



Province of the
EASTERN CAPE
EDUCATION

TIPS FOR SUCCESS

2020

**An Information Booklet for
Grade 12 Learners**

FOREWORD: MEC EDUCATION

Dear Grade 12 Learner

Welcome to your last year of school.

In this important year of your life the Eastern Cape Government undertakes to support you to succeed in the 2020 National Senior Certificate Examinations.

I have met with the leadership of the Eastern Cape Department of Education (ECDOE) and asked them to ensure that the following are available to support your studies in 2018.

1. *Tips for Success* for every teacher and learner by 31 March 2020
2. Textbooks for every subject for every learner by 31 January 2020
3. At least four past examination papers for every learner for every subject by 31 March 2020
4. Additional tuition through radio, TV broadcasts and face-to-face classes.

Please ensure that you receive all the above and that you use them optimally.

I have also asked all District Offices and Head Office to ensure that no stone is left unturned to support you.

At the same time, I appeal to you to work consistently throughout the year. You will not succeed if you leave your studying to the last minute. This Book has excellent tips on how to plan your year and how to ensure the best possible results. Please ensure that you:

- ✓ Attend school every day and any extra tuition offered
- ✓ Read every day and write at least 400 words every day
- ✓ Work consistently through your textbook
- ✓ Work through past examination papers and the exam memoranda.
- ✓ Do the very best you can in all School-based Assessment Tasks. Good marks will help you pass the NSC.

I also encourage all teachers, principals and parents to support the NSC Class of 2020. They are the future of the country. Let us all contribute to their success in 2020.

INTRODUCTION

Dear Grade 12 Learner

This Booklet provides you with guidance on how to plan for success in the 2020 National Senior Certificate examinations.

It also seeks to guide and motivate you as you prepare for your final examinations.

We hope that it will

- **Provide** you with understanding of the relationship between your own abilities, interests, expectations and career requirements and choices;
- **Assist** you to critically evaluate and successfully apply your own study and learning styles and strategies to enhance your learning;
- **Guide** and equip you with study and examination-writing skills;
- **Motivate** you to plan your studies carefully for the rest of the year.

We wish you success in your planning to write the 2020 National Senior Certificate Examinations.

PLANNING TO SUCCEED

PLANNING is crucial for success, and you should leave nothing to chance. Planning bridges the gap between where we are at a specific point in time and where we want to go.

PLANNING makes it possible for things to occur which would not otherwise happen. As a Grade 12 learner, you need to plan carefully. One of the golden rules of studying is that you should: **PLAN THOROUGHLY**

You can start by setting your goals the **SMART** way. Know what you want to achieve and prioritise.

A goal is an ambition or something that you want to achieve.

To be effective, goals should be **S**pecific, **M**easurable, **A**ttainable, **R**ealistic and **T**ime-bound, i.e. Remember, your goals should be **SMART!**



THE SMART WAY

Specific: Are your goals clearly stated?

- Goals are personal. Remember, other people cannot set goals for you.
- Identify the goals.
- Goals should be clear. Clarify exactly what you want to accomplish or be able to do.

Measurable: How will you know when you have achieved the goals?

- Goals need to be progressive, a series of progressive or small steps, so you know whether there has been a change.
- Analyse where you are now. This will help you determine what you need to do to achieve your goals. Remember, you need to be able to measure or see your progress (e.g. increase exercise time from 10 minutes to 30 minutes a session.)

Attainable: Is it possible for you to achieve the goals?

- You must be able to accomplish your goal. It should be within your abilities to control.
- Goals must be personally owned and not imposed upon you by others.

Realistic: Is it probable or likely that you will achieve the goals?

- A realistic goal is one that can be reached. If you believe you can do something; you have a better chance of accomplishing it.
- Goals should not be too easy or too hard. If they are, you may lose interest in them or become discouraged, demotivated and give up.

Time- bound: By when will the goals be achieved?

