11
26 October – 09 December
(18 Days)</td></tr>
<tr><td>CAPS Topics</td><td colspan="3">Water management in South Africa</td><td>Floods</td><td>Consolidation</td><td>INTERNAL EXAMINATIONS</td></tr>
<tr><td>Concepts, Skills and Values</td><td>Rivers, lakes and dams in South Africa
Factors influencing the availability of water in SA
.</td><td>Challenges of providing free basic water to rural and urban communities in SA
Role of government – initiatives towards securing water– inter-basin transfers; building dams</td><td>Role of municipalities –provision, water purification
Strategies towards sustainable use of water–role of government and individuals</td><td>Causes of flooding – physical and human
Characteristics of floods: analysis and interpretation of flood hydrographs
Managing flooding in urban, rural and informal settlement areas
Case study of a flood in South Africa
Aerial photographs and Orthophoto maps
Photographs of landscapes
Oblique and vertical aerial photos
Orthophoto maps to be used in conjunction with 1:50000 maps and aerial photos</td><td>Revision and Preparation for End- of-Year Examination</td><td rowspan="4"><table><tr><td>PAPER 1</td><td>PAPER 2</td></tr><tr><td>Marks Allocation: 150</td><td>Mark Allocation: 150</td></tr><tr><td>Time Allocation: 3 Hours</td><td>Time Allocation: 3 Hours</td></tr><tr><td>Question 1
(The Atmosphere) 60 Marks
Short objective questions (15 marks)
3 questions of 15 marks each on The Atmosphere
NB. ONE paragraph question of 8 marks in any of the three sub-questions

Question 2
(Geomorphology) 60 Marks
Short objective questions (15 marks)
3 questions of 15 marks each on Geomorphology
NB. ONE paragraph question of 8 marks in any of the three sub-questions

Question 3
(Mapwork) 30 Marks
Map Skills and calculations (10 marks)
Map interpretation (12 marks)
GIS (8 marks)</td><td>Question 1
(Population) 60 Marks
Short objective questions (15 marks)
3 questions of 15 marks each on Population Geography
NB. ONE paragraph question of 8 marks in any of the three sub-questions

Question 2
(Water resources) 60 Marks
Short objective questions (15 marks)
3 questions of 15 marks each on Water resources of South Africa
NB. ONE paragraph question of 8 marks in any of the three sub-questions

Question 3
(Mapwork) 30 Marks
Map Skills and calculations (10marks)
Map interpretation (12 marks)
GIS (8 marks)</td></tr></table>TASK 6: END-OF-YEAR EXAMINATION</td></tr>
<tr><td>Requisite pre-knowledge</td><td colspan="3">Grade 4: Water in South Africa

Knowledge of recent drought</td><td>Grade 7: Flooding</td><td></td></tr>
<tr><td>Resources (other than textbook) to enhance learning</td><td colspan="3">Video clips, maps, newspaper articles</td><td>Video clips, hydrographs, photographs, statistics and graphs</td><td></td></tr>
<tr><td>Map integration</td><td colspan="3">World map showing % water and % land in the world.

The use and positive and negative impacts of dams
Examples of maps to use
3319AC TULBACH</td><td>Satellite image of a flooded area</td><td></td></tr>
</table>

	2527DB BRITS			Cognitive levels Lower order 30%; Middle order-50% Higher order-20%
Informal Assessment: Remediation				
SBA Formal Assessment	Preparartion and revision for November examinations			

20. History

Revised National Teaching Plan

2020 National Revised ATP: Grade 10– Term 1: History

TERM 1 (46 days)	**Week 1** 15 – 17 Jan (3 days)	**Week 2** 20 – 24 Jan (5 days)	**Week 3** 27 – 31 Jan (5 days)	**Week 4** 3 – 7 Feb (5 days)	**Week 5** 10 – 14 Feb (5 days)	**Week 6** 17 – 21 Feb (5 days)	**Week 7** 24 – 28 Feb (5 days)	**Week 8** 2 – 6 March (5 days)	**Weeks 9** 8 – 13 March **(5 days)**	**Week 10** 16 – 18 March (3 days)
CAPS Topics	**CAPS TOPIC 1: World around 1600: Any TWO of the following four topics: Ming China; Songhai; Moghul India; Europe. Source-based and/or Essay**			**Topic 2: European expansion and conquests during the 15th to 18th centuries: Africa: Portugal and the destruction of the Indian Ocean OR the Dutch east Indian Company. (Source Based)**		**Topic 2: European expansion and conquests during the 15th to 18th centuries:** The Spanish Conquest of the Americas **(Essay)**		**Revision of Term 1 topic / Preparation for Heritage Task**		**Standardised Test 1**
Concepts, skills and values	**Concepts:** Dynasty / Peasants/ Decrees etc. **Skills:** Working with source: extraction (according to the source…/ quote evidence from the source, definitions or concepts), interpretation – comment on…, explain…, what do you think), comparison of sources, usefulness, paragraph writing skills Essay writing skills: Analysing the question, write an introduction, developing a line of argument and conclusion linked to the question **Values:** Human dignity, equality; human rights.			**Concepts:** Colonialism / Slave Trade etc. Skills: Working with source: extraction (according to the source…/ quote evidence from the source, definitions or concepts), interpretation – comment on…, explain…, what do you think), comparison of sources, usefulness, paragraph writing skills Values: Human dignity, equality; human rights.		Concepts: Expansion, conquests Skills: Essay writing skills: Analysing the question, write an introduction, developing a line of argument and conclusion linked to the question				
Requisite pre-knowledge	Empires / Kingdoms			Colonialism and expansion						
Resources (other than textbook) **to enhance learning**	http://tiny.cc/dwjjfz						http://tiny.cc/dwjjfz			
Informal Assessment Remediation	Activities using past papers should include: Working with source: extraction (according to the source…/ quote evidence from the source, definitions or concepts), interpretation – comment on…, explain…, what do you think), comparison of sources, usefulness, paragraph writing skills					Essay writing skills: Analysing the question, write an introduction, developing a line of argument and conclusion linked to the question		Consolidation: Revision	Consolidation: Revision	
SBA (Formal Assessment)	**Source-based Task or Essay Task and Standardised Test 1: World around 1600**							Revision of source-based and essay writing skills		**Standardized Test 1 = 100 Marks:** European Expansion

2020 National Revised ATP: Grade 10– Term 2: History

TERM 2 (19 Days)	Week 1 29 June – 3 July (5 days)	Week 2 6 – 10 July (5 days)	Week 3 13-17 July (5 days)	Week 4 20 - 24 July (5 days)
CAPS Topics	Revision and consolidation of term 1 content	**Topic 3: French Revolution Source-based and OR Essay** **France in 1789** • **What is a revolution** • Conditions in France that made a revolution probable by 1789 • The causes and the course of the revolution • Casting off the ancien regime: The new ideas of liberty, equality, fraternity and individual freedom; • the meaning of these in the context of the late 18th century. • The significant events during the Revolution • The impact of the revolutionary ideas on the rest of the world		
Concepts, skills and values	**Concepts**: Heritage / **Skills**: Analysis of question. Selection of sources, Essay writing skills: Analysing the question, write an introduction and/ or conclusion linked to the question **Values**: Equality / justice / dignity / unity	**Concepts:** Revolution / Freedom / Equality / Brotherhood / bourgeoisie / absolute monarch / autocrat / despot / democracy **Skills**: Working with source: extraction (according to the source…/ quote evidence from the source, definitions or concepts), interpretation – comment on…, explain…, what do you think), comparison of sources, usefulness, paragraph writing skills. Essay writing skills: Analysing the question, write an introduction and/ or conclusion linked to the question **Values**: Equality / justice / dignity / unity		
Requisite pre-knowledge	Oppression and Revolts and American Revolution.			
Resources (other than textbook) **to enhance learning**	http://tiny.cc/f2jjfz	http://tiny.cc/a4jjfz		
Informal Assessment Remediation	Activities should include: Working with source: extraction (according to the source…/ quote evidence from the source, definitions or concepts), interpretation – comment on…, explain…, what do you think), Transcribing interviews Essay: Analysing the question, write an introduction, developing a line of argument and conclusion linked to the question			
SBA (Formal Assessment			**SOURCE -BASE OR ESSAY TASK = 50 Marks (1 Hour)**	

<table>
<tr><th>TERM 3
(37 days)</th><th>Week 1
27 - 31 July
(5 days)</th><th>Week 2
3 - 7 August
(5 days)</th><th>Week 3
11 - 14 August
(4 days)</th><th>Week 4
17 - 21 August
(5 days)</th><th>Week 5
24 - 28 August
(5 days)</th><th>Week 6
31 Aug - 4 Sept
(5 days)</th><th>Week 7
7 – 11 September
(5 days)</th><th>Week 8
14 - 18 September
(5 days)</th></tr>
<tr><td rowspan="2">CAPS topics</td><td colspan="3">TOPIC 4: TRANSFORMATIONS IN SOUTHERN AFRICA AFTER 1750
Source-based and OR Essay</td><td colspan="3">TOPIC 5: COLONIAL EXPANSION AFTER 1750
Source-based and OR Essay</td><td rowspan="3">Consolidation and Revision:
Source-based questions
• Analyse sources
• Phrasing of level 1,2 and 3 questions
• Approach to source-based questions
• Paragraph writing

Revision of Essay writing
• Analysis of question
• Introduction linked to question
• Using relevant evidence to develop a line of argument
• Conclusion linked to introduction and question.</td><td rowspan="3">Standardised Task 2

Learners answer one source-based and one essay question.

Total: 100 Marks Time” 2 Hours

Section A: Source-based Questions

Question 1: Moshoeshoe

Question 2 Slavery at the Cape

Section B: Essay Questions:

Question 3: The legacy of Shaka

Question 4: The Great Trek</td></tr>
<tr><td colspan="3">WHAT WAS SOUTH AFRICA LIKE IN 1750?
• Political changes from 1750 to 1820
- Expansion of southern Tswana chiefdoms
- The rise of Ndwandwe kingdom under Zwide
(Only ONE case study to be taught)
- Tswana chiefdom
- Zulu kingdom
- Basotho kingdom
• Political revolution
- In the east: break-up of the Ndwandwe kingdom under Zwide
- Rise of Ndebele kingdom under Mzilikazi
- The role of Boer, Kora and Grigua raiders
- Other states and paramountcies: Gaza, Swazi, Pedi, Mpondo
• LEGACY OF SHAKA
- How has Shaka been remembered?
- how Shaka has been portrayed - past and present (or representations of Shaka);
- sources/evidence for our histories of Shaka; and
- why was Shaka portrayed in this way?</td><td colspan="3">HOW DID COLONIAL EXPANSION INTO THE INTERIOR TRANSFORM SOUTH AFRICA?

• Britain takes control of the Cape
- Indigenous population driven out or drawn into labour force
- Changing labour patterns: ending of slave trade (1807) and slavery (1834) at the Cape and control of labour
- Expanding frontiers and trade
- Boer response to British control: trekking into the interior
- Xhosa responses: co-operation and conflict, including cattle killing

• The Zulu kingdom and the colony of Natal
- The need for controlled labour force: indentured Indian labourers (sugar), also labourers for railways and coal
- The Anglo – Zulu war</td></tr>
<tr><td>Concepts, skills and values</td><td colspan="3">Concepts: Mfecane / Transformation / Expansion
Skills: Working with source: extraction (according to the source…/ quote evidence from the source, definitions or concepts), interpretation – comment on…, explain…, what do you think), comparison of sources, usefulness, paragraph writing skills. Essay writing skills: Analysing the question, write an introduction, developing a line of argument and/ or conclusion linked to the question
Values: Hunan rights, dignity, unity, justice</td><td colspan="3">Concepts: Colonialism / Indigenous populations / Frontiers
Skills: Working with source: extraction (according to the source…/ quote evidence from the source, definitions or concepts), interpretation – comment on…, explain…, what do you think), comparison of sources, usefulness, paragraph writing skills
Values: Hunan rights, dignity, unity, justice</td></tr>
<tr><td>Requisite pre-knowledge</td><td colspan="3">Mfecane / Difiqane / Transformations</td><td colspan="3">Colonialism</td></tr>
</table>

Resources (other than textbook) **to enhance learning**	http://tiny.cc/rikjfz				
Informal assess; remediation	Activities using past papers should include: Working with source: extraction (according to the source…/ quote evidence from the source, definitions or concepts), interpretation – comment on…, explain…, what do you think), comparison of sources, usefulness, paragraph writing skills. Essay writing skills: Analysing the question, write an introduction, developing a line of argument and conclusion linked to the question		Working with source: extraction (according to the source…/ quote evidence from the source, definitions or concepts), interpretation – comment on…, explain…, what do you think), comparison of sources, usefulness, paragraph writing skills		
SBA (Formal Assessment		**Source-based or Essay Task: Transformation (50 Marks)**			

2020 National Revised ATP: Grade 10– Term 4: History

<table>
<tr><th>TERM 4
(38 days)</th><th>Week 1
28 Sept – 2 Oct
(5 days)</th><th>Week 2
5 – 9 Oct
(5 days)</th><th>Week 3
12 - 16 Oct
(5 days)</th><th>Week 4
19 - 23 Oct
(5 days)</th><th>Week 5
26 – 30 Oct
(5 days)</th><th>Week 6
2 – 6 Nov
(5 days)</th><th>Week 7
9 – 13 Nov
(5 days)</th><th>Week 8
16 Nov – 18 Nov
(3 days)</th><th>Week 9
19 Nov – 9 Dec
(15 days)</th></tr>
<tr><td>CAPS Topics</td><td>Analysis of Term 3 Task

Planned Interventions for the term</td><td colspan="3">Topic 6: South African War and Union
Source-based and Essay
• Background to the South African War: mining capitalism
- South Africa on the eve of the war
- Influx of capital and development of mining companies and stock exchange as well as technologies
- Emergence of classes: capitalists, the middle class and workers
- Creation of racially divided industrial labour force – the legislation of job reservation and low black wages, creating structural insecurity for white workers and breeding racism
• South African War from 1899 to 1902
- Britain increasing interest in South Africa with the discovery of minerals
- Political and economic struggle for control of the goldfields
- End of the war: peace negotiations
- Role and experiences of women in the war;
- Role and experiences of black South Africans in the War;</td><td>THE UNION OF SOUTH AFRICA 1910 (BRIEF OVERVIEW)
• The Native Land Act of 1913

• Economic and social impact – Sol Plaatje
• The precursor of the Apartheid pattern</td><td>Revision:

Transformation in Southern Africa

Source-based

And

Essay Question</td><td colspan="2">REVISION AND PREPARATION FOR END OF THE YEAR EXAMINATION

Colonial Expansion

And

South African War</td><td>FINAL EXAMS</td></tr>
<tr><td>Concepts, skills and values</td><td colspan="4">Concepts: Boer Republics / Scorched earth policy/ Capitalism/ Middle Class
Skills: Working with source: extraction (according to the source…/ quote evidence from the source, definitions or concepts), interpretation – comment on…, explain…, what do you think), comparison of sources, usefulness, paragraph writing skills. Essay writing skills: Analysing the question, write an introduction, developing a line of argument and conclusion linked to the question</td></tr>
<tr><td>Requisite pre-knowledge</td><td colspan="5">Colonial Conquests. Conflict between races</td><td colspan="4">One three (3) hour paper
Total marks = 150

• Learners must answer THREE (3) Questions
- One Essay (50) +</td></tr>
</table>

Resources (other than textbook) **to enhance learning**	http://tiny.cc/97jjfz http://tiny.cc/0bkjfz		**- One Source-Based (50) +** **- One other question (50)** **Section A** **Source – based questions** **1. Transformation in southern Africa** **2. Colonial Expansion** **3. South African War** **Section B** **Essay questions** **4. Transformation in southern Africa** **5. Colonial Expansion** **6. South African War**
Informal Assessment Remediation	Reading sources with understanding	Activities using past papers should include: Working with source: extraction (according to the source…/ quote evidence from the source, definitions or concepts), interpretation – comment on…, explain…, what do you think), comparison of sources, usefulness, paragraph writing skills. Essay writing skills: Analysing the question, write an introduction, developing a line of argument and conclusion linked to the question	
Formal Assessment	**PREPARATION FOR FINAL EXAMINATIONS**		

21. Hospitality Studies

Revised National Teaching Plan

2020 National Revised ATP: Grade 10 – Term 1: Hospitality Studies

TERM 1 (46 days)	**Week 1 15 - 17 Jan** (3 days)	**Week 2 20 - 24 Jan** (5 days)	**Week 3 27 – 31 Jan** (5 days)	**Week 4 3 - 7 Feb** (5 days)	**Week 5 10 - 14 Feb** (5 days)	**Week 6 17 - 21 Feb** (5 days)	**Week 7 24 - 28 Feb** (5 days)	**Week 8 2 - 6 March** (5 days)	**Week 9 9 - 13 March** (5 days)	**Week 10 16 - 18 March** (3 days)
CAPS Topics	**Sectors and Careers**	**Sectors and Careers**	**Kitchen and Restaurant Operations**	**Hygiene**	**Kitchen and Restaurant Operations**	**Kitchen and Restaurant Operations**	**Nutrition and Menu Planning**	**Kitchen and Restaurant Operations**	**Commodities**	**Commodities**
CAPS Reference	p 18	p 18	p 18	p 18	p 19	p 19	p 19	p 19	p 19	p 19
Topics /Concepts, Skills and Values	What is Hospitality Studies? The sectors in the hospitality industry and services provided by each.	**Food and beverage establishments** · The distribution and cultural diversity of the South · African hospitality industry · Food and beverage establishments (including · career opportunities) · Fine-dining and family restaurants, coffee shops, · fast-food outlets · Identifying food and beverage	**Appliances, equipment and utensils in the kitchen and restaurant** · Identification, assembling, use, cleaning, storage, maintenance · Stoves: gas and electrical. Other equipment for cooking · Equipment for keeping food warm (gas and electrical) · Fridges, freezers and	**Personal hygiene:** personal appearance and uniform · (chef) · **Hygiene on the food premises**: · food storage practices · washing and sanitary facilities · cleaning practices in the kitchen and restaurant · waste disposal practices · **Waste management**: basic principles: reduce, re-use, · recycle	**Recipes** · Name, standard format, yield (number of portions), · ingredients, measurements, preparation method, · cooking method, equipment, temperature, · preparation time, serving suggestions, · accompaniments · Correct terminology · The use of a conversion table in metric · measurements (volume to mass and vice versa) · e.g. 250ml cake flour = 120g	**Mise-en-place in the kitchen** · Collect and measure ingredients: dry and liquid, · volume and mass. · Preparation of ingredients, such as chopping and · grating · • Collect equipment.	**South African food pyramid** (six groups) Nutrients and their functions in food group context: protein, carbohydrates (starch and sugar), vitamins (A, B-group C, D, E and K), minerals (calcium, iron, magnesium	**Cooking methods** Temperatures, specific equipment, types of food applied to, influence on nutritional value • Moist-heat cooking methods: boiling, steaming, simmering, stewing • Dry-heat cooking methods: baking, dry-, shallow and deep-frying, grilling, roasting, stir-frying	**Scones and muffins** • Refer to the food pyramid for nutritional value. • Classification of flour mixtures • Techniques: rubbing-in (cutting-in), emulsion (muffin) mixing method, mixing, glazing, shaping, baking • Presentation and serving of scones and muffins • Characteristics of a good	**Fruit** • Refer to the food pyramid for nutritional value. • Classification: soft, hard, citrus, stone, tropical • Purchasing and storing of fruit • Preparation methods (including knife skills) • Cooking methods: baking, stewing, frying, grilling • Uses of fruit on the menu

		establishments in · the local area and comparing their services and · products · • Franchises in the food and beverage industry	walk-in fridges · Food processing equipment (electrical and manual) · Dishwashing and drying · Utensils (kitchen smalls)	· **Kitchen pests**: mice, rats, cockroaches, grain weevils, · flies, ants, wasps				• Combination methods: casserole cooking, pot roasting	scone and muffin • Ensuring a good product	
Requisite pre-knowledge		**New concepts.** **Food groups and eating a healthy diet in Technology – grade 9. New content for some learners. New terminology.**								
Resources (other than textbook) **to enhance learning**		Magazines; videos showing the different food establishments; show learners the appliances and equipment used to make food dishes.								
Assessment	**Informal Assessment**	Worksheets; mind mapping; role playing; case studies; homework; Informal tests of 20 marks; concept mapping and any relevant examples.								
	SBA Formal Assessment	**Task 2:** Three (3) Practical Lessons plus One (1) Practical Skills Test 25%			Revision and preparation for the March Test			**Task 1: March Test** 75%		

TERM 2 (19 days)	Week 1 29 June -3 July (5 days)	Week 2 6-10 July (5 days)	Week 3 13-17 July (5 days	Week 4 20-24 July (5 days)	
CAPS Topics	**Commodities**	**Commodities**	**Commodities**	**Commodities**	
CAPS Reference	p 21	p 21	p 22	p 22	
Topics /Concepts, Skills and Values	Pancakes, crumpets, ~~and waffles~~ ~~Refer to the food pyramid for nutritional value~~ Batters: thin batter and drop batter ~~Mixing method: emulsion/muffin method~~ Cooking methods: shallow fry ~~and waffle pan~~ Presentation and serving Characteristics of a good pancake, ~~waffle~~ and crumpet How to ensure a good product	Eggs ~~Refer to the food pyramid for nutritional value~~ Fresh, ~~frozen and dehydrated eggs~~ Properties of fresh eggs Sizes: jumbo, X large, large, medium Storage of eggs Cooking methods: Boil, poach, scramble, fry, omelettes. ~~Factors influencing coagulation of egg: protein, dilution, sugar, temperature~~ Uses: Binding, fillings, coating, glazing, egg dishes, garnishing, emulsifying sauces,	Cereals ~~Refer to the food pyramid for nutritional value~~ Classification: whole, crushed, rolled etc. Types: corn/maize, wheat, oats, sorghum Hot porridge: oats, maize & sorghum (maltabella) Breakfast cereals (dry) e.g. cornflakes, muesli Cooking methods and effect of heat on starch (dry and moist heat)	Dairy products ~~Refer to the food pyramid for nutritional value~~ Types and classification Milk: Fresh: full cream, low fat, skimmed Milk: Evaporated, condensed, powdered, processed (UHT) *Cultured products: yoghurt, buttermilk, maas (inkomazi) Cream: fresh, sour, long-life. Thickness of cream	**27-31 July** School Holiday

			(mayonnaise), clarification, thickening, aerating Beating of egg white. Influencing factors. Different stages and uses	Prevent lump and skin formation ~~Factors influencing gelatinization~~ Portion sizes. ~~Accompaniments for breakfast cereals and porridge~~	Cheese: hard, semi-soft/-hard, soft, special Storage of milk and dairy products Cooking methods and effect of heat Effect of heat on milk- or cream based dishes Effect of heat on cheese: Melting and grilling	
Requisite pre-knowledge		Prior knowledge of measuring scones and muffins in term 1, equipment, cooking methods Knowledge can be general or from learner's own experiences.	Use of egg mixture as a glaze for scones in term 1 Learners' own knowledge and understanding. New content (terminology)	Pre-knowledge: Effect of dry heat on cereal products from making scones and muffins in term 1 Learners' own knowledge and understanding. New content (terminology)	Learners' own knowledge and understanding. New content (terminology)	
Resources (other than textbook) **to enhance learning**		Powerpoint Photo's Articles	Powerpoint Articles Eggs to demonstrate parts, stages of egg white Demonstrations You-tube video's	Powerpoint Photo's Articles, magazine advertisements Containers of types of cereals	Powerpoint Photo's Magazine articles Empty containers of different types of milk and dairy products, or magazine pictures Types of cheeses for a cheese tasting in class	
Assessment	**Informal Assessment:** Remediation	Analysis and evaluation of recipes applicable to each commodity; homework; work sheets	Analysis and evaluation of recipes applicable to each commodity; homework; work sheets	Analysis and evaluation of recipes applicable to food commodity, homework, work sheets	Analysis and evaluation of recipes applicable to each commodity; homework; work sheets	
	SBA Formal Assessment	**Task 3**: Two (2) Practical Lessons 25%			Revise topics covered in Term 2.	

