



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

2020
NATIONAL REVISED ANNUAL TEACHING PLANS
GRADE 9



Table of Contents

1. Introduction	1
2. Purpose	2
3. Implementation Dates	2
4. Revised Teaching Plans per Subject	2
1 Creative Arts	3
1.1 Dance	3
1.2 Drama	9
1.3 Music.....	16
1.4 Visual Arts	21
2 Economic and Management Sciences	26
3 Life Orientation	29
4 Mathematics	33
5 Natural Sciences	38
6 Social Sciences	44
6.1 Geography.....	44
6.2 History.....	47
7 Technology	50



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-19 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-19 lockdown, the Department of Basic Education (DBE) working in collaboration Provincial Education Departments (PEDs), has put together a framework for curriculum recovery plans the 19 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 set high, achievable standards in all subjects;
- 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 content phase plan and the revised national annual teaching plans for Grade 9.

1.1 Creative Arts

1.1 Dance

Revised National Teaching Plan

TERM 1 48 days	1: 15 – 17 Jan (3 days)	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	Dance Performance Dance Improvisation and Composition; Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition; Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition; Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition; Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition; Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition; Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition; Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition	Dance Performance Dance Improvisation and Composition	Dance Performance Dance Improvisation and Composition
Concepts, skills and values	Dance Conventions: greeting/acknowledgement, use of space. Dance performance Warm Up: Spinal warm-up, arm swings/reaches/lunges as per dance form Cooling down with relaxation imagery Improvisation and Composition Exploration of natural gestures and varying them through exaggeration, slow motion and repetition. Dance Theory and Literacy Principles of posture and alignment	Dance performance Warm up: continue, add floor work core stability exercises for back and stomach muscles: rounding and lengthening of the spine and side bends. Cooling down with relaxation imagery. Dance Improvisation and Composition Exploration of natural gestures and varying them through exaggeration, slow motion and repetition Dance Theory and Literacy Principles of posture and alignment	Dance performance Warm up continue... add leg muscles, ankle and knee joint mobility and strengthening. Body part isolations, combining body parts, with rhythmic patterning Cooling down. Dance Improvisation and Composition Composition structures: beginnings and endings, repetition, stillness Dance Theory and Literacy Importance of good Posture and Alignment	Dance performance Warm up consolidate: spinal warm-up; floor work; leg muscles, ankle and knee joint mobility and strengthening. Feet warm-ups and small jump sequences. Dance Improvisation and Composition Composition structures: beginnings and endings, repetition, stillness. Dance Theory and Literacy Use of core, use of spine, safe landings.	Dance performance Warm up consolidate: spinal warm-up; floor work; leg muscles, ankle and knee joint mobility and strengthening. Combinations of locomotor steps moving across space, changing directions. Cooling down: stretching. Dance Improvisation and Composition Composition structures: beginnings and endings, repetition, stillness. Dance Theory and Literacy Dance terminology	Dance performance Warm up as in previous week. Feet warm-ups and small jump sequences Combinations of locomotor steps moving across space, changing directions. Cool down with relaxation imagery and slow. Dance Improvisation and Composition Composition of a sequence in partners, based on gestures: clear beginning and ending, repetition and stillness. Dance Theory and Literacy Use of core, use of spine.	Dance Performance Warm up as in previous week. Feet warm-ups and small jump sequences Combinations of locomotor steps moving across space, changing directions. Dance Improvisation and Composition Composition of a sequence in partners, based on beginning and ending, repetition and stillness Dance Theory and Literacy Use of core, use of spine, safe landings.	Dance Performance Warm up as in previous week. Class work for the FAT (Formal Assessment Task) Cool down Dance Improvisation and Composition Elements of dance: focusing on time, tempo, accents phrasing using body percussion, stamps and claps Composition exploring Elements of dance	Formal Practical Assessment Task (FAT): Dance performance A sequence in partners, based on gestures, with clear beginning and ending, repetition and stillness. 50 marks	

Requisite pre-knowledge	Basic and developing Dance technique and understanding of concepts and terminology such as warm-up; locomotor and non-locomotor movement, basic understanding of Dance elements such as time, force, space, shape; understanding and application towards correct posture and alignment								Preparation towards Dance performance during past 8 weeks. Performance skills, audience behaviour, theatre etiquette
Resources (other than textbook) to enhance learning	Open, adequate classroom space, CD player, interactive whiteboard/ data projector & laptop; props, pictures, photographs, stories, poems, anecdotes, one-liners, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc.								Appropriate performance space: classroom, hall, stage, etc.; CD player, video camera/ cell phone camera(optional)
Informal assessment; remediation	Continuous informal assessment through observation, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher								
	Workbook: new terminology explored by means of quizzes, pictures, diagrams, etc.	Workbook: journal on use of gestures; worksheet on posture and alignment	Observation, side coaching and direction by teacher to continuously improve technique	Workbook: reflection by mean of journal on composition structures.	Observation, side coaching and direction on safe landing, jumps, etc.	Peer assessment on locomotor combinations.	Rehearsal; side coaching, directing by teacher and peers towards polished Dance performance.	Rehearsal; side coaching, directing by teacher and peers towards polished Dance performance.	Classroom discussion and critical reflection using Dance terminology learnt during past weeks.
SBA (Formal Assessment)	Formal Assessment Task: Dance Performance								Formal Assessment Task: Dance Performance 50 marks assessed with a rubric



TERM 2 10 days	Week 1	Week 2
CAPS Topic	Dance Performance Dance Improvisation and Composition Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition Dance Theory and Literacy
Concepts, skills and values	<p>Baseline Assessment</p> <p>Dance Conventions: greeting at start and end of class, use of space (no bumping, respect for others, class discipline) as done in Term 1.</p> <p>Dance Performance: Revision of work completed in Term 1.</p> <ol style="list-style-type: none"> Warm-up ritual: spinal warm up, arm swings/reaches/lunges. Floor work core stability for back & stomach muscles: rounding & lengthening of spine and side bends. Leg Muscles, ankle & knee mobility & strengthening: Knee bend & rises in parallel and turned out position with emphasis on alignment. Feet warm up and small jumps sequences. Cool down: with relaxation imagery and slow safe stretching. <p>Dance Improvisation and Composition: Revision of work completed in Term 1 (Individual activity) Composition of a sequence based on gestures, with clear beginning and ending, repetitive & stillness.</p> <p>Dance Theory and Literacy: Revision of work completed in Term 1 The principles of good posture & alignment Use of core, spine, safe landings</p>	<p>Dance Performance: Revision of work completed in Term 1</p> <ol style="list-style-type: none"> Warm-up ritual: spinal warm up, arm swings/reaches/lunges. Body Part isolation: combining body parts, with rhythmic patterning. Feet warm up and small jumps sequences. Combination of locomotor movement, moving across the space, changing directions. Cool down: with relaxation imagery and slow safe stretching. <p>Dance Improvisation and Composition: Revision of work completed in Term 1 (Individual activity) Composition of a sequence based on gestures, with clear beginning and ending, repetitive & stillness.</p> <p>Dance Theory and Literacy: Revision of work completed in Term 1 The principles of good posture & alignment. Use of core, spine, safe landings.</p>
Requisite pre-knowledge	Basic and developing Dance technique and understanding of concepts and terminology such as warm-up; locomotor and non-locomotor movement, basic understanding of Dance elements such as time, force, space, shape; understanding and application towards correct posture and alignment	
Resources (other than textbook) to enhance learning	Open, adequate classroom space, CD player, interactive whiteboard/ data projector & laptop; props, pictures, photographs, stories, poems, anecdotes, one-liners, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToon; Canva; Book Creator, etc.	
Informal assessment; remediation	Reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) Baseline Assessment	
SBA (Formal Assessment)	Formative Assessment	No Formal Assessment



TERM 3: 37 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
CAPS Topic	Dance Performance Dance Improvisation and Composition Dance Theory and Literacy		Dance Performance Dance Improvisation and Composition Dance Theory and Literacy		Dance Performance Dance Improvisation and Composition Dance Theory and Literacy		Dance Performance Dance Improvisation and Composition Practical Assessment	
Concepts, skills and values	<p>Consolidation of work done in terms 1 and 2</p> <ol style="list-style-type: none"> Warm Up: focus on safe dance practice and kinaesthetic awareness (correct placing of body in space), knee bends (knees over middle toe and strong core), and rises. Leg Exercises: inward & outward rotation of hips to increase stability, strength and range of mobility, brushes and kicks. Transfer of weight with turns on the spot: transfer of weight at a slow pace with control and balance, turns on the spot with eye focus (spotting) Cool down: safe and slow stretching. <p>Dance Improvisation and Composition Composition Structures: focusing on transitions between movements, unison and canon.</p> <p>Dance Theory and Literacy Dance terminology – in class as well as in work book. Analysis of own work and others: clarity of idea, composition, structure, use of design principles.</p>		<p>Dance Performance</p> <ol style="list-style-type: none"> Warm Up: Add on to the ritual: safe dance practice and kinaesthetic awareness (correct placing of body in space), balances. Leg exercises: strengthening & lengthening of muscles; extending range of movement in the joints: low brushes & kicks; balancing on one leg. Transfer of weight with turns on the spot: add turning on the spot & travelling. Building Stamina: through jumping, galloping, leaping and in combination. Learning dance steps and style from a South African Indigenous Dance. Cool down: flowing lyrical movement. <p>Dance Improvisation and Composition Exploration of dance elements: contrasting dynamics. Exploring ideas, moods and/or thoughts through movement using different stimuli.</p> <p>Dance Theory and Literacy Dance terminology – in class as well as in work book. Discussions of the South African Indigenous dance as in practical class.</p>		<p>Topic1: Dance Performance (continue from previous weeks)</p> <ol style="list-style-type: none"> Warm Up: Add coordinating arms to the ritual. Leg exercises: add balances on one leg, high brushes and circular movements from the hips. Building stamina: add combination of large motor movements to varied music genres and rhythms, with variations in dynamics (speed, energy). Learning dance steps and style from a South African Indigenous Dance. Cool down: add gentle, slow stretching. <p>Dance Improvisation and Composition Composition of movement sequence based on stimulus.</p> <p>Dance Theory and Literacy Dance terminology – in class as well as in work book. Composition of movement sequence using different stimuli.</p>		<p>Consolidate in preparation for formal practical assessment:</p> <p>Dance Performance</p> <ol style="list-style-type: none"> Warm Up Ritual: safe dance practice and kinaesthetic awareness, knee bends, rises and balances with coordinating arms. Leg exercises: strengthening & lengthening of muscles; extending range of movement in the joints: low brushes & high kicks; balancing on one leg. Transfer of weight with turns on the spot: transfer of weight at a slow pace with control and balance, turns on the spot & travelling while spotting. Building Stamina: through jumping, galloping, leaping and in combination of large motor movements to varied music genres and rhythms, with variations in dynamics (speed, energy). Learning dance steps and style from a South African Indigenous Dance. Cool down: flowing lyrical movement followed by gentle, slow stretching <p>Dance Improvisation and Composition Composition of movement sequence based on stimulus</p>	
Requisite pre-knowledge	Basic and developing Dance technique and understanding of concepts and terminology such as warm-up; locomotor and non-locomotor movement, basic understanding of Dance elements such as time, force, space, shape; understanding and application towards correct posture and alignment.							
Resources (other than textbook) to enhance learning	Open, adequate classroom space, CD player, interactive whiteboard/ data projector & laptop; props, pictures, photographs, stories, poems, anecdotes, one-liners, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToon; Canva; Book Creator, etc.							
Informal assessment; remediation	Dance terminology Workbook: exploratory discussion on analysis of own work and others		Classroom observation, guidance by teacher in practical classwork. Workbook: worksheet on style, and steps of a SA Indigenous Dance.		Workbook: Reflection on exploring stimuli		Observation and direction towards formal assessment.	

SBA (Formal Assessment)

Formal Assessment Task: Dance Performance

Formal Assessment Task: Dance Performance
50 marks assessed with a rubric




TERM 4: 35 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Examination	
CAPS Topic	Dance Performance Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition Dance Theory and Literacy		Dance Performance Dance Improvisation and Composition Dance Theory and Literacy		Dance Performance Dance Theory and Literacy		<p>Notes on or guidelines for final examinations:</p> <p>Written Examination</p> <p>Terminology Elements of Dance Safe Dance Practice Dance Forms Dance Literacy Self-Reflection</p> <p>50 marks</p> <p>Cognitive levels: Lower order – 30%; Middle order-40%; Higher order - 30%</p>	
Concepts, skills and values	<p>Consolidation of work done in terms 1, 2 and 3.</p> <p>Warm-up ritual consolidate from previous terms.</p> <p>Cooling down: consolidate from previous terms.</p> <p>Mastery of the dance class: attention to detail, correct posture, correct alignment, safe landings from aerial movements.</p> <p>Dance Theory and Literacy Revision dance theory & literacy from terms 1, 2, 3.</p>	<p>Warm up ritual: consolidate from previous terms.</p> <p>Mastery of the dance class: attention to detail, correct posture, correct alignment and safe landings from aerial movements.</p> <p>Dance sequence: commitment to movement, focus, musicality and spatial awareness.</p> <p>Cooling down: flowing lyrical movements to slow, calm music; stretching of all body parts.</p> <p>Dance Improvisation and Composition Composition of a movement sequence using theme with a prop and a poem, rap, song or music, incorporating composition structures.</p> <p>Dance Theory and Literacy Revision of dance theory and literacy from terms 1, 2 and 3.</p>		<p>Warm up ritual</p> <p>Dance sequence: movement, focus, musicality and spatial awareness.</p> <p>Cooling down: flowing lyrical movements to slow, calm music followed by stretching of all body parts.</p> <p>Dance Improvisation and Composition Composition of a movement sequence using a theme with a prop & poem, rap, song / music, incorporating composition structures.</p> <p>Dance Theory and Literacy Reflection on own dance experiences using Dance terminology.</p>		<p>Dance Performance</p> <p>Warm up ritual</p> <p>Dance sequence using a theme with a prop and a poem, rap, song or music, incorporating composition structures.</p> <p>Cooling down: relaxation exercises: soft gentle music.</p> <p>Dance Theory and Literacy Reflection on own dance experiences using Dance terminology.</p>			
Requisite pre-knowledge	Basic and developing Dance technique and understanding of concepts and terminology such as warm-up, locomotor and non-locomotor movement, basic understanding of Dance elements such as time, force, space, shape; understanding and application towards correct posture and alignment								
Resources (other than textbook) to enhance learning	Open, adequate classroom space, CD player, interactive whiteboard/ data projector & laptop; video clips of various Dance forms; props, pictures, photographs, stories, poems, anecdotes, one-liners, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToon; Canva; Book Creator, etc.								
Informal assessment; remediation	Revise term three theory: worksheet	Workbook: Dance Theory: terms 1-3 revision class test Observation, side coaching and direction on dance sequence		Teacher guidance on choreography and technical development towards dance.		Dance Theory and Literacy Reflection on own and others' dance performance, using Dance terminology, revise all theory & literacy.			
SBA (Formal Assessment)	Written Examination from week 8								