- Set a date by which each goal will be achieved.
- Establish a time frame to complete each of the actions that that you will perform to achieve your goals.
- The use of timelines gives a sense of organization and control and promotes commitment to the goal and helps pace your efforts.



Don't let time run away from you!

TIPS ON HOW TO MANAGE YOUR TIME EFFECTIVELY

START EARLY AND MANAGE YOUR TIME!

Exams can stress even the most organised of learners. But they don't have to. The trick is to start early. That's why you should be planning for your final exams in January!

Cramming doesn't work. When you start to study weeks ahead you have plenty of time to read everything. When you start early enough you avoid the stress and anxiety of working through the night. If you have not done so already, **START STUDYING TODAY!**

Begin by drafting a **plan** that will reflect a **balance** between **regular** study periods, time for revision and time for other activities in your life. There are obviously times that are fixed and non-negotiable, e.g. school time, religious observances, etc. The time in your control is the time you spend studying, revising, sleeping and importantly, time for leisure and social activities. Your Time Management Schedule should reflect a **balance** between **all** these daily commitments.

TAKE CHARGE OF YOUR LIFE, START PLANNING NOW!!

Self-discipline is important.

Sit down and divide your work into specific tasks so that you are able to draw up a timetable.

A **study plan** is a plan which covers all your work for the period of one academic year. The objective of a study plan is to help you keep track of all tasks (formal and informal) and ensure that you prepare and plan and complete all your tasks in good time.

This entails the drawing up a **year plan** which should be converted into **weekly and daily plans**. The idea is to cover all activities for your seven subjects, including making time for your other activities and chores.

Once you have worked out your study plan for the year, you should put your plan into action and refine or redesign it where it hasn't worked.

Steps to be followed:

1. Develop an Annual / Year Plan:

- Identify and record the beginning and end dates of each school term.
- Identify and record all dates relevant to the study of your seven subjects, viz.
 - ✓ All exam dates for individual subjects
 - ✓ All test dates
 - ✓ All assessment task submission dates
- Allow sufficient time for the completion of assessment tasks (assignments, projects, or research reports, etc.).

2. Develop weekly planning schedules:

- At the beginning of each month, design a schedule for each week (e.g. Sunday to Saturday).
- You do this by building the activities indicated on the year plan into a weekly schedule. Then review the weekly schedule at the beginning of each week (e.g. Sunday evening) to know exactly what needs to be done each week.
- Indicate routine and fixed activities (including travelling time, relaxation, sport commitments, meals and family time) and their timeframes on a seven-day plan. This will give a good indication of the time available for study each week.
- It is important to maintain a healthy balance between studies and other areas of life.

3. Develop a Plan for each day:

- Develop a list of what needs to be done by the end of each day from a studying point of view.
- Choose a suitable study time for each day, including weekends.



Design your Time Management Schedule

You will need a blank calendar, large enough to write in each day's activities. If you cannot find such a calendar, you could draw one on an A4 sheet of paper or cardboard. Use a pencil at first, until you are satisfied with your time allocations. Later on you may use different colours to indicate the various activities so that you can tell at a glance the order of your activities.

Here is an example:

October

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
			1.	2.	3.	4.
5. Exercise & study 06:00-7:30 School 08:00-15:00 Home chores 15:30-16:00 Revision 16:00-17:30 Supper/Leisure 17:30-18:30 Study 18:30-20:30 Break 20:30-21:00 Revision 21:00-22:00 SLEEP	6.	7.	8.	9.	10.	11.
12.	13	14.	15.	16.	17.	18.

Once you have completed your study plan, fix it somewhere visible for easy reference. Follow it as far as possible.

Schedule Guidelines:

- Study during your alert times (morning/evening)
- Study when there are least distractions/noises
- 1 hour = 50 minutes for study + 10 minutes for break
- Do not study for more than 3 hours in a row
- Implement and stick to your study plan
- Study skills and strategies only become **study habits** if they are practised **regularly**.