TERM 3 (37 days)	Week 1 3-7 Aug (5 days)	Week 2 11-14 Aug (4 days)	Week 3 17-21 Aug (5 days)	Week 4 24-28 Aug (5 days)	Week 5 31 Aug - 4 Sept (5 days)	Week 6 7-11 Sept (5 days)	Week 7 14 -18 Sept (5 days)	Week 8 21-23 Sept (3 days)	
CAPS Topics	**Food Commodities**	**Food Commodities**	**Food Commodities**	**Food Commodities**	**Nutrition and menu planning**	**Nutrition and menu planning**	**Nutrition and menu planning**	**Nutrition and menu planning**	
CAPS Reference	**p** 24	**p** 24	**p** 24	**p** 24	**p** 23	**p** 23	**p** 23	**p** 23	
Topics /Concepts, Skills and Values	**Minced meat ~~and sausages~~** ~~• Refer to the food pyramid for nutritional value.~~ • Mince: beef, other • ~~Sausages: beef, pork, speciality sausages~~ • Factors to consider when purchasing minced meat ~~and sausages~~ (fresh, frozen) • Storage of mince and sausages • Cooking methods: grilling (not outside over fire), frying, simmer • Portion size • Uses of mince and sausages: main dishes, snacks, fillings, hamburgers, etc.	**Pasta and ~~classic pasta sauces~~** ~~• Refer to the food pyramid for nutritional value.~~ • Classification according to shapes (shells, screws and other), sheets lasagne), ribbons (tagliatelle, fettuccine, spaghetti), filled (cannelloni, ravioli) • Classification according to ingredients: plain, egg, whole-wheat, flavoured • Cooking methods:	**Salads and salad dressing** ~~• Refer to the food pyramid for nutritional value.~~ • Classification of salads - Uncooked: mixed, green, Greek, coleslaw, Caesar, etc. - Cooked: potato, pasta, rice, beetroot -Moulded (gelatine) • Preparation methods (include knife skills) • General rules for preparing and serving of salad	**Tea and Coffee** **Tea** • Standard/Ceylon/black tea, lemon, iced, speciality teas, herbal, fruit, chai **Coffee** • Filter, espresso, decaffeinated, iced, cappuccino, latte, café mocha, Irish coffee, café au lait • ~~Blend and grind~~ • Preparing and serving of tea and coffee	**Nutritional value of meals** • South African food-based dietary guidelines • Refer to **the food pyramid** for nutritional value of different meals. • Different meals: breakfast, brunch, lunch, supper and dinner	**Principles of menu planning** with regard to •choice of food (aesthetic appeal and sensory value such as colour, texture, taste, shape, flavour, cooking methods); • type of customers (age, culture, preferences); and • management (staff skills, equipment, time available for preparation, etc)	**Writing out of a menu** Menu, meal and date specified • Correct sequence of dishes in the main course • Spaces between courses • Bread and friandise are not listed on the menu, but coffee is listed. • House rules for the school's restaurant	**Plan menu's** • breakfasts: continental and English; and • brunches and light meals. Pay attention to creativity and current food trends Use locally available products	**24-25 Sept** School Holiday

		boiling, refreshing, stir-frying (Chinese vermicelli) • Portion size (dry and cooked weights) • ~~Classic pasta sauces such as Alfredo, bolognaise~~ • Uses: starters, main dishes, salads	• Portion size • Salad dressings: - Uncooked: French, mayonnaise, etc. - Cooked: boiled salad dressing				could apply		
Requisite pre-knowledge	New content. Basic knowledge on commodities. Basic knowledge of commodity on menu.	New content. Basic knowledge on commodities. Basic knowledge of commodity on menu.	New content. Basic knowledge on commodities. Basic knowledge of commodity on menu.	New content. Basic knowledge on commodities. Basic knowledge of commodity on menu.	Basic knowledge from LO content Gr 8 & 9 – Food Pyramid Basic knowledge of eating habits.	Basic knowledge of eating habits. Basic knowledge of menu's in restaurants.	Basic knowledge of menu's in restaurants or at functions.	Basic knowledge of menu's in restaurants or at functions.	
Resources (other than textbook) **to enhance learning**	Worksheets Power points Recipe analysis You tube videos Cooking demonstration	Worksheets Power points Recipe analysis You tube videos Cooking demonstration	Worksheets Power points Recipe analysis You tube videos Cooking demonstration	Worksheets Power points Recipe analysis You tube videos Tasting	Posters Power pints Worksheets Examples of food items You tube videos	Posters Power points Worksheets Collection of old menus Examples of food items You tube videos	Posters Power points Worksheets Collection of old menus Examples of food items You tube videos	Posters Power points Worksheets Collection of old menus Examples of food items You tube videos	

Assessment	**Informal Assessment:** Remediation	Worksheet Recipe analysis Mind mapping Identification test Quiz	Worksheet Recipe analysis Mind mapping Identification test Quiz	Worksheet Recipe analysis Mind mapping Identification test Quiz	Worksheet Recipe analysis Mind mapping Identification test Quiz	Worksheet Quiz Mind mapping	Worksheet Quiz Mind mapping	Worksheet Quiz Mind mapping	Worksheet Quiz	
TERM 3 (37 days)		**Week 1 3-7 Aug** (5 days)	**Week 2 11-14 Aug** (4 days)	**Week 3 17-21 Aug** (5 days)	**Week 4 24-28 Aug** (5 days)	**Week 5 31 Aug - 4 Sept** (5 days)	**Week 6 7-11 Sept** (5 days)	**Week 7 14 -18 Sept** (5 days)	**Week 8 21-23 Sept** (3 days)	
Assessment	**SBA Formal Assessment**	**Task 5**: Two (2) Practical Lessons 25%				Revision and preparation for the September Test		Task 4: September Test 75%		

2020 National Revised ATP: Grade 10 – Term 4: HOSPITALITY STUDIES

Term 4 (38 days)	**Week 1 28 Sept-2 Oct** (5 days)	**Week 2 5-9 Oct** (5 days)	**Week 3 12-16 Oct** (5 days)	**Week 4 19-23 Oct** (5 days)	**Week 5 26-30 Oct** (5 days)	**Week 6 2-6 Nov** (5 days)	**Week 7 9-13 Nov** (5 days)	**Week 8 16-18 Nov** (3 days	**19 Nov– 9 December**
CAPS Topics	**Food and Beverage Service**	**Food and Beverage Service**	**Food and Beverage Service**	**Food and Beverage Service**	**Food and Beverage Service**	**Food and Beverage Service**	**Safety**	**Revision**	November Examinations 15 days
APS Reference	p 21	p 23	p 23	p 21	p 24	p 24	p 25		
Topics /Concepts, Skills and Values	**Mise-en-place in the restaurant: Buffet** Preparing the venue for breakfasts/brunches. Room layout, bookings and placing of quests. Personal appearance and uniform for waiters.	**Table setting for buffet style breakfasts and brunches** Two or three course light meals. Table cloths, serviettes, crockery, cutlery, glassware, condiments, menu cards, table numbers ~~Service and clearing techniques for food and beverages: buffet service~~	**Mise-en-place in the restaurant: Plated service** Waiters Receiving and seating quests. Service sequence and procedures. Presenting the bill Closing mise-en-place	**Service procedure** Storeroom procedures for food service equipment. Service and clearing techniques for food and beverages: buffet service (moved from week 2)	**Paying of the bill** The cashier Electronic PoS Methods of payment: cash, credit card, debit card, charge cards (Visa, Master, Diners Club, American Express), vouchers	**Customer relations** Sensitivity for culture, gender, age and disability. Handling of children and people with special needs. Sensitivity towards customer needs, friendliness, addressing customers and professional behaviour	**Basic treatment of injuries** Injuries that occur commonly in hospitality establishments (first aid): burns (different types) cuts, electrical shocks, sprains, fainting, choking, allergic reactions, shock. **General safety practices** In the kitchen and restaurants in respect of electrical appliances, gas, steam, knives, chemicals (cleaning agents)		
Requisite pre-knowledge	New content – (learners might have basic knowledge on breakfast	New content	New content	New content	New content	New content	Pre-knowledge on basic first aid practices		

		food commodities, but not brunch)						New content		
Resources (other than textbook) **to enhance learning**		Demonstration/Roleplaying	Power-point presentation, roleplaying/pictures	Demonstration/Roleplaying	Role play	Roleplaying using examples of various credit /debit cards and vouchers.	Power point presentation	First aid kit, roleplaying, demonstrations.		
Assessment	**Informal Assessment:** Remediation	Worksheets, classwork/homework	Identification Test (25 Marks)	Worksheets, classwork/homework	Demonstrations	Role play	Field trip/excursion to the local family restaurant. Worksheets	Roleplaying – demonstrate application of first aid	Past examination papers	
	SBA Formal Assessment	**PAT: Practical Examination** 100 marks			Revision and preparation for the November Examination			**November Examination** 100 marks convert to **200 marks**		

22. Information Technology (IT)

Content Map Grade 10 – 12

2020 National Revised Teaching Plan: Grade 10 – Term 1: Information Technology (IT)

TERM 1 48 days	**1: 15-17 Jan**	**2: 20-24 Jan**	**3: 27-31 Jan**	**4: 3-7 Feb**	**5: 10-14 Feb**	**6: 17-21 Feb**	**7: 24-28 Feb**	**8: 2-6 Mar**	**9: 9-13 Mar**	**10: 16-20 Mar**
CAPS topic	**Basic concepts of computing**	**Basic concepts of computing + Algorithms**	**Data representation and storage + Algorithms**	**Algorithms**	**Data representation + Solution development**	**Solution development**	**Solution development**	**Social implications + Solution development**	**Solution development**	**Solution development**
Concepts, skills and values	What are ICTs? Define Information Technology Explain what a computer is: Overview and concepts of the main components of a computer system: Types of computers	Advantages + disadvantages of using computers Data and information What is an ICT system? Basic concepts of an algorithm Examples of algorithms in everyday life	Data, information, and knowledge Bits and bytes Number systems: decimal, binary, hexadecimal Primitive data types and Data structures Explore various algorithms	Algorithms to solve a problem Tools: IPO table/flow charts /pseudo code for algorithms Tracing algorithms– trace table Compare algorithms: sequence, precision and efficiency	Value of accurate, well-tested algorithms Computer file management File-naming conventions Common file types and extensions Saving as another type Intro to the programming tool	Exploring the use of variables Variable naming conventions Assigning values to variables Exploring data types: integers, strings, floats, Boolean Casting	Operators (+, , * , /, mod, div) Functions: random, round, square root, truncation Calculations Formatting of output (fixed, currency)	Software licence agreements, piracy, copyright, copyleft Social, ethical, and legal issues pertaining to ICTs? Economic reasons using computers Digital divide Basic string concatenation	Applying algorithms such as swapping values, finding aggregates, isolate digits in an integer number (mod, div	Event handling (Click only)
Pre-knowledge	Gr 10: Programming skills and knowledge									
Resources (Not textbook) **to enhance learning**	YouTube, Websites and Workshop notes									
Informal assess; remediation	2 informal assessment tasks	2 informal assessment tasks	2 informal assessment tasks	2 informal assessment tasks	2 informal assessment tasks	2 informal assessment tasks	1 informal assessment tasks	2 informal assessment tasks	2 informal assessment tasks	
SBA (Formal Assessment)							**Task 1: THEORY TEST: >= 45 marks (1hr)**			

2020 National Revised Teaching Plan: Grade 10 – Term 2: Information Technology (IT)

TERM 2 37 days	**1: 29 Jun – 03 Jul (4 hours)**	**2: 06-10 Jul (4 hours)**	**3:13-17 Jul (4 hours)**	**4. 20-24 Jul (4 hours)**
Weighting	**(P: 100%)**	**(P: 75% T: 25%)**	**(P: 60% T: 40%)**	**(P: 30% T: 70%)**
CAPS topic	**Conditionals**	**Conditionals + Hardware**	**Hardware + Strings**	**Strings + System Software**
Concepts, skills and values	Comparison operators and performing logical comparisons Conditional constructs + Boolean Boolean logic/operators	Nested if's CASE statement Extend the use of variables, relational operators' Describe hardware Hardware concepts Input	Output /Storage devices / Input + Output System Unit Ports and connectors Compare computing devises String methods (length, copy, pos,left,right) String operations (using the string methods)	String operations (using the string methods) Describe system software Extend system software concept Utility programs Device drivers
Pre-knowledge				
Resources (Not textbook) **to enhance learning**				
Informal assess; remediation	2 informal assessment tasks.	2 informal assessment tasks	2 informal assessment tasks.	1 informal assessment tasks.
SBA (Formal Assessment				**Task 2: PRACTICAL TEST: >= 45 marks (1hr)**

2020 National Revised Teaching Plan: Grade 10 – Term 3: Information Technology (IT)

TERM 3 53 days	1: 03 – 07 Aug (4 hours)	2: 11 - 14 Aug (3 hours)	3: 17 - 21 Aug (4 hours)	4: 24-28 Aug (4 hours)	5: 31 Aug-04 Sep (4 hours)	6: 7 -11 Sep (4 hours)	7: : 14-18 Sep (4 hours)	8: 21-23 Sep (3 hours)
Weighting	**(P: 100%)**	**(P: 40% T: 60%)**	**(T: 100%)**	**(P: 100%)**	**(P: 60% T: 40%)**	**(P: 100%)**	**(PAT: 100%)**	**(PAT: 100%)**
CAPS topic	Events + Validation	Debugging +Networks	e-Communications + Social implications	Loops	Loops + Computer Management	Strings	**PAT**	Application Development + PAT
Concepts, skills and values	Events Basic validation techniques	Debugging techniques (ShowMessage) Debugging using trace tables Describe a network, Reasons for using networks, Types of networks, Internet as a WAN, Client-server vs peer-to-peer, Reasons for logging in	Describe e-communication Tools to facilitate e-com E-mail as e-com Social issues: work done up to here:	Iteration constructs: Loops	Loops Describe computer management Various management tasks and operating system utilities	Find a character in a string Count the number of occurrences of a specific character in a string String handling: First principles -Position, copy, delete, insert (first principles)	What is problem solving? Problem solving steps Solve a problem using the problem-solving steps Use appropriate tools and techniques used in software analysis, viz.	Develop simple applications PAT
Pre-knowledge	Past programming skills and knowledge							
Resources (Not textbook) **to enhance learning**	YouTube, Websites, Workshop notes							
Informal assess; remediation	2 informal assessment tasks	2 informal assessment tasks	2 informal assessment tasks	2 informal assessment tasks	2 informal assessment tasks	2 informal assessment tasks	2 informal assessment tasks	2 informal assessment tasks
SBA (Formal Assessment				**Task 3:THEORY TEST >= Min 45 marks (1hr)**			**Task 4: Practical Integrated test >=Min 45 marks (1hr)**	**PAT**

2020 National Revised Teaching Plan: Grade 10 – Term 4: Information Technology (IT)

TERM 4 47 days	1. 28 Sep – 02 Oct (4 hours)	2: 05-09 Oct (4 hours)	3: 12-16 Oct (4 hours)	4. 19-23 Oct (4 hours)	5: 26 -30 Oct (4 hours)	6: 2-6 Nov (4 hours)	7: 9 Nov (4 hours)	10 Nov -04 Dec
Weighting	**(T: 50% P: 50%)**	**(T: 50% P:25% PAT: 25%)**	**(T: 50% P:25% PAT: 25%)**	**(T: 25% PAT: 75%)**	**(T: 25% PAT: 75%)**	**(Revision: 100%)**	**(Exam Preparation : 100%)**	
CAPS topic	Loops & strings + Internet and WWW	Internet and WWW + Implement algorithms + PAT	Application Development + Internet and WWW + PAT	**Application Development + Social Implications**	**Internet Services Technology + PAT**	**Solution Development**	**PAT + Revision**	**TASK 5: FINAL EXAMINATION** **PAPER 1**: **Marks: 120 – Time: 3 hours (strings will be tested in all questions)** **Question 1** Properties, debugging, formulae, formatting **Question 2** Application of Decision making and repetition (loops) **Question 3** General problem-solving **PAPER 2**: **Marks: 120 – Time: 2hr 30** **Section A: Question 1** Short questions (±20 marks) **Section B: Question 2** Systems Technologies (±20 marks) **Section C: Question 3** Communications and Network Technologies (±20 marks) **Section D: Question 4** Data and Information Management (±20 marks) **Section E: Question 5** Solution Development (±20 marks) **Section F: Question 6** Integrated Scenario (±20 marks) **Cognitive levels:** **Lower order – 30%; Middle order-40%; Higher order-30%**
Concepts, skills and values	Describe Internet ISP Loops & strings: Implement algorithms to solve computing problems	Overview of WWW Browsing and searching W3C Implement algorithms to solve computing problems	Develop simple applications Criteria to evaluate Web sites	Develop simple applications Input + output using text file (for PAT only) Social issues: Work done up to here	Overview of plug-in applications What are Internet services technologies ? PAT (hand-in)	Revise, consolidate and extend solution development PAT – Finalise	Revision	
Pre-knowledge	Past programming skills and knowledge							
Resources (Not textbook) **to enhance learning**	YouTube, Websites, Workshop notes							
Informal assess; remediation	1 informal assessment task	1 informal assessment task	1 informal assessment task	Informal assessment tasks	Informal assessment tasks	Informal assessment tasks	Informal assessment tasks	
SBA (Formal Assessment		**PAT**	**PAT**	**PAT**	**PAT**	**PAT**	**PAT**	

23. Life Orientation

Revised National Teaching Plan

2020 National Revised Teaching Plan: Grade 10 – Term 2: Life Orientation

TERM 2: **19 days-4 weeks**	**Week 1** **(5 days)**	**Week 2** **(5 days)**	**Week 3** **(5 days)**	**Week 4** **(4 days)**	
CAPS Topics	**Study Skills**	**Study Skills**	**Social and Environmental Responsibility**	**Social and Environmental Responsibility**	
Topic, Concepts, Skills and Values	**Introduction:** • Dealing with psycho, social and emotional issues arising from COVID-19: debriefing, dealing with grief and loss of life due to COVID-19, psychological support, etc. • Basic knowledge and skills on the management of COVID-19	• **Study skills**: listening, reading, comprehension, concentration, memory, organisation, and time management • **Study methods**: note-taking, mind-mapping, selecting important concepts and content, assignment and essay construction and making comparisons • Critical, creative, and problem-solving skills • The impact of COVID-19 on learning and studying: Changing and adjustment of learning and studying approaches	**Contemporary social issues that impact negatively on local communities:** **Concepts: social and environmental justice** • Social issues: crime, poverty, food security, lack of basic services (water and health services) • Harmful effects of these issues on personal and community health **The local and global impact of COVID -19:** • **H**ow it affects people locally and globally? • How it affects the provision of basic service? • COVID-19 and issues of personal and societal hygiene	**Social, constructive, and critical thinking skills necessary to participate in civic life:** • Social responsibilities including the knowledge and skills to make informed decisions and take appropriate action • Purpose and contribution, areas of strength and possible improvements **Social responsibility in dealing with the effects of COVID-19**	
COVID-19	**Background to Coronavirus: NEW CONTENT** **Refer to the COVID 19 Grade 10 booklet on the DBE website** • What is COVID-19? • Symptoms	**Adjusting study skills and methods to COVID-19 conditions**	**Social justice linked to COVID-19**. • **(Comorbidities)**Pre-existing medical conditions (HIV and AIDs, diabetes, heart conditions, etc.) risks. • Effects of food shortages, poverty, unemployment crime, violence,	**Informed decisions on social responsibility** • **Actions to be taken related to COVID-19**	.

	• How does it spread? • Who is most at risk? • Treatment • How can the spread be slowed down? • Tracing the spread of the virus • Socio-economic effects on communities • Counselling and psychosocial support.		lack of basic services on personal and community health as a result of COID-19 • The effects of food security amidst COVID-19		
Requisite pre-knowledge	Definitions of key *concepts: Study skills, study methods, compare, contrast, critical thinking, generalisation, core information, Environmental justice, social justice, basic services, food security, social thinking skills, constructive			Grade 8 & 9 related content and *concepts:	
Resources other than the textbook	• Graphic organizers to enhance thinking skills: e.g. KWHL chart for baseline assessment and/or consolidation after lesson. Other types: • Past a concept definition map, discussion map, for notetaking, summaries, to organize ideas, etc. • Internet/Case Studies/Scenarios that are ***current and up-to-date***/Newspaper articles/DVD's/Role Play activities/Presentations by learners/Video clips, DVDs, PowerPoint Presentations/Guest speakers on a subtopic ***as per CAPS content per term***/Power Posters/Stimuli such as picture(s)/ Google classroom/ Kahoot/Social media platforms/Objects/material for demonstrations (to accommodate kinaesthetic learning style)/ Organisations/NGOs • Tips for Success/LinkedIn/Career websites on the different sub-topics for the term/Google updated **Scares Skills** lists in the current job market • Careers Matter/Apprenticeship Game Changer/ WCED e-Portal /Career Expos: e.g. CCEA, Universities/Universities of Technology/TVET Colleges/HEI Open Days/HEI websites/SETAs/Edu One/Edu Connect • Career websites: Careers Portal/PACE/gostudy.net/gostudy.mobi/Career help/Careers24, etc./Websites for financial assistance • Past exam papers to consolidate content . ‘ **Various websites on COVID-19**: • Bill of rights hand out on human rights, factsheet on human rights, academic but relevant documents of the role of the media in a democratic country, list of definition of concepts. • Dictionaries, magazines, newspaper articles, DVDs, video clips, internet, past examination papers, relevant past tests items, information from NGOs, government websites: • https://www.gov.za/documents/disaster-management-act-declaration-national-state-disaster-covid-19-coronavirus-16-mar • https://www.sahrc.org.za/index.php/sahrc-media/news-2/item/2298-media-statement-sahrc-continues-to-monitor-human-rights-observance-and-calls-for-calm • https://www.sahrc.org.za/index.php/sahrc-media/news-2/item/2296-media-statement-sahrc-responds-to-the-covid-19-national-lockdown • https://www.sahrc.org.za/index.php/sahrc-media/news-2/item/2331-media-statement-sahrc-calls-on-government-to-ensure-that-persons-with-disabilities-are-included-in-decisions-and-interventions-related-to-covid-19 • ahrc.org.za/index.php/sahrc-media/news-2/item/2288-media-statement-sahrc-urges-all-within-south-africa-to-take-all-necessary-steps-to-minimise-the-spread-of-covid-19 • https://www.sahrc.org.za/index.php/sahrc-media/news-2/item/2327-media-statement-sahrc-establishes-a-civil-society-advisory-committee-to-undertake-human-rights-monitoring-during-the-lockdown				

Informal assessment	• Complete Class/ homework activities consisting of different questions based on the above content. • The homework must blend the questions (low-mid and higher order), worksheets are used for the completion of both the home / classwork. • Marks will vary in terms of the nature of the questions. • The length will be determined by the stretch of content treated. Various nature of questions are used: short, discursive, columns, true or false with motivation, definition of concepts, attachment of concepts to expressions, scenario based, case studies, simulations, panel discussion, practical demonstrations ,etc. Both written and practical demonstrations are considered. • For practical demonstration, observation sheets must be used. • After a reasonable amount of content has been treated, informal assessment must be given. • At least one informal assessment should be administered in each period.
SBA Formal assessment	**A Short Task will replace the June Examination**. **An exemplar short task is available on the DBE website** **www.education.gov.za**

2020 National Revised Teaching Plan: Grade 10 – Term 3: Life Orientation

TERM 3 (37 days)	Week 1 (5 days)	Week 2 (5 days)	Week 3 (5 days)	Week 4 (5 days)	Week 5 (5 days)	Week 6 (5 days)	Week 7 (5 days)	Week 8 (2 days)
CAPS Topics	**Development of self in society**	**Development of self in society**	**Development of self in society**	**Development of self in society**	**Careers and Career choices**	**Careers and Career choices**	**Careers and Career choices**	**Careers and Career choices**
Topic, Concepts, Skills and Values	**Life roles: nature and responsibilities** • Life roles: child, student, adult, role in family, partner, mother, father, grandparent, breadwinner, employee, employer, leader and follower • Evolving nature of roles and responsibilities inherent in each role; how roles change and affect relationships • Evolving nature of life-roles as a result of **COVID-19**	**Handling each role effectively: influence of society and culture** • Changes towards adulthood: • Changes associated with development towards adulthood: adolescence to adulthood • Evolving nature of life roles and the demands it puts on children, family members, adults, elderly etc. as a result of **COVID-19**	• Emotional changes**:** Maturing personality, depth and control of emotions, feelings of insecurity, changing needs, interests, feelings, beliefs, values and sexual interest • Social changes: Relationship with family, interaction with social groups, need for acceptance by and dependence on peer group, moving into the workforce and increased responsibilities	• Values and strategies to make responsible decisions regarding sexuality and lifestyle choices to optimise personal potential • Where to find help regarding sexuality and life style choices? • Behaviour that could lead to sexual intercourse and teenage pregnancy, sexual abuse and rape • Values such as respect for self and others, abstinence, self-control, right to privacy, right to protect oneself, right to say No' and taking	• **Diversity in jobs:** Economic sectors: primary (raw materials), secondary (finished products or goods) and tertiary (infrastructure and providing services) • Work settings: workplace environment and conditions; indoors and outdoors (laboratory, mine) • Activities involved in each job: designing, assembling and growing. • Management and preparation of the workplace to minimize the spread of **COVID-19 t**o employees/ employers	• Skills and competencies: information gathering or analysis and instruction • Various facets of self and integration into the world of work • Opportunities within different career fields including work in recreation, fitness and sport industries • Alignment of personal facets to the new job opportunities that **COVID-19** makes available	• Research skills, salary package, promotion, and further study prospects • The need for new jobs arising from the advent of COVID-19	• Profitable use of time, how to use talents in: Working and career opportunities, enjoyment and transfer of skills to other related industries • The use of the Fourth Industrial Revolution (4IR) mechanisms for communication and doing business as a result of **COVID-19**, .

			• Coping with change: importance of communication and making friends • The effects of COVID-19 on established norms of family life	responsibility for own actions • Personal values on social distancing and its demands on family, community and society • Self-management skills in coping with the changes in family life resulting from the advent of COVID-19.	• Safety issues at the workplace			
COVID-19	• Responsibilities of children (learners) towards each other and significant others (family and friends) in the context of COIVD-19	• Adaptation and effective management of each role while dealing with the effects of COVID-19 in families, community and society etc.	• Effects of lockdown on relationships and social interaction in groups • How family relationships change (family meetings and other social occasions)	• Importance of values in personal safety, respect for self and others with emphasis on COVID 19	The importance of observing the following: • Fumigation, testing and monitoring • Provision of information on safety procedures • Constant monitoring for adherence • The use of Personal Protective Equipments (PPEs)	• Matching personal facets to the new jobs that COVID-19 has made available including those that were not known or common	Changing nature of jobs: • New jobs • Redefinition of old jobs • Changing nature of the workplace etc.	Time management • Effective use of time to Identify personal abilities and skills required for post COVID-19 challenges • Time management skills to explore opportunities availed by the 4IR in dealing with the effects of COVID-19
Requisite pre-knowledge	**Definitions of key *concepts:** Life role, peer pressure, sexuality, lifestyle, assertiveness, abstinence, skills transfer, emotional changes, psycho-social changes etc.			Grade 8 & 9 related content and *concepts **Understanding the different action/ command words** Use the list of definition of concepts. Include key words in terms of different cognitive levels				

Resources other than the textbook	• Dictionaries, magazines, newspaper articles, DVDs, video clips, internet, past examination papers and marking guidelines, relevant past tests items and marking guidelines, information from NGOs, government websites and other related websites including: • https://www.gov.za/documents/disaster-management-act-declaration-national-state-disaster-covid-19-coronavirus-16-mar • https://www.sahrc.org.za/index.php/sahrc-media/news-2/item/2298-media-statement-sahrc-continues-to-monitor-human-rights-observance-and-calls-for-calm • https://www.sahrc.org.za/index.php/sahrc-media/news-2/item/2296-media-statement-sahrc-responds-to-the-covid-19-national-lockdown • https://www.sahrc.org.za/index.php/sahrc-media/news-2/item/2331-media-statement-sahrc-calls-on-government-to-ensure-that-persons-with-disabilities-are-included-in-decisions-and-interventions-related-to-covid-19 • Sahrc.org.za/index.php/sahrc-media/news-2/item/2288-media-statement-sahrc-urges-all-within-south-africa-to-take-all-necessary-steps-to-minimise-the-spread-of-covid-19 • https://www.sahrc.org.za/index.php/sahrc-media/news-2/item/2327-media-statement-sahrc-establishes-a-civil-society-advisory-committee-to-undertake-human-rights-monitoring-during-the-lockdown
Informal assessment	• Complete Class/ homework activities consisting of different questions based on the above content. • The homework must blend the questions (low-mid and higher order), worksheets are used for the completion of both the home / classwork. • Marks will vary in terms of the nature of the questions. The length will be determined by the stretch of content treated. Various nature of questions are used: short, discursive, columns, true or false with motivation, definition of concepts, attachment of concepts to expressions, scenario based, case studies, simulations, panel discussion, practical demonstrations ,etc. • . Both written and practical demonstrations are considered. • For practical demonstration, observation sheets must be used. • After a reasonable amount of content has been treated, informal assessment must be given. At least one informal assessment must be administered on each period.
SBA Formal assessment	**Project or a task.**

TERM 4 (38 days)	Week 1 (5 days)	Week 2 (5 days)	Week 3 (5 days)	Week 4 (5 days)	Week 5 (5 days)	Week 6 (5 days)	Week 7 (5 days)	Week 8 (3 days)	
CAPS Topics	**Careers and career choices**	**Careers and career choices**	**Democracy and human rights**	**Democracy and human rights**	**Democracy and human rights**				
Topic, Concepts, Skills and Values	• **Awareness of trends and demands in the job market:** emerging demands or changing patterns of careers and scarce skills and the job market. • Reading the market for trends regarding jobs and identifying niches • Demands of new jobs in line with COVID-19	• Growth and decline of various occupations and fields of work and competencies linked to these jobs • SAQA, the NQF framework and recognition of prior learning • The need for lifelong learning • Different kinds of learning: formal, informal and non-formal • Growth and decline of various occupations and fields of work and competencies as a result of COVID-19	• Ethical traditions and/ or religious laws and indigenous belief systems of major religions • Living in a multi-religious society: understanding ethical traditions and/or religious laws of major religions in South Africa • The changes in established religious and traditional laws and practices as a result of COVID-19	**Major Religions:** • Judaism • Christianity • Islam • Hinduism • Buddhism • Baha'i Faith • African Religion • indigenous belief systems in South Africa: origins and practices • The impact of COVID-19 on the usual practices of the various religions in SA and the world • The evolution of new religious practices resulting form COVID-19	**Biases and unfair practices in sport** • Coverage of sport: ways to redress biases - Gender, race, stereotyping and sporting codes • Unfair practices: drug-taking, match-fixing, subjective umpiring and maladministration in sport • Process of analysis and critical evaluation • General sports management amidst COVID-19	**Examinations**			

