basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

2020
NATIONAL ANNUAL REVISED TEACHING PLANS
GRADE 11
NON-LANGUAGE

Table of Contents

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 11.

1. Accounting

Revised National Teaching Plan

2020 National Revised Teaching Plan: Grade 11 – 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	Reconciliations			**Fixed Assets**		**Financial accounting of Partnerships: Adjustments, ledger, accounting equation, final accounts**				
Concepts, Skills and Values	• Reconcile **bank statements** with cash journals in order to prepare bank reconciliation statements: Outstanding deposits; Cheques not yet presented for payment; Stop / Debit orders; Direct transfers (EFTs paid out / received); Bank charges; Interest received or charged; Correction of errors or omissions; Cheques R/D or cancelled; Post-dated cheques received / issued • Reconcile **creditors' monthly statements** with accounts in the Creditors Ledger of a business in order to prepare creditors' reconciliation statements: Outstanding invoices or credit notes; Outstanding payments; Discounts not recorded; Correction of errors / omissions ***Integrate ethical and internal control issues relating to bank and creditors reconciliation***			• Understand the need for of a tangible / **fixed asset register** and how it is compiled • Record the **acquisition** of tangible / fixed assets • Calculate and record **depreciation** [on cost price (straight-line method) and / or diminishing balance methods] • Understand how tangible / fixed assets are recorded when they are **fully depreciated** • Record the **disposal of fixed assets** (cash, credit, trade-in, donated, drawings by owner) at the beginning / during / end of a financial year ***Integrate ethical and internal control issues relating to fixed assets (movement and responsible use of fixed assets)***		• Define and explain accounting concepts unique to partnerships, i.e. Partnership; Capital accounts; Current accounts; Interest on capital; Salaries to partners; Bonus to partners; Primary / Final distribution of profits or losses • Define and explain IFRS and GAAP principles (historical cost; prudence; materiality; business entity rule; going concern; matching) • Accounting cycle of partnerships: documents; journals; ledgers; trial balance; final accounts • Accounting equation • Prepare final accounts and financial statements of a partnership taking into account year-end adjustments: - Revise the following: Trading stock deficit / surplus; Consumable stores on hand; Depreciation (on cost and diminishing balance); Bad debts; Bad debts recovered (incl. insolvent estate); Correction of errors / omissions (incl. errors and omissions relating to salaries / wages) ; Accrued income (receivable); Income received in advance (deferred); Prepaid expenses; Accrued expenses (payable); - New in Gr 11: Provision for bad debts; Interest on loan (capitalised) - Partnership related adjustments: Salaries to partners; Bonus to partners; Interest on capital; Appropriation of profit / loss • Final accounts: - Trading account; Profit and Loss account; Appropriation account • Reversal of certain year-end adjustments at beginning of next financial period, i.e. accruals, income received in advance and prepayments ***Integrate ethical and internal control issues relating to partnerships***			
Requisite pre-knowledge	Revise Gr 10 content on: • cash transactions and cash journals & posting to the Bank account. • creditors, with regard to CJ, CAJ, posting to Creditors control and Creditors Ledger			Revise Gr 10 transactions for the acquiring of fixed assets (cash / credit) and depreciation calculations		Basic background aspects unique to partnerships as a form of ownership (collaborate with the Business Studies teacher) Gr 10 content on basic year-end adjustments, final accounts and reversals for sole traders				

	• reconciliation of debtors' / creditors' control accounts with debtors / creditors lists			
Resources (other than textbook) **to enhance learning**	Examples of used / simulated bank and creditors' statements Previous Gr 11 test / exam questions 2019 National Exemplar paper in two-paper format (2019 DBE Exemplars) Past Gr 12 NSC exam questions on reconciliations (DBE Exams)	Past test / exam papers 2019 National Exemplar paper in two-paper format (2019 DBE Exemplars) Past Gr 12 NSC exam questions on fixed assets (DBE Exams)	Examples of partnership agreements (on internet) (Partnership-agreement templates) Provide the correct work sheets / templates for final accounts, especially the Appropriation account	
Informal assessment: Remediation	Data response activity / short tests to consolidate the formats of bank account / bank reconciliation statements / creditors ledger Class debate on the decline in the use of cheques in SA (Declining use of cheques in RSA)	Data response activity / short tests to consolidate the formats of asset disposal, deprecation and other calculations relevant to asset disposal	Short class tests to consolidate calculations and the effect on final accounts for some challenging adjustments, e.g. depreciation (with asset movement during the year); errors / omissions related to Salaries / Wages; interest on loan capitalised; rent receivable / deferred with rent increase / decrease during the year, etc.	
SBA (Formal)	**Written report:** Discuss task and assessment instrument before learners attempt it Complete in class	**TASK 1: WRITTEN REPORT (50)**	Prepare for control test	**TASK 2: CONTROL TEST 1 (100 marks; 1½ hours); Term 1 content**

2020 National Revised Teaching Plan: Grade 11 – Term 2: Accounting

TERM 2 **(29 days)**	**Week 1** **15 - 19 Jun** (4 days)	**Week 2** **22 - 26 Jun** (5 days)	**Week 3** **29 Jun - 3 Jul** (5 days)	**Week 4** **6 - 10 Jul** (5 days)	**Week 5** **13 - 17 Jul** (5 days)	**Week 6** **20 - 24 Jul** (5 days)
CAPS Topics	**Partnerships: Financial statements**				**Partnerships: Analysis and interpretation of financial statements**	
Concepts, Skills and Values	• Prepare **Financial statements** and notes: - Income statement (Statement of Comprehensive Income) - Balance Sheet (Statement of Financial Position) - Notes to the Financial Statements Focus on the following notes: Fixed / Tangible assets, Trade and other receivables; Trade and other payables; Capital; Current accounts • Apply the IFRS and GAAP principles ***Integrate ethical and internal control issues relating to partnerships***				• Analyse and interpret financial statements and notes - Revise 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 o Introduce the following financial indicators: Liquidity: Stock turnover rate; Stock holding period; Average debtors' collection period; Average creditors' payment period Risk/Gearing: Debt-equity ratio Return: on each partner's equity on average partners' equity ***Integrate ethical and internal control issues relating to partnerships***	
Requisite pre-knowledge	Revise Gr 10 content on: IFRS and GAAP principles, year-end adjustments, accounting cycle; effect of adjustments on pre-adjustment figures; reversal of certain year-end adjustments at beginning of next financial period, i.e. accruals, income received in advance and prepayments				Revise Gr 10 financial indicators: percentages and ratios (see *revise* list above) Basic arithmetical calculations skills incl. percentages and ratios	
Resources (*other than textbook*) **to enhance learning**	Work sheets / Templates with the correct formats of the Income Statement (Statement of Comprehensive Income), Balance Sheet (Statement of Financial position) and the Notes to the financial statements (refer to CAPS, Section 4.7.3); Past Gr 11 test- / exam papers 2019 National Exemplar paper in two-paper format (2019 DBE Exemplars)				Each learner should use his / her own calculator Past Gr 11 tests / exam papers 2019 National Exemplar paper in two-paper format (2019 DBE Exemplars)	
Informal assessment: Remediation	Short tests on adjustment entries & calculations; formats of financial statements (and parts thereof, e.g. asset section or equity and liability sections of the Balance Sheet) Consolidation activities on completing financial statements and some notes to the financial statements.				Short tests on the formulae, calculations, basic commenting and quoting the indicators	
SBA (Formal)	**Assignment** *(replacing the research project)* Discuss task and marking guidelines before learners attempt it Complete in class			**TASK 3: Assignment (100) (1 or 2 class periods)** **Topic:** Partnership Financial statements and analysis & interpretation of financial statements Integrate ethical and internal control issues		

2020 National Revised Teaching Plan: Grade 11 – 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	Partnerships (continued): Analysis and interpretation of Financial statements		**Inventory systems**		Budgeting: Cash Budgets (debtors' collection and creditors' payments) and Projected Income Statement			
Concepts, Skills and Values	• Analyse and interpret financial statements and notes - Revise 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 o Introduce the following financial indicators: Liquidity: Stock turnover rate; Stock holding period; Average debtors' collection period; Average creditors' payment period Risk/Gearing: Debt-equity ratio Return: on each partner's equity on average partners' equity ***Integrate ethical and internal control issues relating to partnerships***		• Define and explain of the following stock systems (differences): - Perpetual stock system - Periodic stock system • Know the advantages and disadvantages of the periodic and perpetual stock system • Focus on the calculation of: - Cost of Sales: Perpetual: using Trading stock account and / or % mark-up Periodic: using Opening stock; Purchases; Returns / allowances; Carriage on purchases; Closing stock accounts and / or % mark-up - Gross Profit: Using Sales and Cost of Sales account and / or % mark-up ***Integrate ethical, internal control and internal audit issues relating to stock***		• Prepare and present a Cash Budget for sole traders: Projected cash receipts and cash payments; projected debtors 'collection; projected creditors' payments (separate debtors' collection and / or creditors' payment schedules) • Prepare and present a Projected Income Statement (Statement of Comprehensive Income) Projected revenue and expenditure • Emphasize and identify the differences between a Cash Budget and a Projected Income Statement ***Integrate ethical, internal control and internal audit issues relating to budgeting and projections***			
Requisite pre-knowledge	Revise Gr 10 financial indicators incl. percentages and ratios (see *revise* list above) Basic arithmetical calculation skills incl. percentages and ratios		Revise Gr 9 and 10 content relevant to the perpetual system (Trading stock, mark-up calculations, cost of sales and gross profit)		Revise Gr 10 content on the concepts and basic calculations for budgets Consolidate basic arithmetical skills: calculations (adding, subtracting, multiplying, dividing and percentage increase / decrease)			
Resources *(other than textbook)* **to enhance learning**	Each learner should use his / her own calculator Previous Gr 11 test / exam questions 2019 National Exemplar paper in two-paper format (2019 DBE Exemplars)		Explain the 'new' nominal accounts and Trading account used in the periodic system by means of detailed text book examples (repeated preparation of these accounts is not necessary) Accounting stationery / Work sheets for calculating Cost of Sales and Gross profit		Templates / Work sheets for the correct formats of the Cash budget and Projected Income statement (refer to CAPS, Section 4.7.3) Past Gr 11 test / exam papers Past Gr 12 NSC exam questions on budgeting and projections (DBE Exams)			
Informal assessment: Remediation	Short tests on the formulae, calculation, basic commenting and quoting the indicators		Class tests on the calculation of Cost of sales and Gross profit under both stock systems Quizzes on the differences of the two stock systems Tabular display of differences / advantages and disadvantages of two stock systems in the classroom		Short tests on the formats of cash budgets and projected income statements Skills tests on budget calculations, debtors' collection and / or creditors' payment schedules			

SBA (Formal)	**Case Study** *(replacing the presentation task)* Discuss task and marking guidelines before learners attempt the task; complete in class	TASK 4: Case Study Topic: Inventory and / or Budgets (100) (1 or 2 class periods)

2020 National Revised Teaching Plan: Grade 11 – Term 4: Accounting

<table>
<tr><th>TERM 4
(53 days)</th><th>Week 1
28 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>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 - 10
16 Nov - 9 Dec
(18 days)</th></tr>
<tr><td>CAPS Topics</td><td colspan="4">Cost Accounting (Manufacturing): Ledger accounts and calculations</td><td colspan="3">Revision and examination preparation</td><td>FINAL EXAM (two papers)
(to be written on different days)</td></tr>
<tr><td>Concepts, Skills and Values</td><td colspan="4">• Calculate the following costs in a manufacturing environment:
– Variable costs (Direct material cost; Direct labour cost; Selling & distribution cost)
– Fixed costs (Factory overhead cost; Administration cost)
– Total cost of production (Direct material, Direct labour and Factory overhead costs adjusted for Work-in-Progress if applicable)
– Production cost of one product (unit cost) using variable and fixed costs
– Contribution per unit
– Breakeven point
• Recording of stock and cost items in ledger accounts. Focus on the following accounts:
- Stock accounts (Balance sheet accounts):
Raw material stock; Work-in-progress stock; Finished goods stock; Consumable stores stock / Indirect materials stock
- Cost accounts
Direct material cost (DMC)
Direct labour cost (DLC)
Factory overhead cost (FOHC)
Administration cost (AC)
Selling & distribution cost (SDC)
• Nominal accounts (only for background knowledge)
Integrate ethical, internal control and internal audit issues relating to a manufacturing environment</td><td colspan="3">Revise for Paper 1:
Partnerships year-end adjustments and financial statements; analysis and interpretation of financial statements using the financial indicators relevant to financial statements;
Ethics, internal control and internal audit issues related to various topics in Discipline 1 (integrated in each question)

Revise for Paper 2:
Bank and Creditors Reconciliation; Cost accounting; Budgets and projections; Management of fixed assets; Inventories;
Ethics, internal control and internal audit issues related to the various topics in Discipline 2 (integrated in each question)
Analysis and interpretation indicators relevant to Discipline 2 topics

Refer to 2019 Exam Guidelines</td><td colspan="2"><table>
<tr><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:
Financial Reporting & Evaluation (see 2019 National Exam Guidelines)</td><td>Topics: Discipline 2:
Managerial Accounting, Internal Auditing and Control (see 2019 Exam Guidelines)</td></tr>
<tr><td>Provide Gr 11 Formula sheets</td><td>Provide Gr 11 Formula sheets</td></tr>
<tr><td colspan="2">PER PAPER</td></tr>
<tr><td colspan="2">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>
</table></td></tr>
<tr><td>Requisite pre-knowledge</td><td colspan="4">Revise Gr 10 content on concepts and basic cost calculations</td><td colspan="3"></td></tr>
<tr><td>Resources (other than textbook) to enhance learning</td><td colspan="4">Past Gr 11 test / exam questions
2019 National Exemplar paper in two-paper format (2019 DBE Exemplars)</td><td colspan="3">Gr 11 Revision material
2019 National Exemplar paper in two-paper format
(2019 DBE Exemplars)</td></tr>
<tr><td>Informal assessment: Remediation</td><td colspan="4">Short tests / quizzes on ledger accounts and / or calculations of cost items</td><td colspan="3"></td></tr>
<tr><td>SBA (Formal)</td><td colspan="7">Prepare for the FINAL EXAM (two papers)</td><td>Task 5: Final Examination
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 11 – Term 1: Agricultural Management Practices

TERM 1: 48 days	**Week 1: 15 -17 Jan (3 days)**	**Week 2: 20-24 Jan**	**Week 3: 27-31 Jan**	**Week 4: 03-07 Feb**	**Week 5: 10-14 Feb**	**Week 6: 17-21 Feb**	**Week 7: 24-28 Feb**	**Week 8: 02-06 Mar**	**Week 9: 09-13 Mar**	**Week 10: 16-20 Mar**
CAPS topic	Sequence of production enterprises and production enterprises can differ from province/school to school **(CAPS pg. 25) Crop production and (CAPS p 26), Soil and water management aspects, (CAPS pg. 25) Fertiliser management and application or Animal Production, (CAPS pg. 28)**									
Concepts, skills, and values	Investigate at least one specific agricultural crop regarding the following: main production areas in the RSA and its potential role in industry, overview of economic importance of crop production. Or One specific farm animal: economic importance, potential role in industry, main areas of production.	One specific agricultural crop: classification of crops according to agronomic characteristics of seed and plant, growth curve and critical period during growth. Or One specific farm animal: breed standards (evaluating and judging a breed), including selection of breeding stock (progeny testing, general appearance, and selection).	One specific agricultural crop: important cultivars available in each selected crop, reasons for the use of each cultivar. Or One specific farm animal: breeding systems (e.g. cross breeding and inbreeding); and breeding aids (e.g. stud book registers and production records).	Soil sampling and profile studies. Or *Reproduction*: aspects of the production unit (oestrus cycle, mating, artificial insemination, embryo transplant, cloning, gestation period and service register).	Soil characteristics and properties. Or One specific farm animal: *housing and facilities*: types and functions, *after-care*: dehorning, castration, identification, etc.	One specific agricultural crop: soil cultivation and tillage practices (methods and aims). Or One specific farm animal: *diseases*: types, identification of symptoms, prevention and methods of control.	One specific agricultural crop: irrigation (methods and types), water scheduling where applicable. Or One specific farm animal: *diseases*: types, identification of symptoms, prevention and methods of control.	One specific agricultural crop: climatic requirements: precipitation; temperature; evaporation; radiation; and humidity, use of weather information Or *Basic veterinary practices*: diagnostic procedure, blood smear, blood sample and tissue sample, *immunology*: active and non-active.	One specific agricultural crop: soil and plant analysis, fertilising according to soil analysis. Or *Parasitology*: internal and external types, identification, prevention and methods of control.	One specific agricultural crop: fertilising methods and programme. Or One specific farm animal: feeding aspects according to physiology status, requirements, rations, procedures and methods.
Requisite pre-knowledge	Link with Grade 10 enterprises									
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 developed questions, Formative informal assessment, tests, practical work									
SBA (Formal Assessment)	**SBA: TASK 1-Assignment/ Practical Task and 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 11 – Term 2: Agricultural Management Practices

TERM 2: 29 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
CAPS topic	Sequence of production enterprises and production enterprises can differ from province to province/school to school **(CAPS pg. 25-27) Crop production, or Animal Production, (CAPS pg. 28)**						
Concepts, skills, and values	One specific agricultural crop: irrigation (methods and types), water scheduling where applicable. Or One specific farm animal: *diseases*: types, identification of symptoms, prevention, and methods of control.	One specific agricultural crop: climatic requirements: precipitation; temperature; evaporation; radiation; and humidity, use of weather information Or *Basic veterinary practices*: diagnostic procedure, blood smear, blood sample and tissue sample, *immunology*: active and non-active.	One specific agricultural crop: soil and plant analysis, fertilising according to soil analysis. Or *Parasitology*: internal and external types, identification, prevention, and methods of control.	One specific agricultural crop: fertilising methods and programme. Or One specific farm animal: feeding aspects according to physiology status, requirements, rations, procedures, and methods.	One specific agricultural crop: Crop establishment practices, basic principles, and terminology (e.g. plant density, depth, planting time, treatment of seed, methods and factors influencing each). Or Keeping records (physical, production, financial and animal health programmes).	Finalising PAT and Revision of term content	
Requisite pre-knowledge	Link with Grade 10						
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
Informal assessment, remediation	Own developed questions, **Formative informal assessment,** tests, practical work						
Formal Assessment	**PAT: Submission of Management overview,**						

2020 National Revised Teaching Plan: Grade 11 – 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 **(CAPS pg. 28) Animal production and management or Soil and water management aspects, (CAPS pg. 25) Fertiliser management and application, and (CAPS pg. 27) Crop management aspects**								
Concepts, skills, and values	Investigate at least one specific agricultural crop regarding the following: main production areas in the RSA and its potential role in industry, overview of economic importance of crop production. Or One specific farm animal: economic importance, potential role in industry, main areas of production.	One specific agricultural crop: classification of crops according to agronomic characteristics of seed and plant, growth curve and critical period during growth. Or One specific farm animal: breed standards (evaluating and judging a breed), including selection of breeding stock (progeny testing, general appearance, and selection)	One specific agricultural crop: important cultivars available in each selected crop, reasons for the use of each cultivar. Or One specific farm animal: breeding systems (e.g. cross breeding and inbreeding); and breeding aids (e.g. stud book registers and production records).	Soil sampling and profile studies. Or *Reproduction*: aspects of the production unit (oestrus cycle, mating, artificial insemination, embryo transplant, cloning, gestation period and service register).	Soil characteristics and properties. One specific agricultural crop: soil cultivation and tillage practices (methods and aims). Or One specific farm animal: *housing and facilities*: types and functions, *after-care*: dehorning, castration, identification, etc.	One specific agricultural crop: *Weeds*: types, identification, prevention and methods of control, d*iseases*: types, identification, prevention, and methods of control. Or Production-related legislation, farmer health issue, risk management	Finalising PAT – Management Test and complete last Practical activities	Consolidation, and Revision of term content	
Requisite pre-knowledge	Link with Grade 10 enterprises								
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 developed questions, **Formative informal assessment**, tests, practical work								
Formal Assessment	**TASK 3 Test Written test based on the terms content** **TASK 4: Finalize PAT Components –Management overview, Complete 2 Practical activities (adhere to COVID guidelines), Write Management Test, complete logbook and calculate all components for learners, submit for moderation.**								

2020 National Revised Teaching Plan: Grade 11 – 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**	
CAPS topic	Sequence of production enterprises and production enterprises can differ from province to province/school to school. **(CAPS pg. 27) Crop production**, **(CAPS pg. 28) Animal management principles, (CAPS pg. 29) Rangeland management**								
Concepts, skills, and values	One specific agricultural crop: irrigation (methods and types), water scheduling where applicable. Or One specific farm animal: *diseases*: types, identification of symptoms, prevention, and methods of control.	One specific agricultural crop: climatic requirements: precipitation; temperature; evaporation; radiation; and humidity, use of weather information Or *Basic veterinary practices*: diagnostic procedure, blood smear, blood sample and tissue sample, *immunology*: active and non-active.	One specific agricultural crop: soil and plant analysis, fertilising according to soil analysis. Or *Parasitology*: internal and external types, identification, prevention, and methods of control.	One specific agricultural crop: fertilising methods and programme. Or One specific farm animal: feeding aspects according to physiology status, requirements, rations, procedures, and methods.	One specific agricultural crop: Crop establishment practices, basic principles, and terminology (e.g. plant density, depth, planting time, treatment of seed, methods and factors influencing each). Or Keeping records (physical, production, financial and animal health programmes).	One specific agricultural crop: *Weeds*: types, identification, prevention and methods of control, d*iseases*: types, identification, prevention, and methods of control. Or Production-related legislation, farmer health issue, risk management	Objectives of veld management.; and *grazing systems*: extensive and intensive principles (selective grazing, non-selective grazing, rotational grazing, etc.). Veld composition and determining carrying capacity	Use (fodder flow planning), carrying capacity and relevant terminology Consolidation and Revision of term content	**TASK 5: FINAL EXAMINATION (50%)** **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	Link with Grade 10 Enterprises								
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 developed questions, **Formative informal assessment**, tests, practical work								
SBA (Formal Assessment)	**(SBA: 25%, PAT: 25%, FINAL EXAMINATION: 50%)**								

3. Agricultural Sciences

Revised National Teaching Plan

2020 National Revised Teaching Plan: Grade 11 – 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. 25) Basic Agricultural chemistry**	**(CAPS pg. 25) Chemical bonding**	**(CAPS pg. 25) Inorganic and organic compounds**	**(CAPS pg. 25) Alkanes and alcohols**	**(CAPS pg. 26) Fatty acids and bio-molecules**	**(CAPS pg. 26) Proteins**	**(CAPS pg. 26) Carbohydrates**	**(CAPS pg. 26) Soil Science**	**(CAPS pg. 27) Soil Structure**	**(CAPS pg. 27) Soil colour and soil pores**
Concepts, skills and values	*The following terminology:* matter, atom, molecules, periodic table and isotopes**, t**he differences between elements, compounds and mixtures**, t**he basic interpretation of the periodic table of elements**, t**he difference between acids and bases**, t**he general structure of an atom**, t**he main types of particles of an atom and their respective charges**, t**he relation between atomic numbers and number of particles in the nucleus**, t**he formation of ions, the arrangement of	A basic chemical bonding as it occurs to form a molecule, the following chemical bonding with their respective structural formulae: - covalent bonding (hydrogen gas, water, etc.); and - Ionic bonding (copper chloride, sodium chloride, etc.).	The distinction between inorganic and organic compounds (with examples), the chemical formulae, structural formulae, Lewis structures, importance and functions of the following inorganic compounds: water; Carbon dioxide; Mineral salts, for example sodium chloride/table salt; and ammonia. The characteristics of the carbon atom (bonding on the carbon atom) and organic substances, the basic grouping of organic compounds	The basic types of alkanes (not more than 5 carbon atoms), their chemical and structural formulae, their importance in plants and animal metabolism, t*he concept*: isomers as illustrated by simple alkane structures, the basic types of alcohols (their structures and importance) with reference to methanol and ethanol, comparison between alcohols and alkanes based on their general structural formulae	The chemical structure of a simple fatty acid, differentiation between saturated and unsaturated fatty acids (their structures and importance), the differences between fatty acids and alcohols based on their structural formulae, Bio-molecules, basic composition of a simple lipid/fat; the differences between fats and oils, saturated and unsaturated fats; and the main functions/importance of lipids/fats in living organisms.	General structure of the monomers of proteins (amino-acids), the differences between simple and complex proteins (also refer to essential amino acids and non-essential amino acids), the general structural of polypeptides/simple proteins, the synthesis and hydrolysis of proteins, the main functions/importance of proteins in living organisms	The basic chemical composition of carbohydrates, the general formulae of carbohydrates, Structural and chemical formulae of simple sugars (monosaccharides), the main classifications of carbohydrates - monosaccharide, disaccharides and polysaccharide (with relevant examples), the main functions of carbohydrates in living organisms	Soil texture, the main groupings of soil particles (clay, silt and sand) that determine the soil textures and their respective diameters, scientific method to determine the quantity of sand, silt and clay in a soil sample, determination of the textural classes of soil and interpretation of textural triangle, the influences of sand and clay particle size/texture on soil characteristics/ behaviour, the two field methods to determine the soil texture	*The concept*: soil structure, the classification/types of soil structures (shape and size), the factors influencing the development and stability of soil structure, the factors or malpractices that cause the destruction/decline in soil structure, the different methods which farmers can apply to improve a poor soil structure, the advantages of good soil structure	Differences between a homogeneous and non-homogenous soil colour, the main factors that determine the colour of soil, the interpretation of the following soil colours: Dark; Red; Light; Yellow; Greyish coloured; and Mottled appearance. The effect of soil texture, soil structure, soil depth and soil cultivation on the total pore space in a soil, the differences between macro pores and micro pores and their functions in a soil, the bulk density and porosity, the definitions of soil bulk density and porosity, ways to determine, calculate

	electrons around the nucleus and valency							class: Sausage method/feeling method; and the most important reasons for a farmer to know the textural class of his/her farm land		and interpret the bulk density of a soil, factors that influence the bulk density
Requisite pre-knowledge								Link with Grade 10 Soil Science		
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	Own developed Power Point slides and videos , past examination papers
Informal assessm; 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/ Research Task**								**TASK 2: TEST (75%) –– 75 -100 marks**	

2020 National Revised Teaching Plan: Grade 11 – Term 2: Agricultural Sciences

TERM 2 29 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)**	
CAPS topic	**(CAPS pg. 28) Soil air**	**(CAPS pg. 28) Soil moisture**	**(CAPS pg. 28) Soil temperature**	**(CAPS pg. 29) Soil morphology**	**(CAPS pg. 29) Soil classification**	**(CAPS pg. 29) Soil colloids and acidity**	**(CAPS pg. 30) Soil alkalinity and salinity**	**(CAPS pg. 31) Soil organic matter: living & Non living organic matter**	
Concepts, skills and values	The factors that affect/influence storage and movement of soil air, comparison between atmospheric and soil air (based on the nitrogen, oxygen and carbon dioxide content), the importance/necessity of the following soil gases: oxygen, carbon dioxide and nitrogen	The basic types of soil water and their characteristics, a description of soil water losses and ways to limit these losses, the forces of nature that have an effect on soil water,(the different movements of water through the soil, the availability of soil water to a plant at the following limits of soil water content: Saturation point; Field water capacity; Temporary wilting point; and Permanent wilting point. Scientific methods to illustrate the following aspects that are related to soil water: capillary; and Gravitational movement of water, effective soil water management	The main factors influencing soil temperature, the scientific approach to measure the effect of these factors that influence soil temperature, the effects of soil temperature on physical, chemical and biological processes that take place in the soil, the ways/methods to manipulate soil temperature for better production (cultivation methods and controlled environment)	*The terminology:* soil profile, soil horizon and profile hole, the development and description of the following master horizons: O-horizon; A-horizon; E-horizon; B-horizon, G-horizon; C-horizon; and R-horizon (a schematic representation of a soil profile), the soil profiles of the following: Adult soil; Young soil; Wet/waterlogged soils; and Eroded soils, a practical identification of topsoil and subsoil horizons	Description of soil classification and the use of a binomial soil classification systems in South Africa , the procedures to be followed when identifying and classifying soil by the binomial system, the reasons/purposes/value of the classification of soils in agriculture, the description of diagnostic horizons of the topsoil and subsoil horizons	The description and characteristics of inorganic soil colloids, the differences between inorganic and organic colloids, cation adsorption and cation exchange in soil, manipulation of the cations and cation exchange in the soil, the ph scale and hydrogen ions concentration, t*he concepts*: soil acidity (predominant cations), the distinction between active acidity and reserve acidity, the factors influencing/causing the soil acidification process, the effects of soil acidity on crop production, the methods of preventing/controlling soil acidification, the exchange reaction in the soil that occurs during the reclamation process	*The concept*: soil alkalinity (predominant cations), the differences between saline soils and sodic soils, the characteristics of saline soils/white brack soils, the factors influencing/causing brackishness/soil alkalinity/saltiness, the effects of alkaline/brack on crop productivity, the methods of preventing/controlling soil alkalinity, the procedures to be followed on the reclamation of alkaline/brackish soils	The differences between soil micro-organisms and macro-organisms (with examples), the main groups of soil micro-organisms (with examples), the importance and roles of soil micro- and macro-organisms, the requirements for soil micro- and macro-organisms, the carbon cycle/conversion by micro-organisms, the nitrogen cycle/conversion by micro-organisms, the process of symbiosis based on the following: mycorrhiza (fungus) and *Rhizobium* bacteria, ammonification, nitrification, denitrification, nitrogen assimilation, solubilization, immobilization and mineralization *Definitions of the following concepts:* fresh organic matter and humus, the physical, chemical and biological effects of organic matter on soils, the factors affecting the balance between gains and losses of organic matter in soils, the effects of the decline in organic matter content on soil degradation	**NO TESTS**

Requisite pre-knowledge	Link with Grade 10 Soil Science								
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	
Informal assessm; 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	Questions from past papers, tests	Questions from past papers, tests	
SBA (Formal Assessment	**No Assignment**								

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 (5days)**	**Week 7 (5 days)**	**Week 8 (2 days) Revision & Consolidation**	**Task 3 Controlled Test : 100 marks - 100% Term 3 Content Cognitive levels: Knowledge – 40%; Comprehension and Application- 40%; Analysis, Evaluation and Synthesis– 20%**
CAPS topic	**(CAPS pg. 31) Plant nutrition**	**(CAPS pg. 31) Water and nutrients**	**(CAPS pg. 32) Mineral nutrition**	**(CAPS pg. 32) Plant nutrient uptake and analysis**	**(CAPS pg. 32) Organic and inorganic fertilisers**	**(CAPS pg. 33) Organic fertilisers and fertilisation practices**	**(CAPS pg. 33) Plant reproduction Sexual reproduction and pollination**	**(CAPS pg. 34) Fertilisation and ablactation**	**(CAPS pg. 34) Seeds and fruit setting and seed germination**		
Concepts, skills and values	The importance of photosynthesis , the storage of food and various organs utilized for food storage in plants, the factors influencing the rate of photosynthesis, the manipulation of plants to increase the photosynthetic rate	The importance/functions of water in plants, the movement of water from the soil to the roots of plants, the distinctions between osmosis and diffusion, t*he differences between the following processes*: movement of water from the roots to the stems and leaves, movement of water from the leaf to the air (atmosphere), t*he terms:* transpiration pull and osmotic flow, plants' adaptation features to reduce transpiration rate (how plants control transpiration), movement of the products of photosynthesis (nutrients)	The difference between micro/trace elements and macro-elements, t*he different macro-elements:* Nitrogen, sulphur, phosphorus, potassium, calcium and magnesium (the importance/functions, form in which it is absorbed and the deficiency symptoms of each), t*he different micro-elements*: iron, manganese, boron, zinc, copper, molybdenum and cobalt (the importance/functions, form in which it is absorbed and the deficiency symptoms of each)	The plant nutrient/mineral uptake based on the following: passive ion uptake by diffusion; and active ion uptake by transport carrier molecules, the forms in which nutrients/minerals are available to plants, the factors affecting/influencing nutrients/mineral such as phosphorus, potassium and nitrogen availability to plants, the importance of nutrient element analysis in crop production, methods utilized in crop production to determine the nutritional status of the soil (soil samples, plant/leaf samples)	A definition of the term fertilizer, the difference between organic and inorganic fertilizers, the main nitrogenous, phosphorus and potassium inorganic fertilizers, the calculation of the percentages of each plant nutrient in the fertilizer mixtures/multi-fertilizer mixtures, impact of inorganic fertilizers on the environment, the differences between calcitic and dolomitic lime;	Organic fertilizers, green manure, farm manure, compost , fertilization practices	Definition of sexual reproduction in plants, the functions and structures of the following parts of a flower: Stamen; Pistil; and Non-sexual parts, for example petals (corolla); sepals (calyx), *The concept:* pollination, the differences between self-pollination and cross pollination, the description of the main agents of pollination	The structure of a matured/ripe pollen grain and a receptive stigma, the germination of a ripe pollen grain on a receptive stigma until fertilization, t*he terminology*: fertilization and double fertilization, the development of a fertilized ovule to form a seed/fruit, the distinction between vegetative and stimulative parthenorcarpy, t*he concept:* ablactation, the factors causing/influencing ablactation	*The concept*: fruit setting and seed germination, the development of seeds/fruits from a fertilized flower, the different types of fruits according to the way in which they develop, the process of seed germination, the distinction between seed dormancy and scarification, the basic requirements for seed germination		

					and the beneficial effects of liming (physical, chemical and biological effects), the use of gypsum						
Requisite pre-knowledge											
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 assessm; 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	Questions from past papers, tests	Questions from past papers, tests	Questions from past papers, tests		
SBA (Formal Assessment	***Preparation for Term 3 : Test (Task 3)***										

2020 National Revised Teaching Plan: Grade 11 – Term 4: Agricultural Sciences

TERM 4 38 days	**Week 1 & Week 2** **(10 days)**	**Week 3** **(5 days)**	**Week 4** **(5 days)**	**Week 5** **(5 days)**	**Week 6** **(5 days)**	**Week 7 & Week 8** **(8 days)**	**Weeks 9-11** **(15 days)**
CAPS topic	**(CAPS pg. 35) Plant reproduction (asexual reproduction) , plant improvement and biotechnology**	**(CAPS pg. 36) Plant pests**	**(CAPS pg. 37) Optimal resource utilisation**	**(CAPS pg. 37) soil cultivation and crop rotation**	**(CAPS pg. 38) Greenhouse, hydroponics and aquaculture**	**Consolidation and revision**	**TASK 4: FINAL EXAMINATION (75%)**
Concepts, skills and values	Oculation and grafting, the advantages and disadvantages of using asexual reproduction methods to propagate plants, *Introduction to Biotechnology*	Weed management, plant diseases and their control, plant pests and their control, Integrated pest management control (IPM), Insect control in stored seeds and grass, the general role of the state in plant protection	Soil surveying and planning, precision farming,	Soil Cultivation & Crop rotation	Greenhouse, hydroponics and aquaculture		**PAPER 1** **Marks: 150** **Time: 2½ hours** *Learners must answer all 4 questions* **Topics:** *Basic agricultural chemistry* *Soil Science* **PAPER 2** **Marks: 150** **Time: 2½ hours** *Learners must answer all 4 questions* **Topics:** *Plant Studies* *Optimal resource utilisation* **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
Requisite pre-knowledge	Link with Grade 10 Plant Studies		Link with Grade 10 Sustainable natural resource utilisation				
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 assessm; 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		
SBA (Formal Assessment)	*Preparation for Task 4:* ***Final Examination (300 marks)***						

4. Agricultural Technology

Revised National Teaching Plan

2020: National Revised ATP: Grade 11 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. 22) Safety**					**(CAPS pg. 22) Structural materials**				
Concepts, skills and values	Farm safety tips for chemicals: storage of chemicals or hazardous materials on the farm, rules applicable to the storage of hazardous substances on the farm, improper use and disposal of chemicals, guidelines for the safe use of chemicals, guidelines for the safe disposal of chemicals, safe work procedures and processes.			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*: high carbon steel, cast iron, *non-ferrous*: aluminium, copper, zinc, lead and tin.		Building and construction: concrete rations, basic foundations: compaction and reinforcing techniques, reinforcement, damp proofing, compacting, brick bonds, supports, lintels, beams and struts, roof covering types, insulation.		
Requisite pre-knowledge	Link with Grade 10									
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
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
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 11 Term 2: Agricultural Technology

TERM 2 29 days	**Week 1:**	**Week 2:**	**Week 3:**	**Week 4:**	**Week 5:**	**Week 6:**	
CAPS topic	**(CAPS pg. 23) Energy**				**(CAPS pg. 23) Construction processes**		
Concepts, skills and values	*Electrical Energy:* 220 and 380 Volts AC and DC current: heating and magnetism, components in the household distribution board: earthing, earth leakage protector, overload protector, circuit breakers, alternating and direct current systems: application and identification of alternating and direct current systems as well as single and three phase current.		*Electrical conductors/cabling*: identification, function and components: flexible cords, flexible cable, armoured cable, electric motors and generators: symbols/units, identification and construction of single and three phase motors, g*eneral*: identification, function and components: multi meter, three point plug, geyser.		Welding: *arc welding*: working, application, parts, safety, advantages and disadvantages: oil bath arc welder, inverter welder.		
Requisite pre-knowledge	Link with Grade 10						
Resources (other than textbook) **to enhance learning**	Past examination papers	Past examination papers	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	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work		
SBA (Formal Assessment							

2020: National Revised ATP: Grade 11 Term 3: Agricultural Technology

TERM 3 37 days	**Week 1:**	**Week 2:**	**Week 3:**	**Week 4:**	**Week 5:**	**Week 6:**	**Week 7:**	**Week 8:**
CAPS topic	**(CAPS pg. 23) Construction processes**				**(CAPS pg. 25) Tools and equipment**			
Concepts, skills and values	oxy-acetylene welding: equipment, accessories, working pressure, welding principles, welding methods, assembly of the apparatus, safety, welding joints and symbols: types of welding joints: Identification and application; and different welding symbol: Identification and function.		Metal work: Temporary and semi-permanent joining methods: riveting, bolts, washers and nuts, thread cutting.		*Safety*: associated with electrical hand-held equipment according to the Occupational Health Act (OHS).		*Advanced electrical tools:* parts, function and maintenance: chain saw, angle grinder, bench grinder, cut-off machine, pedestals drilling machine, guillotine, electrical hand drill.	
Requisite pre-knowledge	Link with Grade 10							
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
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	Questions from past papers, tests, practical work
SBA (Formal Assessment							**TASK 3: TEST Minimum of 100 marks**	

2020: National Revised ATP: Grade 11 Term 4: Agricultural Technology

<table>
<tr><td>TERM 4 38 days</td><td>Week 1:</td><td>Week 2:</td><td>Week 3:</td><td>Week 4:</td><td>Week 5:</td><td>Week 6:</td><td>Week 7</td><td>Week 8</td><td>Week 9,10:</td></tr>
<tr><td>CAPS topic</td><td colspan="3">(CAPS pg. 25) Tools and equipment</td><td colspan="4">(CAPS pg. 26) Irrigation and water supply</td><td rowspan="8">PAPER
Marks: 200
Time: 3 hours
Learners must answer all 6 questions.
Section A:
Question 1 (40 marks)
• Short questions, objective questions e.g. MCQ, terminology, columns/statements and items (40 marks) – covers all content areas
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</td></tr>
<tr><td>Concepts, skills and values</td><td colspan="2">Equipment: animal handling facilities: identification, application, parts and maintenance: cattle kraals, weigh bridge, dip facilities, crush pen, neck clamp, immobilizer, dehorning equipment, hot branding equipment, syringes.</td><td colspan="2">Secondary crop cultivating implements/equipment: identification, working and application: planter, tiller, cultivator, rotavator, fertilizer applicator equipment, spraying equipment, knapsack spray, boom spray.</td><td colspan="2">Water pumps: identification, construction, working and application: electrical submersible pump, jet pump, rotary pump, centrifugal pump,</td><td colspan="2">Water pipes: identification and application: poly vinyl chloride (PVC), galvanize, aluminium, concrete, copper, Water sources: identification and associated laws: rivers, wells, streams, Water storage: identification and building: tanks, dams, reservoirs.</td></tr>
<tr><td>Requisite pre-knowledge</td><td colspan="8">Link with Grade 10</td></tr>
<tr><td>Resources (other than textbook) to enhance learning</td><td colspan="2">Past examination papers</td><td colspan="2">Past examination papers</td><td colspan="2">Past examination papers</td><td colspan="2">Past examination papers</td></tr>
<tr><td>Informal assessm; remediation</td><td colspan="2">Questions from past papers, tests, practical work</td><td colspan="2">Questions from past papers, tests, practical work</td><td colspan="2">Questions from past papers, tests, practical work</td><td colspan="2">Questions from past papers, tests, practical work</td></tr>
<tr><td>SBA (Formal Assessment)</td><td colspan="8">PAT (Task 4) must be finished in this term (2 weeks before the 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%)</td></tr>
</table>

5. Business Studies

Revised National Teaching Plan

2020 National Revised Teaching Plan: Grade 11 – Term 1: Business Studies

TERM 1 (48 days)	**Week 1 15/01 – 17/01** (3 days)	**Week 2 20/01 – 24/01** (5 days)	**Week 3 27/01 – 31/01** (5 days)	**Week 4 - 5 3/02 – 14/02** (10 days)		**Week 6 - 8 17/02 – 6/03** (15 days)			**Week 9 9/03 – 13/03** (5 days)	**Week 10 15/03 – 20/03** (5 days)
CAPS topic	**Influences on, and control factors relating to the business environments**	**Challenges of the business environments**	**Adapting to challenges of business environments**	**Impact and challenges of contemporary socioeconomic issues on business operations**		**Business sectors, benefits of a company versus other forms of ownership**			**Avenues of acquiring business**	**Revision Controlled Test 1**
Concepts, skills and values	Examination of control factors **Ways to be involved in macro environment – if beneficial to business** Micro environment . Market environment . Macro environment	The challenges of the micro (internal), market and macro business environments Challenges of the micro environment Challenges of the market environment Challenges of the macro environment	How a business constantly needs to adapt to the challenges of the micro (internal), market and macro business environments Ways in which a business can adapt to challenges of the macro environment, and whether this is to the benefit of the business Information management, strategic responses, mergers, takeovers, acquisitions and alliances, organisation design and flexibility, direct influence of the environment and	The impact of contemporary socio-economic issues on business operations, and their challenges; decisions for specific business situations The impact of contemporary socio-economic issues on business operations and productivity	Possible business solutions/contributions to deal with the socioeconomic issues Investigation of developments in industrial relations that relate to contemporary business practice	The links between various primary, secondary and tertiary enterprises. Examination of the links between: The benefits and challenges of establishing a company versus other forms of ownership Recap the characteristics, advantages and disadvantages of the forms of ownership	The benefits and challenges of establishing a company versus other forms of ownership	**Formation of companies** The company's charter Memorandum of Incorporation Name of the company incorporation and commencement of the company Prospectus	Avenues of acquiring businesses Their advantages and disadvantages as well as contractual implications (e.g. royalties, legalities)	**All topics covered in Term 1**

			social responsibility Lobbying, networking and power relations							
Requisite pre-knowledge	Grade 10 knowledge of the three business environments and their components, challenges of macro and at least ONE strategy for each challenge			Grade 10 knowledge of socio-economic issues		Grade 10 knowledge on the business sectors	Grade 10 knowledge of the different forms of ownership	Grade 10 knowledge of the different forms of ownership	Knowledge of types of businesses	Understanding of the meaning of action verbs, analysis of scenarios/statements and principles of marking.
Resources (other than textbook) **to enhance learning**	Grade 11 Bus Studies Notes; 2020 paper 1 & 2 exemplars, Past question papers; Telematics video etc.									
Informal Assessment: Remediation	Section A-type Questions, Contextual questions: direct and indirect questions including scenarios and case studies and essay questions									
SBA (Formal Assessment)	Preparation for a Case study		**TASK 1: Case study** **Marks: 50** **[Include Four Topics]**	Preparation for Control Test 1		**TASK 2: Control Test 1** **Marks: 100** **[Include Four Topics]** **Complete:** Assessment Framework & Cognitive Levels Grid				

2020 National Revised Teaching Plan: Grade 11 – Term 2: Business Studies

TERM 2 **(29 days)**	**Week 1** **15/6 – 19/6** **(4 days)**	**Week 2** **22/6 – 26/6** **(5 days)**	**Week 3** **29/6 – 3/7** **(5 days)**	**Week 4** **6/7 – 10/7** **(5 days)**	**Week 5** **13/7 – 17/7** **(5 days)**	**Week 6** **20/7 – 24/7** **(5 days)**
CAPS Topics	**Creative thinking and problem solving, concepts: stress, crisis and change management**	**Marketing Function**		**Production function**	**Professionalism and Ethics.**	**SBA TASK 3: Presentation**
Concepts, skills and values	Application of creative thinking to address business problems and to improve business practice (recap) Creative thinking to address business problems and to improve business practice Creative solutions to business problems; assess these against the reality of the business environment The concepts relating to stress, crisis and change management	Marketing activities Marketing: locating the consumer standardisation and grading, storage, transport, financing, risk-bearing, and buying & selling Product policy: product development, design, packaging and trademarks Distribution policy: channels of distribution, intermediaries, direct and indirect distribution	Communication policy: sales promotion, advertising, publicity and personal selling Pricing policy: importance of pricing, pricing techniques, price determination, factors influencing pricing, price adjustments	The aspects of the production function: production planning; safety management; quality control; Production planning (information about production planning and control) Production planning: planning, routing, scheduling and loading Production control: dispatching, following up, inspection and corrective action Quality control: quality management systems (SABS), quality control bodies and policies	The theories and principles of professionalism and ethics; explore how they relate to the business environment Application of the principles and skills of professional, responsible, ethical and effective business practice The concept of ethics and different perspectives on ethics, as well as ethical business ventures	
Requisite pre-knowledge	Grade 10 content on creative-thinking, meaning of stress, adapting to change	Grade 10 content on the purpose and importance of the marketing function		Grade 10 content on the purpose and importance of the production function The meaning of quality concepts and how quality relates to the production function	Meaning of terms: Professionalism Ethics	Understanding of the meaning of action verbs, analysis of scenarios/statements and principles of marking.
Resources (other than textbook) **to enhance learning**	Grade 11 Bus Studies Notes; 2020 paper 1 & 2 exemplars, Past question papers; Telematics video etc.					