SELF KNOWLEDGE AND PREPARATION

One of the most important factors for succeeding in life is to know yourself.

- Identify your most productive time (morning, afternoon or evening).
- Always start with the most difficult work first. It will make you feel better once you have completed some of the more difficult sections of your work
- Avoid intellectual exhaustion by getting enough sleep. Most people need 7 to 8 hours sleep each day.
- Eat well because your body needs sustenance to function properly.
- Avoid eating junk food, caffeine and other stimulants.
- Take regular short and effective breaks (e.g. Take a 5 minute break every 40 to 60 minutes of study).
- Exercise regularly.
- Also take some time out to relax with friends and family. However, you should not lose focus.

Know your learning style:

- Your studying should not be boring. Make it fun by using a variety of methods, which include **writing, drawing, summarising, memorizing, listening** (videos, recordings, radio lessons), etc.
- If you study better alone, ask your family and friends not to disturb you while you are studying.
- If you study better in a **group**, choose partners who are **committed** and are **hard workers**.
- **Communicate** to your teachers and peers about the sections of work that you are unclear about. **Importantly, try to get assistance.**
- **Visual learners** have a preference for looking and learning (pictures; visual aids, diagrams, etc.).
- **Auditory learners** best learn through listening (lectures, discussions, tapes, etc.)
- **Tactile/kinesthetic learners** prefer to learn via experience (moving, touching, and doing, i.e. actively exploring the world - e.g. science projects; experiments, etc.)

Prepare a good study space:

- Organise a quiet place to study.
- Inform your family members and your friends about your study time to avoid interruptions and distractions.
- Switch off your cellphone during your study sessions.
- Make sure you have the necessary study material.
- Sit at a desk/table/ flat surface while studying. Studying while lying on bed is not only a lazy way of studying, it is also ineffective.

Ensure that you are well organised:

- Well-organized information it is easier to remember.
- Try and link the different sections of your work so as to reduce the load. Do not study concepts and aspects of the curriculum in isolation.
- Make sure that you have all available resources close at hand (textbooks, notes, study guides, calculators, dictionaries, stationery, etc.).
- Ensure that you follow and stick to your study time-table.

TIPS ON HOW TO IMPROVE YOUR STUDY SKILLS

1. IMPROVING YOUR READING SKILLS:

It is useful to know the **PQRRR**, also known as the **PQ3R** Method (i.e. **P**review, **Q**uestion, **R**ead, **R**ecite and **R**eview). The benefits of the PQ3R method include the following:

- ✓ It reduces reading and studying time
- ✓ It involves greater concentration and focus while reading
- ✓ It improves the recall of key information.
- **Preview:** Scanning helps you focus on the key information. By scanning, you get an overview of the material you are about to read. You can do this by:
 - ✓ Examining the chapter and section titles, headings and subheadings
 - ✓ Reading introductions, conclusions and chapter summaries.
- **Question:** Questioning is very important and assists in understanding your work. Develop a series of guiding questions and apply them to what you read. You can do this by:
 - ✓ Formulating and applying factual questions, analytical questions, and critical questions.
 - ✓ Such questions usually begin with “**who, what, where, when, why** and **how.**”
- **Read:** Reading is a crucial skill. When you read texts, poems, short stories, plays, study guides, etc. ensure that you:
 - ✓ Highlight or make notes on the main ideas of the text as you go.
 - ✓ Create summary notes after each major section, or at the conclusion of your reading. This will help you to consolidate the learning you have done while reading.
- **Recite:** By writing out or verbally reciting what you have read, you provide yourself with a way to recall what you have read and critically question the knowledge that you have acquired.
- **Review:** Frequently review your summary notes, highlights, and questions.