COVID-19	• Scarce skills and competencies for certain jobs, e.g. Epidemiologist, Virologist, Robotics etc.	• Changing world of work and increased usage of Information Communication Technology (ICT), e-learning, online learning, distance learning, etc. • The use of the 4IR opportunities for work as a result of COVID-19	• The Impact of COVID-19 on traditional and religious practices /laws	• The reactions of religious groups arising from the restrictions imposed by COVID-19 • The need for change in the manner religious practices were done before COVID-19 • New modes of conducting religious rites, praying and related norms	• The reaction of the sporting community to the restrictions imposed by COVID-19 • Changing the manner sport activities were carried out and conducted. • The change and adaptation of playing fields/ infrastructure etc. • Spectators' mind-set shift • Safety of sports participants and spectators amidst COVID-19		·
Requisite pre-knowledge	**Definition of concepts and key concepts** • Job market, trends and demands, globalisation, scarce skills, niche job, SETA's, SAQA, NQF, RPL, • Lifelong learning, formal-, informal-, non-formal, learning, retrain, ethical, monotheistic, sect, indigenous, • Redress, bias, stereotyping, match-fixing, maladministration, subjective umpiring			**Grade 11 related content and concepts** Gr 8 & 9 related content and concepts **Understanding the different action/ command words** Use the list of definition of concepts. Include key words in terms of different cognitive levels			
Resources other than the textbook	• Graphic organizers to enhance thinking skills: e.g. KWHL chart for baseline assessment and/or consolidation after lesson. Other types: as a concept definition map, discussion map, for note taking, summaries, to organize ideas, etc. Internet/Case Studies/Scenarios that are ***current and up-to-date**/Newspaper articles/DVD's/Role Play activities/Presentations by learners/Video clips, DVDs, PowerPoint Presentations/Guest speakers on a subtopic ***as per CAPS content per term**/Power Posters/Stimuli such as picture(s)/ Google classroom/ Kahoot/Social media platforms/Objects/material for demonstrations (to accommodate kinaesthetic learning style)/ Organisations/NGOs, Tips for Success/LinkedIn/Career websites on the different sub-topics for the term/Google the updated **Scares Skills** lists in the current job market, Past exam papers to consolidate content • Dictionaries, magazines, newspaper articles, DVDs, video clips, internet, past examination papers and marking guidelines, relevant past tests items and marking guidelines, information from NGOs, government websites, WHO website on COVID-19 and other websites including: https://www.gov.za/documents/disaster-management-act-declaration-national-state-disaster-covid-19-coronavirus-16-mar. https://www.sahrc.org.za/index.php/sahrc-media/news-2/item/2298-media-statement-sahrc-continues-to-monitor-human-rights-observance-and-calls-for-calm. https://www.sahrc.org.za/index.php/sahrc-media/news-2/item/2296-media-statement-sahrc-responds-to-the-covid-19-national-lockdown' https://www.sahrc.org.za/index.php/sahrc-media/news-2/item/2331-media-statement-sahrc-calls-on-government-to-ensure-that-persons-with-disabilities-are-included-in-decisions-and-interventions-related-to-covid-19. ahrc.org.za/index.php/sahrc-media/news-2/item/2288-media-statement-sahrc-urges-all-within-south-africa-to-take-all-necessary-steps-to-minimise-the-spread-of-covid-19. https://www.sahrc.org.za/index.php/sahrc-media/news-2/item/2327-media-statement-sahrc-establishes-a-civil-society-advisory-committee-to-undertake-human-rights-monitoring-during-the-lockdown						

Informal assessment	Complete Class/ homework activities consisting of different questions based on the above content. • The homework must blend the questions (low-mid and higher order), worksheets are used for the completion of both the home / classwork • Marks will vary in terms of the nature of the questions. • Various nature of questions is used: short, discursive, columns, true or false with motivation, definition of concepts, attachment of concepts to expressions, scenario based, case studies, simulations, panel discussion, practical demonstrations, etc. • Practical demonstrations • At least one informal assessment must be administered on each period.	
SBA Formal assessment	**COVID 19 QUESTIONS MUST BE INCLUDED IN THE 2020 EXAMINATIONS. A Grade 10 COVID 19 booklet is available on the www.education.gov.za** **A BOOKLET WITH A BANK OF EXAM QUESTIONS WITH MEMOS IS ON THE DBE website- www.education.gov.za**	**FINAL EXAMINATION** The paper will consist of THREE sections. **Outline for examination** **Section A**: 20 marks (Responses: one word/phrase/full sentence/s,eg multiple choice, true or false with a justification **Section B**: 40 marks (Responses: full sentences and extended writing) **Section C: 40 marks (Three 20-mark questions: choose any two)** Total for examination: 100 Marks (2 Hours)

24. Life Sciences

Revised National Teaching Plan

2020 National Revised ATP: Grade 10 – Term 1: Life Sciences

<table>
<tr><th colspan="2">TERM 1
(48 days)</th><th>Week 1
15 - 17 Jan
(3 days)</th><th>Week 2
20 - 24 Jan
(5 days)</th><th>Week 3
27 – 31 Jan
(5 days)</th><th>Week 4
3 - 7 Feb
(5 days)</th><th>Week 5
10 - 14 Feb
(5 days)</th><th>Week 6
17 - 21 Feb
(5 days)</th><th>Week 7
24 - 28 Feb
(5 days)</th><th>Week 8
2 - 6 March
(5 days)</th><th>Week 9
9 - 13 March
(5 days)</th><th>Week 10
16 – 18 March
(5 days)</th></tr>
<tr><td colspan="2">CAPS Topics</td><td>(CAPS pg. 22) Orientation to Life Sciences</td><td colspan="6">(CAPS pg. 33) Biosphere to ecosystems</td><td colspan="2">(CAPS pg. 35) Biodiversity and classification</td><td rowspan="6">Consolidation and revision</td></tr>
<tr><td colspan="2">Topics /Concepts, Skills and Values</td><td>How science works and scientific skills, careers and subject combinations</td><td>Biosphere and biomes</td><td>Environment, ecosystems</td><td>Abiotic and biotic factors</td><td>Energy flow through ecosystems</td><td>Water, oxygen, carbon and nitrogen cycles</td><td>Ecotourism and consolidation</td><td colspan="2">Classification schemes including grouping of living organisms</td></tr>
<tr><td colspan="2">Requisite pre-knowledge</td><td>Scientific skills link to Grade 9</td><td colspan="6">Revise ecosystems from Grade 9</td><td colspan="2">Revise biosphere to ecosystems</td></tr>
<tr><td colspan="2">Resources (other than textbook) to enhance learning</td><td>Power Point slides and videos. Watch Telematics video on the scientific method at https://bit.ly/2nJnBel</td><td colspan="6">Identification guides and keys, access to an ecosystem, fieldwork, internet, magazines, newspaper articles</td><td colspan="2">Photographs, micrographs, identification keys and guides</td></tr>
<tr><td rowspan="2">Assessment</td><td>Informal assessment; remediation</td><td>Revision questions on scientific skills</td><td colspan="6">Case studies, tests, revision questions, fieldwork</td><td colspan="2">Classification, practice questions and activities</td></tr>
<tr><td>SBA (Formal)</td><td></td><td colspan="4">TASK 1: PRACTICAL TASK (minimum 30 marks) - Weighting: 20%</td><td colspan="4">TASK 2: FORMAL TEST (minimum 50 marks) - Weighting: 20%</td></tr>
</table>

2020 National Revised ATP: Grade 10 – Term 2: Life Sciences

TERM 2 **(19 teaching days)**	**Week 1** **Starts 29 June** (5 days)	**Week 2** (5 days)	**Week 3** (5 days)	**Week 4** (4 days)
CAPS Topics	**(CAPS pg. 35) Biodiversity and classification**	**(CAPS pg. 36) History of Life on Earth**	**(CAPS pg. 23) The Chemistry of Life**	
Topics /Concepts, Skills and Values	**Classification schemes a way of organizing biodiversity** • Brief history of classification: scientist attempt to classify organisms based on shared features. As information increases classification changes. One of the currently accepted classification systems is the Five-kingdom system; Animalia, Plantae, Fungi, Protista and Monera (Bacteria) -naming things in science: species concept and binomial system. Linnaeus (Carl von Linne) and his role in classification systems: Why do we use Latin? -differences between prokaryotes and eukaryotes • Main groupings of living organisms are bacteria, protists, fungi, plants and animals. • Diagnostic features of each of the following: -Bacteria -Protists -Fungi -Plants -Animals	**Life's History** • Different representations of the history of life on earth. The relationship to changes in climate and geological events ; bivalves and ammonites on the Makhatini flats in northern KZN, whale fossils in the Sahara, trilobites in the Karoo. • The three eras: Paleozoic, Mesozoic and Coenozoic. • **Geological timescale** • **Cambrian explosion** • **Mass extinctions** • **Fossil formation and methods of dating**	**Molecules for life**: **Organic molecules** made up of C, H, O and N, P. Cells are made up of proteins, carbohydrates, lipids, nucleic acids and vitamins. (only basic structural detail required) Inorganic compounds • Water : 2 H and 1 O • Minerals: e.g. Na, K, Ca, P, Fe, I, nitrates, phosphates. Macro and micro elements. Main functions and deficiency diseases	**Organic compounds** • Carbohydrates – monosaccharide's (single sugars) e.g. glucose, fructose; disaccharides (double sugars) e.g. sucrose, maltose; polysaccharides (many sugars) e.g. starch, cellulose, glycogen • Lipids (fats and oils) – 1glycerol and 3 fatty acids: unsaturated and saturated fats. Cholesterol in foods. Heart disease • Protein – amino-acids (C, H, O and N and some have P, S, Fe). Proteins are sensitive to temperature and pH; loss of structure and function. Role of enzymes in breaking down/synthesizing molecules Influence of temperature and pH on enzyme action Lock and key model of how enzymes work Enzymes in everyday life, e.g. washing powders. • Mention of Nucleic acids: DNA and RNA – Consisting of C, H, O, N and P (No details of structure required). • Vitamins e.g. A, one of B vitamins, C,D and E
Requisite pre-knowledge	Revise biosphere to ecosystems		Revise the topic ' molecules' from Natural Sciences Grades 8 and 9	
Resources (other than textbook) **to enhance learning**	Photographs, micrographs, identification keys and guides	Museum, fossil sites, Internet and photographs. Watch the Telematics video on the history of life at *https://bit.ly/33sEnO0*	Models: construct models of simple and more complex molecules using beads	Analyse nutritional content on food packaging

Assessment	**Informal assessment; remediation**	Classification, practice questions and activities	Construct a timeline showing history of life, research missing link between dinosaurs and birds, hypotheses of extinctions	Revision questions on inorganic and organic compounds, practical work, draw diagrams to represent molecules. Practical work: food tests etc. – refer to pg.24 of CAPS Compare the Recommended Daily Allowance (RDA) with usual diet of individual learners. Draw a pie chart of the food types and discuss implications of the usual diet of learners.
	SBA (Formal)	**TASK 3: FORMAL TEST (minimum 50 marks) - Weighting: 20%**		

2020 National Revised ATP: Grade 10 – Term 3: Life Sciences

TERM 3 (37 teaching days)	Week 1 (5 days)	Week 2 (5 days)	Week 3 (5 days)	Week 4 (5 days)	Week 5 (5 days)	Week 6 (4 days)	Week 7 (5 days)	Week 8 (2 days)
CAPS Topics	**(CAPS pg. 25) Cells: The basic unit of life**			**(CAPS pg. 26) Cell division: mitosis**	**(CAPS pg. 28) Animal tissues**	**(CAPS pg. 26) Plant tissues , (CAPS pg. 28) Organs**		**(CAPS pg. 29) Support and transport systems in plants**
Topics /Concepts, Skills and Values	**Cell structure** • Molecular make-up : Cells are mostly made of proteins, carbohydrates, lipids, nucleic acids and water **Cell structure and function : roles of organelles** • Cell wall – support structure in plant cells only. • Cell membrane – fluid mosaic model, boundaries and transport: movement across membranes: diffusion, osmosis and active transport. • Nucleus, chromatin material, nuclear membrane, nucleopores, nucleolus: the control centre, heredity. • Cytoplasm- storage, circulation of materials	**Cell structure and function : roles of organelles** • Mitochondria – release of energy during cell respiration • Ribosomes – protein synthesis • Endoplasmic reticulum (rough and smooth) transport systems Golgi –body – assemble secretion	**Cell structure and function : roles of organelles** • Plastids – production and storage of food, pigments • Vacuole, lysosomes, vesicles – storage, digestion, osmoregulation Relate structure and location of organelles to their functions. Cells differ in size, shape and structure in order to carry out specialized functions Differences between plant and animal cells	**Cell division – mitosis** Cell cycles including mitosis: interphase, mitosis (with names of phases) cytokinesis, growth. Continuous process of mitosis: division of cell to form two identical cells • Difference in telophase between plant and animal cells • **Chromosomes**: in nuclei of all cells, two chromatids, centromere **Role of mitosis**: growth and repair. Reproduction in some simple organisms	Introduce concept of a tissue as a group of similar cells adapted for a particular function: cell differentiation **Animal tissues** • -epithelial • -connective • -muscle and • -nerve tissue and some examples of each. Relationship between structure and function [no detail required – some tissue, e.g. blood and nerves in the reflex-arc, will be covered in more detail in relevant sections]	**Plant tissues** Emphasis on the relationship between basic structure and function Plant tissues: xylem. Phloem, parenchyma, collenchymas, sclerenchyma, epidermis and meristematic tissue **Anatomy of dicotyledonous plants** -root and stem : distribution of different tissues -structure of cells in different tissues		Organs: **Leaf structure** Cross section of a dicotyledonous leaf to demonstrate and explain its structure in terms of its functions i.e. Photosynthesis, gas exchange and transport. Link with plant tissues, appropriate cell organelles, movement across membranes and movement of molecules into through and out of the leaf.

Requisite pre-knowledge		Grade 10: Revise organic and inorganic compounds – cells are mostly made up of proteins, carbohydrates, lipids, nucleic acids and water	Revise cell structure from Grade 9 and 10	Revise cells Grade 10	Revise cells Grade 10 Revise plant tissues, organelles, movement across membranes	Revise plant tissues
Resources (other than textbook) **to enhance learning**		Light microscopes, micrographs, microscopic slides, bio viewers and bio strips	Light microscopes, micrographs, microscopic slides, bio viewers and bio strips	Light microscopes, micrographs, microscopic slides, bio viewers and bio strips, wall charts	Light microscopes, micrographs, microscopic slides, bio viewers and bio strips, wall charts	Light microscopes, micrographs, microscopic slides, bio viewers and bio strips, wall charts
Assessment	**Informal assessment; remediation**		Practical work – examine cell division	Practical work – draw cells that make up animal tissues	Practical work – draw cells that make up plant tissues Draw section of stem and root, labels and functions, tests, revision questions	Draw section of leaf, labels and functions, tests, revision questions
	SBA (Formal)	**TASK 4: PRACTICAL TASK (minimum 30 marks) - Weighting: 20%**		**TASK 5: FORMAL TEST (minimum 50 marks) - Weighting: 20%**		

TERM 4 (38teaching days)	Week 1 (5 days)	Week 2 (5 days)	Week 3 (5 days)	Week 4 (5 days)	Week 5 (5 days)	Week 6 (5 days)	Week 7 (5 days)	Week 8 (3 days)	Week 9 – 11 (15 days)
CAPS Topics	**(CAPS pg. 29) Support and transport systems in plants**	**(CAPS pg. 29) Support and transport systems in plants**	**(CAPS pg. 30) Support system in animals**		**(CAPS pg. 32) Transport systems in mammals**				
Topics /Concepts, Skills and Values	**Transpiration** Relationship between water loss and leaf structure Factors that affect the rate of transpiration: • temperature • light intensity • wind	• Uptake of water and minerals into xylem in roots in xylem • Transport of water and minerals to leaves • Translocation of manufactured food from leaves to other parts of plant	**Skeletons:** Examples of animals with each of the following : • hydrostatic skeleton • endoskeleton • exoskeleton Advantages and disadvantages Emphasize developmental progression and relate to the need for support linked to a terrestrial lifestyle. **Human skeleton** • the axial skeleton: mention of facial bones, cranium, foramen magnum, palate and jaws. • appendicular skeleton **Functions of skeleton** • movement • protection • support • storage of minerals • hearing Structure of a long bone Relationship between structure and function of the following tissues: mention of • bone • cartilage • tendons • ligaments	**Joints** • fixed • partly movable • freely movable (synovial). Structure of synovial joints: ball and socket, hinge, pivot and gliding Roles of the following in human locomotion • bones • joints • ligaments • tendons • antagonistic muscles (e.g. biceps/triceps)	**Transport system** **Blood circulation system:** pulmonary and systematic (double, closed) circulatory systems • heart and associated blood vessels • heart: internal and external structure related to functioning • cardiac cycle: flow of blood through the heart	**Direction of blood flow**: difference between oxygenated and deoxygenated blood in different parts of the system (diagram or schematic drawing) -**lungs and pulmonary system**; associated blood vessel -major organs and systematic system: Associated major blood vessels of brain, small intestine, liver kidney • Blood vessels: structure and functioning of arteries, veins with	Revision	Preparations for exams	**TASK 6: FINAL EXAMINATION** **PAPER 1** **Marks: 150** **Time: 2½ hours** *Learners must answer all 3 questions.* **Topics and marks:** *Chemistry of Life – 33* *Cells: Basic units of life- 19* *Cell division (mitosis) – 19* *Plant and Animal Tissues – 28* *Plant organs – 9* *Support and transport systems: plants- 23* *Support systems: animals - 19* **PAPER 2** **Marks: 150** **Time: 2½ hours** *Learners must answer all 3 questions.* **Topics and marks:** ***Transport systems in mammals – 32*** ***Biosphere to ecosystems – 54*** ***Biodiversity and classification – 21*** ***History of life on earth - 43***

						valves and capillaries			
Requisite pre-knowledge		Revise diffusion and osmosis, plant tissues	Revise diffusion and osmosis, plant tissues	Revise musculoskeletal system from Grade 8, animal tissues from Grade 10	Revise musculoskeletal system from Grade 8, animal tissues from Grade 10	Revise circulatory system from Grade 9, revise animal tissues from Grade 10			
Resources (other than textbook) **to enhance learning**		Light microscopes, micrographs, microscopic slides, bio viewers and bio strips, wall charts, potometer	Light microscopes, micrographs, microscopic slides, bio viewers and bio strips, wall charts, potometer	Model or photographs of human skeleton, longbone	Model or photographs of human skeleton, X rays of joints	Model of human heart, fresh heart from butchery, wall charts, stop watch, microscope			
Assessment	**Informal assessment; remediation**	Practical work – investigate the factors that affect rate of transpiration, water uptake by the plants	Practical work – investigate the factors that affect rate of transpiration, water uptake by the plants	Practical work – observe and draw a longbone,	Practical work – observe movement that occurs at joints	Practical work: dissection of mammal heart, measuring of pulse rate, blood vessels drawings and labels and functions			
	SBA (Formal)	**Preparation for Final Examination** **Cognitive levels: Knowing Science – 40%; Understanding Science-25%; Applying scientific knowledge-20%; Evaluating, analysing and synthesising – 15%** **Degrees of difficulty for examination and test questions: Easy- 30%; Moderate - 40%; Difficult -25%; Very difficult – 5%**							

25. Mathematical Literacy

Revised National Teaching Plan

2020 National Revised ATP: Grade 10 – Term 1: Mathematical Literacy

TERM 1 48 days	**1**: 15-17 Jan (3 days) **W: 2,2%**	**2**: 20-24 Jan **W:5,9%**	**3**: 27-315 Jan **W:9,6%**	**4**: 3-7 Feb **W: 13,3%**	**5**: 10-14 Feb **W: 17,0%**	**6**: 17-21 Feb **W: 20,7%**	**7**: 24-28 Feb **W: 24,4%**	**8**: 2-6 Mar **W: 28,1%**	**9**: 9-13 Mar **W: 31,8%**	**0**: 16-20 Mar **W: 31,8 %**
CAPS Topic	**NUMBERS AND CALCULATIONS WITH NUMBERS**				**PATTERNS RELATIONSHIPS & REPRESENTATIONS**			**DATA HANDELING**		**REVISION**
Concepts, skills and values	Number formats: Decimal point/comma; thousand separators (1000, 1000 000, etc.); Positive and negative numbers in contexts; conversions between number formats (e.g. dozen, over, century, etc.) Time formats conversions (sec – min – hours – days – weeks – months – years – decade) CAPS: Pg 28	Operations with whole numbers and decimals with and without a calculator (BODMAS) Use a calculator to find square, cube, square root of a number Operations with fractions CAPS: Pg 29	Rounding, Ratio, Rates, Direct and Inverse proportion, Percentages Rounding-off: to a specified number of decimal places, to the nearest whole number, up or down Ratio's: situations, formats, and calculations Rates: meaning, types and calculations Percentage: notation and calculations. Percentage increase and decrease calculations in contexts CAPS: Pg 30 - 35		Patterns and relationships: Constant, direct proportion and inverse proportion relationships. Tables with input and output values CAPS: Pg 38	Pattern and relationship representations: Table with dependent and independent values Equations Graphs Interpretation Tables Graphs (determine dependent and independent values, zero values, min/max values, missing values) Write a story from a graph or draw a graph from a story CAPS: Pg 39 - 42		DATA • Developing questions. • Collecting data • Classifying and organizing data. CAPS: Pg 83	DATA Summarising data. • Mean • Median • Mode • Range Analyse data represented by the above CAPS: Pg 84	
Requisite pre-knowledge	Basic number concepts – Grade 7-9 Mathematics	Basic number concepts – Grade 7-9 Mathematics	Basic number concepts – Grade 7-9 Mathematics		Number patterns; Basic knowledge on graphs	Number patterns; Basic knowledge on graphs		Revision of gr 8 & 9 Maths		
Resources (other than textbook) **to enhance learning**	Answer Series Examination Aid Gr 10 Calculators	Answer Series Examination Aid Gr 10 Calculators	Answer Series Examination Aid Gr 10 Calculators		Answer Series Examination Aid Gr 10	Answer Series Examination Aid Gr 10		NEWSPAPERS and DATA BASES/SOURCES Answer Series Examination Aid Gr 10		
Informal assessment; remediation	Short tests on number formats		Worksheet on rounding, ratio, proportion, and percentage			Short tests on graphs		Short test on Data (all concepts)		
SBA (Formal Assessment)							**ASSIGNMENT**			**CONTROLLED TEST**

2020 National Revised ATP: Grade 10 – Term 2: Mathematical Literacy

TERM 2 20 days	**1**: 29 Jun-3 Jul (5)	**2**: 6 Jul-10 Jul (5)	**3**: 13-17 Jul (5)	**4**: 20-24 Jul (5)
CAPS Topic	**FINANCE**	**MEASUREMENT**	**MAPS, PLANS & OTHER REPRESENTATIONS**	
Topic, concepts, skills and values	Financial documents • House hold bills • Shopping doc • Banking doc • Household budget Terminology used in above document CAPS: Pg 49 - 50	Conversions • Metric system • Conversion using factors/tables. Operations with numbers: Multiplication and division by: 10, 100,1000 without calculator. CAPS: Pg 63	Scale Use Scale in the form: 1:500 and bar scales to: Calculate actual distance and length from the given map/plan measurements. CAPS: Pg 73	Maps Describe position of an object (e.g. building) in relation to surrounding. Describe position of a building) in relation to surrounding buildings Find location, Follow & develop directions Direction indicators (left, right, along, up, down, etc.) House building numbering Numbering system used for sitting in sport stadiums CAPS: Pg 74 - 75
Requisite pre-knowledge	Basic retrieval of information from documents; basic calculations	Revision of gr 8 & 9 work	Revision of gr 8 & 9 work	Compass directions, map reading skills
Resources (other than textbook) **to enhance learning**	Financial documents and tariff rates of: • Household bills (electricity, water, telephone, cell phone) • Shopping documents (till slips, account statements) • Banking documents (bank statements, fee structures) • Household budgets • Transport tariffs	Measuring instruments: • Ruler • Tape measure • Baking measures (spoons/cups) **Relevant sources:** • Baking recipes • Conversion tables • Plans of school/house	• Street maps • Provincial and national road maps • Maps showing railway routes • Maps of layout of shopping centres Seating plans of cinemas/sport fields	• Street maps • Provincial and national road maps • Maps showing railway routes • Maps of layout of shopping centres Seating plans of cinemas/sport fields
Informal assessment; remediation	Short tests on financial documents	Worksheet on conversions and measuring	Short tests on scale and maps	
SBA (Formal Assessment)				

2020 National Revised ATP: Grade 10 – Term 3: Mathematical Literacy

TERM 3 **37** days	**1**: 3 – 7 Aug (5)	**2**: 11-14 Aug (4)	**3**: 17-21 Aug (5)	**4**: 24- 28 Aug (5)	**5**: 31 Aug – 4 Sept (5)	**6**: 7 – 11 Sept (5)	**7**: 14-18 Aug (5)	**8**: 21-23 Sept (3)
CAPS Topic	**FINANCE**			**MEASUREMENT**			**MAPS, PLANS & OTHER REPRESENTATIONS**	
Concepts, skills, and values	Income, expenditure, profit/loss, income-and-expenditure statements and budgets: • Perform calculations involving all of the above. • Identify fixed, variable and occasional income and expenditure values from financial documents. • Analyse and prepare income – and – expenditure statements and budgets CAPS: Pg 51 -52		**Interest** Distinguish between interest rate and interest Calculate interest and interest rate **Taxation** Determine VAT in the context of shop purchases, till slips and bills. Calculate VAT inclusive/exclusive prices CAPS: Pg 54, 58	Calculate: • Perimeter • Area • Volume of rectangles, triangles, and circles (quarter, semi and three-quarters) using formulae • Cost of products Solve problems and complete tasks/projects. CAPS: Pg 68 -69			Plans • Floor plans and design: Understand the symbol & notation used on plans • Describe what is being represented • Analyse layout of shown in plan & suggest alternative layout option • Determine actual length on plans using measurements and • given scale • Determine quantity of material needed by using the plans • perimeter, area and volume calculations • Draw 2D floor plans for familiar structures. Assembly diagrams CAPS: Pg 76 - 80	
Requisite pre-knowledge	Revision of gr 8 & 9 Fin Maths		Revision of gr 8 & 9 Fin Maths; Introduction to value added tax. Percentage calculations.	Revision of gr 8 & 9 Maths			Exposing learners to different basic floor plans, model instructions, etc.	
Resources (other than textbook) **to enhance learning**	Personal Income: salaries, wages & commission; gifts & pocket money; bursaries and loans; savings; interest; inheritance Personal Expenditure: Living expenses; accounts; telephone; fees; insurance; personal taxes; loan repayments; taxes		Bank statements, account statements, invoices, quotations, etc.	Measuring instruments: • Ruler • Tape measure • Different shapes in classroom and real-life context E.g. Shoe box Pringle holders Toilet roll Different copies of nets			Floor plans and design Familiar structure (e.g. classroom, room in a house, bedroom, or lounge)	
Informal assessm; remediation	Short tests on income and expenditure		Short tests on interest and tax	Exercise on perimeter, area and volume			Practical exercise on floor plans	
SBA (Formal Assessment)					**INVESTIGATION**		**TEST**	

2020 National Revised ATP: Grade 10 – Term 4: Mathematical Literacy

<table>
<tr><td>TERM 4 35 days</td><td colspan="2">1: 28 Sep-2 Oct (5)</td><td>2: 5-9 Oct (5)</td><td colspan="2">3: 12-16 Oct (5)</td><td>4: 19-23 Oct (5)</td><td>5: 26- 30 Oct (5)</td><td>6: 2 – 6 Nov (5)</td><td>7: 9-13 Nov (5)</td><td>Nov - Dec (Gr 10-11)</td></tr>
<tr><td>CAPS Topic</td><td colspan="3">FINANCE</td><td colspan="3">DATA HANDLING</td><td>REVISION</td><td>REVISION</td><td>Internal Examinations</td></tr>
<tr><td>Concepts, skills and values</td><td colspan="3">Banking, loans & investments.

Understand terminology in the banking documents

Determine bank charges for different bank account types.
Draw graphs from given bank charges.