Informal Assessment Remediation	Section A-type Questions, Contextual questions: direct and indirect questions including scenarios and case studies and essay questions	
SBA (Formal Assessment	**Preparation for Presentation**	**TASK 3 : Presentation** **Marks: 50** **[Include Four Topics]**

2020 National Revised Teaching Plan: Grade 11 – 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	**Assessment of entrepreneurial qualities in business**	**Transform a business plan into an action plan**		**Start a business venture based on an action plan**	**Presentation of business information**	**SBA Task 4 Project**	**Revision**	**Revision**
Concepts, Skills and Values	**The degree to which a business embraces entrepreneurial qualities** Identification and assessment of a business against the entrepreneurial qualities Critical reflections on a business venture, and identification of its success factors and areas for improvement Exploration and identification of what makes a business successful. Key success factors, e.g. sustainability, profitability, customer base, etc. Identify areas for improvement. *Note: In the absence of an identified business, use a case study.*	**Transformation of a business plan into an action plan (including Gantt charts and timelines) collaboratively or independently** Transformation of a business plan into an action plan (e.g. planning tools: Gantt charts or Work Breakdown Structure (WBS) with timelines and responsibilities, project planning)		**Collaboratively or independently starting a business venture based on an action plan** Initiating and setting up business ventures to generate income, basing this on an action plan. Acquiring funding (Equity capital/loans/debt, considering other sources of funding/capital), if needed	**Accurate and concise verbal and non-verbal presentation of a variety of business-related information (including graphs); respond professionally to questions and feedback** Presentation and validation (support) of business- related information in verbal and non-verbal format Design and layout of the presentation using different visual Written information Responding in a non-aggressive and professional manner to questions about work and presentations,		**Topics:** Assessment of entrepreneurial qualities in business Transform a business plan into an action plan	**Topics:** Start a business venture based on an action plan Presentation of business information
Requisite pre-knowledge	Recap entrepreneurship qualities from Grade 10 and assess a business against the qualities)	Grade 10 business plan and knowledge of a business plan		Grade 10 content on financial function and sources of funding and types of capital	Grade 10 content: Presentation of business		Understanding of the meaning of action verbs, analysis of scenarios/statements and principles of marking.	
Resources (other than textbook) **to**	Grade 11 Bus Studies Notes; 2020 paper 1 & 2 exemplars, Past question papers; Telematics video etc.							

enhance learning		
Informal Assessment: Remediation	Section A-type Questions, Contextual questions: direct and indirect questions including scenarios and case studies and essay questions	
SBA (Formal Assessment	**Preparation for the Project**	**TASK 4: Project** **Marks: 50**

2020 National Revised Teaching Plan: Grade 11 – Term 4: Business Studies

TERM 3 (53 days)	**Week 1 28/09 – 02/10** (5 days)	**Week 2 05/10 – 09/10** (5 days)	**Week 3 12/10 – 16/10** (5 days)	**Week 4 19/10 – 23/10** (5 days)	**Week 5 – Week 8 26/10 – 20/11** (20 days)	**Week 9 – 11 23/11 – 09/12** 13 Days	
CAPS Topics	**Introduction to Human Resources function**		**Team stages and conflict management**		**Revision**	**Final Examination**	
Concepts, Skills and Values	Human resources activities Procedures related to recruitment Procedure related to selection and interviewing Procedures of induction and placements	**Human Resources:** Labour Relations Act [LRA] Basic Conditions of Employment Act [BCEA] Employment Equity Act (EEA) Compensation for Occupational Injuries and Diseases Act (COIDA) Legalities of employment contracts Employee benefits: pension, medical, other	**Stages of team development/building a team:** Forming stage/getting to know each other Storming stage true character starts to show/first round conflict Norming stage/settling and reconciliation Performing stage/working as a team towards the goal	**Conflict management** Definition of conflict Causes of conflict in the business Definition of conflict management Conflict management skills to resolve differences in business situations	**Topics:** Introduction to Human Resources function Team stages and conflict management	**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]** **Question 5**: Bus Environments: 40 **Question 6:** Bus Operations: 40 **Cognitive levels:** Lower order – 30%; Middle order-50%; Higher order-20%	**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 **Cognitive levels:** Lower order – 30%; Middle order-50%; Higher order-20% Complete: Assessment Framework & Cognitive Levels Grid

						Complete: Assessment Framework & Cognitive Levels Grid	
Requisite pre-knowledge	Grade 10 content on the meaning, purpose and importance of the human resource function	Grade 10 meaning of contracts, types of contracts, and legal implications of contracts.	Grade 10 knowledge on the relationship of team dynamics		Understanding of the meaning of action verbs, analysis of scenarios/statements and principles of marking.	Understanding the format of paper 1 & 2 as well as topics that are covered in both papers. Reference must be made to page 4 & 5 of the 2020 exam guidelines.	
Resources (other than textbook) **to enhance learning**	Grade 11 Bus Studies Notes; 2020 paper 1 & 2 exemplars, Past question papers; Telematics video etc.						
Informal Assessment: Remediation	Section A-type Questions, Contextual questions: direct and indirect questions including scenarios and case studies and essay questions						
NSC examination	**Preparation for the Final Examination**						

6. Computer Applications Technology (CAT)

Revised National Teaching Plan

2020 National Revised Teaching Plan: Grade 11 – Term 1: Computer Applications Technology (CAT)

TERM 1 (48 days)	15 -17 Jan	20-23 Jan	24-29 Jan	30-31 Jan	3 -20 Feb	21 Feb -11 March	12 - 20 March
CAPS topic	**Systems Technologies: General Concepts**	**Systems Technologies: Hardware**	**Social Implications**	**(Systems Technologies) Computer Management (Practical)**	**Solution Development: Word Processing**	**Solution Development: Spreadsheet**	**Solution Development: Database**
Concepts, skills and values	Information processing cycle: Input, output, processing, storage and communication; Types of computers and typical features; Categorise computers; The role of ICTs in the workplace	Input; What determines the quality of digital cameras and scanning? Basic concepts; Wireless technology Output: Advantages, disadvantages and limitations What determines the quality of monitors and printers? Basic concepts; Input and output devices for physically challenged users	Options available for enhancing accessibility; Hardware theft and protection; Power settings/saving and protection against power failure; Factors influencing health and health risks; Value of CAT; career options and further study	Primary storage (memory) vs secondary storage; Processing: Understand the role of basic components of the system unit; Overview and basic concepts of start-up process	File management: Input data from different file formats, e.g. text files, csv, rtf, tables; Editing: Paste special, find and replace (extend to more options); Page layout: Themes; Document layout; Paragraphs; Templates: Agenda, memo, basic resume/CV; Electronic forms; Import/export data; Online and offline help	Absolute cell referencing; Auto fill options; Using spreadsheet functions such as round, small, large, countif, counta, countblank, sumif, power and rand; Rounding off numbers and the difference between rounding and formatting; Conditional formatting; Interpreting error indicators such as: circular reference, #NULL!	First looks: Objects: Table, form, query, report; Tables: Records and fields, field names; Basic field properties: size/length, default value, decimal places, required; Data types; Database structure; Work with different views, e.g. design and table view
Requisite pre-knowledge	Extension and progression of content covered in Grade 10.	Extension and progression of content covered in Grade 10.	Extension and progression of content covered in Grade 10.	Extension and progression of content covered in Grade 10.	Extension and progression of content covered in Grade 10.	Extension and progression of content covered in Grade 10.	Database is introduced in Grade 11.
Resources (other than textbook) to enhance learning	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.	Computer with appropriate software application and hardware. Internet. Slide presentations. Data projector.	Computer with appropriate software application and hardware. Internet. Slide presentations. Data projector.	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**			**ASSESSMENT TASK 2: Practical Test**		

2020 National Revised Teaching Plan: Grade 11 – Term 2: Computer Applications Technology (CAT)

CAPS topic	Solution Development: Spreadsheets	Solution Development: Spreadsheets	Solution Development: Spreadsheets	System Technologies Hardware	Systems Technologies: Software	Systems Technologies: Hardware, Software and Computer Management	Information Management Integrated with PAT
Term 2 29 days	**6 hours Weed 1 – 2**	**4 hours Week 2 – 3**	**2 hours Week 3**	**Accelerate into 4 hours of teaching Week 4**			**4 hours Week 5**
Concepts, skills and values	Simple IF function; Use of relational operators (> < <= >= <>) in simple IF functions; Charts/graphs: Create, format and edit; Meaningful titles and labels; Gridlines; Legends; Options appropriate to the graph type chosen; Integration techniques	Import/export data; Help files; Work with sheets: Use different print options - page breaks, titles, scale to fit, print gridlines and print area; Integration techniques within packages - linking cells, formulas between sheets and graphs	Reinforce content, concepts and skills from Grade 10 and 11 (activities should include Grade 10 and 11 knowledge and skills) Plan and design own documents for specific scenarios and inquiries Integration with other packages Problem solving using spreadsheets Troubleshooting spreadsheet	Storage Processing Interpreting Adverts Troubleshooting	The role of application software Function/purpose/role of different types: Collaboration and communication software Compatibility issues Versions, patches and service packs Updating software Software for users with disabilities - screen readers and voice recognition software Online/Cloud storage Cloud based apps	Basic system requirements. How does it link with software? Software installation; Portable storage medium Internet download Management of files:	Task definition, data and information gathering; Quality control of information; Evaluate questions; Evaluate information; Evaluate websites
Requisite pre-knowledge	Extension and progression of content covered in previous term and in Grade 10.	Extension and progression of content covered in previous terms and in Grade 10.	Extension and progression of content covered in previous terms and in Grade 10.	Extension and progression of content covered in previous term and in Grade 10.	Extension and progression of content covered in previous terms and in Grade 10.	Extension and progression of content covered in previous terms and in Grade 10.	Extension and progression of content covered in previous term and in Grade 10.
Resources (other than textbook) **to enhance learning**	Computer with appropriate software application and hardware. Internet. Slide presentations. Data projector. Videos	Computer with appropriate software application and hardware. Internet. Slide presentations. Data projector. Videos	Computer with appropriate software application and hardware. Internet. Slide presentations. Data projector. Videos	Internet. Slide presentations. Data projector. Learner notebook. Videos	Internet. Slide presentations. Data projector. Learner notebook. Videos	Internet. Slide presentations. Data projector. Learner notebook. Videos	Computer with appropriate software application and hardware. Internet. Slide presentations. Data projector. Videos PAT rubric and learner checklist
Informal assessment; remediation	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.
SBA (Formal Assessment	**1 Theory Test**						

2020 National Revised Teaching Plan: Grade 11 – Term 3: Computer Applications Technology (CAT)

CAPS topic	**Solution Development: Database**	**Solution Development: Database**	**Solution Development: HTML / Web design**	**Solution Development: HTML / Web design**	Internet Technologies: Internet and WWW	**Internet Technologies: Internet, WWW and Communications**	**(Internet Technologies: Communications**	**Practical Assessment Task**
TERM 3 37 days	**4 hours Week 1**	**6 hours Week 2 + 3**	**10 hours Week 3 – 5**		**Week 5 – 6**			**4 hours Week 7**
Concepts, skills and values	Design database tables; Choosing appropriate data types; Reinforce and extend the use of field properties; Queries: Design basic queries using and, or, not and sorting options; Selecting which fields to display in a query Formatting and editing Sorting; Basic data validation techniques; Use filters; Work with different views, e.g. design and table view	Reports: Design Basic calculations at end of report; Page headers and footers; Report headers and footers; Import/export data; Changing the source of a report	Reinforce the concepts of - Websites, web pages, hyperlinks and URLs; HTML syntax - Basic HTML tags: Opening tag and closing tag HTML comments; Structure and design of a simple HTML page	Good website/page design – consider; Use of colour (basic); HTML lists; Images; links	Usability of web pages/websites; Explore web pages/websites and evaluate aspects	Types of digital communications; Overview of online services; Overview of portable and mobile Internet; Cellular data service - Cell phone as a modem; Browser and e-mail software; Website accessibility	Managing e-mail: Organise using e-mail folders Sort by, flag, prioritise Distribution lists, message rules Register a web-based e-mail address	Start with PAT phase 2 Role of spreadsheet and database to process and manipulate data to provide information; Reinforce content, concepts and skills through application packages and PAT
Requisite pre-knowledge	Extension and progression of content covered in previous term.	Extension and progression of content covered in previous terms and in Grade 10.	Extension and progression of theory content covered in previous term. First engagement with HTML syntax and tags	Extension and progression of content covered	Extension and progression of content covered in previous term and in Grade 10.	Extension and progression of content covered in previous terms and in Grade 10.	Extension and progression of content covered in previous terms and in Grade 10.	Extension and progression of content covered in previous terms and in Grade 10.
Resources (other than textbook) **to enhance learning**	Computer with appropriate software application and hardware. Internet. Slide presentations. Data projector. Videos	Computer with appropriate software application and hardware. Internet. Slide presentations. Data projector. Videos	Computer with appropriate software application and hardware. Internet. Slide presentations. Data projector. Videos	Computer with appropriate software application and hardware. Internet. Slide presentations. Data projector. Videos	Internet. Slide presentations. Data projector. Learner notebook. Videos	Internet. Slide presentations. Data projector. Learner notebook. Videos	Internet. Slide presentations. Data projector. Learner notebook. Videos	Computer with appropriate software application and hardware. Internet. Slide presentations. Data projector. Videos
Informal assessment; remediation	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.
SBA (Formal Assessment	**1 Theory Test + 1 Practical Test**							

2020 National Revised Teaching Plan: Grade 11 – Term 4: Computer Applications Technology (CAT)

TERM 4 **53 days**	**4 hours** **Week 1**	**4 hours** **Week 2**	**4 hours** **Week 3**	**4 hours** **Week 4**	**Week 5**	**Week 6 + 7**				**End-of-Year Exam**
Requisite pre-knowledge	PAT Phase 2 Extension and progression of content covered in previous terms and in Grade 10	Finalise PAT Phase 2 Extension and progression of content covered in previous terms and in Grade 10	PAT Phase 3 Extension and progression of content covered in previous terms and in Grade 10	PAT Phase 3 Extension and progression of content covered in previous terms and in Grade 10.	Finalise PAT Phase 3 Extension and progression of content covered in previous terms and in Grade 10.	Unauthorised access; Ethical use of networks; Network safety and security issue; Privacy issues	Extension and progression of content covered in previous terms and in Grade 10.	Extension and progression of content covered in previous term and in Grade 10.	Extension and progression of content covered in previous terms and in Grade 10.	**Cognitive levels: Lower order – 30%; Middle order-40%; Higher order-30%** **Practical Paper (P1)**: **3 hours**; **150 marks**; **7 Questions;** • **Q1 + 2: Word-processing** • **Q3 +4: Spreadsheet** • **Q5: Database** • **Q6: HTML** • **Q7: Integration** **Theory Paper (P2)**: **3 hours**; **150 marks**; **10 questions:** **Section A:** • **Q 1 – 3: 25 marks** **Section B:** • **Q4 – 8: 75 marks** **Section C:** • **Integrated Scenario: 50 marks**
Resources (other than textbook) **to enhance learning**	Computer with appropriate software application and hardware. Internet. Slide presentations. Data projector. PAT rubric and learner checklist	Computer with appropriate software application and hardware. Internet. Slide presentations. Data projector. PAT rubric and learner checklist	Computer with appropriate software application and hardware. Internet. Slide presentations. Data projector. PAT rubric and learner checklist	Computer with appropriate software application and hardware. Internet. Slide presentations. Data projector. PAT rubric and learner checklist	Computer with appropriate software application and hardware. Internet. Slide presentations. Data projector. PAT rubric and learner checklist	Internet. Slide presentations. Data projector. Videos Learner notebook.	Internet. Slide presentations. Data projector. Videos Learner notebook.	Computer with appropriate software application and hardware. Internet. Slide presentations. Data projector. Videos.	Computer with appropriate software application and hardware. Internet. Slide presentations. Data projector. Videos	
Informal assessment; remediation	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/ activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/ activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/ activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/ activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/ activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/ activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/ activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/ activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/ activities, etc.	
SBA (Formal Assessment	**1 Examination: Practical Paper + Theory Paper (See column on right)**									

7. Civil Technology – Civil Services

Revised National Teaching Plan

2020 National Revised ATP: Grade 11 – 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 and specific)**	**MATERIALS (Generic)**	**MATERIALS (Generic)**	**MATERIALS (Generic)**	**EQUIPMENT AND TOOLS (Generic)**	**EQUIPMENT AND TOOLS (Generic)**	**EQUIPMENT AND TOOLS (Subject specific)**	**GRAPHICS AS MEANS OF COMMUNICATION (Generic)**	**GRAPHICS AS MEANS OF COMMUNICATION (Generic)**	SCHOOL HOLIDAY
Topics /Concepts, Skills and Values	Application of the OHS Act pertaining to: Personal safety: Clothing Head protection Eye and ear protection Footwear General safety: Hand tools Power tools Small plant equipment Construction methods in the workplace Safety and health aspects associated with storage of materials: On site In workshops Hazardous materials in the workplace. E.g. solids, liquids and gases	Application and uses of the following: • 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	Bricks and Blocks: Clay and cement 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 • Alloys: • Brass • Bronze	Glass: Properties and uses of: • Clear sheet glass • Translucent glass • Safety glass • Synthetic materials • Plastics • Thermoplastics • Thermosetting plastics • Polythene • Polypropylene • Polyvinyl chloride Specific: Application and uses of Solder and Ceramics	Identification, proper use and care of the following: Basic site equipment: Round shovel Wheelbarrow Square shovel Spade Pick Dumpy level Hand tools: Brick cutting tools: Comb hammer Club hammer Cold chisel Bolster Brick hammer Plastering tools: Float Plastering trowel Hand hawk Straight edge Block brush	Woodworking tools: • Roof square • Rip saw • Cross cut saw • Claw Hammer • Crow bar / Claw bar • Mitre try square • Combination square • Sliding bevel • Cutting gauge • Smooth, jack and trying plane • Wood rasp • Cross pein hammer • Screwdrivers (flat and Phillips blades) Plumbing tools: • Universal pliers • Water pump pliers • Soldering iron	Identification, proper use and care of the following: Cutting tools: • Cold chisels • Tin snips (Bent, straight & universal) • Files (flat, round, square, triangular and half round) • Pipe threader (stocks and dies) Holding tools: • Pliers • Bench vice Fastening tools: • Spanners (ring, open ended and combination)	Make advanced drawings by applying various scales: • Instrument drawings (related to building industry) • Orthographic projection with sections • Different elevations of a building • Vertical sections indicating labelling and measurements in accordance with the SANS for building drawings • Isometric views	Freehand sketches relevant to the super structure of a building Basic computer-aided drawings Interpretation of drawings: Site plan, floor plan and elevation of a basic single storey dwelling Basic drawing symbols relating to the built environment in accordance with the SANS for building drawings	

		HIV/Aids: preventative measures Awareness of substance abuse: Drugs Alcohol Health risks associated with Infections and exposure to raw sewerage General safety rules to be observed when soldering	and standard masonite (hard board)			Corner trowels Nose trowels Spirit level	• Basin wrench Power tools: • Electric drill • Bench grinder • Power screwdriver • Angle grinder • Portable circular saw • Radial arm saw Construction machinery: • Generator (electricity supply) • Concrete mixer • Plate compactor • Rammer	• Pop rivet apparatus • Snapper or riveting tool • Groover or seaming tool Sheet metal work machines: • Guillotine • Sheet bending machine • Pan and box bending machine • Rolling machine	applicable to construction		
Requisite pre-knowledge		Learners to know and understand the importance of safety	Learners to know and understand the different applications of material to select the best material to fit the purpose	uses of different materials	Uses of materials	Tasks to be done using tools Identification of tools	Tasks to be done using tools Identification of tools	Tasks to be done using tools Identification of tools	Knowledge of different drawings used in the built environment	Knowledge of different drawings used in the built environment	
Resources (other than textbook) **to enhance learning**		Safety equipment Relevant tools and equipment	Samples of each material Power point presentation You Tube videos	Samples of each material Power point presentation You Tube videos	Examples of listed materials	Examples of listed tools	Examples of listed tools	Examples of listed tools	Drawing equipment	Drawing equipment	
Assessment	**Informal Assessment:** Remediation	Informal class test Work sheets Assignments	Practical activity in identification and explanation of materials Informal class test Work sheets Assignments	Practical activity in identification and explanation of materials Informal class test Work sheets Assignments	Practical activity in identification and explanation of materials Informal class test Work sheets Assignments	Practical activity in identification and explanation of tools Informal class test Work sheets Assignments	Practical activity in identification and explanation of tools Informal class test Work sheets Assignments	Practical activity in identification and explanation of tools Informal class test Work sheets Assignments	Informal class test/drawings Work sheets	Informal class test/drawings Work sheets	

	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 11 – Term 2: Civil Technology (Civil Services)

TERM 2 (29 days)	**Week 1 15-19 June** (4 days)	**Week 2 22-26 June** (5 days)	**Week 3 29 June -3 July** (5 days)	**Week 4 6-10 July** (5 days)	**Week 5 13-17 July** (5 days)	**Week 6 20-24 July** (5 days)	**27-31 July**
CAPS Topics	**GRAPHICS AS MEANS OF COMMUNICATION (Subject specific)**	**GRAPHICS AS MEANS OF COMMUNICATION (Subject specific)**	**QUANTITIES (Generic)**	**QUANTITIES (Subject specific)**	**JOINING (Generic)**	**JOINING (Subject specific)**	
Topics /Concepts, Skills and Values	Pattern development: Parallel line method Square shaped (square pipe, square elbow) Round shaped (cylindrical pipe, cylindrical pipe elbow)	Pattern development: Parallel line method Square shaped (square pipe, square elbow) Round shaped (cylindrical pipe, cylindrical pipe elbow)	Calculate quantities of the following materials for a single room building up to wall plate level using dimension paper: • Bricks • Concrete (foundation and floor slab) • Skirtings • Quarter rounds	Calculate from given drawings the quantities of hot and cold water supply, fittings, waste water and soiled water drainage pipes for a small building (use of SI units of measurements)	Properties, use, precautions and application of the following adhesives: • Contact glue • PVC adhesives • Silicone • PVA wood glue • Epoxy • Mastic sealant Joining of pipes Explain the various methods of cutting, joining, bending and securing pipe connections and fittings for copper, galvanized pipes and high- and low-pressure polythene pipes Label and explain the different parts of the joints from sectional sketches	Explain the use of the following fixing agents: • Chemical anchors • Sleeve anchors • Spring toggle fixing Sheet metal: Drawing and explanation of stages of obtaining: • Grooved seamed joint • Overlap joints • Pop rivet joints • Solder joints • Calculating sheet metal allowance for joints taking into account preparation and where used The student should be able to mark out and cut sheet metal.	SCHOOL HOLIDAY
Requisite pre-knowledge	Basic drawing skills	Basic drawing skills	Basic mathematical skills Knowledge of the materials of which the quantities need to be calculated	Basic mathematical skills Knowledge of the materials of which the quantities need to be calculated	Learners need to understand the need and purpose of joining different materials	Learners need to understand the need and purpose of joining different materials	
Resources (other than textbook) **to enhance learning**	Drawing equipment	Drawing equipment	Calculator	Calculator	Examples of each of the listed adhesives	Examples of each of the listed adhesives	

Assessment	**Informal Assessment:** Remediation	Informal class test/drawings Cutting and folding developed pipe parts to simulate the real object	Informal class test/drawings Cutting and folding developed pipe parts to simulate the real object	Informal class test Work sheets Assignments	Informal class test Work sheets Assignments	Practical activity in identification and use of different adhesives Informal class test Work sheets Assignments	Practical activity in identification and use of different fixing agents, making sheet metal joints Informal class test Work sheets	
	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.						

2020 National Revised ATP: Grade 11 – 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)	**24-25 Sept** School Holiday
CAPS Topics	**CONSTRUCTION ASSOCIATED WITH CIVIL SERVICES (Subject specific)**	**CONSTRUCTION ASSOCIATED WITH CIVIL SERVICES (Subject specific)**	**COLD WATER SUPPLY (Subject specific)**	**COLD WATER SUPPLY (Subject specific)**	**COLD WATER SUPPLY (Subject specific)**	**HOT WATER SUPPLY (Subject specific)**	**ROOF WORK (Subject specific)**	**STORM WATER (Subject specific)**	
Topics /Concepts, Skills and Values	Concrete: • Methods and purpose of curing of concrete • Simple floor slabs e.g. slab for manhole • Placing of concrete • Compacting of concrete • Levelling of concrete	Brickwork: Drawings of: • Front views • Sectional views • Consecutive layers as seen from above • T-junction of half brick wall and one brick wall in stretcher bond four courses high	Installation and types of pipes used for cold water supply: Uses, advantages, disadvantages, depths of water mains and service pipes and the reasons for this. • Copper pipes • Galvanized pipes • Steel pipes • Non-metallic pipes (different classes of high density polyethylene pipes that must be used for water supply)	Joints and fittings for: • Copper pipes • Galvanized pipes • Non-metallic pipes (high density polyethylene pipes) Valves: (Identify and label): • Water meter • Stop cock • Full way valve • Pillar tap • Bib cock • Ball valve • Non-return valve	Laying pipes Procedure and line diagrams showing all details of the installation of cold water pipes underground. Explain the correct layout and installation of water supply to buildings as prescribed in the Code of Practice SABS 10252 Part 1. (Installation of water supply to buildings) Abbreviations and symbols used in cold water systems	Abbreviations and symbols: Explain abbreviations and symbols used in hot water systems Explain the working principles, installation, regulations, advantages and disadvantages of : High pressure geyser	Gutters: Drawings (Development) of corners, outlets and stop ends for rectangular gutters	Storm water: The methods of disposing large quantities of water from a dwelling to the municipal storm water system	

Requisite pre-knowledge		Basic knowledge of concrete	Knowledge of purpose of a brick bond and what bonding is	Understanding of different types of pipes and its uses	Understanding of the need for pipe joints and valves	Understanding of the need for cold water supply to a building	Understanding of the need for hot water supply to a building	Purpose and advantage of gutters and its different parts	Knowledge of containing and channelling of water	
Resources (other than textbook) **to enhance learning**		Materials used for mixing concrete Power Point presentations You Tube video clips	Bricks to dry pack different bonds	Examples of each type of pipe listed	Examples of each type of pipe fittings and valves for demonstration Power Point presentations You Tube video clips	Pipes and fittings Power Point presentations You Tube video clips	Old high pressure geyser (Cut partly open to make inside visible Power Point presentations You Tube video clips	Gutters, stop ends, outlets and down pipes Power Point presentations You Tube video clips	Power Point presentations You Tube video clips	
Assessment	**Informal Assessment:** Remediation	Practical activity in mixing concrete 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 identification and explaining of valves Work sheets Class and homework activities Informal class tests	Practical activity in laying pipes 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 11 – 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	**DRAINAGE (SEWARAGE) ABOVE AND BELOW GROUND (Subject specific)**	**DRAINAGE (SEWARAGE) ABOVE AND BELOW GROUND (Subject specific)**	**DRAINAGE (SEWARAGE) ABOVE AND BELOW GROUND (Subject specific)**	**DRAINAGE (SEWARAGE) ABOVE AND BELOW GROUND (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	Explain regulations governing drainage Identify and explain abbreviations and symbols used in drainage systems Terms and definitions of: • Waste water • Waste water pipe • Waste fixture • Soil water • Soil water pipe • Soil fixture • Sewage • Drain • Drainage installation	Pipe arrangements: Explanation of pipe arrangements of: Single stack and stub stack systems of plumbing, advantages and disadvantages	Terms and uses of sanitary fitments: Waste fixture: • Sink • Shower • Bath • Wash trough Soil fixture: • Water closet • Urinal • Bidet Flushing devices: Identify and label sectional sketches, location, purpose, advantages and disadvantages of: • Cistern • Flush valve	Water traps: Explain the requirements for an efficient trap, identify and label sectional views and sketches, location and function as well as the loss of water seals of traps (causes and prevention): • P-Trap • S-trap • Re-sealing trap • Bottle trap • Gulley trap • Grease trap	Sanitary fitments: Identification of working parts, the working principles and labeling of sectional sketches and the uses of the following sanitary fitments High- and low-level cisterns for water closets (advantages and disadvantages)	Sanitary fitments: Identification of working parts, the working principles and labeling of sectional sketches and the uses of the following sanitary fitments High- and low-level cisterns for water closets (advantages and disadvantages)	Consolidation, revision and assessment of PAT	Consolidation, revision and assessment of PAT	**FINAL EXAMINATION**
Requisite pre-knowledge	Basic knowledge of sanitation infrastructure	Basic knowledge of ventilation	Basic knowledge of different sanitary fixtures	Basic knowledge of properties of methane gas and how to contain it	Basic knowledge of listed sanitary fitments and what it is used for	Basic knowledge of listed 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	Sewerage pipes and fittings Power Point presentations You Tube video clips	Examples of different sanitary fitments and valves Power Point presentations You Tube video clips	Examples of all listed traps Power Point presentations You Tube video clips	Examples of different sanitary fitments Power Point presentations You Tube video clips	Examples of different sanitary fitments Power Point presentations You Tube video clips	Previous question papers and marking guidelines Power Point presentations You Tube video clips	Previous question papers and marking guidelines 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	Practical activity on flushing devices Work sheets Class and homework activities Informal class tests	Practical activity on the functioning of different water traps 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 11 – 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)**	**Materials (Generic)**	**Materials (Generic)**	**Materials: (Specific)**	**Equipment And Tools (Generic)**	**Equipment And Tools (Generic)**	**Equipment And Tools (Subject Specific)**	**Equipment And Tools (Subject Specific)**	**Graphics As Means Of Communication (Generic) + Practical Assessment Task (Pat)**	**Assessment /Consolidation**
Concepts, skills and values	Application of the OHS Act pertaining to: Personal safety and General safety: Safety and health aspects associated with storage of materials: HIV/Aids: Preventative measures Awareness of substance abuse: Drugs, Alcohol Health risks associated with Infections and exposure to raw sewerage. General safety rules to be observed when soldering	Application and uses of the following: Timber: Hard wood, softwood and board products: Bricks and Blocks: • Clay and cement Metal: Ferrous metals: Non-ferrous metals: Alloys: Glass: Properties and uses of: • Clear sheet glass, Translucent glass, Safety glass	Synthetic materials: • Thermoplastics • Thermosetting plastics • Polythene, Polypropylene • Polyvinyl chloride Classification according to use and quality and sketches of: Clay bricks: Clay blocks: Concrete bricks: Concrete blocks:	Application and uses of Solder and Ceramics	•Identification, proper use and care of the following basic site equipment: •Identification, proper use and care of the following: •Brick cutting tools •Identification, proper use and care of the following: Plastering tools, dentification, proper use and care of the following: •Woodworking tools	•Identification of parts, accessories and uses of the following construction machines: •Identification and use of the following equipment: depended scaffolding, in-depended scaffolding , builders trestle • tower scaffolding • putlog scaffold • mobile scaffold	Identification, proper use and care of the following: Cutting tools: • Cold chisels • Tin snips (Bent, straight & universal) • Files (flat, round, square, triangular and half round) • Pipe threader (stocks and dies) Holding tools: • Pliers • Bench vice	Fastening tools: • Spanners (ring, open ended and combination) • Pop rivet apparatus • Snapper or riveting tool • Groove or seaming tool Sheet metal work machines: • Guillotine • Sheet bending machine • Pan and box bending machine • Rolling machine	Freehand sketches relevant to the super structure of a building Basic computer aided drawings Interpretations of drawings: PAT – plan for the cutting of material. Interpretation of drawings: • Site plan, floor plan and elevation of a basic single storey dwelling • Basic drawing symbols relating to the built environment in accordance with the SANS for building drawings	**FIRST TERM COMPLETION OF FIRST PHASE OF PAT. COMPLETION OF THE ASSIGNMENT.**
Requisite pre-knowledge	Requirements of the OHS Act pertaining to: Personal safety, general safety, safety and health aspects associated with storage of materials, HIV/Aids and	Basic properties of materials and ingredients of: concrete, screed, mortar, timber, bricks, blocks, metals, adhesives and synthetic materials	Hidden knowledge as set out in the following: gray cast iron, stretchable cast iron, wrought iron, malleable cast iron, mild steel	Basic knowledge on soldering as done in Grade 10	Basic site equipment and tools. Knowledge as in Grade 10.	Basic site equipment and tools. Knowledge as in Grade 10.	basic site equipment, bricklaying tools, setting out tools, jointing tools, plumbing tools.	Pre knowledge of fastening tools and machines as in Grade 10.	Pre knowledge of Arches. Drawing skills as in grade 10 and in the first term.	

	awareness of substance abuse		and stainless steel.						
Resources (other than textbook)**to enhance**	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. Drawing equipment for learners	
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 indicate the different materials.	Worksheets with equipment and or tools. Informal test materials as indicated in the topic.		Test drawings –interpretations only.		Do informal testing by completing work sheet. Prepare worksheets from given examples in the textbook. Do drawings in class informally. Demonstrate scaffolding and explain the parts to learners. SBA – Informal **Test** to be written – Total = 50	
SBA (Formal Assessment) PAT / ASSIGNMENT / 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 11 – Term 2: Construction

TERM 2 (29 days)	Week 1 15-19 June (4 days)	Week 2 22-26 June (5 days)	Week 3 29 June -3 July (5 days)	Week 4 6-10 July (5 days)	Week 5 13-17 July (5 days)	Week 6 20-24 July (5 days)	
CAPS Topics	**Graphics as Means of Communication (Specific)**	**Graphics as Means of Communication (Specific)**	**Quantities (Specific)**	**Joining (Generic)**	**Joining (Specific**	**Pat/Assessment**	
Topics /Concepts, Skills and Values	Scale drawings of the following: • Semi-circular arch • Segmental rough arch • Gauged segmental arch.	Freehand sketches of the following: • floor plan of a house with 3 bedrooms, a sitting room, a kitchen, a toilet and a bathroom	Calculate quantities of materials: Calculate the following materials required for a one room building with a door and a window excluding the roof. Use dimension paper to do the calculation. • The number of bricks required • The square metres of plaster required for the internal walls • Length of lintel required. • Floor covering in square metres.	Properties, use precautions and applications of the following: • Contact glue • PVC adhesives • Silicone • PVA-wood glue	Joining bricks to: • Steel doors and windows • Aluminium doors and windows • Wooden doors and windows • Cavity walls: Different types, materials and spacing of ties •	PAT Phase 2 Class test/Simulations PAT	**27-31 July** School Holiday
Requisite pre-knowledge	Pre knowledge of Arches. Drawing skills as in grade 10 and in the first term.		Bricks and blocks Mathematical skills. Volumes of concrete. Length and square meters.	Prior knowledge on materials. Adhesives materials.	Identify and explain the uses of joining materials like screws, nails, lags, etc.	Knowledge of what is required in phase 2 of PAT	
Resources (other than textbook) **to enhance learning**	Drawing equipment Equipment and materials needed for setting out. Shuttering boards for trenches.		Materials as needed in the workshop. Calculation of quantities for a simple structure up to floor level. Volumes, areas, linear measurements. Calculation of area of foundation, volume of sand, volume of cement, volume of stones, volume of water and quantities for a small building up to floor level.			PAT document.	
Assessment **Informal Assessment:** Remediation	Make use of materials and test learner's ability to identify and explain the use of the materials. Practical work on materials can be done.		Informal drawings can be done. Practical experience of dry packing a cavity wall.	Informal testing by means of practical lessons. Self-experiencing of setting out.	Testing – worksheets, informal test, etc		
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.						

2020 National Revised ATP: Grade 11 – 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	**Excavations (Specific)**	**Excavations (Specific)**	**Foundations (Specific)**	**Foundations (Specific)**	**Formwork (Specific)**	**Formwork (Specific)**	**Construction Steel (Specific)**	**Revision**	
Topics /Concepts, Skills and Values	Describe and discuss with the aid of sketches: • Horizontal checks of foundation excavations with the aid of instruments • The purpose of datum peg Keeping excavations free from water using the following methods: • Pumping out water • Creating drains • Baling	Describe and discuss by means of freehand sketches methods of keeping excavations from collapsing in the following types of soil: • Loose soil • Dry soil • Loose, wet soil	Description, sketches and location of: • Pad foundations • Wide strip foundations • Short bored (auger) pile foundations.	Description, sketches and location of: • Pad foundations • Wide strip foundations • Short bored (auger) pile foundations.	• Definition of formwork • Purpose of formwork • Form oils and emulsions • Properties of good formwork,	Materials used and the identification of different parts of formwork used for: • Columns • Arches • Stairs • Methods of erecting of formwork • Constructional details. Lintels: Drawing of formwork and methods of erecting and supporting • Purpose • Use • Types • Sizes of pre-stressed lintels	Identification, use, sketches and properties of the following steel sections: • I – beam • H – beam • U – channel • Lip channel • Angle iron	COMPLETION OF SECTION THAT WERE NOT COMPLETED IN THE TERM & REVISON	**24-25 Sept** School Holiday
Requisite pre-knowledge	Pre-knowledge on excavations. Drawing and sketching skills.		Knowledge on foundations as well as drawing skills.		Materials of concrete. Re-enforcement materials. Knowledge on columns.	Types of soil and soil conditions, timbering, reasons to compact soil. Wood materials.	Bricks, Plastering, Mortar, sketches of beam filling.	Study and prepare for examination. Open book test. Peer marking	
Resources (other than textbook) **to enhance learning**	YouTube, wall charts, excavations material.	YouTube, wall charts, equipment for e.g. drawings equipment, set squares, etc.	YouTube, wall charts on foundations, etc.		YouTube, wall charts, work sheets, etc.	YouTube, wall charts, Materials for formwork.	Materials, wall charts, YouTube, etc.		
Assessment **Informal Assessment:** Remediation	The start of the term – question and answers.	Worksheets with excavations from collapsing only.	Drawings and sketches can be made. Emphasis on sketching.		Informal tests and peer marking. Open book 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 11 – 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 8 16-18 Nov (3 days	
CAPS Topics		**Construction (Cavity Wall)**	**Construction (Brickwork)**	**Construction (Brickwork)**	**Staircase (Specific)**	**Roofcovering (Specific)**	**Roofcovering (Specific)**	REVISION, PREPARATION FOR FINAL EXAM / ASSESSMENT OF PAT	REVISION, PREPARATION FOR FINAL EXAM / ASSESSMENT OF PAT	**19 Nov– 9 December**15 days November Examinations
Topics /Concepts, Skills and Values		The purpose, advantages and disadvantages of cavity walls: Scale drawings of the following: • Vertical section through a cavity wall • Different methods of finishing off openings of tops of cavity walls	Front elevation and alternate plan courses of a wall built in English bond. Scale drawings of alternate plan courses of corners (quoin), "T" junctions and cross junctions of walls built in English bond. Waterproofing: Position and method of installing DPC in the following areas in a building: • Windows • Doors • Walls	Front elevation and alternate plan courses of a wall built in English bond. Scale drawings of alternate plan courses of corners (quoin), "T" junctions and cross junctions of walls built in English bond. Waterproofing: Position and method of installing DPC in the following areas in a building: • Windows • Doors • Walls	Concrete staircase: • Terminology for staircases • General principles of staircase design	Roof covering: • Purpose of roof covering • Material used for roof covering Characteristics of IBR and corrugated iron sheeting under the following heading: • Width • Length available • Weight • Insulation • Wind pressure • Corrosion • Cost	Characteristics of concrete roof tiles under the following heading: • Wind pressure • Maintenance • Joining each other • Sizes • Weight • Pitch • Cost Characteristics of concrete roof tiles under the following heading: Roof underlay: • Materials used • Purpose • Properties			
Requisite pre-knowledge		Pre-knowledge on cavity walls. Drawing and sketching skills.	Pre-knowledge on brickwork and water proofing. Drawing and sketching skills.	Pre-knowledge on brickwork and water proofing. Drawing and sketching skills.	Pre-knowledge on staircases. Drawing and sketching skills.	Pre-knowledge on roof covering. Drawing and sketching skills.	Pre-knowledge on roof covering. Drawing and sketching skills.			
Resources (other than textbook) **to enhance learning**		Drawing equipment	Drawing equipment	Drawing equipment	YouTube, wall charts on foundations, etc.	YouTube, wall charts, Materials for roof covering.	YouTube, wall charts, Materials for roof covering.			
Assessment	**Informal Assessment:** Remediation	The start of the term – question and answers.	Worksheets (Construction brickwork)	Worksheets (Construction brickwork)	Worksheets (Staircases) Drawings and sketches can be made.	Worksheets (roof covering) Drawings and sketches can be made.	Worksheets (roof covering) Drawings and sketches can be made.			
	SBA (Formal)	**Final examination Assessment of the PAT**								

9. Civil Technology – Woodworking

Revised National Teaching Plan

National Revised ATP: Grade 11 – Term 1: Woodworking

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	**INTRODUCTION OCCUPATIONAL HEALTH AND SAFETY ACT 85 of 1993 (OHS)**	**MATERIALS (GENERIC)**	**MATERIALS (GENERIC)**	**MATERIALS: (GENERIC)**	**MATERIALS: (SPECIFIC)**	**MATERIALS: (SPECIFIC)**	**EQUIPMENT AND TOOLS (GENERIC**	**EQUIPMENT AND TOOLS (GENERIC)**	**QUIPMENT AND TOOLS (Subject SPECIFIC)**	**Assessment consolidation Graphics as means of communication (GENERIC)**
Topics /Concepts, Skills and Values	Application of the OHS Act pertaining to: Personal safety: General safety: Safety and health aspects associated with storage of materials: HIV/Aids: Preventative measures Awareness of substance abuse: • Drugs • Alcohol	Application and uses of the following: Timber: Hard wood, softwood and board products: Bricks and Blocks: • Clay and cement	Metal: Ferrous metals: Non-ferrous metals: Alloys: Glass: Properties and uses of: • Clear sheet glass • Translucent glass • Safety glass	Synthetic materials: • Thermoplastics • Thermosetting plastics • Polythene, Polypropylene, Polyvinyl chloride Classification according to use and quality and sketches of: Clay bricks: Clay blocks: Concrete bricks: Concrete blocks:	Seasoning of timber: • Definition of seasoning of timber • Description of artificial and natural methods of seasoning • Advantages and disadvantages of artificial and natural methods of seasoning • Reasons • Advantages of seasoning timber	Sketches to show conversion of logs into timber using the following methods: Application and uses of the following timbers: • Hard wood • Beech • Oak • Yellowwood	• Identification, proper use and care of the following basic site equipment: • Identification, proper use and care of the following: Brick cutting tools • Identification, proper use and care of the following: Plastering tools • Identification, proper use and care of the following: Woodworking tools	• Identification of parts, accessories and uses of the following construction machines: Generator (electricity supply), Concrete mixer, Plate compactor, Rammer, Identification and use of the following equipment: Table saw, Band saw, Thicknesser / surface planer, Spindle moulder, Radial arm saw, Drill press, Combination belt and disc sander and Lathe	Identification of parts and uses of the following portable woodworking machines: • Jig saw • Belt sander • Orbital sander • Router • Electric plane	Make advanced drawings by applying various scales: Instrument drawings (related to building industry) Orthographic projection with sections Different elevations of a building Vertical sections indicating labelling and measurements in accordance with the SANS for building drawings Isometric views applicable to construction Freehand sketches relevant to the super structure of a building Basic computer-aided drawings

Requisite pre-knowledge		Requirements of the OHS Act pertaining to: Personal safety, general safety, safety and health aspects associated with storage of materials, HIV/Aids	Basic properties of materials and ingredients of: concrete, screed, mortar, timber, bricks, blocks, metals, synthetic	Basic properties of materials and ingredients of: concrete, screed, mortar, timber, bricks, blocks, metals, adhesives	Manufacturing processes of clay bricks, face, semi-face,stock, cement bricks	Description and sketches of the following timber defects: • Heart shake, Cup shake, Star shake, Waney edges and Knots	Description and sketches of the following timber defects: • Heart shake, Cup shake, Star shake, Waney edges and Knots	Identification and proper use of the following: Basic site equipment: Bricklaying tools: Setting out tools:	Pre- knowledge of machines as in Grade 11. Safety aspects of the above machines. Materials.	Pre-knowledge of machines as in Grade 11. Safety aspects of the above machines. Materials.	Interpretation of drawings: Site plan, floor plan and elevation of a basic single storey dwelling Basic drawing symbols relating to the built environment in accordance with the SANS for building drawings
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 visited to explain the parts of the machines.		
Assessment	**Informal Assessment:** Remediation	Informal class test Work sheets Assignments	Informal class test Work sheets Assignments	Do practical work to indicate the different materials.	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 11 – Term 2: Woodworking

TERM 2 (29 days)	Week 1 15-19 June (4 days)	Week 2 22-26 June (5 days)	Week 3 29 June -3 July (5 days)	Week 4 6-10 July (5 days)	Week 5 13-17 July (5 days)	Week 6 20-24 July (5 days)	27-31 July
CAPS Topics	**GRAPHICS AS MEANS OF COMMUNICATION (SPECIFIC)**	**GRAPHICS AS MEANS OF COMMUNICATION (SPECIFIC)**	**QUANTITIES: (SPECIFIC)**	**JOINING (Generic) + (SPECIFIC)**	**CASEMENT (SPECIFIC)**	**CASEMENT (SPECIFIC)**	
Topics /Concepts, Skills and Values	Application and sketches of the profiles in good proportion of the following mouldings: Different types of skirtings, Architraves, Dado rails, Quadrant, Scotia, Cornice, Rebate, Planted mould, Stuck mould and Oval mould	Scale drawings of the following: • Solid core flush panel door • Vertical section through the bottom rail of a casement and the sill with the glass in position. A horizontal section through a part of a casement showing the vertical glazing bar, casement stile and pane in position	Calculate the materials required to erect a ceiling for a room measuring 4.5 metres long and 3 metres wide. Include the. Cornice Calculate the length of skirting required for a room measuring 5 metres long and 3.5 metres wide with a door opening of 900 mm.	**(Generic)** - Properties, use precautions and applications of the following: See CAPS **(Specific)** -Application, uses and drawings of the following woodworking joints (exploded and assembled views): • Mortice and tenon joint • Double mortice and tenon joint • Bare face tenon	Sketch of horizontal section through the mullion and adjacent casement stiles with glass and putty in position.	Identification of parts and the drawing of the external elevation of a double casement with two horizontal glazing bars within a frame	School Holiday
Requisite pre-knowledge	Pre- knowledge of mouldings. Drawing skills as in grade 10 and in the first term.		Bricks and block. Mathematical skills. Volumes of concrete. Length and square meters.	Identify and explain the uses of joining materials like screws, nails, lags, etc.	Pre-knowledge on wood and mouldings. Drawing and sketching skills.	Pre-knowledge on casements Drawings and sketching skills.	
Resources (other than textbook) **to enhance learning**	Drawing equipment Equipment and materials needed for mouldings.		Materials as needed in the workshop. Calculation of quantities for a simple structure up to floor level. Volumes, areas, linear Measurements. Calculation of area of foundation, volume of sand, volume of cement, volume of stones, volume of water and Quantities for a small building up to floor level.	Materials needed as indicated above. Internet- YouTube. Smartphones	YouTube, wall charts, excavations material.	YouTube, wall charts, equipment for eg drawings equipment, set squares, etc	
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	Work sheets Class and homework activities Informal class tests	

	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.	

2020 National Revised ATP: Grade 11 – 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	**WALL PANELLING and CUPBOARDS (SPECIFIC)**	**CENTERING (SPECIFIC)**	**DOORS (Specific)**	**FORMWORK (SPECIFIC)**	**FORMWORK (SPECIFIC)**	**SHORING (SPECIFIC)**	**IRONMONGERY (SPECIFIC)**	**SUSPENDED TIMBER FLOOR (SPECIFIC)**	
Topics /Concepts, Skills and Values	Front elevation and vertical section showing methods of installing plywood …A horizontal section showing how the joint between two plywood panels are concealed. A vertical section showing the rough grounds and the finish at the top and bottom of the panelling with a rejecting moulded capping. Working drawings of a frame	Sketches showing methods of construction and erection of centres for the following types of arches with spans not exceeding 900mm: • Flat arch • Semi-circular arch	External doors: application, drawing of front elevations, horizontal and vertical sections and constructional details of doors	Materials used for formwork taking into consideration the following: • The treatment before and after casting concrete • Properties of a good formwork	Drawing of vertical cross-section of the formwork and methods of erecting and supporting the following**:** Drawing of horizontal cross-section of the formwork and methods of erecting and supporting the following: • Round column, Square column	Definition of shoring Purpose of shoring Single line diagrams showing the components of the following Shores for a three storey building.	Identification and use of the following fittings: Hinges: Bolts: • Flush bolt • Barrel bolt • Piano hinge Strap hinge • Sinkless hinge • Parliament hinge	Draw a neat sketch to illustrate the term secret nailing, as applied to the tongue and grooved floor boards	**24-25 Sept** School Holiday
Requisite pre-knowledge	Pre- knowledge of materials for wall panelling and cupboards.	Pre- knowledge of arches and materials for the manufacturing of cantering	Pre- knowledge of external doors	Pre- knowledge of materials for formwork. Materials for formwork.	Drawings of formwork. Sketches of formwork. Scale drawings – how to interpret drawings	Pre-knowledge of shoring	Pre- knowledge of different ironmogery	Drawings and sketching skills.	
Resources (other than textbook) **to enhance learning**	YouTube, wall charts on foundations, etc.	YouTube, wall charts, work sheets, etc.	YouTube, wall charts,	YouTube videos on formwork. Construction detail of formwork	YouTube, wall charts, etc.	Materials, wall charts, YouTube, etc,	Materials, wall charts, YouTube, etc,	YouTube, wall charts	

Assessment	Drawings and sketches can be made. Emphasis on sketching.	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	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	
	SBA and PAT (FORMAL ASSESSMENT)	Term 3 – Term test (To be school based and written during a normal period in the school day) 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 11 – 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 02-06 Nov (5 days)	Week 7 09 -13 Nov (5 days)	Week 8 16 - 18 Nov (3 days)	
CAPS Topics		**SUSPENDED TIMBER FLOOR (SPECIFIC)**	**SUSPENDED TIMBERFLOOR (SPECIFIC)**	**SUSPENDED TIMBERFLOOR (SPECIFIC)**	**CEILING (SPECIFIC)**	**STAIRCASE (SPECIFIC)**	**STAIRCASE (SPECIFIC)**	REVISION, PREPARATION FOR FINAL EXAM / ASSESSMENT OF PAT	REVISION, PREPARATION FOR FINAL EXAM / ASSESSMENT OF PAT	**19 Nov- 09 Dec** Final Exam
Topics /Concepts, Skills and Values		Draw a neat sketch to illustrate the term secret nailing, as applied to the tongue and grooved floor boards	Draw to scale the plan of the layout of a room at ground floor with a suspended timber floor, showing the spacing of the floor joists and bearers and also part of the floor boards in one corner of the room.	Draw to scale the plan of the layout of a room at ground floor with a suspended timber floor, showing the spacing of the floor joists and bearers and also part of the floor boards in one corner of the room.	The layout of the brandering for a ceiling for a room 4.5 metres long and 3 metres wide. The spacing of the brandering must be shown and the ceiling boards depicted in broken lines	Definition of the following terms as used in a single flight staircase: Rise, Riser, Tread/going, Apron, Baluster, Margin, Pitch board,	Definition of the following terms as used in a single flight staircase:, Hand rail, Landing, Storey rod and String			
Requisite pre-knowledge		Pre-knowledge on suspended timber floor Drawing and sketching skills.	Pre-knowledge on suspended timber floor Drawing and sketching skills.	Pre-knowledge on suspended timber floor Drawing and sketching skills.	Pre-knowledge on ceiling Drawing and sketching skills.	Pre-knowledge on staircases Drawing and sketching skills.	Pre-knowledge on staircases Drawing and sketching skills.			
Resources (other than textbook) **to enhance learning**		YouTube, wall charts Drawing equipment	YouTube, wall charts Drawing equipment	YouTube, wall charts Drawing equipment	YouTube, wall charts Drawing equipment	YouTube, wall charts Drawing equipment	YouTube, wall charts Drawing equipment			
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	Work sheets Class and homework activities Informal class tests	Work sheets Class and homework activities Informal class tests			
	SBA and PAT (Formal)	**Final examination** **Assessment of the PAT**								

10. Consumer Studies

Revised National Teaching Plan

2020 National Revised ATP: Grade 11 – 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	Design elements and principles	Design elements and principles	Design elements and principles	Fibres and fabrics	Fibres and fabrics	Fibres and fabrics	Fibres and fabrics
CAPS Reference pg	25	25	25	25	25	25	25	***26***	***26***	***26 and 27***
Topics /Concepts, Skills and Values	**Income and expenditure of South African families** • Sources of income of South African households. • Expenditure patterns of South African households. Use www.statssa.gov.za • Factors influencing expenditure patterns of South African households.	**The household budget** • The household budget as an instrument for managing financial resources. • Principles of budgeting (assess needs and objectives, control and record spending, prepare for unexpected incidents).	**The household budget** • Develop a house-hold budget according to the following steps: - List income - Estimate expense: fixed payments, variable/day-to-day expenses, emergency, non-essentials / luxuries). - Compare income and expenditure. - Evaluate the budget • Suggest possible corrective steps if income and expenditure do not balance.	**Colour theory** • Colour terminology, properties, classification and characteristics. • The colour wheel • Colour combinations.	**Design elements and principles** • Design elements: line, shape, form, space, colour and texture. • Design principles: proportion, balance, rhythm, harmony, emphasis.	**Application of design elements and principles** • The elements and principles of design to achieve desired effects in **interior** design for living and workspaces, to meet aesthetic needs. Include the choice of furnishings.	**Application of design elements and principles** • Application of knowledge in advising consumers about interior design problem areas.	**Appearance, properties and uses of fabric construction techniques for clothing and furnishings:** • Weaving: plain, satin, sateen, twill, dobby, jacquard and pile (cut & loop) weave. • Knitting: warp and weft knitted fabrics. • Non-woven (bonded) fabrics.	Fabric properties to meet aesthetic and functional needs for specific end uses • Visual and tactile: draping quality, colorfastness. • Durability: strength, abrasion resistance, pilling, sunlight resistance. • Comfort: elasticity, dimensional stability, absorbency, heat conductivity, heat retention. Maintenance: shrink resistance, reaction to water and cleaning chemicals and procedures, reaction to heat (water and ironing temperature), stain resistance/stain release, crease and wrinkle resistance.	**Fabric finishes** meeting aesthetic and functional needs for specific end uses. • Finishes that alter fabric appearance: calendering, embossing, sanforizing, mercerising. • Finishes that alter fabric handle, drape and texture: starching, raising, napping, sueding, brushing. • Finishes that alter the performance of fabrics: flame retardant, static control, stain and soil release, anti-bacterial, waterproof and water repellent, crease resistant, drip dry.