1.2 Drama

Revised National Teaching Plan

TERM 1: 48 days	1: 15 – 17 Jan (3 days)	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 Topics	Dramatic skills development; Playmaking (improvised drama); Appreciation and reflection	Dramatic skills development; Playmaking (improvised drama); Appreciation and reflection	Dramatic skills development; Playmaking (improvised drama); Appreciation and reflection	Dramatic skills development; Playmaking (improvised drama); Appreciation and reflection	Dramatic skills development; Playmaking (improvised drama); Appreciation and reflection	Dramatic skills development; Playmaking (improvised drama); Appreciation and reflection	Dramatic skills development; Playmaking (improvised drama); Media	Dramatic skills development; Playmaking (improvised drama); Appreciation and reflection; Media	Formal Practical Assessment Appreciation and reflection	Formal Practical Assessment Appreciation and reflection
Concepts, Skills and Values	Voice: relaxation: restful alertness exercises. Physical: posture (neutral position), release tension and establish trust activities. Classroom drama reflecting cultural practices Create a context and storyline for the drama. Integrate cultural practices into the classroom drama, e.g. rituals, ceremonies and symbols.	Voice: breath control and capacity and resonance exercises. Physical: energising, loosening the body and focus activities. Classroom drama reflecting cultural practices Create a context and storyline for the drama. Integrate cultural practices into the classroom drama, e.g. rituals, ceremonies and symbols.	Voice: relaxation and breathing exercises. Physical: posture, energising, loosening the body and focus activities. Classroom drama reflecting cultural practices Character: physical and vocal characterisation.	Voice: relaxation and breathing exercises. Physical: posture and body as an instrument of expression activities. Classroom drama reflecting cultural practices Time, space and structure.	Voice: relaxation and breathing exercises. Physical: posture, curling and uncurling the spine activities. Classroom drama reflecting cultural practices Language and appropriate register.	Voice: relaxation and breathing exercises. Physical: posture, curling and uncurling the spine activities. Classroom drama reflecting cultural practices Dramatic tension: within a person, between people/groups of people, between people and the environment.	Voice: relaxation and breathing exercises. Physical: posture, develop concentration and focus activities. Classroom drama reflecting cultural practices Rehearsal and preparation towards final performance. Media Effects of different types of media: television, soap opera, radio, film, DVD and internet.	Voice: relaxation and breathing exercises. Physical: posture, develop concentration and focus activities. Classroom drama reflecting cultural practices Rehearsal and preparation towards final performance. Media Effects of different types of media: television, soap opera, radio, film, DVD and internet.	Classroom drama reflecting cultural practices	Classroom drama reflecting cultural practices
Requisite Pre-knowledge	Voice - basic skills and understanding of breathing, resonance, articulation and projection Physical - basic skills in warming up the body, posture, physical characterisation and use of space Basic improvisation technique. Understanding and application of drama elements such as character, plot, time, space and audience						Basic research skills: (Homework activity) Access (how find information) Enquire, locate, identify, observe, research Process (the information) Arrange, compare, evaluate, analyse, communicate		Rehearsal towards polished performance during past 8 weeks. Performance skills, audience behaviour, theatre etiquette	

TERM 2: 10 days	WEEK 1	WEEK 2
CAPS Top-ics	Baseline Assessment: Dramatic Skills Development & Drama Elements in Playmaking	Dramatic Skills Development & Drama Elements in Playmaking
Concepts, Skills and Values	<p>Do a baseline assessment:</p> <p>Voice: Breathing & Relaxation Exercises</p> <p>Physical: Posture (Neutral Position) and Spinal Roll</p> <p>Dramatic Skills Development & Drama Elements:</p> <p>Worksheets or Quizzes on plot, time, space and character.</p>	<p>Consolidation & Reflection of Term 1</p> <p>Voice: Breathing & Relaxation Exercises</p> <p>Physical: Posture, Spinal Roll, Focus & Concentration Activities</p> <p>Improvisation Games:</p> <p>Exploring character development – facial expressions, body language and vocal expression.</p>
Requisite Pre-knowledge	<p>Voice - basic skills and understanding of breathing, resonance, articulation and projection</p> <p>Physical - basic skills in warming up the body, posture, physical characterisation and use of space</p> <p>Basic improvisation technique. Understanding and application of drama elements such as character, plot, time, space and audience</p>	
Resources (other than textbook) to enhance learning	<p>Open and adequate classroom space</p> <p>CD Player / Interactive whiteboard / Data Projector / Television / Laptop</p> <p>Pictures / Photographs / Stories / Poems / Anecdotes / One-liners / Video clips / HEI Brochures / Books / Magazine Articles / Newspapers</p> <p>Appropriate digital apps i.e. EdPuzzle / PowToons / Canva / Book Creator / Websites / Video Maker Apps</p> <p>https://drive.google.com/open?id=1Mj1xSMh23zwoESsvuOMYZQFUPHDZUUyU</p>	
Informal Assessment & Remediation	There should be feedback from the teacher (brief, meaningful, constructive comments).	
	Workbook: Baseline assessment.	Observe and guide and classroom discussions. Workbook: journal entries, quizzes, puzzles or worksheets.
SBA (Formal Assessment)	 <p>No Formal Assessment</p>	

TERM 3: 37 days	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
CAPS Topics	Dramatic skills development; Interpretation & performance: Dramatised Prose	Dramatic skills development; Interpretation & performance: Dramatised Prose	Dramatic skills development; Interpretation & performance: Dramatised Prose	Dramatic skills development; Drama Elements; Interpretation & performance: Dramatised Prose	Dramatic skills development; Drama Elements; Interpretation & performance: Dramatised Prose	Dramatic skills development; Interpretation & performance: Dramatised Prose	Dramatic skills development; Interpretation & performance: Dramatised Prose	Dramatic skills development; Interpretation & performance: Dramatised Prose
Concepts, Skills and Values	Voice: relaxation and breathing exercises. Physical: posture, release tension, loosen and energise the body activities. Interpretation & performance skills: Dramatised Prose Text analysis – expressing piece in own words.	Voice: relaxation and breathing exercises. Physical: posture, release tension, loosen and energise the body activities. Interpretation & performance skills: Dramatised Prose Verbal characterisation: vocal clarity, pitch, pace, tone, pause and emphasis.	Voice: relaxation and breathing exercises. Physical: posture, release tension, loosen and energise the body activities. Interpretation & performance skills: Dramatised Prose Facial expression, body language and emotional connection. Create appropriate mood, using voice and movement.	Voice: breathing and resonance exercises. Physical: posture, focus and control activities. Interpretation & performance skills: Dramatised Prose Integrating verbal characterisation and physical expressiveness: appropriate use of movement and/or stillness.	Voice: breathing, resonance and articulation exercises. Physical: posture, focus and control activities. Interpretation & performance skills: Dramatised Prose Narrative Technique: vocal and physical. Performance space, décor, props and costumes. Audience contact: memorable, engaging and effective presentation.	Voice: breathing, resonance and articulation exercises. Physical: explore movement dynamics and visualisation activities. Interpretation & performance skills: Dramatised Prose Rehearsal towards performance.	Voice: breathing, resonance and articulation exercises. Physical: focus, control and visualisation activities. Interpretation & performance skills: Dramatised Prose Final performance	Voice: breathing, resonance and articulation exercises. Physical: focus, control and visualisation activities. Interpretation & performance skills: Dramatised Prose Final performance
Lesson Plan Examples	PDF FORMAT: https://drive.google.com/file/d/1w8aVLXL_qtIitGG6muw8sDqF_IN-JcqTY/view?usp=sharing WORD FORMAT: https://drive.google.com/file/d/1ZjKjPwjYTzqVnnIU7Egv24TNixW7VYzW/view?usp=sharing	PDF FORMAT: https://drive.google.com/file/d/1ONk-bOVHUmCOOj-aj8QMmY9LbvAzw9aoV/view?usp=sharing WORD FORMAT: https://drive.google.com/file/d/1450IjMSc8N2gxvV57IftAq7-CbNAJ9pY/view?usp=sharing	PDF FORMAT: https://drive.google.com/file/d/1nBcNb4xdft70SaMj_oqZ1pFLsepE7HXfi/view?usp=sharing WORD FORMAT: https://drive.google.com/file/d/1bQdj-estacWE17WK5MtlYO2PDs3WslKoy/view?usp=sharing	PDF FORMAT: https://drive.google.com/file/d/1n4bKwQfA2UdoUihyOR6oP7zten-gal5Ij/view?usp=sharing WORD FORMAT: https://drive.google.com/file/d/1yvNhDUEYW263eYaWSAHQVINzvcWwXFL4/view?usp=sharing	PDF FORMAT: https://drive.google.com/file/d/15v062_3CypT5qBxrT2qfGLlqYM9F4hkn/view?usp=sharing WORD FORMAT: https://drive.google.com/file/d/1Hq8-9In80OF2Dh2GrSZN-ZHHpMjRn1Lmv/view?usp=sharing	PDF FORMAT: https://drive.google.com/file/d/1_gyf-MfgIMxi8UdUyk9hMyMafKam0SKH/view?usp=sharing WORD FORMAT: https://drive.google.com/file/d/1ysNUQMe1a2PGVtoUNTgilcaV-jEaTkV0/view?usp=sharing	PDF FORMAT: https://drive.google.com/file/d/1hVD21AUM0ACqr5AWitoui-6Him0HUyFR/view?usp=sharing WORD FORMAT: https://drive.google.com/file/d/1bSTn3obQmtzSQH7g2IXke25Q43rYdgr6/view?usp=sharing	
Requisite Pre-knowledge	Voice - basic skills and understanding of breathing, resonance, articulation and projection Physical - basic skills in warming up the body, posture, physical characterisation, use of space Ability to read and interpret texts at a basic level. Understanding and application of drama elements such as character, plot, time, space and audience.							
Resources (other than textbook) to enhance learning	Open and adequate classroom space CD Player / Interactive whiteboard / Data Projector / Television / Laptop Pictures / Photographs / Stories / Poems / Anecdotes / One-liners / Video clips / HEI Brochures / Books / Magazine Articles / Newspapers Appropriate digital apps i.e. EdPuzzle / PowToons / Canva / Book Creator / Websites / Video Maker Apps https://drive.google.com/open?id=1Mj1xSMh23zwoESSvuOMYZQFUPHDZUyU							
Informal Assessment &	Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) and assessed by self, peer or teacher.							

Remediation	Workbook: text analysis of prose.	Observation and side coaching. Workbook: Explore new terminology through worksheets or quizzes. Apply vocal skills to text.	Observation, side coaching and direction. Workbook: reflect on practical work explored thus far.	Observation, side coaching, direction and peer assessment. Workbook: reflect on terminology and practical work explored thus far. Make use of worksheets, quizzes or journal entries.	Observation, side coaching and direction. Workbook: reflect on terminology and practical work explored. Make use of worksheets, quizzes or journal entries.	Rehearsal: side coaching and directing by teacher and peers towards polished performance; self and peer assessment. Workbook: reflect on own performance through guided questions or journal entries.	Teacher, peer and self-assessment. Classroom discussion and reflection. Workbook: reflection on own performance.
SBA (Formal Assessment)	Formal Practical Assessment in week 7 & 8.						Formal Assessment Task: Dramatised Prose Performance 50 marks assessed with a rubric




TERM 4: 35 days	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8 – 10 (Examination)
CAPS Topics	Dramatic skills development; Interpretation & performance: Scene work (theatre/television)	Dramatic skills development; Drama Elements; Interpretation & performance: Scene work (theatre/television)	Dramatic skills development; Drama Elements; Interpretation & performance: Scene work (theatre/television)	Dramatic skills development; Drama Elements; Interpretation & performance: Scene work (theatre/television)	Dramatic skills development; Drama Elements; Interpretation & performance: Scene work (theatre/television)	Dramatic skills development; Interpretation & performance: Scene work (theatre/television)	Dramatic skills development; Interpretation & performance: Scene work (theatre/television)	Written Examination: Drama Terminology Elements of Drama as explored in all topics of term 3 & 4. Reflection and appreciation Analysis and application using dramatic texts: Dramatised Prose & Scene Work 50 marks Cognitive levels: Lower order - 30% Middle order - 40% Higher order - 30%
Concepts, Skills and Values *Scene Work	Voice: relaxation and breathing exercises. Physical: posture, release tension, loosen and energise the body activities. Scene Work Purpose of performance: educate, enlighten, mobilise, entertain, inform etc. Text analysis (dialogue from a play or a television script)	Voice: relaxation and breathing exercises. Physical: posture, release tension, loosen and energise the body activities. Scene Work Interpretation of character/s Emotional connection Vocal and physical characterisation	Voice: breathing and resonance exercises. Physical: mirror work in pairs (using slow, controlled mirroring of narrative mime sequences) Scene Work Interaction and development of relationship. Staging conventions: stage space, placing of actors and movement patterns.	Voice: breathing and resonance exercises. Physical: mirror work in pairs (using slow, controlled mirroring of narrative mime sequences) Scene Work Interaction -listening and responsiveness, stay in character when not speaking. Technical elements: décor, props and costumes. Target audience – age group, economic, social and political background.	Voice: articulation and projection exercises. Physical: character and mood through movement activities. Scene Work Rehearsal, preparing for final performance. Enhancing atmosphere through technical elements: lighting and sound effects.	Voice: articulation and projection exercises. Physical: character and mood through movement activities. Scene Work Rehearsal, preparing for final performance.	Voice: articulation and projection exercises. Physical: focus and control activities. Scene Work Final performance (only for informal assessment)	
Requisite Pre-knowledge	Voice - basic skills and understanding of breathing, resonance, articulation and projection Physical - basic skills in warming up the body, posture, physical characterisation, use of space Ability to read and interpret texts at a basic level. Understanding and application of drama elements such as character, plot, time, space and audience.							
Resources (other than textbook) to enhance learning	Open and adequate classroom space CD Player / Interactive whiteboard / Data Projector / Television / Laptop Pictures / Photographs / Stories / Poems / Anecdotes / One-liners / Video clips / HEI Brochures / Books / Magazine Articles / Newspapers Appropriate digital apps i.e. EdPuzzle / PowToons / Canva / Book Creator / Websites / Video Maker Apps https://drive.google.com/open?id=1Mj1xSMh23zwoESsvuOMYZQFUPHDZUUyU							
Informal Assessment & Remediation	Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) and assessed by self, peer or teacher.							
	Workbook: new terminology explored through quizzes or worksheets. Text analysis of dialogue – plot and time.	Workbook: diagram/ collage/ mind map of character and character analysis.	Observation, side coaching and direction of dialogue. Workbook: new terminology explored through quizzes, worksheets and application questions.	Observation, side coaching and direction of dialogue. Workbook: terminology explored through quizzes, worksheets and application questions.	Observation, side coaching and direction of dialogue. Workbook: terminology explored through quizzes, worksheets etc.	Rehearsal: side coaching, directing by teacher and peers towards polished performance. Self and peer assessment.	Teacher, peer and self-assessment. Classroom discussion and reflection. Workbook: reflection on own performance.	