CAPS: Pg 55</td><td colspan="2">DATA (Revise) Summarising data.
• Mean
• Median
• Mode
• Range
Analyse data represented by the above
CAPS: Pg 84</td><td>DATA Representing data
• Pie chart
• Histogram
• Single bar graph
• Line and broken line graph

CAPS: Pg 86 - 87</td><td>DATA Analyse data represented by the graphs done in previous week

CAPS: Pg 87 - 88</td><td rowspan="6"></td><td rowspan="6"></td><td rowspan="6">Notes on or guidelines for final examinations:
FINAL EXAMINATION (two papers)

<table><tr><td>PAPER 1</td><td>PAPER 2</td></tr><tr><td>75 MARKS; 1½ HOUR</td><td>75 MARKS; 1½ HOUR</td></tr><tr><td>4 Questions</td><td>4 Questions</td></tr><tr><td><u>Question 1</u> = 15 marks (Level 1)
<u>Question 2, 3 and 4</u>
Level 1 = 7-8 marks
Level 2 = 22-23marks
Level 3 = 15 marks
Level 4 = 15 marks</td><td><u>Question 1</u> = 15 marks (Level 1)
<u>Question 2, 3 and 4</u>
Level 1 = 7-8 marks
Level 2 = 22-23 marks
Level 3 = 15 marks
Level 4 = 15 marks</td></tr><tr><td>Finance, Data Handling and Probability</td><td>Maps and plans, Measurement and Probability</td></tr></table></td></tr>
<tr><td>Requisite pre-knowledge</td><td colspan="3">Substitution in formulae; Interpretation of graphs.</td><td colspan="3">Revision of gr 8 & 9 Maths</td></tr>
<tr><td>Resources (other than textbook) to enhance learning</td><td colspan="3">Bank statements, account information brochures, etc.,</td><td colspan="3">NEWSPAPERS and DATA BASES/SOURCES
Answer Series
Examination Aid Gr 10</td></tr>
<tr><td>Informal assessment; remediation</td><td colspan="2"></td><td colspan="4">Short test on Data (all concepts)</td></tr>
<tr><td>SBA (Formal Assessment)</td><td colspan="2"></td><td></td><td></td><td></td><td></td></tr>
</table>

26. Mathematics

Revised National Teaching Plan

2020 National Revised ATP: Grade – Term 1: Mathematics Grade 10

TERM 1 (48 days)		Week 1 15 - 17 Jan (3 days)	Week 2 20 - 24 Jan (5 days)	Week 3 27 – 31 Jan (5 days)	Week 4 3 - 7 Feb (5 days)	Week 5 10 - 14 Feb (5 days)	Week 6 17 - 21 Feb (5 days)	Week 7 24 - 28 Feb (5 days)		Week 8 2 - 6 March (5 days)	Week 9 9 - 13 March (5 days)	Week 10 16 - 20 March (5 days)
CAPS Topics												
Topics /Concepts, Skills and Values												
Requisite pre-knowledge												
Resources (other than textbook) **to enhance learning**												
Assessment	**Informal Assessment:** Remediation											
	SBA (Formal)											

2020 National Revised ATP: Grade – Term 2: Mathematics Grade 10

TERM 2 **(19 days)**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	
19	**Analytical Geometry**		**Number Pattern**	**Functions**	
	Represent geometric figures on a Cartesian co-ordinate system. Derive and apply for any two points $(x_1; y_1)$ and $(x_2; y_2)$ the formulae for calculating the: 1. distance between the two points; 2. gradient of the line segment connecting the two points (and from that identify parallel and perpendicular lines); and 3. Coordinates of the mid-point of the line segment joining the two points.		Patterns: Investigate number patterns leading to those where there is a constant difference between consecutive terms, and the general term (without using a formula-see content overview) is therefore linear.	1. The concept of a function, where a certain quantity (output value) uniquely depends on another quantity (input value). Work with relationships between variables using tables, graphs, words and formulae. Convert flexibly between these representations. **Note**: that the graph defined by $y = x$ should be known from Grade 9. 2. Point by point plotting of basic graphs defined by $y = x^2$	
SBA	Test				

TERM 3 (37 days)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	School Holiday
37	**Functions**				**Trigonometry**		**Measurement**		
	2. Point by point plotting of basic graphs defined by $y=\frac{1}{x}$ and $y=b^x; b>0$ and $b\neq 1$ to discover shape, domain (input values), range (output values), asymptotes, axes of symmetry, turning points and intercepts on the axes (where applicable). 3. Investigate the effect of a and q on the graphs defined by $y=a.f(x)+q$, where $f(x)=x$, $f(x)=x^2$, $f(x)=\frac{1}{x}$ and $f(x)=b^x, b>0, b\neq 1$. Sketch graphs find the equations of given graphs and interpret graphs. **Note**: Sketching of the graphs must be based on the observation of the effect of a and q				Solve two dimensional Problems involving right-angled triangles.		1. Revise the volume and surface areas of right-prisms and cylinders. 2. Study the effect on volume and surface area when multiplying any dimension by a constant factor k. 3. Calculate the volume and surface areas of spheres, right pyramids, right cones and combination of those objects (figures).		
SBA	**Test**								

2020 National Revised ATP: Grade – Term 3: Mathematics Grade 10

TERM 3 (38 days)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	EXAM
38	**Probability**		**Euclidean Geometry**	**Revision**					
	1. The use of probability models to compare the relative frequency of events with the theoretical probability. 2. The use of Venn diagrams to solve probability problems, deriving and applying the following for any two events in a sample space S: $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$; A and B are Mutually exclusive if $P(A \text{ and } B) = 0$; A and B are complementary if they are mutually exclusive; and $P(A) + P(B) = 1.$ Then $P(B) = P(not(A)) = 1 - P(A)$		Solve problems and prove riders using the properties of parallel lines, triangles and quadrilaterals						**PAPER 1** **Algebra** 35 ± 3 **Patterns and Sequences** 15 ± 3 **Probability** 15 ± 3 **Functions and Graphs** 35 ± 3
SBA	**Test**								

TOTAL NUMBER OF SBA TASKS 5 **Term 1 Test (20%) and Investigation / Project (20%)** **Term 2 Test (20%)** **Term 3 Test (20 %)** **Term 4 Test (20 %)**	**PAPER 2** **Analytical Geometry** 20 ± 3 **Trigonometry** 45 ± 3 **Euclidean Geometry** 35 ± 3			**PAPER 2** **Analytical Geometry** 35 ± 3 **Trigonometry** 35 ± 3 **Euclidean Geometry** 35 ± 3

27. Mechanical Technology – Automotive

Revised National Teaching Plan

2020 National Revised ATP: Grade 10 – Term 1: Mechanical Technology: Automotive

TERM 1 (48 days)		Week 1 15 - 17 Jan (3 days)	Week 2 20 - 24 Jan (5 days)	Week 3 27 – 31 Jan (5 days)	Week 4 3 - 7 Feb (5 days)	Week 5 10 - 14 Feb (5 days)	Week 6 17 - 21 Feb (5 days)	Week 7 24 - 28 Feb (5 days)	Week 8 2 - 6 March (5 days)	Week 9 9 - 13 March (5 days)	Week 10 16 - 20 March (5 days)
CAPS Topics		**Safety (Generic)**	**Safety (Generic)**	**Safety (Generic)**	**Tools (Generic)**	**Tools (Generic)**	**Engines (Generic)**	**Engines (Generic)**	**Engines (Specific)**	**Engines (Specific)**	
Topics /Concepts, Skills and Values		First Aid HIV/Aids Awareness **Understand the OHS Act** Learners must be fully aware of all the safety precautions when using the following tools: • Hand tools • pedestal drill • Bench grinder • Lathe	First Aid HIV/Aids Awareness **Understand the OHS Act** Learners must be fully aware of all the safety precautions when using the following tools: • Milling machine • Guillotine • Compressor • Fire extinguisher	First Aid HIV/Aids Awareness **Understand the OHS Act** Learners must be fully aware of all the safety precautions when using the following tools: • Bending machine • Power saws • Lifts, jacks & trestles.	Basic tools and equipment: • Spanners: ring-, flat- and combination- • Sockets and accessories • Pliers: • Hammers • Chisels, hacksaws, • Screwdrivers • Allen keys • Files • Stocks & dies.	Application of measuring and marking-off instruments: • Steel Rule • Square • Scriber • Tape measure • Combination set • Punches	Operating principles of 2 and 4 stroke internal combustion engines. (Single cylinder spark ignition engines only): • Stroke • Dead centre • Cycle	Operating principles of 2 and 4 stroke internal combustion engines. (Single cylinder spark ignition engines only): • Stroke • Dead centre • Cycle	**Identification and function of engine components**: Pistons, piston rings, crankshaft, connecting rod, bearings, gudgeon pin, camshaft, valves, flywheel, cylinder head, engine block, oil pump, manifolds, carburettors, etc.	**Conventional layouts**: • Engine in front with front- and rear-wheel drives • Engine at rear with rear-wheel drive • Advantages and disadvantages of each position	
Requisite pre-knowledge											
Resources (other than textbook) **to enhance learning**		OHS act, Safety signs in workshop, First aid manuals & Hand tools & Equipment	OHS act, Safety signs in workshop, First aid manuals & Hand tools & Equipment	OHS act, Safety signs in workshop, First aid manuals & Hand tools & Equipment	Tools and equipment as mentioned above.	Tools and equipment as mentioned above.	Engines assemblies, You-tube videos, etc..	Engines assemblies, You-tube videos, etc.	Engines with the above mentioned components, You-tube videos, etc.	Vehicles with different layouts, You-tube videos	
Assessment	**Informal Assessment:** Remediation			Class test		Class test				Class test	
	SBA & PAT (Formal)	**PAT = 50 Marks** **Assignment = 50 marks**									

2020 National Revised ATP: Grade 10 – Term 2: Mechanical Technology: Automotive

TERM 2 **(20 days)**		**Week 1 29 June - 3 July** (5 days)	**Week 2 6 – 10 July** (5 days)	**Week 3 13 - 17 July** (5 days)	**Week 4 20 - 24 July** (5 days)						
CAPS Topics		**Joining methods (Generic)**	**Forces (Generic)**	**Maintenance (Generic)**	**Maintenance (Generic)**						
Topics /Concepts, Skills and Values		Semi-permanent joining methods: • Bolts • Studs • Locking devices • Nuts • Split pins • Rivets • Keys	**Forces:** Different types of forces found in engineering components: • Pulling force (Tensile) • Compressive force • Shearing force **Moments:** Moments found in engineering components (basic calculations).	Properties of lubricants: • Viscosity • Pour point, etc. Grading of oil according to viscosity: (SAE standards) • Transmission oil • Engine oil • Differential oil • Cutting fluid • Grease Friction: • Characteristics • Application	Define the following types of maintenance: • Preventive • Predictive • Reliability centred maintenance Lack of maintenance on equipment • Excessive wear • Overheating/seizing; and distortion • Failure						
Requisite pre-knowledge											
Resources (other than textbook) **to enhance learning**		Bolt, nuts, etc. as mentioned above. Instructional videos, You-tube videos, etc.	Testing equipment to demonstrate different types of forces. Calculators	Different types of oils Instructional videos, You-tube videos, etc.	Instructional videos, You-tube videos, etc. Old question papers						
Assessment	**Informal Assessment:** Remediation			Class test							
	SBA & PAT (Formal)	**No formal test** **PAT = 50 Marks Any maintenance task (e.g. changing disc pads or any oil change) and radiator test (Any ONE)**									

2020 National Revised ATP: Grade 10 – Term 3: Mechanical Technology: Automotive

TERM 3 (37 days)		Week 1 3 – 7 Aug (5 days)	Week 2 11 - 14 Aug (4 days)	Week 3 17 - 21 Aug (5 days)	Week 4 24 - 28 Aug (5 days)	Week 5 31 Aug – 4 Sept (5 days)	Week 6 7 – 11 Sept (5 days)	Week 7 14 – 18 Sept (5 days)	Week 8 21 – 23 Sept (3 days)		
CAPS Topics		**Terminology (Specific) Drive trains**			**Maintenance (Specific)**	**Maintenance (Specific)**	**Maintenance (Specific)**	**Term test = 50 marks**			
Topics /Concepts, Skills and Values		**Function, construction and operation of the single-plate clutch assembly:** • Flywheel • Diaphragm pressure plate • Clutch Plate • Clutch couplings, etc. • Hydraulic: Master & slave cylinders, pipes • Fault finding	Identify and investigate the various components of the constant mesh manual gearbox and define the construction, function, operation and power flow of: • Gears • Shafts • Synchronising unit, • Selector mechanism.	**Function, construction and operation of drive shafts:** • The Slip Joint • Universal Joint • Constant Velocity Joint • Flexible coupling	**Lubrication Systems**: • Splash feed, Pressure Feed and Full pressure feed **Oil:** • Oil purity, oil dilution, Crankcase ventilation • Oil Filtration systems: Full-flow and by-pass systems	**Temperature Control:** • Factors generating heat **Cooling systems**: • Direct air • Indirect air cooling **Components:** • Radiators, Radiator pressure cap, Water pumps, thermostat, by-pass system, etc.	**Practical:** • Do a visual inspection on a cooling system • Do a pressure test **Check and maintain all fluid levels:** • Water • Oil • Brake fluid				
Requisite pre-knowledge											
Resources (other than textbook) **to enhance learning**		Clutch components: (as above). You-tube, CDX educational videos, etc.	Manual gearboxes and components: (as above) You-tube, CDX educational videos, etc.	Drive shafts and components (as above) with relative specifications.	Engines with different lubrication systems, Hand tools. You-tube, CDX educational videos, etc.	Vehicle or running engines, You-tube, CDX educational videos	Vehicle or running engines to do pressure testing and for servicing.				
Assessment	**Informal Assessment:** Remediation			Class test			Class test				
	SBA & PAT (Formal)	**Test = 50 marks (Term 3 content only)** **PAT = 50 Marks Any maintenance task (e.g. changing disc pads or any oil change) and radiator test (Any ONE)**									

2020 National Revised ATP: Grade 10 – Term 4: Mechanical Technology: Automotive

TERM 4 (37 days)		Week 1 28 Sept – 2 Oct (5 days)	Week 2 5 – 9 Oct (5 days)	Week 3 12 – 16 Oct (5 days)	Week 4 19 – 23 Oct (5 days)	5-10: 19 October – 9 December					
CAPS Topics		**Systems & Control (Specific)**	**Systems & Control (Specific)**	**Systems & Control (Specific)**	**Systems & Control (Specific)**						
Topics /Concepts, Skills and Values		**Basic carburetion**: • Function of a carburettor • Basic principle of operation, etc. **Air filters**: Purpose and types.	**Hydraulic brake system:** • Master Cylinder (function) • Wheel Cylinders • Disc brake assembly • Brake shoe assembly • Hand brake assembly.	Electricity: • Electron theory – basic electrical principles: ➢ Electron movement ➢ Electrons and conductors ➢ Pulse with modulation ➢ Digital & analogue signal ➢ Effects of electricity • Characteristics of magnetism • Electromagnets	Ohm's Law • Electrical units and measurements: ➢ Volts ➢ Amps ➢ Ohms • Use of the Multi-meter • Basics series and parallel circuits • Battery – lead acid type						
Requisite pre-knowledge											
Resources (other than textbook) **to enhance learning**		Carburettors, air filters and braking systems components, hand tools & educational videos.	Braking systems components, hand tools & educational videos.	Instructional videos, You-tube videos, etc.	Multi-meters, Batteries, Instructional videos, You-tube videos, etc.						
Assessment	**Informal Assessment:** Remediation		Class test		Class Test						
	SBA (Formal)	**FINAL EXAMINATION**									

28. Mechanical Technology – Fitting and Machining

Revised National Teaching Plan

2020 National Revised ATP: Grade 10 – Term 1: Mechanical Technology: Fitting & Machining

TERM 1 **(48 days)**	**Week 1 - 3** **15 - 31 Jan** (13 days)	**Week 4 - 7** **3 - 28 Feb** (20 days)	**Week 8 - 9** **2 - 13 March** (10 days)	**Week 10** **16 - 20 March** .(5 days)
CAPS Topics	**Safety (Generic)**	**TERMINOLOGY (Machining) (Specific**	**Tools (Generic)**	Assessment /consolidation
Topics /Concepts, Skills and Values	Organise and manage activities responsibly and effectively, including self-management and HIV/Aids awareness; Safety precautions taken into account during performance-based activities in order to avoid injuries or incidents. Explain his/her rights, human rights, contributions and responsibilities. **Understanding of the OHS Act** Learners must be fully aware of all the safety precautions to be taken during performance-based activities, in order to avoid injuries or incidents. Refer specifically to the following tools/machines/equipment: • Different hand tools • Pedestal drill • Lathe • Milling machine • Bench grinder • Guillotine • Bending machine • Power saws • Two and/or four post lift, trolley jack and trestles **Identify safe and hazardous acts and conditions e.g. speed of emery wheels, etc.** Apply personal hygiene measures. Refer specifically to the following tools/machines/equipment (refer to Topic 2: Tools): • Different hand tools • Pedestal drill	Simple readings on: • Vernier callipers • Outside, inside and depth micrometers Lathe: • Classification • Types of bed: V and flat and gap • Functions of: ➢ Feed shaft ➢ Head stock ➢ Lead screw ➢ Tail stock ➢ Carriage • Function and purpose of the 3- and 4-jaw chuck • Coolants (Application and advantages and disadvantages) • Cutting tool (high speed steel): ➢ Clearance angles ➢ Cutting angles ➢ Differentiate between high speed steel cutting tools and tungsten tip tools ➢ Tool holders and boring bars (Types and uses) • Apply cutting procedures for diameter turning and facing • Taper turning (Methods, Advantages and disadvantages): ➢ Compound slide ➢ Tail stock ➢ Taper turning attachment ➢ Cutting tool • Screw cutting (Compound slide – Theory only): ➢ Characteristics and elements of metric V-thread	Basic tools and equipment: • Spanners: ring-, flat- and combination- • Sockets and accessories • Pliers: • Hammers • Chisels, hacksaws, • Screwdrivers • Allen keys • Files • Stocks & dies. Application of measuring and marking-off instruments: • Steel Rule • Square • Scriber • Tape measure • Combination set • Punches **Practical:** Use the marking-off instruments to mark-off a plate (at least 5mm thick) with 5 holes.	

		• Pedestal grinder • Guillotine • Compressors • Fire extinguishing apparatus **Practical:** Identify safe and hazardous acts and conditions (e.g. speed of emery wheels, Maximum lift on hydraulic equipment etc.) Apply personal hygiene measures. **Note:** Clean workshop on a weekly basis.	➢ Parallel ➢ Half of the included angle of the thread ➢ Use of the screw thread pitch gauge and screw cutting gauge **Practical:** • Use the abovementioned measuring instruments and demonstrate the measurement of given sizes. • Facing and parallel turning of a work piece on the centre lathe. • Machining of an outside taper using the compound slide only on the same work piece used for the facing and parallel turning		
Requisite pre-knowledge					
Resources (other than textbook) **to enhance learning**		OHS act, Safety signs in workshop, First aid manuals & Hand tools & Equipment	Tools and equipment as mentioned above.	Tools and equipment as mentioned above.	
Assessment	**Informal Assessment:** Remediation	Class work/case studies/worksheets/homework/ (theory and practical work)		Class test	
	SBA (Formal)	**TASK 1: Assignment – 50 marks [10% SBA]**			

2020 National Revised ATP: Grade 10 – Term 2: Mechanical Technology: Fitting & Machining

TERM 2 **(20 days)**	**Week 1** **29 June – 3 July** (5 days)	**Week 2** **6 – 10 July** (5 days)	**Week 3** **13 - 17 July** (5 days)	**Week 4** **20 - 24 July** (5 days)
CAPS Topics	**Joining methods (Generic)**		**Forces (Generic)**	
Topics /Concepts, Skills and Values	Calculations on the size of drills and key dimensions: • Drill sizes for screw cutting • Width, thickness and length of keys **Practical**: Application of hand threading with the aid of the tap and die set Semi-permanent joining methods: • Bolts • Studs • Locking devices • Nuts • Split pins • Rivets Keys – Identification, fitting and uses of the following types: • Parallel • Taper • Gib head • Woodruff keys **Practical:** Use the marking-off plate from Topic "Tools" and drill and tap two (2) holes.		**Forces:** Differentiate between the different types of forces found in engineering components: • Pulling force (Tensile) • Compressive force • Shearing force Components of forces: • Triangle and parallelogram of forces – resultant of two forces graphically only; • Graphical and mathematical solution of the horizontal and vertical component of a single force acting at an angle. **Practical:** Use basic calculations to determine forces.	
Requisite pre-knowledge				
Resources (other than textbook) **to enhance learning**	Bolt, nuts, etc. as mentioned above. Instructional videos, You-tube videos, etc.		Testing equipment to demonstrate different types of forces. Calculators	
Assessment **Informal Assessment:**	Class work/case studies/worksheets/homework/ (theory and practical work)			

	SBA (Formal)	**Term 2 – None (June examination will be excluded) TASK 2: PAT = 100 Marks** **Turning task: Work piece which must include facing and diameter turning processes.** **The legislation governing workplaces in relation to COVID – 19 is the Occupational Health and Safety Act, Act 85 of 1993, as amended, read with the Hazardous Biological Agents Regulations. Section 8 (1) of the Occupational Health and Safety (OHS) Act, Act 85 of 1993, -** **Safe work practices are types of administrative controls that include procedures for safe and proper work used to reduce the duration, frequency, or intensity of exposure to a hazard. Examples of safe work practices for SARS-CoV-2 include. Requiring regular hand washing or using of alcohol-based hand rubs. Learners and teachers should always wash hands when they are visibly soiled and after removing any PPE. Keep safe distances and wear a mask at all times.** **See the document on the workshop safety measures.**

TERM 3 **(37 days)**	**Week 1** **3 – 7 Aug** (5 days)	**Week 2** **11 - 14 Aug** (4 days)	**Week 3** **17 - 21 Aug** (5 days)	**Week 4** **24 - 28 Aug** (5 days)	**Week 5** **31 Aug – 11 Sept** (10 days)	**Week 7 – 8** **14 – 23 Sept** (8 days)
CAPS Topics	**Forces (Generic)**	**Maintenance (Generic)**	**Maintenance (Generic)**	**MATERIALS (Generic)**	**SYSTEMS AND CONTROL (Drive systems)(Specific)**	**PAT, remediation & Test**
Topics /Concepts, Skills and Values	**Forces:** Stress (Basic calculations on): • Square bar • Round bar **Practical:** • Use basic calculations to determine forces and stress	Properties of lubricants: • Viscosity Friction: • Characteristics • Application	Define the following types of maintenance: • Preventive • Predictive • Reliability centred maintenance Lack of maintenance on equipment • Excessive wear • Overheating/seizing; and distortion • Failure • Disadvantages of an unbalanced work piece or machine part **Practical:** Analyse and predict the outcome of the lack of maintenance on equipment used in the workshop	Characteristics, composition and use of: • Ferrous metals and alloys: ➢ Low carbon steel ➢ Medium carbon steel ➢ High carbon steel ➢ Cast iron: ➢ Grey cast iron ➢ White cast iron ➢ Stainless steel (manganese, chrome, vanadium, titanium, tungsten, molybdenum and cobalt) • Non-ferrous elements: ➢ Copper, tin, lead, zinc, aluminium, nickel • Non-ferrous alloys: ➢ Brass, bronze, phosphor bronze, white metal, duralumin and solder **Practical:** • Collect a sample of 5 non-ferrous elements and 5 non-ferrous alloys • Give 2 uses for each sample collected	**MECHANICAL:** Identify different drive systems referring to application. • Spur gears • Pulleys and belt drives • Chain drives	

Requisite pre-knowledge						
Resources (other than textbook) **to enhance learning**	Calculators	Different types of oils Instructional videos, You-tube videos, etc	Instructional videos, You-tube videos, etc. Past question papers	Different materials as listed above, magnets etc. Instructional videos, You-tube videos, etc.	Gear, belt and chain drive instructional kits. Instructional videos, You-tube videos, etc	
Assessment	**Informal Assessment:**	Class work/case studies/worksheets/homework/ (theory and practical work)				
	SBA (Formal)	**TASK 2 cont.: PAT = 100 Marks Turning task: Work piece which must include facing and diameter turning processes.** **The legislation governing workplaces in relation to COVID – 19 is the Occupational Health and Safety Act, Act 85 of 1993, as amended, read with the Hazardous Biological Agents Regulations. Section 8 (1) of the Occupational Health and Safety (OHS) Act, Act 85 of 1993, -** **Safe work practices are types of administrative controls that include procedures for safe and proper work used to reduce the duration, frequency, or intensity of exposure to a hazard. Examples of safe work practices for SARS-CoV-2 include. Requiring regular hand washing or using of alcohol-based hand rubs. Learners and teachers should always wash hands when they are visibly soiled and after removing any PPE. Keep safe distances and wear a mask at all times.** **See the document on the workshop safety measures.**				**TASK 4** **Term test:** **Term 3 work only** **50 marks**

2020 National Revised ATP: Grade 10 – Term 4: Mechanical Technology: Fitting & Machining

TERM 4 (38 days)		**Week 1- 6** **28 Sept – 6 Nov** (30 days)	**Week 7 - 10** **9 Nov – 9 December**
CAPS Topics		**Systems & Control (Specific)**	**Revision, remediation, PAT & Examination**
Topics /Concepts, Skills and Values		**MECHANICAL:** Identify different drive systems referring to application., • Spur gears • Pulleys and belt drives • Chain drives **Identification and application on the following screw threads (properties, uses, profiles and angles):** • ISO Metric V-thread (fine and coarse) • Square thread • Acme thread **Practical:** Identify the most suitable mechanical drive system for various applications	
Requisite pre-knowledge			
Resources (other than textbook) **to enhance learning**		Examples of the different types of threads as used in the F&M environment. Instructional videos, You-tube videos, etc.	
Assessment	**Informal Assessment:**	Class work/case studies/worksheets/homework/ (theory and practical work)	
	SBA (Formal)		**Task 5: FINAL EXAMINATION**

29. Mechanical Technology – Welding and Metalwork

Revised National Teaching Plan

2020 National Revised ATP: Grade 10 – Term 1: Welding and Metalwork

TERM 1 (48 days)		Week 1 15 - 17 Jan (3 days)	Week 2 20 - 24 Jan (5 days)	Week 3 27 – 31 Jan (5 days)	Week 4 3 - 7 Feb (5 days)	Week 5 10 - 14 Feb (5 days)	Week 6 17 - 21 Feb (5 days)	Week 7 24 - 28 Feb (5 days)	Week 8 2 - 6 March (5 days)	Week 9 9 - 13 March (5 days)	Week 10 16 - 20 March (5 days)
CAPS Topics		**Safety**	**Safety**	**Tools (Generic)**	**Tools (Generic)**	Terminology) (Specific) and (PAT)	Terminology) (Specific) and (PAT)	Terminology (Specific) and (PAT)	Terminology (Specific) and (PAT)	**Revision Controlled Assignment**	**Revision Controlled Assignment**
Topics /Concepts, Skills and Values		First Aid HIV/Aids Awareness OHS act Machine specific safety measures	First Aid HIV/Aids Awareness OHS act Machine specific safety measures	Basic hand tools and equipment and (PAT	Basic hand tools and equipment and (PAT)	Principles and functions of welding machines Electrical aspects regarding arc welding and gas welding	Principles and functions of welding machines Electrical aspects regarding arc welding and gas welding	Welding terms Explain with the aid of sketches	Welding terms Explain with the aid of sketches	Safety Tools Terminology	(50) MARKS
Assessment	**Informal Assessment: Remediation**	Classwork/case studies/worksheets/homework/(theory and practice)									
	SBA (Formal)	**PAT TASK: Work piece which include (hacksaw exercise, filing, squaring). Assignment – 50 marks [10% SBA]**									

2020 National Revised ATP: Grade 10 – Term 2: Welding and Metalwork

TERM 2 **(19 days)**	**Week 1** **29Jun-3 Jul** (5 days)	**Week 2** **6Jul-10Jul** (5 days)	**Week 3** **13Jul-17Jul** (5 days)	**Week 4** **20Jul - 24 Jul** (5 days)
CAPS TOPICS	Joining Methods (Generic) and (PAT)	Joining Methods (Generic) and (PAT)	Forces (Generic) and (PAT)	Forces (Generic) and (PAT)
Topics /Concepts, Skills and Values	Drill and key sizes Semi-permanent joining	Drill and key sizes Semi-permanent joining	Types of forces Components of forces Basic calculations On stress and strain (Square and round bars)	Types of forces Components of forces Basic calculations On stress and strain (Square and round bars)
Informal assessment	**Classwork/case studies/worksheets/homework/(theory and practice**)			
SBA (Formal)	**Term 2 – None (June examination will be excluded)** **PAT: Work piece which must include semi-permanent welding (bolts, rivets)** **The legislation governing workplaces in relation to COVID – 19 is the Occupational Health and Safety Act, Act 85 of 1993, as amended, read with the Hazardous Biological Agents Regulations. Section 8 (1) of the Occupational Health and Safety (OHS) Act, Act 85 of 1993, -** **Safe work practices are types of administrative controls that include procedures for safe and proper work used to reduce the duration, frequency, or intensity of exposure to a hazard. Examples of safe work practices for SARS-CoV-2 include. Requiring regular hand washing or using of alcohol-based hand rubs. Learners and teachers should always wash hands when they are visibly soiled and after removing any PPE. Keep safe distances and wear a mask at all times. See the document on the workshop safety measures.**			