Requisite pre-knowledge	**Take contexts of learners into cognisance.**	**Learners have own experiences of their own budgets.**	**Learners have own experiences of their own budgets.**	**Knowledge from other subjects like arts and culture or creative arts.**	**Knowledge from other subjects like arts and culture or creative arts.**	**Knowledge from other subjects like arts and culture or creative arts.**	**Knowledge from other subjects like arts and culture or creative arts.**	*Grade 10 T3W4 -7*	*Grade 10 T3W4 -7*	*Grade 10 T3W4 -7*
Resources to enhance learning (other than textbook)	Videos on income, expenditure and budgets Class discussions on income and expenditure	Examples of real household budget from internet or books or scenario Class discussions On different type of insurances and hidden costs	Class discussions on developing budgets	Videos and class discussions on colour * terminology * characteristics * effects Colour wheel Magazines	Videos on design and principles Magazines	Videos on application of design and principles Class discussion on and role play design and principles Magazines	Videos on application of design and principles Class discussion on and role play design and principles	Videos on appea-rance, properties and uses of fabric construction techniques	Videos on fabric properties Physical examples of fabric properties	Videos on fabric finishes
Informal Assessment: Remediation	Worksheets; previous question papers Class quiz, mind maps	Worksheets; previous question papers, mind maps	Developing own budgets	Previous question papers; case studies; worksheets; any other relevant examples	Previous question papers; case studies; worksheets; any other relevant examples	Previous question papers; case studies; worksheets; any other relevant examples	Previous question papers; case studies; worksheets Relevant examples	Previous questio papers; worksheets; any other relevant examples	Previous question papers; case studies; worksheets	Worksheets; any other relevant examples
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 11 – Term 2: Consumer Studies

TERM 2 (29 days)	**Week 1 15-19 June** (4 days)	**Week 2 22-26 June** (5 days)	**Week 3 29 June -3 July** (5 days)	**Week 4 6-10 July** (5 days)	**Week 5 13-17 July** (5 days)	**Week 6 20-24 July** (5 days)	**27-31 July** School Holiday
CAPS Topics	Food and Nutrition	Food and Nutrition	Food and Nutrition	Food and Nutrition	Food & Nutrition	Food and Nutrition	
CAPS Reference pg	27	27	27	27	27	27	
Topics /Concepts, Skills and Values	**Nutrition** Functions and sources of protein, carbohydrates, lipids and water. Basic information about deficiency and excess, where relevant.	**Functions and sources of minerals**. Basic information about deficiency and excess, where relevant. • Macro-minerals: calcium, phosphorus, magnesium, sodium, potassium. • Micro-minerals: iodine, iron, fluoride, zinc and manganese.	**Functions and sources of vitamins. Basic information about deficiency and excess, where relevant.** • Water soluble: vitamin C and vitamin B complex: B1 (thiamine), B2 (riboflavin), niacin, folic acid, B12 (cobalamin). Other vitamins in the B complex should be mentioned only, such as pyridoxine (B6), Pantothenic acid and biotin.	**Functions and sources of vitamins. Basic information about deficiency and excess** Fat soluble: Vitamin A, D, E and K **Nutritional needs** of different consumer groups: young adults	**Interpretation of nutritional infor-mation:** Food fortification by adding micro-nutrients to foodstuffs to ensure that minimum dietary requirements of consumers are met.	**Food contamination** • Causes, prevention and control measures. • Microbiological contamination including high risk foods and cross contamination, physical contamination, chemical contamination. • General symptoms of • food poisoning – how to treat food poisoning	
Requisite pre-knowledge	**Grade 10: T1W7 – 8 P18-19**	**Gr 10: T1W7 – 8 P18-19**	**Grade 10: T1W7 – 8 P18-19**	**New content**	**New content**	**Grade 10: T2W1-3 P20**	
Resources to enhance learning (other than textbook)	Videos on nutrition * Food pyramid * nutrients * Functions * Sources	Videos on * Macro-minerals * Micro-minerals Class discussions on functions and sources	Videos on * Vitamins Magazines to find food products with vitamin additives	Class discussions on nutritional needs of different consumer groups	Videos on Fortified foods Magazines	Videos on food contamination Newspaper articles Class discussions on and role play of general symptoms Magazines	
Informal Assessment: Remediation	Worksheets; previous question papers Class quiz, mind maps	Worksheets; previous question papers, mind maps	Developing own budgets	Previous question papers; worksheets; any other relevant examples	Case studies; worksheets; any other relevant examples	Previous question papers; case studies; worksheets; any other relevant examples	
SBA Formal Assessment	**Task 3:** 3 Practical Lessons 25% 25 marks each			Revise the topics covered in Term 2			

2020 National Revised ATP: Grade 11 – Term 3: Consumer Studies

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)	**24-25 Sep** School Holiday
CAPS Topics	**Housing and interior**	**Housing and interior**	**Housing and interior**	**The Consumer**	**The Consumer**	**The Consumer**	**The Consumer**	**The Consumer**	
CAPS Reference	28	28	28	28	29	29	29	29	
Topics /Concepts, Skills and Values	**Space planning** • Interpretation of house plans: different symbols. • Types of floor plans: open and closed. • Factors to consider when evaluating existir house plans Needs, zoning, traffic patterns, economy, storage, orientation, flexibility	• Space planning in work, rest and social areas in the home to ensure functionality, safety and accessibility. Furniture arrangement plans, storage plans, lighting plans, considering functionality and aesthetics. **The choice of furniture** Uses and properties of • wood, • metal, • glass, • plastic, • bamboo, • cane with regards to: • Durability • Maintenance • Environmental impact	**Evaluation criteria when purchasing furniture** • Suitability for need/function. . • Human factors (ergonomics and universal design). • Environmental responsibility Consumer responsibilities before and after making a purchase	**Payment methods** • Hints to keep bank charges down. • Methods of purchasing goods and services. • Cash transactions: advantages and disadvantages. • Credit transactions: advantages and disadvantages. lay-buy credit account (monthly charge account; store cards) credit cards • Comparison of credit and cash transactions	**Technology used for payment: advantages and disadvantages** • Internet payments. • ATM payments. • Credit cards. • Debit cards. • Cell phone payments	. **Consumer protection policies and practices** The National Credit Act (NCA) of 2007. (basic knowledge of the aims of the act and the influence it has on consumers) • The National Credit Regulator (NCR). • Registration of credit providers with the NCR. • Consumer rights relating to credit transactions. • Interest rates and other charge fees. • Reckless lending. • Debt counselling. • The Consumer Tribunal (a consumer credit court). • Micro-lending. Pyramid schemes	**The Credit Bureau** • Legislation on the Credit Bureau. • Credit information of consumers recorded by the Bureau. • Consumer rights. • Removing negative information from the Bureau - what to do if you are incorrectlylisted.	**The Credit Bureau** • The Consumer Protection Act of 2009. • Consumer complaints South African Bureau of Standards.	
Requisite pre-knowledge	New content. Basic and general knowledge	New content. Basic general knowledge	New content. Basic general knowledge	New content. Basic general knowledge	New content. Basic general knowledge	Learners have some knowledge from their own experiences.	Learners have some knowledge from their own experiences.	New content. Basic general knowledge	

Resources to enhance learning (other than textbook)	Videos on floor plans	A variety of floor plans for home, work and social areas; internet; videos; magazines	Show examples of furniture for different purposes made from different materials. Examples from magazines; internet of furniture for different spaces and durability of each material used	Show examples of furniture for different purposes made from different materials. Examples from magazines; internet of furniture for different spaces and durability each material used	Show examples of furniture for different purposes made from different materials. Examples from magazines; internet of furniture for different spaces and durability of each material used	Magazines; banks; representative to address learners; video clips; newspaper articles; role playing	Magazines; banks; representative to addres learners; video clips; newspaper articles; role playing	Magazines; banks; representative to addres learners; video clips; newspaper articles;	

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 (3days)**	
Informal Assessment: Remediation	Worksheets; previous question papers Class quiz, mind maps	Worksheets; previous question papers, mind maps		Developing own budgets	Previous question papers; worksheets; any other relevant examples	Case studies; worksheets; any other relevant examples		Previous question papers; case studies; worksheets; any other relevant examples	
SBA Formal Assessment	**Task 5:** Three (3) Practical Lessons 25%					Preparation and revision for the September Test		**Task 4:** September Test 75%	

2020 National Revised ATP: Grade 11 – Term 4: Consumer 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)	**19 Nov– 9 December Internal Examinations**
CAPS Topics	**The Consumer**	**The Consumer**	**Entrepreneurship**	**Entrepreneurship**	**Entrepreneur-ship**	**Entrepreneurship**	November Exams 15 days
CAPS Ref pages	30	30	30	30	30	30	
Topics /Concepts, Skills and Values	**Consumer organisations** What is a consumer organisation? What are their functions? • Non-governmental organisations: South African National Consumer Union (SANCU). • Government consumer organisations: National Government Consumer Affairs Office and Provincial Consumer Affairs Offices. Other consumer organisations: The National Consumer Forum (NCF).	**Channels for consumer complaints** •What to do when the following problems arise: unsuitable product, unsatisfactory service. •Procedure for lodging complaints. Where to complain: **awareness** of Provincial Consumer Affairs Offices, the National Office for Consumer Protection (OCP), the Ombudsman for various types of consumer products, consumer organisations, consumer forums in the media, professional bodies such as the health Professions Council of South Africa, Law Society of South Africa etc.	**The choice, production and marketing of homemade products/items** • How to identify a potentially profitable business opportunity. • How to formulate the idea and specification of the product. • Factors to consider in the entrepreneur's choice of a suitable product for small-scale production.	**Marketing** • The marketing process (situation analysis, marketing strategy, marketing mix decisions, implementation and control). • Core principles of marketing (produce what customers want; analyse competitive advantage; target specific markets; create profitable sales volume; grow networks and build relationships; satisfy customer needs). The product life cycle (introduction; growth; maturity; decline).	**Production** • Production costs: packaging, wages, cost of maintaining and replacing equipment, cleaning, delivery, rent, electricity and other overheads, cost of faulty or damaged products. • Factors influencing production costs. Determine selling price by adding a suitable percentage to cover production costs and make a profit – this percentage may differ according to the context in whichthe entrepreneur finds himself/herself.	Calculations to determine a selling price by adding a suitable percentage to cover production costs and make a profit	
Requisite pre-knowledge	**New content: no prior knowledge except for learners' basic knowledge**		**Grade 10: Term 4: weeks 5 – 7**				

Resources (other than textbook) **to enhance learning**		Pamphlets from consumer organisations; representative from consumer bodies to address learners	Case studies; previous question papers	Video clips on how to start a small scale business; articles on up and coming business endeavours or entrepreneurs and how they started their own businesses; Newspaper clippings and magazines articles; role playing. Any relevant examples
Assessment	**Informal Assessment:** Remediation	Case studies; homework; worksheets; classwork. Other examples		
	SBA Formal Assessment	Practical Examination Schedule implemented **PAT:100 marks** Preparation for the November Examination: **150 marks converted to 200 marks**		

11. Dance Studies

Revised National Teaching Plan

2020 National Revised ATP: Grade 11 – 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.23) **Concepts, Skills And Values**	**Topic 1:** Reflection on grade 10 work. Dance conventions & values, safe dance practice. **Topic 3:** Dance terminology (all words dance related that appear in CAPs term 1).	**Topic 1**: Revision of work done in grade 10. Safe dance practice, warming up, cooling down, principles of correct posture stance & alignment, technical exercises in the dance major to build core stability, flexibility, strength, neuromuscular skills & endurance. Components of a dance class as required by the dance major (e.g. floor work/aerial work, etc.). **Topic 2:** Trust building exercises to create safe environment, develop creativity, imagination, problem solving and decision making skills. **Topic 3:** Prescribed international dance work and choreographer**.**		**Topic 1**: As before + principles and characteristics of dance major further developed, articulation of the feet to build strength, agility, jumps and safe landings. Travelling and aerial movements across the floor including changing direction. **Topic 2:** Trust building exercises to build confidence, spatial awareness, exploration of relationships + dancing to a wide range of music genres, develop creativity, imagination, problem solving and decision making skills. Exploring choreographic structures, motifs and phrases. **Topic 3:** International dance work and choreographer. Principals of the dance major.			**Topic 1**: As before + focus on correct application of technique and increased levels of fitness. Skeleton & joints. **Topic 2:** Developing movements and motifs for a range of music genres and styles. Exploration of movement inspired by different musical instruments. performance spaces. **Topic 3:** International dance work and choreographer. Principals of the dance major.		**TOPIC 1 & 2**: Practical evaluation task = 25 marks **TOPIC 3:** Written test = 25 marks	
Requisite pre-knowledge	Self – discipline, punctuality, preparedness, commitment, responsibility, awareness of & respect towards others. Application of knowledge learnt in grade 10 Topics 1 – 3. Creative thinking, problem solving, decision making, analysis, self-reflection, leadership skills, team work, commitment. Dance skills learnt in Grade 10: application of correct dance techniques, understanding of how to develop components of fitness and taking responsibility for own development of fitness – additional practice time.									
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 11. ***(1 hour)***	**Topic 3:** View DVD of prescribed international dance work **(different to grade 10).** ***(1 hour)***	**Topic 3:** Task book - reviewing the dance work – critical analysis & discussions on synopsis, production elements, music genre, instrumentation, contribution to	**Topic 3:** Task book – writing about the dance work. ***(1 hour)***	**Topic 3:** Task book – biography of choreographer, period, intention, style, contribution to dance. ***(2 hours)***	**Topic 3:** Task book - discussions and writing about principles of dance major - link to principles used in dance work. ***(1 hour)***	**Topic 1:** Task book – labelling main bones of the skeleton, synovial joints (names, location, actions, range of movement) - link to flexibility ***(1 hour)*** Safe use of the spine and principles of core stability – link to practical class work. ***(1 hour)***	**Topic 2:** Task book – Types of music instruments, classification and sound production. Performance spaces + benefits/ disadvantages of these spaces. ***(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	

			the dance piece. ***(1 hour)***						
Informal Assessment; Remediation	Reflection to include discussions on the values/life skills learnt in the subject. Regular feedback for improvement in the technical practical class work and improvisation skills. Addition time made for learners who are struggling with the theory or who have not completed written section of the curriculum.								
SBA Formal Assessment)	**TASK 1: WRITTEN TEST = 25 MARKS & PRACTICAL EVALUATION TASK = 25 MARKS** **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.								

2020 National Revised ATP: Grade 11 – Term 2: DANCE STUDIES

TERM 2 (30 teaching days)	**Week 1**	**Week 2**	**Week 3** **15 – 19 June** (5 days)	**Week 4** **22 – 26 June** (5 days)	**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.25) **Concepts, skills and values**	**GRADE 11 LEARNERS NOT RETURNED TO SCHOOL YET (only grade 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:** As before + focus on posture and alignment, building fitness, coordination and control, safe dance practices, spotting. Developing musical awareness and dynamics. Cooling down with relaxation and safe stretching techniques for increased flexibility. **Start to learn a 1 minute solo.** **Topic 2: PAT -** Exploring dance elements – contrasting movements. Writing about process in journal. **Topic 3:** Recap of dance work and choreographer studied in term 1.		**Topic 1:** As before + focus on fluidity of movements in the joints, smooth transitions and safe landings. Technical exercises to develop increased fitness, coordination, spotting. Dancing to a wide range of music genres & rhythms with variations in use of space (levels, directions, pathways). Cooling down with relaxation and safe stretching techniques for increased flexibility. **Continue learning the 1 minute solo.** Components of fitness. Principles of posture and alignment. **Topic 2: PAT** – Responding to a wide variety of stimul and music genres/accompaniment, musicality. Exploring choreographic methods and processes. Writing about process in journal.		**Topic 1:** As before + developing known movements with more complexity. Performance quality & dance skills. **Topic 2: PAT –** developing motifs, gestures, responding to music/ accompaniment/ silence. Writing about process in journal. **<u>TEACHER ASSESSMENT OF PAT PROCESS = 60 MARKS (30 MARKS = WRITTEN + 30 MARKS = PRACTICAL)</u>**
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. ***(2 hours)***	**Topic 1:** Task book – Cooling down with safe stretching techniques. **Topic 2:** Reflection & evaluation on PAT process. ***(1 hour)***	**Topic 3:** Viewing of dance work. Task book – recap of dance work & choreographer learnt in term 1. ***(2 hours)***	**Topic 1:** Task book – components of fitness. ***(1 - 2 hours)***	**Topic 2: PAT** – reflection on process ***(1 hour)***	**Topic 3:** Completion of any outstanding work. Dance terminology – updating glossary.

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

<table>
<tr><th>TERM 3
(24 teaching days)</th><th>Week 1
3 – 7 august
(5 days)</th><th>Week 2
11 – 14 august
(4 days)</th><th>Week 3
17 – 21 August
(5 days)</th><th>Week 4
24 – 28 August
(5 days)</th><th>Week 5
31 Aug – 4 Sep
(5 days)</th><th>Week 6
7 – 11 September
(5 days)</th><th>Week 7
14 – 18 September
(5 days)</th><th>Week 8
21 - 23 September
(3 days)</th></tr>
<tr><td>CAPS topic
(CAPs pg, 27)

Concepts, skills and values</td><td>Topic 1: Consolidation of work learnt in term 2.
Topic 2: PAT – refining choreographic ideas for assessment. Written – evaluation of the process.
(2 hours)
Topic 3: Consolidation of all written work/completion of outstanding tasks.</td><td colspan="2">Topic 1: Technical exercises that build components of fitness. Increasingly complex dance vocabulary in dance major with variations in dynamics and speed and energy.
Complete the 1 minute solo.
Dance injuries (causes, prevention and treatment)
Topic 2: PAT – refining choreographic ideas for assessment. Written – evaluation of the process.
(2 hours)
Topic 3: Dance related careers.</td><td colspan="2">Topic 1: As before + increased ability to recall and reproduce dance exercises and sequences.
.
Complete the 1 minute solo.
Topic 2: PAT – refining choreographic ideas for assessment. Written – completion of all tasks. (1 hour)
Topic 3: Research task – investigating current South African dance works (other than the prescribed works).</td><td>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.</td><td colspan="2">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</td></tr>
<tr><td>Requisite pre-knowledge</td><td colspan="8">Increasing application of life skills: self - 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.
Basic research skills learnt in grade 10.</td></tr>
<tr><td>Resources (other than textbook) to enhance learning</td><td>Task book – written content up to date from term 2. Reflection & improvement strategies for term 3.
(1 hour)</td><td>Topic 1: Discussion and writing about Task book - dance injuries: causes, prevention & care.
(1 hour)</td><td>Topic 3: Task book - dance related careers.
(1 hour)</td><td colspan="2">Topic 3: Task book - Research task – investigating current South African dance works (other than the prescribed works) (3 - 4 hours)</td><td colspan="3">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.</td></tr>
<tr><td>Informal Assessment; Remediation</td><td colspan="8">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.</td></tr>
<tr><td>SBA & PAT Formal Assessment</td><td colspan="8"><u>TASK 3: RESEARCH TASK = 25 MARKS & PRACTICAL EVALUATION TASK = 25 MARKS</u>
Research task: investigation into current South African dance works. Research skills further developed from grade 10 with added focus on language skills.
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</td></tr>
</table>

	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.**

TERM 4 (25 teaching days)	Week 1 28 Sep – 2 October (5 days)	Week 2 5 – 9 October (5 days)	Week 3 12 – 16 October (5 days)	Week 4 19 – 23 October (5 days)	Week 5 26 – 30 October (5 days)	Week 6 2 – 6 November (5 days)	Week 7 9 - 13 November (5 days)	Week 8 16 - 20 November (5 days)	Week 9 23 – 27 November (5 days)	Week 10 30 Nov – 3 Dec (5 days)	Week 11 7 – 9 December (3 days)
CAPS Topics (CAPS pg.29) **Concepts, skills and values**	**Topic 1:** Class work with application of safe dance practice, increasing range of movement, performance skills and dance quality. **Recap of solo.** Peer pressure, stereotyping, positive body image**.** Nutrition & eating disorders. **Topic 2:** Improvising with words, symbols, text, sculptures or pictures. Exploring choreographic devices. **Topic 3:** Completion of outstanding Term 3 work.	**Topic 1**: Class work as before + mastery of the 1 minute solo showing focus, timing, style, varied dynamics and commitment to movement. **Topic 2**: Improvising to a wide range of music genres focusing on confidence, interpretation, expression and creativity.	**Topic 1**: Class work as before + mastery of the 1 minute solo showing focus, varied dynamics and performance quality, beginning and ending. **Able to perform alone.** **Topic 2**: Improvising to a wide range of music genres focusing on confidence, interpretation, expression and creativity. **Topic 3:** Evolution and history of dance major.	**Topic 1**: Class work as before + mastery of the 1 minute solo showing performance quality, 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:** Principles and characteristics of the dance major.	**FINAL PRACTICAL EXAMINATIONS** **<u>WEEK 5 & 6</u>**						
Requisite pre-knowledge	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.										
Resources (other than textbook) **to enhance learning**	**Topic 1: task book -** Peer pressure, stereotyping, positive body image**.** Nutrition & eating disorders. Dance terminology – updating glossary ***(2 hours)***		**Topic 3: Task book -** Evolution and history of dance major. ***(1 hour)***	**Topic 3: Task book -** Principles and characteristics of the dance major. ***(1 hour)***							
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.										

<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

PAPER 1 WRITTEN CONTENT	PAPER 2 PRACTICAL CONTENT
Marks: 100 **Time: 2 hours** **SECTION A = 40 MARKS** **Question 1: Injuries = 10 marks could include:** • Types of injuries/ causes & prevention/ care **Question 2: Components of Fitness = 15 marks could include:** • Defining/ developing/ enhancing technique **<u>QUESTION 3 & 4 CHOICE QUESTIONS</u>** **Question 3: Muscles & anatomical actions – Optional = 10 marks could include:** • Main muscles groups & anatomical joint actions/ analysing images **OR** **Question 4: General Health Care = 10 marks could include:** • Good nutrition & hydration/ eating disorders /stereotyping/ positive body image **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:** • Benefits of improvisation/ /working with different stimuli/ reflection on PAT • Dance elements/ choreographic structures/devices/ performance spaces • Music instruments/classification/sound production	**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 • Established components of fitness • Applied 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, focus and dynamics • Musicality **IMPROVISATION = 10 MARKS** Unseen improvisation to a stimulus to include:

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	**Question 7: History of Dance Major = 15 marks could include:** • Brief Evolution & development of dance major • Characteristics, principles & styles of dance major **Question 8: Prescribed Dance Work & Choreographer** **Section 8.1: Choreographer = 10 marks could include:** • Background/training/style/characteristics • Contribution to dance & society/awards/recognition **Section 8.2: Dance Work = 20 marks could include:** • Synopsis/theme/intent • Production elements / music/accompaniment used in the dance work • Movement vocabulary used **Cognitive levels:** • Recall – 30%; • Understanding & application of knowledge – 40% • Evaluating, analysing & synthesising – 30%	• Interpretation of stimulus • Use of dance elements(space/time/force) • Musical interpretation • Confidence, creativity, imagination, experimentation. **Cognitive levels** Responds – 30% Interprets - 40% Creates – 30%

12. Design

Revised National Teaching Plan

2020 National Revised ATP: Grade 11 – Term 1: Design

<table>
<tr><td colspan="3">TERM 1
(46 days)</td><td>Week 1
15 - 17 Jan
(3 days)</td><td>Week 2
20 – 24 Jan
(5 days)</td><td>Week 3
27 - 31 Jan
5 days)</td><td>Week 4
3 - 7 Feb
(5 days)</td><td>Week 5
10 – 14 Feb
(5 days)</td><td>Week 6
17 - 21 Feb
(5 days)</td><td>Week 7
24 - 28 Feb
(5 days)</td><td>Week 8
2 - 6 March
(5 days)</td><td>Week 9
9 - 13 March
(5 days)</td><td>Week 10
16 - 18 March
(3 days)</td></tr>
<tr><td rowspan="5">TEACHING PROGRAMME</td><td colspan="2">CAPS Topics</td><td>Practical & Design Literacy</td><td>Practical & Design Literacy</td><td>Practical & Design Literacy</td><td>Practical & Design Literacy</td><td>Practical & Design Literacy</td><td>Practical & Design Literacy</td><td>Practical & Design In A Social/ Environmental Context</td><td>Practical & Design In A Social/ Environmental Context</td><td>Practical & Design In A Social/ Environmental Context</td><td rowspan="5">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
• Design History - Essays and comparisons
• Design in social and environmental / sustainable issues</td></tr>
<tr><td colspan="2">Topic, Concepts, Skills and Values</td><td>Design terminology (elements & principles) revision from Grade 10</td><td>5 universal principles of Design e.g. equitable use, flexibility in use, etc.</td><td>5 universal principles of Design e.g. tolerance for error, low physical effort, etc.</td><td>Gestalt theory</td><td>Typography - history</td><td>Typography – choosing a fond, styling of text, etc.</td><td>Signs and symbols, stereotyping, bias and prejudice in design</td><td>Link to visual communication. Focus on illustrations, cartoons, posters (Weimar, Germany),</td><td>Political propaganda, communism and revolution (Cuba, Russia, China), and Resistance in SA</td></tr>
<tr><td colspan="5"><u>TASK 2: PRACTICAL PROCESS 1 – 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 process book (Topic 1) (10 marks). Focus for module: advertising campaigns</td><td colspan="6"><u>TASK 6 (PAT): 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 colspan="2">Requisite pre-knowledge</td><td colspan="10">PRACTICAL: Developed technical skills in specialised option / THEORY: Design Analysis Skills/ Terminology /Movements studied in Gr 10 /Case Studios Grade 10</td></tr>
<tr><td colspan="2">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>
<tr><td rowspan="2">ASSESSMENT</td><td>Informal Assessment Remediatio</td><td>Theory</td><td>Worksheet: Analysing skill application of knowledge, Design terminology (elements & principles of Design. (See textbook).</td><td>Worksheet: 5 universal principles of Design e.g. equitable use, flexibility in use, etc. Content knowledge, application and analysing skill. (See textbook).</td><td>Worksheet 5 universal principles of Design e.g. tolerance for error, low physical effort, etc. Content knowledge, application and analysing skill. (See textbook).</td><td>Worksheet Gestalt theory. Content knowledge, application and analysing skill. (See textbook).</td><td>Worksheet Typography. Content knowledge, application and analysing skill. (See textbook).</td><td>Worksheet Typography – choosing a fond, styling of text, etc. Content knowledge, application and analysing skill. (See textbook).</td><td>Worksheet Analysis Signs and symbols, stereotyping, bias and prejudice in design. Content knowledge, application and analysing skill. (See textbook).</td><td>Worksheet Visual communication with the focus on illustrations, cartoons, posters. Content knowledge, comparison and essay writing skill. (See textbook).</td><td>Worksheet Political propaganda, communism and revolution and Resistance in SA Content knowledge, comparison and essay writing skill. (See textbook).</td></tr>
</table>

		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. Give feedback / recommendations.	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.	Monitor individual progress on product (topic 2) development and skill. Does it present and effectively communicate a design solution. 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 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 1 - Topic 1 100 marks Preparation for Product 1 (Topic 2) of Task 6 (PAT)**						**TASK 1: THEORY TEST 50 marks**
	PAT Continuous Assessment						**TASK 6 (PAT) PRODUCT 1 - Topic 2 100 marks** Recommendation: a practical day on time table to finish product		**PART OF FINAL EXAMINATION MARK** • **TASK 6 (PAT): Product 1 + Product 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 11 – Term 2: Design

<table>
<tr><th colspan="3">TERM 2
(29 days)</th><th>Week 1
15 - 19 June
(4 days)</th><th>Week 2
22 - 26 June
(5 days)</th><th>Week 3
29 June – 3 July
(5 days)</th><th>Week 4
6-10 July
(5 days)</th><th>Week 5
13-17 July
(5 days)</th><th>Week 6
20-24 July
(5 days)</th></tr>
<tr><td rowspan="5">TEACHING PROGRAMME</td><td colspan="2">CAPS Topics</td><td>Practical & History of Design</td><td>Practical & History of Design</td><td>Practical & History of Design</td><td>Practical & History of Design</td><td>Practical & History of Design</td><td rowspan="5">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 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
• Design History - Essays and comparisons
• Design in social and environmental / sustainable issues</td></tr>
<tr><td colspan="2">Topic, Concepts, Skills and Values</td><td>Industrial Revolution/ Arts and Crafts (Revision of Grade 10)</td><td>Art Nouveau – Influences, characteristics and – one example from each of the 4 of the Design categories</td><td>Bauhaus - Background, influences, characteristics, workshops and one example from each of the 4 of the Design categories</td><td>Art Deco - Influences, characteristics and one example from each of the 4 of the Design categories</td><td>Consolidation</td></tr>
<tr><td colspan="5"><u>TASK 4: PRACTICAL PROCESS 2 – Topic 1. Preparation for product 2 (Topic 2) of TASK 6</u>
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 process book (10 marks). Focus for module: career and tertiary opportunities in design</td><td colspan="2"><u>TASK 6 (PAT): 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="5">PRACTICAL: Developed technical skills in specialised option
THEORY: Design Analysis Skills/ Terminology /Movements studied in Gr 10 /Case Studios Grade 10</td></tr>
<tr><td colspan="2">Resources (other than textbook) to enhance learning</td><td colspan="5">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: Industrial revolution/Arts and Crafts. Content knowledge, essay writing and analysis skills. (See textbook).</td><td>Worksheet: Art Nouveau. Content knowledge, essay writing and analysis skills. (See textbook).</td><td>Worksheet: Bauhaus. Content knowledge, essay writing and analysis skills. (See textbook).</td><td>Worksheet: Art Deco. Content knowledge, essay writing and analysis skills. (See textbook)</td><td>Worksheet:
Content knowledge, terminology, communication through design, analysing skill, comparison and essay writing skills. (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). Give feedback / recommendations</td><td>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.</td><td>Design process:
Monitor individual progress on concept development and investigation of different approaches and methods and experimentation. Give feedback / recommendations</td><td>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 check list for Process work (Topic 1) and Business context task (Research). Give feedback / recommendations.</td><td>Monitor individual progress on product (topic 2) development and skill. Does it present and effectively communicate a design solution. Give feedback / recommendations.</td></tr>
</table>

	SBA **Formal Assessment**			**TASK 4:** **PRACTICAL PROCESS 2 – Topic 1** **100 marks** **Preparation for Product 2 (Topic 2) of Task 6 (PAT)**		**THEORY TEST** **TOTAL: 50**
	PAT **Continuous Assessment**				**TASK 6 (PAT): PRODUCT 2 (Topic 2) … continue into term 3** **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 7.2.1) 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 11 – Term 3: Design

<table>
<tr><th colspan="3">TERM 3
(37 days)</th><th>Week 1
03 - 07 Aug
(5 days)</th><th>Week 2
11 - 14 Aug
(4 days)</th><th>Week 3
17 - 21 Aug
(5 days)</th><th>Week 4
27 - 31 July
(5 days)</th><th>Week 5
24 - 28 Aug
(5 days)</th><th>Week 6
31 Aug – 4 Sept
(5 days)</th><th>Week 7
7 – 11 Sept
(5 days)</th><th>Week 8
14 – 18 Sept
(5 days)</th><th>Week 9
21 – 23 Sept
(5 days)</th></tr>
<tr><td rowspan="5">TEACHING PROGRAMME</td><td colspan="2">CAPS
Topics</td><td>Practical & History of Design</td><td>Practical & History of Design</td><td>Practical & History of Design</td><td>Practical & History of Design</td><td>Practical & History of Design</td><td>Practical & History of Design</td><td>Practical & History & literacy</td><td>Practical & History & literacy</td><td>Internal Test</td></tr>
<tr><td colspan="2">Topic, Concepts, Skills And Values</td><td>De Stijl — Influences, characteristics</td><td>De Stijl — one example from each of the 4 of the Design categories</td><td>Modernism - Influences, characteristics</td><td>Modernism - one example from each of the 4 of the Design categories</td><td>Scandinavian Design - Influences, characteristics</td><td>Scandinavian Design -one example from each of the 4 of the Design cat.</td><td>Popular Culture – overview, subcultures, revival and retro trends. Start with investigation of popular culture</td><td>Consolidation</td><td rowspan="4">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
• Design History - Essays and comparisons
• Design in social and environmental / sustainable issues</td></tr>
<tr><td colspan="4"><u>TASK 6 (PAT): 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="5"><u>TASK 7.2.1: (END-OF-YEAR PRACTICAL EXAMINATION) - PAPER 2 - PROCESS – Topic 1</u>
<u>50 marks.</u>
(not part of term mark) /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 colspan="2">Requisite pre-knowledge</td><td colspan="8">PRACTICAL: Developed technical skills in specialised option/THEORY: Design Analysis Skills/ Terminology /Movements studied in Gr 10 /Case Studios Grade 10</td></tr>
<tr><td colspan="2">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>ASSESSMENT</td><td>Informal Assessment
Remediation</td><td>Theory</td><td>Worksheet: De Stijl. Content knowledge and analysis skills. (See textbook).</td><td>Worksheet: De Stijl
Content knowledge, essay writing and analysis skills. (See textbook).</td><td>Worksheet: Modernism. Content knowledge and analysis skills. (See textbook).</td><td>Worksheet: Modernism. Content knowledge, essay writing and analysis skills. (See textbook).</td><td>Worksheet: Scandinavian Design. Content knowledge and analysis skills. (See textbook).</td><td>Worksheet: Scandinavian Design. Content knowledge and Essay writing and analysis skills. (See textbook).</td><td>Worksheet: Popular Culture. Content knowledge, essay writing and analysis skills. (See textbook).</td><td>Worksheet
Visual communication, terminology, analysis of unseen examples, content knowledge and comparison writing skills.</td></tr>
</table>

		Practical	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? Give feedback / recommendations.	Self-assessment Check-list and reflective writing on product. Planning, organisation and management of own work. Keeping to the time schedules. 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 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. Give feedback / recommendations. Self-Assessment check list for Process work (Topic 1)	
	SBA Formal Assessment										**TASK 5 THEORY TEST TOTAL: 50**
	PAT Continuous Assessment					**TASK 6 (PAT): PRODUCT 2 – Topic 2 100 marks** Recommendation: a practical day on time table to finish product				**PART OF FINAL EXAMINATION MARK** • **TASK 6 (PAT): Product 1 + Product 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 11 – Term 4: Design

<table>
<tr><td colspan="2">TERM 4
(38 days)</td><td>Week 1
28 Sept – 02 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
02-06 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 & DESIGN IN A SOCIAL/ ENVIRONMENTAL CONTEXT</td><td>PRACTICAL & DESIGN IN A SOCIAL/ ENVIRONMENTAL CONTEXT</td><td>PRACTICAL & DESIGN IN A SOCIAL ENVIRONMENTAL CONTEXT</td><td>PRACTICAL & DESIGN IN A SOCIAL/ ENVIRONMENTAL CONTEXT</td><td>HISTORY OF DESIGN</td><td>DESIGN LITERACY:</td><td>DESIGN LITERACY</td><td colspan="4">Internal Examinations</td></tr>
<tr><td>Topic, concepts, skills and values</td><td>Choose ONE of the contemporary international designers from the list below who consider socio-cultural issues in design – 1 product</td><td>Choose ONE of the contemporary international designers from the lis below who consider socio-cultural issues in design – 1 product</td><td>Choose ONE of the contemporary international designers from the list below who consider environmental and sustainable issues in design – 1 product</td><td>Choose ONE of the contemporary international designers from the list below who consider environmental and sustainable issues in design – 1 product</td><td>(Revision): Design movements studied (Grade 10 – 12). Characteristics, historical context, influences, designers and products</td><td>(Revision) Communication through Design (symbols etc.), visual analysis (elements and principles of design), Design terminology, popular culture</td><td>(Revision) Comparison between classical and contemporary design.</td><td colspan="4" rowspan="4">TASK 7.1: END-OF-YEAR 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">Contemporary International designers: Julie Bargmann, Roy McMakin, Bruce Licher, Cannondale Corporation, Adriana Bertini, Jonathan Bambrook, Lucy Orta, Walter Wood and Victor Papaneck, among others.</td></tr>
<tr><td colspan="8"><u>TASK 7.2.2: (END-OF-YEAR PRACTICAL EXAMINATION) - PAPER 2 - PRODUCT - Topic 2</u>
<u>50 marks.</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 /Movements studied in Gr 10 /Case Studios Grade 10.</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>
</table>

ASSESSMENT	**Informal Assessment Remediation**	**Theory**	Worksheet: Critically reflect on how design shapes the physical and social environment and demonstrate ways in which design can be used to benefit society. (See textbook).	**Case Study:** 1 x Local South African Designer who considers socio-cultural aspects in his / her design. (See textbook).	Worksheet Understand the designer's responsibilities in relation to environmental issues and sustainable design. (See textbook).	**Case Study:** 1 x Local South African Designer who considers environmental and/or sustainable aspects in his / her design. (See textbook).	Worksheet: investigation of popular culture within each of the movements, focusing on fashions, music, and social environments through. (See textbook).	Worksheet: Visual analysis and interpretation. Design terminology. (See textbook).	Worksheet: Comparison between Contemporary design and Classical design. (See textbook).	
	SBA **Formal Assessment**		**SBA = 100 (Term 1 – 3 totals reworked to 100)**							
	Formal Assessment **PAT and Examination**		**<u>TASK 7.2: END-OF-YEAR PRACTICAL EXAMINATION - PAPER 2 (100 marks)</u>** **<u>= (TASK 7.2.1: Topic 1 – process (50) + TASK 7.2.2: Topic 2 – Product (50))</u>** **Topic 2 Product – (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 Product 2 (50) • PAT Exhibition Process & Exhibition (50) • Marking and moderation by teacher (and two peers where possible)						**FINAL EXIMANATION MARKS** • **TASK 6 (PAT): Product 1 + Product 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 11 – Term 1: Dramatic Arts

TERM 1 (48 days)			Week 1 (3 days) 15 - 17 Jan	Week 2 (5 days) 20 – 24 Jan	Week 3 5 days 27 - 31 Jan	Week 4 (5 days) 3 - 7 Feb	Week 5 (5 days) 10 – 14 Feb	Week 6 (5 days) 17 - 21 Feb	Week 7 (5 days) 24 - 28 Feb	Week 8 (5 days) 2 - 6 March	Week 9 (5 days) 9 - 13 March	Week 10 (5 days) 16 - 20 March
CURRICULUM PROGRAMME	Topic 1		**Realism and Stanislavski:** 18 Hours								**TASK 1:** **PAT 1** • **Performance Section** • **Written Section** **TASK 2:** **Test**	
	Topic 2:						**Play Text 1: Realist Text:** 8 Hours					
	Topic 3		**Voice and Body Work:** 10 Hours									
	Concepts, Knowledge, Skills and Values (CKSV)		Topic 1: Understand the rise of realism, its conventions and impact on drama, Understand Stanislavski's unique contribution to theatre, Apply the Stanislavski system to practical work. CAPS p: 25 Topic 2: Understand and analyse a Realist Play Text and its context, Consider the text in performance. CAPS p: 26 Topic 3: Understand the use and production of the human voice. Develop vocal and physical technique for in-depth exploration of characterisation. CAPS p: 27									
	Requisite pre-knowledge		**Grade 10 Theoretical and Practical Concepts, Skills, Content and Values**									
ASSESS.	**Informal Ass Remediation**	**Theory & Practical**	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									
	SBA: Formal Assessment		The two Formal Assessment Tasks are reflected above in weeks 9 and 10									

2020 National Revised ATP: Grade 11 – Term 2: Dramatic Arts

TERM 2 (39 days) Grade 11 -29 days			Week 1 (5 days) 3: 01 June – 5 June 1	Week 2 (5 days) 8 – 12 June	Week 3 (5 days) 15 – 19 June	Week 4 (5 days) 22 – 23 June	Week 5 (5 days) 29 June – 3 July	Week 6 (5 days) 6 – 10 July	Week 7 (5 days) 13 – 17 July	Week 8 (5 days) 20 – 24 July
CURRICULUM PROGRAMME	**Topic 4:**				**South African Theatre.** 20 Hours				**TASK 2: PAT. 2** • **Written Section: Research (25)** • **Performance Section: Dramatic Item (25)**	
	Concepts, Knowledge, Skills and Values (CKSV)		Topic 4: Understand and the hybrid nature of South African Theatre, Analyse the specific functions that theatre serves in society, Perform a workshopped scene, based on an issue of concern CAPS p: 28							
	Requisite pre-knowledge		**Grade 10 Theoretical and Practical Concepts, Skills, Content and Values**							
ASSESS.	Informal Ass Remediation	Theory & Practical	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							
	SBA: Formal Assessment		The is one Formal Assessment Task is reflected above in weeks 7 or 8. Task 4 and Task 5, the June Performance Examination and June Written Examination have been cut and will not be done this year							

2020 National Revised ATP: Grade 11 – Term 3: Dramatic Arts

TERM 3 (21 days)			Week 1 (5 days) 3 – 7 August	Week 2 (5 days) 11 – 14 August	Week 3 (5 days) 17 – 21 August	Week 4 (5 days) 17 – 21 August	Week 5 (2 days) 24 – 26 August	Weeks 5, 6, 7,8 (20 days) 27 August – 23 September
CURRICULUM PROGRAMME	Topic 5:			**Play Text 2: South African Theatre Text**. 8 Hours				**TASK 5: PAT. 3** • **Written Section: Research (25)** • **Performance Section: Dramatic Item (25)**
	Topic 6:		**Physical Theatre performance.** 8 Hours					
	Topic 9:		**Director/Designer in Theatre or Film**. 5 Hours					
	Concepts, Knowledge, Skills and Values (CKSV)		Topic 5: Understand the communal theatre making process in South Africa, Understand and analyse a South African text in context. CAPS p: 29 Topic 6: Develop movement skills using basic elements of Laban's movement analysis, Apply physical skills to group performance. CAPS p: 30 Topic 9: Understand the role and function of the Director and the Designer in either Theatre OR Film					
	Requisite pre-knowledge		**Grade 10 Theoretical and Practical Concepts, Skills, Content and Values**					
ASSESS.	Informal Ass Remediation	Theory & Practical	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					
	SBA: Formal Assessment		The one Formal Assessment Task is reflected above in weeks 5,6,7,8					

2020 National Revised ATP: Grade 11 – Term 4: Dramatic Arts

TERM 4 (20 days)			Week 1 (5 days) 29 Sep - 2 Oct	Week 2 (5 days) 5 - 9 Oct	Week 3 (5 days) 12 – 16 Oct	Week 4 (5 days) 19 – 23 Oct	Weeks 5, 6, 7, 8, 9, 10, 11. (33 days 26 October – 9 December
CURRICULUM PROGRAMME							**TASK 6: End of Year EXAMINATION** • **Written Examination (150)** **TASK 7: End of Year EXAMINATION** • **Performance Examination (150)**
	Topic 10:		**Poor Theatre:** 6 Hours				
	Topic 11:		**Preparation of practical work:** 10 Hours				
	Topic 12:		**Revision. 4** Hours				
	Concepts, Knowledge, Skills and Values (CKSV)		Topic 10: Understand the concept of 'Poor Theatre', the role of Grotowski as a Theatre innovator, the relevant of Poor Theatre techniques within a South African context Topic 11: Integrate body and voice skills from gr 10, Apply Theatre performance skills in three contrasting performance items (two group items and one individual item). Only one item may be a Dramatic item from repertoire of Grade 10 work Topic 12: Revise theoretical and practical content / concepts and skills acquired during the year				
	Requisite pre-knowledge		**Grade 10 Theoretical and Practical Concepts, Skills, Content and Values**				
ASSESS.	Informal Ass Remediation	Theory & Practical	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				
	SBA: Formal Assessment		The three Formal Assessment Tasks are reflected above in weeks 7 and 8				

14. Economics

Revised National Teaching Plan

2020 National Revised ATP: Grade 11 – 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 Topic	**Population and Labour force**	**Circular flow and Quantitative Elements: Goods and Services**		**Economic Systems: Mixed Economy**		**Basic Economic problem; Business Cycles and Public Sector: Economic Structures**				
Concepts, skills and values	Factors of production and remuneration; local economic planning activities; marginalised groups accessibility; empowerment and procurement	National Account Aggregates; The Equation (C+I+G+I) and Main Aggregates (GVA; GNE; GNI)		Economic systems; Free Market (Capitalism); Centrally Planned (Socialism/Command/Communism) and Dualistic / Mixed economy (South Africa as an example)		Sectors of the economy: Primary, Secondary and Tertiary sector; SAs infrastructure; Service Provisioning; Economic Opportunity.				
Requisite pre-knowledge	Production process; remuneration; redress methods, etc.	National Accounts; GDP, GDI, GDE Nominal (Real vs GDP)		Economic questions; means of production; markets; political systems; etc.		Economic sectors; factors of production; economic problem; etc.				
Resources (other than textbook) **to enhance learning**	You Tube Videos; Calculators; etc.	SARB Quarterly Bulletin; Calculators; Statistics South Africa data manuals (Demographic and Economic statistics).		GCIS; Auditor General's finding reports; Statistics SA data; SA Government website.		Map of the world; SARB Quarterly Bulletin; Statistics SA data manuals; You Tube videos; Examples of quasi currencies of the world; etc.				
Informal Assessment: Remediation	Class tutorials; Group work; Quizzes; etc.	Class tutorials; Group work; Quizzes; etc.		Informal research / survey activities; peer teaching; debates; class tutorials.		Informal Surveys; class tutorials; role play activities.				
SBA (Formal Assessment)	**TASK: Assignment 50 marks**			**TASK: Controlled Test 100 marks**						

2020 National Revised ATP: Grade 11 – Term 2: Economics

TERM 2 (30 days)	**Week 1** **15/6 – 19/6** (5 days)	**Week 2** **22/6 – 26/6** (5 days)	**Week 3** **29/6 – 3/7** (5 days)	**Week 4** **6/7 – 10/7** (5 days)	**Week 5** **13/7 – 17/7** (5 days)	**Week 6** **20/7 – 24/7** (5 days)
CAPS Topics	**Dynamics of markets: Relationship between markets**		**Dynamics of Markets: Effects of costs and revenue**			**Revision and Consolidation / Assignment**
Concepts, Skills and Values	Relative prices; Demand and Supply Relationships Complements and Substitute goods; Product and Factor Markets; Market Structures (Perfect vs. Imperfect). For market structures, pay attention to the following distinguishing features: • price control, • output, • barriers to entry, • nature of product, • examples, • information.		Revenue; Costs (FC/VC/TC/AC/MC); Profit / Losses; Short-run / Long-run; Cost and Revenue analysis (Graphical illustrations)			*The Assignment Activity replaces the Research Project in Grade 11.* *Questioning Techniques for an Assignment:* • Data-response questions • Application questions • Evaluation questions
Requisite pre-knowledge	Utility, Marginal concept; needs and wants; consumption; maximum satisfaction; price and value; market; demand and supply; etc		Production process; markets; etc			Concepts from the previous 5 weeks' work
Resources (other than textbook) **to enhance learning**	Graph paper; concrete examples of complementary goods; concrete examples of substitute goods		Examples of income statements of different companies (manufacturing and service stores) – could be real or fictitious.			**Resources:** *A short test in addition can be given to consolidate the work. The class test is informal in its nature*
Informal Assessment Remediation	Simulated activity (market game); class tutorials / class tests; homework activity		Problem-solving based class tutorials / class tests; homework activities.			
SBA (Formal Assessment	**Task: Assignment Activity** **50 marks**					**Please Note**: Mid-year examination has been eliminated.