SBA (Formal Assess- ment)	Formal Written Examination in Week 8 – 10.	Formal Assessment Task: Written Test/Exam 50 marks assessed through theory paper with memorandum
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1.3 Music

Revised National Teaching Plan

TERM 2 10 Days	1: 13 Jul – 17 Jul 2020				2: 20 Jul – 24 Jul 2020				
CAPS topic	Music literacy Music listening Performing and creating music				Music literacy Music listening Performing and creating music				
Concepts, skills and values	Duration and pitch <ul style="list-style-type: none"> • Write the scales of C, G, D and F Major in treble and bass clefs in an interesting rhythm making use of the note values learnt • Triads on I, IV and V (close position) 				Duration and pitch <ul style="list-style-type: none"> • Write the scales of C, G, D and F Major in treble and bass clefs in an interesting rhythm making use of the note values learnt • Triads on I, IV and V (close position) 				
Requisite pre-knowledge	<i>Musical literacy should be developed through the songs and instrumental pieces learners perform and their active listening to music played by others.</i> The three topics for the Music Curriculum in GET, should always be taught in an integrated way, because Performance, improvising, listening and literacy always go hand in hand. Although planning is done per week, it might be very often necessary to refer to or integrate more than one week's content to be able to teach the work as a whole unit.							Preparation towards Music listening activity during past 8 weeks.	
Resources (other than textbook) to enhance learning	Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments							Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments	
Informal assessment; remediation									
	Continuous informal assessment through observation, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher								
SBA (Formal Assessment)	Informal Formative Assessment								

TERM 3 37 Days	1: 03 Aug – 07 Aug 2020	2: 10 Aug - 14 Aug 2020	3: 17 Aug - 21 Aug 2020	4: 24 Aug – 28 Aug 2020	5: 31 Aug – 04 Aug 2020	6: 07 Sept - 11 Sept 2020	7: 14 Sept - 18 Sept 2020	8: 21 Sept - 23 Sept 2020
CAPS topic	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music
Concepts, skills and values	Music Terminology <ul style="list-style-type: none"> • Revised music terminology • Listen to excerpts from a musical (e.g. West Side Story) or an opera (e.g. Magic Flute, Nabucco): -- Write a storyline of a musical/opera 	Music Terminology <ul style="list-style-type: none"> • Revised music terminology • Listen to excerpts from a musical (e.g. West Side Story) or an opera (e.g. Magic Flute, Nabucco): -- Write a storyline of a musical/opera 	Music Terminology <ul style="list-style-type: none"> • Revised music terminology • Listen to excerpts from a musical (e.g. West Side Story) or an opera (e.g. Magic Flute, Nabucco): -- Sing along with one of the choruses/solos 	Music Terminology <ul style="list-style-type: none"> • Revised music terminology • Listen to excerpts from a musical (e.g. West Side Story) or an opera (e.g. Magic Flute, Nabucco): -- Sing along with one of the choruses/solos 	Music Terminology <ul style="list-style-type: none"> • Revised music terminology • Listening to one of the following styles: -- Reggae, Kwaito, R&B, African Jazz 	Music Terminology <ul style="list-style-type: none"> • Revised music terminology • Write own impression of the music focusing on the -- The artist/s -- Special features of the music with regard to rhythm, tempo, instruments, voices -- Story of the music/lyrics 	Formal Practical Assessment Task (FAT): Production Teams/Solo 50 marks	
	<ul style="list-style-type: none"> • Breathing and technical exercises suitable for the instrument or voice • Group or solo performances from the appropriate repertoire of Western/African/Indian/popular musical styles: -- Choral works 	<ul style="list-style-type: none"> • Breathing and technical exercises suitable for the instrument or voice • Group or solo performances from the appropriate repertoire of Western/African/Indian/popular musical styles: -- Choral works 	<ul style="list-style-type: none"> • Breathing and technical exercises suitable for the instrument or voice • Group or solo performances from the appropriate repertoire of Western/African/Indian/popular musical styles: -- Group instrumental works -- Solo instrumental works 	<ul style="list-style-type: none"> • Breathing and technical exercises suitable for the instrument or voice • Group or solo performances from the appropriate repertoire of Western/African/Indian/popular musical styles: -- Group instrumental works -- Solo instrumental works 	<ul style="list-style-type: none"> • Adding music to words of a poem (four lines) 	<ul style="list-style-type: none"> • Adding music to words of a poem (four lines) 		
	Requisite pre-knowledge <i>Musical literacy should be developed through the songs and instrumental pieces learners perform and their active listening to music played by others.</i> The three topics for the Music Curriculum in GET, should always be taught in an integrated way, because Performance, improvising, listening and literacy always go hand in hand. Although planning is done per week, it might be very often necessary to refer to or integrate more than one week's content to be able to teach the work as a whole unit.							
Resources (other than textbook) to enhance learning	Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments						Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments	
Continuous informal assessment through observation, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher								

Informal assessment; re-mediation	Workbook: new terminology explored by means of quizzes, pictures, diagrams, etc.	Workbook: mind map of elements of music.	Observation, side coaching and direction by teacher to continuously improve technique	Workbook: reflection by mean of journal on relationship in music.	Observation and assistance on basic music elements.	Peer assessment on creating musical performances.	Rehearsal, directing by teacher and peers towards polished Music performance	Rehearsal, directing by teacher and peers towards polished Music performance	Classroom discussion and critical reflection using Music terminology learnt during past weeks.
SBA (Formal Assessment)									Formal Assessment Task: 50 marks



TERM 4 38 days	1: 28 Sep – 02 Oct 2020	2: 05 Oct – 09 Oct 2020	3: 12 Oct – 16 Oct 2020	4: 19 Oct – 23 Oct 2020	5: 26 Oct – 30 Oct 2020	6: 02 Nov – 06 Nov 2020	7: 09 Nov – 13 Nov 2020	8: 16 Nov – 20 Nov 2020	9: 23 Nov – 27 Nov 2020	10: 23 Nov – 27 Nov 2020	11: 30 Nov – 04 Nov 2020	12: 07 Dec – 09 Nov 2020
CAPS topic	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music
Concepts, skills and values	<ul style="list-style-type: none"> • Write the scales of C, G, D and F Major in the treble rhythmically using note values learnt 	<ul style="list-style-type: none"> • Write the scales of C, G, D and F Major in the treble rhythmically using note values learnt 	<ul style="list-style-type: none"> • Key signatures of C, G, D and F Major treble and bass clefs in an interesting rhythm making use of the note values learnt 	<ul style="list-style-type: none"> • Key signatures of C, G, D and F Major treble and bass clefs in an interesting rhythm making use of the note values learnt • Ledger lines 	<ul style="list-style-type: none"> • Write the scales of C, G, D and F Major in the treble rhythmically using note values learnt • Key signatures of C, G, D and F Major treble and bass clefs in an interesting rhythm making use of the note values learnt • Ledger lines 	<ul style="list-style-type: none"> • Intervals • Triads 	<ul style="list-style-type: none"> • Intervals • Triads 	<ul style="list-style-type: none"> • Reading (singing or playing) music in the keys of C, G, D and F major using either tonic solfa or humming 	<ul style="list-style-type: none"> • Reading (singing or playing) music in the keys of C, G, D and F major using either tonic solfa or humming 	<ul style="list-style-type: none"> • Written question paper on Music literacy – questions referring to given sheet music – analysing and identifying taught music theory. <p>Recommendation: exam slot on time table to assess practical examination Cognitive levels: Lower order – 30%; Middle order-40%; Higher order - 30%</p>		
							<ul style="list-style-type: none"> • Discussion of the National Anthem reflecting on the following: -- The contributors to the anthem -- The meaning of the text of the anthem 		<ul style="list-style-type: none"> • Discussion of the National Anthem reflecting on the following: -- The contributors to the anthem -- The meaning of the text of the anthem 			
	<ul style="list-style-type: none"> • Breathing and technical exercises suitable for the instrument or voice 	<ul style="list-style-type: none"> • Breathing and technical exercises suitable for the instrument or voice 	<ul style="list-style-type: none"> • Breathing and technical exercises suitable for the instrument or voice 	<ul style="list-style-type: none"> • Breathing and technical exercises suitable for the instrument or voice 	<ul style="list-style-type: none"> • Breathing and technical exercises suitable for the instrument or voice 	<ul style="list-style-type: none"> • Breathing and technical exercises suitable for the instrument or voice 	<ul style="list-style-type: none"> • Breathing and technical exercises suitable for the instrument or voice 	<ul style="list-style-type: none"> • Breathing and technical exercises suitable for the instrument or voice 	<ul style="list-style-type: none"> • Breathing and technical exercises suitable for the instrument or voice 			

	• Group or solo performances from the standard repertoire of Western/African/Indian/popular musical styles: -- choral works	• Group or solo performances from the standard repertoire of Western/African/Indian/popular musical styles: -- choral works	• Group or solo performances from the standard repertoire of Western/African/Indian/popular musical styles: -- group instrumental works -- solo instrumental works	• Group or solo performances from the standard repertoire of Western/African/Indian/popular musical styles: -- group instrumental works -- solo instrumental works	• Group or solo performances from the standard repertoire of Western/African/Indian/popular musical styles: -- solo vocal works -- solo instrumental works	• Group or solo performances from the standard repertoire of Western/African/Indian/popular musical styles: -- solo vocal works -- solo instrumental works	• Group or solo performances from the standard repertoire of Western/African/Indian/popular musical styles: -- solo vocal works -- solo instrumental works	• Creating an advertisement for a product or event using own lyrics and music	• Creating an advertisement for a product or event using own lyrics and music	
Requisite pre-knowledge	<p><i>Musical literacy should be developed through the songs and instrumental pieces learners perform and their active listening to music played by others.</i></p> <p>The three topics for the Music Curriculum in GET, should always be taught in an integrated way, because Performance, improvising, listening and literacy always go hand in hand.</p> <p>Although planning is done per week, it might be very often necessary to refer to or integrate more than one week's content to be able to teach the work as a whole unit.</p>									Preparation towards Music listening activity during past 8 weeks.
Resources (other than textbook) to enhance learning	Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments									Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments
Informal assessment; re-mediation	Continuous informal assessment through observation, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher									
	Workbook: new terminology explored by means of quizzes, pictures, diagrams, etc.	Workbook: mind map of elements of music.	Observation, side coaching and direction by teacher to continuously improve technique	Workbook: reflection by mean of journal on relationship in music.	Observation and assistance on basic music elements.	Peer assessment on creating musical performances.	Rehearsal, directing by teacher and peers towards polished Music performance	Rehearsal, directing by teacher and peers towards polished Music performance	Classroom discussion and critical reflection using Music terminology learnt during past weeks.	
SBA (Formal Assessment)										Written Examination: 50 marks

1.4 Visual Arts

Revised National Teaching Plan

TERM 1 48 days	1: 15 – 17 Jan (3 days)	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	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Visual literacy	Visual literacy	Visual literacy	Visual literacy	Formal Practical Assessment (3D)
Concepts, skills and values	Create in 2D: Portraits Art elements and design principles: use in own work Exploration of a variety of painting techniques: deepen and extend colour-mixing, brush manipulation, personal Interpretation Emphasis on the observation and interpretation of the portrait Visual literacy Understanding & recognition of images expressed in words: express, identify/name, question and reflect through looking, listening and talking about portraits.					Similarities and differences, respect and understanding of self and community; the arts as heritage Looking, listening and talking about role of artist as contributor, observer and social commentator in global society	The role of the artist in society: role of artist as contributor, observer and social commentator in wider society Research: artist/artwork/style using various sources: books, libraries, internet, etc.; Formal written response or class presentation (could be group work) Emphasis on the learner's personal expression and interpretation	Class presentations about the role of the artist in global society (could be group work)	Practical Assessment: 2D Portrait Visual literacy: Research on role of the artist 50 marks	
Requisite pre-knowledge	Basic understanding and ability to use art elements and principles in 2D and 3D work; Basic research skills: Access (how find information): Enquire, locate, identify, observe, research Process (the information): Arrange, compare, evaluate, analyse, communicate Use Accept, reject, apply, choose									
Resources (other than textbook) to enhance learning	Photographs of artworks (e.g. portraits); Tempera or acrylic paint, or oil pastels, A3 paper					Craft and artworks, books, magazines popular culture, libraries, galleries, museums, etc. for class discussion on the role of the artist in society.			Classroom discussion	
Informal assessment; remediation	Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher									
	Art elements and design principles: use in description of artworks.	Workbook: work-sheet to incrementally explore art elements and design principles, rough sketches.	Teacher observation and guidance towards finalising art work.	Teacher observation and guidance towards finalising art work	Self-reflection: using appropriate art and design vocabulary	Workbook: work-sheet arts as heritage	Research on role of artist as contributor, observer and social commentator in global society. Rough draft presented teacher for formative assessment.	Presentation on role of artist: written/multi-media/oral/visual	Workbook: self-reflection work-sheet.	
SBA (Formal Assessment)	Formal Assessment: 2D art work towards 40 marks								Formal Assessment Task: 2D and 3D art work 50 marks assessed with a rubric	

TERM 2 10 days	Week 1	Week 2
CAPS topic	Create in 2D Visual Literacy	Create in 2D Visual Literacy
Concepts, skills, and values	Baseline assessment Do a baseline assessment: could include any of the following activities: <ul style="list-style-type: none"> practical art activities (exercises) exploring different art elements and design principles classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age appropriate art works a quiz create a 2D art work focusing on drawing and/or colour media secondary colours and design principles: contrast worksheets 	Create in 2D e.g. portraits / self-portraits Own and wider world: observation and interpretation of <i>global</i> visual world, through increasing complexity of: <ul style="list-style-type: none"> drawing painting exploration of media Using: <ul style="list-style-type: none"> art elements (same as before, but include analogous/related colour) design principles drawing and painting with extended use of media and techniques design projects lettering and design projects patternmaking variation of paper size and format
	Visual Literacy e.g. portraits / self-portraits <ul style="list-style-type: none"> Communication skills: express, identify/name, question and reflect through looking, talking, listening, and writing about the visual world through the language of art elements and design principles Interpret, analyse, and recognise symbolic language with reference to <ul style="list-style-type: none"> portraits the role of the artist social commentary popular culture design in public commentary The role of the artist in global society as contributor, observer, and social commentator Further development of research skills Planning and preparation: same as before but works independently 	Visual Literacy e.g. portraits / self-portraits <ul style="list-style-type: none"> Communication skills: express, identify/name, question and reflect through looking, talking, listening, and writing about the visual world through the language of art elements and design principles Interpret, analyse, and recognise symbolic language with reference to <ul style="list-style-type: none"> portraits the role of the artist social commentary popular culture design in public commentary The role of the artist in global society as contributor, observer, and social commentator Further development of research skills Planning and preparation: same as before but works independently
Requisite Pre-knowledge	Basic understanding and ability to use art elements and principles in 2D work and Visual Literacy. The examples in this template should be adapted to suit individual school contexts. While the core content is compulsory, the themes relevant to the learners may be selected.	
Resources (other than textbook) to enhance learning	Pictures / photographs / 'real-life' examples of peoples' faces. Pencils, ballpoint pens, kokis or black wax crayons, art journals.	Pictures / photographs / 'real-life' examples of peoples' faces. Pencils, ballpoint pens, kokis or black wax crayons, art journals.
	Open, adequate classroom space, running water, flat surfaced tables, art material as required for assessment tasks, CD player, interactive whiteboard / data projector & laptop; pictures, photographs, stories, poems, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc.	
Informal assessment; remediation	Teacher observation and guidance. Workbook: art terminology and vocabulary, baseline assessment activities	Teacher observation and guidance towards completing final artwork. Workbook: Planning and preparing; interpret brief. Workbook: description of artworks using appropriate terminology.
SBA (Formal Assessment)	Formative Assessment No Formal Assessment	