2. IMPROVING YOUR NOTE-TAKING SKILLS:

- The following **skills** are necessary in order for you to effectively take down notes in the classroom, or when listening to a video, radio lesson, audio recording, etc.:
 - ✓ listening, reading and questioning skills.
- Always **be prepared** for any note-taking session by ensuring that you have the following at hand:
 - ✓ A note book
 - ✓ Pens, pencils

- ✓ You can even record a radio lesson if you have the necessary devices/ equipment. In this way, you can always refer to aspects that you need to revise or gain clarity on.
- You should write notes in an **organized** and **concise** manner.
- Do not write down every word, but rather record/ write only the **main ideas**.
- Always try to **make summaries** in your own words. This makes it easier for you to remember. It also saves time.
- Make use of **mind maps**. This is also an effective way to summarise and recall important facts.

3. IMPROVING YOUR MEMORY/ RECALL SKILLS

Being able to recall and apply information in everyday situations is crucial in today's world. Here are some useful tips on how you can do this more effectively:

- Always **associate the information** with something you already know.
- **Visualize** what you need to remember.
- Use **repetition**.
- Use **rhyming**.
- Use **codes, clues** and **word associations** to assist your memory.
- Use **mnemonics** i.e. using the first letters to make a word to remember facts; e.g. colours of the rainbow (Red, Orange, Yellow, Green, Blue, Indigo, Violet – **ROYGBIV**. This makes it easier for some people to remember the facts).
- Prepare **model answers / rehearsals**
- Neatly **write key facts/ notes** on paper/ charts, etc. and display them where you will see them frequently.

MAXIMISE USE OF WEEKENDS!

So, the weekend is here and the weather is pleasant. Forget about school and hang out with friends, right? Wrong!

By all means you can have some fun with your friends and family, but do not lose focus on your studies. It may sometimes be hard to study on your own while others are having fun, but you cannot afford to lose your study momentum over weekends. Perhaps a **study group** will help. You can spend some time with friends and get some studying done too! But you have to be **disciplined** and focus on the time allocated for studying. Appoint someone to be a **time-keeper** and a **monitor**, to keep you on track.

Do unto others: teach someone.

A good way to learn something is to teach someone else. It forces you to think about what you know and how to formulate your responses. A study group can “pick you up” when your **motivation** or **momentum** is slipping. You may be reluctant to ask questions in class, but find it easier to do so in small study groups amongst friends. Some group members are likely to understand something you do not. They may introduce ideas you had not considered and teach you new study habits.

Studying can sometimes be boring. Interacting with a study group can make **studying enjoyable**, especially over **weekends**!

BEST TIP FOR NSC EXAMS

MAKE YOUR WEEKEND REALLY EXCITING

- **Work through past examination papers every weekend**
- **Set a goal from March 2020 – work through 2 - 3 past exam papers every weekend**

MAXIMIZE YOUR ABILITY TO CONCENTRATE

The quality and quantity of work you produce is dependent, not only on the effort you put in, but on your **ability to concentrate**. Although many of the factors affecting concentration are beyond your control, a large amount is determined by **behaviour**. The following 5 tips will help you:

- 1. Get Rest.** It might seem obvious, but if you are not well rested your mind will be scattered and lethargic. Avoid this by making sure you get the right amount of sleep at the right time. Set a regular bed time and wake up time for yourself. Use an evening routine to wind down so you don't have trouble sleeping.
- 2. Plan your Actions.** Without a purpose, your mind will be pulled in several different directions. Instead of devoting all your attention to one important task, you'll find yourself distracted by a variety of nagging thoughts. To avoid this, make a clear plan of action beforehand. By making a plan, you decide where your mental energy is allocated instead of allowing it to be dispersed randomly.
- 3. Eat Light and Healthy.** Nothing slows down the mind and body like a big greasy meal. Overeating puts a huge load of digestion on the body, sapping strength from the mind. Maximize your ability to concentrate by eating light and healthy meals.
- 4. Exercise.** The body has pent up energy that needs to be used. If you don't exercise regularly, this energy can manifest itself in the form of a distracted mind. The best way to improve your concentration all day long is by exercising first thing in the morning. This will clear your head, give you a chance to reflect on the day ahead, and allow your body to sweat out impurities. Afterwards you'll feel rejuvenated, cleansed, and ready to take on tough problems.
- 5. Take Breaks.** Stagnation and fatigue are other factors that can negatively affect concentration. When you've been working too long in the same place, you start to feel stiff and lose focus. The best remedy for this is taking breaks. When you find yourself losing focus, get up and take a walk. This will get your heart rate up, increase your alertness, and give your mind a chance to work on the problem internally.