2020 National Revised ATP: Grade 11 – Term 3: Economics

TERM 3 (37 days)	Week 1 03/08 – 07/08 (5 days)	Week 2 11/08 – 14/08 (4 days)	Week 3 17/08 – 21/08 (5 days)	Week 4 24/08 – 28/08 (5 days)	Week 5 31/08 – 04/09 (5 days)	Week 6 07/09 – 11/09 (5 days)	Week 7 14/09 – 18/09 (5 days)	Week 8 21/9 – 23/9 (3 days)
CAPS Topics	**Dynamics of Markets: Price Elasticity**		**Economic growth**		**Economic development**		**Money and Banking:**	
Concepts, skills and values	Marginal utility; price elasticity of demand and supply; Income elasticity of demand; cross elasticity of demand		**Wealth creation process and patterns of distribution**; • Wealth creation process and patterns of distribution • Distribution - Income distribution - Wealth distribution - How much inequality? - The uses of the Gini Coefficient and the Lorenz Curve • Redistribution methods: • Economic growth - Meaning and *calculation* - Importance - Methods - Constraints on growth - South Africa's recent growth experience • Standard of living		**Economic development.** • Methods of development • Common characteristics of developing countries: -- low standard of living -- low levels of productivity -- high population growth and dependency burdens -- high levels of unemployment -- dependence on the primary sector -- deficient infrastructure • Developing strategies • South Africa's endeavours • Indigenous knowledge systems		Money; monetary system; functions of money; value of money; money associated instruments; banking; credit creation process; interest rates; micro-lending; central banking; monetary policy and bank failures	
Requisite pre-knowledge	Marginal utility; needs and wants; consumption; maximum satisfaction; price and value; market; demand and supply; income; increasing marginal utility; substitute and complimentary		Economic redress, Scarcity problem; needs and wants; production process; economic growth and development;		Wealth; scarcity; means of production; income inequality; economic growth and development; unemployment, etc.		Evolution of markets; Money instruments; history of money; history of banking	
Resources (other than textbook) **to enhance learning**	Any notebook (exam pad) with a 'margin' to demonstrate; an elastic band; graph paper; a convenience product such as a chocolate cake or marshmallows		Statistics SA; SARB Quarterly Bulletin; Business Newspaper articles; You Tube Videos GCIS booklet; Statistics SA; Department of Economic Development		IMF publications; World Bank reports; SARB Quarterly Bulletin; Newspaper Articles; Online news; GCIS; etc.		Banking Association of South Africa (BASA) reports; SARB website; commercial banks' brochures. Newspaper Articles; TV coverage; Statistics SA data; Bank notes and coins	
Informal Assessment Remediation	Problem-solving based class tutorials; homework activities.		Class tutorials and Discussions / Debates Group or peer presentations; homework exercise and class tutorials		Class tutorials and Discussions / Debates Group or peer presentations; homework exercise and class tutorials		Case study tutorials; class activities; etc. Group or peer presentations; homework exercise and class tutorials	
SBA (Formal Assessment	**Task: Case Study Activity 50 marks**							

2020 National Revised ATP: Grade 11 – Term 4: Economics

<table>
<tr><td>TERM 4
(55 days)</td><td>Week 1
28/09 – 02/10
(5 days)</td><td colspan="2">Week 2
05/10 – 09/10
(5 days)
Week 3
12/10 – 16/10
(5 days)</td><td colspan="2">Week 4
19/10 – 23/10
(5 days)
Week 5
26/10 – 30/10
(5 days)</td><td>Week 6
02/11 – 06/11
(5 days)</td><td>Week 7
09/11 – 13/11
(5 days)</td><td>Week 8
16/11 – 20/11
(5 days)</td><td>Week 9
23/11 – 27/11
(5 days)</td><td>Week 10
30/11 – 04/12
(5 days)</td><td>Week 11
07/12 – 11/12
(5 days)</td></tr>
<tr><td>CAPS Topics</td><td rowspan="3">Consolidation and Revision
Term 3 work</td><td colspan="2">Globalisation</td><td colspan="2">Environmental Deterioration</td><td colspan="2" rowspan="3">Consolidation and Revision
Terms 1 - 4 work</td><td colspan="4">FINAL EXAMINATION</td></tr>
<tr><td>Concepts, Skills and Values</td><td colspan="2">• Meaning
• Causes
• Consequences
• North/South divide</td><td colspan="2">The environment:
• The problem
• Protecting the environment
• Approaches to sustainability
• The global and local impact on South Africa</td><td colspan="2" rowspan="2">PAPER 1
150 MARKS - 2 HOURS
MAIN TOPIC: MACROECONOMICS
TOPICS
• Factors of production and its remuneration
• Economic goods & services
• Economic systems
• South Africa's economic structures
MAIN TOPIC: ECONOMIC PURSUITS
TOPICS
• Economic growth
• Economic development</td><td colspan="2" rowspan="2">PAPER 2
150 MARKS - 2 HOURS
MAIN TOPIC: MICROECONOMICS
TOPICS
• Relationships between markets
• Effects of cost & revenue
• Price elasticity
MAIN TOPIC: CONTEMPORARY ECONOMIC ISSUES
TOPICS
• Globalisation
• Environmental deterioration</td></tr>
<tr><td>Requisite pre-knowledge</td><td colspan="2">Poverty concept; Scarcity problem Market Forces; developing and developed countries South African economic growth and development history; Economic redress, etc.</td><td colspan="2">Scarcity problem (promotion or violation of human rights and the environment); over population, pollution, Economic redress (natural resources); Population dynamics (population size).</td></tr>
<tr><td>Resources (other than textbook) to enhance learning</td><td>Summary Notes and other Class tutorials or tests</td><td colspan="2">Map of the world; TV coverage; Cartoons; You Tube videos; Statistics from various governmen departments etc.</td><td colspan="2">Map of the world; TV coverage; Cartoons; You Tube videos; etc.</td><td colspan="2">Summary Notes and other Class tutorials or tests</td></tr>
<tr><td>Informal assessment: Remediation</td><td>Class Tutorials or Class Tests</td><td colspan="2">Group or peer presentations; homework exercise and class tutorials; Debates and class discussions; Case study tutorials; class activities; etc.</td><td colspan="2">Group or peer presentations; homework exercise and class tutorials; Debates and class discussions; Case study tutorials class activities; etc.</td><td colspan="2">Class Tutorials or Class Tests</td></tr>
<tr><td>Formal Assessment</td><td colspan="10">FINAL EXAMINATION: November Examination
• Paper 1: 150 marks (2 hours)
• Paper 2: 150 marks (2 hours)
Cognitive levels per Paper
• Lower order –30%
• Middle order-40%
• Higher order-30%</td></tr>
</table>

15. Electrical Technology – Digital Electronics

Revised National Teaching Plan

2020 National Revised ATP: Grade 11 – Term 1: Electrical Technology (Digital)

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	Tools and Measuring Instruments	Waveforms	Waveforms	Waveforms	Waveforms	**RLC**	RLC	RLC	RLC
Topics /Concepts, Skills and Values	**Occupational Health and Safety** • Basic introduction to regulations ▯ What are regulations? ▯ How to use regulations ▯ Impact of regulations on the workshop ▯ Introduction and purpose of the regulations • General Machinery Regulations 1988 ▯ Supervision of machinery ▯ Safeguarding of machinery ▯ Operation of machinery ▯ Working on moving or electrically alive machinery ▯ Devices to start and stop machinery ▯ Reporting of incidents in	**Tools** • Re-visit safe use of hand tools • Crimping Tool (Ferrules, lugs & plugs) **Safe use of Power Tools** • Grinder – Bench / Angle • Jigsaw – Bench / Handheld • Power Drill / Drill stand (Revision) **Connectors** • Ferrules, lugs & plugs (Related to area of specialisation) • Single In Line connectors (Push In connectors) **Skills** (Skills are developed throughout the year during practical sessions): • Safe use of tools • Correct use of tools • Intermediate soldering / de-	**Introduction to Waveforms** • Uses of waveforms • Different types of waves • Waveforms and their applications • Square Wave • Saw tooth Wave • Triangular Wave • Rectangular Wave • Radio Wave **Definition, Symbol & Unit of:** • The Sinusoidal Wave ▯ Instantaneous value ▯ Maximum value / Minimum value ▯ Peak to peak value ▯ RMS value Vrms = 0.707 x Em ▯ Average value over half cycle (Vavg = Vmax x 0.637) ▯ Time period ▯ Frequency	**Pulse Technique** • Pulse polarity • Pulse time • Rise time / Fall time • What is a clock pulse, leading edge, trailing edge? **Calculations** • Pulse time • Pulse frequency • Rise time • Fall time • Period and frequency • λ (wavelength) & frequency **Practical:** Set up and measure different waveforms generated by the function generator on the Oscilloscope	**Wave Shaping Circuits** - Diode using discrete components only - Clipping circuits (Positive clipping only) o Simple Series o Series Biased o Simple Parallel o Biased Parallel 6 - Clamping Circuits (Positive clamping only) o Clamping Circuit – Diode o Clamping Circuit – Zener Diode - Integrator & Differentiator o No calculations o Input and output waveforms on oscilloscope o Construction on breadboard o Measurement of output waveform **Practical:** Construct each	• Clamping Circuits (Positive clamping only) ▯ Clamping Circuit – Diode ▯ Clamping Circuit – Zener Diode • Integrator & Differentiator ▯ No calculations ▯ Input and output waveforms on oscilloscope ▯ Construction on breadboard ▯ Measurement of output waveform **Practical:** Construct each type of clipping and clamping circuit on a breadboard using diodes	**Effect of Alternating Current on Resistors, Inductors and Capacitors (RLC)** • Components in series circuits only • All applicable calculations relevant to the theory to be completed • Emphasis will be on circuits containing ONE resistor, ONE capacitor and ONE inductor • Wave representation • Phasor diagram • Inductive Reactance	- Impedance - Scalar: Representation of the Impedance Triangle - Power o- Power Factor - Phase Angle - Natural Resonance - Effect of frequency change	- Natural Resonance - Effect of frequency changes on the impedance and current flow - Resonance with its characteristic curves o - Q Factor o o o - Bandwidth o - Frequency changes	**Calculations** - Series combination circuits containing ONE resistor, ONE capacitor and ONE inductor - Phasor and wave representation - Resonance - Bandwidth - Q Factor

	connection with machinery • Electrical Machinery Regulations 1988 ▯ Safety equipment ▯ Electrical control gear ▯ Switchboards ▯ Portable electric tools ▯ Earthing ▯ Conductors **Safety** • What is Ergonomics? (Workplace conditions / comfort – Everything has a place and everything is in its place) • Unsafe actions • Unsafe conditions • Dangerous practices • Housekeeping principles • Signs in the workshop • Information signs • Safety signs • Prohibition signs • Fire Safety signs • Regulatory signs • Designated areas • Practical: Identification of safety signs and safety gear	soldering skills (Using a solder wick) • Intermediate Printed Circuit Board manufacturing skills (Design & make) • Cleaning and tidying the workshop after practical (Housekeeping) • Keeping the storeroom neat and tidy **Practical:** Practice of safe housekeeping practices and methods **Testing Equipment** • Line Tester, Clamp Meter & Power Factor Meter ▯ External parts and their functions ▯ Principle of operation ▯ Application ▯ Care ▯ Maintenance • Function Generator and Oscilloscope ▯ External parts and their functions ▯ Principle of operation ▯ Application ▯ Care	▯ Duty cycle ▯ Form factor ▯ Concept of phase and phase difference ▯ Harmonic frequencies (Concept only) • Difference between a sound wave and an electromagnetic wave (Concept only – Self propagating vs. medium needed) • Electromagnetic waves (Concept only – combination of electrical and magnetic wave – unique characteristics) • Speed of radio waves • Frequency and wavelength **Demonstration:** Function Generator and the Oscilloscope used to measure and display waveforms		type of clipping and clamping circuit on a breadboard using diodes					

	• Revision of emergency procedures (Grade 10) **Practical:** Clean the workshop (Weekly activity) **Personal Safety** • Protective gear for machinery • Personal protection equipment • Eye protection • Coveralls / Overalls • Hearing protection **Practical:** Use personal protection equipment (During practical sessions) **Chemical Safety** (Printed Circuit Board manufacturing) • Revision of Grade 10 PCB methods and safety **Practical:** Etch a PCB (Part of PAT completion)	Maintenance Calculations on the Oscilloscope Time Frequency Phase difference Maximum value **Practical:** Measure voltage and current with a multimeter **Practical:** Conduct insulation test on an electrical motor between coil and chassis **Practical:** Basic use of the oscilloscope to display waveforms taken from the function generator **Practical:** Determine voltage and frequency values as displayed on Oscilloscope. (Note: Oscilloscope does not measure and display current)								
Requisite pre-knowledge	Occupational Health and Safety Responsibilities, Workshop Rules & Procedures	Tools and measuring instruments Tools and how to use them	Basic Principles of Electricity Introduction of electricity as the core of the subject	Basic Principles of Electricity Introduction of electricity as the core of the subject	Basic Principles of Electricity Introduction of electricity as the core of the subject	Basic Principles of Electricity Introduction of electricity as the core of the subject	Power Sources Basic power sources such as the battery and how they operate	Power Sources Basic power sources such as the battery and how they operate	Power Sources Basic power sources such as the battery and how they operate	Power Sources Basic power sources such as the battery and how they operate

Resources (other than textbook) **to enhance learning**		OHS act - Safety signs in workshop First aid training manuals	Equipment, Tools, Consumables.	Lesson plan, Powerpoint Presentation, Textbook Equipment, Tools, Consumables.	Equipment, Tools, Consumables.	Lesson plan, Powerpoint Presentation, Textbook Equipment, Tools, Consumables.	Lesson plan, Powerpoint Presentation, Textbook	Lesson plan, Powerpoint Presentation, Textbook Equipment, Tools, Consumables.	Lesson plan, Powerpoint Presentation, Textbook Equipment, Tools, Consumables.	Lesson plan, Powerpoint Presentation, Textbook	Lesson plan, Powerpoint Presentation, Textbook
Assessment	**Informal Assessment:** Remediation	Class work/case studies/worksheets/homework/ (theory and practical work)									
	SBA (Formal)	**PAT Simulations 1 & 2 completed**									**TASK 3: Assignment (50)**

2020 National Revised ATP: Grade 11 – Term 2: Electrical Technology (Digital)

TERM 2 **(29 days)**	**Week 1** **15-19 June** (3 days)	**Week 2** **22 - 26 June** (5 days)	**Week 3** **29 June - 3 July** (5 days)	**Weeks 4** **6 - 10 July** (5 days)	**Week 5** **13 - 17 July** (5 days)	**Week 6** **20 - 24 July** (5 days)
CAPS Topics	**Semiconductor Devices**	**Semiconductor Devices**	**Semiconductor Devices**	**Semiconductor Devices**	**Semiconductor Devices**	Semiconductor Devices
Topics /Concepts, Skills and Values	**Introduction to semiconductor devices** • Component data • Where to source data on all types of Electronics components • How to read data sheet • Pin configuration • Typical operating values • Working temperature • Equivalent components • Packages (Dual In Line, TO92, basic packages) • Through-hole components vs. surface mount devices **Semiconductors** • Electron flow vs. Conventional flow • Semiconductors & solid state • Silicon vs. Germanium • Doping • P & N material • Majority carriers/Minority carriers	**PN Diode** • Construction of a PN Diode • Depletion layers • Biasing – Forward and reverse • Characteristics curve & symbol • Calculation of Diode Load Line **Practical:** Diode Load Line **Zener Diode** • Construction • Principle of operation • Forward Biasing • Reverse Biasing • Avalanche breakthrough vs. controlled breakthrough • Zener as a voltage regulator • Characteristics curve & symbol • Zener calculations **Practical:** Determine the value of the series resistor for a Zener diode	**The NPN Transistor** • Construction • Principle of operation • Purpose of Biasing & Thermal Runaway • Forward Biasing • Reverse Biasing • Base Curve • Emitter Output curve • Regions of operations (saturation, active and off) • The transistor DC Load Line • Transistor power related to the load line (Vcc and Vce) • Influence of the DC Load Line on the characteristics of the transistor • Symbol **Application of Transistors** • Transistor as a switch • Transistor as an amplifier (mention only – circuits to follow under amplifiers) • Transistor gains • Current gain • Voltage gain **Practical:** Determine the DC Load line of the transistor **Practical:** Built a circuit using the transistor as a switch	**The PNP Transistor** • Construction • Principle of operation • Relation to NPN • Symbol • Application – simple circuits only **Practical:** Built a circuit using the transistor as a switch	**Thyristor - SCR** • Construction • Principle of operation • Purpose of Biasing • Symbol • Characteristics curve • Application (Relaxation Oscillator, Phase Control, Switch mode application, DC-DC Converter (buck/boost) • Circuit diagram **Practical:** Construct a Relaxation Oscillator and show waveform on oscilloscope **Practical:** Construct a light dimmer circuit	**TRIAC** • Construction • Principle of operation • Purpose of Biasing • Symbol • Characteristics curve • Application (Relaxation Oscillator, Phase Control, Switch mode application, DC-DC Converter (buck/boost) • Circuit diagram **Practical:** Construct a light dimmer circuit
Requisite pre-knowledge	Electronic Components Basic electronic components and how they operate	Electronic Components Basic electronic components and how they operate	Electronic Components Basic electronic components and how they operate	Electronic Components Basic electronic components and how they operate	Electronic Components Basic electronic components and how they operate	Electronic Components Basic electronic components and how they operate

Resources (other than textbook) **to enhance learning**		Lesson plan, Powerpoint Presentation, Textbook Equipment, Tools, Consumables.	Lesson plan, Powerpoint Presentation, Textbook Equipment, Tools, Consumables.	Lesson plan, Powerpoint Presentation, Textbook Equipment, Tools, Consumables.	Lesson plan, Powerpoint Presentation, Textbook Equipment, Tools, Consumables.	Lesson plan, Powerpoint Presentation, Textbook Equipment, Tools, Consumables.	Lesson plan, Powerpoint Presentation, Textbook Equipment, Tools, Consumables.
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 – Term 3: Electrical Technology (Digital)

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 7 21 - 23 Sept (3 days)
CAPS Topics	**Semiconductor Devices**	**Logics**	**Logics**	**Logics**	**Logics**	**Logics**	**Logics**	**Logics**
Topics /Concepts, Skills and Values	**DIAC** • Construction • Principle of operation • Purpose of Biasing • Symbol • Characteristics curve • Application (Relaxation Oscillator, Phase Control, Switch mode application, DC-DC Converter (buck/boost) • Circuit diagram application	**Logic Gate Theory** • Identify and interpret Logic gates and symbols ○ NOT ○ AND ○ NAND ○ OR/NOR ○ X-OR/X-NOR • Apply Logic gates with a maximum of three inputs • Truth Table • Boolean Expression • Following theory, practical combination circuits to be built • Converting a Logic Circuit to a Boolean Expression	**Boolean Algebra** • Apply commutative and distributive laws • Product of sums (POS) • Sum of products (SOP)	**De Morgan's Theorem** • Combinational/Complex circuits ○ Half and Full Adder ○ Three Input Alarm ○ Complex circuits of choice	**Karnaugh Maps** • How to do Karnaugh Map • Simplifying Boolean Expressions (Max 4 operands)	**Logic Probe** • Positive & Negative Logic • Active low • Active high **Practical:** Test logic gate outputs using a Logic Probe **Resistor Transistor Logic** • NPN transistor only • Input gates only • AND, OR and NOT gates in RTL only **Practical:** Construct RTL logic gates using transistors and resistors (AND, OR and NOT)	**Transistor Logic** • Explain why TTL/CMOS logic is used • Differences between TTL and CMOS • Advantages and disadvantages • Application of TTL – no practical circuits of TTL **Logic ICs Practical Circuits** • 40, 70 and 74 series • NAND Gate combinational/equivalent circuits • NOR Gate combinational/equivalent circuits **Practical:** Construct logic circuits using Logic ICs	**Transistor Logic** **Practical:** Construct logic circuits using Logic ICs
Requisite pre-knowledge	Electronic Components Basic electronic components and how they operate	Logics Boolean Logic and basic Logic gates with their applications	Logics Boolean Logic and basic Logic gates with their applications	Logics Boolean Logic and basic Logic gates with their applications	Logics Boolean Logic and basic Logic gates with their applications	Logics Boolean Logic and basic Logic gates with their applications	Logics Boolean Logic and basic Logic gates with their applications	Logics Boolean Logic and basic Logic gates with their applications
Resources (other than textbook) **to enhance learning**	Lesson plan, Powerpoint Presentation, Textbook Equipment, Tools, Consumables.	Lesson plan, Powerpoint Presentation, Textbook Equipment, Tools, Consumables.	Lesson plan, Powerpoint Presentation, Textbook Equipment, Tools, Consumables.	Lesson plan, Powerpoint Presentation, Textbook Equipment, Tools, Consumables.	Lesson plan, Powerpoint Presentation, Textbook Equipment, Tools, Consumables.	Lesson plan, Powerpoint Presentation, Textbook Equipment, Tools, Consumables.	Lesson plan, Powerpoint Presentation, Textbook Equipment, Tools, Consumables.	Lesson plan, Powerpoint Presentation, Textbook Equipment, Tools, Consumables.

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.	Class Test

2020 National Revised ATP: Grade 11– Term 4: Electrical Technology (Digital)

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 - 9 Dec** (8 days)
CAPS Topics	Revision , remediation and completion of PAT		Power Supplies	Power Supplies	Sensors and Transducers	Sensors and Transducers	PAT Moderation	Exam	Exam	**Exam**
Topics /Concepts, Skills and Values	Revision , remediation and completion of PAT	Revision , remediation and completion of PAT	Introduction to Power Supplies • • Why use power supply units? Linear Power Supplies • Series regulated PSU o Basic principle of operation o Circuit diagram – series regulator circuit • Shunt regulated PSU o Basic principle of operation o Basic principle of operation o Circuit diagram – shunt regulator circuit • • Advantages and	Switch Mode PSU o Basic principle of operation o Basic equivalent circuit of a Switch Mode PSU o Applications o Block diagram of the stages o Importance of efficiency o Advantages and disadvantages • Comparison between Switch Mode PSU and Linear PSU	**Introduction to Sensors and Transducers** • Definition of sensors and transducers • Piezo Electric Effect • Wheatstone bridge principles of resistance measurement **Functional operation of Sensors and Transducers:** Sound • Dynamic Microphone • Electret Microphone • **Practical:** Connect a microphone to an amplifier and the output of the amplifier to an oscilloscope and display on screen • Light • The LDR • Photodiode • Phototransistor	• Temperature • The Thermistor • Thermocouple – working principle and special conditions for use. (Not a linear resistive output – to be used with a lookup table) • **Practical:** Use a Wheatstone bridge with a sensor to show changes in temperature Other types of sensors – application only • Gas / Humidity sensor • Load cells / Strain sensors • Proximity sensors **Practical:** Use a Wheatstone bridge with a sensor to show changes in proximity of metal / humidity		Assessment	Assessment	Assessment

			disadvantages of the Linear PSU		Opto-coupler **Practical:** Use a Wheatstone bridge with a sensor to show changes in light						
Requisite pre-knowledge		Power Sources Basic power sources such as the battery and how they operate	Power Sources Basic power sources such as the battery and how they operate			Principles of Magnetism Principles of magnetism and the relevant laws	Principles of Magnetism Principles of magnetism and the relevant laws				
Resources (other than textbook) **to enhance learning**		Lesson plan, Powerpoint Presentation, Textbook Equipment, Tools, Consumables.	Lesson plan, Powerpoint Presentation, Textbook Equipment, Tools, Consumables.			Lesson plan, Powerpoint Presentation, Textbook Equipment, Tools, Consumables.	Lesson plan, Powerpoint Presentation, Textbook Equipment, Tools, Consumables.				
Assessment	**Informal Assessment:** Remediation	Class work/case studies/worksheets/homework/ (theory and practical work)									
	SBA (Formal)	**PAT Simulation 3 and Project completed and moderated**							**November exams**		

16. Electrical Technology – Electronics

Revised National Teaching Plan

2020 National Revised ATP: Grade 11– Term 1: SUBJECT: Electrical Technology (Electronics)

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 & Safety**	**Tools and measuring Instruments**	**Waveforms**	**Waveforms**	**Waveforms**	**Waveforms**	**RLC**	**RLC**	**RLC**	**RLC**
Topics /Concepts, Skills and Values		Basic introduction to regulations General Machinery Regulations 1988 General machine regulations Personal Safety etc. What is Ergonomics	Tools Safe use of power tools Skills to properly use tools Test equipment; operation, use, care and maintenance	Introduction to waveforms, types of waveforms and their applications etc. Definition, symbols & units of Sinusoidal waves. Electromagnetic waves, etc.	Pulse Technique; pulse polarity, pulse time, rise time Calculations; Pulse time, pulse frequency, rise time/fall time, leading edge and trailing edge etc.	Wave Shaping Circuits • Diode using discrete components only • Clipping Circuits (Positive Clipping only) Simple Series etc.	Clamping Circuits (Positive clamping only) Clamping Circuit – Diode Clamping Circuit – Zener • Integrator & Differentiator No calculations etc.	Series RLC circuits only Calculations with ONE resistor, ONE capacitor and ONE inductor Wave representation Phasor diagrams etc.	Impedance Scalar: Representation of the impedance Triangle Power Phase angle etc.	Natural resonance Frequency change on impedance and current flow Resonance with its Q factor Bandwidth Frequency changes. Etc.	Calculations; Phasor and wave representation Resonance Bandwidth Q Factor etc.
Requisite pre-knowledge		Introduction of the OHS Act, Electrical Machinery Regulations	Use and care of basic hand tools and equipment	Use of basic measuring instruments including the oscilloscope and function generator	Use of basic measuring instruments including the oscilloscope and function generator	Use of basic measuring instruments including the oscilloscope and function generator	Use of basic measuring instruments including the oscilloscope and function generator	Understanding the basics operating principles of resistors, capacitors and inductors	Understanding the basics operating principles of resistors, capacitors and inductors	Understanding the basics operating principles of resistors, capacitors and inductors	Basic calculations and manipulation of formula
Resources (other than textbook) **to enhance learning**		OHS act Safety signs in workshop First aid training manuals	Educational videos Tools and equipment in workshop	You Tube video clips and related IT resources Old question papers	You Tube video clips and related IT resources Old question papers	You Tube video clips and related IT resources Old question papers	You Tube video clips and related IT resources Old question papers	RLC "spook box" simulation	You Tube video clips and related IT resources Old question papers	You Tube video clips and related IT resources Old question papers	You Tube video clips and related IT resources Old question papers
Assessment	**Informal Assessment:** Remediation	**(Classwork / Case studies / Worksheets / Homework / Theory and Practical etc.)**									
	SBA (Formal)	**TASK 1 & 2: PAT Simulations 1 & 2**							***Preparation for Assignment***		**TASK 3: Assignment - 50 Marks**

2020 National Revised ATP: Grade 11– Term 2: SUBJECT: Electrical Technology (Electronics)

TERM 2 **(29 days)**	**Week 1** **15 - 19 Jun** (4 days)	**Week 2** **22 - 26 Jun** (5 days)	**Week 3** **29 Jun - 03 Jul** (5 days)	**Week 4** **06 - 10 Jul** (5 days)	**Week 5** **13 - 17 Jul** (5 days)	**Week 6** **20 - 24 Jul** (5 days)
CAPS Topics	**Semiconductor Devices**	**Semiconductor Devices**	**Semiconductor Devices**	**Semiconductor Devices**	**Semiconductor Devices**	**Semiconductor Devices**
Topics /Concepts, Skills and Values	**Introduction to semiconductor devices** • Component data • Where to source data on all types Electronics components • How to read data sheet • Pin configuration • Typical operating values • Working temperature • Equivalent components • Packages (Dual In Line, TO92, basic packages) • Through-hole components vs. surface mount devices **Semiconductors** • Electron flow vs. Conventional flow • Semiconductors & solid state • Silicon vs. Germanium • Doping • P & N material • Majority carriers/Minority carriers	**PN Diode** • Construction of a PN Diode • Depletion layers • Biasing – Forward and reverse • Characteristics curve & symbol • Calculation of Diode Load Line **Zener Diode** • Construction • Principle of operation • Forward Biasing • Reverse Biasing • Avalanche breakthrough vs. controlled breakthrough • Zener as a voltage regulator • Characteristics curve & symbol • Zener calculations **Practical:** Determine the value of the series resistor for a Zener diode	**The NPN Transistor** • Construction • Principle of operation • Purpose of Biasing & Thermal Runaway • Forward Biasing • Reverse Biasing • Base Curve • Emitter Output curve • Regions of operations (saturation, active and off) • The transistor DC Load Line • Transistor power related to the load line (Vcc and Vce) • Influence of the DC Load Line on the characteristics of the transistor • Symbol **Application of Transistors** • Transistor as a switch • Transistor as an amplifier • Transistor gains • Current & Voltage gain **Practical:** Determine the DC Load line of the transistor **Practical:** Built a circuit using the transistor as a switch	**The PNP Transistor** • Construction • Principle of operation • Relation to NPN • Symbol • Application – simple circuits only **Practical:** Built a circuit using the transistor as a switch	**Thyristor - SCR** • Construction • Principle of operation • Purpose of Biasing • Symbol • Characteristics curve • Application (Relaxation Oscillator, Phase Control, Switch mode application, DC-DC Converter (buck/boost) • Circuit diagram **Practical:** Construct a Relaxation Oscillator and show waveform on oscilloscope **Practical:** Construct a light dimmer circuit	**TRIAC** • Construction • Principle of operation • Purpose of Biasing • Symbol • Characteristics curve • Application (Relaxation Oscillator, Phase Control, Switch mode application, DC-DC Converter (buck/boost) • Circuit diagram **Practical:** Construct a light dimmer circuit
Requisite pre-knowledge	Introduction to basic electronic components, basic operation, symbols and uses	Introduction to basic electronic components, basic operation, symbols and uses	Introduction to basic electronic components, basic operation, symbols and uses	Introduction to basic electronic components, basic operation, symbols and uses	Introduction to basic electronic components, basic operation, symbols and uses	Introduction to basic electronic components, basic operation, symbols and uses

Resources (other than textbook) **to enhance learning**		You Tube video clips, related IT resources and simulations Old question papers	You Tube video clips, related IT resources and simulations Old question papers	You Tube video clips, related IT resources and simulations Old question papers	You Tube video clips, related IT resources and simulations Old question papers	You Tube video clips, related IT resources and simulations Old question papers	You Tube video clips, related IT resources and simulations Old question papers
Assessment	**Informal Assessment:** Remediation						
	SBA (Formal)						

2020 National Revised ATP: Grade 11– Term 3: SUBJECT: Electrical Technology (Electronics)

TERM 3 (37 days)	Week 1 03 - 07 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 - 04 Sep (5 days)	Week 6 07 - 11 Sep (5 days)	Week 7 14 - 18 Sep (5 days)	Week 8 21 - 23 Sep (3 days)
CAPS Topics	**Semiconductor Devices**	**Power Supplies**	**Power Supplies**	**Power Supplies**	**Amplifiers**	**Amplifiers**	**Test**	**Test**
Topics /Concepts, Skills and Values	**DIAC** • Construction • Principle of operation • Purpose of Biasing • Symbol • Characteristics curve • Application (Relaxation Oscillator, Phase Control, Switch mode application, DC-DC Converter (buck/boost) • Circuit diagram application	**DC Power Supplies** • Concept of transformation • Rectification (half wave and full wave) ➢ Waveforms ➢ Circuit construction (Practical) ➢ Representation of waves on Oscilloscope	**Filtering (Ripple Factor, C, LC) and waveforms** • Block diagram • Circuit diagram and construction of a filter on breadboard • Representation of waves on Oscilloscope • Ripple factor	**Voltage Regulation** (Series & shunt regulation using Zener Diode and transistor) • Circuit diagram • Waveforms • Measurement with multimeter • Zener calculations of the series resistor **Practical:** Connect a series regulator circuit on the breadboard **Practical:** Connect a shunt regulator circuit on the breadboard	**Introduction to Amplifiers** • Definition of an amplifier • Types of amplifiers (Class A, B, AB and C) using transistors • Principle of operation of a transistor amplifier • Connection • Characteristics • Circuit diagrams **Input** Common Collector (no biasing) **and output signals of:** • Common Base (no biasing) • Common Emitter (with different types of biasing)	**Biasing of transistor amplifiers** • Types of biasing applied to the Common Emitter amplifier ➢ Fixed Base Biasing • Simple circuit diagram • Advantages & disadvantages ➢ Collector feedback biasing • Basic circuit diagram • Advantages & disadvantages		
Requisite pre-knowledge	Introduction to basic electronic components, basic operation, symbols and uses	Introduction to basic electronic components, basic operation, symbols and uses	Introduction to basic electronic components, basic operation, symbols and uses	Introduction to basic electronic components, basic operation, symbols and uses	Introduction to basic electronic components, basic operation, symbols and uses	Introduction to basic electronic components, basic operation, symbols and uses		
Resources (other than textbook) **to enhance learning**	You Tube video clips, related IT resources and simulations Old question papers	You Tube video clips, related IT resources and simulations Old question papers	You Tube video clips, related IT resources and simulations Old question papers	You Tube video clips, related IT resources and simulations Old question papers	You Tube video clips, related IT resources and simulations Old question papers	You Tube video clips, related IT resources and simulations Old question papers		
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 (60 min)**

2020 National Revised ATP: Grade 11 – 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)	**Week4** **19 - 23 Oct** (5 days)	**Week5** **26 - 30 Oct** (5 days)	**Week6** **2 - 6 Nov** (5 days)	**Weeks 7-11** **09 Nov – 9 Dec** (23 days)				
CAPS Topics	**Amplifiers**	**Amplifiers**	**Amplifiers**	**Sensors and transducers**	Sensors and transducers	Sensors and transducers	**Exam**	**Exam**	**Exam**	**Exam**	**Exam**
Topics /Concepts, Skills and Values	• Voltage Divider Biasing ➢ Circuit diagram ➢ Function of components in the circuit ➢ Advantages & disadvantages **Calculation of:** • Transistor DC Load line (Common Emitter amplifier with fixed current biasing) • Reference to regions of operation as well as Vcc and Vce • The interpretation of a load line in conjunction with an AC signal (active region) to determine the values of the base and collector current, using emitter output curve to derive	**Feedback in Amplifiers** • What is feedback? (Applications & purpose) • Negative feedback (Basic Introduction only – block diagram ➢ Advantages and disadvantages ➢ Reasons for using negative feedback ➢ Applications of negative feedback • Positive feedback ➢ Advantages and disadvantages ➢ Reasons for using positive feedback ➢ Applications of negative feedback	**The Common Emitter Amplifier** • Input waveform • Output waveform • Breadboard construction • Representation of waves on Oscilloscope **Practical**: Class A Audio amplifier (Construction, testing & measurements)	**Introduction to Sensors and Transducers** • Definition of sensors and transducers • Piezo Electric Effect • Wheatstone bridge principles of resistance measurement **Practical:** Connect a microphone to an amplifier and the output of the amplifier to an oscilloscope and display on screen	**Functional operation of Sensors and Transducers:** • Sound ➢ Dynamic Microphone ➢ Electret Microphone • Light ➢ The LDR ➢ Photodiode ➢ Phototransistor ➢ Opto-coupler **Practical:** Use a Wheatstone bridge with sensor to show changes in light	• Temperature ➢ The Thermistor ➢ Thermocouple – Working principle and special conditions for use. (Not a linear resistive output – to be used with lookup table) Other types of sensors – application only • Gas/Humidity sensor • Load cells/Strain sensors • Proximity sensors **Practical:** Use a Wheatstone bridge with a sensor to show changes in temperature					

		amplification classes. • Influence of DC biasing on the load line and Q point										
Requisite pre-knowledge		Introduction to basic electronic components, basic operation, symbols and uses	Introduction to basic electronic components, basic operation, symbols and uses	Introduction to basic electronic components, basic operation, symbols and uses	Introduction to basic electronic components, basic operation, symbols and uses	Introduction to basic electronic components, basic operation, symbols and uses	Introduction to basic electronic components, basic operation, symbols and uses					
Resources (other than textbook) **to enhance learning**		You Tube video clips, related IT resources and simulations Old question papers	You Tube video clips, related IT resources and simulations Old question papers	You Tube video clips, related IT resources and simulations Old question papers	You Tube video clips, related IT resources and simulations Old question papers	You Tube video clips, related IT resources and simulations Old question papers	You Tube video clips, related IT resources and simulations Old question papers					
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 11– 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	**OHS**	**Tools and Measuring Instrument**	DC Machines	DC Machines	DC Machines	DC Machines	**Single Phase AC Generation**	**Single Phase AC Generation**	**Single Phase AC Generation**	**Single Phase AC Generation**
Topics /Concepts, Skills and Values	**OHS** •Basic introduction to regulations What are regulations? How to use regulations? Impact of regulations on the workshop Introduction and purpose of the regulations •General Machinery Regulation 1988 Supervision of machinery Safeguarding of machinery Operation of machinery Working on moving or electrically alive machinery Devices to start and stop machinery	Tools •Re-visit safe use of hand tools •Crimping Tool (Ferrules, lugs & plugs) Safe use of Power Tools •Grinder – Bench/Angle •Jigsaw – Bench/Handheld •Power Drill/Drill stand (Revision) Connectors •Ferrules, lugs & plugs (Related to area of specialization) •Single In Line connectors (Push In connectors) Skills (Skills are developed throughout the year during practical sessions)	Introduction to DC Machines •Difference between generators and motors •Revision of the DC motor working principle in Grade 10 Construction of DC Machine •Armature •Commutation •Brushes •Yoke •Name Plate •Field windings •Lap •Wave Purpose of components / parts of the DC Machine •Armature •Commutation •Brushes •Yoke •Field windings •Pole pairs •Inter-poles Practical: identify the parts of the motor	Principle of operation of the DC Machine •Armature reaction •Reducing armature reaction •Commutation •Improving of commutation Practical: Perform insulation resistance test and continuity test on motor windings	Types of DC Machine Series, shunt and compound machines Application of each type Relationship between speed and torque Characteristics curves (Effect of changes in load on speed and torque) The Stepper Motor Field poles Basic working principles Servo Motors Basic working principles Characteristics curves (Effect of changes in load on speed and torque) Speed control done through electronics – Pulse width modulation (concept only)	Types of Losses in DC Machines •Copper •Constant •Magnetic •Mechanical •Eddy Current •Efficiency (Calculations) Advantages and disadvantages of the DC Machine. Maintenance of DC machines - Considerations and display on Oscilloscope.	**Introducing Single Phase AC Generation** •Difference between DC and AC •Motivation for using AC rather than DC •Generation of a single phase supply by rotating a conductor loop through a two-pole magnetic field **Laws of Electricity** •Faraday's Law •Fleming's Right Hand Generator Rule •Fleming's Left Hand Motor Rule (Revision) Demonstration: Rotate	The Effect and Calculation of: Magnetic field strength H=(N×I)/l (A/m) Flux density (β) β=ø/A (Tesla) Pole pairs p=(No of poles)/2 Number of windings (N) Area of the coil A=lb 〖(m)〗^2) Frequency of rotation F=1/T (Hertz) f_rotation=Pole Pairs (p)×Rev per Sec 〖(n)〗 RPM=f×60 (rpm) Lamination of the core	The Sinusoidal Waveform Instantaneous value (Calculations) ω=2πf (radians) θ=wt (degrees) i=I_max×sinθ (A) v=V_max×sinθ (V) Maximum value (Calculations) V_max=V_RMS×1.414 (V) RMS value (No Mid-ordinate Rule) (Calculations) V_RMS=V_max×0.707 (V) Average value over half cycle (Calculations) V_average=V_max×0.637 (V)	Calculation of: Instantaneous value v=V_m Sinθ (Volts) Maximum value V_m=2πβAnN (Volts) E=βlv (Volts) RMS value V_RMS=V_m×0.707 (Volts) Average value over half cycle (Mid-ordinate rule to show where average value comes from) V_average=V_m×0.637 (Volts) Practical: Measure mains current usage using a Multimeter Practical: Measure mains current usage using a Clamp meter

	Reporting of incidents in connection with machinery •Electrical Machinery Regulations 1988 Safety equipment Electrical control gear Switchboards Portable electric tools Earthing Conductors Safety •What is ergonomics •(Workplace conditions / comfort – Everything has a place and everything is in its place) •Unsafe actions •Unsafe conditions •Dangerous practices •Housekeeping principles Signs in the workshop •Information signs •Safety signs •Prohibition signs •Fire Safety signs	•Safe use of tools •Correct use of tools •Intermediate soldering / de-soldering skills (using solder wick) •Intermediate Printed Circuit Board manufacturing skills (Design & make) •Cleaning and tidying the workshop after practical (Housekeeping) •Keeping the storeroom neat and tidy Practical: Practice of safe housekeeping practices and methods Testing Equipment •Line Tester, Clamp Meter & Power Factor Meter External parts and their functions Principle of operation Application Care Maintenance •Function Generator and Oscilloscope			PAT: Teacher ensures that there is secure storage for PAT projects, hands out and takes in PAT projects and includes practical sessions for learners to complete PAT project every week. Learners Commence with completion of the PAT project. HOD checks on teacher to ensure that practical workshop sessions take place on a weekly basis.		magnetic field through a coil and display on Oscilloscope.			

	PAT: Teacher hands out design and Make section of PAT project and simulations to learners. He/she obtains quotations for PAT projects and submit to SMT. Principal approves procurement of PAT projects resources. Teacher ensures that PAT projects are ordered and delivered. HOD checks up on teacher to see if the process is being adhered to.	External parts and their functions Principle of operation Application Care Maintenance •Calculation on the Oscilloscope Time Frequency Phase Difference Maximum value Practical: Measure voltage and current with a multimeter Practical: Conduct Insulation test on an electric motor between coil and chasis Practical: Basic use of the oscilloscope to display waveforms taken from the function generator Practical: determine voltage and frequency values as displayed on the oscilloscope. (Note: Oscilloscope does not								

		measure and display current)								
Requisite pre-knowledge	Introduction of the OHS Act, Electrical Machinery Regulations	Use and care of basic hand tools and equipment	Electromagnetism and working principle of DC Motor	Electromagnetism and working principle of DC Motor	Electromagnetism and working principle of DC Motor	Electromagnetism and working principle of DC Motor	Introduction to magnetism and basic power sources. Use of multimeter and Clamp meter	Introduction to magnetism and basic power sources. Use of multimeter and Clamp meter	Introduction to magnetism and basic power sources. Use of multimeter and Clamp meter	Introduction to magnetism and basic power sources. Use of multimeter and Clamp meter
Resources (other than textbook) **to enhance learning**	OHS act Safety signs in workshop First aid training manuals	Educational videos Tools and equipment in workshop	You Tube video clips and related IT resources Old question papers	You Tube video clips and related IT resources Old question papers	You Tube video clips and related IT resources Old question papers	You Tube video clips and related IT resources Old question papers	You Tube video clips and related IT resources Old question papers	You Tube video clips and related IT resources Old question papers	You Tube video clips and related IT resources Old question papers	You Tube video clips and related IT resources Old question papers
Assessment **Informal Assessment :** Remediation	Classwork/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 11– Term 2: SUBJECT: Electrical Technology (Power Systems)

TERM 2 (29 days)	**Week 1** **1 -5 June** (5 days)	**Week 2** **8- 12 June** (5 days)	**Week 3** **15-19 Apr** (4 days)	**Week 4** **22 - 26 June** (5 days)	**Week 5** **29 June- 3 July** (5 days)	**Week 6** **6 – 10 July** (5 days)	**Week 7** **13 – 17July** (5 days)	**Week 8** **20-24 July** (5 days)		
CAPS Topics			Single Phase Transformers	Single Phase Transformers	Single Phase Transformers	Single Phase Transformers	RLC	RLC		
Topics /Concepts, Skills and Values			**Introduction to Transformers** •Magnetic Induction •Lenz's Law •Magneto magnetic force •Self and mutual inductance •Function and operation of transformers	•Losses in Transformers (No calculations) •Advantages and disadvantages •Construction and symbols of the transformer and core types	Application of Transformers Types including: •Ideal transformer •Auto transformer •Centre Tap transformer •Voltage Instrument transformer •Current Instrument transformer	**Calculations related to Transformers** • Power calculations ➢ Full load ○ $P = VIcos\theta\ (Watt)$ ➢ VA ratings ○ $S = VI\ (VA)$ • Primary and secondary voltage / current • Ratio calculations • $\frac{V_{input}}{V_{output}} = \frac{N_{input}}{N_{output}} = \frac{I_{output}}{I_{input}}$ • Efficiency • $n = \frac{P_{output}}{P_{input}} \times 100\%$	**Effects of Alternating Current on Resistor, Inductors and Capacitors (RLC)** Components in series only All applicable calculations relevant to the theory to be completed Emphasis will be on circuits containing ONE resistor, ONE capacitor and ONE inductor. Wave representation Phasor diagram Inductance reactance ○ $X_L = 2\pi fL$ Capacitance reactance ○ $X_C = \frac{1}{2\pi fC}$ Effects of frequency on X_L and X_C. **Demonstration:** Show phase difference between RL and RC	Impedance ➢ $Z = \sqrt{R^2 + (X_L - X_C)^2}$ (Ω) Scalar: Representation of the impedance Triangle Power ➢ $P = V \times I \cos\theta$ (Watt) Power Factor ➢ $Cos\ \theta = \frac{R}{Z}$ ➢ $Cos\ \theta = \frac{V_R}{V_Z}$ Phase Angle ➢ $\theta = \cos^{-1}\frac{R}{Z}$ (Deg) ➢ $\theta = \cos^{-1}\frac{V_R}{V_Z}$ (Deg)		
Requisite pre-knowledge			Basic electronic components and	Basic electronic components and	Basic electronic components and	Basic electronic components and principles of magnetism as well as basic calculations	Basic electronic components and	Basic electronic components and how they work. Basic Calculations		

			principles of magnetism	principles of magnetism	principles of magnetism		how they work. Basic calculations			
Resources (other than textbook) **to enhance learning**			You Tube video clips, related IT resources and simulations Old question papers	You Tube video clips, related IT resources and simulations Old question papers	You Tube video clips, related IT resources and simulations Old question papers	You Tube video clips, related IT resources and simulations Old question papers	You Tube video clips and related IT resources Old question papers	You Tube video clips and related IT resources Old question papers		
Assessment	**Informal Assessment:** Remediation	Classwork/case studies/worksheets/Homework (Theory and practical work)								
	SBA (Formal)	Task 3 PAT Simulation completed 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 11– Term 3: SUBJECT: Electrical Technology (Power Systems)

TERM 3 (37days)	**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)	Where does the exams start? Here must be only 21 days teaching	
CAPS Topics	RLC	RLC	**Control** Devices	**Single Phase Motors**	**Single Phase Motors**	**Single Phase Motors**	**Single Phase Motors**	**Single Phase Motors**		
Topics /Concepts, Skills and Values	Natural Resonance Effects of frequency changes on the impedance and current flow Resonance with its characteristics $f_r = \frac{1}{2\pi\sqrt{LC}}$ (Hertz) Q factor ○ $q = \frac{1}{R}\sqrt{\frac{L}{C}}$ ○ $q = \frac{X_L}{R}$ (X_L is taken at Resonance) ○ $q = \frac{X_C}{R}$ (X_C is taken at Resonance) Bandwidth ○ $BW = \frac{f_r}{q}$ (Hertz) Frequency changes	Simulations	**Introduction to Control and Protection of AC Machines** • Principle of operation of protection (Theory session) Overcurrent and undervoltage protection Re-settable overcurrent protection (Motor protection) The Zero Volt Coil / No Volt Coil (Operator protection	**Single Phase Induction Motors** •The Universal Motor •Construction of the AC motor •Comparison between AC and DC motors •Producing a rotating magnetic field in single phase motors •Considerations when selecting a motor to suit a load •How changes in load affects the speed of a motor •Operation of split phase motors (Methods of splitting single phase supply)	**Capacitor Start Motor** •Function of components •Diagram (Interprete the circuit diagram and wire the starter and motor on a panel) •Reversal of direction of rotation (Add practical session on reversal of direction) •Testing a motor •Visual inspection test •Insulation •Continuity of windings •Test earth continuity •Mechanical test •Practical application & use: connection of a CSM	Practical: Perform complete test on a CS Motor Practical: Wire CS Motor with DoL. Start and stop motor. Reverse direction of rotation Practical: Add a PLC and wire CS Motor with PLC and Contactor. Start and stop motor.	Capacitor Start Motor •Function of components •Diagram •Reversal of direction of rotation (Add practical session on reversal of direction) •Testing •Visual inspection test •Insulation •Continuity of windings •Test earth continuity •Mechanical test •Practical application & use: connection of a CSM •Wire DoL to motor •Start and stop motor Practical: Perform complete test	**Practical:** Wire CS & R Motor to DoL. Start and stop motor. Reverse direction of rotation. No PLC **Practical:** Wire CS Motor with On Delay timer – Auto start. No PLC **PAT Project completed and moderated**		

					•Wire DoL to motor •Start and stop motor		on a CS & R Motor			
Requisite pre-knowledge	Basic electronic components and how they work. Basic calculations	Basic electronic components and how they work. Basic calculations	Basic electronic components and how they work	Electromagnetism and working principle of DC Motor	Electromagnetism and working principle of DC Motor. Basic wiring of circuits	Electromagnetism and working principle of DC Motor. Basic wiring of circuits	Electromagnetism and working principle of DC Motor. Basic wiring of circuits	Electromagnetism and working principle of DC Motor. Basic wiring of circuits		
Resources (other than textbook) **to enhance learning**	RLC "spook box" simulation	RLC "spook box" simulation	You Tube video clips, related IT resources and simulations Old question papers	You Tube video clips, related IT resources and simulations Old question papers	You Tube video clips, related IT resources and simulations Old question papers	You Tube video clips, related IT resources and simulations Old question papers	You Tube video clips, related IT resources and simulations Old question papers	You Tube video clips, related IT resources and simulations Old question papers		
Assessme **Informal Assessment:** Remediation	Classwork/case studies/worksheets/Homework (Theory and practical work)									

2020 National Revised ATP: Grade 11 – Term 4: SUBJECT: Electrical Technology (Power Systems)

TERM 4 (20 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 30 Nov – 4Dec** (5 days)	**Week 10 7 Dec – 9 Dec** (5 days)
CAPS Topics	Revision , remediation and completion of PAT		**Power** Supplies	Power Supplies	Power Supplies	Power supplies	PAT Moderation	Revision	November examination	November examination	November examination
Topics /Concepts, Skills and Values	Revision , remediation and completion of PAT	Revision , remediation and completion of PAT	DC Power Supplies •What is a power supply unit (PSU)? •Block diagram of a linear power supply •The role that different semiconductor components play in a PSU •Semiconductors The PN Diode Construction Principle of operation Electron flow vs. conventional flow P & N material Forward Biasing Reverse Biasing Characteristics curve & symbol of the diode Practical: Construct a half wave rectifier and display the waveform on the Oscilloscope	•The Zener Diode Construction Principle of operation Forward Biasing Reverse Biasing Avalanche breakthrough vs. controlled breakthrough Zener as a voltage regulator Characteristics curve & symbol	Rectification (Half Wave and Full Wave) •Waveforms •Circuit construction (Practical) •Representation of waves on Oscilloscope •Principle of filtering and waveforms •Block diagram •Circuit construction of the C and LC Filter (Practical) •Representation of waves on Oscilloscope •Ripple Factor – percentage only Practical: Construct a full wave rectifier and display the waveform on the Oscilloscope	The NPN Transistor •Construction •Principle of operation •Forward Biasing •Reverse Biasing •Characteristics curve & symbol Regulating a voltage (Shunt regulation only using Zener Diode and transistor – focus on shunt as a high current solution) •Circuit diagram •Waveforms •Circuit construction (Practical) •Measurement with Multimeter •Calculations •Zener calculations – Series resistor Practical: Construct a voltage regulator circuit and adjust to various values					
Requisite pre-knowledge			Introduction to basic electronic components, basic operation	Introduction to basic electronic components, basic operation	Introduction to basic electronic components, basic operation,	Introduction to basic electronic components, basic operation, s					
Resources (other than textbook) **to enhance learning**			You Tube video clips, related IT resources and simulations Old question papers	You Tube video clips, related IT resources and simulations	You Tube video clips, related IT resources and simulations Old question papers	You Tube video clips, related IT resources and simulations Old question papers					

					Old question papers						
Assessment	**Informal Assessment:** Remediation	Classwork/case studies/worksheets/Homework (Theory and practical work)									
	SBA (Formal)	**Project completed**					Revision			Final exam	

18. Engineering Graphics & Design (EGD)

Revised National Teaching Plan

2020 National Revised ATP: Grade 11 – Term 2: Subject: EGD

TERM 2 (29 days)	**WEEK 1: 15 – 19 Jun**	**WEEK 2: 22 – 26 Jun**	**WEEK 3: 29 Jun – 3 Jul**	**WEEK 4: 6 – 10 Jul**	**WEEK 5: 13 – 17 Jul**	**WEEK 6: 20 – 24 Jul**
CAPS Topic (Days)	**PAT (4 days)**	**Civil Drawing (16 days)**			**Loci (Cam) (10 days)**	
Prescribed Content & Skills	**Phase 1: Complete the Design Process requirements:** ◆ 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**, **detailed elevations** and **sectional elevations** showing the detail of the **foundation to the ceiling height**, but **not including the ceiling itself**. **Include the following:** ◆ Annotation, labels, dimensioning, scales ◆ Relevant abbreviations and graphical symbols ◆ On **all relevant views/elevations: windows, doors** and fixtures such as **WC, bath, sink, shower, built-in cupboards** etc., as well as **all** the other **features and fixtures** already **covered in Grade 10 and Grade 11** ◆ Hatching detail and the **application of colours** ◆ Perimeters and total/floor areas ◆ **Format** and **content** of layout/working drawing **name/title panels**			Principles of the **cam** in **simple** mechanical applications in which the following has to be shown: ◊ the **cam shaft** and **follower detail** ◊ the complete **displacement graph** ◊ the complete **cam profile** ◆ The **motion** has to be **uniform**. ◆ The **direction** has to be emphasised. ◆ The follower has to reciprocate on the **vertical centre line** of the cam shaft. ◆ The follower may be **wedge-shaped** or a **roller follower**.	
Requisite pre-knowledge	Design Process requirements	ALL the Grade 10 Civil drawing content			From Senior Phase, understanding the purpose of cams	
Add, resources, other than draw. instruments & textbooks	PAT document, previous best practice examples	◆ **LTSM:** Own compliant notes, previous exam questions on specific topic/content, compliant content from TD textbooks, relevant models/physical examples ◆ **ICT:** Visualiser & data projector, video clips				
Informal Assessment	N/A	Min **8 DDEs/Tasks** completed. Class test suggested for theory			Min **7 DDEs/Tasks** completed	
Formal Assessment (SBA & PAT)	**PAT Phase 1** completed	Drawings for **CD 5** (Floor Plan & Elevations), **CD 6** (Sectional Elevation), to be sourced from the DDEs/Tasks			Drawings for **CD 7** (Cam), to be sourced from the DDEs/Tasks	

2020 National Revised ATP: Grade 11 – 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)	**Solid Geometry (15 days)**				**Interpenetration & Development (22 days)**					
Prescribed Content & Skills	**1st angle orthographic views** of **solids or a combination of solids**, which includes **solids with holes.** The solids and shape of the holes may be either right-regular **prisms** or **pyramids** with 3, 4, 5, 6 and 8 sides only, **cylinders** or **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 shapes of the cut surfaces ◆ ALL hidden detail				**1st angle orthographic** views showing the **curve of interpenetration** formed between two solids or pipes joined at either 30°, 45°, 60° or 90°. ◆ The solids or pipes have to be **right-regular geometrical prisms,** with 3, 4, 5, 6 & 8 sides, **and/or cylinders only.** ◆ The **axes** of the two solids or pipes have to **meet in a common plane**. ◆ The curves of interpenetration have to be **symmetrical.** ◆ **Hidden detail** must be shown. The **surface developments** of: ◆ the parts of the **interpenetrating** solids or pipes ◆ **simple transition pieces**					
Requisite pre-knowledge	◆ ALL the Grade 10 Solid geometry content ◆ 1st angle orthographic projecting				◆ Relevant Grade 10 & 11 Solid geometry content ◆ 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 **9 DDEs/Tasks** completed				Min **14 DDEs/Tasks** completed					
Formal Assessment (SBA & PAT)	Drawings for **CD 8** (Solid geometry), to be sourced from the DDEs/Tasks				Drawings for **CD 9** (Interpenetration & development) & **CD 10** (Transition piece), to be sourced from the DDEs/Tasks					