TERM 3: 37 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8			
CAPS topic	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy			
Concepts, skills, and values	<p>Create in 2D: e.g. portraits / self-portraits; flyer; popular culture (CD cover, cell phone wallpapers, computer screensavers, etc)</p> <p>Social commentary in works by printmaking artist, woodcuts, linocuts, and etchings to be explored in scraperboard (e.g. Faces from the past / Faces from the 20th Century / Faces by South African Artists). Art elements and design principles: exploration in own scraperboard. Simple etching techniques, e.g. scraperboard; etching, drawing, scratching. Variation of paper size and format: encourage working in different scale and degrees of detail.</p>			<p>Create in 2D: e.g. portraits / self-portraits; flyer; popular culture (CD cover, cell phone wallpapers, computer screensavers, etc)</p> <p>Planning and preparation: works independently, collects resources, visual information and makes preliminary drawings and sketches in preparation for the final project of own example of popular culture.</p>		<p>Create in 2D: e.g. portraits / self-portraits; flyer; popular culture (CD cover, cell phone wallpapers, computer screensavers, etc)</p> <p>Design / Make / Create: experiments with art elements and design principles in two-dimensional design projects to create own example of popular culture.</p>		<p>Create in 2D: e.g. portraits / self-portraits; flyer; popular culture (CD cover, cell phone wallpapers, computer screensavers, etc)</p> <p>Design / Make / Create: experiments with art elements and design principles in two-dimensional design projects to create own example of popular culture. Extend manipulation of a variety of materials.</p>			
	<p>Visual literacy</p> <p>Art elements and design principles: use in description of artworks. Emphasis on personal expression, interpretation of the role of the artist as contributor, observer, and social commentator in wider society.</p>	<p>Visual literacy</p> <p>Art elements and design principles: use in description of own and others' artworks. Discuss artworks to engage in moral, ethical and philosophical discussions, to formulate values and to learn respect for the opinions and visual expression of other</p>	<p>Visual literacy</p> <p>Extend and deepen critical thinking and reflective ability. Critical thinking & response of own and others' artwork: Personal meaning & interpretation expressed in words.</p>			<p>Art elements and design principles: use in description of examples of global popular culture. Emphasis on learner's personal expression and interpretation</p>		<p>The role of the artist in society as contributor to global popular culture. Discussions: the arts as popular culture.</p>		<p>Looking, listening and talking about art and design as popular culture; personal meaning and recognition of images expressed in words; interpret, analyse and recognise symbolic language.</p>	
	<p>The focus should be more on drawing and not on etching & scratching as not all schools have the resources. Focus on combining the 2D activities into 1 task for the term by creating a mixed media artwork that includes ALL the above Art Elements & Design Principles</p>					<p>Focus on combining the 2D activities into 1 task for the term by creating a mixed media artwork that includes ALL the above Art Elements & Design Principles</p>					
Requisite Pre-knowledge	<p>Basic understanding and ability to use art elements and principles in 2D work. Elementary research skills. The examples in this template should be adapted to suit individual school contexts. While the core content is compulsory, the themes relevant to the learners may be selected.</p>										
Resources (other than textbook) to enhance learning	<p>Appropriate visual stimuli (e.g. social commentary in works by printmaking artist, woodcuts, linocuts, and etchings). White wax crayon, black waterproof ink, black tempera paint, small amount of dishwashing liquid, simple etching tools (sharp found objects: nails, pins, compass points, etc.), stiff paper/ board (approximately 30x40 cm). Appropriate visual stimuli (e.g. art and design examples from popular culture, CD covers, cell phone wallpapers and computer screensavers)</p>										
	<p>Open, adequate classroom space, running water, flat surfaced tables, art material as required for assessment tasks, CD player, interactive whiteboard / data projector & laptop; pictures, photographs, stories, poems, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToon; Canva; Book Creator, etc.</p>										



Informal assessment; remediation	Workbook: visual exploration of art elements, design principles	Teacher observation, guidance in constructing 2D artwork	Workbook: express, identify/name, question and reflect.	Workbook: worksheet Plan and prepare, collects visual stimuli. principles.	Workbook: exploratory drawings: art elements, design.	Workbook: worksheet Artist as contributor to society.	Workbook: drawings: art elements, design principles, experiment with variety of materials.	Teacher: Formal Assessment. Learner: Self-reflection.
SBA (Formal Assessment)	Practical Assessment: 2D artwork: 50 marks (The focus is predominantly on 2D work as 3D work would have been covered in term 1 this year)							



TERM 4: 35 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Examination	
CAPS topic	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 3D Visual literacy	Create in 3D Visual literacy	Create in 3D Visual literacy	Create in 3D Visual literacy	Internal Examinations	
Concepts, skills, and values	<p>Create in 2D e.g. figure drawing / model lying down Art elements and design principles: use in life drawing of model. Drawing and painting: exploring a variety and combination of mixed media.</p>	<p>Create in 2D e.g. figure drawing / model lying down Emphasis on the observation and interpretation of the model. Deepen and extend various approaches to drawing: line, tone, texture; mark-making.</p>	<p>Create in 2D e.g. figure drawing / model lying down Variation of paper size and format: encourage working in different scale and degrees of detail. Inclusion of lettering and design projects, pattern-making.</p>	<p>Create in 3D: e.g. making a marionette / hand puppet / ventriloquist puppet making public commentary Planning and preparation: works independently, collects resources, visual information and makes preliminary drawings and sketches in preparation for the final puppet projects. Art elements and design principles: use to create ventriloquist puppet in 3D.</p>	<p>Create in 3D: e.g. making a marionette / hand puppet / ventriloquist puppet making public commentary Spatial awareness: conscious experience of working with shapes in the construction of a puppet. Concern for the environment: use of recyclable materials. Use of tools: safety, consideration of others, sharing resources.</p>	<p>Create in 3D: e.g. making a marionette / hand puppet / ventriloquist puppet making public commentary Construction and modelling techniques: good craftsmanship, unfamiliar and familiar techniques (pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other)</p>	<p>Create in 3D: e.g. making a marionette / hand puppet / ventriloquist puppet making public commentary Construction and modelling techniques: good craftsmanship, unfamiliar and familiar techniques (pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other).</p>	<p>Written Examination based on application of the practical work of terms 2-4, as well as: Terminology Art elements Design principles Symbolic language in art Role of the artist in society) Visual literacy Careers Reflection 50 marks</p> <p>Cognitive levels: Lower order – 30%; Middle order-40%; Higher order - 30</p>	
	<p>Focus on combining 2D & 3D in 1 task for the term by creating a mixed media activity that includes the above Art Elements & Design Principles – the exploratory drawings & sketches develop towards the creation of the marionette / hand puppet / ventriloquist puppet that is used to make a public / social commentary.</p>								
	<p>Visual Literacy Learner’s personal expression and interpretation. Global world: current events - expressed in art, craft, design, and popular culture.</p>			<p>Visual Literacy The role of the artist in society: role of artist as contributor, observer, and social commentator in wider society.</p>					
Requisite Pre-knowledge	<p>Basic understanding and ability to use art elements and principles in 2D and 3D work. The examples in this template should be adapted to suit individual school contexts. While the core content is compulsory, the themes relevant to the learners may be selected.</p>								
Resources (other than textbook) to enhance learning	<p>Recyclable materials, e.g. boxes, toilet rolls, polystyrene containers and packing materials, corks, wrapping paper, tin foil, wool, string, beads, wire, etc. Open, adequate classroom space, running water, flat surfaced tables, art material as required for assessment tasks, CD player, interactive whiteboard/ data projector & laptop; pictures, photographs, stories, poems, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToon; Canva; Book Creator, etc.</p>								
Informal assessment; remediation	Workbook: exploratory drawings: art elements, design principles.	Workbook: exploratory drawings: art elements, design principles.	Workbook: drawings: art elements, design principles.	Teacher observation, guidance in creating 2D & 3D artwork	Teacher observation, guidance in creating 2D & 3D artwork	Teacher observation, guidance in creating 2D & 3D artwork	Self-reflection using appropriate art terminology		
SBA (Formal Assessment)	<p>Written Examination: 50 marks Written Examination based on application of the practical work of terms 2-4</p>								

2 Economic and Management Sciences

Revised National Teaching Plan

TERM 2: 9 days	13 July – 17 July	20 – 24 July
CAPS section	Term 2 Week 2	Term 2 Week 3
Topic, concepts, skills and values	Financial Literacy	FINANCIAL LITERACY CREDIT TRANSACTIONS
Requisite pre-knowledge	Accounting equation Effect of the transactions on the accounting equation (credit sales)	Credit sales; Debtors; National Credit Act; Accounting cycle; DJ
Resources (other than textbook) to enhance learning	Posters & video lessons	Posters & video lessons
Informal assessment; remediation	Activities and class tests	Activities and class tests
SBA (Formal Assessment)		



TERM 3: 37 days	3 August – 7 August	11 August – 14 August	17 Aug – 21 August	24 Aug – 28 Aug	31 Aug – 4 Sep	7 Sep – 11 Sep	14 – 18 Sep	21 – 23 Sep
CAPS section	Term 2 Week 4	Term 3 Week 5	Term 3 Week 6	Term 2 Week 5	Term 2 Week 6	Term 2 Week 7	Term 3 Week 3	Term 3 Week 4
Topic, concepts, skills and values	Financial Literacy Credit Transactions: Debtors	Financial Literacy Credit Transactions: Debtors	Financial Literacy Credit Transactions: Debtors	The Economy Price Theory	The Economy Price Theory	The Economy Price Theory	Entrepreneurship Business Plan	Entrepreneurship Business Plan
Requisite pre-knowledge	Recording of receipts from debtors in the CRJ	Posting to the General Ledger	Posting to the Debtors Ledger	Law of demand schedule and graphical illustration of the demand curve	Law of supply schedule and graphical illustration of the supply curve	Equilibrium price and quantity; change in quantity demanded; change in quantity supplied	Concepts, components and format of a business plan	SWOT analysis and financial plan
Resources (other than textbook) to enhance learning	Posters & video lessons	Posters & video lessons	Posters & video lessons	Posters & video lessons	Posters & video lessons	Posters & video lessons	Posters & video lessons	Posters & video lessons
Informal assessment; remediation	Activities and class tests	Activities and class tests	Activities and class tests	Activities and class tests	Activities and class tests	Activities and class tests	Activities and class tests	Activities and class tests
SBA (Formal Assessment)				Control Test: Term 2 & 3 content; 1 hour: 100 marks				Case Study: Term 3 content; 1 hour: 50 marks



TERM 4: 38 days	28 Sep – 2 October	5 Oct – 9 October	12 October – 16 October	19 – 23 October	26 – 30 October	2 November – 6 November	9 November – 13 November	Examination
CAPS section	Term 3 Week 7	Term 3 Week 8	Term 3 Week 9	Term 3 Week 10	Term 4 Week 2	Term 4 Week 3	Term 4 Week 5	November examination: 16 November – 9 December
Topic, concepts, skills and values	Financial Literacy Credit Transactions: Creditors	Financial Literacy Credit Transactions: Creditors	Financial Literacy Credit Transactions: Creditors	Financial Literacy Transactions: Cash And Credit	Financial Literacy Transactions: Cash And Credit	Financial Literacy Transactions: Cash And Credit	The Economy Trade Unions	Recommendation : 2 papers : 70 marks for Paper 1 and 80 marks for Paper 2: each paper 1 hour Paper 1: Financial Literacy (70 marks) Paper 2: The Economy (40 marks) Entrepreneurship (40 marks)
Requisite pre-knowledge	Accounting equation Effect of the transactions on the accounting equation (credit purchases)	Creditors; accounting cycle; recording of transactions in the CJ and recording of payments in the CPJ	Posting to the General Ledger and Creditors ledger	CRJ; CPJ; DJ; CJ	Posting to the General Ledger	Posting to the Debtors and Creditors Ledger	Concept of trade unions, effect of trade unions in businesses	
Resources (other than textbook) to enhance learning	Posters, video lessons	Posters, video lessons	Posters, video lessons	Posters, video lessons	Posters, video lessons	Posters, video lessons	Posters, video lessons	
Informal assessment; remediation	Activities and class tests	Activities and class tests	Activities and class tests	Activities and class tests	Activities and class tests	Activities and class tests	Activities and class tests	
SBA (Formal Assessment)							Final exam	



3 Life Orientation

Revised National Teaching Plan

TERM 2 9 days	Week 1: June	Week 2: June	June
CAPS section			MID YEAR ASSESSEMENT
Topic, concepts, skills and values	Development of the self in society Basic hygiene principles (issues of COVID-19) (What is COVID 19, causes and prevention) <ul style="list-style-type: none"> • Challenging situations: depression, grief, loss, trauma, crisis and anxiety <ul style="list-style-type: none"> - Causes of depression, grief, loss, trauma, crisis and anxiety - Counterproductive coping techniques: using alcohol and drugs - Problem-solving and decision-making skills: strategies to respond to emotions in challenging situations 	Constitutional rights and responsibilities Basic hygiene principles (issues of COVID-19) <ul style="list-style-type: none"> • Contributions of various religions in promoting peace 	Notes on or guidelines: No formal assessment scheduled for this term
Requisite pre-knowledge	Constitutional rights and responsibilities	Constitutional rights and responsibilities	
Resources (other than textbook) to enhance learning	Textbooks, newspaper articles, Bill of Rights, South African Constitution	Textbook, newspaper articles; South African Constitution	
Informal assessment; remediation	Homework/ classwork /worksheets	Homework/ classwork /worksheets	
SBA (Formal Assessment)	NO FORMAL ASSESSMENT FOR THIS TERM NO PHYSICAL EDUCATION FOR THIS TERM		

TERM 3 37days	Week 1: Jul	Week 2: Jul	Week 3: Jul	Week 4: Jul	Week 5: Aug	Week 6: Aug	Week 7: Aug
CAPS section							
Topic, concepts, skills and values	World of Work Basic hygiene principles (issues of COVID-19) <ul style="list-style-type: none"> - Career and subject choices: - Subjects in Grades 10, 11 and 12 - Careers related to different subjects - Qualities relating to different careers and subjects: strengths and weaknesses; interests and abilities <ul style="list-style-type: none"> o Decision-making skills: steps in choosing subjects relating to interests and abilities and career of interest • Options available after completing Grade 9: National Senior Certificate (NSC – Grades 10 – 12) and National Certificate Vocational (NCV – TVET Colleges) qualifications <ul style="list-style-type: none"> - Implications of choices: choice between NSC and NCV Knowledge of the world of work: rights, responsibilities and opportunities in the workplace			Health, social and environmental responsibility Basic hygiene principles (issues of COVID-19) <ul style="list-style-type: none"> - Concept: volunteerism - Individual and community responsibility - Different types of volunteer organisations: contributions of community-based and non-profitable organisations to social and environmental health and sustainable development - Different types of volunteer activities: helping those less privileged; assisting those affected and infected by HIV and AIDS and other terminal illnesses (including COVID-19) 		World of work Basic hygiene principles (issues of COVID-19) <ul style="list-style-type: none"> • Study and career funding providers • Plan for own lifelong learning: goal-setting for lifelong learning 	
	Physical Education <ul style="list-style-type: none"> • Participation and refinement of own and peer performance in movement activities • Safety issues relating to movement activities 			Physical Education <ul style="list-style-type: none"> • Participation and refinement of own and peer performance in movement activities • Participation and movement performance in movement activities 		Physical Education <ul style="list-style-type: none"> • Participation and refinement of own and peer performance in movement activities • Participation and movement performance in movement activities 	
Requisite pre-knowledge	World of work			Health, social and environmental responsibility		Health, social and environmental responsibility	
Resources (other than textbook) to enhance learning	Textbook, resources on careers and career guidance and counselling COVID 19 E-booklet and posters Textbooks, resources on movement activities PE guidelines			Textbook, newspaper articles; resources on volunteerism COVID 19 E-Booklet and posters Textbooks, resources on movement activities PE guidelines		Textbook, newspaper articles; health and safety books COVID 19 E-Booklet and posters Textbooks, resources on movement activities PE guidelines	
Informal assessment; remediation	Homework/ classwork /worksheets			Homework/ classwork /worksheets		Homework/ classwork /worksheets	
SBA (Formal Assessment)	PHYSICAL EDUCATION TASK 30 marks					TASK : PROJECT 70 marks	