2020 National Revised ATP: Grade 10 – Term 3: Welding and Metalwork

TERM 3 (37 days)		Week 1 3-7 Aug (5 days)	Week 2 10 – 14 Aug (4 days)	Week 3 17 -21 Aug (5 days)	Week 4 24-28 Aug (5 days)	Week 5 31 Aug - 4 Sept (5 days)	Week 6 7 -11 Sept (5 days)	Week 7 14-18 Sept (5 days)	Week 8 21 - 23 Sept (3 days))
CAPS Topics		Forces (Generic) and (PAT)	Maintenance (Generic) and (PAT)	Terminology (Welding Symbols and joints) (Specific) and (PAT)	Terminology (Welding Symbols and joints) (Specific) and (PAT)	Terminology (Welding Symbols and joints) (Specific) and (PAT)	Terminology (Welding Symbols and joints) (Specific) and (PAT)	**REVISION AND CONTROLLED TEST**	**REVISION AND CONTROLLED TEST**
Topics /Concepts, Skills and Values		Types of forces Components of forces Basic calculations On stress and strain	Properties of lubricants, lack of maintenance	Application of permanent joints (Arc welding) Lap joint Butt joint T-joint Edge joint Corner joint	Application of permanent joints (Arc welding) Lap joint Butt joint T-joint Edge joint Corner joint	Application of permanent joints (Arc welding) Lap joint Butt joint T-joint Edge joint Corner joint	Application of permanent joints (Arc welding) Lap joint Butt joint T-joint Edge joint Corner joint	**FORCES MAINTENANCE TERMINOLOGY**	**FORCES MAINTENANCE TERMINOLOGY**
Assessment	**Informal Assessment:** Remediation	**Classwork/case studies/worksheets/homework/(theory and practice)**							
	SBA (Formal)	**PAT: Work piece which include a permanent welding joints (lap joint, butt joint and T-joint) (arc welding processes).** **The legislation governing workplaces in relation to COVID – 19 is the Occupational Health and Safety Act, Act 85 of 1993, as amended, read with the Hazardous Biological Agents Regulations. Section 8 (1) of the Occupational Health and Safety (OHS) Act, Act 85 of 1993, -** **Safe work practices are types of administrative controls that include procedures for safe and proper work used to reduce the duration, frequency, or intensity of exposure to a hazard. Examples of safe work practices for SARS-CoV-2 include. Requiring regular hand washing or using of alcohol-based hand rubs. Learners and teachers should always wash hands when they are visibly soiled and after removing any PPE. Keep safe distances and wear a mask at all times.** **See the document on the workshop safety measures.**							**TASK 4 Term test: Term 3 work only 50 marks [15% SBA]**

2020 National Revised ATP: Grade 10 – Term 4: Welding and Metalwork

TERM 4 (38 days)		Week 1-5 28 Sep - 23 Oct	Week 6-10 26 Oct - 9 Dec
CAPS Topics		Terminology (Developments) and (PAT)	Revision, Remediation, Completion of PAT, Examination
Topics /Concepts, Skills and Values		Development of: • Elbows with one joint • Right angled and oblique T-piece • Right cones with top and base parallel to the horizontal	
		Classwork/case studies/worksheets/homework/ (theory and practice)	
	SBA (Formal)	**PAT: Work piece which include a development**	**Examination**
	SBA (Formal)		**FINAL EXAMINATION**

30. Music

Revised National Teaching Plan

2020 National Revised ATP: Grade 10 – Term 1: Music - Indigenous African Music (IAM) Stream

TERM 1 **(48 days)**	**Week 3** **15 - 17 Jan** (3 days)	**Week 4** **20 - 24 Jan** (5 days)	**Week 5** **27 – 31 Jan** (5 days)	**Week 6** **3 - 7 Feb** (5 days)	**Week 7** **10 - 14 Feb** (5 days)	**Week 8** **17 - 21 Feb** (5 days)	**Week 9** **24 - 28 Feb** (5 days)	**Week 10** **2 - 6 March** (5 days)	**Week 11** **9 - 13 March** (5 days)	**Week 12** **16 - 20 March** (5 days)
CAPS Topics	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)
Concepts, Skills and Values	• Topic 1: Performance • Topic 2: - Simple Time signatures $\frac{4}{4}, \frac{3}{4}, \frac{2}{4}$ - Note values: Semibreve, minim, crotchet, quaver, semiquaver • Topic 3: Introduction to music: - Definition of music	• Topic 1: Performance • Topic 2: Staves - Concept for lines and spaces for notes - G (treble) and F (bass) clefs. - Note names in G and F clefs up to two ledger lines. • Topic 3: The role of music in various societies	• Topic 1: Performance • Topic 2: Sharps and Flats/Tones and semitones • Topic 3: Musical Style: - Folk - Military - Rock	• Topic 1: Performance • Topic 2: Scales - C,G,D, and F Major Scales • Topic 3: Musical Style: - Jazz - Western Art Music	• Topic 1: Performance • Topic 2: Key signatures - C,G, D and F • Topic 3: Musical Style: - Indian Music - African Music	• Topic 1: Performance • Topic 2: Intervals - Perfect Intervals - Major Intervals • Topic 3: Instruments and Sound production: - Chordophones - Aerophones - Membranophones - Idiophones - Electrophones	• Topic 1: Performance • Topic 2: Compositional Techniques - Rhythmic motif - Rhythmic sequence • Topic 3: Sound production: - Instruments of the orchestra:	• Topic 1: Performance • Topic 2: Revision and consolidation • Topic 3: Sound Production: - The human voice: Soprano Alto Tenor Bass	• Topic 1: Performance • Topic 2: Revision and consolidation • Topic 3: Form - AB – Binary - ABA – Ternary - AABA – Song Form	• Topic 1: Performance • Topic 2: Revision and consolidation • Topic 3: Form in African Music: - Call and refrain - Overlapping - The mixed structural form - Call and Response

		- elements of music									
Requisite pre-knowledge		Grade 9 Music Literacy from Creative Arts	Awareness of the role of music in society	• Basic music literacy • Elements of music	Tones and semitones	Sharps and Flats	• Scales • Key signatures • Tones and semitones	Aural awareness of timbre	All Grade 10 Music Literacy	All Grade 10 Music Literacy	All Grade 10 Music Literacy
Resources (other than textbook) **to enhance learning**		Audio, Music Scores and Video of various music examples	Audio and Video of Music and its societal roles	Audio, Music Scores and Video of prescribed music styles, artists and songs	Audio, Music Scores and Video of prescribed music styles, artists and songs	Audio, Music Scores and Video of prescribed music styles, artists and songs	Audio, Video and Pictures of different types of instruments	Audio, Video and Pictures of different types of instruments	Audio, Video and Pictures of different types of voices	Music Scores and Audio CDs illustrating musical form structures	Audio CDs illustrating musical form structures
Assessment	**Informal Assessment:** Remediation	Music Theory Worksheet	Theory Test	GMK Worksheet: The roles of music in society	Oral test on the musical styles	Theory Test – Scales	Theory worksheet Oral test on musical styles	Compositional techniques exercise	Listening test: Instruments	Theory Test	Topic 1: Test
	SBA (Formal)	Term 1 Topic 2 content = 40			Term 1 Topic 3 Content = 40			Music Comprehension = 20			TOTAL MARKS= 100

2020 National Revised ATP: Grade 10 – Term 1: Music - Indigenous African Music (IAM) Stream

TERM 1 **(62 days)**	**Week 27** **29 June - 03 July** (5 days)	**Week 28** **06 - 10 July** (5 days)	**Week 29** **13 - 17 July** (5 days)	**Week 30** **20 – 24 July** (5 days)	**Week 31** **27 - 31 July** (5 days)	**Week 32** **03 - 07 Aug** (5 days)	**Week 33** **10 - 14 Aug** (4 days)	**Week 34** **17 - 21 Aug** (5 days)	**Week 35** **24 - 28 Aug** (5 days)	**Week 36** **31 Aug - 04 Sept** (5 days)	**Week 37** **07 - 11 Sept** (5 days)	**Week 38** **14 - 18 Sept** (5 days)	**Week 39** **21 - 23 Sept** (3 days)
CAPS Topics	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)
Concepts, Skills and Values	• Topic 1: Performance • Topic 2: Note values - Dotted note values - Grouping • Topic 3: Inroduction to various styles - Afrikaans music - Boeremusiek	• Topic 1: Performance • Topic 2: Scales - Bb and Eb Major - Technical names for degrees • Topic 3: - Moppies and Goema / - Indian Music	• Topic 1: Performance • Topic 2: Key signatures/Intervals - C, G, D, F, Bb and Eb Major - Major, minor, diminished and Augmented intervals the above keys • Topic 3: Rock and Pop:- Elvis Presley	• Topic 1: Performance • Topic 2: Melodic construction - Four-bar melody in known scales. • Topic 3: Rock and Pop:- The Beatles	• Topic 1: Performance • Topic 2: Comp. techniques - Reinforce rhythmic motif and sequence using existing music • Topic 3: Rock and Pop:- Jimi Hendrix	• Topic 1: Performance • Topic 2: Music terminology - Terms that relate to dynamics • Topic 3: Introduction to Indigenous African Music: - Countries and Regions	• Topic 1: Performance • Topic 2: Music Terminology - Terms that relate to tempo • Topic 3: Introduction to Indigenous African Music: - Countries and Regions	• Topic 1: Performance • Topic 2: Music Terminology - Terms that relate to articulation • Topic 3: Classification of IAM: Children's songs - Play songs	• Topic 1: Performance • Topic 2: Music Terminology - Terms that relate to character • Topic 3: Classification of IAM: - Royal music	• Topic 1: Performance • Topic 2: Music Terminology - Other general music terms • Topic 3: Classification of IAM: Communal and gender-based music	• Topic 1: Performance • Topic 2: Music Terminology - Other general music terms • Topic 3: Classification of IAM: Sacred songs - Divinity - Initiation	• Topic 1: Performance • Topic 2: Consolidation and revision • Topic 3: Classification of IAM: Sacred songs - Rain-making	• Topic 1: Performance • Topic 2: Consolidation and revision • Topic 3: Classification of IAM: - Work songs

									- Rhyming songs		- Men's music - Women's music - Mixed gender			
Requisite pre-knowledge		Music literacy learnt in Term 1	Scales learnt in Term 1	Instruments used in Rock and Pop	Rhythmic notation	Rhythmic motives and sequences	Map of Africa Dynamics	Map of Africa Tempo	Understanding of what music expression is	Understanding of what music expression is	Understanding of what music expression is	Understanding of what music expression is	All Grade 10 Music Literacy	All Grade 10 Music Literacy
Resources (other than textbook) **to enhance learning**		Audio and Video of Afrikaans music and Boeremusiek	Audio examples of Moppies and Goema	Audio, Video and Music Scores of Elvis Presley's music	Audio, Video and Music Scores of The Beatles' music	Audio, Video and Music Scores of Jim Hendrix's music	Audio examples	Audio examples illustrating the elements, sounds and styles of (IAM)	Internet Resources on indigenous African music	Internet Resources on indigenous African music	Audio examples of communal songs for men and women.	Audio examples of sacred songs associated with divinity and royalty	Audio examples of sacred songs associated with rain making	Audio examples of work songs
Assessment	**Informal Assessment:** Remediation	Theory worksheet	Note reading exercises	GMK worksheet on South African styles of music	Melody writing exercise	Recognition of Compositional Techniques d	Listening test	Listening test on African Music	Theory test	Theory test	Scale Test	Theory test	Theory test	Topic 1: Test
	SBA (Formal)	Term 1 Topic 2 content = 40			Term 1 Topic 3 Content = 40				Music Comprehension = 20				**TOTAL MARKS= 100**	

2020 National Revised ATP: Grade 10 – Term 1: Music - Jazz Stream

TERM 1 (62 days)	**Week 27 29 June - 03 July** (5 days)	**Week 28 06 - 10 July** (5 days)	**Week 29 13 - 17 July** (5 days)	**Week 30 20 – 24 July** (5 days)	**Week 31 27 - 31 July** (5 days)	**Week 32 03 - 07 Aug** (5 days)	**Week 33 10 - 14 Aug** (4 days)	**Week 34 17 - 21 Aug** (5 days)	**Week 35 24 - 28 Aug** (5 days)	**Week 36 31 Aug - 04 Sept** (5 days)	**Week 37 07 - 11 Sept** (5 days)	**Week 38 14 - 18 Sept** (5 days)	**Week 39 21 - 23 Sept** (3 days)
CAPS Topics	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performa nce and improvisa tion (Topic 1) • Music literacy (Topic 2) • General music knowledg e and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performan ce and improvisat ion (Topic 1) • Music literacy (Topic 2) • General music knowledg e and analysis (Topic 3)	• Music performa nce and improvisa tion (Topic 1) • Music literacy (Topic 2) • General music knowledg e and analysis (Topic 3)	• Music performa nce and improvisa tion (Topic 1) • Music literacy (Topic 2) • General music knowledg e and analysis (Topic 3)	• Music performanc e and improvisati on (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performan ce and improvisat ion (Topic 1) • Music literacy (Topic 2) • General music knowledg e and analysis (Topic 3)	• Music performan ce and improvisati on (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performa nce and improvisa tion (Topic 1) • Music literacy (Topic 2) • General music knowledg e and analysis (Topic 3)	• Music performa nce and improvisa tion (Topic 1) • Music literacy (Topic 2) • General music knowledg e and analysis (Topic 3)	• Music performan ce and improvisati on (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performan ce and improvisat ion (Topic 1) • Music literacy (Topic 2) • General music knowledg e and analysis (Topic 3)
Concepts, Skills and Values	• Topic 1: Performance • Topic 2: Note values - Dotted note values - Grouping • Topic 3: Inroduction to various styles - Afrikaan s music - Boerem usiek	• Topic 1: Performa nce • Topic 2: Scales - Bb and Eb Major - Technical names for degrees • Topic 3: - Moppies and Goema / - Indian Music	• Topic 1: Performance • Topic 2: Key signatures/Inte rvals - C, G, D, F, Bb and Eb Major - Major, minor, diminished and Augmented intervals the above keys • Topic 3: Rock and Pop:- Elvis Presley	• Topic 1: Performan ce • Topic 2: Melodic constructi on - Four-bar melody in known scales. • Topic 3: Rock and Pop:- The Beatles	• Topic 1: Performa nce • Topic 2: Comp. technique s - Reinforce rhythmic motif and sequence using existing music • Topic 3: Rock and Pop:- Jimi Hendrix	• Topic 1: Performa nce • Topic 2: Music terminolo gy - Terms that relate to dynamics • Topic 3: Introducti on to Jazz: -Historical timeline -The basic elements of Jazz	• Topic 1: Performan ce • Topic 2: Music Terminolog y - Terms that relate to tempo • Topic 3: Introductio n to Jazz: -The sounds and styles of Jazz -Early Blues (Choose ONE artist from the recommen ded)	• Topic 1: Performan ce • Topic 2: Music Terminolo gy - Terms that relate to articulatio n • Topic 3: The sounds and styles of Jazz -Early Blues	• Topic 1: Performan ce • Topic 2: Music Terminolog y - Terms that relate to character • Topic 3: The sounds and styles of Jazz -Ragtime (Choose ONE artist from the recommen ded)	• Topic 1: Performa nce • Topic 2: Music Terminolo gy - Other general music terms • Topic 3: The sounds and styles of Jazz -Ragtime	• Topic 1: Performa nce • Topic 2: Music Terminolo gy - Other general music terms • Topic 3: The sounds and styles of Jazz -Ragtime	• Topic 1: Performan ce • Topic 2: Consolidati on and revision • Topic 3: The sounds and styles of Jazz -Stride Piano (Choose ONE artist from the recommen ded)	• Topic 1: Performa nce • Topic 2: Consolida tion and revision • Topic 3: The sounds and styles of Jazz -Stride Piano

Requisite pre-knowledge		Music literacy learnt in Term 1	Scales learnt in Term 1	Instruments used in Rock and Pop	Rhythmic notation	Treble and Bass Clefs	Rhythmic motives and sequences	Term 1 Music Terminology	Term 1 and 2 Music Theory	Leger lines	Scales learnt in Terms 1 and 2	Treble and bass clefs	Intervals	Scales and Rhythms
Resources (other than textbook) **to enhance learning**		Audio and Video of Afrikaans music and Boeremusiek	Audio examples of Moppies and Goema	Audio, Video and Music Scores of Elvis Presley's music	Audio, Video and Music Scores of The Beatles' music	Audio, Video and Music Scores of Jim Hendrix's music	Audio examples illustrating the historical timeline of Jazz	Audio examples illustrating the elements, sounds and styles of Jazz	Internet Resources on Jazz music: Audio examples of Early Blues	Audio examples of Ragtime	Audio examples of Ragtime	Audio examples of Ragtime	Audio examples of Stride Piano:	Audio examples of Stride Piano:
Assessment	**Informal Assessment:** Remediation	Theory worksheet	Note reading exercises	GMK worksheet on South African styles of music	Melody writing exercise	GMK test on Pop and Rock artists studied	Recognition of Compositional Techniques	Historical timeline of Jazz worksheet	Test on Early Blues	Test on music terms	Theory Test	Test on Ragtime	Test on Jazz Stride piano	Topic 1: Test
	SBA (Formal)	Term 1 Topic 2 content = 40			Term 1 Topic 3 Content = 40			Music Comprehension = 20					**TOTAL MARKS= 100**	

2020 National Revised ATP: Grade 10 – Term 1: Music Western Art Music (IAM) Stream

TERM 1 **(62 days)**	**Week 27** **29 June - 03 July** (5 days)	**Week 28** **06 - 10 July** (5 days)	**Week 29** **13 - 17 July** (5 days)	**Week 30** **20 – 24 July** (5 days)	**Week 31** **27 - 31 July** (5 days)	**Week 32** **03 - 07 Aug** (5 days)	**Week 33** **10 - 14 Aug** (4 days)	**Week 34** **17 - 21 Aug** (5 days)	**Week 35** **24 - 28 Aug** (5 days)	**Week 36** **31 Aug - 04 Sept** (5 days)	**Week 37** **07 - 11 Sept** (5 days)	**Week 38** **14 - 18 Sept** (5 days)	**Week 39** **21 - 23 Sept** (3 days)
CAPS Topics	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)
Concepts, Skills and Values	• Topic 1: Performance • Topic 2: Note values - Dotted note values - Grouping • Topic 3: Inroduction to various styles - Afrikaans music - Boeremusiek	• Topic 1: Performance • Topic 2: Scales - Bb and Eb Major - Technical names for degrees • Topic 3: - Moppies and Goema - Indian Music	• Topic 1: Performance • Topic 2: Key signatures/Intervals - C, G, D, F, Bb and Eb Major - Major, minor, diminished and Augmented intervals the above keys • Topic 3: Rock and Pop:- Elvis Presley	• Topic 1: Performance • Topic 2: Melodic construction - Four-bar melody in known scales. • Topic 3: Rock and Pop:- The Beatles	• Topic 1: Performance • Topic 2: Comp. techniques - Reinforce rhythmic motif and sequence using existing music • Topic 3: Rock and Pop:- Jimi Hendrix	• Topic 1: Performance • Topic 2: Music terminology - Terms that relate to dynamics • Topic 3: Introduction to Western Art Music: - Historical timeline Medieval to Classical	• Topic 1: Performance • Topic 2: Music Terminology - Terms that relate to tempo • Topic 3: Introduction to Western Art Music:- Historical timeline - Romantic to Modern	• Topic 1: Performance • Topic 2: Music Terminology - Terms that relate to articulation • Topic 3: The Baroque Period	• Topic 1: Performance • Topic 2: Music Terminology - Terms that relate to character • Topic 3: Genres in the Baroque – Vocal genres	• Topic 1: Performance • Topic 2: Music Terminology - Other general music terms • Topic 3: Genres in the Baroque – vocal genres	• Topic 1: Performance • Topic 2: Music Terminology Other general music terms • Topic 3: Genres in the Baroque – instrumental	• Topic 1: Performance • Topic 2: Consolidation and revision • Topic 3: Genres in the Baroque – instrumental	• Topic 1: Performance • Topic 2: Consolidation and revision • Topic 3: Form in Baroque music – Binary form

Requisite pre-knowledge		Music literacy learnt in Term 1	Scales learnt in Term 1	Instruments used in Rock and Pop	Rhythmic notation	Treble and Bass Clefs	Rhythmic motives and sequences	Term 1 Music Terminology	Term 1 and 2 Music Theory	Leger lines	Scales learnt in Terms 1 and 2	Treble and bass clefs	Intervals	Scales and Rhythms
Resources (other than textbook) **to enhance learning**		Audio and Video of Afrikaans music and Boeremusiek	Audio examples of Moppies and Goema	Audio, Video and Music Scores of Elvis Presley's music	Audio, Video and Music Scores of The Beatles' music	Audio, Video and Music Scores of Jimi Hendrix's music	Audio examples illustrating the historical timeline	Audio examples illustrating the historical timeline	Internet Resources on Baroque music	Audio and Music Scores of Baroque vocal genres	Audio and Music Scores of Baroque vocal genres	Audio and Music Scores of Baroque instrumental genres	Audio and Music Scores of Baroque instrumental forms and genres	Audio and Music Score of Vivaldi's Four Seasons
Assessment	**Informal Assessment:** Remediation	Theory worksheet	Note reading exercises	GMK worksheet on South African styles of music	Melody writing exercise	GMK test on Pop and Rock artists studied	Recognition of Compositional Techniques	Historical timeline worksheet	Theory test	Note recognition and writing in treble and bass clef	Scale Test	Test on Baroque vocal genres	Test on writing and recognising triads	Topic 1: Test
	SBA (Formal)	Term 1 Topic 2 content = 40			Term 1 Topic 3 Content = 40				Music Comprehension = 20				TOTAL MARKS= 100	

2020 National Revised ATP: Grade 10 – Term 1: Music - Indigenous African Music (IAM) Stream

TERM 1 **(48 days)**	**Week 40** **29 Sept - 02 Oct** (5 days)	**Week 41** **05 - 09 Oct** (5 days)	**Week 42** **12 – 16 Oct** (5 days)	**Week 43** **19 - 23 Oct** (5 days)	**Week 44** **26 - 30 Oct** (5 days)	**Week 45** **02 - 06 Nov** (5 days)	**Week 46** **09 - 13 Nov** (5 days)	**Week 47** **16 - 20 Nov** (5 days)	**48** **23 - 27 Nov** (5 days)	**Week 49** **30 Nov - 02 Dec** (3 days)
								INTERNAL EXAMINATIONS		
CAPS Topics	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	**Notes on or guidelines for final examinations: Based on Grade 12 Examination Guideline** MUSIC PAPER 1 (120 MARKS) • The duration of the paper is three hours. Approximately one and a half hours should be devoted to Section A (Topic 2 – Music Literacy) and approximately one and a half hours should be devoted to Sections B, and C or D or E (Topic 3 – General Music Knowledge). • Music Literacy questions will focus on Music Theory, Composition and Harmony. • General Music Knowledge questions will mostly refer to the elements of music: timbre (tone colour), pitch (melody, harmony, and tonality), duration (metre, rhythm, and tempo), dynamics (loudness), texture (density), form (structure), instrumentation, mood and atmosphere. • Bullet form should only be used when specifically requested. Answers presented in paragraph format must be coherent and logical. • Essay-type questions must include an introductory		
Concepts, Skills and Values	• Topic 1: Performance • Topic 2: Triads - Major Triads - Minor Triads • Topic 3: Revision on sacred music - Divinity - Initiation	• Topic 1: Performance • Topic 2: Triads - Diminished Triads - Augmented Triads • Topic 3: Revision on sacred music - Rain-making	• Topic 1: Performance • Topic 2: Revision on : Note names / Scales / Key signatures • Topic 3: Revision on Cultural group, genres and terminology	• Topic 1: Performance • Topic 2: Revision on intervals • Topic 3: Revision on Cultural group, genres and terminology	• Topic 1: Performance • Topic 2: Revision on melody construction • Topic 3: Revision on Cultural group, genres and terminology	• Topic 1: Performance • Topic 2: Revision on Comp. techniques: - Rhythmic sequence - Rhythmic motif • Topic 3: Revision on Cultural group, genres and terminology	• Topic 1: Performance • Topic 2: Consolidation and revision • Topic 3: Consolidation and revision			
Requisite pre-knowledge	Intervals	Intervals	Term 1 and 2 Music Theory	Term 1 and 2 Music Theory	All Grade 10 harmonisation knowledge and skills	All previous Grade 10 melody writing knowledge and skills	All Grade 10 GMK content knowledge			
Resources (other than textbook) **to enhance learning**	Audio examples of sacred songs associated with divinity and initiation	Audio examples of sacred songs associated with rain-making.	Audio and Video on cultural groups and genres	Audio and Video on cultural groups and genres	Audio and Video on cultural groups and genres	Audio and Video on cultural groups and genres	Term 1, 2 and 3 Theory			

<table>
<tr><td rowspan="2">Assessment</td><td>Informal Assessment: Remediation</td><td>Test on sacred songs sacred music associated with divinity and initiation.</td><td>Test on Sacred songs associated with rain making</td><td>IAM worksheet</td><td>Theory test</td><td>Test on melody construction</td><td>Test on cultural groups</td><td>Past Question Papers</td><td rowspan="2">paragraph, body (containing one or more paragraphs) and a concluding paragraph.

MUSIC PAPER 2 (30 MARKS)
• The duration of the paper is one and a half hours. Questions containing notation must be written in pencil and must be clear and unambiguous.