2020 National Revised ATP: Grade 11 – Term 4: Subject: EGD

<table>
<tr><td>TERM 4 (38 teaching days)</td><td>WEEK 1:28 Sept – 2 Oct</td><td colspan="2">WEEK 2: 5 – 9 Oct | WEEK 3: 12 – 16 Oct</td><td>WEEK 4: 19 – 23 Oct</td><td>WEEK 5: 26 – 30 Oct</td><td>WEEK 6: 2 – 6 Nov</td><td>WEEK 7: 9 – 13 Nov</td><td>WEEK 8: 16 – 20 Nov</td><td>WEEK 9: 23 – 27 Nov</td><td>WEEK 10: 30 Nov – 4 Dec</td><td>W 11: 7 – 9 Dec</td></tr>
<tr><td>CAPS Topic (Days)</td><td>PAT (5 days)</td><td colspan="2">Loci (Helix) (7 days)</td><td>PAT (5 days)</td><td colspan="5">REVISION (18 days)</td><td colspan="3">FINAL PROMOTION EXAMINATION (15 days)</td></tr>
<tr><td>Prescribed Content & Skills</td><td>Phase 2: Complete the working drawings as required by the specific scenario.
◆ Orthographic Drawings
3 x views</td><td colspan="2">Principles of the helix in simple applications of:
◊ Augers ◊ Round coil springs only ◊ Square screw thread only
◆ Single start only ◆ Right handed or left handed
◆ The direction has to be emphasised</td><td>Phase 3: Complete the PAT and include:
◆ Self-assess. & Deadlines
◆ Presentation</td><td colspan="5" rowspan="5"></td><td colspan="3" rowspan="5">
<table>
<tr><td colspan="3">PAPER 1 -CIVIL- (3 hours)
In first-angle orthographic projection</td><td colspan="3">PAPER 2 - MECHANICAL- (3 hours)
In third-angle orthographic projection</td></tr>
<tr><td>Q 1</td><td>Civil analytical</td><td>± 15%</td><td>Q 1</td><td>Mechanical analytical</td><td>± 15%</td></tr>
<tr><td>Q 2</td><td>Interpenetration and development <u>and/or</u> Solid geometry <u>and/or</u> Development of a transition piece</td><td>± 20%</td><td>Q 2</td><td>Loci of a Helix <u>and/or</u> Loci of a Cam</td><td>± 20%</td></tr>
<tr><td>Q 3</td><td>2-point perspective drawing</td><td>± 25%</td><td>Q 3</td><td>Isometric drawing</td><td>± 25%</td></tr>
<tr><td>Q 4</td><td>Civil working drawing</td><td>± 40%</td><td>Q 4</td><td>Mechanical assembly</td><td>± 40%</td></tr>
</table>
</td></tr>
<tr><td>Requisite pre-knowledge</td><td>Content & skills for Civil/Mech working drawings</td><td colspan="2">ALL the Grade 11 Cam content</td><td>Design Process requirements</td></tr>
<tr><td>Add, resources, other than draw. instruments & textbooks</td><td>Previous best practice examples</td><td colspan="2">◆ LTSM: Own compliant notes, TD textbooks, relevant models ◆ ICT: Visualiser & data projector, video clips</td><td>Previous best practice examples</td></tr>
<tr><td>Informal Assessment</td><td>N/A</td><td colspan="2">Min 8 DDEs/Tasks completed</td><td>N/A</td></tr>
<tr><td>Formal Assessment (SBA & PAT)</td><td>PAT Phase 2 completed</td><td colspan="2">Drawings for CD 11 (Helix), to be sourced from the DDEs/Tasks</td><td>All PATs completed</td></tr>
</table>

19. Geography

Revised National Teaching Plan

2020 National Revised ATP: Grade 11– Term 1: Geography

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 Mar** (5 days)	**Weeks 9 9-13 Mar** (5 days)	**Weeks 10 16-18** (3 days)
CAPS Topics	**Earth's Energy Balance**	**Global Air Circulation**		**Africa's Weather and Climate**		**Droughts and Desertification**		**Geographical techniques and skills**		**Consolidation of Assessment**
Topic, concepts, skills and values	Unequal heating; Earth's axis and ; transfer of energy and energy	Global air circulation- world pressure belts; tri-cellular circulation; the relationships between air temperature, air pressure and wind;	Pressure gradient, Coriolis force; geostrophic global air circulation; air masses; Monsoons and Föhn.	Africa's climate regions; – link to rainfall; the role of oceans in climate control in Africa;	El Niño and La Niña; reading and interpreting synoptic weather maps.	Areas at risk: regional and local scales; causes of droughts; causes of desertification;	Effects of droughts and desertification on people and the environment; management strategies – case studies	Oblique and vertical aerial photographs; orthophoto maps;	**GIS** satellite images; and application of GIS to climatology	
Requisite pre-knowledge	Grade 10: Heating of the Atmosphere	Grade 8: World climate zones		Grade 10 role of oceans in Temperature				Grade 9 and 10 mapwork.		
Resources (other than textbook) **to enhance learning**	Video clips	Synoptic weather maps; video clips. Windy tv.			Video clips, newspaper articles, rainfall graphs	Video clips, newspaper articles, rainfall graphs, atlas. Case studies		Topographic maps, ortophoto maps, oblique and vertical photographs, satellite images.		
Map integration	Map of ocean currents	World map showing pressure belts and air circulation	World map showing pressure belts and air circulation. Map of monsoon winds	Map of Africa showing climate regions and climate data. Climate maps in atlases.	Map showing normal vs El Niño conditions. World map showing major effects of El Niño and La Niña	Maps showing the areas prone for droughts. Map and maps with infographics regarding desertification. Case studies with maps regarding droughts and desertification.		A variety of maps and ortophoto maps		
Informal Assessment Remediation	3 data response tasks.	3 data response tasks	3 data response tasks.	3 data response tasks.	3 data response tasks.	3 data response tasks.	3 data response tasks.	Tasks to consolidate topographic maps and ortophoto maps. Application of map- and GIS skills on maps.		Revision tasks
SBA (Formal Assessment)	Discuss research task and rubric with learners in week 1.			**TASK 2 - Research Task**	Learners have 2 weeks to work on steps 5-8 of research task.		**TASK 2- Research Task**	**TASK 1- Controlled Test**		

	Learners have 3 weeks to work on task and request support if needed. Task submitted end of week 4.	Research activities steps 1-4		Research activities steps 5-8		

2020 National Revised ATP: Grade 11– Term 2: Geography

TERM 2 (29 days)	**Week 1 15-19 Jun** (5 days)	**Week 2 22-26 Jun** (5 days)	**Week 3 29 Jun-03 Jul** (5 days)	**Week 4 06-10 Jul** (5 days)	**Week 5 13-17 Jul** (4 days)	**Week 6 20-24 Jul** (5 days)	
CAPS Topics	**Horizontally Layered Rocks**	**Inclined/Tilted Rock Strata**	**Massive Igneous Rocks W**	**Slopes**	**Map work**	**Map work & TASK 3**	
Topic, concepts, skills and values	Characteristics and processes associated with the development	Characteristics and processes associated with the development	Identification landforms; characteristics and processes associated with the development	Overview of SA topography; types ; elements; characteristics of the slope elements:; and the concept of slope retreat.	**Topographic Maps** Contours and landforms; cross-sections; Vertical exaggeration;	**Topographic Maps** Inter-visibility; gradient **GIS** data; spatial and spectral resolution different types of data;	
Requisite pre-knowledge	Grade 10: Types of rocks characteristics of Sedimentary and Igneous rocks					Grade 9 and 10 and 11 mapwork	
Resources (other than textbook) **to enhance learning**	Video clips, Telematic broadcasts, photographs, video clips					Tasks to consolidate topographic maps and ortophoto maps. Application of map- and GIS skills on	
Map integration	3223AD Oorlogspoort 3123CC Three Sisters 3125BC Teebus 3024BB Joubertsgat	2527DB BRITS	3318DB PAARL 2530BD NELSPRUIT	3118DB UNIONSKRAAL	3418AB & AD CAPE PENINSULA 3319CB WORCESTER	A variety of maps and ortophoto maps	A variety of maps and ortophoto maps
Informal Assessment Remediation	3 data response tasks.	3 data response tasks.	3 data response tasks.	3 data response tasks.	3 data response tasks.	3 data response tasks.	3 data response tasks.
SBA (Formal Assessment)				**Preparation**		**TASK 3: Map work**	

2020 National Revised ATP: Grade 11– Term 3: Geography

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	**Development**	**Framework for development**	**Trade and Development**	**Development Issues and Challenges**	**Role of Development Aid**	**Geographical skills and techniques**	**Using Atlases**	**Consolidation of Assessment**
Topic, Concepts, Skills and Values	Terminology associated with development; the concept of development; economic, social and demographic indicators of development; Examples to illustrate differences in development ;	Factors that affect development; Approaches to rural and urban development (Case studies)	International trade and world markets; export-led development	The effect of development on the environment	Concept of development aid and development co-operation; types of development; impact of aid on development.	Locating exact position; relative position; magnetic bearing; scale; distance; calculating area.	Map index; locating places on different maps - degrees and minutes; comparing information from different maps.	
Requisite pre-knowledge	Grade 9 concept of development, indicators for development, world patterns of development, factors affecting development, strategies for development						Mapwork skills grades 8-10	
Resources (other than textbook) **to enhance learning**	Video clips, statistics and graphs regarding economic indicators, Atlases, magazines, current affairs economic issues.						Topographic maps, ortophoto maps	Atlases variety of maps
Map integration	World maps and maps of South Africa and infographics showing GDP as a development indicator, Gini coefficient, HPI (Happy Planet Index) , and HDI index				Map showing Gender Inequality Index value			
Informal Assessment Remediation	3 data response tasks.	3 data response tasks.	3 data response tasks.	3 data response tasks.	3 data response tasks.	3 data response tasks.	3 data response tasks.	3 data response tasks.
SBA (Formal Assessment)							**TASK 4: Controlled Test**	

2020 National Revised ATP: Grade 11– Term 4: Geography

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)	Weeks 5 to 10 9 Nov – 9 Dec (24 days)
CAPS Topics	**Soil and Soil Erosion**	**Conventional energy source**	**Conventional energy source**	**Non-conventional Energy Sources**	**Geographical skills and techniques**	**Geographical Information Systems (GIS Geographical Information Systems (GIS)**	**NOVEMBER EXAMINATION**
Topic, Concepts, Skills and Values	Causes of soil erosion: human, animal, physical, and past and present, evidence of soil erosion in South Africa, effects of soil erosion on people and the environment, and management strategies to prevent and control soil erosion	Maps and graphs to show thermal, hydro, production in South Africa; thermal electricity generation using coal – outline of principles and processes;	The impact of coal mining and thermal power stations; – advantages and disadvantages; SA's potential to meet long-term energy needs using conventional sources	Wind energy – examples from South Africa and the world; future of non-conventional energy in South Africa; and possible effects of using more non-conventional energy on the South African economy and the environment	Contours and landforms, cross section on 1:50 000 maps, vertical exaggeration Intervisibility, and gradient	Spatially referenced data, spatial and spectral resolution, different types of data, line, point, area and attribute, raster and vector data, and capturing different types of data from existing maps, photographs or other records on tracing paper	**TASK 5: END-OF-YEAR EXAMINATION**
Requisite pre-knowledge	Resources Grade 9						
Resources (other than textbook) **to enhance learning**	Video clips, case studies, newspaper articles. Maps and graphs to show thermal, hydro in South Africa; Video clips and photographs regarding energy sources. Statistics and graphs showing use of non-conventional energy sources						
Map integration	2529CC WITBANK (Coal) Maps showing thermal, hydro, and nuclear energy production in South Africa						
Informal Assessment	3 data response tasks.	3 data response tasks.	3 data response tasks.	3 data response tasks.	3 data response tasks.	3 data response tasks.	

PAPER 1	PAPER 2
Marks Allocation: 150	**Mark Allocation**: 150
Time Allocation: 3 Hours	**Time Allocation**: 3 Hours
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)	**Question 1 (Development Geography) 60 Marks** ▪ Short objective questions (15 Marks) ▪ 3 questions of 15 marks each on Development Geography NB. ONE paragraph question of 8 marks in any of the three sub-questions **Question 2 (Resources and Sustainability) 60 Marks** ▪ Short objective questions (15 Marks) ▪ 3 questions of 15 marks each on Resources and Sustainability 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 (10 Marks) ▪ Map interpretation (12 Marks) ▪ GIS (8 Marks)

Cognitive levels
Lower order 30%
Middle order-50%
Higher order-20%

20. History

Revised National Teaching Plan

2020 National Revised ATP: Grade 11– 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)	**Week 9** 9 - 13 March (5 days)	**Week 10** 16 - 18 March (3 days)
CAPS Topics	**TOPIC 1: Communism in Russia 1900 – 1940**					**TOPIC 2: Capitalism in USA 1900-1940**			**Revision;/ Test series**	
Concepts	communism; capitalism; Marxism; Leninism; Stalinism					capitalism; free market system; great depression; New Deal				**Standardised Test1:**
Skills	Working with sources: 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: Focus on essay question analysis, introduction and conclusion.					Working with sources: 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: Focus on writing an introduction, elaboration and conclusion.				**Source-based Question:** Communism in Russia / Capitalism in USA **Essay Question** Communism in Russia /Capitalism in USA
Values	Assertiveness; compassion					Human dignity; prosperity; resilience; compassion; tolerance				
Requisite pre-knowledge	The Nuclear Age and the Cold War (Grade 9)					The Nuclear Age and the Cold War (Grade 9); World War 11 (1919 – 1945) (Grade 9)				
Resources (other than textbook) **to enhance learning**	Short video clips and / with QR codes; past papers; world map http://tiny.cc/p3qjfz http://tiny.cc/zfhjfz					Short video clips and QR codes; Grade 11 Telematics; past papers http://tiny.cc/inhjfz				
Informal Assessment Remediation	Activities using past papers should include: Working with sources, 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					Activities using past papers should include: Working with sources, 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 task/ Essay task: Communism in Russia / Capitalism in USA**									

2020 National Revised ATP: Grade 11 – Term 2: History

<table>
<tr><th>TERM 2
(29 days)</th><th>Week 1
16 -19 June
(4 days)</th><th>Week 2
22 - 26 June
(5 days)</th><th>Week 3
29 June – 03 July
(5 days)</th><th>Week 4
06 - 10 July
(5 days)</th><th>Week 5
13 - 17 July
(5 days)</th><th>Week 6
20 - 24 July
(5 days)</th></tr>
<tr><td rowspan="6">CAPS Topics</td><td rowspan="6"><u>REVISION:</u>
<u>TOPIC 1:</u>
• Communism in Russia
(Revolutions/Lenin & Stalin)
<u>TOPIC 2:</u>
• Capitalism in the USA
(Great Depression and New Deal</td><td colspan="2"><u>Topic 3: Ideas of Race [For SBA Task only – Not for Final Exam]</u>
The main focus in this topic should be to teach the theory/ concept of Racism as a base on which to understand (NOT JUSTIFY) its application in Topic 5 (Apartheid South Africa):</td><td rowspan="6">Nationalisms

Case study: the Rise of African nationalism

What is nationalism?
• Origins of nationalism
• Initiation of nationalist movements
• Theory of nationalism as an imagined community</td><td rowspan="6">• APO and formation of the SANNC (ANC) & call to unite African people of SA because of the Union of SA and the Land Act;
• role of professionals and traditional leaders

• Influence of World War 2 – Atlantic Charter & AB Xuma's African Claims, as well as returning soldiers</td><td rowspan="6">ALTERNATIVE FORM OF ASSESSMENT (SBA)

SOURCE-BASED OR ESSAY WRITING TASK

(BASED ON IDEAS OF RACE: EITHER ON AUSTRALIA OR ON NAZI GERMANY)

50 Marks converted to 20% for SBA</td></tr>
<tr><td colspan="2">Theories and practice
• Notions about hierarchies of race in the 19th century
• Eugenics
• Modern understanding of race: human genome project
• Practices of race & eugenics in the USA, Australia, Namibia & South Africa</td></tr>
<tr><td>Case Study: Australia & indigenous Australians
• Colonisation of Australia
• Race theories in Australia in early 20th century: debates around 'racial suicide' & 'racial decay'</td><td>• White immigration policies & children from Britain sent to Australia after WW2
• The stolen generation:</td></tr>
<tr><td colspan="2">OR</td></tr>
<tr><td>Case Study: Nazi Germany and the Holocaust
• Hitler's consolidation of power from 1933
• Nazi racial ideology</td><td>• The creation of a racial state in Germany
• Groups targeted by the Nazis
• Choices that people made</td></tr>
<tr><td></td></tr>
<tr><td>Concepts</td><td colspan="6">Nationalism; Nation state; New Imperialism; African nationalism; Afrikaner Nationalism; Segregationist policies; Atlantic Charter; Africanist; Freedom Charter; Pan Africanism; State of Emergency;; Afrikaner broederbond; Volk;</td></tr>
<tr><td>Skills</td><td colspan="6">For Source-Based questions: Extraction; Select and organise information; Definition/explanation of historical concepts/terms; Evaluation of evidence; Engage with sources to determine their usefulness, usefulness, reliability, bias and limitations; Paragraph writing.
For Essays questions: Analysis; Synthesis; Argumentative; Chronological writing; Introduction, Elaboration and Conclusion.</td></tr>
<tr><td>Values</td><td colspan="6">Human dignity; Resilience; Compassion; Empathy; Tolerance; Pride; Patriotism; Forgiveness; Reconciliation; Accountability; Human Rights; Respect; Morals; Compassion; Commitment;</td></tr>
<tr><td>Requisite pre-knowledge</td><td colspan="6">Delegations (for Africans) to Britain and 1913 Land Act (Grade 10)</td></tr>
<tr><td>Resources (other than textbook) to</td><td colspan="6">Short video clips and QR codes; past papers
<u>http://tiny.cc/o6gjfz</u> <u>http://tiny.cc/5whjfz</u> <u>http://tiny.cc/t0hjfz</u></td></tr>
</table>

enhance learning		
Informal Assessment Remediation	Activities using past papers should include: Working with sources, 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)	**ALTERNATIVE FORM OF ASSESSMENT: SOURCE-BASED OR ESSAY WRITING TASK**: To be based either on Australia or Nazi Germany. {50 Marks]. To be converted to 20% for SBA marks	

2020 National Revised ATP: Grade 1 2– Term 3: History

TERM 3 (37 days)	Week 1 03 - 07 Aug (5 days)	Week 2 10 - 14 Aug (5 days)	Week 3 17 - 21 Aug (5 days)	Week 4 24 - 28 Aug (5 days)	Week 5 31 Aug - 04 Sept (5 days)	Week 6 07 - 11 Sept (4 days)	Week 7 14 - 18 Sept (5 days)	Week 8 21 - 23 Sept (3 days)
CAPS Topics	• Different types of African Nationalism – Africanism of the ANCYL & PAC split, following the Freedom Charter, • which widened the definition of the 'nation' in the 1950s and beyond;	**TOPIC 4: Nationalisms** • The rise of Afrikaner nationalism • FAK, Broederbond, media and programme of economic affirmative action in the 1920s & 1930s	• Definition of the *Volk*, its relation to class and race issues in educ, labour & religion • Nationalism in power – towards Apartheid	• **REVISION: African & Afrikaner nationalism** • **ALTERNATIVE FORM OF ASSESSMENT**	**TOPIC 5: Apartheid South Africa** – How unique was Apartheid? • Racism and segregation in the 1920s and 1930s • Segregation after the formation of the Union	• The National party victory • What was Apartheid? • How did Apartheid differ from Segregation	• Why did the NP adopt a policy of Apartheid • Legalising Apartheid	**Revision** **ALTERNATIVE FORM OF ASSESSMENT** **SOURCE-BASED** **&** **ESSAY TASK** **(Administered separately: The Source-Based question in class and the Essay question as homework)**
Concepts	Segregation; Racism; Apartheid; Africanism; Congress Alliances; Atlantic Charter; Freedom Charter; Mass mobilisation; *Satyagraha*; Universal suffrage;							
Skills	For Source-Based questions: Extraction; Select and organise information; Definition/explanation of historical concepts/terms; Evaluation of evidence; Engage with sources to determine their usefulness, usefulness, reliability, bias and limitations; Paragraph writing. For Essays questions: Analysis; Synthesis; Argumentative; Chronological writing; Introduction, Elaboration and Conclusion.							
Values	Human dignity; Human Rights; Respect; Morals; Resilience; Compassion; Empathy; Commitment;							
Requisite pre-knowledge	Delegations (for Africans) to Britain and 1913 Land Act Formation of the ANC; (Grade 10)							
Resources (other than textbook) **to enhance learning**	Short video clips & QR codes; past papers http://tiny.cc/inhjfz http://tiny.cc/0rhjfz							
Informal Assessment: Remediation	Activities using past papers should include: Working with sources, 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							
SBA (Assessment)	**ALTERNATIVE FORM OF ASSESSMENT**: **A SOURCE-BASED (50 Marks) & ESSAY (50 Marks) Total = (100 Marks) to be converted to 20% for SBA marks:** • The Source-Based Question to be answered in a classroom situation • The Essay to be administered separately as homework [Teachers should be more vigilant and strict when marking Essay responses that lacks argumentative skills; Learners are given more relaxed time to come up with an appropriate Introduction, Paragraphs that are argumentative (supporting the line of argument taken at the introduction) and as well as with an appropriate conclusion]							

2020 National Revised ATP: Grade 11 – Term 4: History

<table>
<tr><td>TERM 4
<u>(38 days)</u></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
02 – 06 Nov
(5 days)</td><td>Week 7
09 – 13 Nov
(5 days)</td><td>Week 8
16 – 20 Nov
(5 days)</td><td>Week 9
23 – 27 Nov
(5 days)</td><td>Weeks 10
30 Nov – 04 Dec
(5 days)</td><td>Weeks 11
07 – 09 Dec
(3 days)</td></tr>
<tr><td>CAPS Topics</td><td>Topic 5 (continue)
• Creation of Apartheid state
• Laws against multiracial labour</td><td>• Banning of the CPSA
• Overcoming (Resistance to) Apartheid</td><td>• Programme of Action
• Mass mobilisation
• Alliances</td><td>• The Apartheid state's response to resistance against Apartheid
• The Sharpeville massacre and its impact</td><td>Rivonia Trial and its consequences

Standardised Test: Source-based (50) & essay (50) total = (100) to be converted to 30% for SBA marks:</td><td colspan="2" rowspan="2">REVISION

PAPER 1: Communism in Russia:
➢ Revolutions & Lenin & Stalin

Capitalism in the USA:
➢ Great depression & New Deal

PAPER 2: Nationalisms :
➢ African & Afrikaner Nationalism
➢ Apartheid South Africa (How unique was Apartheid)</td><td colspan="4">Final Exam</td></tr>
<tr><td>Concepts</td><td colspan="5">Apartheid state; Sharpeville massacre; Rivonia Trial</td><td colspan="2" rowspan="7">Paper 1
One TWO (2) hour paper

Learners must answer TWO(2) Questions

One Source-Based (50) + One Essay (50)

Total marks = 100

<u>Section A: Source-Based</u>

Communism in Russia or Capitalism in USA

<u>Section B: Essay</u>

Communism in Russia or Capitalism in USA</td><td colspan="3" rowspan="7">Paper 2
One TWO (2) hour paper

Learners must answer TWO(2) Questions

One Source-Based (50) + One Essay (50)

Total marks = 100

<u>Section A: Source-Based</u>

African Nationalism or Afrikaner Nationalism
Apartheid South Africa (Source-Based Sec)

<u>Section B: Essay</u>

African Nationalism or Afrikaner Nationalism
Apartheid South Africa (Essay Section)</td></tr>
<tr><td>Skills</td><td colspan="6">For Source-Based questions: Extraction; Select and organise information; Definition/explanation of historical concepts/terms; Evaluation of evidence; Engage with sources to determine their usefulness, usefulness, reliability, bias and limitations; Paragraph writing.
For Essays questions: Analysis; Synthesis; Argumentative; Chronological writing; Introduction, Elaboration and Conclusion.</td></tr>
<tr><td>Values</td><td colspan="6">Human dignity; resilience; compassion; empathy; tolerance; pride; cooperation; forgiveness/ reconciliation</td></tr>
<tr><td>Requisite pre-knowledge</td><td colspan="6">Delegations (for Africans) to Britain and 1913 Land Act; Formation of the ANC (Grade 10)</td></tr>
<tr><td>Resources (other than textbook) to enhance learning</td><td colspan="6">Short video clips & QR codes; past papers
http://tiny.cc/inhjfz http://tiny.cc/0rhjfz</td></tr>
<tr><td>Informal Assessment Remediation</td><td colspan="6">Activities using past papers should include: Working with sources, 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</td></tr>
<tr><td>SBA (Formal Assessment)</td><td colspan="6">ALTERNATIVE FORM OF ASSESSMENT: STANDARDISED TEST: A SOURCE-BASED (50 Marks) & ESSAY (50 Marks) Total = (100 Marks) to be converted to 30% of the SBA marks:
• Both Source-Based and Essay Questions to be answered in a classroom situation.</td></tr>
</table>

21. Hospitality Studies

Revised National Teaching Plan

2020 National Revised ATP: Grade 11 – 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	**Nutrition and Menu Planning**	**Nutrition and Menu Planning**	**Commodities**	**Food and Beverage Service**	**Commo-dities**	**Commodities**	**Nutrition and Menu Planning**	**Sectors and Careers**	**Sectors and Careers**	**Revision**
CAPS References	p 26	p 26	p 26	p 26	p 27	p 27	p 27	p 27	p 27	
Topics / Concepts, Skills and Values	The significance of **South African culinary Uniqueness** Providing food for different cultural needs in the South African hospitality industry (including halaal, kosher, African)	**Menu planning** • Principles of menu planning as in Grade 10 • Menus for special teas • Menus for three-course meals, considering the rich culinary heritage of South Africa. Make use of traditional South African dishes, where applicable or possible.	**Bread products using yeast** • Refer to the food pyramid for nutritional value. • Ingredients, proportions and functions: yeast (instant, dry), flour (white, brown, whole-wheat) liquid, sugar, salt,shortening, othe Types of dough: rich, sweet and plain - preparation • techniques • Cooking methods: bake, deep-fry, steam, effect of heat • Presentation: for bread table or bread display • Quality characteristics of yeast products	**Venue and table setting** • Preparing and setting up the venue for teas and three-course meals • Table setting for teas and three-course meals: tablecloths, serviettes, crockery, cutlery, glassware, condiments, menu cards, table number	**Cakes and biscuits** • Refer to the food pyramid for nutritional value. • Cakes without shortening: sponge method • Cakes with shortening: creaming, melting, one-bowl method, chiffon • Biscuits: type of biscuits such as rolled and shaped, cut into squares, baked with filling • Rising agents used for cakes and biscuits • Techniques used to prepare cakes and biscuits such as greasing, rolling, shaping, cutting, piping etc. • Shaping with biscuit maker • Cooking method: baking • Quality characteristics of cakes and biscuits. • Ensuring successful products • Presentation and uses		Using the costs of the ingredients, calculate the cost of a recipe and of a portion Using the costs of the ingredients, calculate the cost of a recipe and of a portion	**Kitchen brigade:** organogram • Chef de cuisine, sous-chef de cuisine • Chef de partie (pâtissier, chef garde manger, saucier, poissonnier, rôtisseur, entremetier, potager) • Commis chef, and under him/her, the kitchenassistant • Storeperson and aboyeur • Roles and responsibilities of each • Inter= relationship between them	**Restaurant brigade:** organogram: • Food and beverage manager • Restaurant manager • Banqueting manager • Maître d'hôtel • Beverage service staff • Food service staff (waiters) • Roles and responsibilities of each. Interrelation-ship between them.	

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)
			• Ensuring successful products							
Requisite pre-knowledge	Pre-knowledge based on different types of cultures; what vegetarians are; different religions;	Pre-knowledge on Gr10 principles of menu planning; difference between formal and informal functions; what a tea party is; different kinds of menus and what a courses are.	Pre-knowledge of food pyramid & yeast; of bread products that can be baked with different types of bread dough; of the ingredients used to bake bread; of cooking methods; of how to present bread. Learners must by now be able to predict what can go wrong when baking with yeast.	Pre Knowledge Mise-en-Place of the Restaurant – Grade 10 Basic Table setting and identification of the table linen, cutlery, glassware. Table setting / Cover for a basic meal A venue should meet certain criteria to set a pleasant atmosphere in a restaurant Identify different linen, cutlery, crockery and glassware. Mise-en-Place of the restaurant Pre-knowledge on how and when a tea function is held. Different types of snacks, dishes to be served at a tea function Necessity to clean and tidy up after a three coarse meal or tea function		Pre-knowledge of food pyramid; biological rising agents; mixing methods and physical rising agents. Pre-knowledge types of cakes and biscuits; mistakes made when baking cakes and biscuits	Pre Knowledge requirement of a recipe's ingredients; Different units food products can be bought in. (volume and mass); Conversion of ingredients units; Difference between mass and volume; Conversion table; Food costing; Explain how the cost of ingredients is determined; The sum of all the ingredients is the recipe / food cost.		Pre-knowledge on kitchen brigade positions & responsibilities and duties.	
Resources (other than textbook) to enhance learning	PPT; Recipe books;	PPT; Kitchen Equipment - measuring	Fun with yeast booklets; Recipes; Cooking magazines; PPT; YouTube Videos;	Equipment: Linen (Tablecloth, serviette, overlays) Cutlery Crockery Glassware Serving equipment PPT; Pictures; YouTube / videos;		Recipe Books; PPT; pictures; Internet; YouTube / videos;	<u>Equipment</u>: Till slip Food product eg flour Kitchen measuring equipment Calculator Food costing table Standardized recipe PPT; Conversion table; YouTube videos		PPT; YouTube Videos; Newspaper / job specific mail or literature; Internet	
Assessment **Informal Assessment** Remediation	Worksheets & IFT & Summaries Four hours per week, including: **Informal assessment** such as written work, control / marking of homework,	Worksheets & IFT & Summaries & Practical Planning forms & worksheets	Worksheets; Activities; IFT; Discussions; Mind maps; experiments; Demonstrations (***Identification Test*****:** *Restaurant equipment, cutlery*	Worksheets, Demo; IFT;		Worksheets; IFT; Demo;	Worksheets, Demo; IFT;		Worksheets; IFT; Demo;	

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)
		class tests, case studies; skills		*and crockery and glass ware.)*							
Assessment	**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%	

2020 National Revised ATP: Grade 11 – Term 2: Hospitality Studies

TERM 2 (29 days)	**Week 1 15-19 June** (4 days)	**Week 2 22-26 June** (5 days)	**Week 3 29 June -3 July** (5 days)	**Week 4 6-10 July** (5 days)	**Week 5 13-17 July** (5 days)	**Week 6 20-24 July** (5 days)	**Week 9 27-31 July** School Holiday
CAPS Topics	**Food and Beverage Service**	**Food and Beverage Service**	**Food Commodities**	**Food Commodities**	**Food Commodities**	**Food Commodities**	
CAPS References	p 28	p 28	p 28	p 29	p 28/29	p 28	
Topics /Concepts, Skills and Values	**Types of service**: basic knowledge • **Service styles**: plated, silver, Russian, Guéridon, family service • **Assisted service**: buffet, carvery-type operations • **Self-service**: cafeteria • **Single-point service** (takeaway, kiosks, food court)	**Service** • **Service techniques** and sequence of food and beverage services for table d'hôte menus (three-course meals) • **Greeting and seating** guests • **Service sequence**: taking beverage orders, serving beverages, serving meals and coffee, clearing tables	**Fish** • ~~Refer to the food pyramid for nutritional value.~~ • ~~Classification according to origin: saltwater, fresh water~~ • ~~Classification according to flesh: white and oily~~ • ~~Classification according to shape: round or flat~~ • ~~Shell fish: molluscs and crustaceans~~ • ~~Cephalopods: octopus, squid~~ • Factors to consider when **purchasing** fish • **Storage** conditions • **Preparation methods** • **Cooking methods** and effect of heat • **Uses**: starters, main dish, salads, etc. • **Portion size** • **Accompaniments**	**Poultry** • ~~Refer to the food pyramid for nutritional value.~~ • ~~Types: chicken, duck, turkey~~ • Poultry offal: livers, gizzards, and other • Factors to consider when **purchasing** poultry • **Storage** conditions and hygiene considerations • **Preparation methods**: demonstration: jointing, filleting, trussing, stuffing, washing, plucking strayfeathers, deboning • **Cooking methods and the effect of heat.** • **Portion size** • **Accompaniments**	**Stocks** • **Classification** - White and brown meat stocks, fish stock, vegetable stock • **Preparation and cooking** of stock • **Maintaining** the stockpot • **Storage** conditions for stock • **Convenience dehydrated stock** cubes and powders **Herbs, spices, condiments and flavourants** • ~~Origin, description~~ and **use** • **Difference** between herbs and spices • Vanilla, saffron, balsamic vinegar, mustard, salsa, Tabasco, soya sauce, Worcester sauce	**Sauces** • **Hot sauces**: hot white (béchamel, velouté); hot brown (*espagnole, jus roti, jus lié,* demi-glaze); hot emulsified (hollandaise). Other (tomato, curry) • **Cold sauces:** mayonnaise (emulsified), vinaigrette with variations (not emulsified), other (mint, salsa,horseradish) • **Sweet sauces** such as custard, caramel, chocolate,apple • **Compound butter** sauces such as parsley butter • **Dehydrated convenience sauces** • Thickening agents, preparation, thickening methods, • uses, • portion size	

TERM 2 (29 days)	**Week 1 15-19 June** (4 days)	**Week 2 22-26 June** (5 days)	**Week 3 29 June -3 July** (5 days)	**Week 4 6-10 July** (5 days)	**Week 5 13-17 July** (5 days)	**Week 6 20-24 July** (5ays)	**Week 9 27-31 July** School Holiday
Requisite pre-knowledge	Pre-knowledge based on different kinds of service styles; creativity in food presentation; Learners' own knowledge and understanding. New theory on the topic is integrated	New theory on the topic is integrated and strengthened terminology) Pre Knowledge on Service types are appropriate for a formal restaurant; Welcoming guests to the restaurant – Gr 10 Seating of guests – Gr 10	New theory on the topic is integrated and strengthened (terminology) Pre- Knowledge on Fish a good source of food; ~~Habitat where fish live; The body of a fish; Shell fish and Cephalopods~~; Criteria for fresh fish when purchasing	New theory on the topic is integrated and strengthened (terminology) Pre-knowledge on names of a few types of poultry; And try to identify the main nutrient provided when eating poultry; name a few types of oval; identify	Learners own pre knowledge and understanding on stocks Moist heat cooking methods. Learners own knowledge and understanding. New theory on the topic is integrated and strengthened (terminology)	Learners' own pre knowledge and understanding of sauces; Learners must know the uses of sauces; New theory on the topic is integrated and strengthened (terminology)	

	and strengthened (terminology)	Introduce yourself to the seated guest; Difference between a menu and wine list Presenting a menu to the guests; Describe the importance of identifying the host during a meal; Identify different types of guests who would visit a restaurant Serving sequence between different types of guests Different orders for coffee Appropriate time to clear a table after each course Important responsibility of presenting the bill to the guest	Areas where fish can be stored; Preparation of fish before cooking; The effect of heat on fish; Ways fish can be cooked; Different courses fish can be served in; Suitable accompaniment for fish	different edible parts of chicken; describe how to joint a chicken; identify different types of poultry; sizes of different type's poultry.	Pre-knowledge of what is herbs and spices and uses in food preparation.		

TERM 2 **(29 days)**	**Week 1** **15-19 June** (4 days)	**Week 2** **22-26 June** (5 days)	**Week 3** **29 June -3 July** (5 days)	**Week 4** **6-10 July** (5 days)	**Week 5** **13-17 July** (5 days)	**Week 6** **20-24 July** (5ays)	**Week 9** **27-31 July** School Holiday
Resources (other than textbook) **to enhance learning**	PPT Pictures Internet YouTube / Videos	PPT, Recipes, Magazines, Order of work; Pictures, Ingredients; Equipment; YouTube Videos **Equipment**: Table (Narrow) to use as Welcoming station during role-play; Tables and chairs; 4 Wine lists / Beverage lists; 4 menus; Waiter order book / order forms; Bread rolls in breadbasket; Serving knife and spoon; Table set for a three course meal; Glasses to serve the drinks; Service tray Service cloth, side plate, spoon and fork (Crumbling down); Cups and saucers,Teaspoons; Sugar bowl and milk jug; Coffee and Tea pot		PPT YouTube Videos Articles on websites; Demonstrations; Recipes; Order of work; Pictures; Ingredients; Equipment.	PPT YouTube videos Articles on websites; Order of work; Demo; Pictures; Recipes; magazines; ingredients; equipment.	PPT YouTube videos; Articles on websites; Order of work; ingredients; equipment; Demo; Pictures; Recipes; magazines	

Assessment	**Informal Assessment:** Remediation	Worksheets; Previous questions papers, case studies; mind maps; summaries; Informal Tests	Roleplay;Demonstrations; Worksheets; IFT; case studies; questions from previous question papers.	Worksheets; questions from previous questions papers, case studies; mind maps; summaries; IFT per week	Worksheets; Previous questions papers, case studies; mind maps; summaries; IFT per week	IDT for Stocks; Taste test; work sheets; mind maps; summaries; Demonstrations ID Test for Herbs and Spices; Taste test & display; work sheets; mind maps; summaries	IDT for sauces; Taste test; work sheets; mind maps; summaries; Demonstrations	
	SBA Formal Assessment	**Task 3**: Three (3) Practical Lessons 25%				Revise topics covered in Term 2.		

2020 National Revised ATP: Grade 11 – Term 3: Hospitality Studies

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)	**24-25 September** School Holiday
CAPS Topics	**Nutrition and menu planning**	**Nutrition and menu Planning**	**Nutrition and menu Planning**	**Commodities**	**Commodities**	**Commodities**	**Hygiene**	**Hygiene**	
CAPS reference	p 30	p 30	p 30	p 30	p 30	p 31	p 31	p 31	
Topics /Concepts, Skills and Values	**Culinary cultural heritage of SA** • ~~Influence from Cape Malay, Indian, African~~ • Indigenous ingredients such as water-blommetjies morogo, maize, sorghum, mabella or maltabella meal, *sheba*, game meats, ostrich, biltong, offal or *mogodu*, liver and kidneys • **Planning o**f innovative **three-course meals** using some of above	• European influence (Dutch,German, French, British, Irish) • Mediterranean influence Greek, Italian) • **Planning of** innovative **three-course meals** using some of above	**Menu planning for hospitality establishments** Factors to consider when planning menus for hospitality Establishments such as restaurants and guest houses	**Soups** • ~~Refer to the food pyramid for nutritional value~~. • **Classification**: thin, clear (such as broth, consommé), thick (such as cream, purée, vegetable), special (such as chowder and bisque) • Factors to consider when **purchasing** soup ingredients • **Preparation** of ingredients • ~~Instant/ Convenience soups~~ • Uses of soup • Portion size • Accompaniments	**Vegetables** • ~~Refer to the food pyramid for nutritional value.~~ • **Classification**: all common and uncommon types of vegetables • Factors to consider when **purchasing** vegetables • Preparation methods and techniques (knife skills) • **Cooking methods**: boiling, baking, steaming, stirfrying • Portion size • Storage conditions	**Rice** • ~~Refer to the food pyramid for nutritional value.~~ ~~• Classification and types: Long grain such as basmati. Short grain such as Arborio. Brown rice.~~ ~~• Speciality rice~~ • **Purchasing** and **storing** • Raw and cooked weight • **Cooking methods** and effect of heat: boiling, steam • **Uses** in menu and portion sizes	**Food poisoning versus food spoilage** (natural decay and micro-organisms) • Micro-organisms causing food spoilage and food poisoning. Factors influencing their growth. • Bacteria *Clostridiumbotulinum, Clostridium perfringens, Salmonella* (various species), *Bacillus cereus, Staphylloccocus aureus), E.coli* • Moulds and yeasts • General symptoms of food poisoning • Treatment of food poisoning	**Food contamination** • What is food contamination? • **Causes** and prevention • **High-risk foods and cross-contamination** • **Physical and chemical contamination** • ~~Different workstations and kitchen layout in commercial kitchens, considering functions, workflow and prevention of cross-contamination~~	

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** (3days)	**24-25 September** School Holiday
Requisite pre-knowledge	Pre-knowledge of own traditional food and indigenous ingredients of their cultural group	Pre-knowledge of Term 1 week 2 Menu for Three course meal and knowledge of own cultural food Skill for preparing three course meal.	Pre-knowledge of different types of menu. Principles to consider when planning menu gr 10 knowledge. Knowledge of the different establishments	Pre-knowledge on uses of stocks – Term 2 Week 6-7; Basic ingredients in soup to improve nutrition; Different types of soups. What a good soup should look and taste like. Know when soup can be served.	Different types of vegetables. The importance of vegetables in a menu plan. What good vegetables must look like.How to prepare vege-tables for a recipe. Best cooking methods to preserve nutrients.	Pre-knowledge of what rice looks like. Where rice is coming from and why it is important in the world. Which rice is suitable for which dish. Different	Pre-knowledge of food poisoning. Personal Hygiene practices (emphasis on covid-19 hygiene methods) and safety in a kitchen. How food poisoning occur and causes. Symptoms of food poisoning.	Knowledge of hygiene on the area of food preparation and cleaning practices in the kitchen. Pre-knowledge on contamination.	

			e.g. B&B and Guest House	Portions size of serving soup and accompaniments. Moist heat method of cooking. How to prevent oxidation/discoloration in vegetables. Basic knife skills learners in Grade 10.	Factors to consider when purchasing vegetables learned from grade 10 term 3 week 8. Pre-knowledge of grade 10 nutrients. Types of knifes, and how to hold it. Uses of different types of vegetables. Types of vegetarians and what they eat. Storage of vegetables.	types of rice. Cooking methods to use for rice. How to prepare rice.		Food that might get contaminated. Pre-knowledge of cross-contamination.	

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** (3days)
Resources (other than textbook) **to enhance learning**		PPT; Pictures or Photos; List of terminologies	PPT; Pictures or Photos; List of terminologies; Recipes, magazines; Recipe books.	PPT; Menu cards of different establishments.	PPT; Pictures / photos of ingredients for soups and different types of soups. YouTube videos.	PPT; Internet; Pamphlets of vegetables from different supermarkets. Magazines Recipe books YouTube Videos	PPT YouTube Videos Pictures Recipe books Pamphlets from the supermarkets.	PPT; YouTube videos Websites	PPT; YouTube videos
Assessment	**Informal Assessment:** Remediation	Apply the knowledge to plan a three course meal of cultural group of your choice using their indigenous food. Create a Menu card Worksheets; IFT / ID Test	Apply the knowledge to plan menu showcasing the European and Mediterranean influences Worksheets; IFT / ID Test	Write the menu in the correct format Evaluate dishes for allergies. Design a menu card for a local restaurant Worksheets Summaries Demonstration IF Test	Analysis and evaluation of different soup recipes homework. Worksheets. Class discussion Flashcards ID Test IF Test	Analysis and evaluation of different vegetable dishes. Worksheets Gameplay Class discussions Flashcards	Class Discussion Worksheets ID Test IF Test	Summaries Worksheets Homework Mind Maps IF Test	Summaries Mind maps Worksheets Homework IF Test
	SBA Formal Assessment	**Task 5**: Three (3) Practical Lessons 25%			**Revision and preparation for the September Test**		**Task 4: September Test** 75%		

2020 National Revised ATP: Grade 11 – Term 4: Hospitality Studies

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 (3days)
Resources (other than textbook) **to enhance learning**		PPT; Pictures or Photos; List of terminologies	PPT; Pictures or Photos; List of terminologies; Recipes, magazines; Recipe books.	PPT; Menu cards of different establishments.	PPT; Pictures / photos of ingredients for soups and different types of soups. YouTube videos.	PPT; Internet; Pamphlets of vegetables from different supermarkets. Magazines Recipe books YouTube Videos	PPT YouTube Videos Pictures Recipe books Pamphlets from the supermarkets.	PPT; YouTube videos Websites	PPT; YouTube videos
Assessment	**Informal Assessment:** Remediation	Apply the knowledge to plan a three course meal of cultural group of your choice using their indigenous food. Create a Menu card Worksheets; IFT / ID Test	Apply the knowledge to plan menu showcasing the European and Mediterranean influences Worksheets; IFT / ID Test	Write the menu in the correct format Evaluate dishes for allergies. Design a menu card for a local restaurant Worksheets Summaries Demonstration IF Test	Analysis and evaluation of different soup recipes homework. Worksheets. Class discussion Flashcards ID Test IF Test	Analysis and evaluation of different vegetable dishes. Worksheets Gameplay Class discussions Flashcards	Class Discussion Worksheets ID Test IF Test	Summaries Worksheets Homework Mind Maps IF Test	Summaries Mind maps Worksheets Homework IF Test
	SBA Formal Assessment	**Task 5**: Three (3) Practical Lessons 25%			**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
Requisite pre-knowledge	Pre- Knowledge of storage temperatures and danger temperatures. Pre-knowledge of the correct fridge temperatures. Pre-knowledge of FIFO & freezer temperatures.	Pre-knowledge of what to do in a emergency situation anywhere.	Pre-knowledge on how to receive stock and what to do with it. Which temperatures delivered food must be at? What to do with spoiled / rejected food.	Pre-knowledge on what a storeroom must look like and why it must be clean and the temperatures.	Pre-knowledge of HI responsibilities towards its clients and employees. How to be a responsible employee. About work environment, safety at workplace, and hygiene at workplace.	Pre-knowledge on Grade 10 Hygiene – Term 1 week 4. Why is safety and health important in the HI. Responsibilities of HI towards employees. What happens if laws are broken?	Pre-knowledge of different levels in the kitchen and restaurant brigade. Learners must know what and where they want to study.		**November Examination 15 days**

Resources (other than textbook) **to enhance learning**		PPT YouTube Videos Websites Articles in newspapers / magazines	PPT YouTube videos Websites Articles in newspapers and magazines.	PPT YouTube videos Websites Articles in newspapers and magazines	PPT YouTube videos Articles in magazines	PPT Websites on the different policies. YouTube videos	PPT Websites on the OHSA guide documents & labour department.	Websites of the different institutions. YouTube videos based on the careers in the HI.		
Assessment	**Informal Assessment** Remediation	IF Test Summaries Mind maps Worksheets	Worksheets IF Test Mind maps	Worksheets Bin cards Stock requisition cards IF Test Mind Maps	Worksheets Mind maps IF Test	Worksheets Mind maps IF Test	Worksheets Mind Maps IF Test	Summary of 5 different universities / Technicon's, etc. that offers courses in Hospitality Industry, and which is offering apprenticeships and Learnerships. Complete entry forms for the institution interested in.		
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**
Assessment	**SBA** **Formal Assessment**	**PAT: Practical Examination** 100 marks	Revision and preparation for the November Examination	**November Examination** 150 marks *convert to* **200 marks**						

22. Information Technology (IT)

Content Map Grade 10 – 12

2020 National Revised Teaching Plan: Grade 11 – Term 1: Information Technology (IT)

Term 1: 46 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	**Hardware**	**LOOPS**	**Software + Arrays**	**Arrays + Networks**	**Arrays + Networks**	**Arrays + Social Implications**	**String Manipulation**	**Computer Management**	**Methods**	**Problem solving**
Concepts, skills and values	Extend hardware concepts: - Motherboard and its Components - Flow/transfer of data between components - Expansion cards - Modular design - Cache memory and caching - Memory - Computer performance	Nested loops: • Simple problems • '*' drawings, • multiplication tables etc. • Tracing through the algorithms, • aspects of initialisation at various points in the structure.	Types of OS's: cost/size/ hardware/platform Programming language compilers Multi-tasking/multi-threading/multi-processing Virtual memory (Role + purpose Virtualisation – overview Arrays as data structure – 1D − Structure − Step through items	Arrays as data structure – 1D − Basic operations e.g. sum; average; minimum; maximum; aggregate; • Overview of physical aspects of a network • Communication • Data transmission	Arrays as data structure – 1D − Searching (linear search and/or binary search algorithm) - Sorting an array (two methods: bubble and/or selection sort) • Network innovation • VoIP/VPN/Location-based computing • Intranet vs Extranet vs Internet	Arrays - Parallel arrays - Simple nested loops Social issues applicable to term 1 content.	String manipulation using string methods: Position/copy/delete/insert Inserting/deleting characters Determine position of a character Find a character/substring Determine the length of a string	Safeguarding against threats: Safety and security Threats: Physical access/Theft/Portable media Hardware failure: Storage/Power Network vulnerability: - Virus, worm, Trojan, rootkit, spoofing, phishing" Remedies: Backup/UPS/passwords/ rights/ firewalls/anti-virus, validation	Auxiliary methods to perform simple string manipulation in the form class Date manipulation: Changing date and time Formatting date and time Data calculations Date methods: time-to-string; date-to-string; test for leap year	Explore algorithms for general string manipulation, e.g. Use ID number to determine age, gender / data groupings in parallel arrays
Pre-knowledge	Gr 10: 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	2 informal assessment tasks	
SBA (Formal Assessment)						**Task 1: THEORY TEST: >= 45 marks (1hr)**			**Task 2: PRACTICAL TEST >= 45 marks (1hr)**	

2020 National Revised Teaching Plan: Grade 11 – Term 2: Information Technology (IT)

TERM 2 29 days	1: 15 Jun – 19 Jun (3 hours)	2: 22 – 26 Jun (4 hours)	3: 29 Jun – 03 Jul (4 hours)	4: 06-10 Jul (4 hours)	5:13-176 Jul (4 hours)	6. 20-24 Jul (4 hours)
Weighting	(P: 70 T: 30 PAT: 0)	(P: 70 T: 30 PAT: 0)	(P: 100 T: 0 PAT: 0)	(P: 80 T: 20 PAT: 0)	(P: 50 T: 50 PAT: 0)	(P: 50 T: 50 PAT: 0)
CAPS topic	**Electronic Communications + Application Development**	**Application Development + Electronic Communications**	**Application Development**	**Social implications + Application Development**	**Database Management + Database Design**	**Software Eng. Principles + PAT**
Concepts, skills and values	• Mobile/wireless e-communication • Use of Mobile technology • Use of Wireless technologies Text Files: Input and output Text file procedures Reading from a text file Reinforce Arrays with Text Files Utilise exceptions -catch errors on input and output	Generate Text-based reports Algorithms and trace tables Adding to a text file E-communication: • Protocols • Data security • E-communication Devices	Methods: User defined methods with and <u>without</u> parameter passing (primitive data types) Value parameters only - Procedures - Functions - Arguments vs parameters -Input validation	Social issues – applicable to term 2 content Using methods in problems Basic input validation techniques and using code constructs	Describe + Examples DBMS Database types – size and accessibility Overview of database-related careers and roles of people involved Relationship – data/ information/ knowledge/ decision making. Characteristics of quality data Qualities of valuable information Grouping data and maintain data Data maintenance tasks	Create simple database -table design NO relations Primary key and foreign key Simple entity relations diagrams (ERD) Normalisation (concept only) Design and create relational database Set up relationships between tables
Pre-knowledge	Gr 10 + 11: 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.
SBA (Formal Assessment					***Task 3*** ***THEORY TEST:>= 45 marks (1hr)***	**PAT**