TERM 4 38 days	Week 1: Oct	Week 2: Oct	Week 3: Oct	Week 4: Oct	Week 5: Oct – Nov	Week 6: Nov	Week 7: Nov	Nov - Dec			
CAPS section								WRITTEN TASK			
Topic, concepts, skills and values	<p>Health, social and environmental responsibility</p> <p>Basic hygiene principles (issues of COVID-19)</p> <ul style="list-style-type: none"> Health and safety issues related to violence: <ul style="list-style-type: none"> Common acts of violence at home, school and in the community Reasons that violence occurs in families and communities and among friends and peers Impact of violence on individual and community health and safety Alternatives to violence: problem-solving skills and managing conflict Protecting oneself and others from acts of violence: where to find help National health and/or safety promotion programmes 	<p>Constitutional rights and responsibilities</p> <p>Basic hygiene principles (issues of COVID-19)</p> <ul style="list-style-type: none"> Constitutional values as stated in the South African Constitution <ul style="list-style-type: none"> Positive and negative role models Role models for upholding constitutional values: parents and leaders in the community/society Applying these values in daily life 	<p>Constitutional rights and responsibilities</p> <p>Basic hygiene principles (issues of COVID-19)</p> <ul style="list-style-type: none"> Sport ethics in all physical activities 	<p>Constitutional rights and responsibilities</p> <p>Basic hygiene principles (issues of COVID-19)</p> <ul style="list-style-type: none"> Issues relating to citizens' rights and responsibilities: <ul style="list-style-type: none"> Respect for others' rights: people living with different disabilities and HIV and AIDS including COVID-19 (infected and affected) Celebrations of national and international days: Human Rights Day, Freedom Day, Heritage Day, Reconciliation Day, Youth Day, Worker's Day, Women's Day, Africa Day, Nelson Mandela Day, World Refugee's Day and national health days Plan and participate in a local celebration of a national day 	<p>Notes on or guidelines for final assessment:</p> <ul style="list-style-type: none"> Learners will be assessed on the year's work. <table border="1"> <thead> <tr> <th>Section A: 25 marks</th> <th>Section B : 25 marks</th> <th>Section C: 20 marks</th> </tr> </thead> <tbody> <tr> <td> <p>All questions are compulsory.</p> <ul style="list-style-type: none"> A source or case study may be used to contextualise the questions. The questions should be a combination of three or more types of questions, ranging from list, what, why, multiple choice, matching columns, missing words and true or false. Questions will test understanding and factual knowledge. Responses should be short and direct and range from one word to a phrase or a full sentence. </td> <td> <p>All questions are compulsory.</p> <ul style="list-style-type: none"> Short open-ended, scenario-based, source-based and case study questions. Questions should be knowledge-based, i.e. include information that learners have acquired from the Life Orientation class. Learners should display, present and apply knowledge and skills gained. Learners will display an understanding of real-life issues affecting the youth and society at large and give advice or possible solutions, demonstrate goal-setting and decision-making skills. Learners should provide direct responses, full sentences in point form and extended writing in short paragraphs. </td> <td> <p>Three 10-mark questions will be set of which learners will be expected to answer TWO.</p> <ul style="list-style-type: none"> Questions will predominantly focus on the application of knowledge and skills. Learners will solve problems, make decisions and give advice. They will provide few direct responses and extended writing ranging from descriptive paragraphs to short essays that state or examine an issue. Each question will focus on the specific information or the integration of content. A short text/diagram/data/graphs/cartoons can be provided as a stimulus. </td> </tr> </tbody> </table> <p>Note. Information provided in the texts must be current, up-to-date, age-appropriate and learner-friendly.</p>	Section A: 25 marks	Section B : 25 marks	Section C: 20 marks	<p>All questions are compulsory.</p> <ul style="list-style-type: none"> A source or case study may be used to contextualise the questions. The questions should be a combination of three or more types of questions, ranging from list, what, why, multiple choice, matching columns, missing words and true or false. Questions will test understanding and factual knowledge. Responses should be short and direct and range from one word to a phrase or a full sentence. 	<p>All questions are compulsory.</p> <ul style="list-style-type: none"> Short open-ended, scenario-based, source-based and case study questions. Questions should be knowledge-based, i.e. include information that learners have acquired from the Life Orientation class. Learners should display, present and apply knowledge and skills gained. Learners will display an understanding of real-life issues affecting the youth and society at large and give advice or possible solutions, demonstrate goal-setting and decision-making skills. Learners should provide direct responses, full sentences in point form and extended writing in short paragraphs. 	<p>Three 10-mark questions will be set of which learners will be expected to answer TWO.</p> <ul style="list-style-type: none"> Questions will predominantly focus on the application of knowledge and skills. Learners will solve problems, make decisions and give advice. They will provide few direct responses and extended writing ranging from descriptive paragraphs to short essays that state or examine an issue. Each question will focus on the specific information or the integration of content. A short text/diagram/data/graphs/cartoons can be provided as a stimulus.
Section A: 25 marks	Section B : 25 marks	Section C: 20 marks									
<p>All questions are compulsory.</p> <ul style="list-style-type: none"> A source or case study may be used to contextualise the questions. The questions should be a combination of three or more types of questions, ranging from list, what, why, multiple choice, matching columns, missing words and true or false. Questions will test understanding and factual knowledge. Responses should be short and direct and range from one word to a phrase or a full sentence. 	<p>All questions are compulsory.</p> <ul style="list-style-type: none"> Short open-ended, scenario-based, source-based and case study questions. Questions should be knowledge-based, i.e. include information that learners have acquired from the Life Orientation class. Learners should display, present and apply knowledge and skills gained. Learners will display an understanding of real-life issues affecting the youth and society at large and give advice or possible solutions, demonstrate goal-setting and decision-making skills. Learners should provide direct responses, full sentences in point form and extended writing in short paragraphs. 	<p>Three 10-mark questions will be set of which learners will be expected to answer TWO.</p> <ul style="list-style-type: none"> Questions will predominantly focus on the application of knowledge and skills. Learners will solve problems, make decisions and give advice. They will provide few direct responses and extended writing ranging from descriptive paragraphs to short essays that state or examine an issue. Each question will focus on the specific information or the integration of content. A short text/diagram/data/graphs/cartoons can be provided as a stimulus. 									

	Physical Education <ul style="list-style-type: none"> Participation and refinement of own performance in an outdoor recreational activity Safety issues relating to participation in recreational activities 	Physical Education <ul style="list-style-type: none"> Participation and refinement of own performance in an outdoor recreational activity 	Physical Education <ul style="list-style-type: none"> Participation and movement performance in an outdoor recreational activity 	Physical Education <ul style="list-style-type: none"> Participation and refinement of own performance in an outdoor recreational activity Participation and movement performance in an outdoor recreational activity 	
Requisite pre-knowledge	World of Work	Constitutional rights and responsibilities	Constitutional rights and responsibilities	Constitutional rights and responsibilities	
Resources (other than textbook) to enhance learning	Textbook, resources on careers Textbook, resources on recreational activities COVID 19 E-Booklet and posters PE Guidelines	Textbook, newspaper articles and resources on religions COVID 19 E-Booklet and posters Textbook, resources on recreational activities PE Guidelines	Textbook, newspaper articles and resources on sport COVID 19 E-Booklet and posters Textbook, resources on recreational activities PE Guidelines	Textbook, newspaper articles COVID 19 E-Booklet Textbook, resources on recreational activities PE Guidelines	
Informal assessment; remediation	Homework/ classwork /worksheets	Homework/ classwork /worksheets	Homework/ classwork /worksheets	Homework/ classwork /worksheets	
SBA (Formal Assessment)	WRITTEN TASK 70 MARKS PHYSICAL EDUCATION TASK 30 marks				

4 Mathematics


Revised National Teaching Plan

TERM 2	Week 1:	Week 2:
Topic, concepts, skills and values	ORIENTATION AND BASELINE TEST	ALGEBRAIC EXPRESSIONS Factorise algebraic expressions <ul style="list-style-type: none"> • Factorize algebraic expressions that involve: <ul style="list-style-type: none"> – common factors – difference of two squares – trinomials of the form: <ul style="list-style-type: none"> ✓ $x^2 + bx + c$ ✓ $ax^2 + bx + c$, where a is a common factor. • Simplify algebraic expressions that involve the above factorisation processes. • Simplify algebraic fractions using factorisation.
Prerequisite skills or pre-knowledge		<ul style="list-style-type: none"> • Algebraic language • Expand and simply algebraic expressions • Substitution • Determine the squares, cubes, square roots and cube roots of single algebraic terms or like algebraic terms



TERM 3	Week 1:	Week 2:	Week 3:	Week 3 & 4	Week 5:	Week 6 & 7	3 days of week 7
Time allocation	4.5 hrs.	4.5 hrs.	3 hrs.	6 hrs.	4.5 hrs.	6.5 hrs.	Assignment and Investigation
Topic, concepts, skills and values	<p>ALGEBRAIC EXPRESSIONS:</p> <p>Factorise algebraic expressions</p> <ul style="list-style-type: none"> Factorise algebraic expressions that involve: <ul style="list-style-type: none"> common factors difference of two squares trinomials of the form: <ul style="list-style-type: none"> $x^2 + bx + c$ $ax^2 + bx + c$, where a is a common factor. Simplify algebraic expressions that involve the above factorisation processes. <p>Simplify algebraic fractions using factorisation.</p>	<p>ALGEBRAIC EQUATIONS</p> <p>Equations</p> <ul style="list-style-type: none"> Use substitution in equations to generate tables of ordered pairs Extend solving equations to include: <ul style="list-style-type: none"> using factorisation equations of the form: a product of factors = 0 	<p>FUNCTIONS AND RELATIONSHIPS</p> <p>Input and output values</p> <ul style="list-style-type: none"> Determine input values, output values or rules for patterns and relationships using equations <p>Equivalent forms</p> <ul style="list-style-type: none"> Determine, interpret and justify equivalence of different descriptions of the same relationship or rule presented: <ul style="list-style-type: none"> by equations by graphs on a Cartesian plane 	<p>GRAPHS</p> <p>Interpreting graphs</p> <ul style="list-style-type: none"> Extend the focus on features of graphs with special focus on the following features of linear graphs: <ul style="list-style-type: none"> x-intercept and y-intercept Gradient <p>Drawing graphs</p> <ul style="list-style-type: none"> Extend drawing of graphs with special focus on: <ul style="list-style-type: none"> drawing linear graphs from given equations determining equations from given linear graphs 	<p>GEOMETRY OF STRAIGHT LINES</p> <p>Angle relationships</p> <ul style="list-style-type: none"> Revise and write clear descriptions of the relationship between angles formed by: <ul style="list-style-type: none"> perpendicular lines intersecting lines parallel lines cut by a transversal <p>Solving problems</p> <ul style="list-style-type: none"> Solve geometric problems using the relationships between pairs of angles described above 	<p>GEOMETRY OF 2D SHAPES</p> <p>Investigating properties of geometric figures</p> <ul style="list-style-type: none"> By construction, investigate the angles in a triangle, focusing on the relationship between the exterior angle of a triangle and its interior angles By construction, investigate sides, angles and diagonals in quadrilaterals, focusing on: <ul style="list-style-type: none"> the diagonals of rectangles, squares, parallelograms, rhombi and kites exploring the sum of the interior angles of polygons By construction, explore the minimum conditions for two triangles to be congruent <p>N.B. Provide learners with accurately constructed figures to investigate the properties</p> <p>Classification of 2 D shapes</p> <ul style="list-style-type: none"> Write clear definitions of quadrilaterals focusing on diagonals, <p>Similar and congruent triangles</p> <ul style="list-style-type: none"> Through investigation, establish the minimum 	<p>Assignment Expressions, equations, functions and graphs</p> <p>Investigation Geometry of 2-D shapes</p>

						<p>conditions for congruent triangles</p> <ul style="list-style-type: none"> Through investigation, establish the minimum conditions for similar triangles <p>Solving problems</p> <ul style="list-style-type: none"> Extend solving geometric problems to include properties of congruent and similar triangles. 	
<p>Prerequisite skill or pre-knowledge</p>	<ul style="list-style-type: none"> Algebraic language Expand and simply algebraic expressions Substitution Determine the squares, cubes, square roots and cube roots of single algebraic terms or like algebraic terms 	<ul style="list-style-type: none"> Set up equations to describe problem situations Analyse and interpret equations that describe a given situation Solve equations by: <ul style="list-style-type: none"> inspection using additive and multiplicative inverses using laws of exponents Determine the numerical value of an expression by substitution. 	<ul style="list-style-type: none"> Determine input values, output values or rules for patterns and relationships using flow diagrams, tables and formulae Determine, interpret and justify equivalence of different descriptions of the same relationship or rule presented verbally, in flow diagrams, in tables and by formulae 	<ul style="list-style-type: none"> Analyse and interpret global graphs of problem situations, with a special focus on the following trends and features: <ul style="list-style-type: none"> Linear or non-linear Constant, increasing or decreasing maximum or minimum discrete or continuous Draw global graphs from given descriptions of a problem situation, identifying features listed above Use tables or ordered pairs to plot points and draw graphs on the Cartesian plane 	<ul style="list-style-type: none"> Recognize and describe pairs of angles formed by: <ul style="list-style-type: none"> perpendicular lines intersecting lines parallel lines cut by a transversal Solve geometric problems using the relationships between pairs of angles described above 	<ul style="list-style-type: none"> Properties of triangles, focusing on: <ul style="list-style-type: none"> the sum of the interior angles of triangles the size of angles in an equilateral triangle the sides and base angles of an isosceles triangle Properties of quadrilaterals, focusing on: <ul style="list-style-type: none"> the sum of the interior angles of quadrilaterals the sides and opposite angles of parallelograms Identify and write clear definitions of triangles and quadrilaterals focusing on sides and angles Identify and describe the properties of congruent shapes and similar shapes Extend solving geometric problems to include properties and definitions above. 	