MUSIC PAPER 3 (150 MARKS)</td></tr>
<tr><td>SBA (Formal)</td><td colspan="3">1. Technical Exercises (10)
• 1 major scale
• 1 minor scale
• 1 chromatic scale
• 1 major appergio
• 1 minor appergio
or
2. Five Voice exercises (10)
or
3. One Vaccais (10)</td><td>4. Repertoire (75)
• Reduced to three (3) solo pieces of 25 marks each.
• Strictly NO ENSEMBLE presentation.</td><td>5. Sight reading (10)</td><td>6. Aural (15)</td><td>TOTAL = 120</td></tr>
</table>

2020 National Revised ATP: Grade 10 – Term 1: Music – Jazz Stream

TERM 1 (48 days)	Week 40 29 Sept - 02 Oct (5 days)	Week 41 05 - 09 Oct (5 days)	Week 42 12 – 16 Oct (5 days)	Week 43 19 - 23 Oct (5 days)	Week 44 26 - 30 Oct (5 days)	Week 45 02 - 06 Nov (5 days)	Week 46 09 - 13 Nov (5 days)	Week 47 16 - 20 Nov (5 days) / 48 23 - 27 Nov (5 days) / Week 49 30 Nov - 02 Dec (3 days) — INTERNAL EXAMINATIONS
CAPS Topics	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	**Notes on or guidelines for final examinations: Based on Grade 12 Examination Guideline** MUSIC PAPER 1 (120 MARKS) • The duration of the paper is three hours. Approximately one and a half hours should be devoted to Section A (Topic 2 – Music Literacy) and approximately one and a half hours should be devoted to Sections B, and C or D or E (Topic 3 – General Music Knowledge). • Music Literacy questions will focus on Music Theory, Composition and Harmony. • General Music Knowledge questions will mostly refer to the elements of music: timbre (tone colour), pitch (melody, harmony, and tonality), duration (metre, rhythm, and tempo), dynamics (loudness), texture (density), form (structure), instrumentation, mood and atmosphere. • Bullet form should only be used when specifically requested. Answers presented in paragraph format must be coherent and logical.
Concepts, Skills and Values	• Topic 1: Performance • Topic 2: Triads - Major Triads - Minor Triads • Topic 3: Jazz – Early Gospel 1920s	• Topic 1: Performance • Topic 2: Triads - Diminished Triads - Augmented Triads • Topic 3: Jazz - Marabi	• Topic 1: Performance • Topic 2: Revision on : Note names / Scales / Key signatures • Topic 3: Early Jazz – New Orleans (Select and study ONE of the recommended artists)	• Topic 1: Performance • Topic 2: Revision on intervals • Topic 3: Early Jazz – New Orleans	• Topic 1: Performance • Revision on melody construction • Topic 3: Early Jazz - Chicago	• Topic 1: Performance • Topic 2: Revision on Comp. techniques: - Rhythmic sequence - Rhythmic motif • Topic 3: The Swing Era (Select and study ONE of the recommended artists)	• Topic 1: Performance • Topic 2: Consolidation and revision • Topic 3: Consolidation and revision	
Requisite pre-knowledge	Intervals	Intervals	Term 1 and 2 Music Theory	Term 1 and 2 Music Theory	All Grade 10 harmonisation knowledge and skills	All previous Grade 10 melody writing knowledge and skills	All Grade 10 GMK content knowledge	

<table>
<tr><td colspan="2">Resources (other than textbook) to enhance learning</td><td>Audio examples of Early Gospel.</td><td>Audio examples and chord progressions of Marabi</td><td>Audio and Video on Early Jazz (New Orleans)</td><td>Audio and Music Score of Early Jazz (New Orleans)</td><td>Audio and Video on Early Jazz (Chicago)</td><td>Test on the Swing Era</td><td>Term 1, 2 and 3 Theory</td><td rowspan="3">• Essay-type questions must include an introductory paragraph, body (containing one or more paragraphs) and a concluding paragraph.

MUSIC PAPER 2 (30 MARKS)
• The duration of the paper is one and a half hours. Questions containing notation must be written in pencil and must be clear and unambiguous.

MUSIC PAPER 3 (150 MARKS)</td></tr>
<tr><td rowspan="2">Assessment</td><td>Informal Assessment: Remediation</td><td>Test on Stride Piano</td><td>Test on Marabi style</td><td>Jazz worksheet</td><td>Theory test</td><td>Test on melody construction</td><td>Past Question Papers</td><td>Past Question Papers</td></tr>
<tr><td>SBA (Formal)</td><td colspan="3">7. Technical Exercises (10)
• 1 major scale
• 1 minor scale
• 1 chromatic scale
• 1 major appergio
• 1 minor appergio
or
8. Five Voice exercises (10)
or
9. One Vaccais (10)</td><td>10. Repertoire (75)
• Reduced to three (3) solo pieces of 25 marks each.
• Strictly NO ENSEMBLE presentation.</td><td>11. Sight reading (10)</td><td>12. Aural (15)</td><td>TOTAL = 120</td></tr>
</table>

2020 National Revised ATP: Grade 10 – Term 1: Music – Western Art Music (IAM) Stream

TERM 1 (48 days)	**Week 40** **29 Sept - 02 Oct** (5 days)	**Week 41** **05 - 09 Oct** (5 days)	**Week 42** **12 – 16 Oct** (5 days)	**Week 43** **19 - 23 Oct** (5 days)	**Week 44** **26 - 30 Oct** (5 days)	**Week 45** **02 - 06 Nov** (5 days)	**Week 46** **09 - 13 Nov** (5 days)	**Week 47** **16 - 20 Nov** (5 days) **INTERNAL EXAMINATIONS**	**48** **23 - 27 Nov** (5 days)	**Week 49** **30 Nov - 02 Dec** (3 days)
CAPS Topics	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	• Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)	**Notes on or guidelines for final examinations: Based on Grade 12 Examination Guideline** MUSIC PAPER 1 (120 MARKS) • The duration of the paper is three hours. Approximately one and a half hours should be devoted to Section A (Topic 2 – Music Literacy) and approximately one and a half hours should be devoted to Sections B, and C or D or E (Topic 3 – General Music Knowledge). • Music Literacy questions will focus on Music Theory, Composition and Harmony. • General Music Knowledge questions will mostly refer to the elements of music: timbre (tone colour), pitch (melody, harmony, and tonality), duration (metre, rhythm, and tempo), dynamics (loudness), texture (density), form (structure), instrumentation, mood and atmosphere. • Bullet form should only be used when specifically requested. Answers presented in paragraph format must be coherent and logical. • Essay-type questions must include an introductory paragraph, body (containing one or more paragraphs) and a concluding paragraph.		
Concepts, Skills and Values	• Topic 1: Performance • Topic 2: Triads - Major Triads - Minor Triads • Topic 3: Reinforce Historical timeline Medieval to Classical	• Topic 1: Performance • Topic 2: Triads - Diminished Triads - Augmented Triads • Topic 3: Reinforce Romantic to Modern	• Topic 1: Performance • Topic 2: Revision on : Note names / Scales / Key signatures • Topic 3: The Baroque Period	• Topic 1: Performance • Topic 2: Revision on intervals • Topic 3: Reinforce Genres in the Baroque – Vocal genres	• Topic 1: Performance • Revision on melody construction • Topic 3: Reinforce Genres in the Baroque – instrumental	• Topic 1: Performance • Topic 2: Revision on Comp. techniques: - Rhythmic sequence - Rhythmic motif • Topic 3: Reinforce in the Form in Baroque music – Binary form	• Topic 1: Performance • Topic 2: Consolidation and revision • Topic 3: Consolidation and revision			
Requisite pre-knowledge	Intervals	Intervals	Term 1, 2 and 3 Music Theory	Term 1, 2 and 3 Music Theory	All Grade 10 harmonisation knowledge and skills	All previous Grade 10 melody writing knowledge and skills	All Grade 10 GMK content knowledge			
Resources (other than textbook) **to enhance learning**	Internet resources on the history of WAM	Internet resources on the history of WAM	Internet Resources on Baroque music	Audio and Music Scores of Baroque vocal genres	Audio and Music Scores of Baroque instrumental forms and genres	Term 1, 2 and 3 Theory	Term 1, 2 and 3 Theory			

<table>
<tr><td rowspan="2">Assessment</td><td>Informal Assessment:
Remediation</td><td>Test on triads</td><td>Test on triads</td><td>Test on the historical timeline and Baroque music</td><td>Theory test</td><td>Test on melody construction</td><td>Test on Form in the Baroque period</td><td>Past Question Papers</td><td rowspan="2">MUSIC PAPER 2 (30 MARKS)
• The duration of the paper is one and a half hours. Questions containing notation must be written in pencil and must be clear and unambiguous.

MUSIC PAPER 3 (150 MARKS)</td></tr>
<tr><td>SBA (Formal)</td><td colspan="3">13. Technical Exercises (10)
• 1 major scale
• 1 minor scale
• 1 chromatic scale
• 1 major appergio
• 1 minor appergio
or
14. Five Voice exercises (10)
or
15. One Vaccais (10)</td><td>16. Repertoire (75)
• Reduced to three (3) solo pieces of 25 marks each.
• Strictly NO ENSEMBLE presentation.</td><td>17. Sight reading (10)</td><td>18. Aural (15)</td><td>TOTAL = 120</td></tr>
</table>

31. Physical Sciences

Revised National Teaching Plan

2020 National Revised ATP: Grade 10 Term 1: Physical Sciences

TERM 1 (48 days)	**Week 1 15 - 17 Jan** (3 days)	**Week 2 20 - 24 Jan** (5 days)	**Week 3 27 – 31 Jan** (5 days)	**Week 4 3 - 7 Feb** (5 days)	**Week 5 10 - 14 Feb** (5 days)	**Week 6 17 - 21 Feb** (5 days)	**Week 7 24 - 28 Feb** (5 days)	**Week 8 2 - 6 March** (5 days)	**Week 9 9 - 13 March** (5 days)	**Week 10 16 - 20 March** (5 days)
CAPS Topics	MATTER AND MATERIAL: Revise matter and classification (2 hrs)	MATTER AND MATERIAL: Revise matter and classification (4 hrs)	**MATTER AND MATERIAL: States of matter and the kinetic molecular theory (4 hrs)**	**MATTER AND MATERIAL: The atom (4 hrs)**	**MATTER AND MATERIAL: Periodic Table (4 hrs)**	**MATTER AND MATERIAL: Chemical bonding (4 hrs)**	**WAVES, SOUND AND LIGHT: Transverse pulses on a string or spring Transverse waves (4 hrs)**	**WAVES, SOUND AND LIGHT:** - **Longitudinal waves** - **Sound (4 hrs)**	**WAVES, SOUND AND LIGHT: Electromagnetic radiation (4 hrs)**	**Revision: Term 1 (4 hrs)**
Topics /Concepts, Skills and Values	• The material(s) of which an object is composed of.	• Mixtures: heterogeneous and homogeneous • Pure substances: elements and compounds • Names and formulae of substances • Metals, metalloids and non-metals • Electrical conductors, semiconductors and insulators	• Three states of matter • Kinetic molecular theory	• Models of the atom • Atomic mass and diameter • Structure of the atom: protons, neutrons and electrons • Isotope • Electron configuration	• The position of the elements in the periodic table related to their electronic arrangements • Similarities in chemical properties among elements in groups 1, 2, 17 and 18	• Covalent bonding • Ionic bonding • Metallic bonding	• Pulse, amplitude • Superposition of pulses • Wavelength, frequency, amplitude, period and wave speed of transverse waves	• Longitudinal waves on a spring • Wavelength, frequency, amplitude, period and wave speed • Pitch, loudness, quality (tone) of sound • Ultrasound	• Dual (particle/ wave) nature of EM radiation • EM spectrum & nature of EM radiation • Energy of a photon related to frequency and wavelength • Detection of waves associated with natural disasters	Revise all topics in preparation for the March test.

			• Thermal conductors and insulators • Magnetic and nonmagnetic materials								
Requisite pre-knowledge		Classification of matter	Classification of matter	Phases of matter	Protons and electrons	Atoms and elements	The atom Electron configuration	Observation of water waves	Pulses and pulse properties	Wavelength and frequency; spectrum of visible light - rainbow	N/A
Resources (other than textbook) **to enhance learning**		• Study guides • Previous question papers • Mindset & You tube videos	• Study guides • Previous question papers • Mindset & You tube videos	• Apparatus to determine heating/cooling curve • Study guides • Previous question papers • Mindset & You tube videos • Simulations	• Study guides • Previous question papers • Mindset & You tube videos	• Periodic Table • Study guides • Previous question papers • Mindset & You tube videos	• Periodic Table • Study guides • Previous question papers • Mindset & You tube videos • Simulations	• phet simulations • YouTube videos • Apparatus: Ripple tank, Slinky	• Apparatus: Slinky, Oscilloscope, tuning forks • Study guides • Previous question papers • Mindset & You tube videos • phet simulations	• Chart of EM waves • Study guides • Previous question papers • Mindset & You tube videos • Phet simulations	N/A
Assessment	**Informal Assessment:** Remediation	Homework	Homework Informal test	Homework Informal test	Homework Practical:Flame tests of metals	Homework	Homework Informal test	Homework Practicals: Constructive & destructive interference (ripple tank); Transverse pulse/wave in slinky	Homework Practical: Longitudinal pulse/wave in slinky	Homework Informal test	N/A
	SBA (Formal)	None	None	Formal practical: Heating/cooling curve of water	None	None	None	None	None	None	Control test 1

TERM 2 (19 days)		**Week 1** (5 days)	**Week 2** (5 days)	**Week 3** (5 days)	**(Week 4)** (4 days)
CAPS Topics		MARCH CONTROL TEST Discussion (2 hrs) **ELECTRICITY AND MAGNETISM: Electrostatics (2 hrs)**	**ELECTRICITY AND MAGNETISM:** • **Electrostatics (2 hrs)** • **Electric circuits (2 hrs)**	**ELECTRICITY AND MAGNETISM: Electric circuits (4 hrs)**	**ELECTRICITY AND MAGNETISM: Electric circuits (3 hrs)**
Topics / Concepts, Skills and Values		• Discussion and corrections of March Control Test • Two kinds of charge • Forces exerted by charges on each other (descriptive), attraction by charged and uncharged objects (polarisation)	• Charge conservation • Charge quantisation • Emf, potential difference (pd) • Current	• Measurement of voltage (pd) and current • Resistance • Resistors in series	• Resistors in parallel
Requisite pre-knowledge		Protons and electrons	• Protons and electrons • Components of electric circuits and symbols.	• Connecting bulbs in series • Reading of ammeter, voltmeter, multimeter	• Connecting bulbs in parallel • Reading of ammeter, voltmeter, multimeter
Resources (other than textbook) **to enhance learning**		• March Question paper • Apparatus: Electroscope, Glass and perspex rods, cloths • Van de Graaf generator • Study guides • Previous question papers; • Mindset & You tube videos • phet simulations	• Study guides • Previous question papers; • Mindset & You tube videos • phet simulations	• Apparatus: Circuit kit (cells, bulbs, resistors, ammeter & voltmeter/multimeter, wires, etc.) • Study guides • Previous question papers; • Mindset & You tube videos • phet simulations	• Circuit kit (cells, bulbs, resistors, ammeter & voltmeter/multimeter, wires, etc.) • Study guides • Previous question papers; • Mindset & You tube videos • phet simulations
Assessment	**Informal Assessment:** Remediation	• Corrections March control Test • Homework	• Homework • Practical: Positive & negative charges (electroscope & rods)	• Homework • Practical: Circuit with bulbs, ammeter, voltmeter • Practical: Series circuits	• Homework • Practical: Parallel circuits • Informal test
	SBA (Formal)	None	None	None	None

2020 National Revised ATP: Grade 10 Term 3: Physical Sciences

TERM 3 (37 days)	**Week 1** (5 days)	**Week 2** (5 days)	**Week 3** (5 days)	**Week 4** (5 days)	**Week 5** (5 days)	**Week 6** (5 days)	**Week 7** (5 days)	**Week 8** (2 days)
CAPS Topics	CHEMICAL CHANGE: Physical and chemical change (4 hrs)	**CHEMICAL CHANGE: Representing chemical change (4 hrs)**	**CHEMICAL CHANGE: Quantitative aspects of chemical change (4 hrs)**	**CHEMICAL CHANGE: Quantitative aspects of chemical change (4 hrs)**	**CHEMICAL CHANGE: Quantitative aspects of chemical change (2 hrs)** **MECHANICS: Vectors and scalars (2 hrs)**	**MECHANICS: Vectors and scalars (2 hrs)** **MECHANICS: Motion in one dimension (2 hrs)**	**MECHANICS: Motion in one dimension (4 hrs)**	**Control test (2 hrs)**
Topics /Concepts, Skills and Values	• Define a physical change and give examples. • Define a chemical change and give examples. • Conservation of atoms and mass • Law of constant composition	• Write word equation from chemcial equations and vice versa • Use (s), (aq), (l) and (g) to indicate phases. • Write balanced chemical equations • Interpret balanced equatons in terms of conservation of atoms and mass	• Mole concept • Molar mass, relationship to relative molecular mass and formula mass • Calculate molar mass • Relationship between mass, mole and molar mass • Percent composition	• Empirical formulae • Calculations using mole, molar mass, molar volume of gases, concentration of solutions • Stoichiometric calculations	• Stoichiometric calculations • Define a vector and a scalar quantity • Classify physical quantities as vectors and scalars • Properties of vectors: equality of vectors, negative vectors, addition and subtraction of vectors	• Define the term resultant vector • Find resultant vector graphically (tail-to- head method) and by calculation for max. four forces (one dimension).	• Reference frame, position, displacement and distance • Average speed, average velocity and acceleration. • Conversion between units of speed and velocity.	Term 2 and 3 topics
Requisite pre-knowledge	• Writing of formulae • Writing equations	• Writing of formulae • Writing equations	• Periodic Table • Writing of formulae and balanced equations	• Periodic Table • Writing of formulae and balanced equations • Molar mass	• Writing of formulae and balanced equations • Molar mass; molar volume	Vectors and scalars	Differentiate between vectors and scalars	N/A

					• Conversion of units	• Different physical quantities			
Resources (other than textbook) **to enhance learning**		• Apparatus: Chemicals and apparatus for experiments listed below. • Study guides • Question papers; • Mindset & You tube videos	• Apparatus: Chemicals and apparatus for experiments listed below. • Study guides • Question papers; • Mindset & You tube videos	• Apparatus: Chemicals and apparatus for experiments listed below. • Study guides • Question papers; • Mindset & You tube videos	• Study guides • Previous question papers; • Mindset & You tube videos	• Study guides • Previous question papers; • Mindset & You tube videos	• Study guides • Previous question papers; • Mindset & You tube videos • phet simulations	• Study guides • Previous question papers; • Mindset & You tube videos • phet simulations	N/A
Assessment	**Informal Assessment:** Remediation	• Practical: Reaction of Fe and S to form FeS • Homework	• Practical: Reaction of sodium hydroxide with hydrochloric acid • Homework • Informal test	• Practical: Water of crystallisation of $CuSO_4$ • Homework	• Homework	• Homework • Informal test	Homework	Homework	N/A
	SBA (Formal)	None	None	None	None	None	None	None	Control test

2020 National Revised ATP: Grade 10 Term 4: Physical Sciences

TERM 4 (38 days)	**Week 1** (4 days)	**Week 2** (5 days)	**Week 3** (5 days)	**Week4** (5 days)	**Week 5** (5 days)	**Week 6** (5 days)	**Week 7** (5 days)	**Week 8** (3 days)	**Weeks 9-11** (15 days)
CAPS Topics	SEPT CONTROL TEST: Discussion (2 hrs) **MECHANICS: Motion in one dimension** (2 hrs)	**MECHANICS: Instantaneous speed and velocity and the equations of motion (4 hrs)**	**MECHANICS: Instantaneous speed and velocity and the equations of motion (4 hrs)**	**MECHANICS: Energy (4 hrs)**	**MECHANICS: Energy (4 hrs)**	**CONSOLIDATION AND REVISION (4 hrs)**	**CONSOLIDATION AND REVISION (4 hrs)**	**CONSOLIDATION AND REVISION (2 hrs)**	**FINAL EXAM**
Topics /Concepts, Skills and Values	• Discussion of control test and corrections • Interpret acceleration	• Instantaneous speed and velocity • Describe (words and graphs) and distinguish between uniform and uniformly accelerated motion • Draw graphs of uniform and uniformly accelerated motion.	• Interpret graphs of uniform and uniformly accelerated motion. • Equations of motions Motion of vehicles and safety issues.	• Gravitational potential energy • Kinetic energy	• Mechanical energy (E_M) • Conservation of mechanical energy (in the absence of dissipative forces)	All topics	All topics	All topics	All topics
Requisite pre-knowledge	• Differentiate between vectors and scalars • Distance and displacement	Vectors and scalars	Vectors and scalars; speed, velocity, acceleration, displacement, distance	Kinetic and potential energy	Conservation of mechanical energy	N/A	N/A	N/A	N/A
Resources (other than textbook) **to enhance learning**	• Apparatus: Mechanics trolley and track etc.	• Apparatus for practical below. • Study guides	• Study guides • Previous question papers;	• Study guides • Previous question papers;	• Apparatus for practical below. • Study guides	• Study guides • Previous question papers;	• Study guides • Previous question papers;	• Study guides • Previous question papers;	N/A

		• Study guides • Previous question papers; • Mindset & You tube videos • phet simulations	• Previous question papers; • Mindset & You tube videos • phet simulations	• Mindset & You tube videos • phet simulations	• Mindset & You tube videos • phet simulations	• Previous question papers; • Mindset & You tube videos • phet simulations	• Mindset & You tube videos • phet simulations	• Mindset & You tube videos • phet simulations	• Mindset & You tube videos • phet simulations	
Assessment	**Informal Assessment:** Remediation	• Homework • Practical: Measurement of velocity	Homework	• Homework • Informal test	Homework	• Homework • Practical: Conservation of mechanical energy	• Homework • Informal test	• Homework • Informal test	• Informal tests • Homework	N/A
	SBA (Formal)	None	Formal practical: Measurement of velocity & position/time, velocity/time and acceleration/time graphs for a moving trolley	None	None	None	None	None	None	Final Exam One paper 150 marks

32. Religion Studies

Revised National Teaching Plan

2020 National Revised ATP: Grade 10 – Term 2: Religion Studies

TERM 2 19 days	Week 1 (5 days)	Week 2 (5 days)	Week 3 (5 days)	Week 4 (4 days)	
CAPS Topics	**Variety of Religions**	**Common features of religion as a generic and unique phenomenon**	**Common features of religion as a generic and unique phenomenon**	**Common features of religion as a generic and unique phenomenon**	
Topic, Concepts, Skills and Values	• **Interaction of religions:** - Tolerance, respect, propaganda, indoctrination and syncretism.	• **Definitions of religion:** - Compare various definitions of religion - Religion as it is generally defined - Definition of religion in a religious context	• **Definitions of religion:** - The learner's understanding of religion - The relationship of the term 'religion' with other concepts such as worldview and belief systems: reflection and impact of concepts on religious interaction	• **Aspects of understanding religion:** - Basic facts of religions - Understanding religions from the point of view of the adherents	

Requisite pre-knowledge	**Concept Skills and Values** · Definitions of key *concepts · Grade 10 **RELIGION STUDIES** related content and *concepts · Understanding the different action/command verbs
Resources (other than textbook) **to enhance learning**	· Wall charts, dictionaries, textbook, magazines, newspaper articles and reports · Graphic organizers to enhance thinking skills: e.g. KWHL chart for baseline assessment and/or consolidation after lesson. · Other types: as a concept definition map, discussion map, for notetaking, summaries, to organize ideas, etc. · Internet/Case Studies/Scenarios that are ***current and up-to-date***/Newspaper articles/DVD's/Role Play activities/Presentations by learners/Video clips, DVDs, PowerPoint Presentations/Guest speakers on a subtopic ***as per CAPS content per term***/Power Posters/Stimuli such as picture(s)/ Google classroom/ Kahoot/ · Social media platforms/Objects/material for demonstrations (to accommodate kinaesthetic learning style)/ Organisations/NGOs · Tips for Success/
Informal Assessment Remediation	· Complete Class/ homework activities consisting of different questions based on the above content. · The homework must blend the questions (low-mid and higher order), worksheets are used for the completion of both the home / classwork. · Marks will vary in terms of the nature of the questions. The length will be determined by the stretch of content treated. · Various nature of questions is used: short, discursive, columns, true or false with motivation, definition of concepts, attachment of concepts to expressions, scenario based, case studies, simulations, panel discussion, practical demonstrations, etc. Both written and practical demonstrations are considered. For practical demonstration, observation sheets must be used. · After a reasonable amount of content has been treated, informal assessment must be given. · At least one informal assessment must be administered on each period.
SBA (Formal Assessment)	**NO FORMAL ASSESSMENT**

2020 National Revised ATP: Grade 10 – Term 3: Religion Studies

TERM 3 (37 days)	Week 1 (5 days)	Week 2 (5 days)	Week 3 (5 days)	Week 4 (5 days)	Week 5 (5 days)	Week 6 (5 days)	Week 7 (5 days)	Week 8 (2 days)
CAPS Topics	**Common features of religion as a generic and unique phenomenon**	**Common features of religion as a generic and unique phenomenon**	**Common features of religion as a generic and unique phenomenon**	**Common features of religion as a generic and unique phenomenon**	**Common features of religion as a generic and unique phenomenon**	**Common features of religion as a generic and unique phenomenon**	**Topical issues in society**	**Topical issues in society**
Topic, Concepts, Skills and Values	**• Aspects of understanding religion:** - Learners' self-discovery as an ongoing process without external expectation to conform - Correlations and patterns	**• Major dimensions common to all religions:** - Divinity, cosmos, humanity, knowledge, sacred and normative tradition, narrative and myth, ethics, rituals, symbol, spiritual experience or spirituality, organisation.	**• Origins of religions** - Beginning of various religions: religions without founders and religions with founders	**• Origins of religions** - Roles in the formation of religions: Founders, prophet and reformers	**• Roles of social forms, institutions, and roles in religion.** - Social forms and/or institutions that have been produced in various religions: - Oligarchies - Democracies - Division of power between central organisations and local organisations	**• Leadership roles produced in various religions:** - minister, nun, guru, imam, monk, pastor, priest, prophet, scholar, priestess, pundit, rabbi and roles based on birthright.	**• Topical issues in Africa and the world** - Causes, manifestations, causes and consequences of topics and how they are understood from a variety of religious perspectives.	**• Topical issues in Africa and the world** - Causes, manifestations, causes and consequences of topics and how they are understood from a variety of religious perspectives.
Requisite pre-knowledge	**Concept Skills and Values** · Definitions of key *concepts · Grade 10 **RELIGION STUDIES** related content and *concepts · Understanding the different action/command verbs							
Resources (other than textbook) **to enhance learning**	· Wall charts, dictionaries, textbook, magazines, newspaper articles and reports · Graphic organizers to enhance thinking skills: e.g. KWHL chart for baseline assessment and/or consolidation after lesson. Other types: as a concept definition map, discussion map, for notetaking, summaries, to organize ideas, etc. · Internet/Case Studies/Scenarios that are ***current and up-to-date***/Newspaper articles/DVD's/Role Play activities/Presentations by learners/Video clips, DVDs, PowerPoint Presentations/Guest speakers on a subtopic ***as per CAPS content per term***/Power Posters/Stimuli such as picture(s)/ Google classroom/ Kahoot/Social media platforms/Objects/material for demonstrations (to accommodate kinaesthetic learning style)/ Organisations/NGOs · Tips for Success/							

Informal assessment Remediation	· Complete Class/ homework activities consisting of different questions based on the above content. · The homework must blend the questions (low-mid and higher order), worksheets are used for the completion of both the home / classwork. · Marks will vary in terms of the nature of the questions. The length will be determined by the stretch of content treated · Various nature of questions are used: short, discursive, columns, true or false with motivation, definition of concepts, attachment of concepts to expressions, scenario based, case studies, simulations, panel discussion, practical demonstrations, etc. · Both written and practical demonstrations are considered. For practical demonstration, observation sheets must be used. · After a reasonable amount of content has been treated, informal assessment must be given. At least one informal assessment must be administered on each period.
SBA (Formal Assessment)	**PROJECT or TASK 100 Marks (An exemplar task will be on the DBE website www.education.za)** **Test: One 1 hour 30 minutes paper: 100 marks** Religion studies test will consist of **three** questions

2020 National Revised ATP: Grade 10 – Term 4: Religion Studies

TERM 4 (38 days)	Week 1 (5 days)	Week 2 (5 days)	Week 3 (5 days)	Week 4 (5 days)	Week 5 (5 days)	Week 6 (5 days)	Week 7 (5 days)	Week 8 (3 days)	
CAPS Topics	**Topical issues in society**	**Topical issues in society**	**Topical issues in society**	**Topical issues in society**	**Topical issues in society**	**Topical issues in society**	**Exams**	**Exams**	
Topic, Concepts, Skills and Values	- **Principles of ethical decision-making pertaining to public life: how people in different religions come to decisions regarding social ethics**	- The sources of ethical decision-making - The principles of harmonious social existence expounded by various religions	• **Religions and economics from a Religion Studies perspective** - Critical analysis of the relationship between religions and economics with reference to work, reward, justice, wealth and poverty:	- Religious views on the relationship - Ethical principles in religions pertaining to economics - Influence of religions on economic life - Influence of economics on religions	**Consolidation of content**	**Consolidation of content**			
Requisite pre-knowledge	**Concept Skills and Values** · Definitions of key *concepts · Grade 10 **RELIGION STUDIES** related content and *concepts · Understanding the different action/command verbs								
Resources (other than textbook) **to enhance learning**	Wall charts, dictionaries, textbook, magazines, newspaper articles and reports • Religion Studies Graphic organizers to enhance thinking skills: e.g. KWHL chart for baseline assessment and/or consolidation after lesson. Other types: as a concept definition map, discussion map, for notetaking, summaries, to organize ideas, etc. • Internet/Case Studies/Scenarios that are ***current and up-to-date**/ Religion Studies Newspaper articles/DVD's/Role Play activities/Presentations by learners/Video clips, DVDs, PowerPoint Presentations/Guest speakers on a subtopic • ***as per CAPS content per term Religion Studies**/Power Posters/Stimuli such as picture(s)/ Google classroom/ Kahoot/Social media platforms/Objects/material for demonstrations • (to accommodate kinaesthetic learning style)/ Organisations/NGOs								
SBA (Formal Assessment)	**EXAMINATIONS** **GRADE 10 EXAMINATION: END-OF-YEAR** One TWO-HOUR paper: 150 marks x 2 = 300 The outline below will be followed when setting the Religion Studies examination paper for Grade 10. The paper will consist of **TWO** sections **Section A is compulsory (50 marks)** The questions have to be a combination of two or more types of questions ranging from: • Multiple choice • Fill in the blanks • True or false with reasons • Matching columns • One-word answers • It may also include questions that require short explanations, definitions or brief descriptions **Section B: Choose TWO out of THREE or FOUR Questions (50x2 =100)** Learners will answer a scenario-based, source-based, case study or short open-ended questions. Answers will range from short responses to paragraphs. **A short text/diagram/data/graphs/ can be provided as a stimulus.** (30 marks) The extended writing piece will require learners to use their own knowledge and information to produce a short essay. (20 marks)								