2020 National Revised Teaching Plan: Grade 11 – Term 3: Information Technology (IT)

TERM 3 37days	**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: 07 - 11 Sep (4 hours)**	**7: 14 - 18 Sep (4 hours)**	**8: 21-23 Sep (2 hours)**
Weighting	(P:20 T: 0 PAT: 80)	(P: 100 T: 0 PAT: 0)	(P: 70 T: 30 PAT: 0)	(P: 40 T: 0 PAT: 60)	(P: 60 T: 0 PAT: 40)	(P: 100 T: 0 PAT: 0)	(P: 50 T: 0 PAT: 50)	(P: 100 T: 0 PAT: 0)
CAPS topic	**Database Design + PAT**	**Application Development**	**Social Implications + Application Development**	**PAT + Application Development**	**Application Development**	**Database Design Concepts T2**	**Database Design**	**Database Application**
Concepts, skills and values	What is software development? Planning and implementing a solution Start with PAT: Reinforce problem-solving steps and reinforce software engineering principles Process, sort and query Process, sort, query (generating information from a database) Query a database using a join on a maximum of two tables with multiple criteria	Extend to database programming: -Accessing a database through Delphi constructs Set up a connection to a database (1 table) -Develop a multi-form GUI incorporating controls	Social issues applicable to term 3 content Coding constructs in execution of DB Transactions • Access fields and records within a dataset with code constructs and methods • Navigate the records of a dataset • Modify individual fields and records • Manipulate a dataset object and records	Reinforce concepts such as iteration and conditions Reinforce methods as part of a solution Apply simple parameter passing and return values using class methods as part of the form class PAT	Reinforce methods as part of a solution Apply simple parameter passing and return values using class methods as part of the form class Design and develop solutions for specific problems that include computational thinking and applying software PAT	Set up relationships between tables 1:M e.g. register class pupils Two tables showing master detail relationship with at least one foreign key in one table	Design and develop solutions for specific problems Apply generic algorithms Incorporating database transactions managed by methods or events Devise a specific algorithm where applicable to solve a problem utilising user-defined methods or built-in methods PAT	Create a query to extract information from a database using a relationship on a maximum of two tables with multiple criteria
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	1 informal assessment task	1 informal assessment task	1 informal assessment task	1 informal assessment task	1 informal assessment task 1 informal assessment task
SBA (Formal Assessment		***Task 4 PRACTICAL TEST:>= 45 marks (1hr)***		**PAT**	**PAT**	***Task 5: Open book theory test/ Case study/ Integrated: >= 45 marks (1hr)***	**PAT**	**PAT**

2020 National Revised Teaching Plan: Grade 11 – Term 4: Information Technology (IT)

TERM 4 53 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 (1 hours)**	**8. 10 Nov -04 Dec**
Weighting	(P: 0 T: 20 PAT: 80)	(P: 20 T: 40 PAT: 40)	(P: 20 T: 40 PAT: 40)	(P: 20 T: 20 PAT: 60)	(P: 0 T: 20 PAT: 80)	(P:50 T: 50 PAT: 0)	(P: 50 T:50 PAT: 0)	
CAPS topic	**Database Design T2**	**Database Design + GUI T2**	**Internet and WWW + GUI T2**	**Internet Services + GUI T3**	**Social Implications + PAT**	**Revision**	**Revision**	**TASK 7: TRIAL EXAMINATION: 150 marks (3hr)**
Concepts, skills and values	Characteristics of a good database Problems with databases PAT	Design guidelines Design and create a relational database Explain and motivate relational database design Normalisation (overview and purpose) Programming to incorporate relational databases	Overview of the evolution of the Internet Overview of multimedia + Internet technologies Big data concepts Internet of things Media Applying software engineering principles - include both database and non-database problems	Overview of Internet services technologies Overview of supporting technologies: Internet vs Intranet vs Extranet • Internet related careers Applying software engineering principles - include both DB and non-DB problems	Social issues applicable to term 4 content PAT - Finalise	Content using Case Studies - All Topics **?**	Content using Case Studies - All Topics?	**PAPER 1** **Marks: 150 – Time: 3 hours** **Question 1** Basic, general programming skills: **Arrays, nested loops, built-in functions** **Question 2** **Functions and procedures** **Question 3** Database **Question 4** General problem-solving **PAPER 2** **Marks: 150 – Time: 3 hours** **Section A: Question 1 :** *Short questions (±20 marks)* **Section B: Question 2** *Systems Technologies (±25 marks)* **Section C: Question 3** *Communications and Network Technologies (±25 marks)* **Section D: Question 4** *Data and Information Management (±25 marks)* **Section E: Question 5** *Solution Development (±25 marks)* **Section F: Question 6** *Integrated Scenario (±30 marks)* **Cognitive levels:** **Lower order – 30%; Middle order-40%; Higher order-30%**
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	1 informal assessment task				
SBA (Formal Assessment	**PAT**	**PAT**	***Task 6 PRACTICAL TEST:>= 45 marks (1hr)***	**PAT**	**PAT**			

23. Life Orientation

Revised National Teaching Plan

Life Orientation Grade 11 National Revised Annual Teaching Plan 2020 Term 2

TERM 2 (29 days) 6 WEEKS	**Week 1 (5 days)**	**Week 2 (5 days)**	**Week 3 (5 days)**	**Week 4 (5 days)**	**Week 5 (5 days)**	**Week 6 (4 days)**	
CAPS Topics	**Introduction: Psychosocial issues because of COVID-19.**	**Study Skills**	**Study Skills**	**Social and environmental responsibility**	**Social and environmental responsibility**	**Social and environmental responsibility**	
Topic, Concepts, Skills and Values	**COVID 19** • Debriefing and setting of the scene: counselling, grieving, care and support to the victim and family/ friends/ peers etc. • Preparation of the working space (Dos and Don'ts of COVID-19) • Facts about COVID-19 • Identification, support, and care for victims of COVID-19	**Applying own study skills, styles, and study strategies:** • Study skills: examine how learning takes place and reflect on effectiveness • Study styles as preferred way of approaching tasks • Study strategy to approach a specific task in the light of perceived demands	• Examination writing skills and process of assessment. • Time management skills and annual study plan	**Environmental issues that cause ill-health:** • Impact of degradation on society • Dealing with environmental factors that cause ill-health on a personal level: attitudes, safety and first aid skills • Dealing with COVID-19 as a personal and an environmental factor that cause ill-health on a personal and societal level	**Impact of degradation on society and the environment:** environmental hazards: soil erosion, pollution, radiation, floods, fires, wind, and loss of open space and lack of infrastructure. Coping with disasters including COVID-19 as a social and an environmental issue	**Climate change:** Causes, impact on development, mitigation, and adaptation. • The effects of COVID-19 on socio-economic development and their effects on climate change	

COVID-19	**Background to Coronavirus**: • What is COVID-19? • Symptoms • How does it spread? • Who is most at risk? • Treatment. • Preventative measures • How can the spread be slowed down • Tracing the spread of the virus • Socio-economic effects on communities • Counselling and psycho-emotional support services to sufferers, victims and family	**Re-evaluate own study skills, styles and strategies:** • Online learning • The usage of computer and internet for learning • Effective usage of social media (Whats App, Twitter etc.)	**Skills needed to:** • Cope with the demands of content and issues of writing examination amidst COVID-19 • Writing of examination during COVID-19 • Online assessment	**Covid-19 as an environmental hazard.** • Measures of dealing with COVID-19 as an environmental health issue. • Dealing with myths and attitudes in handling COVID-19 • Personal Safety issues • Importance of personal safety in the spread of COVID-19	**Link COVID-19 pandemic to other world's pandemics.** • Preparation and ways to deal with COVID-19 as a pandemic. • Symptoms and Emergency Plans • The role of NGOs in assisting communities to deal with the effects of COVID-19 • The reasons and purposes of the Solidarity fund in tackling the effects of COVID-19.	**Impact of the World's response in mitigating the environmental effects of COIVD-19 and how people could adapt in this era**.	
Requisite pre-knowledge	**Definition of concepts:** • Study Skills: Study skills. Study styles and study strategy, examination-writing skills, process of assessment, time management skills etc. • Social environmental responsibility: Environmental issues, ill-health, environmental degradation, environmental hazards, depletion of resources, environmental factors, climate change etc.			**Grade 10 related content and concepts:** • Definition of concepts: Study skills, Study methods, critical and creative skills, external and internal assessment, Annual study plan etc. • Social and environmental responsibility: • Definition of concepts: Social and environmental justice; social, constructive, and critical thinking skills; social issues, personal and community health etc. • Understanding the different action/ command words • List of critical concepts • Definition of action words in assessment			
Resources other than the textbook	• Notes on different approaches towards effective studying, environmental issues that cause ill-health, environmental degradation, climate change. Internet sources of information. • DVDs, Material From different Departments, hand outs and notes on different but relevant content in the term, Magazines, Textbooks of other subjects with similar content. • Fact sheets on COVID-19 (Any government publication). Glossary of concepts. Local and global websites on COVID-19: • 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.spotlightnsp.co.za/2020/04/17/covid-19-the-kids-are-not-all-right/						
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, previous QPs and MGs. • 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.						
Formal assessment	**A SHORT TASK WILL REPLACE THE JUNE EXAMINATION**. **AN EXEMPLAR SHORT TASK IS AVAILABLE ON THE DBE WEBSITE** **www.education.gov.za**						

Life Orientation Grade 11 National Revised Annual Teaching Plan 2020 Term 3

TERM 3 37 days= 8 weeks	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 the self in society**	**Development of the self in society**	**Development of the self in society**	**Development of the self in society**	**Careers and career choices**	**Careers and career choices**	**Careers and career choices**	
Topic, Concepts, Skills and Values	**Healthy and balanced lifestyle choices:** • Characteristics of a healthy and balanced lifestyle: physical, psychological, social, emotional and spiritual facets • Factors that impact negatively on lifestyle choices • The effects COVID-19 on lifestyle choices • Risky behaviour and situations: • Personal safety, road use, substance use • and abuse, sexual behaviour, risk of pregnancy • Teenage suicides, hygiene and dietary behaviour, sexually transmitted infections (STIs), HIV & AIDS and peer pressure • Youth Risky Behaviour and **COVID -19**	**Continue from week 1:** • Risky behaviour and situations • Personal safety, road use, substance use and abuse, sexual behaviour, risk of pregnancy, teenage suicides, hygiene and dietary behaviour • Sexually transmitted infections (STIs), HIV & AIDS and peer pressure • Unsafe attitudes, behaviours, and environments in spreading COVID-19	**Socio-economic environment:** • Literacy, income, poverty, culture and social environment. • Factors that impact positively on lifestyle choices • COVID-19 and lifestyle choices • Positive role models: • Parents and peers; personal values; belief system; religion; media, social and cultural influences; economic conditions • Role modelling and the spread of COVID-19. • How parents conduct themselves amidst COVID-19	• Impact of unsafe practices on self and others: physical, emotional, spiritual, social, economic, • Political and environmental • Unsafe practices and the spread of COVID-19 • Individual responsibility for making informed decisions and choices: coping with and overcoming barriers regarding behaviour and seeking support, advice, and assistance • Decision-making in dealing with COVID-19 • Role of nutrition in health and physical activities	**Competencies, abilities, and ethics that will** • Assist in securing a job and developing a career • Managing meetings, managing a project and office administration skills • Interview skills: personal appearance and preparation for typical questions. • Ethics and ethical behavior • On-line application processes as a result of COVID-19	**Personal expectations in relation to job/career of interest:** • Expectancy and reality • Chances of success and satisfaction • Suitability audit • Working and studying from home and increased usage of online business operations due to COVID-19	**Knowledge about self In relation to the demands of the world of work and socio- economics conditions:** • Skilled, semi-skilled, unskilled, and physical labour • Additional and higher education studies required for different careers • Expectancy, reality and perseverance	**Changing work settings and new skills resulting from COVID-19**

COVID-19	**Negative lifestyle choices** • Youth Risk behaviour and COVID-19 infections • Positive behaviour that could help to minimise the spread of COVID 19 amongst the youth • The youth and issues of social distancing in the era of COVID -19 • Responsible decision making that can have positive impact on current lifestyle choices	**Continue from week 1:** • Risky behaviour and COVID-19 infections • Unsafe attitudes, behaviours, and environments in spreading COVID-19 • Emotional issues arising from COVID-19 and how to deal with them.	**Effects of COVID 19 on a person's way of life** • Loss of income • Increased poverty • Change of cultural and religious practices (churches, burial etc.) • Responsible decision making/attitudes that can have positive impact on current lifestyle choices and save lives • Parental, religious institutions, media, cultural support	• Unsafe practices and subsequent physical, emotional, spiritual, social, economic, and environmental effects on self and others in the context of COVID-19 • The importance of making informed behavioural decisions in the context of COVID-19 • Psycho-social support and assistance as a result of COVID-19 • Healthy nutrition/exercise to boost immune system	**Issues of safety and ethics in the workplace:** • Online (virtual) interviews • Virtual meetings • Working from home • Making a good impression through virtual meetings/ interviews	**Personal expectations in relation to job/career of interest:** • Jobs related to COVID-19 • Self-reliance and independence as a result of social distancing • Changing the nature of jobs • Emergence of new jobs and careers • Influence on job availability	**Ways to deal with demands of world of work post COVID-19** • Role of frontline workers and risks associated to such professions • New jobs and their requirements • The changes in the world of work	
Requisite pre-knowledge	**Definition of concepts:** • Development of the self in society: Healthy and balanced life style, Risky behaviours, unsafe practices, etc. • Careers and career choices: Socio-economic environment, competencies, abilities, ethics, ethical behavior, etc.	**Grade 10 related content and concepts** • Development of self in society: Life roles, changes and development towards adulthood, coping with change, values and strategies to make informed decisions. • Definition of concepts: diversity of jobs, sectors, work settings, designing assembling and growing, self and the world of work, opportunities in different career fields • .Careers and career choices: Career field, occupations, careers and jobs, NCS, life domains, socio'-economic considerations for careers and study choices.					**Understanding the different action/ command words** • List of critical concepts. • Definition of action words in assessment.	
Resources other than the textbook	• Fact-sheet (Hand out) on Covid-19, list of defined concepts relative to the content, latest list of YRB, Notes on different jobs and their requirements etc. Internet sources, publication from relevant government departments, Magazines, Textbooks of other subjects with similar content, DVDs, Glossary of concepts etc. Websites on COVID-19 including 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.spotlightnsp.co.za/2020/04/17/covid-19-the-kids-are-not-all-right/							
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, previous QPs and MGs etc. • After a reasonable amount of content has been treated, informal assessment must be given. At least one informal assessment must be administered in each period.							
Formal assessment	**PROJECT OR A TASK.**							

Life Orientation Grade 11 National Revised Annual Teaching Plan 2020 Term 4

TERM 4 38 days = 8 weeks	Week1 (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 (4 days)
CAPS Topics	**Development of the self in society**	**Development of the self in society**	**Democracy and human rights**	**Democracy and human rights**	**Democracy and human rights**			
Topic, Concepts, Skills and Values	**Gender roles and their effects on health and well-being: self, family and society** • Unequal power relations, power inequality, power balance and power struggle between genders: abuse of power towards an individual (physical abuse), in family (incest) cultural (different mourning periods for males and females) social (domestic violence and sexual violence/rape) and work settings (sexual harassment) • The effects of COVID-19 on unequal power relations between males and females • Mourning during COVID-19 • Femicide and child abuse during COVID-19 • Retrenchment trends arising from COVID-19	**Negative effects of unequal power relations on health and well-being.** • Unequal power relations and COVID-19 • How the weak and vulnerable people in our community are treated • Addressing unequal power relations and power inequality between genders • • How the effects of unequal power relations in the context of COVID-19 could be addressed	**Contributions of South Africa's diverse religions and belief systems to a harmonious society and own belief system:** • Religious and cultural practices during COVID-19 • • Clarify own values and beliefs • COVID-19 and change in beliefs and value system related to cultural and religious belief systems	• Identify and critically analyse various moral and spiritual issues and dilemmas: right-to-life, euthanasia, cultural practices, and traditions; economic issues and environmental issues • COVID -19 and its effects on established norms pertaining to issues of culture and traditions in the context of burial, mourning, night vigils, preparation of the corpse for burial and attendance of funerals	**Respect differing opinions** • Exercise of the right to freedom of expression in the context of COVID-19 • Individuals' opinions about COVID -19 versus scientifically proven facts about it • The dilemma between facts and opinions about COVID-19 • Consolidation of content. • Revision and preparation for Final Exams	**Examination**	**Examination**	**Examination**
COVID-19	• Gender based violence during COVID-19: Reasons, effects and response • Domestic violence. • Women abuse during COVID-19	• Gender based violence during • COVID-19: Reasons, effects, and management (response)	• Effects of regulation on religious and cultural gatherings • Own values and beliefs on human rights violations arising from such regulations	• COVID-19 lockdown and right to life	• Respect differing opinions • Socio-economic response to COVID-19			
Requisite pre-knowledge	**Definition of concepts:** • Development of the self in society: Gender roles, abuse of power, unequal power relations, power inequality and gender.		**Grade 10 related content and concepts** • Development of the self: • Definition of concepts: Power, power relations, masculinity, femininity, gender, race, gender abuse, stereotypes, • Democracy and Human rights			**Understanding the different action/ command words** • List of critical concepts • Definition of action words in assessment		

	• Democracy and Human rights: South Africa's diverse religions and belief systems, values, moral and spiritual issues/ dilemmas, euthanasia, etc.	• Diversity, discrimination, human rights, violation of human rights, discriminating behaviour, prejudice	
Resources other than the textbook	• **Chapter 2 of the constitution of the Republic of South Africa, hand-outs on rights, Booklet - healthy life style choices, gender relations and the power play, cultural and religious beliefs, . Internet sources, publications from relevant government departments, Magazines, Textbooks of other subjects with similar content, DVDs, Glossary of concepts etc. local and global websites on COVID-19:** • https://www.who.int/emergencies/diseases/novel-coronavirus-2019/question-and-answers-hub/q-a-detail/violence-against-women-during-covid-19? • https://www.sahrc.org.za/index.php/sahrc-media/news-2/item/2296-media-statement-sahrc-responds-to-the-covid-19-national-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. Revision exercises including previous QPs, etc.		
Formal assessment	**COVID - 19 QUESTIONS MUST BE INCLUDED IN THE 2020 EXAMINATIONS.** **A Grade 11 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. **Total for examination: 100 Marks (2 Hours)** **Outline for examination** • **Section A**: 20 marks (Responses: one word/phrase/full sentence/s ,eg multiple choice,true/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)**	

24. Life Sciences

Revised National Teaching Plan

2020 National Revised ATP: Grade 11 – Term 1: Life 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	(CAPS pg. 39) Biodiversity and classification of microorganisms			(CAPS pg. 40) Biodiversity of plants			(CAPS pg. 41) Biodiversity of animals			Consolidation and revision
Topics/Concepts, Skills and Values	Basic structure of viruses, bacteria, Protista and fungi and roles in maintaining balance in the environment	Symbiotic relationships of bacteria, effect and management of ONE disease from each of the 4 groups	Immunity, effect of drugs, useful microorganisms and traditional technology	Bryophytes, Pteridophytes, Gymnosperms and Angiosperms. Decreasing dependence on water for reproduction	Asexual and sexual reproduction – advantages and disadvantages, Flowers as reproductive structures	The significance of seeds	The concept of a phylum, six phyla: Porifera, Cnidaria, Platyhelminthes. Annelida, Arthropoda and Chordata	Key features in respect of body plans in the 6 phyla	Relationship between body plans and modes of living for each of the 6 phyla, role of invertebrates in agriculture and ecosystems	
Requisite pre-knowledge	Revise the topic 'microorganisms' from Natural Sciences Grades 8			Revise anatomy of plants from Grade 10			Revise animal tissues from Grade 10			Watch Telematics video on scientific method at: https://bit.ly/2VOLuhj
Resources (other than textbook) **to enhance learning**	Wall charts, practical apparatus e.g. agar, petri dishes and hand lenses			Plant specimens, micrographs, wall charts, microscope and prepared slides			Reference books, photographs, DVD's, posters of phyla			

Assessment	**Informal Assessment:** Remediation	Practical work: prevalence of bacteria/fungi by growing cultures on agar or bread mould on bread, revision questions and tests	Questions on phylogenetic tree showing evolutionary history of 4 plant groups. Practical work: Dissect and observe of wind, insect and bird pollinated flowers, tests	Construct a comparative table of the four key features in the 6 selected phyla, revision questions and tests	
	SBA (Formal)	**TASK 1: PRACTICAL TASK (minimum 30 marks) - Weighting: 20%**		**TASK 2: FORMAL TEST (minimum 50 marks) - Weighting: 20%**	

2020 National Revised ATP: Grade 11 – Term 2: Life Sciences

TERM 2 (29 days)		Week 1 (starts 15 June) (5 days)	Week 2 (5 days)	Week 3 (5 days)	Week 4 (5 days)	Week 5 (5 days)	Week 6 (4 days)
CAPS Topics		(CAPS pg. 42) Photosynthesis		(CAPS pg. 43) Animal nutrition		(CAPS pg.45) Cellular respiration	
Topics/Concepts, Skills and Values		Process of photosynthesis, importance of photosynthesis Effects of variable amounts of light, carbon dioxide and temperature on rate of photosynthesis	Improve crop yields in greenhouse systems, role of ATP as energy-carrier in the cell ONE investigation to explain the principles of the Scientific process. *Light is necessary for photosynthesis*	Dentition for herbivorous, carnivorous and omnivorous life styles Human nutrition (organs, functions, ingestion, digestion, absorption, assimilation and egestion)	Homeostatic control, which involves the hormonal control of blood sugar levels	Process of respiration Aerobic and anaerobic respiration ONE investigation to explain the principles of the Scientific process *CO_2 is produced by living organisms during respiration*	
Requisite pre-knowledge		Revise topic 'photosynthesis' from Grade 8 and the cell from Grade 10		Revise carbohydrates from Grade 10, digestive systems from Grade 9		Revise respiration from Grade 9	
Resources (other than textbook) **to enhance learning**		Living plants, wall charts, chemicals, support content material e.g. short videos		Newspapers, DVD's Watch Telematics video on hormonal control of blood sugar levels at: https://bit.ly/2nN5uEm		Snails/seedlings, chemicals and apparatus	
Assessment	**Informal Assessment:** Remediation	• Worksheets on: cell location of different phases; graph interpretation (light, CO_2, temperature) • Basic scientific investigation skills with demonstrations or data interpretation on: Investigate photosynthesis by showing that light is necessary for photosynthesis - apply basic knowledge to mention the factors carbon dioxide & chlorophyll necessary and O_2 produced by photosynthesis (listed in CAPS pg. 42) • Informal test		• Worksheets on: Dentition, organs & functions; processes, regulation of blood sugar levels (drawing/interpreting graphs) • Exercises on the calculation of nutritional value of meals from dietary information or food packaging • Informal test		• Worksheets on: cell location of the different phases; comparison of aerobic/anaerobic respiration • Basic scientific investigation skills with demonstrations or data interpretation on: Investigate respiration by showing that CO_2 is produced by living organisms during respiration • Apply basic knowledge to mention that O_2 is used by living organisms during respiration (listed in CAPS pg. 45) • Informal test	
	SBA (Formal)	**TASK 3: FORMAL TEST (minimum 50 marks) - Weighting: 20%**					

2020 National Revised ATP: Grade 11 – Term 3: Life 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		**(CAPS pg. 46) Gaseous exchange**			**(CAPS pg. 48) Excretion in humans**			**(CAPS pg. 49) Population Ecology**	
Topics/Concepts, Skills and Values		Difference between cellular respiration, breathing and gas exchange Requirements of efficient gas exchange organs	Human gas exchange –structure, location, functions and adaptations of the ventilation system	Ventilation of the lungs Homeostatic control of breathing	Excretion in various organs	Urinary system- position of organs, structure and functioning of kidney Structure and functioning of nephron	Homeostatic control of water and salts; role of ADH and aldosterone	Population size: Immigration, emigration, mortality, natality; fluctuations and limiting factors Logistic and geometric growth curves with phases	Interactions in the environment – predation, competition, specialisation, parasitism, mutualism, commensalism
Requisite pre-knowledge		Revise respiratory system from Grade 9, revise cellular respiration from Grade 11			Revise excretory system from Grade 9, animal tissues from Grade 10			Revise ecology (Grade 8) and biodiversity (Grade 10)	
Resources (other than textbook) **to enhance learning**		Models, wall charts, DVD's or videos, hand lenses. Watch Telematics video on homeostatic control of breathing at: https://bit.ly/2nN5uEm			Models, wall charts, DVD's or videos, hand lenses, sheep kidney from butcher, dissecting knives. Watch Telematics video on homeostatic control of water and salts at: https://bit.ly/2nN5uEm			Reference books, wall charts, magazines, videos, DVD's	
Assessment	**Informal Assessment:** Remediation	• Worksheets on: structure, location, functions and adaptations • Demonstration/explanation/worksheet on ventilation using a model of the human breathing system (pg. 46 and 47 in CAPS) • Informal test			• Worksheets on: drawings and labels with functions of kidney & nephron • Informal test			• Worksheets: determine population size • Complete case studies e.g. culling • Informal test	
	SBA (Formal)	**TASK 4: PRACTICAL TASK (minimum 30 marks) - Weighting: 20%**				**TASK 5: FORMAL TEST (minimum 50 marks) - Weighting: 20%**			

<table>
<tr><td>TERM 4
(38 days)</td><td>Week 1
(5 days)</td><td>Week 2
(5 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
(5 days)</td><td>Week 8
(3 days)</td><td>FINAL EXAMINATION
(15 days)</td></tr>
<tr><td>CAPS Topics</td><td>(CAPS pg. 50)
Population Ecology</td><td colspan="5">(CAPS pg. 51) Human impact on the environment (current crises)</td><td>Consolidation and revision</td><td>Consolidation and revision</td><td rowspan="3">FINAL EXAMINATION
<table><tr><th>PAPER 1</th><th>PAPER 2</th></tr><tr><td>Marks: 150
Time: 2½ hours
Learners must answer all 3 questions.

Topics and marks:
Photosynthesis – 32
Animal nutrition -32
Respiration – 22
Gaseous exchange – 32
Excretion – 32</td><td>Marks: 150
Time: 2½ hours
Learners must answer all 3 questions.

Topics and marks:
Biodiversity and classification of microorganisms- 29
Biodiversity in plants and reproduction – 29
Biodiversity of animals -18
Population ecology - 37
Human impact - 37</td></tr></table>Cognitive levels:

Knowing science - 40%;
Understanding science - 25%;
Applying scientific knowledge - 20%;
Evaluating, analysing and synthesising science knowledge - 15%

Degrees of difficulty for examination and test questions:

Easy - 30%;
Moderate - 40%;
Difficult - 25%;
Very difficult - 5%</td></tr>
<tr><td>Topics/Concepts, Skills and Values</td><td>Human population</td><td>Climate & weather</td><td>Water quality

and

Water availability</td><td>Food security</td><td>Loss of biodiversity</td><td>Solid waste removal</td><td></td><td></td></tr>
<tr><td>Requisite pre-knowledge</td><td>Revise ecology (Grade 8) and biodiversity (Grade 10)</td><td colspan="7">Revise balance in ecosystems from Grade 8 and 10</td></tr>
<tr><td>Resources (other than textbook) to enhance learning</td><td>Reference books, wall charts, magazines, videos, DVD’s</td><td colspan="7">Reference books, media reports, internet, magazines, newspapers. Watch Telematics video on human impact on the environment at: https://bit.ly/2lTaRk0</td><td></td></tr>
</table>

Assessment	**Informal Assessment:** Remediation	• Worksheet to interpret different human population growth graphs • Informal test	• Worksheets: Interpret case studies, tables and graphs • Practical observation of ONE example of human influence on the environment in local area; write a report • Interpret articles e.g. rhino poaching • Conduct a solid waste analysis • Informal test	
	SBA (Formal)			

25. Mathematical Literacy

Revised National Teaching Plan

2020 National Revised ATP: Grade 11 – Term 1: Mathematical Literacy

TERM 1 (46 days) 9 weeks, 1 day	**1 WEEK**	**1 WEEK**	**2 WEEKS**	**1 WEEK**	**2 WEEKS**	**2 WEEKS**	
CAPS Topic	**MEASUREMENT**		**PATTERNS AND RELATIONSHIPS**	**WORKING WITH TWO RELATIONSHIPS**	**FINANCIAL DOCUMENTS**	**MAPS, PLANS & OTHER REPRESENTATIONS**	
Concepts, skills and values	**Conversions** - Metric to Imperial - Temperature (ºC to ºF and vice versa) **Time** - Duration - (hours to minutes and vice versa) CAPS: pg. 63,70	Equivalent/ proportionality conversions E.g. 5litre paint covers 20m²; 1teaspoon ≈ 5ml CAPS: pg. 32	- Constant difference (2 relationships) See: CAPs: pg. 38 - Inverse proportion (2 relationships) See: CAPS: pg. 38 - Constant ratio between consecutive terms See: CAPS: pg. 38 - A combination of any 2 of the above **Representations** (2 relationships) - Equations/Formulae - dependent and independent variables - tables and graphs CAPS: pg. 38 - 43	Use formulae/equations, tables and graphs to: -Compare different tariff systems, -Determine break-even point, -Comparing different banking options CAPS: pg. 44 -46	Terminology and calculations of the values on the documents (See list of documents CAPS pg. 49) Income (fixed/variable and occasional): Sources of income - **personal income** (e.g. salaries, wages and commission) - **business income** (e.g. sales, donations and grants) Expenditure: - **Personal expenditure** (e.g. living expenses, personal tax, loan repayments) **Business expenditure** (e.g. taxes, salaries, running expenses). CAPS: pg. 49	• Maps (directions and point locations): - Seating plans - Lay out plan - Street maps - Road and rail maps (national/provincial) - Residential maps CAPS: pg. 73 - 78	• Models - Packaging CAPS: pg. 79 -80
Requisite pre-knowledge	Revision of Grade 10 - work		Revise grade 10-content	Revise grade 10-content	Revise grade 10-content		Revise grade 10-content
Resources (other than textbook) **to**	Calculators				Pay slips, Quotations, Invoices, Receipts, Travel allowance claim forms, Banking documents		Models Use actual cans and a range of actual boxes

enhance learning						
Informal assessment; remediation	Exercise on measurement	Short tests on equations, tables and graphs		Short tests on tables, graphs and documents		
SBA (Formal Assessment)	**ASSIGNMENT**		**CONTROL TEST**			

2020 National Revised ATP: Grade 11 – Term 2: Mathematical Literacy

TERM 2 (29 days) 5 weeks, 4 days	**1 WEEK 4 DAYS**	**2 WEEKS**	**2 WEEKS**
CAPS Topics	**FINANCE**	DATA	MEASUREMENT
Concepts, skills and values	Interest - Loans - Investments - Bank accounts Banking - Savings account - Cheque/current account - Fixed deposit account - Credit and debit account - etc. Inflation - Calculation - Rate of increase or decrease CAPS: pg. 54 - 58	Displaying data: - Multiple bar graphs - Line and broken line graph - Scatter plots' Summarising data: - Mean - Median - Mode - Range Analyse data represented by the above averages • **Integrate probability** CAPS: pg. 84 - 88	Measuring & estimating - Length - Distance - Mass/weight - Volume - Temperature Calculate - Perimeter - Area - Volume • **Integrate probability** CAPS: pg. 64 - 69
Requisite pre-knowledge	Revise grade 10-content	Revise grade 10-content	Revise grade 10-content
Resources (other than textbook) **to enhance learning**	Calculators Banking - Saving accounts - Cheque accounts - Fixed deposits - Credit accounts with credit card and debit account with debit card		Distance - Ruler; Tape measure - Scales; Trundle wheels - Odometers Mass/weight - Bathroom-, Kitchen scales - Electronic scales Volume - Spoons; Cups - Jugs; Bottles - Buckets; Wheel barrows Temperature - Thermometer
Informal assessment; remediation	Short tests on income and expenditure	Exercise on mean, median, mode and range	Worksheet on perimeter, area and volume
SBA (Formal Assessment)			

2020 National Revised ATP: Grade 11 – Term 3: Mathematical Literacy

TERM 3 (37 days) 7 weeks, 2 days	**1 WEEK 2 DAYS**	**1 WEEK**	**2 WEEKS**	**2 WEEKS**	**1 WEEK**
CAPS Topics	**REVISION**	**FINANCE**	**MAPS, PLANS & OTHER REPRESENTATIONS**	**Tariff systems**	**REVISION**
Concepts, skills and values	Reflection and Re-teaching of problem areas of Term 1 and term 2	Taxation - VAT UIF CAPS: pg. 58	• Scales (given and own scale) - Number scales - Bar Scales • Maps (directions and point locations): - Elevation maps - Strip charts • Building plans - Elevation plans Design drawings CAPS: pg. 73 - 78	Tariff systems: Municipal tariffs Telephone tariffs Transport tariffs Bank fees Compare two options - performing calculations - drawing and interpreting graphs CAPS: pg. 50	Reflection and Re-teaching of problem areas of Term 3.
Requisite pre-knowledge		Revise grade 10-content	Revise grade 10-content	Revise drawing of graphs	Revise grade 10-content
Resources (other than textbook) **to enhance learning**		Taxation - Shop purchases - Till slips Calculators	Floor plans elevation and design: - Rough & scaled floor/layout plans showing a top view perspective - Maps		• Coins and Dice • Games involving coins and dice • Deck of cards • Weather reports
Informal assessment; remediation			Short tests on scales and maps		Practical exercise on probability
SBA (Formal Assessment)	**INVESTIGATION**			**CONTROL TEST**	

2020 National Revised ATP: Grade 11 – Term 4: Mathematical Literacy

TERM 4 (38 days) 7 weeks, 3 days	**2 WEEKS**	**1 WEEK**	**1 WEEK**	**2 WEEKS**		**1 WEEK 3 DAYS**
CAPS Topics	**FINANCE**		**MAPS AND PLANS**	**PROBABILITY**		**REVISION AND CONSOLIDATION**
Concepts, skills and values	• Cost price and selling price • Percentage profit • Inflation • Exchange rates CAPS: pg. 52	• Break-even analysis (personal and business finance) CAPS: pg. 53	• Models Follow instructions, e.g. - Plugs - Plastic models - Unassembled wooden furniture - Cell phones - Electrical appliances - Children's toys CAPS: pg. 79 - 80	• Simple events - Outcome, event and probability scale (revision) - Relative frequency - Theoretical probability CAPS pg. 91 - 95	• Compound events - Tree diagrams - Two-way tables CAPS: pg. 93	
Requisite pre-knowledge	Revise grade 10-content	Knowledge of Term 1-graphs	Revise grade 10 content	Revise grade 10-content	Revise grade 9-content	
Resources (other than textbook) **to enhance learning**	Invoices, Receipts			• Coins and Dice • Games involving coins and dice • Deck of cards • Weather reports		
Informal assessment; remediation	Short tests on inflation and break-even		Practical test on how to assemble a product	Practical exercise on probability		

26. Mathematics

Revised National Teaching Plan

2020 National Revised ATP: Grade – Term 1: Mathematics Grade 11

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	Exponents and surds		Equations and inequalities			Euclidean Geometry			Trigonometry (reduction formulae, graphs, equations)	
	1. Apply the laws of exponents to expressions involving rational exponents. 2. Add, subtract, multiply and divide simple surds		1. Revise factorisation. . 2. Solve: • quadratic equations; • quadratic inequalities in one variable and interpret the solution graphically; and • equations in two unknowns, one of which is linear the other quadratic, algebraically or graphically. 3. Determine the nature of roots			1. Investigate and prove theorems of the geometry of circles assuming results from earlier grades, together with one other result concerning tangents and radii of circles. 2. Solve circle geometry problems, providing reasons for statements when required. 3. Prove riders.			1. Derive and use the identities: $\tan\theta = \frac{\sin\theta}{\cos\theta}$ and $\sin^2\theta + \sin^2\theta = 1$. 2. Derive the reduction formulae. 3. Determine the general solution and / or specific solutions of trigonometric equations. 4. Establish the sine, cosine and area rules. 5. Solve problems in 2-dimensions.	
SBA	**Investigation or project**								**Test**	

2020 National Revised ATP: Grade – Term 2: Mathematics Grade 11

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	**Exponents and surds**		**Equations and inequalities**			**Euclidean Geometry**			**Trigonometry (reduction formulae, graphs, equations)**	
	4. Apply the laws of exponents to expressions involving rational exponents. 5. Add, subtract, multiply and divide simple surds		1. Revise factorisation. . 2. Solve: • quadratic equations; • quadratic inequalities in one variable and interpret the solution graphically; and • equations in two unknowns, one of which is linear the other quadratic, algebraically or graphically. 6. Determine the nature of roots			4. Investigate and prove theorems of the geometry of circles assuming results from earlier grades, together with one other result concerning tangents and radii of circles. 5. Solve circle geometry problems, providing reasons for statements when required. 6. Prove riders.			6. Derive and use the identities: $\tan\theta = \frac{\sin\theta}{\cos\theta}$ and $\sin^2\theta + \sin^2\theta = 1$. 7. Derive the reduction formulae. 8. Determine the general solution and / or specific solutions of trigonometric equations. 9. Establish the sine, cosine and area rules. 10. Solve problems in 2-dimensions.	
SBA	**Investigation or project**								**Test**	

TERM 3 (37 days)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
37	Functions				Trigonometry			Measurement
	1. Revise the effect of the parameters a and q and investigate the effect of p on the graphs of the functions defined by: 1.1. $y = f(x) = a(x+p)^2 + q$ 1.2. $y = f(x) = \frac{a}{x+p} + q$ 1.3. $y = f(x) = a.b^{x+p} + q$ where $b > 0$, $b \neq 1$ 2. Investigate numerically the average gradient between two points on a curve and develop an intuitive understanding of the concept of the gradient of a curve at a point. 3. Point by point plotting of basic graphs defined by $y = sin\theta$, $y = cos\theta$ and $y = tan\theta$ for $\theta \in [-360^{\circ}; 360^{\circ}]$ 4 Investigate the effect of the parameter k on the graphs of the functions defined by $y = \sin(kx)$, $y = \cos(kx)$ and $y = tan(kx)$ 5. Investigate the effect of the parameter p on the graphs of the functions defined by $y = \sin(x+p)$, $y = \cos(x+p)$ and $y = tan(x+p)$ 6. Draw sketch graphs defined by: $y = a \sin k(x+p)$, $y = a \cos k(x+p)$ and $y = a\ tan\ k(x+p)$ at most two parameters at a time.				1. Prove and apply the sine, cosine and area rules. 2. Solve problems in two dimensions using the sine, cosine and area rules			-Revise the volume and surface areas of right-prisms and cylinders. -Study the effect on volume and surface areas when multiplying any dimension by a constant factor k. -Calculate volume and surface areas of spheres, right prisms, right cones and combination of those objects (figures).
SBA	Test							

2020 National Revised ATP: Grade – Term 4: Mathematics Grade 11

TERM 4 (38 days)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	EXAM
38	**Probability**			**Revision**					
	1. Revised the addition rule for mutually exclusive events: $P(A\ or\ B) = PA + P(B)$ The complementary rule: $P(not\ A) = 1 - P(A)$ and the identity $P(A\ or\ B) = P(A) + P(B) - P(A\ and\ B)$ 2. Identify dependents and independents events and the product rule for independent events: $P(A\ and\ B) = P(A) \times P(B)$ 3. The use of Venn diagrams to solve probability problems, deriving and applying formulae for any three events A, B and C in a sample space S. 4. Use tree diagrams for the probability of consecutive or simultaneous events which are not necessarily independent.								**PAPER 1** **Algebra** 55 ± 3 **Patterns and Sequences** 25 ± 3 **Probability** 15 ± 3 **Functions and Graphs** 55 ± 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** 35 ± 3 **Trigonometry** 60 ± 3 **Euclidean Geometry** 55 ± 3

27. Mechanical Technology – Automotive

Revised National Teaching Plan

2020 National Revised ATP: Grade 11 – Term 1: Mechanical Technology: Automotive

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		**Safety (Generic)**	**Safety (Generic)**	**Safety (Generic)**	**Tools (Generic)**	**Tools (Generic)**	**Tools (Specific)**	**Engines (Specific)**	**Engines (Specific)**	**Engines (Specific)**	
Topics /Concepts, Skills and Values		**First Aid** HIV/Aids Awareness **OHS Act** Machine specific safety measures when dealing with: • Grinding machines • Cutting machines	Machine specific safety measures when dealing with: • Press machines • Joining Equipment (arc, gas)	Machine specific safety measures when dealing with: • Handling and storage of gas cylinders • Hydraulic operated equipment	The principles and functions of the following: • Stocks and dies (characteristics and drill sizes) • Grinding machines • Cutting machines (drilling machines, power saw	The principles and functions of the following: • Cutting machines horizontal band saw • Guillotine machine (manual and power driven) • Press machines	The principles and functions of the following: • Dial indicators • Telescopic gauges • Torque wrenches • Outside, Inside micrometers and vernier calliper	**C.I. Engines**: Combustion chamber designs for direct and indirect injection **Injector:** Function, construction, operation and types of nozzles	**Valve assemblies**: • Identify various overhead valve arrangements • Identify various camshafts arrangements: SOHC and DOHC • Cam followers – mechanical and hydraulic	Valve timing diagram – • Continuously variable valve timing (CVVT) system • Purpose and importance of valve clearance • Timing gears, chains, belt drives and tensioners	
Requisite pre-knowledge		HIV/Aids Awareness	HIV/Aids Awareness	HIV/Aids Awareness	Hand tools and Measuring tools	Hand tools and Measuring tools	Hand tools and Measuring tools	Operating principles of 2 & 4 stroke internal combustion engines	Operating principles of 2 & 4 stroke internal combustion engines	Operating principles of 2 & 4 stroke internal combustion engines	
Resources (other than textbook) **to enhance learning**		OHS act, Safety signs in workshop, First aid manuals & Tools & Equipment	OHS act, Safety signs in workshop, First aid manuals & Tools & Equipment	OHS act, Safety signs in workshop, First aid manuals & Tools & Equipment	Tools and equipment as mentioned above.	Tools and equipment as mentioned above.	Tools and equipment as mentioned above.	Direct and Indirect injection C.I. engines, different types of injectors.	Engines with various OHV assemblies, You-tube videos	Engines with various OHV assemblies, You-tube videos	
Assessment	**Informal Assessment:** Remediation	Classwork/case studies/worksheets/homework/class tests (Theory and practical work)								Class Test	
	SBA & PAT (Formal)	**Assignment = 50 marks** **PAT = 50 marks**									

2020 National Revised ATP: Grade 11 – Term 2: Mechanical Technology: Automotive

TERM 2 **(29 days)**	**Week 1** **15 – 19 June** (4 days)	**Week 2** **22 – 26 June** (5 days)	**Week 3** **29 June - 3 July** (5 days)	**Week 4** **6 - 10 July** (5 days)	**Week 5** **13 -17 July** (5 days)	**Week 6** **20 – 24 July** (5 days)				
CAPS Topics	**Systems & Control (Specific)**	**Systems & Control (Specific)**	**Systems & Control (Specific)**	**Systems & Control (Specific)**	**Systems & Control (Specific)**	**Systems & Control (Specific)**				
Topics /Concepts, Skills and Values	**Basic function, construction and operation of final drives:** • Spiral bevel type • Hypoid type • Conventional differential • Limited slip differential	**Identify the layout and purpose of different drive systems:** • Four-wheel drive • All-wheel drive	**Hydraulic brakes:** • Master Cylinder (Parts & Operation)	**Hydraulic brakes**: • Vacuum servo unit (purpose and operation) • ABS braking system (basic lay-out and operation)	**Define the difference in construction between:** • Front axles • Rear axles: ➢ Semi-floating ➢ Full-floating **Steering systems, layout & operation:** • Types of steering boxes • Power steering • Electric p/steering •	Identify the function & purpose of the following steering control components: • Drag links • Tie rod ends Ball joints				
Requisite pre-knowledge			Hydraulic brake systems	Hydraulic brake systems						
Resources (other than textbook) **to enhance learning**	Different types of final drives, hand tools, You-tube, educational videos, etc.	Different types of final drives and layouts, hand tools, etc.	Hydraulic brakes components and operational system, hand tools, etc.	Vacuum servo units, hand tools.	steering control components: (as above). Educational videos, etc.					
Assessment **Informal Assessment:** Remediation	Classwork/case studies/worksheets/homework/class tests (Theory and practical work)									

	SBA & PAT (Formal)	**Term 2 – None (June examination will be excluded)** **PAT - Any maintenance task (e.g. changing disc pads or any oil change or engine timing) and setting of engine valves. = 50 Marks (Any ONE)** **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 – 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	**Systems & Control**	**Systems & Control**	**Systems & Control**	**Maintenance (Generic)**	**Maintenance (Specific)**	**Forces (Specific)**	**Test**			
Topics /Concepts, Skills and Values	**Suspension layout and operation**: • Define sprung and un-sprung mass • Semi-elliptic leaf • Coil springs • Torsion bars • Control ➢ Telescopic shock absorbers (gas and hydraulic) ➢ Anti-roll bars ➢ Stabilisers	**ELECTRICITY Identify the functions and describe the operation of the conventional ignition system with reference to:** • Firing order • Ignition timing • Spark plugs • Purpose of mechanical and vacuum regulators	**Starting circuit:** Show an understanding of the basic starting circuit **Supplemental systems** (purpose and operation): • Traction control • Air bag control	Identify causes of malfunction of pedestal drill, power saw and pedestal grinder: • Lack of lubrication or incorrect lubrication • Overloading • Friction	**ENGINE LUBRICATION Oil pumps (purpose and operation):** • Gear • Vane • Rotor **Demonstrate an understanding of oil control methods referring to:** • Oil filtration systems • Pressure relief valve • Seals **Servicing of vehicles**: • Importance of regular servicing	**Automotive calculations and application:** • Work • Power • Torque • Compression Ratio				
Requisite pre-knowledge		Identification and function of engine components	Identification and function of engine components	Properties of lubricants Friction, Lack of maintenance	Lubrication systems	Types of forces Basic calculations				
Resources (other than textbook) **to enhance learning**	steering control components: (as above). Educational videos, etc.	ignition system components (as above) with relative specifications.	Batteries and Starters, Hand tools. You-tube, CDX educational videos, etc.	You-tube, CDX educational videos	Oil pumps, vehicle or running engines for servicing.	Stripping engines, measuring instruments and specifications.				
Assessment **Informal Assessment:** Remediation	Classwork/case studies/worksheets/homework/class tests (Theory and practical work)									

	SBA & PAT (Formal)	**Test = 50 marks (Term 3 content only)** **PAT - Any maintenance task (e.g. changing disc pads or any oil change or engine timing) and setting of engine valves. = 50 Marks (Any ONE)** **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 – Term 4: Mechanical Technology: Automotive

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 (5days)	Week 5 26 - 30 Oct (5days)	Week 6 2 - 6 Nov (5days)	Week 7 9 - 13 Nov (5 days)	Week 8 16 - 20 Nov (5 days)	Week 9 - 11 23 Nov – 9 Dec (15 days)		
CAPS Topics	Practical remediation of PAT	**Forces (Specific)**	**Forces (Specific)**	**Terminology (Specific).**	**Terminology (Specific)**	Practical:Maintance	Practical:Maintance	**Consolidation and Moderation of PAT**	November examination		
Topics /Concepts, Skills and Values	Term 3 Maintance task	Automotive calculations and application: • Work • Power • Torque	Automotive calculations and application • Compression Ratio	Work shop administration Read and interpret job instructions	Read & interpret & adhere manufacturers specifications	Changing disc pads or oil change or engine timing or setting of engine valves	Changing disc pads or oil change or engine timing or setting of engine valves				
Requisite pre-knowledge		Types of forces Basic calculations	Types of forces Basic calculations								
Resources (other than textbook) **to enhance learning**		Stripping engines, measuring instruments and specifications.	Stripping engines, measuring instruments and specifications.	Sample job cards	Workshop manuals You-tube videos						
Assessment **Informal Assessment:** Remediation	Classwork/case studies/worksheets/homework/class tests (Theory and practical work)										
SBA (Formal)								**FINAL EXAMINATION**			

28. Mechanical Technology – Fitting and Machining

Revised National Teaching Plan

2020 National Revised ATP: Grade 11 – Term 1: Mechanical Technology: Fitting & Machining

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	**Safety (Generic)**	**Safety (Generic)**	**Safety (Generic)**	**TERMINOLOGY Machining (Specific)**			**Tools (Generic)**	**Tools (Generic)**	**Tools (Specific)**	
Topics /Concepts, Skills and Values	HIV/Aids Awareness Knowledge of basic First Aid measures Analyse the OHS Act and regulations where applicable Machine specific safety measures when dealing with: • Grinding machines • Cutting machines	Machine specific safety measures when dealing with: • Press machines • Joining Equipment (arc, gas)	Machine specific safety measures when dealing with: • Handling and storage of gas cylinders • Hydraulic operated equipment **Practical:** Perform a first aid exercise to demonstrate action to be taken when a fellow learner hurts him/herself in the workshop.	**Lathe:** • Safety measures • Set up of irregular work pieces – 4 jaw chuck • Steadies (purpose and use) • Mandrels (purpose and use) • Taper turning (compound slide method – inside and outside tapers) ➢ Calculations for setting over of compound slide • Screw cutting ➢ Description of the pitch and leads for single- and multi-start screw threads ➢ Uses of screw thread dial gauge, pitch gauge, centre gauge and graduated collar when screw thread cutting is carried out ➢ Methods to determine the locating positions on the dial gauge ➢ Calculations of depth of V-threads ➢ Square thread (calculations of the helix, leading and following angles for the cutting tools) **Practical – Lathe:** • Set-up of an irregular work piece in a 4-jaw chuck • Use the lathe to do taper turning • Use the lathe to do V-thread screw cutting **Milling machine:** • Safety measures • Milling machine parts • **Calculations on:** • Centring of cutter • Cutting of key ways – parallel • Milling cutters (identification and uses): • Side and face cutter • End mill • Flute mill			The principles and functions of the following: • Stocks and dies (characteristics and drill sizes) • Grinding machines • Cutting machines (drilling machines, power saw .	The principles and functions of the following: • Cutting machines horizontal band saw • Guillotine Machine (manual and power driven) • Press machines **Practical:** Explain the safety precautions to be followed when using the various cutting and grinding machines	The principles and functions of the following: • Dial indicators • Telescopic gauges • Torque wrenches • Inside micrometers. **Practical:** Demonstrate competent use of: • Dial indicators • Telescopic gauges • Torque wrenches • Inside micrometers	