TERM 4	Week 1 & 2:	Week 2 & 3	Week 4 & 5	Week 5 & 6	Week 7	4 days of week 8
Time allocation	7 hrs.	6 hrs.	5 hrs	4.5 hrs	4.5 hrs	Test and Revision
Topic, concepts, skills and values	<p>TRANSFORMATION GEOMETRY</p> <p>Transformations</p> <ul style="list-style-type: none"> Recognize, describe and perform transformations with points, line segments and simple geometric figures on a co-ordinate plane, focusing on: <ul style="list-style-type: none"> reflection in the X-axis or Y-axis translation within and across quadrants reflection in the line $y = x$ Identify what the transformation of a point is, if given the co-ordinates of its image Enlargements and reductions <p>Enlargements and reductions</p> <ul style="list-style-type: none"> Use proportion to describe the effect of enlargement or reduction on area and perimeter of geometric figures Investigate the co-ordinates of the vertices of figures that have been enlarged or reduced by a given scale factor 	<p>THEOREM OF PYTHAGORAS</p> <ul style="list-style-type: none"> Use the Theorem of Pythagoras to solve problems involving unknown lengths in geometric figures that contain right-angled triangles <p>AREA AND PERIMETER OF 2-D SHAPES</p> <ul style="list-style-type: none"> Use appropriate formulae and conversions between SI units, to solve problems and calculate perimeter and area of: <ul style="list-style-type: none"> polygons circles Investigate how doubling any or all of the dimensions of a 2 - D figure affects its perimeter and its area 	<p>SURFACE AREA AND VOLUME OF 3 – D OBJECTS</p> <ul style="list-style-type: none"> Use appropriate formulae and conversions between SI units to solve problems and calculate the surface area, volume and capacity of cylinders Investigate how doubling any or all the dimensions of right prisms and cylinders affects their volume. 	<p>DATA HANDLING</p> <p>Collect, organize, represent, summarise and interpret data</p> <ul style="list-style-type: none"> Complete data cycle with graphs to include scatter plots Organize numerical data in different ways in order to summarize by determining measures of dispersion, including extremes and outliers <p>Interpret, analyse and report data</p> <ul style="list-style-type: none"> Critically analyse data to include: <ul style="list-style-type: none"> data collection methods summary of data sources of error and bias in the data Report data in short paragraphs to include: <ul style="list-style-type: none"> choosing appropriate summary statistics for the data (mean, median, mode, range) the role of extremes and the outliers in the data 	<p>PROBABILITY</p> <ul style="list-style-type: none"> Consider situations with equally probable outcomes, and: <ul style="list-style-type: none"> determine probabilities for compound events using two way tables and tree diagrams determine the probabilities for outcomes of events and predict their relative frequency in simple experiments compare relative frequency with probability and explains possible differences. 	<p>TEST</p> <p>All topics for the term</p> <p>EXAMINATION</p> <p>All topics taught from Term 1 - 4</p>
Requisite pre-knowledge	<ul style="list-style-type: none"> Translations, reflections, rotations enlargements and reductions with geometric figures and shapes on grid paper Make tessellated patterns including some patterns with line symmetry by tracing and moving 2-D shapes 	<ul style="list-style-type: none"> Determine whether a triangle is a right-angled triangle or not if the length of the three sides of the triangle are known Use the Theorem of Pythagoras to calculate a missing length in a right-angled triangle, leaving irrational answers in surd form Properties of 2D shapes 	<ul style="list-style-type: none"> Properties of 3 D objects Use of appropriate formulae to calculate the surface area, volume and capacity of triangular prisms Describe the interrelationship between surface area and volume of the objects mentioned above 	<p>Collecting and organising data</p> <ul style="list-style-type: none"> Collect data using <ul style="list-style-type: none"> tally marks and tables for recording simple questionnaires (yes/no type response) Order data from smallest group to largest group <p>Representing data</p>	<ul style="list-style-type: none"> List all the possible outcomes Determine the probability of each possible outcome using the definition of probability Predict with reasons the relative frequency of the possible outcomes for a series of 	

	<p>by rotation, translation and by reflection</p> <ul style="list-style-type: none"> • Draw enlargement and reductions of 2-D shapes to compare size and shape of triangles and quadrilaterals 	<ul style="list-style-type: none"> • Use of appropriate formulae to calculate perimeter and area of polygons to include circles to at least 2 decimal places and convert between appropriate SI units, including and up to km^2 • Calculate perimeter and area of complex figures 	<ul style="list-style-type: none"> • Use and convert between appropriate SI units, including: <ul style="list-style-type: none"> – $\text{mm}^2 \leftrightarrow \text{cm}^2 \leftrightarrow \text{m}^2 \leftrightarrow \text{km}^2$ – $\text{mm}^3 \leftrightarrow \text{cm}^3 \leftrightarrow \text{m}^3$ – $\text{ml} (\text{cm}^3) \leftrightarrow \text{l} \leftrightarrow \text{kl}$ <div data-bbox="981 751 1256 839" data-label="Image"> </div>	<ul style="list-style-type: none"> • Draw a variety of graphs to display and interpret data including pictographs (many-to-one correspondence), bar graphs and double bar graphs <p>Interpreting data</p> <ul style="list-style-type: none"> • Critically read and interpret data represented in words, pictographs, bar graphs, double bar graphs and pie charts <p>Analysing data</p> <ul style="list-style-type: none"> • Analyse data by answering questions related to: <ul style="list-style-type: none"> – data categories, including data intervals – data sources and contexts – central tendencies – (mode and median) <p>Reporting data</p> <ul style="list-style-type: none"> • Summarise data verbally and in short written paragraphs including, drawing conclusions about and making predictions based on the data • Examine ungrouped numerical data to determine mode and median 	<p>trials based on probability</p> <ul style="list-style-type: none"> • Compare relative frequency with probability and explains possible differences 	
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5 Natural Sciences

Revised National Teaching Plan

Life and Living

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 Topics	• Cells as the basic units of life		• Systems in the human body		• Human reproduction		• Circulatory and respiratory systems	• Digestive system	Assessment		
Topic, concepts, skills and values	<ul style="list-style-type: none"> Cell structure Differences between plant and animal cells 	<ul style="list-style-type: none"> Cells in tissues, organs and systems 	<ul style="list-style-type: none"> Body systems 	<ul style="list-style-type: none"> Body systems 	<ul style="list-style-type: none"> Purpose and puberty Reproductive organs 	<ul style="list-style-type: none"> Stages of reproduction 	<ul style="list-style-type: none"> Breathing, gaseous exchange, circulation and respiration 	<ul style="list-style-type: none"> Healthy diet The alimentary canal and digestion 			
Requisite pre-knowledge	<ul style="list-style-type: none"> Grade 4: Living things 		<ul style="list-style-type: none"> Grade 5: Animal Skeletons 		<ul style="list-style-type: none"> Grade 5: Life Cycles Grade 7: Human Reproduction 		<ul style="list-style-type: none"> Grade 4: Living things Grade 6: Photosynthesis Grade 8: Respiration 	<ul style="list-style-type: none"> Grade 6: Nutrition & Nutrients in food 			
Resources to enhance learning	<ul style="list-style-type: none"> Reference material 3 dimensional (3D) model of a cell, and/or pictures micrographs of plant and animal cells 		<ul style="list-style-type: none"> Models or charts of torso, heart, kidney, digestive system, lungs 		<ul style="list-style-type: none"> Models or charts of the reproductive system 		<ul style="list-style-type: none"> Sheep/pig heart and lungs Stop watch/cell phone (for timing) 	<ul style="list-style-type: none"> Pictures of eating disorders Video clips Samples of food Iodine solution White paper Ethanol or pure alcohol 			
Informal assessment; re-mediation	<ul style="list-style-type: none"> Research and write about the history of the discovery of the light and electron microscopes Tabulate the differences between plant and animal cells Prepare and examine slides of plant and animal cells such as onion cells, cheek cells. Draw and label a few cells from each observation 		<ul style="list-style-type: none"> Draw a large outline of the human body, add and label each system Research and writing about the health issues related to each system Label diagrams and explain processes involved in Human Reproductive System Draw a flow chart to show the sequence of the stages in Human Reproduction Research and writing about the effects of alcohol, smoking and drug abuse on the foetus [Relate this to the role of the placenta] Debate and discuss issues such as abortion, infertility, surrogacy, contraception, population control Measure and compare heart rates before and after exercise. Draw a bar graph of the results. Make deductions of the findings. Draw flow charts to show the sequence of the stages from inhaling oxygen, to respiration, to exhaling carbon dioxide Research and write about one of the causes of health issues (such as smoking, drinking alcohol, high cholesterol levels) associated with the circulatory and respiratory systems Conduct an investigation to test for the presence of starch and grease (fats and oils) in food. Discuss a variety of unhealthy dietary components such as additives, and the harmful effects of some diets such as eating too much fast food and diets developed for weight loss Compare balanced diets from different cultures such as kosher / halaal and non-kosher / non-halaal food 								
Formal Assessment	<ul style="list-style-type: none"> Practical task / Investigation Test 										

Matter and Materials

(Will be done in 7 weeks over Terms 2 & 3)

TERM 2 9 days	Week 17 13 – 17 July	Week 18 20 – 24 July
CAPS Topics	<ul style="list-style-type: none"> • Compounds 	
Topic, concepts, skills and values	<ul style="list-style-type: none"> • The Periodic Table • Names of compounds 	
Requisite pre-knowledge	<ul style="list-style-type: none"> • Grade 7: Introduction to the Periodic Table of Elements • Grade 8: Atoms 	
Resources to enhance learning	<ul style="list-style-type: none"> • Reference materials • Periodic Table of Elements • beads/ beans/plasticine or playdough 	
Informal assessment; remediation	<ul style="list-style-type: none"> • Distinguish between pure substances and mixtures • Identify the relevant elements, mentioned in the reactions studied, on the Periodic Table of Elements • Write the names and the formulae (chemical symbols) of ALL the substances for every studied reaction. Write their balanced equations. • Describe the neutralisation of an acid with a base using pH 	
Formal Assessment	<ul style="list-style-type: none"> • None 	



Matter and Materials

(Will be done in 7 weeks over Terms 2 & 3)

TERM 3 37 days	Week 19 3 – 7 Aug	Week 20 10 – 14 Aug	Week 21 17 – 21 Aug	Week 22 24 – 28 Aug	Week 23 31 Aug – 4 Sept	Week 24 7 – 11 Sept	Week 25 14 – 18 Sept	Week 26 21 – 23 Sept (3 days)	
CAPS Topics	Chemical reactions	Reactions of metals with oxygen	Reactions of non-metals with oxygen	Acids & bases and pH value	Reactions of acids with bases: Part I	Reactions of acids with bases: Part II	Consolidation/Revision	Assessment	
Topic, concepts, skills and values	<ul style="list-style-type: none"> Chemical equations to represent reactions Balanced equations 	<ul style="list-style-type: none"> The general reaction of metals with oxygen Reaction of iron with oxygen Reaction of magnesium with oxygen Formation of rust Ways to prevent rusting 	<ul style="list-style-type: none"> The general reaction of non-metals with oxygen Reaction of carbon with oxygen Reaction of sulfur with oxygen 	<ul style="list-style-type: none"> The concept of pH value 	<ul style="list-style-type: none"> Neutralisation and pH 	<ul style="list-style-type: none"> The general reaction of an acid with a metal oxide (base) Applications The general reaction of an acid with a metal hydroxide (base) 			
Requisite pre-knowledge	<ul style="list-style-type: none"> Grade 6: Mixtures Grade 8: Atoms; Particle model of matter; Chemical reactions 	<ul style="list-style-type: none"> Grade 6: Mixtures Grade 8: Atoms; Particle model of matter; Chemical reactions 		<ul style="list-style-type: none"> Grade 7: Introduction to the Periodic Table of Elements; Acids, bases and neutrals Grade 8: Atoms 					
Resources to enhance learning	<ul style="list-style-type: none"> Plastic beads/beans/plasticine or playdough 	<ul style="list-style-type: none"> Heat source (such as Bunsen burner or spirit lamp) Matches Safety goggles Steel wool Tongs/ pliers Magnesium ribbon Tongs/ pliers Pictures of rusty objects 	<ul style="list-style-type: none"> Plastic beads/beans/plasticine or playdough 	<ul style="list-style-type: none"> Universal indicator Red cabbage/ red onion/ turmeric/bromothymol blue or phenolphthalein Test tubes Test tube racks Glass containers Liquids such as: tea, rooibos, coffee, milk, fruit juices, fizzy drinks Household substances such as: vinegar, tartaric acid, lemon, soap, bicarbonate of soda, liquid soap 	<ul style="list-style-type: none"> Beakers/ glass jars Test tubes Vinegar Bicarbonate of soda Water Universal indicator 	<ul style="list-style-type: none"> Magnesium oxide powder Water Universal indicator Test tubes Test tube racks Glass containers Pictures illustrating the effects of acid rain Dilute sodium hydroxide Dilute hydrochloric acid Beakers/ glass jars Heat source (such as Bunsen or spirit burner) Evaporating tins Dropper 			
Informal assessment; remediation	<ul style="list-style-type: none"> Distinguish between pure substances and mixtures Identify the relevant elements, mentioned in the reactions studied, on the Periodic Table of Elements Write the names and the formulae (chemical symbols) of ALL the substances for every studied reaction. Write their balanced equations. Describe the neutralisation of an acid with a base using pH 								
Formal Assessment	<ul style="list-style-type: none"> Test 								

Energy and Change

(Will be done in 7 weeks only in Term 4)

TERM 4 38 days	Week 27 28 Sept – 2 Oct	Week 28 5 – 9 Oct	Week 29 12 – 16 Oct	Week 30 19 – 23 Oct	Week 31 26 – 30 Oct	Week 32 2 – 6 Nov	Week 33 9 – 13 Nov	Week 34 16 – 18 Nov	Week 35... 19 Nov onwards	
CAPS Topics	Forces (2 weeks)		Electric cells as energy systems	Resistance	Series and parallel circuits		Safety with electricity	Energy and the national electricity grid	Consolidation/Revision	Assessment
Topic, concepts, skills and values	<ul style="list-style-type: none"> Types of forces Contact forces 	Field forces (non-contact forces) <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Electric cells 	<ul style="list-style-type: none"> Uses of resistors Factors that affect resistance in a circuit 	<ul style="list-style-type: none"> Series circuits Parallel circuits 		<ul style="list-style-type: none"> Safety practices 	<ul style="list-style-type: none"> Electricity generation Nuclear power in South Africa National electricity grid 		
Requisite pre-knowledge	<ul style="list-style-type: none"> Gr. 8 Static electricity Gr. 8 Energy transfer in electrical systems 		<ul style="list-style-type: none"> Gr 7 - Potential and Kinetic; energy and conservation of energy within a system; Gr 5 & 6 - Electric cells; Gr 7 - The national electricity; supply system Gr 8 - Transfer of energy within electrical systems; 							
Resources to enhance learning	<ul style="list-style-type: none"> Reference materials Wooden blocks Sponges Rubber (eraser) Fabric Balls/balloons Spring balances calibrated in newtons Bar magnets Iron fillings Wood Plastic Iron Brass Aluminium foil Perspex Plastic ruler/comb Plastic bags Silk cloth and other fabrics Inflated balloons Glass Pieces of paper 		<ul style="list-style-type: none"> Conducting wires LED bulbs Zinc and copper plates, zinc sulphate, copper sulphate 	<ul style="list-style-type: none"> Circuit board Cells/battery Different conductors (wires) Light bulbs or LEDs Ammeter 	<ul style="list-style-type: none"> Circuit board Cells/battery Conductor (wire) Resistors Light bulbs or LEDs Voltmeter Ammeter 		<ul style="list-style-type: none"> Pictures or diagrams of wiring showing fuses, circuit breakers and earthing Three-pin plugs Screw-drivers 	<ul style="list-style-type: none"> Pictures of power stations in southern Africa Pictures of components of a power station Video clips from the internet Diagram showing the national electricity grid with main power stations 		

Informal assessment; remediation	<ul style="list-style-type: none"> Investigate physical (mechanical) push and pull forces on objects and materials, Demonstrate gravitational force using falling objects Measure and record the weights (in Newtons) of different objects using a spring balance and force meter Investigate how to charge objects by rubbing different materials/objects together using available materials and objects Investigate the relationship between the normal force and friction? Draw a table to record the force. Plot a graph. Identify dependent and independent variables. Draw labelled free-body diagrams of the forces acting on the block Investigate: If different objects fall at the same rate; the mass of an object and its weight and Magnetic or non-magnetic materials 	<ul style="list-style-type: none"> Construct the circuit with the cell, the ammeter, 1 bulb and the switch in series. Draw a circuit diagrams Investigate the effect of the number of cells connected in series on current and potential difference. Write a hypothesis for this investigation. Record the readings on the ammeter and voltmeter in the table and draw a graph of the results. Draw conclusions and make deductions about the findings. Investigate the relationship between the potential difference across the battery and the potential difference across the resistors in a series circuit; how the length of a conductor affects the resistance; the current and potential difference in a circuit when adding cells in parallel; the current strength when adding resistors in parallel circuits; the relationship between the potential difference across the battery and the potential difference across the resistors in a parallel circuit Identify series and parallel circuits in electrical wiring in homes, cars and toys. Draw the plan for wiring a house. Draw series and parallel circuit diagrams Identify fuses, circuit breakers, earthing and earth leakage systems in real circuits, or on circuit diagrams. Practise how to connect 3-pin plugs
Formal Assessment	<ul style="list-style-type: none"> Test 	



Science process skills

The teaching and learning of Natural Sciences involves the development of a range of process skills that may be used in everyday life, in the community and in the workplace. Learners also develop the ability to think objectively and use a variety of forms of reasoning while they use these skills. Learners can gain these skills in an environment that taps into their curiosity about the world, and that supports creativity, responsibility and growing confidence.