33. Technical Mathematics

Revised National Teaching Plan

2020 National Revised ATP: Grade – Term 2: Technical Mathematics Grade 10

TERM 1 (48 days)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
CAPS Topics											
SBA											

TERM 2 **(19 days)**	**Week 1**	**Week 2**	**Week 3**	**Week 4**							
CAPS Topics	Algebraic Expressions		Equations and Inequalities								
Topics /Concepts, Skills and Values	1. Revise notation (interval, set builder, number line, sets). 2. Adding and subtracting of algebraic terms. 3. Multiplication of a binomial by a binomial. 4. Multiplication of a binomial by a trinomial. 5. Determine the HCF and LCM of not more than three numerical or monomial algebraic expressions by making use of factorisation.	6. Factorisation of the following types: • common factors • grouping in pairs • difference of two squares •addition/subtraction of two cubes • trinomials 7. Do addition, subtraction, multiplication and division of algebraic fractions using factorisation (numerators and denominators should be limited to the polynomials covered in factorisation).	1.1 Revise notation (interval, set builder, number line, sets). 1.2 Solve linear equations. 1.3 Solve equation with fractions. 2. Solve quadratic equations by factorisation	3. Solve simultaneous linear equations with two variables 4.1 Do basic Grade 8 & 9 word problems. 4.2 Solve word problems involving linear, quadratic or simultaneous linear equations.							
SBA	**Test**										

TERM 3 (53 days)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
CAPS Topics	Equations and Inequalities	Trigonometry				Functions and Graphs			Euclidean Geometry		
Topics /Concepts, Skills and Values	5. Solve simple linear inequalities (and show solution graphically). 6. Manipulation of formulae (technical related).	1. Know definitions of the trigonometric ratios sin θ, cosθ and tanθ, using right-angled triangles for $0° \leq \theta \leq 360°$. 2. Introduce the reciprocals of the 3 basic trigonometric ratios, sinθ, cosθ and tan θ.	3. Trigonometric ratios in each of the quadrants are calculated where one ratio in the quadrant is given by making use of diagrams. 4. Practise the use of a calculator for questions applicable to trigonometry.	5. Solve simple trigonometric equations for angles between 0^o and 90^o. 6. Solve two-dimensional problems involving right angled triangles.	7. Trigonometry Graphs: • $y = a \sin \theta$, $y = a \cos\theta$ and $y = a \tan \theta$ for $0° \leq \theta \leq 360°$. • $y = a \sin \theta + q$ and $y = a \cos\theta + q$ for $0° \leq \theta \leq 360°$.	1. Functional notation 2. Generate graphs by means of point-by-point plotting supported by available technology.	3. Drawing of the following functions: • Linear function: $y = mx + c$ Quadratic: $y = ax^2 + q$	• Hyperbola: $y = a/x$ • Exponential: $y = a.b^x$ where $b \neq 1$ and $b > 0$ **Note**: $a,b,c,m,p,q \in \mathbb{R}$ $a = \pm 1$ for parabola graphs only	1. Revise basic geometry done in Grades 8 and 9. Lines and parallel lines, angles, triangles congruency and similarity. 2. Apply the properties of line segments joining the mid-points of two sides of a triangle. Do practical problems.	3. Know the features of the following special quadrilaterals: the kite, parallelogram, rectangle, rhombus, square and trapezium (apply to practical problems).	4.Pythagoras' theorem • Calculate the unknown side of a right-angled triangle.
SBA	**Test**					**Test**					

<table>
<tr><th>TERM 4
(47 days)</th><th>Week 1</th><th>Week 2</th><th>Week 3</th><th>Week4</th><th>Week4</th><th>Weeks 6-10</th></tr>
<tr><td>CAPS Topics</td><td colspan="3">Analytical Geometry</td><td colspan="2">All Topics</td><td></td></tr>
<tr><td>Topics /Concepts, Skills and Values</td><td>Represent geometric figures on a Cartesian co-ordinate system.
Apply for any two points ($x_1;y_1$) and ($x_2;y_2$) formulae for determining the:
1. distance between the two points;</td><td>2. gradient of the line segment connecting the two points (and from that identify parallel and perpendicular lines);
3. coordinates of the mid-point of the line segment joining the two points; and</td><td>4. the equation of a straight line passing through two points.

y=mx+c</td><td colspan="2">Revision</td><td>All Topics/ Concepts, Skills and Values</td></tr>
<tr><td>SBA</td><td colspan="4">TOTAL NUMBER OF SBA TASKS 5

Term 1: Test (20%) and Investigation / Project (20%)

Term 2:Test (20%)

Term 3:Test (20 %) and Test (20 %)

Term 4: Final Examination</td><td colspan="2">PAPER 1:

<table><tr><th>TOPIC</th><th>MARKS</th></tr><tr><td>Algebra (Expressions, equations and inequalities including nature of roots)</td><td>170 ± 3</td></tr><tr><td>Functions & Graphs</td><td>30 ± 3</td></tr><tr><td>TOTAL</td><td>100</td></tr></table>PAPER 2:

<table><tr><th>TOPIC</th><th>MARKS</th></tr><tr><td>Analytical Geometry</td><td>15 ± 3</td></tr><tr><td>Trigonometry</td><td>40 ± 3</td></tr><tr><td>Euclidean Geometry</td><td>30 ± 3</td></tr><tr><td>Mensuration and circles, angles and angular movement</td><td>15 ± 3</td></tr><tr><td>TOTAL</td><td>100</td></tr></table></td></tr>
</table>

34. Technical Sciences

Revised National Teaching Plan

2020 National Revised ATP: Grade 10 Term 1: Technical Sciences

TERM 1 (46 days)	**Week 1** **15 - 17 Jan** **(3 days)**	Week 2 20 - 24 Jan (5 days)	Week 3 27 – 31 Jan (5 days)	Week 4 3 - 7 Feb (5 days)	Week 5 10 - 14 Feb (5 days)	Week 6 17 - 21 Feb (5 days)	Week 7 24 - 28 Feb (5 days)	Week 8 2 - 6 March (5 days)	Week 9 9 - 13 March (5 days)	Week 10 16 - 18 March (3 days)
CAPS Topics	MECHANICS: Units and measurement	MECHANICS: Scientific notation Working with formulae	MECHANICS: Rate, Vectors and Scalars	MECHANICS: Graphical representation of vectors	MECHANICS: Motion in one dimension -	MECHANIC Motion in one dimension Introduction of force	MECHANICS: Kinds of forces & Force diagram	MECHANICS: Free body diagram & Resultant	MECHANICS: Equilibrant & **Equilibrium of forces in one dimension**	MECHANICS: **March Tests**
Topics /Concepts, Skills and Values	CGS units. List seven fundamental units of SI system. Derived units. Prefixes. Conversion of units: CGS units to SI units and vice versa. Focus on conversion on units related to technology	Use scientific notation to express number as a power. Focus on examples using scientific notation related to technology. Identify the correct formula. Substitute the given values into the formula. Solve for the	Rate is the change in a physical quantity in unit time. Give examples related to the concept of rate in technology Define a vector quantity. Define a scalar quantity. Give examples of vectors and scalars. Differentiate	Represent vectors graphically. Identify the properties of vectors: equal vectors, negative vectors, addition and subtraction of vectors. **N.B. Use one-dimension applications only**. Define resultant vector as: The resultant of two or more	Define one dimensional motion as motion along a line either forward or backward. Define position as location of an object relative to the origin. Define distance as actual path length between two points.1 SI unit: m Define displacement as the shortest path between two points in a particular direction. SI unit: m Differentiate between displacement and distance. Define speed as a rate of change of distance. $\text{speed} = \frac{\text{distance}}{\text{time}}$ SI unit: $m.s^{-1}$ Define velocity as a rate of change of displacement. $\text{velocity} = \frac{\text{displacement}}{\text{time}}$ SI unit: $m.s^{-1}$ Define acceleration as a rate of change of velocity.	Do calculations using speed, velocity and acceleration Define force as a push or a pull. SI unit of force is newton (N) In contact forces the interacting bodies must physically touch one another.	Define tension as force acting in a string or rope. Define normal force, FN, as the perpendicular force exerted by a surface on an object that lies on that surface. Define force of gravity, Fg, as the force of attraction exerted by the earth on an object. The force of gravity is	In a free body diagram the object is replaced by a point with all the forces acting on it as arrows Give various situations for learners to draw the force diagrams and free body	Define the equilibrant as the force that has the same magnitude as the resultant but acts in the opposite direction. Do calculations on the resultant and equilibrant of a number of forces A body is in equilibrium when the resultant force is zero	All Term1 topics

TERM 1 (46 days)	**Week 1** **15 - 17 Jan** **(3 days)**	Week 2 20 - 24 Jan (5 days)	Week 3 27 – 31 Jan (5 days)	Week 4 3 - 7 Feb (5 days)	Week 5 10 - 14 Feb (5 days)	Week 6 17 - 21 Feb (5 days)	Week 7 24 - 28 Feb (5 days)	Week 8 2 - 6 March (5 days)	Week 9 9 - 13 March (5 days)	Week 10 16 - 18 March (3 days)
		unknown quantity. Develop examples to solve problems using equations from technology.	between vector and scalar quantities.	vectors is the single vector which can produce the same effect as the two or more vectors. Find resultant of two or more vectors in different directions: graphically use the **tail-to-head** method. by calculation.	$\text{Acceleration} = \frac{\text{changeinvelocity}}{\text{time}}$ SI unit: $m.s^{-2}$ Do calculations using the above concepts.	In non-contact forces the forces work over a distance without physically touching one another.	also known as weight. Fg = mg It acts vertically downwards. Differentiate between mass and weight. Define frictional force, Ff, as the force parallel to the surface that opposes the motion of an object and acts in the direction opposite to the motion of the object A force diagram is the representation of all the forces acting on the object drawn as arrows.	diagrams. Define the resultant of two or more forces as the single force which can produce the same effect as two or more forces.		
Requisite pre-knowledge			Scalars	Scalars & vectors	Scalars & vectors Motion in 1D	Scalars & vectors				

TERM 1 (46 days)		**Week 1 15 - 17 Jan (3 days)**	Week 2 20 - 24 Jan (5 days)	Week 3 27 – 31 Jan (5 days)	Week 4 3 - 7 Feb (5 days)	Week 5 10 - 14 Feb (5 days)	Week 6 17 - 21 Feb (5 days)	Week 7 24 - 28 Feb (5 days)	Week 8 2 - 6 March (5 days)	Week 9 9 - 13 March (5 days)	Week 10 16 - 18 March (3 days)
					Motion in 1D		Forces Motion in 1D				
Resources (other than textbook) to enhance learning		CAPS document	Question bank such as previous papers or study guides	Question bank such as previous papers or study guides	Question bank such as previous papers or study guides	Question bank such as previous papers or study guides Videos	Question bank such as previous papers or study guides Practical apparatus Simulations Videos	Question bank such as previous papers or study guides Practical apparatus Simulations Videos	Question bank such as previous papers or study guides Practical apparatus Simulations Videos	Question bank such as previous papers or study guides Videos Practical apparatus Simulations Videos	Question bank such as previous papers or study guides
Assessment	Informal Assessment: Remediation	Homework	Homework	Homework	Homework Informal test	Homework	Homework Informal Experiment: Determine the velocity of a trolley: (Materials: Ticker timer, tape, power supply, trolley, ruler, etc.). Informal test	Homework *Measure the weight of different objects using a spring balance*. (Materials: Spring balances, mass pieces, etc)	Homework Informal test	Homework Informalexperiment: Use spring balances to demonstrate the resultant and equilibrant are equal. (Materials:Three spring balances, string, etc)	
	SBA (Formal)	None	None	Formal experiment: PAT 1 experiment	None	None	None	None	None	None	Control test

2020 National Revised ATP: Grade 10 Term 2: Technical Sciences

TERM 2 (19 days)	Week 1 (5 days)	Week 2 (5 days)	Week 3 (5 days)	Week 4 (4 days)
CAPS Topics	Corrections of March Control test MECHANICS: Moment of force (4h)	MECHANICS: Moment of Force, Simple machines (4h)	MECHANICS: Simple machines MATTER AND MATERIALS: Classification of matter (4h)	MATTER AND MATERIALS: Classification of matter **(3h)**
Topics /Concepts, Skills and Values	**Moment of a force (Torque)** • Moment of a force about a point is defined as the turning effect of the force about that point. • It is measured as the product of the force and the perpendicular distance from the point to the line of action of the force Torque = $Fxr_{\perp}$ SI unit: N.m • Use the formula to calculate torque. **Laws of moments** • For a body in equilibrium the sum of the clockwise moments about a point must be equal to the sum of anticlockwise moments about the same point. • Do calculations to show that the clockwise moment is equal to the anti-clockwise moment	Experiment *Use a meter stick and mass pieces to prove the laws of moments.* • (Materials: Meter sticks, mass pieces, retort stand, etc.) Simple Machines • Define a lever as a simple machine. • Understand that machines are used to make work easier. • Define a fulcrum as the turning point of the lever. (The lever rotates about this point). • Identify different types of levers used in daily life. • Define type 1, type 2 and type 3 levers. • Define mechanical advantage as the ratio of load to effort $MA = \frac{Load(L)}{Effort(E)} = \frac{Effort\,distance(e)}{Load\,distance(l)}$ • Do calculations using the above formula. Mechanical advantage has no unit.	Experiment • *Determine the mechanical advantage of type 1 lever.* (Materials: Stick, mass pieces, knife edge etc). • Consolidation and revision Classification of matter: • Define a pure substance as a single type of material (elements or compounds). • Define an element as the simplest type of a pure substance. • Define a compound as a substance made up of two or more elements in the exact ratio. • Classify substances as pure, compounds or elements.	• Name compounds using the names of the elements from which they are made. • Define the terms cation and anion. • Identify cations and anions. • List the common compound anion, only sulphate, carbonate, sulphite, hydroxide
Requisite pre-knowledge	•	•	• the different properties of materials: Strength, thermal and electrical conductivity, brittle, malleable or ductile, magnetic, or non- magnetic, density (lead/aluminium), melting points and boiling points.	•
Resources (other than textbook) to enhance learning	• Question bank such as previous papers or study guides • Videos	• Question bank such as previous papers or study guides • Practical apparatus • Simulations • Videos	• Question bank such as previous papers or study guides • Practical apparatus • Simulations • Videos	• Question bank such as previous papers or study guides

Assessment	Informal Assessment: Remediation	• Corrections of March control test • Homework	Informal experiment	• Homework • Informal experiment	• Homework • Informal test
	SBA (Formal)	• None	• None	• None	• None

TERM 3 (37 days)	Week 1 (5 days)	Week 2 (5 days)	Week 3 (5 days)	Week 4 (5 days)	Week 5 (5 days)	Week 6 (5 days)	Week 7 (5 days)	Week 8 (2 days)
CAPS Topics	ELECTRICITY & MAGNETISM: Electric Circuits (4h)	ELECTRICITY & MAGNETISM: Electric Circuits (4h)	ELECTRICITY & MAGNETISM: Electric circuits (4h)	ELECTRICITY & MAGNETISM: Electric Circuits (4h)	ELECTRICITY & MAGNETISM: Electric Circuits (4h)	ELECTRICITY & MAGNETISM: Electric Circuits MATTER AND MATERIAL: Metals, Metalloids and Non-metals (4h)	MATTER & MATERIALS: **Metals, metalloids and non-metals & Structure of an atom** (4h)	MATTER & MATERIALS: Structure of an atom (1h)
Topics / Concepts, Skills and Values	Components of electric circuit: • Draw the components of a circuit using appropriate circuit symbols. • Give the meanings of all symbols used. Current: • Define current, I, as the rate of flow of charge. It is measured in Ampere (A), which is the same as Coulomb per second • Calculate the current flowing using the equation $I = \frac{Q}{\Delta t}$ • Indicate the direction of the current in circuit	Measurement of voltage (pd) and current Experiment: *Build an electric circuit to measure current through a resistor and to measure the voltage across a resistor; draw diagram of the circuit.* (Materials: Conducting wire, cells, Voltmeter, resistor, Ammeter, Switch etc.) Resistance • Resistance is defined as the opposition to the flow of electric Current. $1\ \Omega = 1\ V.A^{-1}$ • Give a microscopic description of resistance in terms of electrons moving through a conductor and colliding with	Experiment: *Investigate the following factors that affect the resistance of a conductor:* • *Temperature* • *Thickness* • *Length* • *Type of materials* (Materials: Copper and nichrome wires of different thicknesses, Cells, Voltmeter, Ammeter, switch etc.) Resistors in Series • Resistors are in series when they are connected end to end such that the current has only one path through each resistor. $R_s = R_1 + R_2 + R_3$ • The same current flows through each resistor. $I_T = I_1 = I_2 = I_3$ • Series circuits are called potential dividers. $V_T = V_1 + V_2 + V_3$	Experiment: *Set up a circuit to show that series circuits are voltage dividers, while current remains constant.* (Materials**:** Light bulbs or resistors, batteries, switches, connecting leads, ammeters, voltmeters etc.) Resistors in parallel • Resistors are in parallel when they are connected to the same point such that the current has different paths through each resistor. $\frac{1}{R_P} = \frac{1}{R_1} + \frac{1}{R_2} + \frac{1}{R_3}$ • Alternatively, when we have two resistors in parallel we can use the formula.	Experiment: *Set up a circuit to show that parallel circuits are current dividers, while potential difference remains constant.* (Materials: Light bulbs or resistors, batteries, switches, connecting leads, ammeters, voltmeters etc.) Administering of the PAT 3 experiment:	Administering of the PAT 3 experiment: Metals, Metalloids and Non-metals • Classify substances as metals, metalloids and non-metals using their properties. • Identify their positions on the Periodic Table. • Describe metalloids as having mainly non-metallic properties.	Metals, metalloids and non-metals: • Revise the classification of materials as: electrical conductors, semiconductors and insulators. Structure of the atom: Atomic number, mass number with their symbolic presentation: • Define the atomic number of an element as the number of protons in the atom. • Define the mass number as the number of protons and neutrons in the atom.	• Use a periodic table to determine the number of: a) protons b) electrons c) neutrons in different elements. • State the charge of a proton, neutron and electron

	diagrams (conventional). Potential difference: • Define potential difference in terms of work done and charge. $V = \frac{W}{Q}$ Emf: • Emf is the potential difference across the cell when no current is flowing in the circuit (open circuit). • Give the difference between emf and potential difference. Emf and pd are measured in volts (V). • Do calculations using the above equations.	the particles of which the conductor (metal) is made and thereby transferring kinetic energy. • State and explain factors that affect the resistance of a substance.		$R_P = \frac{R_1 \times R_2}{R_1 + R_2}$ • Voltage is constant across each resistor, connected in parallel. $V_T = V_1 = V_2 = V_3$ • Resistors in parallel are current dividers. $I_T = I_1 + I_2 + I_3$				
Requisite pre-knowledge	Unit conversion		Unit conversion					
Resources (other than textbook) to enhance learning	• Question bank such as previous	• Question bank such as previous	• Question bank such as previous papers or study guides	• Question bank such as	• Question bank such as previous	• Question bank such as previous	• Question bank such as previous	•

		papers or study guides • Video • Simulations	papers or study guides • Practical apparatus • Simulations • Videos	• Practical apparatus • Simulations • Videos	previous papers or study guides • Videos • Practical apparatus • Simulations	papers or study guides • Practical apparatus • Simulations • Videos	papers or study guides	papers or study guides •	
Assessment	Informal Assessment: Remediation	Homework Informal test	Homework Informal test	Homework Informal test	Homework	Informal test	Homework	Homework	
	SBA (Formal)	None	None		None		PAT 3 Experiment	PAT 3 Experiment	Control test

2020 National Revised ATP: Grade 10 Term 4: Technical Sciences

TERM 4 (38 days)	Week 1 (4 days)	Week 2 (5 days)	Week 3 (5 days)	Week 4 (5 days)	Week 5 (5 days)	Week 6 (5 days)	Week 7 (5 days)	Week 8 (2 days)	Week 9-11 (15 days)
CAPS Topics	MECHANICS Energy (4h)	MECHANICS Energy (4h)	ELECTRICITY & MAGNETISM Electrostatics (4h)	ELECTRICITY & MAGNETISM Electrostatics (4h)	ELECTRICITY & MAGNETISM Electrostatics (4h)	HEAT AND THERMODYNAMICS (4h)	HEAT AND THERMODYNAMICS (4h)	HEAT AND THERMODYNAMICS (2h)	FINAL EXAM
Topics / Concepts, Skills and Values	Gravitational Potential Energy Define gravitational potential energy of an object as the energy it has because of its position from the surface of the earth. E_P = mgh or (U = mgh) Do calculations using the above equation. Kinetic energy Define kinetic Energy as the energy of an object due to its motion. • $E_k = \frac{1}{2}mv^2$ or	• Experiment: *Determine the potential energy of an object at different heights.* • (Materials: 1 kg mass piece, meter stick, retort stand etc). • Mechanical Energy • Define • mechanical • energy as the • sum of the • gravitational • potential energy	• Do more calculations using the mechanical energy equation. • <u>Electrostatics</u> • Two kinds of charge • Explain that all materials contain positive charges (protons) and negative charges (electrons). • Explain that an object which has an equal number of electrons and protons is neutral (no net charge). • Explain that positively charged objects are electron deficient and	• Describe how objects (insulators) can be charged by contact (or rubbing). • Experiment • *Investigate the two kinds of charges*. • Use any of the 2020 National Revised ATP: Grade 10 Term3: Technical Sciencesrf5mnfollowing: • A Perspex rod, a Polythene rod, a woolen cloth, small pieces of paper. • Van der Graaf generator. • Gold leaf electroscope. • Charge conservation • The principle of conservation of charge states that the net charge of an isolated system remains constant during	• Apply the principle of conservation of charge. • Determine the charge of two objects after they touch and separate using: $Q = \frac{Q_1 + Q_2}{2}$ • Use the above equation to solve problems • Involving charges. • Give various situations to calculate the charge when two charges touch and separate	• Heat and temperature • Define heat as a • form of energy. • SI unit of heat is • joule (J). • Temperature is an indication of how hot or cold a body is. • SI unit of temperature is kelvin (K) • Temperature is measured with a thermometer in degree Celsius (^{0}C). • Alcohol thermometer, Mercury thermometer	• Demonstration: • Use a mercury thermometer to measure the • temperature of the following substances: • ice water • tap water • (c) boiling water. • Experiment • *Measure the melting point of wax.* (Materials: Paraffin wax, Bunsen burner, Thermometer, 500 ml beaker, boiling tube,	• Celsius scale is used to measure temperature for general purposes. • The Kelvin scale is used for thermodynamics calculations. • **T = t+273** • **T** is the temperature in kelvin. • **t** is the temperature in degree Celsius. • Use the above • equation to convert • temperature from • Celsius to Kelvin.	• All to pics

TERM 4 (38 days)		Week 1 (4 days)	Week 2 (5 days)	Week 3 (5 days)	Week 4 (5 days)	Week 5 (5 days)	Week 6 (5 days)	Week 7 (5 days)	Week 8 (2 days)	Week 9-11 (15 days)
		• $K = \frac{1}{2}mv^2$ • Do calculations using the above equation.	• and kinetic • energy. • $M_E = E_P + E_K$ • Do calculations using the above equation.	negatively charged objects have an excess of electrons.	any physical process.	• **NOTE:** This equation is only true for identical • conductors.	, Thermoelectric thermometer. • Give the application • of thermometers in • technology.	clamps, etc.)		
Requisite pre-knowledge			Structure of an atom: Neutrons, protons and electrons							
Resources (other than textbook) to enhance learning		Question bank such as previous papers or study guides Simulations Videos	Question bank such as previous papers or study guides Practical apparatus Simulations Videos	Question bank such as previous papers or study guides Practical apparatus Simulations Videos	Question bank such as previous papers or study guides Simulations Videos			Question bank such as previous papers or study guides Practical apparatus Simulations Videos	Question bank such as previous papers	
Assessment	Informal Assessment: Remediation	Homework	Homework Informal experiment:	Homework	Informal experiments			Informal experiments Informal experiments	Informal test	
	SBA (Formal)	None	None	None	None	None	None	None	None	

35. Tourism

Revised National Teaching Plan

2020 National Revised ATP: Grade 10 – Term 1: Tourism

TERM 1 (46 days)	**Week 1 15 - 17 Jan** (3 days)	**Week 2 20 - 24 Jan** (5 days)	**Week 3 27 – 31 Jan** (5 days)	**Week 4 3 - 7 Feb** (5 days)	**Week 5 10 - 14 Feb** (5 days)	**Week 6 17 - 21 Feb** (5 days)	**Week 7 24 - 28 Feb** (5 days)	**Week 8 2 - 6 March** (5 days)	**Week 9 9 - 13 March** (5 days)	**Week 10 16 - 18 March** (3 days)
CAPS Topics CAPS Reference	**TOURISM SECTORS**	**TOURISM SECTORS**	**TOURISM SECTORS**	**TOURISM SECTORS**	**TOURISM SECTORS W**	**TOURISM SECTORS W**	**TOURISM SECTORS**	**TOURISM SECTORS**	**TOURISM SECTORS**	**DOMESTIC, REG. & INTERN.TOURISM**
	p13	p13	p13	p13	p14	p14	p15	p15	p15	p16
Topics /Concepts, Skills and Values	Introduction to Tourism	Types of tourists and tourist profiles	Different modes of transport:	Different types of accommodation establishments	Concepts and terminology used in accommodation establishments	Food and beverage establishments	The attraction sector:	The structure of the South African tourism industry	The Private Sector	Technology used for payment in South Africa
Requisite pre-knowledge	Gr9 Social Sciences / EMS (Geography)	Gr9 Social Sciences / EMS (Geography)	Gr9 Social Sciences / EMS (Geography)	Gr9 Social Sciences / EMS (Geography)	Gr9 Social Sciences / EMS (Geography)	Gr9 Social Sciences / EMS (Geography)	Gr9 Social Sciences / EMS (Geography)	Gr9 Social Sciences / EMS (Geography)	Gr9 Social Sciences / EMS (Geography)	Gr9 Social Sciences / EMS (Geography)
Resources (other than textbook) **to enhance learning**	Gr10CAPS PowerPoints from subject support package/ Youtube/ WCED Eportal	Gr10CAPS PowerPoints from subject support package/ Youtube/ WCED Eportal	Gr10CAPS PowerPoints from subject support package/ Youtube/ WCED Eportal	Gr10CAPS PowerPoints from subject support package/ Youtube/ WCED Eportal	Gr10CAPS PowerPoints from subject support package/ Youtube/ WCED Eportal	Gr10CAPS PowerPoints from subject support package/ Youtube/ WCED Eportal	Gr10CAPS PowerPoints from subject support package/ Youtube/ WCED Eportal	Gr10CAPS PowerPoints from subject support package/ Youtube/ WCED Eportal	Gr10CAPS PowerPoints from subject support package/ Youtube/ WCED Eportal	Gr10CAPS PowerPoints from subject support package/ Youtube/ WCED Eportal
Assessment – **Informal Assessment:** Remediation	Consolidation task from CAPS approved textbooks	Consolidation task from CAPS approved textbooks	Consolidation task from CAPS approved textbooks	Consolidation task from CAPS approved textbooks	Consolidation task from CAPS approved textbooks	Consolidation task from CAPS approved textbooks	Consolidation task from CAPS approved textbooks	Consolidation task from CAPS approved textbooks	Consolidation task from CAPS approved textbooks	Consolidation task from CAPS approved textbooks
Assessment – **SBA Formal Assessment**	Planning and preparation for the implementation of the Tourism Skills Assessment Task			**Task 1**: **Tourism Skills Assessment Task** 25%		Planning and preparation for The Control Test			**Task 2**: **March Test** 75%	