				• T-slot mill • Helical cutter • Involute gear tooth cutter **Practical – Milling machine:** • Centring of cutter • Cutting of parallel key way				
Requisite pre-knowledge		Basic First Aid. HIV/Aids Awareness. OHS act		Terminology content in grade 10	Grade 10 tools			
Resources (other than textbook) **to enhance learning**		OHS act, Safety signs in workshop, First aid manuals & Tools & Equipment		Tools and equipment as mentioned above. Calculator	Hand tools and Measuring tools			
Assessment	**Informal Assessment:**	Class work/case studies/worksheets/homework/ (theory and practical work)					Class Test	
	SBA (Formal)	**TASK 1: Assignment = 50 marks**						

2020 National Revised ATP: Grade 11 – Term 2: Mechanical Technology: Fitting & Machining

TERM 2 **(29 days)**		**Week 1 - 4** **15 June – 10 July** (20 days)	**Week 5** **13 - 17 July** (5 days)	**Week 6** **20 - 24 July** (5 days)
CAPS Topics		**FORCES (Specific)**	**MAINTENANCE (Specific)**	**Remediation, PAT etc.**
Topics /Concepts, Skills and Values		**Forces:** Effects of forces, moments and torques on engineering components applying design principles **Basic calculations on:** Forces found in engineering components: • System of forces (maximum of three forces) • Resultant and equilibrant **Moments:** Moments found in engineering components: (By calculation only) • Law of moments: ➢ Sum of LHM = Sum of RHM A simply supported beam with two vertical point loads acting on the beam supported by two supports. **Basic calculations on stress:** • Square tubing • Round tubing **Practical:** Use basic calculations to determine forces, moments and stress	Identify causes of malfunction of lathes and milling machines. • Lack of lubrication or incorrect lubrication • Overloading • Friction • Balancing **Practical:** Analyse and predict the outcome of the lack of maintenance on equipment used in the workshop:	
Requisite pre-knowledge		Grade 10 forces	Grade 10 maintenance	
Resources (other than textbook) **to enhance learning**		Youtube videos, force board. Forces training kits. White board/chalkboard. Calculators	Machines and videos.	
Assessment	**Informal Assessment**	Class work/case studies/worksheets/homework/ (theory and practical work)		
	SBA (Formal)	**Term 2 : No June Examination** **TASK 2: PAT TASK: Work piece which should include facing, diameter turning, taper turning and milling 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.**		

2020 National Revised ATP: Grade 11 – Term 3: Mechanical Technology: Fitting & Machining

<table>
<tr><td colspan="2">TERM 3
(37 days)</td><td>Week 1 - 2
3 – 14 Aug
(9 days)</td><td>Week 3 - 5
17Aug - 4 Sept
(15 days)</td><td>Week 6
7 – 23 Sept
(13 days)</td></tr>
<tr><td colspan="2">CAPS Topics</td><td>JOINING METHODS (Specific)</td><td>Materials (Generic)</td><td>Revision, Remediation, PAT & TEST.</td></tr>
<tr><td colspan="2">Topics /Concepts, Skills and Values</td><td>Identify the characteristics of the ISO metric V-thread.
Use basic calculations for the ISO metric V-thread:
• Root diameter
• Crest diameter
• Effective diameter
• Pitch
• Lead for multi-start screw threads
Practical:
Use basic calculations to determine the following for ISO metric V-thread:
• The drill size to tap a V-thread
• Tap hole(s) according to bolt size</td><td>Function and operation of the following equipment used during the manufacturing of steel:
• Blast furnace – refining of iron ore
• Electric arc furnace
Distinguish between the following properties of engineering materials:
• Hardness
• Plasticity
• Elasticity
• Ductility
• Malleability
• Brittleness
• Toughness</td><td></td></tr>
<tr><td colspan="2">Requisite pre-knowledge</td><td>Grade 10 knowledge on threads in Systems & Control.</td><td>Grade 10 Materials</td><td></td></tr>
<tr><td colspan="2">Resources (other than textbook) to enhance learning</td><td>Various bolts and nuts. Thread gauges, thread charts. Etc.</td><td>Videos, materials on which to test the properties.</td><td></td></tr>
<tr><td rowspan="2">Assessment</td><td>Informal Assessment:
Remediation</td><td colspan="3">Class work/case studies/worksheets/homework/ (theory and practical work)</td></tr>
<tr><td>SBA (Formal)</td><td colspan="2">TASK 2 cont.: PAT TASK: Work piece which should include facing, diameter turning, taper turning and milling 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.</td><td>TASK 4
Term test:
Term 3 work only
50 marks</td></tr>
</table>

2020 National Revised ATP: Grade 11 – Term 4: Mechanical Technology: Fitting & Machining

<table>
<tr><td colspan="2">TERM 4
(38 days)</td><td>Week 1- 6
28 Sept – 6 Nov
(30 days)</td><td>Week 7 - 10
9 Nov – 9 December</td></tr>
<tr><td colspan="2">CAPS Topics</td><td>SYSTEMS AND CONTROL : Drive systems (Specific)</td><td>Revision, Remediation, completion of PAT, Examination</td></tr>
<tr><td colspan="2">Topics /Concepts, Skills and Values</td><td>MECHANICAL COMPONENTS:
Basic velocity calculations on:
• Gears (compound) Including idler gears
• Pulley systems and
• Belts (v-belts)
Transfer of movement:
• Spur gears
• Gear Ratio
• Power transmission
HYDRAULICS / PNEUMATICS
Basic calculations on:
Pistons and reservoirs (only a single cylinder): volume, pressure, force, area
Description, identification and application of:
• Valves, pipes, pressure gauges
Practical:
Practically determine the transfer of movement of mechanical and hydraulic operating systems mentioned above including drive systems through a simple designed project</td><td rowspan="4"></td></tr>
<tr><td colspan="2">Requisite pre-knowledge</td><td>Grade 10 Systems and Control</td></tr>
<tr><td colspan="2">Resources (other than textbook) to enhance learning</td><td>Gear and pulley trainer. Hydraulics trainer. Videos and YouTube videos.</td></tr>
<tr><td rowspan="2">Assessment</td><td>Informal Assessment: Remediation</td><td>Class work/case studies/worksheets/homework/ (theory and practical work)</td></tr>
<tr><td>SBA (Formal)</td><td></td><td>FINAL EXAMINATION</td></tr>
</table>

29. Mechanical Technology – Welding and Metalwork

Revised National Teaching Plan

2020 National Revised ATP: Grade 11 – Term 1: Welding and Metalwork

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		**Safety**	**Safety**	**Safety**	**Tools**	**Tools**	**Materials**	**Materials**	Revision	**Revision Controlled Test**	**Revision Controlled test**
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	First Aid HIV/Aids Awareness OHS act Machine specific safety measures	Purpose-made tooling and equipment	Purpose-made tooling and equipment and (PAT)	Properties and Uses Methods of enhancing the properties of steel and (PAT)	Properties and Uses Methods of enhancing the properties of steel and (PAT)	Safety Tools Materials and (PAT)	Safety Tools Materials	(50) MARKS
Assessment	**Informal Assessment:**	**Classwork/case studies/worksheets/homework/(theory and practice)**									
	SBA (Formal)	**TASK 1 (Phase 1 of the designed PAT): Assignment = 50 marks [10% SBA]**									

2020 National Revised ATP: Grade12 – Term 2: Welding and Metalwork

TERM 2 **(29 days)**		**Week 1 15Jun- 19Jun (4 days)**	**Week 2 22-Jun 26Jun (5 days)**	**Week 3 29Jun-3 Jul** (5 days)	**Week 4 6Jul-10Jul** (5 days)	**Week 5 13Jul-17Jul** (5 days)	**Week 6 20Jul - 24 Jul** (5 days)
CAPS Topics		Maintenance (Specific) and (PAT)	Forces (specific) and (PAT)	Forces (specific) and (PAT)	Forces (specific) and (PAT)	Joining methods and (PAT)	Joining methods and (PAT)
Topics /Concepts, Skills and Values		Causes of malfunction on lathes, milling machines and power tools	Effects of forces moments and torques System of forces Moments, Stress and strain	Effects of forces moments and torques System of forces Moments, Stress and strain	Effects of forces moments and torques System of forces Moments, Stress and strain	Joining processes, gas arc and MIG Spot welding Welding defects, causes and remedies Heat treatment of steel	Joining processes, gas arc and MIG Spot welding Welding defects, causes and remedies Heat treatment of steel
Assessment	**Informal Assessment:**	**Classwork/case studies/worksheets/homework/(theory and practice)**					
	SBA (Formal)	**Term 2 – None (June examination will be excluded)** **PAT TASK: Work piece which must include arc welding and MIG 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.**					

2020 National Revised ATP: Grade12 – 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		Joining methods and (PAT)	Joining methods (Heat treatment) and (PAT)	Joining methods (Heat treatment) and (PAT)	Joining methods (Heat treatment) and (PAT)	Terminology (Development) and (PAT)	Terminology (Development) and (PAT)	Terminology (Development) and (PAT)	Revision and controlled Test
Topics /Concepts, Skills and Values		Joining processes, gas arc and MIG Spot welding Welding defects, causes and remedies Heat treatment of steel	Heat treatment Change in structure of steel The iron carbon equilibrium diagram Purpose and methods of heat treatment	Heat treatment Change in structure of steel The iron carbon equilibrium diagram Purpose and methods of heat treatment	Heat treatment Change in structure of steel The iron carbon equilibrium diagram Purpose and methods of heat treatment	Transformation between parallel horizontal planes: Square to square Square to round Rectangular to round Cones on centre **(Graphical Solution only)**	Transformation between parallel horizontal planes: Square to square Square to round Rectangular to round Cones on centre **(Graphical Solution only**	Transformation between parallel horizontal planes: Square to square Square to round Rectangular to round Cones on centre **(Graphical Solution only**	
Assessment	**Informal Assessment:** Remediation	Classwork/case studies/worksheets/homework/(theory and practice)							
	SBA (Formal)	**PAT TASK Design a simple project, practicing joining methods (heat treatment) and Development skills** **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 11 – Term 4: Welding and Metalwork

TERM 4 (38 days)		Week 1-2 28 Sep - 09 Oct	Week 3-5 12 Oct – 23 Oct	Week 6-10 26 Oct – 09 Dec
CAPS Topics		Terminology (Development) and (PAT)	Terminology (Sections) and (PAT)	**Revision, Remediation, Completion of PAT, Examination**
Topics /Concepts, Skills and Values		**Transformation between parallel horizontal planes**: Square to square Square to round Rectangular to round Cones on centre **(Graphical Solution only**	**Steel sections**: Angle sections Channel sections I-beam sections **Referring to:** Identifying profile of the steel Uses of different sections Joining of different sections	
Assessment	**Informal Assessment:** Remediation	**Classwork/case studies/worksheets/homework/ (theory and practice)**		
	Final exam	**FINALISATION OF PAT TASK**		**FINAL EXAMINATION**

30. Music

Revised National Teaching Plan

2020 National Revised ATP: Grade 11 – 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: Rhythm and Pitch / Scales and Keys • Topic 3: Musical Theatre:- Indigenous and Modern Constructs – One work from each category	• Topic 1: Performance • Topic 2: Rhythm and Pitch / Scales and Keys • Topic 3: Musical Theatre:- Indigenous and Modern Constructs – One work from each category	• Topic 1: Performance • Topic 2: Intervals / Triads • Topic 3: Musical Theatre:- Indigenous and Modern Constructs – One work from each category	• Topic 1: Performance • Topic 2: Scales / Intervals / Triads • Topic 3: Musical Theatre:- Indigenous and Modern Constructs – One work from each category	• Topic 1: Performance • Topic 2: Harmony • Topic 3: Musical Theatre:- Indigenous and Modern Constructs – One work from each category	• Topic 1: Performance • Topic 2: Harmony / Transposition • Topic 3: Musical Theatre:- Indigenous and Modern Constructs – One work from each category	• Topic 1: Performance • Topic 2: Harmony / Comp. Techniques • Topic 3: Rock and Pop:- A Popular International artist	• Topic 1: Performance • Topic 2: Comp. Techniques / Clefs / Melody writing • Topic 3: Rock and Pop:- A Popular International artist	• Topic 1: Performance • Topic 2: Melody writing • Topic 3: Rock and Pop:- A Popular African artist	• Topic 1: Performance • Topic 2: Music Terminology • Topic 3: Rock and Pop:- A Popular African artist
Requisite pre-knowledge	Grade 10 Music Literacy	Indigenous and Modern African Musical Theatre	Knowledge of tones and semitones. Scales	Knowledge of Musical Theatre	Basic theory Triads	Scales Key signatures	Compositional techniques studied in Grade 10	Basic Music Theory	Basic Music Theory	Grade 10 Music Terminology
Resources (other than textbook) **to enhance learning**	Audio and Video of musical theatre works	Audio and Video of musical theatre works	Audio and Video of musical theatre works	Audio and Video of musical theatre works	Audio and Video of musical theatre works	Past Music GMK Question Papers	Music Scores and Audio CDs	Music Scores and Audio CDs	Music Scores and Audio CDs	Paper 2 audio resources Glossary of Music Terminology

Assessment	**Informal Assessment:** Remediation	Music Theory Worksheet	Scale Test	GMK Worksheet: The Modern African Musical of choice	Oral test on the storyline of Indigenous Musical Theatre style of choice	Technical Test – Scales and Arpeggios	Harmony worksheet	Compositional techniques exercise	Writing a melody	Melody writing continued	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 11 – Term 2: Music - Indigenous African Music (IAM) Stream

		TERM 2 (9 days)	**Week 25 15 – 19 June** (4 days)	**Week 26 22 - 26 June** (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)
Concepts, Skills and Values			• Topic 1: Performance • Topic 2: Rhythm and Pitch / Scales and Keys • Topic 3: Indigenous Music Experts:- Mama Madosini	• Topic 1: Performance • Topic 2: Intervals and Chords • Topic 3: Indigenous Music Experts:- Princess Magogo
Requisite pre-knowledge			Scales and Keys learnt in Term 1	Knowledge of song cycles
Resources (other than textbook) **to enhance learning**			Audio and Video of Mama Madosini	Audio and Video of Princess Magogo
Assessment	**Informal Assessment:** Remediation		Theory worksheet	Chord recognition exercises
	SBA (Formal)		N/A	

2020 National Revised ATP: Grade 11 – Term 3: Music - Indigenous African Music (IAM) Stream

TERM 3 (57 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)
Concepts, Skills and Values	• Topic 1: Performance • Topic 2: Harmony / Melody writing • Topic 3: Indigenous Music Experts:- Johannes Mokgoadi	• Topic 1: Performance • Topic 2: Harmonic analysis of music scores • Topic 3: Indigenous Music Experts:- Joe Mokgotsi	• Topic 1: Performance • Topic 2: Transposition and transcription • Topic 3:- Alex Mathunyane le Dinakwangedi	• Topic 1: Performance • Topic 2: Comp. techniques • Topic 3: Themes in IAM:- Nature; Plants; Vegetation; Animals	• Topic 1: Performance • Topic 2: Music Terminology • Topic 3: Themes in IAM:- Landscapes; Life and Living; Seasons; Ubuntu	• Topic 1: Performance • Topic 2: Rhythm and Pitch / Scales and Keys • Topic 3: Analytical features of IAM:- Terminology for appreciation of performance	• Topic 1: Performance • Topic 2: Intervals and Chords Topic 3: Analytical features of IAM:- Onomatopoeic singing	• Topic 1: Performance • Topic 2: Melody Writing • Topic 3: Analytical features of IAM:- Crepitation and Ululation	• Topic 1: Performance • Topic 2: Harmonisation • Topic 3: Indigenous song-dance practices:- Taboos	• Topic 1: Performance • Topic 2: Harmonisation • Topic 3: Indigenous song-dance practices:- The meaning of a musical instrument	• Topic 1: Performance • Topic 2: Harmonisation • Topic 3: Indigenous song-dance practices:- Protocol	• Topic 1: Performance • Topic 2: Comp. techniques • Topic 3 Indigenous song-dance practices:- Protocol
Requisite pre-knowledge	Ternary form Four-part chord writing	Chords Cadences	Four-Part chord voicing	Rhythmic motives and sequences	Term 1 Music Terminology	Term 1 and 2 Music Theory	Rhythm and Metre Scales and Modes	Grouping of notes Harmonic progression	Chords in root position, and in first and second inversions	Rules of harmonisation	Augmentation / Diminution Imitation	All previous music terminology

Resources (other than textbook) **to enhance learning**		Audio and Video of Johannes Mokgoadi	Audio and Video of Joe Mokgotsi	Audio and Video of Alex Mathunyane le Dinakwangedi	Extra notes on the themes in IAM	Glossary of Music Terminology Extra notes on the themes in IAM	Internet Resources on Indigenous African music	Audio examples of Onomatopoeic singing	Audio examples of crepitation and ululation	Music writing software – Sibelius; Finale; MuseScore etc.	Audio and video of song- dance practices	Audio and video of song-dance practices	Audio and video of song-dance practices
Assessment	**Informal Assessment:** Remediation	GMK worksheet on IAM experts and works	Harmonic analysis of music scores	GMK test on IAM experts and works	Recognition of Compositional Techniques	Four-Part Harmony Test	Theory test	Interval recognition and writing	Melody writing in Treble and Bass Clef	Four-Part Harmonisation	Test on analytical features of IAM	Test on Song Dance practices	Topic 1 Term Test
	SBA (Formal)	Term 3 Topic 2 content = 40			Term 3 Topic 3 Content = 40			Music Comprehension = 20			**TOTAL MARKS= 100**		

2020 National Revised ATP: Grade 11 – Term 4: Music - Indigenous African Music (IAM) Stream

TERM 4 **(48 days**	**Week 40** **28 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)	**Week 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 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)		
Concepts, Skills and Values	• Topic 1: Performance • Topic 2: Revision and consolidation • Topic 3: Revision and consolidation	• Topic 1: Performance • Topic 2: Rhythm and Pitch / Scales and Keys • Topic 3: Overview of Jazz	• Topic 1: Performance • Topic 2: Intervals, Triads and Chords • Topic 3: Overview of Jazz	• Topic 1: Performance • Topic 2: Harmony • Topic 3: Overview of Western Art Music	• Topic 1: Performance • Topic 2: Melody writing • Topic 3: Overview of Western Art Music	• Topic 1: Performance • Topic 2: Comp. techniques • Topic 3: Revision	• Topic 1: Performance • Topic 2: Revision and consolidation • Topic 3: Revision			
Requisite pre-knowledge	All term 1, 2 and 3 knowledge and skills	Term 1, 2 and 3 Music Theory	All previous knowledge of harmony	All Grade 11 harmonisation knowledge and skills	All previous Grade 11 melody writing knowledge and skills	All Grade 11 GMK content knowledge	All Grade 11 GMK content knowledge			
Resources (other than textbook) **to enhance learning**	All audio excerpts Past Question Papers	Audio and Video on Jazz	Past Question Papers	Audio and Video on Western Art music	Past Question Papers	Past Question Papers	Past Question Papers			
Assessment IAM music listening test	Past Question Papers	Jazz worksheet	Theory test	Harmony test	African music test	Past Question Papers	Past Question Papers			

	N/A	**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)**	**4. Repertoire (75)** • Reduced to three (3) solo pieces of 25 marks each. • Strictly NO ENSEMBLE presentation.	**5. Sight reading (10)**	**6. Aural (15)**	**TOTAL = 120**	

2020 National Revised ATP: Grade 11 – Term 1: Music - Jazz 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: Rhythm and Pitch / Scales and Keys • Topic 3: Musical Theatre:- Lerner and Loewe's My Fair Lady	• Topic 1: Performance • Topic 2: Rhythm and Pitch / Scales and Keys • Topic 3: Musical Theatre:- Lerner and Loewe's My Fair Lady	• Topic 1: Performance • Topic 2: Intervals / Triads • Topic 3: Musical Theatre:- Lerner and Loewe's My Fair Lady	• Topic 1: Performance • Topic 2: Scales / Intervals / Triads • Topic 3: Musical Theatre:- Leonard Bernstein's West Side Story	• Topic 1: Performance • Topic 2: Harmony • Topic 3: Musical Theatre:- Leonard Bernstein's West Side Story	• Topic 1: Performance • Topic 2: Harmony / Transposition • Topic 3: Musical Theatre:- Leonard Bernstein's West Side Story	• Topic 1: Performance • Topic 2: Harmony / Comp. Techniques • Topic 3: Rock and Pop:- A Popular International artist	• Topic 1: Performance • Topic 2: Comp. Techniques / Clefs / Melody writing • Topic 3: Rock and Pop:- A Popular International artist	• Topic 1: Performance • Topic 2: Melody writing • Topic 3: Rock and Pop:- A Popular African artist	• Topic 1: Performance • Topic 2: Music Terminology • Topic 3: Rock and Pop:- A Popular African artist
Requisite pre-knowledge	Grade 10 Music Literacy	Indigenous and Modern African Musical Theatre	Knowledge of tones and semitones. Scales	Knowledge of Musical Theatre	Basic theory Triads	Scales Key signatures	Compositional techniques studied in Grade 10	Basic Music Theory	Basic Music Theory	Grade 10 Music Terminology
Resources (other than textbook) **to enhance learning**	Audio, Music Scores and Video of Lerner and Loewe's My Fair Lady	Audio, Music Scores and Video of Lerner and Loewe's My Fair Lady	Audio, Music Scores and Video of Lerner and Loewe's My Fair Lady	Audio, Music Scores and Video of Leonard Bernstein's West Side Story	Audio, Music Scores and Video of Leonard Bernstein's West Side Story	Past Music GMK Question Papers	Music Scores and Audio CDs	Music Scores and Audio CDs	Music Scores and Audio CDs	Paper 2 audio resources Glossary of Music Terminology
Assessment – **Informal Assessment:** Remediation	Music Theory Worksheet	Scale Test	GMK Worksheet: The Rain in Spain from My Fair Lady	Oral test on the storyline of My Fair Lady	Technical Test – Scales and Arpeggios	Harmony worksheet Oral test on the storyline of West Side Story	Compositional techniques exercise	Writing a melody	Melody writing continued	Topic 1: Test
Assessment – **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 11 – Term 2: Music - Jazz Stream

TERM 2 (9 days)		Week 25 15 – 19 June (4 days)	Week 26 22 - 26 June (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)
Concepts, Skills and Values		• Topic 1: Performance • Topic 2: Rhythm and Pitch / Scales and Keys • Topic 3: Jazz Genre: - Bebop	• Topic 1: Performance • Topic 2: Intervals and Chords • Topic 3: Jazz Genre: - Bebop
Requisite pre-knowledge		Scales and Keys learnt in Term 1	Knowledge of song cycles
Resources (other than textbook) **to enhance learning**		Audio, music scores and Video of Bebop style, artists and pieces	Audio, music scores and Video of Bebop style, artists and pieces
Assessment	**Informal Assessment:** Remediation	Theory worksheet	Chord recognition exercises
	SBA (Formal)	N/A	

2020 National Revised ATP: Grade 11 – Term 3: Music - Jazz Stream

TERM 3 (57 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)
Concepts, Skills and Values	• Topic 1: Performance • Topic 2: Harmony / Melody writing • Topic 3: Jazz Genre:- Hard Bop	• Topic 1: Performance • Topic 2: Harmonic analysis of music scores • Topic 3: Jazz Genre: - Cool Jazz	• Topic 1: Performance • Topic 2: Transposition and transcription • Topic 3: Jazz Genre: - Modal Jazz	• Topic 1: Performance • Topic 2: Comp. techniques • Topic 3: South African Modern Constructs: - Maskandi and Malombo music	• Topic 1: Performance • Topic 2: Music Terminology • Topic 3: South African Modern Constructs: - Bubble-gum; Disco and Kwaito	• Topic 1: Performance • Topic 2: Rhythm and Pitch / Scales and Keys • Topic 3: Free and Avant-Garde Jazz	• Topic 1: Performance • Topic 2: Intervals and Chords Topic 3: Free and Avant-Garde Jazz	• Topic 1: Performance • Topic 2: Melody Writing • Topic 3: Free and Avant-Garde Jazz	• Topic 1: Performance • Topic 2: Harmonisation • Topic 3: Fusion Jazz	• Topic 1: Performance • Topic 2: Harmonisation • Topic 3: Fusion Jazz	• Topic 1: Performance • Topic 2: Harmonisation • Topic 3: Smooth Jazz	• Topic 1: Performance • Topic 2: Comp. techniques • Topic 3: Smooth Jazz
Requisite pre-knowledge	Ternary form Four-Part chord writing	Chords Cadences	Four-Part chord voicing	Rhythmic motives and sequences	Term 1 Music Terminology	Term 1 and 2 Music Theory	Rhythm and Metre Scales and Modes	Grouping of notes Harmonic progression	Chords in root position, and in first and second inversions	Rules of harmonisation	Rules of harmonic progression	Augmentation / Diminution Imitation

Resources (other than textbook) **to enhance learning**		Audio, music scores and Video of Hard Bop style, artists and pieces	Audio, music scores and Video of Cool Jazz style, artists and pieces	Audio, music scores and Video of Modal Jazz style, artists and pieces	Audio examples of Maskandi and Malombo music	Glossary of Music Terminology Audio examples of Disco, Bubble-gum and Kwaito	Internet Resources on Free and Avant-Garde Jazz	Audio, Video and Music Scores of Free and Avant-Garde Jazz	Audio, Video and Music Scores of Free and Avant-Garde Jazz	Audio, Video and Music Scores of Fusion Jazz	Music writing software – Sibelius; Finale; MuseScore etc.	Audio, Video and Music Scores of Smooth Jazz	Audio, Video and Music Scores of Smooth Jazz
Assessment	**Informal Assessment :** Remediation	GMK worksheet on Bebop artists and works	Harmonic analysis of music scores	GMK test on Hard Bop and Cool Jazz artists and works	Recognition of Compositional Techniques	Four-Part Harmony Test	Theory test	Interval recognition and writing	Melody writing in Treble and Bass Clef	Four-Part Harmonisation	Test on Free and Avant-Garde Jazz and Fusion	Harmonic Analysis Test	Topic 1 Term Test
	SBA (Formal)	Term 3 Topic 2 content = 40			Term 3 Topic 3 Content = 40			Music Comprehension = 20			**TOTAL MARKS= 100**		

2020 National Revised ATP: Grade 11 – Term 4: Music - Jazz Stream

TERM 4 (48 days)	**Week 40 28 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)	**Week 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 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)		
Concepts, Skills and Values	• Topic 1: Performance • Topic 2: Comp. techniques • Topic 3: Smooth Jazz	• Topic 1: Performance • Topic 2: Music Terminology • Topic 3: Smooth Jazz	• Topic 1: Performance • Topic 2: Rhythm and Pitch / Scales and Keys • Topic 3: Overview of Western Art Music	• Topic 1: Performance • Topic 2: Intervals, Triads and Chords • Topic 3: Overview of Western Art Music	• Topic 1: Performance • Topic 2: Harmony • Topic 3: Overview of African Music	• Topic 1: Performance • Topic 2: Melody writing • Topic 3: Overview of African Music	• Topic 1: Performance • Topic 2: Revision and consolidation • Topic 3: Revision			
Requisite pre-knowledge	Augmentation / Diminution Imitation	All previous music terminology	Term 1, 2 and 3 Music Theory	All previous knowledge of harmony	All Grade 11 harmonisation knowledge and skills	All previous Grade 11 melody writing knowledge and skills	All Grade 11 GMK content knowledge			
Resources (other than textbook) **to enhance learning**	Audio, Video and Music Scores of Smooth Jazz	Previous question papers	Audio and Video on Western Art Music	Past Question Papers	Audio and Video on African music	Past Question Papers	Past Question Papers			
Assessment – IAM music listening test	Listening Test	Test on Smooth Jazz	Jazz worksheet	Theory test	Harmony test	Western Art - and African music test	Past Question Papers			

	N/A	**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)**	**10. Repertoire (75)** • Reduced to three (3) solo pieces of 25 marks each. • Strictly NO ENSEMBLE presentation.	**11. Sight reading (10)**	**12. Aural (15)**	**TOTAL = 120**	

2020 National Revised ATP: Grade 11 – Term 1: Music - Western Art Music (WAM) 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: Rhythm and Pitch / Scales and Keys • Topic 3: Musical Theatre:- Lerner and Loewe's My Fair Lady	• Topic 1: Performance • Topic 2: Rhythm and Pitch / Scales and Keys • Topic 3: Musical Theatre:- Lerner and Loewe's My Fair Lady	• Topic 1: Performance • Topic 2: Intervals / Triads • Topic 3: Musical Theatre:- Lerner and Loewe's My Fair Lady	• Topic 1: Performance • Topic 2: Scales / Intervals / Triads • Topic 3: Musical Theatre:- Leonard Bernstein's West Side Story	• Topic 1: Performance • Topic 2: Harmony • Topic 3: Musical Theatre:- Leonard Bernstein's West Side Story	• Topic 1: Performance • Topic 2: Harmony / Transposition • Topic 3: Musical Theatre:- Leonard Bernstein's West Side Story	• Topic 1: Performance • Topic 2: Harmony / Comp. Techniques • Topic 3: Rock and Pop:- A Popular International artist	• Topic 1: Performance • Topic 2: Comp. Techniques / Clefs / Melody writing • Topic 3: Rock and Pop:- A Popular International artist	• Topic 1: Performance • Topic 2: Melody writing • Topic 3: Rock and Pop: A Popular African artist	• Topic 1: Performance • Topic 2: Music Terminology • Topic 3: Rock and Pop:- A Popular African artist
Requisite pre-knowledge	Grade 10 Music Literacy	Instruments of the orchestra	Knowledge of tones and semitones. Scales	Knowledge of Musical Theatre	Basic theory Triads	Scales Key signatures	Compositional techniques studied in Grade 10	Basic Music Theory	Basic Music Theory	Grade 10 Music Terminology
Resources (other than textbook) **to enhance learning**	Audio, Music Score and Video of Lerner and Loewe's My Fair Lady	Audio, Music Score and Video of Lerner and Loewe's My Fair Lady	Audio, Music Score and Video of Lerner and Loewe's My Fair Lady	Audio, Music Score and Video of Leonard Bernstein's West Side Story	Audio, Music Score and Video of Leonard Bernstein's West Side Story	Past Music GMK Question Papers	Music Scores and Audio CDs	Music Scores and Audio CDs	Music Scores and Audio CDs	Paper 2 audio resources Glossary of Music Terminology
Assessment – **Informal Assessment:** Remediation	Music Theory Worksheet	Scale Test	GMK Worksheet: The Rain in Spain from My Fair Lady	Oral test on the storyline of My Fair Lady	Technical Test – Scales and Arpeggios	Harmony worksheet Oral test on the storyline of West Side Story	Compositional techniques exercise	Writing a melody	Melody writing continued	Topic 1: Test
Assessment – **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 11 – Term 2: Music - Western Art Music (WAM) Stream

TERM 2 (9 days)		Week 25 15 – 19 June (4 days)	Week 26 22 - 26 June (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)
Concepts, Skills and Values		• Topic 1: Performance • Topic 2: Rhythm and Pitch / Scales and Keys • Topic 3: Characteristics of the Romantic style period and genres	• Topic 1: Performance • Topic 2: Intervals and Chords • Topic 3: Lied and Lied cycles:- Schubert's Der Erlkönig
Requisite pre-knowledge		Scales and Keys learnt in Term 1	Knowledge of song cycles
Resources (other than textbook) **to enhance learning**		Audio, and Video overview of the Romantic period	Audio and Music Score of Schubert's Der Erlkönig
Assessment	**Informal Assessment:** Remediation	Theory worksheet	Chord recognition exercises
	SBA (Formal)	N/A	

2020 National Revised ATP: Grade 11 – Term 3: Music - Western Art Music (WAM) Stream

TERM 3 (57 days)	**Week 13 06 - 10 July** (5 days)	**Week 14 13 - 17 July** (5 days)	**Week 15 20 – 24 July** (5 days)	**Week 16 27 - 31 July** (5 days)	**Week 17 03 - 07 Aug** (5 days)	**Week 18 10 - 14 Aug** (4 days)	**Week 19 17 - 21 Aug** (5 days)	**Week 20 24 - 28 Aug** (5 days)	**Week 21 31 Aug - 04 Sept** (5 days)	**Week 22 07 - 11 Sept** (5 days)	**Week 23 14 - 18 Sept** (5 days)	**Week 24 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)
Concepts, Skills and Values	• Topic 1: Performance • Topic 2: Harmony / Melody writing • Topic 3: Character pieces (piano):- Chopin's Polonaise in A flat (Op. 53)	• Topic 1: Performance • Topic 2: Harmonic analysis of music scores • Topic 3: Concerto:- Mendelssohn's Violin Concerto in E Minor	• Topic 1: Performance • Topic 2: Transposition and transcription • Topic 3: Orchestral works:- Tchaikovsky's Romeo and Juliet	• Topic 1: Performance • Topic 2: Comp. techniques • Topic 3: Revision and consolidation – Schubert and Chopin	• Topic 1: Performance • Topic 2: Music Terminology • Topic 3: Revision and consolidation – Mendelssohn and Tchaikovsky	• Topic 1: Performance • Topic 2: Rhythm and Pitch / Scales and Keys • Topic 3: Debussy's Voiles	• Topic 1: Performance • Topic 2: Intervals and Chords Topic 3: Debussy's Voiles	• Topic 1: Performance • Topic 2: Melody Writing • Topic 3: Stravinsky's Rite of Spring	• Topic 1: Performance • Topic 2: Harmonisation • Topic 3: Stravinsky's Rite of Spring	• Topic 1: Performance • Topic 2: Harmonisation • Topic 3: Gershwin's Rhapsody in Blue	• Topic 1: Performance • Topic 2: Comp. techniques • Topic 3: Gershwin's Rhapsody in Blue	• Topic 1: Performance • Topic 2: Comp. techniques • Topic 3: South African Composer 1
Requisite pre-knowledge	Ternary form Four-part chord writing	Chords Cadences	Four-Part chord voicing	Rhythmic motives and sequences	Term 1 Music Terminology	Term 1 and 2 Music Theory	Rhythm and Metre Scales and Modes	Grouping of notes Harmonic progression	Chords in root position, and in first and second inversions	Rules of harmonisation	Augmentation / Diminution Imitation	Augmentation / Diminution Imitation

Resources (other than textbook) **to enhance learning**		Audio and Music Score of Chopin's Polonaise in A flat (Op. 53)	Audio and Music Score of Mendelssohn's Violin Concerto in E Minor	Audio and Music Score of Tchaikovsky's Romeo and Juliet	Music writing software – Sibelius; Finale; MuseScore etc.	Glossary of Music Terminology	Internet Resources on Twentieth Century music	Audio and Music Score of Debussy's Voiles	Audio and Music Score of Stravinsky's Rite of Spring	Music writing software – Sibelius; Finale; MuseScore etc.	Audio and Music Score of Gershwin's Rhapsody in Blue	Audio and Music Score of Gershwin's Rhapsody in Blue	Audio and Music Score of work by South African Composer 1
Assessment	**Informal Assessment :** Remediation	GMK worksheet on *Der Erlkönig*	Harmonic analysis of music scores	GMK test on Romantic genres	Recognition of Compositional Techniques	Four-Part Harmony Test	Theory test	Interval recognition and writing	Melody writing in Treble and Bass Clef	Four Part Harmonisation	Test on Stravinsky and Debussy	Test on Gershwin's Rhapsody in Blue	Topic 1 Term Test
	SBA (Formal)	Term 3 Topic 2 content = 40			Term 3 Topic 3 Content = 40			Music Comprehension = 20			**TOTAL MARKS= 100**		

2020 National Revised ATP: Grade 11 – Term 4: Music - Western Art Music (WAM) Stream

<table>
<tr><th rowspan="2">TERM 4
(48 days)</th><th rowspan="2">Week 40
28 Sept - 02 Oct
(5 days)</th><th rowspan="2">Week 41
05 - 09 Oct
(5 days)</th><th rowspan="2">Week 42
12 – 16 Oct
(5 days)</th><th rowspan="2">Week 43
19 - 23 Oct
(5 days)</th><th rowspan="2">Week 44
26 - 30 Oct
(5 days)</th><th rowspan="2">Week 45
02 - 06 Nov
(5 days)</th><th rowspan="2">Week 46
09 - 13 Nov
(5 days)</th><th>Week 47
16 - 20 Nov
(5 days)</th><th>Week 48
23 - 27 Nov
(5 days)</th><th>Week 49
30 Nov - 02 Dec
(3 days)</th></tr>
<tr><th colspan="3">INTERNAL EXAMINATIONS</th></tr>
<tr><td>CAPS Topics</td><td>• Music performance and improvisation (Topic 1)
• Music literacy (Topic 2)
• General music knowledge and analysis (Topic 3)</td><td>• Music performance and improvisation (Topic 1)
• Music literacy (Topic 2)
• General music knowledge and analysis (Topic 3)</td><td>• Music performance and improvisation (Topic 1)
• Music literacy (Topic 2)
• General music knowledge and analysis (Topic 3)</td><td>• Music performance and improvisation (Topic 1)
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• Music literacy (Topic 2)
• General music knowledge and analysis (Topic 3)</td><td>• Music performance and improvisation (Topic 1)
• Music literacy (Topic 2)
• General music knowledge and analysis (Topic 3)</td><td>• Music performance and improvisation (Topic 1)
• Music literacy (Topic 2)
• General music knowledge and analysis (Topic 3)</td><td colspan="3" rowspan="5">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.

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>Concepts, Skills and Values</td><td>• Topic 1: Performance
• Topic 2: Music Terminology
• Topic 3: South African Composer 2</td><td>• Topic 1: Performance
• Topic 2: Revision and consolidation
• Topic 3: Revision and consolidation</td><td>Topic 1: Performance
Topic 2: Rhythm and Pitch / Scales and Keys
Topic 3: Overview of Jazz</td><td>Topic 1: Performance
Topic 2: Intervals, Triads and Chords
Topic 3: Overview of Jazz</td><td>Topic 1: Performance
Topic 2: Harmony
Topic 3: Overview of African Music</td><td>Topic 1: Performance
Topic 2: Melody writing
Topic 3: Overview of African Music</td><td>• Topic 1: Performance
• Topic 2: Revision and consolidation
• Topic 3: Revision</td></tr>
<tr><td>Requisite pre-knowledge</td><td>All previous music terminology</td><td>All term 1, 2 and 3 knowledge and skills</td><td>Term 1, 2 and 3 Music Theory</td><td>All previous knowledge of harmony</td><td>All Grade 11 harmonisation knowledge and skills</td><td>All previous Grade 11 melody writing knowledge and skills</td><td>All Grade 11 GMK content knowledge</td></tr>
<tr><td>Resources (other than textbook) to enhance learning</td><td>Audio and Music Score of work by South African Composer 2</td><td>All audio excerpts Past Question Papers</td><td>Audio and Video on Jazz</td><td>Past Question Papers</td><td>Audio and Video on African music</td><td>Past Question Papers</td><td>Past Question Papers</td></tr>
<tr><td>Assessment: IAM music listening test</td><td>Test on South African Composer 2</td><td>Listening test</td><td>Jazz worksheet</td><td>Theory test</td><td>Harmony test</td><td>African music test</td><td>Past Question Papers</td></tr>
</table>

	N/A	**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)**	**16. Repertoire (75)** • Reduced to three (3) solo pieces of 25 marks each. • Strictly NO ENSEMBLE presentation.	**17. Sight reading (10)**	**18. Aural (15)**	**TOTAL = 120**	

31. Physical Sciences

Revised National Teaching Plan

2020 National Revised ATP: Grade 11 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	MECHANICS: Vectors in two dimensions (2 hrs)	MECHANICS: Vectors in two dimensions (2 hrs) **MECHANICS: Newton's laws (2 hrs)**	**MECHANICS: Newton's laws (4 hrs)**	**MECHANICS: Newton's laws (4 hrs)**	**MECHANICS: Newton's laws (4 hrs)**	**MECHANICS: Newton's laws (4 hrs)**	**MATTER & MATERIAL: Atomic combinations (4 hrs)**	**MATTER & MATERIAL: Atomic combinations (4 hrs)**	**MATTER & MATERIAL: Intermolecular forces** (4 hrs)	**REVISION (2 hrs)** **CONTROL TEST (2 hrs)**
Topics /Concepts, Skills and Values	• Resultant of perpendicular vectors using Pythagoras. • Determine the resultant graphically using the tail-to-head method & by calculation for a maximum of four force vectors in both 1-dimension and 2-dimensions.	• Resolution of a vector into its parallel and perpendicular components. • Different kinds of forces: weight, normal force, frictional force, applied (push, pull), tension (strings or cables).	• Static and kinetic frictional forces: $f_s^{max} = \mu_s N$ $f_k = \mu_k N$ • Force diagrams, free body diagrams. • Newton's first law.	• Newton's second law: $F_{net} = ma$ • Force diagrams & free body diagrams for objects that are in equilibrium (at rest or moving with constant velocity) and accelerating (non-equilibrium). • Apply Newton's laws to a variety of equilibrium and non-equilibrium problems including a single object moving on a horizontal/inclined plane (frictionless and rough) and vertical motion (lifts, rockets etc.)	• Newton's second law continue: - apply to two-body systems such as two masses joined by a light (negligible mass) string. • Understand apparent weight.	• Newton's third law - action-reaction pairs e.g. donkey pulling a cart, a book on a table. • Newton's Law of Universal Gravitation: $F = G\frac{m_1 m_2}{d^2}$	• Chemical bonds explained using models. • Valence electrons & Lewis diagrams for elements, simple molecules (e.g. F_2, H_2O, NH_3, HF, OF_2, $HOC\ell$) and molecules with multiple bonds (N_2, O_2 and HCN) • Dative covalent bonding (e.g. NH_4^+ H_3O^+). • Molecular shape as	• Major principles of VSEPR: Linear AX_2; trigonal planar AX_3; tetrahedral AX_4, trigonal bipyramidal AX_5; octahedral AX_6 • Deduce the shape of CH_4, NH_3, H_2O, BeF_2, BF_3, $PC\ell_5$; SF_6, molecules with multiple bonds like CO_2, SO_2 & C_2H_2 from Lewis diagrams using VSEPR theory	• Intermolecular & interatomic forces (chemical bonds). • Different intermolecular forces: ion-dipole, ion-induced dipole, dipole-dipole, dipole-induced dipole, induced dipole, H bonds. • Intermolecular forces and density, boiling point, melting point. • Particle kinetic energy and temperature. • The chemistry of water.	Revise all topics in preparation for the March test.

								predicted using the VSEPR theory.	• Use electro-negativity to explain polarity of bonds • Bond energy & bond length		
Requisite pre-knowledge		• Vectors and scalars • Representation of vectors	• Vectors and scalars • Force and unit of force	• Vectors and scalars	• Equations of motion • Force and free body diagrams • Frictional forces	• Equations of motion • Force and free body diagrams • Frictional forces	• Equations of motion • Force and free body diagrams • Gravitational acceleration	• Chemical bonding • Electron configuration • Writing of formulae	• Chemical bonding • Electron configuration • Writing of formulae • Valency	• Chemical bonding • Molecules • Periodic Table	N/A
Resources (other than textbook) **to enhance learning**		• Apparatus for experiment below • Study guides • Previous question papers • Mindset & Yo tube videos	• Study guides • Previous question papers • Mindset & YouTube videos • Simulations	• Apparatus for Study guides • Previous question papers • Mindset & YouTube videos • phet simulations	• Apparatus for experiment below • Study guides • Previous question papers • Mindset & YouTube videos • phet simulations	• Study guides • Previous question papers • Mindset & YouTube videos • phet simulations	• Study guides • Previous question papers • Mindset & YouTube videos • phet simulations	• Study guides • Previous question papers • Mindset & YouTube videos • phet simulations	• Study guides • Previous question papers • Mindset & YouTube videos • Simulations	• Study guides • Previous question papers • Mindset & YouTube videos • Simulations	N/A
Assessment	**Informal Assessment:** Remediation	• Practical: Determine the resultant of three non-linear force vectors • Homework	• Homework • Informal test	Practical: The effect of different surfaces on the maximum static frictional force Homework	• Homework • Informal test	• Homework	• Homework • Informal test	• Homework	• Homework • Informal test	• Homework	N/A
	SBA (Formal)	None	None	None	Formal practical: Newton's second law of motion	None	None	None	None	None	Control test

TERM 2 **(29 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)
CAPS Topics	MARCH CONTROL TEST Discussion (2 hrs) **MATTER AND MATERIAL: Ideal gases and thermal properties (2 hrs)**	**MATTER AND MATERIAL: Ideal gases and thermal properties (4 hrs)**	**MATTER AND MATERIAL: Ideal gases and thermal properties (1 hr)** **CHEMICAL CHANGE: Quantitative aspects of chemical change (3 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)**
Topics / Concepts, Skills and Values	• Discussion and corrections of March Control Test • Describe the motion of individual molecules i.e. - collisions with each other and the walls of the container - molecules in a sample of gas move at different speeds • Explain the idea of 'average speeds' in the context of molecules of a gas. • Describe an ideal gas in terms of the motion of molecules. • Explain how a real gas differs from an ideal gas. • State the conditions under which a real gas approaches ideal gas behaviour.	• Describe the relationship between volume and pressure for a fixed amount of a gas at constant temperature (Boyle's Law) - practically - by interpreting table of results - using graphs - using symbols ('$\propto$') and the words 'inversely proportional' - writing a relevant equation • Explain the temperature of a gas in terms of the average kinetic energy of the molecules of the gas • Explain the pressure exerted by a gas in terms of the collision of the molecules with the walls of the container	• Molar volume of gases; 1 mole of gas occupies 22,4 dm^3 at 0 °C (273 K) and 1 atmosphere (101,3 kPa). • Volume relationships for gases under the same conditions of temperature and pressure (volume related to number of particles). • Concentration of solutions, calculate molar concentration of solutions.	• Stoichiometric calculations including limiting reagents • Calculate percentage yield of a chemical reaction. • Determine empirical formulae and molecular formulae of compounds	• Determine the percentage $CaCO_3$ in an impure sample of sea shells (purity or percentage composition). • Stoichiometric calculations with explosions as reactions e.g. $2NH_4NO_3 \rightarrow 2N_2(g) + 4H_2O(g) + O_2(g)$ $2C_8H_{18} + 25O_2 \rightarrow 16CO_2 + 18H_2O$	• Stoichiometric calculations using reaction in airbags (sodium azide): • $2NaN_3(s) \rightarrow 2Na(s) + 3N_2(g)$
Requisite pre-knowledge	• Molecules • Kinetic molecular theory and phases of matter	• Molecules • Kinetic molecular theory and phases of matter	• Mole concept • Molar mass, molar volume • Concentration • Writing of formulae	• Mole concept • Molar mass, molar volume • Concentration • Writing of formulae and balanced equations	• Mole concept • Molar mass, molar volume • Concentration • Writing of formulae and balanced equations	• Mole concept • Molar mass, molar volume • Concentration • Writing of formulae and balanced equations
Resources (other than textbook) **to enhance learning**	• March Question paper • Study guides • Previous question papers • Mindset & YouTube videos • phet simulations	• Apparatus: Boyle's law • Study guides • Previous question papers • Mindset & YouTube videos • phet simulations	• Study guides • Previous question papers • Mindset & YouTube videos • Simulations	• Study guides • Previous question papers • Mindset & YouTube videos	• Study guides • Previous question papers • Mindset & YouTube videos	• Study guides • Previous question papers • Mindset & YouTube videos

Assessment	**Informal Assessment:** Remediation	• Corrections March control test • Homework	• Homework	• Informal test • Practical: Preparation of a standard solution • Homework	• Homework	• Homework	• Homework • Informal test
	SBA (Formal)	None	Formal practical: Boyle's law (if not Ohm's law)	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: Electrostatics (4 hrs)	**ELECTRICITY & MAGNETISM: Electrostatics (4 hrs)**	**ELECTRICITY & MAGNETISM: Electromagnetism (4 hrs)**	**ELECTRICITY & MAGNETISM: Electromagnetism (3 hrs) Electric circuits (1 hr)**	**ELECTRICITY & MAGNETISM: Electric circuits (4 hrs)**	**ELECTRICITY & MAGNETISM: Electric circuits (4 hrs)**	**ELECTRICITY & MAGNETISM: Electric circuits (1 hr) CONSOLIDATION & REVISION (3 hrs)**	**CONTROL TEST (2 hrs)**
Topics /Concepts, Skills and Values	• Coulomb's Law: $F = \frac{kQ_1Q_2}{r^2}$ • Force exerted on a charge by one or more charges in one dimension (1D) and two dimensions (2D). • Electric field and its direction. • Electric field patterns for various configurations of charges.	• Define the magnitude of the electric field at a point as the force per unit charge: $E = \frac{F}{q}$ (E and F are vectors). • Calculate the electric field at a point: $E = \frac{kQ}{r^2}$	• Magnetic field near a current carrying wire • Use the Right Hand Rule to determine the direction of the magnetic field associated with: (i) A straight current carrying wire (ii) A current carrying loop (single) of wire (iii) A solenoid • Draw the magnetic field lines around: (i) A straight current carrying wire (ii) A current carrying loop (single) of wire (iii) Solenoid	• State Faraday's Law. • Use words and pictures to describe what happens when a bar magnet is pushed into or pulled out of a solenoid connected to a galvanometer. • Use the Right Hand Rule to determine the direction of the induced current in a solenoid when the north or south pole of a magnet is inserted or pulled out. • Relationship between current, voltage and resistance at constant temperature.	• Relationship between current, voltage and resistance at constant temperature. • Ohmic and non-ohmic conductors. • Use Ohm's law, $R = \frac{V}{I}$, for series and parallel circuits.	• Power measured in watt (W). • Electrical power dissipated in a device: P = VI, P = I^2R, $P = \frac{V^2}{R}$ • Electrical energy: E = Pt measured in joule (J) • Kilowatt hour (kWh) & cost of electricity.	• Kilowatt hour (kWh) & cost of electricity.	Term 2 and 3 topics

				• Discuss qualitatively the environmental impact of overhead electrical cables.					
Requisite pre-knowledge		• Positive & negative charges • Electrostatic forces • Vectors and scalars	• Positive & negative charges • Electrostatic forces • Vectors and scalars	• Magnetic field • Current, potential difference	• Magnetic fields around current-carrying conductors • Current, potential difference, resistance	• Current, potential difference, resistance • Electric circuits	• Current, potential difference, resistance, power • Electric circuits	• Current, potential difference, resistance, power • Electric circuits	N/A
Resources (other than textbook) **to enhance learning**		• Study guides • Previous question papers • Mindset & YouTube videos • phet simulations	• Study guides • Previous question papers • Mindset & YouTube videos • phet simulations	• Apparatus for experiments listed below. • Study guides • Previous question papers • Mindset & YouTube videos • phet simulations	• Apparatus for experiment listed below • Study guides • Previous question papers • Mindset & YouTube videos • phet simulations	• Apparatus for experiment listed below • Study guides • Previous question papers • Mindset & YouTube videos • pHET simulations	• Study guides • Previous question papers • Mindset & YouTube videos • phet simulations	• Study guides • Previous question papers • Mindset & YouTube videos • phet simulations	N/A
Assessment	**Informal Assessment:** Remediation	• Homework	• Homework • Informal test	• Practical: magnetic fields around current-carrying conductors • Homework	• Practical: Induced current in a coil by moving a magnet in and out of the coil (demo) • Homework • Informal test	• Homework	• Homework	• Homework • Informal test	N/A
	SBA (Formal)	None	None	None	None	Formal practical: Ohm's law (if not Boyle's law))	None	None	Control test