The following are the cognitive and practical process skills that learners will be able to develop in Natural Sciences

1. *Accessing and recalling information* – being able to use a variety of sources to acquire information, and to remember relevant facts and key ideas, and to build a conceptual framework.
2. *Observing* – noting in detail objects, organisms and events
3. *Comparing* – noting similarities and differences between things
4. *Measuring* – using measuring instruments such as rulers, thermometers, clocks and syringes (for volume)
5. *Sorting and classifying* – applying criteria in order to sort items into a table, mind-map, key, list or other format
6. *Identifying problems and issues* – being able to articulate the needs and wants of people in society
7. *Raising questions* – being able to think of, and articulate relevant questions about problems, issues, and natural phenomena
8. *Predicting* – stating, before an investigation, what you think the results will be for that particular investigation

9. *Hypothesizing* – putting forward a suggestion or possible explanation to account for certain facts. A hypothesis is used as a basis for further investigation which will prove or disprove the hypothesis
10. *Planning investigations* – thinking through the method for an activity or investigation in advance. Identifying the need to make an investigation a fair test by keeping some things (variables) the same whilst other things will vary.
11. *Doing investigations* – this involves carrying out methods using appropriate apparatus and equipment, and collecting data by observing and comparing, measuring and estimating, sequencing, or sorting and classifying. Sometimes an investigation has to be repeated to verify the results.
12. *Recording information* – recording data from an investigation in a systematic way, including drawings, descriptions, tables and graphs
13. *Interpreting information* – explaining what the results of an activity or investigation mean (this includes reading and understanding maps, tables, graphs). A Translation Task requires learners to make sense of information and convert the information into a different format e.g. from information captured on a table into a graph format and or written format.
14. *Communicating* – using written, oral, visual, graphic and other forms of communication to make information available to other people
15. *The Scientific Process* is a way of investigating things about the world. Scientists use this process to find out about the world and to solve problems. The steps that make up the scientific process are not necessarily in order (sequential), and may include:

Step 1: Identify a problem and develop a question. What is it you want to find out?

Step 2: Form a hypothesis. A hypothesis is your idea, answer, or prediction about what will happen and why.

Step 3: Design an activity or experiment. Do something that will help you test your idea or prediction to see if you were right.

Step 4: Observe/note changes/reactions (e.g. through measuring), and record your observations (e.g. onto a table). What were the results of your activity or experiment? Write about what happened.

Step 5: Make inferences about the observations recorded in the tables, graphs, drawings, photographs. Make some conclusions. What did you find out? Do your results support your hypothesis? What did you learn from this investigation?



6 Social Sciences

6.1 Geography

Revised National Teaching Plan

Term 2

No. of School Days: 10	Week 1	Week 2
No. of hours per week	1.5 hours	1.5
Topic	Learner orientation	Revision of term 1 topic Map skills (Focus: topographic and Orthophoto maps)
Development issues		
Content and concepts	Revision of term 1 topic Map skills (Focus: topographic and Orthophoto maps)	
Geographic skills (Refer to Specific aims SS CAPS Section 2 on page 18)	Learners will be able to: <ul style="list-style-type: none"> ✓ ask questions and identify issues ✓ discuss and listen with interest ✓ collect and refer to information (including newspapers books and, where possible, websites) ✓ use geographical knowledge to solve problems ✓ discuss and debate issues ✓ recognise bias and different points of view ✓ develop own ideas based on new knowledge ✓ suggest solutions to problems ✓ devise and frame questions ✓ develop and apply research skills ✓ analyse, process and present information 	
Informal Assessment	Activities should always be geared towards developing learners to achieve specific aims and demonstrate skills and develop understanding of Geographical concepts mentioned above. Learners should also be able to acquire knowledge and understanding of content outlined above. Activities must prepare learners for formal assessment: source-based, paragraph and data-related. Amongst others, activities that involve learners to read, view and write are important.	
Formal Assessment	No Formal Assessment Task Learners will write a Formal Assessment Task in September	

Term 3

No. of School Days: 38	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
No. of hours per week	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5
Topic	Development issues (Focus: South Africa and the world)							
Content And concepts	Meaning of development – including economic, social and environmental aspects	Ways of measuring development	The Human Development Index (HDI) – life expectancy, education, per capita GDP	Reasons for differences in development Historical factors such as colonialism Trade – imbalances – unfair trade Technology and industrialization	Health and welfare Education Political stability	More equitable trading relationships Alternative development – particularly alternatives to industrialization	Sustainable development – including economic, social and environmental factors	Revision and Formal Assessment Task
Geographic skills (Refer to Specific aims SS CAPS Section 2 on page 18)	<p>Learners will be able to:</p> <ul style="list-style-type: none"> ✓ ask questions and identify issues ✓ discuss and listen with interest ✓ collect and refer to information (including newspapers books and, where possible, websites) ✓ use geographical knowledge to solve problems ✓ discuss and debate issues ✓ recognise bias and different points of view ✓ develop own ideas based on new knowledge ✓ suggest solutions to problems ✓ devise and frame questions ✓ develop and apply research skills <p>analyse, process and present information</p>							
Informal Assessment	Activities should always be geared towards developing learners to achieve specific aims and demonstrate skills and develop understanding of Geographical concepts mentioned above. Learners should also be able to acquire knowledge and understanding of content outlined above. Activities must prepare learners for formal assessment: source-based, paragraph and data-related. Amongst others, activities that involve learners to read, view and write are important.							
Formal Assessment	Test: Development issues Source-based questions and paragraph writing Marks: 50							



Term 4

No. of School Days 38	Week 1	Week 2	Week 3	Week 5	Week 7	Week 8	Week 8	Week 9	Week 10 20 Nov – 9 Dec
No. of hours per week	1.5 hours	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5
Topic	Surface forces that shape the earth								
Content and concepts	Concept of weathering Physical weathering Chemical weathering Biological weathering Impact of human activities on weathering	Difference between weathering, erosion and deposition	Difference between weathering, erosion and deposition	Rivers – features of erosion and deposition along a river course	Rivers – features of erosion and deposition along a river course	Rivers – features of erosion and deposition along a river course	Human contributions to erosion through agriculture, construction and mining.	Case study: agriculture as a contributor to erosion Revision and consolidation	End-of-Year Assessment
Geographical skills (Refer to Specific aims SS CAPS Section 2 on page)	<p>Learners will be able to:</p> <ul style="list-style-type: none"> ✓ ask questions and identify issues ✓ discuss and listen with interest ✓ collect and refer to information (including newspapers books and, where possible, websites) ✓ use geographical knowledge to solve problems ✓ discuss and debate issues ✓ recognise bias and different points of view ✓ develop own ideas based on new knowledge ✓ suggest solutions to problems ✓ devise and frame questions ✓ develop and apply research skills <p>analyse, process and present information</p>								
Informal Assessment	Activities should always be geared towards developing learners to achieve specific aims and demonstrate skills and develop understanding of Geographical concepts mentioned above. Learners should also be able to acquire knowledge and understanding of content outlined above. Activities must prepare learners for formal assessment: source-based, paragraph and data-related. Amongst others, activities that involve learners to read, view and write are important.								
Formal Assessment	End-of- year Assessment should focus on the topic: Surface forces that shape the earth Definition of concepts, source-based questions and paragraph writing) Marks: 50								



6.2 History

Revised National Teaching Plan

Term 2

No. of School days: 10	Week 1	Week 2
No. of hours per week	1.5 hours	
Topic	Learner orientation Revision of term 1 topic: World War II (1919 - 1945)	Turning points in modern South African history since 1948
Content And concepts	Revision of term 1 topic: World War II (1919 - 1945)	<ul style="list-style-type: none"> • The Universal Declaration of Human Rights after World War II • Definition of racism • Apartheid and the myth of 'race'
Historical concepts	Time and chronology - Cause and effect - Change and continuity - Multi-perspective approach This topic should be taught in line with the specific aims and skills of History (Refer to SS CAPS Section 2 on page 11 for more detail)	
Informal Assessment	Activities should always be geared towards developing learners to achieve specific aims and demonstrate skills and develop understanding of historical concepts. Learners should also be able to acquire knowledge and understanding of content outlined above. Activities must prepare learners for formal assessment: source-based, paragraph and essay writing (this should have been taught thoroughly and step by step). Reading and writing are important skills in Social Sciences.	
Formal Assessment	There will be no Formal Assessment Task at this stage.	



Term 3

No. of School days: 38	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
No. of hours per week	1.5 hours	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5
Topic	Turning points in modern South African history since 1948								
Content and concepts	<ul style="list-style-type: none"> 1948 National Party and Apartheid Main apartheid laws in broad outline 	<ul style="list-style-type: none"> Case study: Group Areas Act: Sophiatown forced removals 	<ul style="list-style-type: none"> 1950s: Repression and non-violent resistance to apartheid <ul style="list-style-type: none"> SACP banned ANC programme of action 	<ul style="list-style-type: none"> Brief biography: Albert Lutuli, his role in the ANC and resistance to apartheid 	<ul style="list-style-type: none"> The Defiance Campaign (including the influence of Mahatma Gandhi) 	<ul style="list-style-type: none"> Freedom Charter and Treason Trial 	<ul style="list-style-type: none"> Women's March <ul style="list-style-type: none"> Brief biographies: Helen Joseph and Lillian Ngoyi and their roles in resistance to apartheid 	Revision and consolidation	Formal Assessment Task
Historical concepts	Time and chronology - Cause and effect - Change and continuity - Multi-perspective approach This topic should be taught in line with the specific aims and skills of History (Refer to SS CAPS Section 2 on page 11 for more detail)								
Informal Assessment	Activities should always be geared towards developing learners to achieve specific aims and demonstrate skills and develop understanding of historical concepts. Learners should also be able to acquire knowledge and understanding of content outlined above. Activities must prepare learners for formal assessment: source-based, paragraph and essay writing (this should have been taught thoroughly and step by step). Reading and writing are important skills in Social Sciences.								
Formal Assessment	Test: The test should be based on the topic: Turning points in modern South African history since 1948 The test replaces the Oral History Project. The questions should be source-based, paragraph and essay writing Marks: 50 marks								

Term 4

No. of School days 38	Week 1	Week 2	Week 3	Week 4	Week 5	Week 7	Week 8	Week 9-11
No. of hours per week	1.5 hours	1.5	1.5	1.5	1.5	1.5	1.5	Revision
Topic	Turning points in South African history: 1960, 1976 and 1990							
Content and concepts	<ul style="list-style-type: none"> • 1960: <ul style="list-style-type: none"> ○ Formation of PAC, 1959 ○ Sharpeville massacre ○ Causes, leaders, events, short-term and longer-term consequences 	<ul style="list-style-type: none"> • Langa March <ul style="list-style-type: none"> ○ Causes, leaders, events, short-term and longer-term consequences 	<ul style="list-style-type: none"> • 1976: Soweto uprising: <ul style="list-style-type: none"> ○ Causes, leaders, events of 16 June, spiralling events that followed throughout the country, longer-term consequences for resistance and repression 	<ul style="list-style-type: none"> • 1976: Soweto uprising: <ul style="list-style-type: none"> ○ Causes, leaders, events of 16 June, spiralling events that followed throughout the country, longer-term consequences for resistance and repression 	<ul style="list-style-type: none"> • 1990 release of Nelson Mandela and the unbanning of liberation movements <ul style="list-style-type: none"> ○ Events leading to 1994 (in broad outline) ○ Internal resistance and repression (1980s) ○ External pressure on the apartheid regime (1980s) 	<ul style="list-style-type: none"> • Unbanning of political movements 1990 <ul style="list-style-type: none"> ○ Release of Mandela and other political prisoners 1990 <p>Abridged version of Nelson Mandela's autobiography, <i>The Long Walk to Freedom</i>.</p>	<ul style="list-style-type: none"> • Negotiations and violence 1990 – 1994 <ul style="list-style-type: none"> ○ Democratic election 1994 	Revision and End-of-Year Assessment
Historical concepts	Time and chronology - Cause and effect - Change and continuity - Multi-perspective approach This topic should be taught in line with the specific aims and skills of History (Refer to SS CAPS Section 2 on page 11 for more detail)							
Informal Assessment	Activities should always be geared towards developing learners to achieve specific aims and demonstrate skills and develop understanding of historical concepts. Learners should also be able to acquire knowledge and understanding of content outlined above. Activities must prepare learners for formal assessment: source-based, paragraph and essay writing (this should have been taught thoroughly and step by step). Reading and writing are important skills in Social Sciences.							
Formal Assessment	End-of-Year Assessment Assessment should focus on the topic: Turning points in South African history: 1960, 1976 and 1990. Source-based and paragraph writing Marks: 50							

7 Technology

Revised National Teaching Plan

TERMS 1		WEEK 1	WEEK 2	WEEK 3
CAPS Topics		Structures Design Skills	Structures Design Skills	Structures
Topics / Concepts, Skills and Values		design skills • First angle orthographic projection: three-dimensional objects on flat paper. - Concept of drawing three different views: front, top and side. Simple cubes. - Line types: dark, faint, dashed, wavy, chain. Scale and dimensions.	More complex 3D objects drawn in orthographic projection with instruments. design problem: flight of stairs and wheelchair ramp. - Design brief specifying number of steps, height of stair risers, width and gradient of ramp, handrail, etc. - Sketch the stair and ramp in 3D using isometric projection. - Draw a plan for the stair and ramp using first angle orthographic projection to an appropriate scale, using correct views, line types and dimensions according to convention.	Forces can be static or dynamic, and loads can be even or uneven. - Strength of materials under the action of forces – metal cross-sections: - Tension (pulling); compression (pushing); bending of beams (compression and tension). - Torsion – using internal cross-bracing to resist twisting. • Properties of various construction materials: mass/density; hardness; stiffness; flexibility, corrosion resistance and prevention of corrosion.
Requisite pre-knowledge		Design skills	Design Skills	Structures
Resources (other than textbook) to enhance learning		Siyavula workbook/ Textbooks Applicable resources	Siyavula workbook/ Textbooks Applicable resources	Siyavula workbook/ Textbooks Applicable resources
Assessment	Informal	Informal	Informal	Informal
	SBA (Formal)	N/A	N/A	N/A