2020 National Revised ATP: Grade 10 – Term 2: Tourism

TERM 2 **(19 days)**	**Week 1** **29 June -3 July** (5 days)	**Week 2** **6-10 July** (5 days)	**Week 3** **13-17 July** (5 days	**Week 4** **20-24 July** (5 days)	**Week 9** **27-31 July** School Holiday
CAPS Topics CAPS Reference	**MAP WORK AND TOUR PLANNING** p17	**MAP WORK AND TOUR PLANNING** p17	**DOMESTIC, REGIONAL & INTERNATIONAL TOURISM** p17	**DOMESTIC, REGIONAL & INTERNATIONAL TOURISM** p18	
Topics /Concepts, Skills and Values	**Map terminology and map symbols** • Concepts such as scale, direction, distance indicators, legends, map grid references, equator, hemispheres, North pole, South pole, latitude, longitude, time zones, Universal Time Co-ordinate (UTC), International Date Line (IDL)	**Different types of maps in a tourism context:** Give an example and explanation of the type of map and its uses and value in tourism. • General reference maps: road and street maps, political maps, physical maps, specialist maps (reflecting climate, airports, railways, etc.), tourist information maps (National Parks, World Heritage Sites, tourist attractions in specific areas, hiking trails, rambles or meanders) • Electronic maps: Global Positioning Systems (GPS), Google Street maps, Google Earth and other ICT resources. Computer or smart phonescan be used to access examples of electronic maps.	**Location of the following on a colour map of South Africa** • South Africa's borders, provinces, capital cities, international airports, harbours, national highways, gateways, major mountains, rivers and dams **Location of the following on a colour map of the world:** • South Africa and the SADC countries • Seven continents: Asia, Africa, Europe, North America, South America, Australia, Antarctica • Three oceans: Indian; Atlantic, Pacific • Island groups: Mediterranean, Caribbean, Indian Ocean • Tourism regions: Middle East, Far East, Russia United Kingdom **Distance indicators and distance tables:** • Distance indicators on maps to determine travel distances • Distance tables to determine distances between the towns/cities in your province South Africa's major cities Link between the distance and the time spent travelling.	• The concept domestic tourism • Benefits of domestic tourism for South Africa (focus on the economy, people and environment) • The Sho't Left campaign to promote domestic tourism in South Africa	
Requisite pre-knowledge	Grade 9 Social Sciences (Geography)	Grade 9 Social Sciences (Geography)	Grade 9 Social Sciences (Geography)	Grade 9 Social Sciences (Geography)	
Resources (other than textbook) **to enhance learning**	Grade 10 CAPS PowerPoints from subject support package/ Youtube/ Eportals Grade 10 subject support packages, e.g. videos, interactive lessons, PowerPoint presentations, lesson summaries, examination questions	Gr10CAPS PowerPoints from subject support package/ Youtube/ Eportal Grade 10 subject support packages, e.g. videos, interactive lessons, PowerPoint presentations, lesson summaries, examination questions	Gr10CAPS PowerPoints from subject support package/ Youtube/ Eportals Grade 10 subject support packages, e.g. videos, interactive lessons, PowerPoint presentations, lesson summaries, examination questions	Gr10CAPS PowerPoints from subject support package/ Youtube/ Eportals Grade 10 subject support packages, e.g. videos, interactive lessons, PowerPoint presentations, lesson summaries, examination questions	

Assessment	**Informal Assessment:** Remediation	Consolidation task from CAPS approved textbooks	Consolidation task from CAPS approved textbooks	Consolidation task from CAPS approved textbooks	Consolidation task from CAPS approved textbooks	
	SBA Formal Assessment	**No formal assessment included for Term 2**				

2020 National Revised ATP: Grade 10 – Term 3: Tourism

TERM 3 (37 days)	Week 1 3-7 Aug (5 days)	Week 2 11-14 Aug (4 days)	Week 3 17-21 Aug (5 days)	Week 4 24-28 Aug (5 days)	Week 5 31 Aug - 4 Sept (5 days)	Week 6 7-11 Sept (5 days)	Week 7 14 -18 Sept (5 days)	Week 8 21-23 Sept (3 days)	
CAP CAPS Topics CAPS Reference	**DOMESTIC, REGIONAL & INTERNATIONAL TOURISM**	**TOURIST ATTRACTIONS**	**TOURIST ATTRACTIONS**	**TOURIST ATTRACTIONS**	**TOURIST ATTRACTIONS**	**CULTURE AND HERITAGE**	**REVISION**		
	p18	p19	p19	p19	p19	p 21			
Topics /Concepts, Skills and Values	• **Domestic tourism statistics:** • **Concepts**: statistics, intra-provincial travel versus inter-provincial travel • **Interpretation of statistics** such as purpose of trips, most visited provinces, length of stay in each province, average expenditure per tourist, seasonality, activities undertaken.	**Tourist attractions in South Africa: (*World Heritage sites)** Tourism information relating to climate, rainfall, capital city, main languages, airports and harbours in tourism context. Tourists attractions in the provinces of South Africa under the headings : Location (proximity to the nearest city or town), short description (main focus of this attraction and a few points of interest) **** ONLY 3 provinces to be studied:** • **Your own province plus;** • **ANY 2 other provinces.** **<u>Eastern Cape, Free State and Gauteng</u>**: **Eastern Cape attractions**: Addo Elephant National Park, National Arts Festival	**<u>KwaZulu-Natal, Limpopo and Western Cape.</u>** **KZN attractions**: iSimangaliso (Greater St Lucia) Wetland Park*, Ukahlamba-Drakensberg Park*, Durban Beachfront (The Golden Mile / Marine Parade), uShaka Marine World, Comrades Marathon, sardine run **Limpopo attractions:** Mapungubwe Cultural Landscape*, Kruger National Park, African Ivory Route **Western Cape:** **Western Cape attractions:** Table Mountain, Victoria and Alfred (V&A) Waterfront, Robben Island*, Garden Route, wine routes, Cango Caves and ostrich farms, Cape Argus Cycle Tour,	**<u>Mpumalanga, Northern Cape, North West Province</u>** **Mpumalanga attractions**: The Panorama Route (Pilgrim's Rest, Blyde River Canyon, God's Window, Bourke's Luck Potholes) **Northern Cape attractions**: Kimberley Big Hole and Mine Museum, Roaring sand of Witsand Nature Reserve, Namaqualand floral beauty, South African Large Telescope (SALT) in Sutherland **North West attractions**: Sun City and Lost City, Lesedi cultural village, Pilanesberg Game Reserve, Aardklop Arts Festival	**South African fauna and flora as a tourist attraction:** • Concepts: biodiversity, botanical garden, environment (natural, physical, cultural, manmade), ecosystem, species, fauna and flora, wildlife, habitat, endangered, red data list, extinct, indigenous, alien, threatened, culling, poaching, legal hunting, mass tourism, over-consumption in tourism context.	**Culture and heritage**: • Concepts: culture, heritage, cultural diversity • Elements of culture such as arts and crafts, cuisine, music and dance • The importance and value of conserving heritage for future generations Heritage sites in South Africa • Examples of heritage sites in your own province.	Review and consolidate with reinforcement activities in class to assess the learners' grasp of the learning material. Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous question papers, etc.	Revision and implementation of: **Task 3:** September Test	**24-25 Sept** School Holiday

		Grahamstown, Great Fish River (canoeing), the world's highest bungee jump at Bloukrans **Free State attractions**: Vredefort Dome*, Golden Gate Highland National Park **Gauteng attractions**: Cradle of Humankind*, Apartheid Museum, Gold Reef City, Soweto (heritage)	Klein Karoo National Arts Festival.						

TERM 3 (37 days)		**Week 1** **3-7 Aug** (5 days)	**Week 2** **11-14 Aug** (4 days)	**Week 3** **17-21 Aug** (5 days)	**Week 4** **24-28 Aug** (5 days)	**Week 5** **31 Aug - 4 Sept** (5 days)	**Week 6** **7-11 Sept** (5 days)	**Week 7** **14 -18 Sept** (5 days)	**Week 8** **21-23 Sept** (3 days)
Requisite pre-knowledge		Gr9 Economic and Management Science	Gr9 Social Sciences (Geography)	Gr9 Social Sciences (Geography)	Gr9 Social Sciences (Geography)	Gr9 Social Sciences (Geography) Link concepts to attractions found in the **three chosen provinces**	Gr9 Social Sciences / EMS (Geography)		
Resources (other than textbook) **to enhance learning**		Gr10CAPS PowerPoints from subject support package/ Youtube/ Eportals	Gr10CAPS PowerPoints from subject support package/ Youtube/ Eportal	Gr10CAPS PowerPoints from subject support package/ Youtube/ Eportals	Gr10CAPS PowerPoints from subject support package/ Youtube/ Eportal	Gr10CAPS PowerPoints from subject support package/ Youtube/ Eportals	Gr10CAPS PowerPoints from subject support package/ Youtube/ WCED Eportal		
Assessment	**Informal Assessment**	Consolidation task from CAPS approved textbooks	Consolidation task from CAPS approved textbooks	Consolidation task from CAPS approved textbooks	Consolidation task from CAPS approved textbooks	Consolidation task from CAPS approved textbooks	Consolidation task from CAPS approved textbooks		
	SBA Formal Assessment	Implementation of the PAT.				Preparation and revision for Task 3.		**Task 3: September Test** 100 %	

2020 National Revised ATP: Grade 10 – Term 4: Tourism

Term 4 (38 days)	Week 1 28 Sept-2 Oct (5 days)	Week 2 5-9 Oct (5 days)	Week 3 12-16 Oct (5 days)	Week 4 19-23 Oct (5 days)	Week 5 26-30 Oct (5 days)	Week 6 2-6 Nov (5 days)	Week 7 9-13 Nov (5 days)	Week 7 16-18 Nov (3 days	19 Nov– 9 December
CAP CAPS Topics	**SUSTAINABLE AND RESPONSIBLE TOURISM**	**SUSTAINABLE AND RESPONSIBLE TOURISM**	**SUSTAINABLE AND RESPONSIBLE TOURISM**	**MARKETING**	**COMMUNICATION AND CUSTOMER CARE**	**COMMUNICATION AND CUSTOMER CARE**	**REVISION**	**REVISION**	**November Examinations 15 days**
CAPS Reference	p20	p20	p20	p20	p21	p21			
Topics /Concepts, Skills and Values	**Sustainable tourism:** • Concept: sustainability, sustainable practices in tourism businesses • The three pillars of sustainable tourism (Planet, People, Profit) • Environmental - impact of tourism businesses on the natural environment • Social – impact of tourism businesses on local communities • Economic– impact of tourism businesses on local communities	**Responsible Tourism:** • The concept: responsible tourist behaviour towards the environment • Rules for tourist behaviour in the natural environment • Good environmental practices such as litter control, conservation of energy, water and other scarce	**Global warming and the tourism industry:** • The concept: global warming, carbon footprint, • Causes of global warming (rise in the temperature of the earth) • Consequences of climate change on the tourism industry • How the **tourist industry** can minimize their carbon footprint through sustainable and responsible tourism practices	**Marketing of tourism products**, **services and sites**: • Concepts: marketing, market research, target markets, market share, competitive edge, core and niche markets • The purpose of marketing tourism products and services	**Communication technology:** • The various types of equipment and technology used to communicate in a tourism business environment: landline telephones, cell phones, fax machine, photocopying machine, printers and computer (include email, video conferencing and teleconferencing) • Functions, advantages and disadvantages of each **Communication: verbal and written** • **Written communication** used in the tourism industry, including email and email netiquette, websites, SMS messaging, social networks such as	**Service excellence:** • Concepts: service, service excellence • The importance and value for a tourism business to provide quality service • The advantages of excellent service delivery - for a business - for a tourist	Revision Review and consolidate with reinforcement activities in class to assess the learners' grasp of the learning material. Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous question papers PAT mop up	Revision Review and consolidate with reinforcement activities in class to assess the learners' grasp of the learning material. Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous question papers PAT mop up	

					Facebook for advertising and booking purposes, faxes, memos, surveys, questionnaires • **Verbal communication** used in the tourism industry; business communication etiquette in different situations in the tourism industry; face-to-face and telephonic; land lines and cell phones • Tourism road and information signs as a way of communication in the tourism industry.				

Term 4 (38 days)		Week 1 28 Sept-2 Oct (5 days)	Week 2 5-9 Oct (5 days)	Week 3 12-16 Oct (5 days)	Week 4 19-23 Oct (5 days)	Week 5 26-30 Oct (5 days)	Week 6 2-6 Nov (5 days)	Week 7 9-13 Nov (5 days)	Week 7 16-18 Nov (3 days	19 Nov– 9 December
Requisite pre-knowledge		Local and global coverage on reducing one's carbon footprint that is covered in the news.	Current global concerns over climate change and the environment.	Current global concerns over climate change and the environment	Gr9 Social Sciences (Geography)		Gr9 Social Sciences / EMS (Geography)	Gr9 Social Sciences / EMS (Geography)	Gr9 Social Sciences / EMS (Geography)	**November Examinations 15 days**
Resources (other than textbook) **to enhance learning**		Gr10CAPS PowerPoints from subject support package/ Youtube/ Eportals Current news reports and case studies locally and globally.	Gr10CAPS PowerPoints from subject support package/ Youtube/ Eportals Current news reports and case studies locally and globally.	Gr10CAPS PowerPoints from subject support package/ Youtube/ Eportals Current news reports and case studies locally and globally.	Gr10CAPS PowerPoints from subject support package/ Youtube/ WCED Eportal	Gr10CAPS PowerPoints from subject support package/ Youtube/ WCED Eportal	Gr10CAPS PowerPoints from subject support package/ Youtube/ WCED Eportal	Gr10CAPS PowerPoints from subject support package/ Youtube/ WCED Eportal	Gr10CAPS PowerPoints from subject support package/ Youtube/ WCED Eportal	
Assessment	**Informal Assessment**	Consolidation tasks from textbooks, past exam papers, especially the question on Sustainable and Responsible in Grade	Consolidation tasks from textbooks, past exam papers, especially the question on Sustainable and Responsible	Consolidation tasks from textbooks, past exam papers, especially the question on Sustainable and Responsible	Consolidation task from CAPS approved textbooks	Consolidation task from CAPS approved textbooks	Consolidation task from CAPS approved textbooks	Consolidation task from CAPS approved textbooks	Consolidation task from CAPS approved textbooks	
	SBA Formal Assessment	Completion and finalisation of the PAT		**PAT 100 marks**		Revision and preparation for the November Examination		**November Examination** 100 marks converted to **200 marks**		

36. Visual Arts

Revised National Teaching Plan

2020 National Revised ATP: Grade 10 – Term 1: Visual Arts

TERM 1 (46 days)	**Week 1 15 – 17 Jan** (3 days)	**Week 2 20 – 24 Jan** (5 days)	**Week 3 27 – 31 Jan** (5 days)	**Week 4 3 – 7 Feb** (5 days)	**Week 5 10 – 14 Feb** (5 days)	**Week 6 17 – 21 Feb** (5 days)	**Week 7 :24 – 28 Feb** (5 days)	**Week 8 2 – 6 March** (5 days)	**Week 9 9 – 13 March** (5 days)	**Week 10 16 – 18 March** (3 days)
CAPS topics	**Practical & Theme 1**	**Practical & Theme 1**	**Practical & Theme 1**	**Practical & Theme 1**	**Practical & Theme 1**	**Practical & Theme 1**	**Practical & Theme 1**	**Practical & Theme 2**	**Practical & Theme 2**	**Practical & Theory**
Topic, concepts, skills and values	Visual analysis and interpretation (Theme 1): Art elements and principles	Visual analysis and interpretation (Theme 1): Art elements and principles	Visual analysis and interpretation (Theme 1): Different disciplines	Visual analysis and interpretation (Theme 1): Media & techniques	Visual analysis and interpretation (Theme 1): subject matter, themes, styles	Visual analysis and interpretation (Theme 1): Visual Analysis of specific examples	Visual analysis and interpretation (Theme 1): Visual Analysis of specific examples	African Art (Theme 2): Pre-historic Art	African Art (Theme 2): SA Rock Art	Consolidation
Requisite pre-knowledge	Drawing aptitude/love to be creative and work with hands/basic knowledge of art elements									
Resources (other than textbook) **to enhance learning**	**PRACTICAL**: According to specialisation option, e.g. art materials and equipment t e.g. printing press, pottery oven, dark room, etc./ sourcebook/ art books and magazines/ You Tube clips/ any inspirational material **THEORY**: PowerPoints, art videos, trips to art galleries and museums									
Informal assessment; remediation	Daily and individual informal assessment in practical is essential to the creative process/ class discussions and debates, plus visual literacy and other tasks for theory TEACHERS Must give at least one informal theory assessment – either a short test or research task relating to content studied.									
SBA (Formal Assessment)	**PRACTICAL**: TASK 1 – Topic 1 (Conceptualising) and TASK 6/ PAT PHASE 1– Topic 2 (Artwork)/Teacher decide on theme in the specialised practical option/ provide learners with a pacesetter and mini-deadlines/The artwork will be assessed (100 marks), but will not be a part of the term mark. It will be part of the continuous assessment of TASK 6: PAT (25%)								**TASK 2: Conceptualising (Topic 1) = 100**	**TASK 1: THEORY TEST: 50**

2020 National Revised ATP: Grade 10 – Term 2: Visual Arts

TERM 2	Week 5 29 Jun – 3 Jul (5 days)	Week 6 6 – 10 Jul (5 days)	Week 7 13 – 17 Jul (5 days)	Weeks 8 20 -24 Jul (5 days)
CAPS topics	**Practical & Theme 2**	**Practical & Theme 5**	**Practical & Theme 5**	**Practical & Theme 5**
Topic, concepts, skills and values	African Art (Theme 2): African tribal art Suggested Artworks: One sculpture eg. Nkisi Powerfigure and One African Mask eg. Mboom Helmet mask	Classical World (Theme 5) Greek Art Suggested Artworks: Sculptures – the Kouros of Tenea (Archaïc Period) and Discobolos (Classical Period)	Ancient Civilisations (Theme 5) Greek Art Suggested Artwork: Sculpture - Laocoön (Hellenistic Period)	Ancient Civilisations (Theme 5) Roman Art Suggested Artwork: Sculpture – Augustus of Prima Porta
Requisite pre-knowledge	**PRACTICAL:** Basic technical skills /love to experiment **THEORY:** Visual Analysis Skills/ art terminology, the chronological study of movements builds on previous studied movement to identify influences, changes in style, etc.			
Resources (other than textbook) **to enhance learning**	**PRACTICAL**: According to specialisation option, e.g. art materials and equipment t e.g. printing press, pottery oven, dark room, etc./ sourcebook/ art books and magazines/ You Tube clips/ any inspirational material **THEORY**: PowerPoints, art videos, trips to art galleries and museums			
Informal assessment; remediation	Daily and individual informal assessment in practical is essential to the creative process/ class discussions and debates, plus visual literacy and other tasks for theory **TEACHERS** Must give at least one informal theory assessment – either a short test or research task relating to content studied.			
SBA (Formal Assessment)	**PRACTICAL**: TASK 4 – Topic 1 (Conceptualising) and TASK 6/ PAT PHASE 2– Topic 2 (Artwork)/Teacher decide on theme in the specialised practical option/ provide learners with a pacesetter and mini-deadlines/The artwork will be assessed (100 marks), but will not be a part of the term mark. It will be part of the continuous assessment of TASK 6: PAT (25%): 100		**TASK 4: Conceptualising (Topic 1) = 100**	

THEORY
Learners MUST do Theme 1 and then may choose any 4 of the rest of the themes and at least two artists with specific artworks from each theme.

Theme 1: Visual analysis and interpretation (compulsory)
Theme 2: African art
Theme 3: Non-Western cultures from across the globe
Theme 4: Ancient Civilisations
Theme 5: Classical World
Theme 6: Middle Ages and/or Islamic art
Theme 7: Renaissance
Theme 8: Baroque and Rococo

Suggestion is that teachers choose the following to ensure that learners have background for Grades 11 and 12:
Theme 1: Visual analysis and interpretation
Theme 2: African art
Theme 7: Renaissance
Themes 3, 4, 5, 6: Choose any two
For this teaching plan, certain themes and artists have been chosen, but teachers may study any 5 themes and/or make own selection of artists – they need to follow a similar week-by-week plan.

2020 National Revised ATP: Grade 10 – Term 3: Visual Arts

TERM 3 (21 days)	**Week 1** **3 -7 Aug** (5 days)	**Week 2** **10 – 14 Aug** (4 days)	**Week 3** **17 – 14 Aug** (5 days)	**Week 4** **24 – 28 Aug** (5 days)	**Week 5** **31 Aug – 4 Sept** (5 days)	**Week 6** **7 – 11 Sept** (5 days)	**Week 7** **14 – 18 Sept** (5 days)	**Week 8** **20 – 23 Sept** (4 days)
CAPS Topics	**Practical & Theme 7**	**Practical & Theme 7**	**Practical & Theme 7**	**Practical & Theme 7**	**Practical & Theme 7**	**Practical & Theme 8**	**Practical & Theme 8**	**Practical & Theory**
Topic, concepts, skills and values	Renaissance (Theme 7): Development of naturalism Suggested Artwork: Proto Renaissance – Giotto: The life of Christ	Renaissance (Theme 7): Development of naturalism Suggested Artworks: Early Renaissance – Bottecelli – the Birth of Venus, High Renaissance – Painting: Da Vinci – The Last Supper	Renaissance (Theme 7): Sculpture/Venetian painting Suggested Artworks: Sculpture: Michelangelo – David, Venetian painting: Titian – Venus of Urbino	Renaissance (Theme 7): Mannerism Suggested Artwork: Parmagianino – Madonna with the long neck	Renaissance (Theme 7): Northern Europe Suggested Artwork: Van Eyck – Arnolfini and his wife	Baroque & Rococo (Theme 8): Introduction Suggested Artwork: Italy – Caravaggio - The supper at Emmaus	Baroque & Rococo (Theme 8): Rubens, Rembrandt Suggested Artworks: Flanders -Rubens – The abduction of the daughters of Leucippus, Holland - Rembrandt – The night watch	Consolidation of themes
Requisite pre-knowledge	**PRACTICAL:** Basic technical skills /love to experiment **THEORY:** Visual Analysis Skills/ art terminology, the chronological study of movements builds on previous studied movement to identify influences, changes in style, etc.							
Resources (other than textbook) **to enhance learning**	**PRACTICAL:** According to specialisation option, e.g. art materials and equipment t e.g. printing press, pottery oven, dark room, etc./ sourcebook/ art books and magazines/ You Tube clips/ any inspirational material **THEORY:** PowerPoints, art videos, trips to art galleries and museums							
Informal Assessment Remediation	Daily and individual informal assessment in practical is essential to the creative process/ class discussions and debates, plus visual literacy and other tasks for theory TEACHERS Must give at least one informal theory assessment – either a short test or research task relating to content studied.							
SBA Formal Assessment	**CONTINUE TO COMPLETE**: PRACTICAL: TASK 4 – Topic 1 (Conceptualising) and TASK 6/ PAT PHASE 2– Topic 2 (Artwork)/Teacher decide on theme in the specialised practical option/ provide learners with a pacesetter and mini-deadlines/The artwork will be assessed (100 marks), but will not be a part of the term mark. It will be part of the continuous assessment of TASK 6: PAT (25%)							**TASK 5: THEORY TEST: 50**
FINAL EXAMINATION	**TASK 7: P2 CONCEPTUALISATION (50 Marks) to be completed in this term**							

2020 National Revised ATP: Grade 10 – Term 4: Visual Arts

<table>
<tr><th>TERM 4
(47 days)</th><th>Week 1
28 Sept - 2 Oct
(4 days)</th><th>Week 2
5 - 9 Oct
(5 days)</th><th>Weeks 3
12 - 16 Oct
(5 days)</th><th>Weeks 4
19 – 23 Oct
(5 Days)</th><th>Weeks 5, 6, 7, 8, 9, 10, 11.
26 October – 9 December
(33 days)</th></tr>
<tr><td>CAPS Topics</td><td>Practical & Theme 8</td><td>Practical & Theme 8</td><td>Practical & Theory</td><td>Practical & Theory</td><td>Notes on or guidelines for final examinations:
Theory Examination</td></tr>
<tr><td>Topic, concepts, skills and values</td><td>Baroque & Rococo (Theme 8): Vermeer, Velazquez
Suggested Artworks: Dutch genre painting – Vermeer – Kitchen maid, Spain – Velasquez - Las Meninas</td><td>Baroque & Rococo (Theme 8): Fragonard and Watteau
Suggested Artworks: Watteau – The island of Cythera, Fragonard – The Swing</td><td>Revision</td><td>Revision</td><td>FIVE questions on each of the studied themes / learners must answer any five (Visual Literacy and artists they have studied)
20 x 5 = 100
Cognitive levels: Lower order = 30%, Middle order = 40
It is important to follow the format of the Grade 12 NCS papers and Visual Literacy questions of ‘unseen’ images MUST be included in each question</td></tr>
<tr><td>Requisite pre-knowledge</td><td colspan="4">PRACTICAL: Developed technical skills in specialised option/knowledge of materials and techniques to build on for greater emphasis on self-expression and content
THEORY: Visual Analysis Skills/ art terminology, Grade 10 theory – the chronological study of movements builds on previous studied movement to identify influences, changes in style, etc.</td><td rowspan="3">. FINAL EXAMINATION MARKS
• TASK 6: PAT Exhibition (100 marks)
• TASK 7: Paper 1 Theory Examination (100 marks)
• TASK 7: Paper 2 Practical Examination (100 marks)
NOTE:
TASK 6 (PAT exhibition): The artworks (Topic 2) from the two Practical tasks will form the Retrospective exhibition. The sourcebook/s, although already assessed, must be displayed to demonstrate the development to the final Artworks.
Due to specific circumstances of this year and the importance of social distancing, the retrospective exhibition need not be a physical exhibition, but can take the form of a catalogue, Power Point presentation, online portfolio, etc.</td></tr>
<tr><td>Resources (other than textbook) to enhance learning</td><td colspan="4">PRACTICAL: According to specialisation option, e.g. art materials and equipment t e.g. printing press, pottery oven, dark room, etc./ sourcebook/ art books and magazines/ You Tube clips/ any inspirational material
THEORY: PowerPoints, art videos, trips to art galleries and museums</td></tr>
<tr><td>Informal Assessment Remediation</td><td colspan="4">Daily and individual informal assessment in practical is essential to the creative process/ class discussions and debates, plus visual literacy and other tasks for theory</td></tr>
<tr><td>SBA Formal Assessment</td><td colspan="4">SBA Formal Assessment</td><td>SBA = 100 (300 mark[/s reworked to 100)</td></tr>
<tr><td>FINAL EXAMINATION</td><td colspan="4">TASK 7: P2 Artwork (50 Marks) to be completed in this term</td><td>Paper 1 – Theory = 100
Paper 2 – Practical Examination = 100
Retrospective Exhibition = 100</td></tr>
</table>