2020 National Revised ATP: Grade 11 – 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	CONTROL TEST: Discussion (2 hrs) CHEMICAL CHANGE: Energy in chemical reactions (2 hrs)	**CHEMICAL CHANGE: Energy in chemical reactions (2 hrs) Types of reaction (2 hrs)**	**CHEMICAL CHANGE: Types of reaction (4 hrs)**	**CHEMICAL CHANGE: Types of reaction (4 hrs)**	**CHEMICAL CHANGE: Types of reaction (2 hrs) CONSOLIDATION (2 hrs)**	**CONSOLIDATION AND REVISION**	**CONSOLIDATION AND REVISION**	**CONSOLIDATION AND REVISION**	**FINAL EXAM**
Topics /Concepts, Skills and Values	• Discussion and corrections of control tests • Enthalpy and its relationship to heat of reaction. • Exothermic and endothermic reactions.	• Potential energy graphs for exothermic and endothermic reactions with and without catalysts. • Activation energy. • Names and formulae of common acids and bases.	• Arrhenius & Bronsted-Lowrey theories for acids and bases. • Identify conjugate acid/base pairs, ampholytes. • Equations for reactions of acids with metal hydroxides, metal oxides & metal carbonates to produce salts. • Acid-base indicators	• Oxidation numbers. • Terminology related to redox reactions: oxidation, reduction, reducing agent, oxidising agent. • Balance redox reactions using the Table of Standard Reduction Potentials.	• Balance redox reactions using the Table of Standard Reduction Potentials.	All topics	All topics	All topics	All topics
Requisite pre-knowledge	Energy in reactions	• Exo- and endothermic reactions • Writing formulae	Writing of formulae and balanced equations	Writing of formulae and balanced equations	Writing of formulae and balanced equations	N/A	N/A	N/A	N/A
Resources (other than textbook) **to enhance learning**	• Apparatus for practical below. • Study guides • Previous question papers;	• Study guides • Previous question papers; • Mindset & YouTube videos • Simulations	• Apparatus for practical below. • Study guides • Previous question papers;	• Study guides • Previous question papers; • Mindset & YouTube videos • Simulations	• Study guides • Previous question papers; • Mindset & YouTube videos • Simulations	• Study guides • Previous question papers; • Mindset & YouTube videos • phet simulations	• Study guides • Previous question papers; • Mindset & YouTube videos • phet simulations	• Study guides • Previous question papers; • Mindset & YouTube videos • phet simulations	N/A

		• Mindset & YouTube videos • Simulations		• Mindset & YouTube videos • Simulations						
Assessment	**Informal Assessment:** Remediation	• Practical: Exothermic and endothermic reactions • Homework	• Informal test • Homework	• Practical: Acid-base titration • Homework	• Homework	• Informal test • Homework	• Informal test • Homework	• Informal test • Homework	• Informal test • Homework	N/A
	SBA (Formal)	None	None	None	None	None	None	None	None	Final Exam One paper 150 marks

32. Religion Studies

Revised National Teaching Plan

2020 National Revised ATP: Grade 11 – Term 1: Religion Studies

Term 2 **29 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)**
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**
Topic, Concepts, Knowledge, , Skills and Values	**• Theories about religion:** - Understanding the term theory and theory in a religious context - Understanding functionalist and conflict theories	**• Theories about religion:** - Morality and ethics in religion	**• The nature and role of narrative and myth in religion:** - Understanding the term narrative - Understanding the concept myth: different kinds of myth - The variety of roles of myth or mythical elements in religion	**The nature and role of narrative and myth in religion:** - An analysis of a number of narratives and myths in religions	**• Types of rituals and their role in religions:** - Understanding the concept ritual: origin and significance of various rituals and how they relate to specific historical events in religion	**Types of rituals and their role in religions:** - Common characteristics of rituals - Distinguishing different kinds of ritual
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 notetaking, summaries, to organize ideas, etc. · **Dictionaries, religions' reference books, textbook, magazines, resource persons** · 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, e.g. picture(s)/Google classroom/ Kahoot/Social media platforms/Objects/material for demonstrations (to accommodate kinaesthetic learning style)/Organisations/NGOs · Past exam papers to consolidate content					
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.					
Formal assessment	**NO FORMAL ASSESSMENT**					

2020 National Revised ATP: Grade 11 – Term 2: 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**	**Topical issues in society**	**Topical issues in society**	**Topical issues in society**	**Topical issues in society**	**Topical issues in society**	**ASSESSMENT : TEST**
Topic, Concepts, Knowledge, Skills and Values	• **Types of rituals and their role in religions:** - Distinguishing the variety of roles of ritual in religion - Link between rituals and various religions - Ritual as a representation of the beliefs or principles of religions	• **Concepts**: - faith, worship, prayer, meditation, mysticism religion; meaning and how they occur in various religions - Ways in which religion is reflected in specific works of art and interpretation	• **Religion and the state, with reference to various religions in history:** - Critical analysis of the relationships between religion and the state from the Religion Studies perspective: no differentiation, theocracy, state religion, secularism and co-operative model	• **Religion and the State:** - How religious beliefs influence the development of state policies and practices including examples thereof.	• **Religion and politics** - The relationship of religions and politics in terms of views of religions about politics, how religion influences political life, how politics influence religion - Aspects to include colonialism, imperialism, liberation and transformation	• **Religions and the natural environment**: - the influence of the natural environment on religion and the influence of religion on the natural environment	- Perspectives of different religions concerning issues such as the greenhouse effect and alternative energy sources: - religious views, - ethical principles, - practical involvement,	
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 notetaking, summaries, to organize ideas, etc. · **Dictionaries, religions' reference books, textbook, magazines, resource persons** · 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, e.g. picture(s)/Google classroom/ Kahoot/Social media platforms/Objects/material for demonstrations (to accommodate kinaesthetic learning style)/Organisations/NGOs · Past exam papers to consolidate content							
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.							
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 **SECTION A**: Compulsory (30 marks) **SECTION B**: Learners will answer a short-source based questions (30 marks) and extended writing (40 marks)							

2020 National Revised ATP: Grade 11 – 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**	**Topical issues in society**	**Topical issues in society**	**Topical issues in society**	**Topical issues in society**	**Topical issues in society**	**ASSESSMENT : TEST**
Topic, Concepts, Knowledge, Skills and Values	**• Types of rituals and their role in religions:** - Distinguishing the variety of roles of ritual in religion - Link between rituals and various religions - Ritual as a representation of the beliefs or principles of religions	**• Concepts**: - faith, worship, prayer, meditation, mysticism religion; meaning and how they occur in various religions - Ways in which religion is reflected in specific works of art and interpretation	**• Religion and the state, with reference to various religions in history:** - Critical analysis of the relationships between religion and the state from the Religion Studies perspective: no differentiation, theocracy, state religion, secularism and co-operative model	**• Religion and the State:** - How religious beliefs influence the development of state policies and practices including examples thereof.	**• Religion and politics** - The relationship of religions and politics in terms of views of religions about politics, how religion influences political life, how politics influence religion - Aspects to include colonialism, imperialism, liberation and transformation	**• Religions and the natural environment**: - the influence of the natural environment on religion and the influence of religion on the natural environment	- Perspectives of different religions concerning issues such as the greenhouse effect and alternative energy sources: - religious views, - ethical principles, - practical involvement,	
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 notetaking, summaries, to organize ideas, etc. · **Dictionaries, religions' reference books, textbook, magazines, resource persons** · 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, e.g. picture(s)/Google classroom/ Kahoot/Social media platforms/Objects/material for demonstrations (to accommodate kinaesthetic learning style)/Organisations/NGOs · Past exam papers to consolidate content							
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.							
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 **SECTION A**: Compulsory (30 marks) **SECTION B**: Learners will answer a short-source based questions (30 marks) and extended writing (40 marks)							

2020 National Revised ATP: Grade 11 – 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**	**Research into and across religions**	**CONSOLIDATION OF TOPICS**	**END-OF-YEAR EXAMINATION**		
Topic, Concepts, Knowledge, , Skills and Values	**Co-responsibility and co-operation of religions:** - Reasons why religions share responsibility for quality of life in society - Religious resources available to assume co-responsibility to improve quality of life	**Co-responsibility and co-operation of religions:** - Examples of co-operation between religions to improve quality of life in society - How religion impacts on society	**Religion and leisure from ethical point of view** - Relationship between work and leisure - Forms of relaxation and recreation in individual and community life	**Religion and leisure from ethical point of view** - Relaxation and recreation in various religions - Representative advertisements and sponsorship related to leisure activities: compile and analyse - Ethics of the leisure industry: evaluative report				
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 notetaking, summaries, to organize ideas, etc. · **Dictionaries, religions' reference books, textbook, magazines, resource persons** · 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, e.g. picture(s)/Google classroom/ Kahoot/Social media platforms/Objects/material for demonstrations (to accommodate kinaesthetic learning style)/Organisations/NGOs · Past exam papers to consolidate content							
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. Revision exercises including previous QPs, etc.							

Formal assessment	**End year examination** **TWO Papers x 2** **Hours each:** **150 + 150 = 300**	**GRADE 11: END-OF-YEAR EXAMINATION** **Paper 1: 150 Marks** Topics to be covered **TOPIC GRADE 11** **1. Variety of religions • Main developments of religions** • Important concepts • Approaches aimed at inter-religious dialogue **2. Common features of religion as a generic and unique phenomenon** • Symbols • Concepts: faith, worship, prayer, meditation, mysticism, spirituality • Types of rituals and their role in religions **3. Topical issues in society • Religion and politics** • Co-responsibility and co-operation of religions **Paper ONE is divided into Section A and Section B** **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 50 marks each.** 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/ may be provided as a stimulus.**	**Paper TWO: 150 Marks** Topics to be covered **TOPIC GRADE 11** **1. Variety of religions • The mutual interdependence of religion and social factors** • Influence and adaptation between religions • Approaches aimed at inter-religious dialogue **2. Common features of** religion as a generic and unique phenomenon • Theories about religion • The nature and role of narrative and myth in religion **3. Topical issues in society** • Religion and the state • How religious beliefs influence the development of state policies and practices • Religions and the natural environment **4. Research into and across religions** • Religion and leisure from an ethical point of view **Three focused extended writing questions** **(choice of three out of four to five questions): 50 marks each** • Questions will focus on analysing and interpreting generic issues pertaining to religions. • Learners are expected to present a position on an issue/or issues from a specific religious perspective and to argue/critique this position. • A source can be included to act as a stimulus.

33. Technical Mathematics

Revised National Teaching Plan

2020 National Revised ATP: Grade – Term 1: Technical Mathematics Grade 11

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 Topics	Exponents and surds			**Equations and inequalities**			**Nature of roots**	**Logarithms**		**Analytical Geometry**
	• Apply the laws of exponents to expressions involving rational exponents. • Add, subtract, multiply and divide simple surds		Solve • quadratic equations (by factorisation and by using the quadratic formula); • equations in two unknowns, one of which is linear and the other quadratic algebraically or graphically.				• Explore the nature of roots through the value of $b^2 - 4ac$.	• Demonstrate an understanding of the definition of a logarithm and any laws needed to solve reallife problems		• Use a Cartesian co-ordinate system to determine: - the equation of a line through two given points; - the equation of a line through one point and parallel or perpendicular to a given line;and the angle of inclination of a line.
SBA	**Investigation or project**						**Test**			

2020 National Revised ATP: Grade – Term 2: Technical Mathematics Grade 11

TERM 2 **(29 days)**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
CAPS Topics	Functions and Graphs				Mensuration	
Topics /Concepts, Skills and Values	1. Revise the effect of the parameters *a* and *q* on the graphs. **Note that** *a* is not restricted to □ 1	2. Investigate the effect of *p* on the graphs of the functions defined by: 2.1. $y = f(x) = a(x+p)^2 + q$ 2.2 $y = f(x) = ax^2 + bx + c$	2.3 $y = \frac{a}{x} + q$ 2.4 y □ $a.f(x)$ □ ab^x □ q, b □ 0 and b □ 1 $y = a.f(x) = a.b^x + q,$ $b > 0 \text{ and } b \neq 0$	3. Sketch the following: $x^2 + y^2 = r^2$, $y = \pm\sqrt{r^2 - x^2}$, $y = +\sqrt{r^2 - x^2}$ and $y = -\sqrt{r^2 - x^2}$	1. Surface area and volume of right prisms, cylinders, pyramids, cones and spheres, and combinations of these geometric objects.	2. The effect on volume and surface area when multiplying any dimension by factor k. 3. Determine the area of an irregular figure using mid-ordinate rule.
SBA	**Test**					

2020 National Revised ATP: Grade – Term 3: Technical Mathematics Grade 11

TERM 3 (37days)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
CAPS Topics	Euclidean Geometry				Trigonometry			
	Accept results established in earlier grades as axioms and also that a tangent to a circle is perpendicular to the radius, drawn to the point of contact. Then investigate and apply the theorems of the geometry of circles: • The line drawn from the centre of a circle perpendicular to a chord bisects the chord; • The perpendicular bisector of a chord passes through the centre of the circle;	• The angle subtended by an arc at the centre of a circle is double the size of the angle subtended by the same arc at the circle (on the same side of the chord as the centre); • Angles subtended by a chord of the circle, on the same side of the chord, are equal;	• The opposite angles of a cyclic quadrilateral are supplementary; • Exterior angle of cyclic quad. is equal to opposite interior angle;	• Two tangents drawn to a circle from the same point outside the circle are equal in length; • Radius is perpendicular to the tangent; and • The angle between the tangent to a circle and the chord drawn from the point of contact is equal to the angle in the alternate segment.	1. Revise the trig ratios in the solving of right-angle triangle in all 4 quadrants (Grade 10). 2. Apply the sine, cosine and area rules. 3. Solve problems in two dimensions using the sine, cosine and area rules 4. Draw the graphs of the functions defined by: $y = k\sin x,$ $y = k\cos x,$ $y = \sin(kx),$ and $y = \cos(kx).$ 5. Draw the graphs of the functions defined by $y = \sin(x + p)$ and $y = \cos(x + p)$ 6. Developing the sine and cosine curve. 7.Trigonometric equations. 8. Introduce and apply identities			
SBA	**Test**				**Test**			

2020 National Revised ATP: Grade – Term 4: Technical Mathematics Grade 11

<table>
<tr><th>TERM 4
(38 days)</th><th>Week 1</th><th>Week 2</th><th>Week 3</th><th>Week4</th><th>Week 5</th><th>Weeks 6-10</th></tr>
<tr><td>CAPS Topics</td><td colspan="3">Circles, Angles and Angular Movement</td><td colspan="2">All Topics</td><td></td></tr>
<tr><td>Topics /Concepts, Skills and Values</td><td>1. Circle
1.1
$x^2 + y^2 = r^2$,
with centre (0;0) only
1.2 Angles and arcs
1.3 Degrees and radians</td><td>1.4 Sectors and segments</td><td>2. Angular and circumferential/peripheral velocity</td><td colspan="2">Revision</td><td>All Topics/ Concepts, Skills and Values</td></tr>
<tr><td>SBA</td><td colspan="3">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 %)</td><td colspan="2"></td><td>PAPER 1:

<table><tr><th>TOPIC</th><th>MARKS</th></tr><tr><td>Algebra (Expressions, equations and inequalities including nature of roots)</td><td>100 ± 3</td></tr><tr><td>Functions & Graphs</td><td>50 ± 3</td></tr><tr><td>TOTAL</td><td>150</td></tr></table>
PAPER 2:

<table><tr><th>TOPIC</th><th>MARKS</th></tr><tr><td>Analytical Geometry</td><td>25 ± 3</td></tr><tr><td>Trigonometry</td><td>50 ± 3</td></tr><tr><td>Euclidean Geometry</td><td>40 ± 3</td></tr><tr><td>Mensuration and circles, angles and angular movement</td><td>35 ± 3</td></tr><tr><td>TOTAL</td><td>150</td></tr></table></td></tr>
</table>

34. Technical Sciences

Revised National Teaching Plan

2020 National Revised ATP: Grade 11 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 :** • Introduction **to Mechanics** • Sign conventions	MECHANICS : Graphs	MECHANICS: • Theorem of Pythagoras • Co-linear vectors • Co-planar vectors	MECHANICS: **Resultant of forces in two dimensions .** Head-to-tail method Theorem of Pythagoras	MECHANICS **: Resultant of forces in two dimensions.** Parallelogram of forces	MECHANICS: **Resolution of forces into components**	MECHANICS: **Resolution of forces into components (cont.)** **Frictional forces** Static frictional force	MECHANICS: **Frictional forces (cont.)** Kinetic frictional force	MAGNETISM AND ELECTRICITY: Magnet and the magnetic field	MAGNETISM AND ELECTRICITY: The earth's magnetic field.
Topics /Concepts, Skills and Values	Use the Cartesian coordinates system to indicate the directions (+ve X and +ve Y as positive). Use compass directions to indicate the directions. Express the direction using bearing by measuring on the north line in the clockwise direction to the vector. Use the above methods to determine the directions of vectors.	Demonstrate the direct proportion graphs in the context of technology. Demonstrate the indirect proportion graphs in the context of technology.	Determine the resultant of two vectors acting perpendicular to each other using the theorem of Pythagoras: $F_R^2 = F_1^2 + F_2^2$ Use the theorem of Pythagoras to calculate the resultant of forces, in the context of technology. Define co-linear vectors as vectors that have the same line of action. Define co-planar vectors as vectors that are in the same plane. Draw the resultant of two co-linear vectors.	Use the head-to-tail method to determine the resultant of two vectors at right angles to each other. Use the theorem of Pythagoras to determine the resultant of forces acting at right angles to each other.	The Parallelogram law of forces states that if two forces acting at a point can be represented by the adjacent sides of a parallelogram both in magnitude and direction, then the diagonal from the point gives the resultant of the two forces. Use the parallelogram law to determine the resultant of two forces acting at an angle to each other.	Given a force F acting at an angle to the horizontal axis, resolve the force into its parallel and perpendicular components. **(use scale drawings)**	**Resolution of forces:** • Given a force F acting at an angle to the horizontal axis, resolve the force into its parallel and perpendicular components. **(use calculations)** **Frictional forces:** • Define frictional force as the force that opposes the motion of an object.	The kinetic (dynamic) frictional force acts between the two surfaces when the object is moving. It is given by $f_k = \mu_k F_N$ Use the above equation to solve problems involving frictional forces. **(No inclined plane problems)**	• Describe a magnet as an object that has a pair of opposite poles, called north and south. Even if the object is cut into tiny pieces, each piece will still have both a N and a S pole. • Define the magnetic field as the region in space where another • Magnet or ferromagnetic material will	• Compare the magnetic field of the earth to the magnetic field of a bar magnet. • Explain the difference between the geographical North pole and the magnetic North pole of the earth. • Give examples of phenomena that are affected by earth's magnetic field e.g. Aurora

					Using scale drawing (Do not do calculations involving the resultant.)		• The static (limiting) frictional force acts between the two surfaces when the object is stationary. It is given by $f_s = \mu_s F_N$ Use the above equation to solve problems involving frictional forces. **(No inclined plane problems)**		experience a force. • Like magnetic poles repel each other and opposite poles attract each other. • Use a compass to determine the direction of the magnetic field. • Sketch the magnetic field of a bar magnet. • Predict the behaviour of magnets when they are brought close together. • Discuss the properties of magnetic field lines.	Borealis (Northern Lights) & magnetic storms. Discuss qualitatively how the earth's magnetic field provides protection from solar winds.
Requisite pre-knowledge	Graphical representation of vectors.	Basic skills on drawing and interpreting graphs.	Graphical representation of vectors. Working with formulae.	Graphical representation of vectors.	Graphical representation of vectors.	Graphical representation of vectors.	Graphical representation of vectors. Kinds of forces.	Kinds of forces Working with formulae	Magnetic, non-magnetic and ferromagnetic material	Magnetic, non-magnetic and ferromagnetic material
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 Videos	Question bank such as previous papers or study guides Videos	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 Videos	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

Assessment	Informal Assessment : Remediation	Homework	Homework	Homework Informal test	Homework	Homework	Homework Informal test	Homework	Homework Experiment 2 (Informal) a) Determine the relation between the force of *limiting friction and the normal force*. b) Determine the coefficient of friction between a block and horizontal surface. Informal test	Homework Experiment 3 (Informal) Determine the north pole of the earth using a bar magnet.	**Homework** **Experiment 4 (Informal)** a) Determine whether a material is a magnetic *material or a magnet*. b) Determine the polarity of the magnets. **Experiment 5 (Informal)** *Mapping of magnetic field.*
	SBA (Formal)	None	None	None	None	**Experiment 1(formal)** Use the parallelogram of forces to: a) Determine the resultant of two forces acting on a point. b) Determine the weight of a given body.	None	None	None	None	Control test

2020 National Revised ATP: Grade 11 Term 2: Technical Sciences

TERM 2 (29 days)	**Week 3** 15 – 19 June (4 days)	**Week 4** 22 – 26 June (5 days)	**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 Topics	Corrections of March Control test WAVES AND SOUND: Pulses	WAVES AND SOUND: • Pulses - 1 hr • **Waves**	WAVES AND SOUND: Wave terminology	WAVES AND SOUND:	WAVES AND SOUND: Sound waves	WAVES AND SOUND: Sound waves
Topics /Concepts, Skills and Values	• Define a pulse as a single disturbance in a medium. • Define a transverse pulse as a pulse in which the particles of the medium vibrate at right angles to the direction of propagation of the pulse. • Define a longitudinal pulse as a pulse in which the particles of the medium vibrate parallel to the direction of propagation of the pulse. **Experiment 6: 3 hrs** Observe the motion of a single pulse	**Pulses** **Experiment 6 (cont.): 1 hr** Observe the motion of a single pulse **Waves** • Define a wave as a succession of pulses. • Define a transverse wave as a wave in which the particles of the medium vibrate at right angles to the direction of propagation of the wave. • Draw the transverse wave. • Define a longitudinal wave as a wave in which the particles of the medium vibrate parallel to the direction of propagation of the wave. • Draw the longitudinal wave.	• Define amplitude as the maximum displacement of a particle from its rest (equilibrium) position. • Define a crest as the uppermost point on a transverse wave. • Define a trough as the lowermost point on a transverse wave. • Define points in phase as any two points that are in the same state of vibration. • Define wavelength (as the distance between two successive points in phase. SI unit: m • Draw and label transverse and longitudinal waves. • Define the period (T) as the time taken to complete one wave. • SI unit: s • Define frequency (f) as the number of waves per second. • SI unit: hertz (Hz) Note: 1 Hz = 1 s^{-1}	Relationship between period and frequency: • $T = \frac{1}{f}$ • Use the above equation to solve problems involving period and frequency in the content of technology. Wave speed: • Define wave speed as the distance travelled by the wave in one second. $v = \frac{distance\ travelled}{time\ taken}$ or $v = \frac{\lambda}{T}$ or $v = f\lambda$ • Use the above equations to solve problems involving speed, wavelength and frequency, distance, time, in the content of technology.	• Sound waves are longitudinal waves. • Investigate the speed of sound waves in different mediums (gas, liquid or solid). • Define the reflection of sound waves as the bouncing back of the wave from a surface. • Define an echo as the reflection of a sound wave.	• Define pitch as a measure of how high or low • a note is. • Frequency of sound determines its pitch. The higher the frequency, the higher the pitch. • Loudness is determined by the amplitude of the sound. • The higher the amplitude, the louder sound. • Use wave patterns to demonstrate pitch and loudness. • Infrasound: frequencies less than 20 Hz. • Audible sound: frequencies from 20 Hz to 20 000 Hz. • Ultrasound: frequencies greater than 20 000Hz. • Application of infrasound and ultrasound related to technology.
Requisite pre-knowledge			Units and measurements Scientific notation.	Units and measurements Scientific notation.		Definitions of frequency and amplitude.
Resources (other than textbook) to enhance learning	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 Simulations Videos	Question bank such as previous papers or study guides	Question bank such as previous papers or study guides Simulations Videos	Question bank such as previous papers or study guides Simulations Videos

Assessment	Informal Assessment: Remediation	Corrections of March control test Homework Experiment 6 (Informal): Observe the motion of a single pulse travelling along a long, soft spring or a heavy rope.	Homework	Homework Informal test	Homework	Homework Informal Experiment (Simulation, video or demonstration) • *Determine the speed of sound in air.*	Homework Informal Experiment (Simulation, video or demonstration) • *Determine the difference between pitch and loudness using an oscilloscope.* Informal test
	SBA (Formal)	None	None	None	None	• None	None

2020 National Revised ATP: Grade 11 Term 3: Technical 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	ELECTRICITY AND MAGNETISM Electric circuits	**ELECTRICITY AND MAGNETISM** Electric circuits	ELECTRICITY AND MAGNETISM Electric circuits	ELECTRICITY AND MAGNETISM Electric circuits	ELECTRICITY AND MAGNETISM Electric circuits	ELECTRICITY AND MAGNETISM Electric circuits	ELECTRICITY AND MAGNETISM Electric circuits	ELECTRICITY AND MAGNETISM Electric circuits
Topics / Concepts, Skills and Values	**Ohm's Law** Ohm's law states that the current in a conductor is directly proportional to the potential difference across it, at constant temperature. V= IR Use the above equation to do calculations (include graphical calculations). **Experiment 10 – 2 hrs** Determine the resistance of an unknown resistor.	**Experiment 10 (cont.)** Determine the resistance of an unknown resistor.	**Ohmic and non-Ohmic conductors:** Any conductor that obeys Ohm's law is called an Ohmic conductor. Give examples of Ohmic conductors. • A conductor that does not obey Ohm's law is called non-Ohmic conductor. Give examples of non-Ohmic conductors. Experiment 11 – 2 hrs Obtain current and voltage data for a piece of copper wire and semi-conductor and determine which one obeys Ohm's law.	**Experiment 11 (cont.)** Obtain current and voltage data for a piece of copper wire and semi-conductor and determine which one obeys Ohm's law.	**Circuit calculations** • Use series and parallel resistors in combination with Ohm's law.	**Emf** • Emf is defined as the • potential difference across a cell when the circuit is open. • Internal resistance is defined as the resistance inside the cell when current flows through it. **(No calculation needed)** Experiment 12 – 3 hrs • *Determine the internal resistance of a battery.*	**Experiment 12 (cont.)** *Determine the internal resistance of a battery.*	
Requisite pre-knowledge	Components of a circuit, current, potential difference, resistance, resistors in series, resistors in parallel.	Components of a circuit, current, potential difference, resistance, resistors in series, resistors in parallel.	Components of a circuit, current, potential difference, resistance, resistors in series, resistors in parallel.	Components of a circuit, current, potential difference, resistance, resistors in series, resistors in parallel.	Components of a circuit, current, potential difference, resistance, resistors in series, resistors in parallel.	Components of a circuit, current, potential difference, resistance, resistors in series, resistors in parallel.	Components of a circuit, current, potential difference, resistance, resistors in series, resistors in parallel.	
Resources (other than textbook) to enhance learning	Question bank such as previous papers or study guides Practical apparatus Simulations	Practical apparatus Simulations Videos	Question bank such as previous papers or study guides Practical apparatus Simulations	Practical apparatus Simulations Videos	Question bank such as previous papers or study guides	Question bank such as previous papers or study guides Practical apparatus Simulations	Practical apparatus Simulations Videos	

		Videos		Videos			Videos		
Assessment	Informal Assessment: Remediation	Homework	Homework	Homework Informal test Experiment 11 Obtain current and voltage data for a piece of copper wire and semi-conductor and determine which one obeys Ohm's law	Experiment 11 (cont.) Obtain current and voltage data for a piece of copper wire and semi-conductor and determine which one obeys Ohm's law	Homework	Homework Experiment 12 *Determine the internal resistance of a battery.*	Experiment 12 *Determine the internal resistance of a battery.*	
	SBA (Formal)	**Formal Experiment 10** • Determine the resistance of an unknown resistor.	**Experiment 10 (cont.)** • Determine the resistance of an unknown resistor..	None.	None. .	None.	None.	None.	Control test 2

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	ELECTRICITY AND MAGNETISM Electrostatics	ELECTRICITY AND MAGNETISM Electrostatics	**ELECTRICITY AND MAGNETISM** Electrostatics	CHEMICAL CHANGE **Oxidation and Reduction**	CHEMICAL CHANGE **Oxidation and Reduction**	CHEMICAL CHANGE	CHEMICAL CHANGE	CHEMICAL CHANGE
Topics /Concepts, Skills and Values	**Coulomb's Law** Coulomb's Law states that the force of attraction or repulsion between two point charges is directly proportional to the product of their charges and inversely proportional to the square of the distance between the two charges. $F = \frac{kQ_1Q_2}{r^2}$ Use the above equation to calculate the force and charge.	**Electric field** • Define the electric field as a region of space in which an electric charge experiences a force. $E = \frac{F}{Q}$ • Use the above equation to calculate the force, charge and electric field. • The direction of the electric field at a point is the direction that a positive test charge (+1C) would move if placed at that point.	**Electric field lines** • Draw electric field lines: a) Around a positive charge b) Around a negative charge c) Between a positive and a positive charge d) Between a negative and a negative charge e) Between a positive and a negative charge. • Electric field between parallel plates. $E = \frac{V}{d}$ • Do calculations by using the above equation. • Discuss the relationship between E, V and d. • Draw electric lines between two parallel plates. • Discuss application of electrostatics related to technology.	• Oxidation is defined as the loss of electrons. • Give examples of oxidation.	• Reduction is defined as the gain of electrons. • Give examples of reduction.	• An oxidizing agent is defined as a substance that undergoes reduction. • A reducing agent is defined as a substance that undergoes oxidation. • Rules for assigning oxidation numbers. • Assign oxidation numbers in various molecules. • Electrolysis is the decomposition of a substance when an electric current is passed through it. • Cathode is the electrode where reduction takes place. • Anode is the electrode where oxidation takes place.	**Experiment 15** • *Electrolysis of a salt solution.* (Materials: Carbon electrodes, beaker, copper chloride, water, power source, connecting wires, switch, etc.)	**Experiment 15 (cont.)** • *Electrolysis of a salt solution.* (Materials: Carbon electrodes, beaker, copper chloride, water, power source, connecting wires, switch, etc.)

Requisite pre-knowledge		Two kinds of charge and charge conservation.	Two kinds of charge	Two kinds of charge	**Structure of the atom** (Atomic Number, mass number, The Periodic Table, electron configuration)	**Structure of the atom** (Atomic Number, mass number, The Periodic Table, electron configuration)	**Structure of the atom** (Atomic Number, mass number, The Periodic Table, electron configuration)		
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 Videos	Question bank such as previous papers or study guides Videos	Question bank such as previous papers or study guides Videos	Question bank such as previous papers or study guides Videos	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
Assessment	Informal Assessment: Remediation	Homework	Homework	Informal test	Homework	Homework	Informal test	**Experiment 15** • *Electrolysis of a salt solution.*	**Experiment 15** • *Electrolysis of a salt solution.*
	SBA (Formal)	None	None	None	None	None	None	None	End of the year Examination

35. Tourism

Revised National Teaching Plan

2020 National Revised ATP: Grade 11 – 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	**Tourism sectors**	**Tourism sectors**	**Tourism sectors**	**Tourism sectors**	**Tourism sectors**	**Tourism sectors**	**Tourism sectors**	**Tourism sectors**	**Tourism sectors**	**Tourism sectors**
CAPS References	p 23	p 23	p 23	p 23	p 23	p 23	p 24	p 24	p 24	p 24
Topics /Concepts, Skills and Values	**Transport services in South Africa:** **Airports, airlines and airport operations:** • Concepts: gateway, inbound, outbound, domestic flights, regional flights, inter-continental flights, transcontinental flights, transatlantic flights, connecting flights, long-haul flights, medium-haul flights, short-haul flights, chartered flights, international airports, national airports,	**South Africa's international and national airports:** • Location on a map. • International status of airport (cargo only or passenger and cargo) • Airports operated by Airports Company of South Africa (ACSA) • Airlines operating in South Africa, such as SA's national carrier, budget airlines, international carriers operating in South Africa • Interpretation of airline timetables / schedules	**Airport terminology:** • Airport (landside, terminal, airside), gate, check-in counter, speed check-in kiosks, boarding pass, gate, security control points, boarding, carousel, baggage claim area • Check-in procedures, boarding procedures • Baggage allowances (domestic flights) • Safety procedures before take-off **Aircraft terminology:** • Aisle, galley, cockpit, overhead	**Technology used at airports:** • Technology at airports to facilitate travel, such as baggage wrap equipment, x-ray security scanners, biometric scanners, thermal body scanners, metal detectors, information display boards, touch screen information systems. Include any new developments • The use of PDIs (Personal Digital Assistants / Smartphones) for air travel ("iTravel") (electronic information, e.g.	**The tourism bus industry:** • Major tourist transporters, different types of buses: minibuses, coaches, megabuses, sleeper coaches, special purpose buses such as open-top buses for sightseeing • Information provided on bus schedules	**The tourism train industry:** • Difference between commuter trains (Metrorail) and tourists trains such as Shosholoza Meyl • Terminology: schedule, coaches, coupé, compartment, lounges, tourist class, economy class, bedding tickets, dining car • Heritage /novelty/ scenic tourist trains • Luxury trains such as Blue Train, Rovos Rail, Shongololo Express, Premier Classe (*http://premierclasse.co.za)* • Information provided on train schedules	**The Gautrain:** • Interesting features such as exterior and interior appearance, security, speed • Gautrain technology such as ticketing procedures, electronic boarding procedures, electronic arrival and departure announcements • Routes, parking facilities and bus service linked to the Gautrain • Benefits for the tourism industry Include any new developments	**The luxury cruise liner industry:** • Concepts: port, cruise terminal, state rooms, cabins, suites, decks • Facilities and entertainment on board • Information provided on luxury cruise liner packages *Resources*: *www.starlightcruises.co.za*	**Car rental:** • Introduction to the car rental industry in South Africa (use major car rental companies in South Africa) • Conditions for renting a vehicle (age, driver's licence, creditworthy, signing of contract) • Different rental packages/options • Insurances: CDW, TLW v/s SCDW, STLW and PAI • Additional costs and charges: tourism levy, fuel deposits and charges, airport surcharges, additional driver charges, contract fee, delivery and collection charges, cross-	**Car rental:** • Payment options and payment methods for car rental • Car rental calculations (for quotations) •Comparative calculations based on various rental options

	privately owned airports and private landing strips in tourism context		storage bins, tray tables, cargo hold, entertainment and oxygen masks. **Seating configuration in an aircraft:** • Wide- and narrow body aircrafts. Travel class sections (business class, economy class). Locating your seat in an aircraft. Aisle seats and window seats, emergency exit seats (focus on the type of aircraft used by the airlines operating in South Africa)	travel documents, tickets, identification, boarding passes). Include any new developments.					border fees, optional equipment • Incidental costs: administration fee for accidents, traffic fines	

2020 National Revised ATP: Grade 11 – Term 2: Tourism

TERM 2 (29 days)	Week 1 15-19 June (4 days)	Week 2 22-26 June (5 days)	Week 3 29 June -3 July (5 days)	Week 4 6-10 July (5 days)	Week 5 13-17 July (5 days)	Week 6 20-24 July (5 days)	Week 9 27-31 July School Holiday
CAPS Topics	**Domestic, regional and international tourism**	**Domestic, regional and international tourism**	**Culture and heritage tourism**	**Culture and heritage tourism**	**Foreign exchange**	**Foreign exchange**	
CAPS References	p 25	p 25	p 25	p 25	p 26	p 26	
Topics /Concepts, Skills and Values	**The Domestic Tourism Growth Strategy (DTGS) 2012 – 2020** •The state of domestic tourism in South Africa •Why a DTGS? (problem statement and vision) (no statistics) •List current trends influencing tourism, with very short explanation •The domestic marketing campaign	•The five (5) domestic market segments. Focus on the profile of the segment, why they travel (or not) and the type of travel/holiday they prefer (no % needed) •The four strategic objectives and targets of the DTGS and the implementation plan to meet these objectives. List and shortly explain the activities/options *http://www.tourism.gov.za/AboutNDT/Branches1/domestic/Documents/Domestic%20Tourism%20Growth%20Strategy%202012-%202020.pdf*	**The South African cultural uniquenes s:** • The tourism importance of the cultures in your province that attract tourists to South Africa, such as folklore, dress and cuisine of different cultural groups, practices such as gumboot dancing (mine culture), township kwaito art, sangomas, traditional medicine and	**South African heritage bodies:** • South African Heritage Resource Agency (SAHRA): logo and functions • Provincial heritage agencies • Awareness of special heritage permits and protection regulations (structures older than 60 years, archaeologic al and paleontologic al sites and materials, meteorites, shipwrecks, burial grounds, graves)	**Foreign exchange and its value to the South African economy:** Currencies • Concepts: local currency, foreign currency, foreign exchange, exchange rate • Major currencies of the world, their currency codes and symbols: US dollar, Euro, British pound, Japanese yen, Australian dollar, South African rand	• Interpret a currency rate sheet from a foreign exchange bureau. • Convert the major currencies to South African rand. • Convert South African rand into a selected currency to understand currency difference.	

			traditional healing, small chiefdoms with traditional leaders, Ndebele art, Zulu dances in traditional attire, rickshaws, San, art festivals • How cultural uniqueness and diversity in South Africa can promote inbound and domestic Tourism		• Facilities where foreign currency can be exchanged, e.g. foreign exchange bureaus, commercial banks, etc. • How does money spent by inbound international tourists benefit local people? Directly and indirectly - the multiplier effect		
Requisite pre-knowledge	Domestic, regional and international tourism: Gr 10 Domestic tourism	Domestic, regional and international tourism: Gr 10 Domestic tourism	Gr 10 Culture and heritage tourism: Culture and heritage, heritage sites	Gr 10 Culture and heritage tourism: Culture and heritage, heritage sites	New Tourism topic No Gr 10 foundation. Touch point in GET EMS	New Tourism topic No Gr 10 foundation. Touch point in GET EMS	
Resources (other than textbook) **to enhance learning**	Power points, resource material and activities provided by subject advisors, lead teachers and teachers	Power points, resource material and activities provided by subject advisors, lead teachers and teachers	Power points, resource material and activities provided by subject advisors, lead teachers and teachers	Power points, resource material and activities provided by subject advisors, lead teachers and teachers	Power points, resource material and activities provided by subject advisors, lead teachers and teachers	Power points, resource material and activities provided by subject advisors, lead teachers and teachers	

Assessment	**Informal Assessment :** Remediation	Consolidation task from CAPS approved textbooks; worksheets provided by subject advisors, lead teachers	Consolidation task from CAPS approved textbooks; worksheets provided by subject advisors, lead teachers	Consolidation task from CAPS approved textbooks; worksheets provided by subject advisors, lead teachers	Consolidation task from CAPS approved textbooks; worksheets provided by subject advisors, lead teachers	Consolidation task from CAPS approved textbooks; worksheets provided by subject advisors, lead teachers	Consolidation task from CAPS approved textbooks; worksheets provided by subject advisors, lead teachers	
	SBA Formal Assessment	**No formal assessment tasks are implemented in Term 2.** Planning, preparation an implementation of the PAT.						

2020 National Revised ATP: Grade 11 – 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)	
CAPS Topics	**Domestic, regional and international tourism**	**Tourism attractions**	**Tourism attractions**	**Tourism attractions**	**Communication and customer care**	**Communication and customer care**	**Communication and customer care**	**REVISION**	
CAPS Reference	p 27	p 27	p 27	p 27	p 29	p 29	p 29		
Topics /Concepts, Skills and Values	**Regional tourism:** • Concepts: regional tourism, South African Development Community (SADC) • The SADC member countries and their location and capital cities on a map (use the latest membership information available) •Gateways: the accessibility of each country from South Africa (by road, air or water) •Advantages of regional tourism for South Africa and the SADC member states	**Main tourist attractions in the SADC countries:** (*World Heritage Sites) attractions Present in a tourism context Location on a map, reasons why it is considered a top tourist attraction, activities, pictures/photos, relevant tourist information •**Angola**: Kissama National Park •**Botswana:** Okavango Delta, The Tsodilo Hills* •**Democratic Republic of the Congo (DRC):** Virunga National Park*, • **Lesotho:** Katse Dam and Lesotho Highlands Water Project, Sani Pass • **Madagascar**: Royal Hills of Ambohimanga*	**Main tourist attractions in the SADC countries:** (*World Heritage Sites) attractions Present in a tourism context Location on a map, reasons why it is considered a top tourist attraction, activities, pictures/photos, relevant tourist information • **Mauritius**: Grand Baie • **Mozambique:** Lake Niassa, Bazaruto Archipelago, Island of Mozambique* • **Namibia:** Fish River Canyon, Etosha National Park, Namib Desert • **Malawi:** Lake Malawi	**Main tourist attractions in the SADC countries:** (*World Heritage Sites) attractions Present in a tourism context Location on a map, reasons why it is considered a top tourist attraction, activities, pictures/photos, relevant tourist information • **Seychelles:** Beaches and leisure activities on the islands • **Swaziland:** Hlane Royal National Park • **Tanzania:** Mount Kilimanjaro*, Serengeti National Park •**Zambia:** Victoria Falls and Zambezi River, Lake Kariba •**Zimbabwe:** Victoria Falls and Zambezi River, Lake Kariba, The Great Zimbabwe Ruins*, Matopo Hills*	**Customer care for foreign tourists:** • Ways in which foreigners should be treated and assisted so that they enjoy their stay in South Africa • The need to respect traditions, customs and behaviour of visitors to South Africa • Ways to communicate effectively with visitors from diverse cultural backgrounds	**Customer complaints:** • In person/verbal (telephone, cellphone) and written (letters, faxes, SMSs, on website) • The value of customer complaints to a business (complaints as an opportunity for improvement) • The six steps for dealing with verbal customer complaints: -Listen carefully to what the customer has to say, and let them finish. - Ask questions in a caring and concerned manner, - Apologise without blaming. -Solve the problem immediately. -Offer the customer something such as an upgrade, a free product, extra discounts, full refunds. -Thank the customer for informing you	**Managing quality service:** • Types of strategies used by companies/organisations to achieve and maintain quality service, such as performance management, quality control checks, customer surveys, team and peer reviews, in-service training • How services delivered in one sector impact on services delivered in another sector	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 examination question papers, etc	**24-25 Sept** School Holiday

						about the problem. • Constructive criticism, handling of criticism in a mature manner			
Requisite pre-knowledge	Gr 10 Map work and tour planning: location of South Africa and the SADC countries on a colour map of the world	Gr 10 Map work and tour planning: location of South Africa and the SADC countries on a colour map of the world	Gr 10 Map work and tour planning: location of South Africa and the SADC countries on a colour map of the world	Gr 10 Map work and tour planning: location of South Africa and the SADC countries on a colour map of the world	Gr 10 Communication and customer care: verbal and written communication, communication technology, service excellence	Gr 10 Communication and customer care: verbal and written communication, communication technology, service excellence	Gr 10 Communication and customer care: verbal and written communication, communication technology, service excellence		

2020 National Revised ATP: Grade 11 – 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**
CAPS Topics	**Marketing**	**Marketing**	**Map work and tour planning**	**Tourism sectors**	**Tourism sectors**	**Tourism sectors**	**REVISION**	**REVISION**	November Examinations 15 days
CAPS Reference	p 28	p 28	p 28	p 29	p 29	p 29			
Topics /Concepts, Skills and Values	**Different types of promotional/advertising techniques used in the tourism industry:** • Above-the-line promotional techniques: conventional media tools such as renting space on television, in newspapers, and magazines, on posters and on radio. Printed material such as brochures, flyers, pamphlets, posters, bill boards, meander maps. Electronic advertising such as video walls, audio-visual presentations, digital displays, cellphone advertising, web-based advertising • Below-the-line promotional techniques: personal selling, sales promotions, in-store discounts, promotional sponsorship, exhibitions, shows and expos Match the type of promotion/advertising to the potential customer.	**The marketing budget:** costs related to marketing • market research • communication costs (printing, telephone, fax, internet) •Travel costs (local and overseas travel, vehicle and flight costs) •Personnel costs	**The tour itinerary:** • Concepts: itinerary, logical tour planning, scheduled tours • Factors to consider when planning an itinerary • Different types of itineraries • The writing of an itinerary •Example: Day | Time* | Transport | Accommodation | Attractions | Activities | Budget (optional) • *times may be included, but the main focus should be on the logical spread, variety and appropriateness of tourist activities	**Job and career opportunities in the tourism sectors, subsectors and related services:** • Transport, hospitality (accommodation and food), tourism attractions (gaming and lotteries, leisure, conservation, sport and recreation), events and conferences, tourism services, travel trade sectors	**Job and career opportunities in the tourism sectors, subsectors and related services:** • The requirements and inherent qualities (personal characteristics) to work in a particular sector in the tourism industry. A learner should choose any tourism sector, or a career in any tourism sector, to study according to his/her own interests • Personality type, characteristics and essential skills	**Entrepreneurial opportunities in tourism:** • The concept entrepreneur • Skills needed to be an entrepreneur • Identification of products or services suitable for entrepreneurial opportunities • Opportunities to start your own tourism business	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 examination question papers, etc	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 examination question papers, etc	

Requisite pre-knowledge	Gr 10 Marketing: Marketing of tourism products and services, Factors to consider during the marketing process	Gr 10 Marketing: Marketing of tourism products and services, Factors to consider during the marketing process	Gr 10 Map work and tour planning	Gr 10 Tourism sectors: Introduction to Tourism	Gr 10 Tourism sectors: Introduction to Tourism	Gr 10 Tourism sectors: Introduction to Tourism			
Resources (other than textbook) **to enhance learning**	Power points, resource material and activities provided by subject advisors, lead teachers and teachers	Power points, resource material and activities provided by subject advisors, lead teachers and teachers	Power points, resource material and activities provided by subject advisors, lead teachers and teachers	Power points, resource material and activities provided by subject advisors, lead teachers and teachers	Power points, resource material and activities provided by subject advisors, lead teachers and teachers	Power points, resource material and activities provided by subject advisors, lead teachers and teachers	Power points, resource material and activities provided by subject advisors, lead teachers and teachers	Power points, resource material and activities provided by subject advisors, lead teachers and teachers	

36. Visual Arts

Revised National Teaching Plan

2020 National Revised ATP: Grade 11 – 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 & Theme 2**
Topic, concepts, skills and values	Overview of the 19th Century (Theme 1): Neo-Classicism -& David	Overview of the 19th Century (Theme 1): Romanticism – Gericault & Delacroix	Overview of the 19th Century (Theme 1): Romanticism - Constable & Turner	Overview of the 19th Century (Theme 1): Realism – Courbet & Daumier	Birth of Modernism (Theme 2): Impressionism overview	Birth of Modernism (Theme 2): Impressionism – Manet & Monet	Birth of Modernism (Theme 2): Impressionism- Degas/Neo-Impressionism	Birth of Modernism (Theme 2): Post-Impressionism: Cezanne	Birth of Modernism (Theme 2): Post-Impressionism – Van Gogh	Birth of Modernism (Theme 2): Post-Impressionism - Gauguin
Requisite pre-knowledge	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.									
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									
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 11 – Term 2: Visual Arts

TERM 2 39 days	**Week 3** **15 -19 Jun** (4 days)	**Week 4** **22 - 26 Jun** (5 days)	**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)	**THEORY** As from CAPS: Teachers may choose **any 5** of the eight themes and at least two artists with specific artworks from each theme. 1. Overview of 19th century 2. Birth of Modernism 3. Early 20th Century 4. Architecture 5. Between the Wars 6. Survey of post-1945 7. New Media 8. The Artworld Suggestion is that teacher do the following to ensure that learners have background for Grade 12: Theme 1: Overview of the 19th Century Theme 2: Birth of Modernism Themes 3, 5, 6, 7: Choose any threeFor 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.
CAPS section	**Practical & Theme 3**	**Practical & Theme 3**	**Practical & Theme 3**	**Practical & Theme 3**	**Practical & Theme 3**	**Practical & Theory**	
Topic, concepts, skills and values	Early 20th Century (Theme 3): Fauvism Suggested Artwork: Matisse – ***The Green Stripe***	Early 20th Century (Theme 3): Die Brücke Suggested Artwork: Kirchner – ***Five women in the street***	Early 20th Century (Theme 3): Der Blaue Reiter Suggested Artworks: Marc – ***Blue horses*** and Kandinsky - ***Improvisations***	Early 20th Century (Theme 3): Cubism Suggested Artwork: Cezanne phase – Braque – ***Houses at L'Estaque***	Early 20th Century (Theme 3): Cubism Suggested Artwork: Analytical Cubism – Braque – ***The Portuge***se	Early 20th Century (Theme 3): Cubism Suggested Artwork: Synthetic Cubism – Picasso – ***Still life with chair caning***	
Requisite pre-knowledge	**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.			**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.			
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						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

2020 National Revised ATP: Grade 11 – 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 5**	**Practical & Theme 5**	**Practical & Theme 5**	**Practical & Theme 5**	**Practical & Theme 6**	**Practical & Theme 6**	**Practical & Theme 6**	**Practical & Theory**
Topic, concepts, skills and values	Early 20th Century (Theme 3): Futurism Suggested Artwork: Balla – ***Dynamism of a dog on a leash***	Between the Wars (Theme 5): Dada Suggested Artwork: Duchamp - ***Fountain***	Between the Wars (Theme 5): Surrealism Suggested Artwork: Dali – ***The persistence of memory***	Between the Wars (Theme 5): Frida Kahlo Suggested Artwork: Frida Kahlo - ***The* broken column**	A Survey of post-1945 (Theme 6): Abstract Expressionism Suggested Artwork: Pollock – ***Autumn Rhythm***	A Survey of post-1945 (Theme 6): Pop Art Suggested Artwork: Warhol -***Marilyn Diptych***	A Survey of post-1945 (Theme 6): Op Art & Minimalism Suggested Artworks: Riley – ***Current***, Judd – ***Untitled (Stack***)	Consolidation
Requisite pre-knowledge	**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.							
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 11 – Term 4: Visual Arts

<table>
<tr><td>TERM 4
(47 days)</td><td>Week 1
28 Sept - 2 Oct
(4 days)</td><td>Week 2
5 - 9 Oct
(5 days)</td><td>Weeks 3
12 - 16 Oct
(5 days)</td><td>Weeks 4
19 – 23 Oct
(5 Days)</td><td>Weeks 5, 6, 7, 8, 9, 10, 11.
26 October – 9 December
(33 days)</td></tr>
<tr><td>CAPS Topics</td><td>Practical & Theme 6</td><td>Practical & Theme 6</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>A Survey of post-1945 (Theme 6): Superrealism
Suggested Artwork: Close – Self portrait</td><td>A Survey of post-1945 (Theme 6): Neo-Expressionism
Suggested Artwork: Kiefer – Wayland's song with wing</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, Higher order = 30%
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) form 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
TEACHERS Must give at least one informal theory assessment – either a short test or research task relating to content studied.</td></tr>
<tr><td>SBA Formal Assessment</td><td colspan="4"></td><td>SBA = 100 (300 marks 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>