TERMS 1		WEEK 4	WEEK 5	WEEK 6
CAPS Topics		Structures	Structures	Structures
Topics / Concepts, Skills and Values		The tender process (including ethical practices). • investigate: provide the scenario so that learners can investigate the problem situation and various possible structures which could solve the problem(s) they identify. Analysis of existing products relevant to the identified problem in terms of fitness-for-purpose (including suitability of materials), safety for users, costs of materials and costs of construction. Realistic costs of real materials, labour, transport, etc. Textbook writers must supply useful resources for this	sketch initial ideas: each learner generates two possible ideas. <ul style="list-style-type: none"> evaluate and adapt: teams evaluate individual ideas and develop a final idea. • design brief: learners write a design brief with specifications for the final idea. Flow chart: teams discuss how to proceed, then each learner draws a flow chart. 	working drawings: each learner draws the plan (or an aspect of the plan) using first angle orthographic projection with suitable scale, correct line types and dimensions. <ul style="list-style-type: none"> Budget: costing of the "real-life" solution, including correct materials and labour costs.
Requisite pre-knowledge		Structures and investigation skills	Design and Sketching	Working Drawings
Resources (other than textbook) to enhance learning		Siyavula workbook/ Textbooks Applicable resources	Siyavula workbook/ Textbooks Applicable resources	Siyavula workbook/ Textbooks Applicable resources
Assessment	Informal			informal
	SBA (Formal)	INVESTIGATION	DESIGN	

TERMS 1	WEEK 7	WEEK 8	WEEK 9	WEEK 10
CAPS Topics	Structures	Structures	Structures	Structures
Topics / Concepts, Skills and Values	model of a viable solution: It must be built neatly to scale, showing intelligent use of materials. Learners must use safe working practices.	evaluate: teams collaborate to produce an evaluation instrument. Each learner uses the instrument to evaluate their team's solution and that of another team. This can be done during the other team's presentation.	team presentations: teams present their tender bid to the "Tender Board". Each team member must be responsible for an aspect of the presentation. Tenders consist of sketches, plans, budget, model and artistic impressions.	Test
Requisite pre-knowledge	Design and making	Evaluating Skills	Presentation skills	
Resources (other than textbook) to enhance learning	Siyavula workbook/ Textbooks Applicable resources	Siyavula workbook/ Textbooks Applicable resources	Siyavula workbook/ Textbooks Applicable resources	
Assessment	Informal	Informal	Informal	
	SBA (Formal)			



Terms 2 & 3:

TERMS 2 & 3		WEEK 1	WEEK 2	WEEK 3
CAPS Topics		Mechanical System & Control Investigation skills	Mechanical System & Control Investigation skills	Processing, Structures & Impact of technology Investigation skills
Topics / Concepts, Skills and Values		<ul style="list-style-type: none"> • REVISION - Action research: learners experiment with two different sizes of syringes linked by a tube and filled with hydraulic fluid (water). • Learners experience force transfer with either force multiplication or force division (depending on which syringe is the driver/master). • Gases (like air) are compressible. Liquids (like water, oils) are incompressible. • Action research: • Pascal's principle – pressure exerted on one part of a hydraulic system will be transferred equally, without any loss, in all directions to other parts of the system. • Note that equal volumes of liquid are moved through the systems, and this results in different extensions (amount of movement) where syringes (cylinders) are of different sizes, so less distance/more force ($MA > 1$); and more distance/less force ($MA < 1$) 	<ul style="list-style-type: none"> • The Hydraulic Press (including simple calculations). • The hydraulic jack. 	<ul style="list-style-type: none"> • ACTION RESEARCH: practical investigations: - • Use a single wheel fixed pulley to change the direction of pull ($MA = 0$). • Use a single wheel moveable pulley to change the direction of pull ($MA > 0$). • Use a pulley block system (block and tackle) to determine the relationship between loadbearing ropes on moveable pulley wheels and M.A (force multiplication). • Investigate: learners find out about the following mechanical control systems: <ul style="list-style-type: none"> - Ratchet and pawl. - Disc brake. - Bicycle brake. - Cleat.
Requisite pre-knowledge		Syringe mechanics using two equal sized syringes linked by a tube.	<ul style="list-style-type: none"> • Use pneumatics and hydraulics to obtain a mechanical advantage. - Force transfer between two equal syringes filled with air or water. - Force transfer between two unequal syringes filled with air or water. 	System analysis – bicycle gear system The pulley – a type of wheel
Resources (other than textbook) to enhance learning		Siyavula workbook/ Textbooks Applicable resources	Siyavula workbook/ Textbooks Applicable resources	Siyavula workbook/ Textbooks Applicable resources
Assessment	Informal Assessment: Remediation	Informal	Informal	Informal
	SBA (Formal)	N/A	N/A	N/A

Term 3

TERM 2&3		WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
CAPS Topics		Mechanical Systems & Control Investigation skills	Mechanical S & C Design skills	Mechanical S & C Investigation & Design skills	Electrical Systems & Control Investigation skills	Electrical Systems & Control Investigation skills
Topics /Concepts, Skills and Values		<ul style="list-style-type: none"> Lead learners as they <i>revise the interactions</i> of the following: - Spur gears of equal size counter-rotating. - Spur gears of unequal size counter-rotating – note velocity/force relationships. - Spur gears using an idler to synchronise rotation. Lead learners as they find out about the interactions of the following: - Bevel gears of equal size – axis of rotation 90. - Bevel gears of unequal size – axis of rotation 90o – note velocity/force relationships. - Rack-and-pinion gear system as found on automatic gates and steering racks. - Worm gear system for large reduction in speed and increase in force 	<ul style="list-style-type: none"> ARTISTIC DRAWING: single vanishing point perspective. - Learners draw a 3D wooden object using single VP perspective. They enhance the drawing showing the texture of the wood grain, colour and shadows - Learners use single VP perspective to draw an inside view of the classroom. 	<ul style="list-style-type: none"> INVESTIGATE the situation so that an appropriate machine can be designed to solve the problem, need or want given in the scenario. Investigate the possible mechanisms and controls to be used together to make the machine. •DESIGN BRIEF: each learner writes his/her suggestion for the design giving specifications and constraints. •SKETCHES: each learner produces two sketches of viable possible designs 	<ul style="list-style-type: none"> Revise 1 – component symbols: <ul style="list-style-type: none"> Cells in series and parallel. Lamps in series and parallel. Switches in series (AND logic) and parallel (OR logic). Current in the circuit – conventional current flows from positive to negative. Revise 2 – simple circuits: <ul style="list-style-type: none"> One cell, switch, two lamps in series. Two cells in series, switch, two lamps in series. Ohm's law quantitatively: <i>as voltage increases, current increases if resistance is constant.</i> 	<ul style="list-style-type: none"> Action research: testing Ohm's Law practically – measure the voltage (potential difference) and the current strength in each of the following circuits: <ul style="list-style-type: none"> One cell connected to a 20W resistor – note the voltmeter and ammeter readings. Two cells connected to the 20W resistor – note the voltmeter and ammeter readings. Three cells connected to the 20W resistor – note the voltmeter and ammeter readings <p>Plot the readings on a graph and determine the relationship between potential difference and current strength while keeping the resistance constant.</p>
Requisite pre-knowledge		Gear systems – concepts (counter rotation, idler, velocity ratio, force multiplication).	<ul style="list-style-type: none"> 3D oblique – front view with depth at 45 degrees - oblique projection and drawing single VP perspective. • 3D artistic - vanishing point perspectives rendering colour, texture and shading. 	<ul style="list-style-type: none"> Sketches: free-hand sketching and •Working Drawings: 	<ul style="list-style-type: none"> simple circuit components, component symbols: simple circuits: input devices, control devices and output devices <ul style="list-style-type: none"> • Ohm's law qualitatively • Alternating current 	<ul style="list-style-type: none"> • Ohm's law qualitatively • Alternating current
Resources (other than textbook) to enhance learning		Siyavula workbook/ Textbooks Applicable resources	Siyavula workbook/ Textbooks Applicable resources	Siyavula workbook/ Textbooks Applicable resources	Siyavula workbook/ Textbooks Applicable resources	Siyavula workbook/ Textbooks Applicable resources
Assessment	Informal Assessment: Remediation	Informal	Informal	Informal	Informal	N/A
	SBA (Formal)	N/A	N/A	N/A	N/A	N/A

Terms 3 & 4

TERM 3	WEEKS 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13
CAPS Topics	Electronic Systems & Control Investigation and Design skills	Electronic Systems & Control Investigation and Design skills	Electronic Systems & Control Investigation skills	Electronic Systems & Control Investigation skills	Electronic Systems & Control Investigation skills
Topics /Concepts, Skills and Values	<ul style="list-style-type: none"> Resistor colour codes: <ul style="list-style-type: none"> Low value resistors often have their resistance value printed on them in numbers. Higher value resistors are coded using coloured bands. The first three bands give the value of the resistor in ohms. The fourth band is an accuracy rating as a percentage. 	<ul style="list-style-type: none"> Calculate values: <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Calculate values:</p> <p>$R = \frac{V}{I}$ use to calculate R if V and I are known.</p> <p>$V = IR$ use to calculate V if I and R are known.</p> <p>$I = \frac{V}{R}$ use to calculate I if V and R are known.</p> </div> <p>Note: R - represents the resistance of a resistor in ohms [Ω]. V - represents the potential difference in volts [V]. I - represents the current strength in amperes [A].</p>	<ul style="list-style-type: none"> Switches: Manual switches controlled by the user, e.g. push, SPST, SPDT, DPDT. Diodes and LED (Light Emitting Diode): <ul style="list-style-type: none"> A diode is a component that allows current to flow in one direction only. A LED allows current to flow in one direction only and also gives off light and is often used as an indicator that a circuit is 'ON'. Transistors: only npn-type will be used at this level. <ul style="list-style-type: none"> A transistor is a device that can act as a switch and it can amplify a small current (e.g. from a sensor) into a larger current. Connect a simple transistor circuit. <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Sensors – important input devices: LDR (Light Dependent Resistor) – a component whose resistance decreases with light [dark – high resistance; bright light – low resistance]. Thermistor: a component whose resistance varies with temperature. Two types exist: <ul style="list-style-type: none"> + t: resistance <i>increases</i> with increasing temperature. - t: resistance <i>decreases</i> with increasing temperature. Touch or moisture detector: a component that can be bridged using a 'wet' finger, thus completing the circuit, indicating the touch. Capacitors: a component which can store and then release electrical energy 	<p>SIMPLE ELECTRONIC CIRCUITS:</p> <ul style="list-style-type: none"> Learners draw, AND work in groups to assemble these simple electronic circuits: LED, 470Ω resistor, switch, and 4,5V series battery. LDR, buzzer, 3V series battery. NPN transistor, buzzer or bell, thermistor, variable resistor, 1kΩ resistor, 6V series battery (or DC power supply or photovoltaic panel). 6V series battery, LED, 470Ω resistor, 1 000μF capacitor, switch.
Requisite pre-knowledge	Resistors as output devices	Resistors as output devices	AND and OR logic gates and simple cases where they are used. Truth tables for AND & OR logic conditions.	Difference between electricity and electronics. Electrical circuit basics	Electronic components
Resources (other than textbook) to enhance learning	Siyavula workbook/ Textbooks Applicable resources	Siyavula workbook/ Textbooks Applicable resources	Siyavula workbook/ Textbooks Applicable resources	Siyavula workbook/ Textbooks Applicable resources	Siyavula workbook/ Textbooks Applicable resources

Assessment	Informal Assessment: Remediation	Informal	Informal	Informal	Informal	Informal
	SBA (Formal)	N/A	N/A	N/A	N/A	N/A



Term 4:

TERM 3&4	WEEK 14	WEEK 15	WEEK 16	WEEK 17	WEEK 18	WEEK 19	WEEK 20
CAPS Topics	Electronic Systems & Control Investigation & Design skills	Processing Investigation skills	Processing: Indigenous technology Design skills	Processing Investigation skills	Processing Investigation & Design skills	Processing Design skills	Revision
Topics / Concepts, Skills and Values	<ul style="list-style-type: none"> INVESTIGATE the situation and the nature of the need so that an appropriate circuit can be chosen to solve the problem, need or want given in the scenario. A given circuit must be incorporated into the design of a device that will use the electronics to address the problem, need or want. THE DESIGN BRIEF: Each learner writes his/her suggestion for the design with specifications & constraints. SKETCHES Each learner draws the circuit diagram. Each learner produces a sketch in 3D showing the device that will use the electronic circuit. 	<ul style="list-style-type: none"> PRESERVING METALS (first two methods theoretically, 1.3 practically) <ol style="list-style-type: none"> Painting Galvanising Electroplating 	<ul style="list-style-type: none"> PRESERVING FOOD (first two methods theoretically, 2.3 practically) <ol style="list-style-type: none"> Storing grain Pickling Drying and/or salting <i>Note: The drying/salting process will take time and be evaluated when completed.</i> 	<ul style="list-style-type: none"> TYPES OF PLASTICS AND THEIR USES Investigation: identification of plastic identifying-codes and sorting for recycling. Properties of plastics Reduce – reuse – recycle CASE STUDY: Re-manufacturing waste plastic into pellets for re-use. Systems diagram: Draw a systems diagram describing a plastics recycling project. Case study: Moulding recycled plastic pellets into products. 	<ul style="list-style-type: none"> CASE STUDY: plastics used on modern motor cars. CASE STUDY: plastics used around the home. Problem identification: learners identify a need or want that can be satisfied by the making of a plastic item of their own design. 	<ul style="list-style-type: none"> Sketch: learners sketch their plastic item using isometric projection on grid paper. Plan: learners draw their plastic item using first angle orthographic projection. 	<ul style="list-style-type: none"> End of year test Revise The Term 4 Content
Requisite pre-knowledge	Dual switch system like an alarm circuit with at least two panic buttons	Improving properties of materials.	Improving properties of materials.	Recycling scrap metals – sorting ferrous and non-ferrous metals.	Recycling	3D isometric projection	
Resources (other than textbook) to enhance learning	Siyavula workbook/ Text-books Applicable resources	Siyavula workbook/ Text-books Applicable resources	Siyavula workbook/ Text-books Applicable resources	Siyavula workbook/ Text-books Applicable resources	Siyavula workbook/ Text-books Applicable resources	Siyavula workbook/ Text-books Applicable resources	Question paper
Assessment	Informal Assessment: Remediation	Informal	Informal	Informal	Informal	Informal	N/A
	SBA (Formal)	Formal PAT 2 (Assignment) Investigate: (30 marks) Design (40 marks)	N/A	N/A	N/A	N/A	TEST Total = 40 marks