TEN STRATEGIES FOR COMBATTING PROCRASTINATION

If you have not yet started studying or if you have done very little thus far, then you have probably been procrastinating. That means you have been putting off or delaying your studies unnecessarily. Here are some strategies to help you overcome this:

1. Take control of your study environment - study in a **place** that is free from distractions.
2. Make a "TO DO" list.
3. Use a **time management schedule**. (Plan your time)
4. Establish a **routine**. (Stick to your schedule)
5. **Reward** yourself. I can watch TV for a half an hour once I finish reading these 10 pages.
6. Divide and Conquer - break larger tasks into **smaller units**. As you complete each small unit, move on to the next one. Before you know it, you'll be done
7. Use the **10-minute rule**. When you have trouble getting started with your studies, select a specific task, such as three pages of reading or "I'm going to spend 10 minutes reading without stopping." At the end of 10 minutes, see how much you've done. Keep working in 10-minute blocks until you are satisfied with what you have done."
8. When you finish studying, do **one more thing** before you stop. Start another chapter/section; then you will be ahead when you sit down to study again.
9. Carry **flashcards, notes** and other study materials with you so that you can make better use of your open time. Recite and review your notes while waiting for the bus, riding in a taxi, standing in line, etc.
10. Do **two things at once**. Combine recitation and review with another activity. Recite terms and definitions while you are jogging or having your lunch.



ON YOUR MARKS, GET SET, GO - IT IS NOT TOO LATE TO START REVISION

HOW TO RELIEVE EXAM STRESS

Your final Grade 12 exams are a major event in your life, so it's only natural to feel anxious and stressed. Not only do you have to deal with your own expectations and fears, but also the expectations of your family, friends and teachers. The problem is that these feelings, if not controlled, can have a detrimental effect on your preparation for and performance during the exams. Here are some suggestions.

Take a break - Listen to your favourite music, watch a movie, go for a walk or let out a scream. Give your brain a rest. Even if the break is only five minutes of daydreaming, do it.

Avoid Comparisons – Stress is often caused when learners compare their own exam preparation/performance with that of their classmates. Use your own performances (e.g. in the trial exams) as a standard against which to set goals. Comparing yourself to others may lead to you setting your expectations either too high or too low.

Have realistic expectations – It is important to set your sights high and work hard towards getting there. It is just as important to keep everything in perspective. Know and accept your limits. Block out the unrealistic expectations from family and teachers.

Positive Self –Talk – Replace your negative thoughts with strong, positive self-talk like: "I may not have succeeded last time, but this time I am better prepared!" Reward yourself whenever you succeed. Be positive about what you **do know**, not negative about what you don't. Congratulate yourself each day that you know more now than the previous day.

Eat Right – Some foods like milk and bananas are more calming than others. Avoid junk foods. Try to have a good breakfast every day.

Exercise – Apart from calming you down, exercise also increases the rate of blood flow around your body and the brain. Take a brisk walk or do some stretching.

Final few minutes – On the exam day, arrive at the centre early and take a minute to relax. Instead of trying to cram during the last minutes before the exam, use the time to prepare mentally for the hours ahead.

Exam stress can be a barrier or an aid to success depending on how you view or control it. The object is not to get rid of all stress during exam time because it is useful and necessary for you to perform at your optimum level. Control it!

BEFORE THE EXAM

By now you should be ready for the final exams. Think about all that you have done and don't worry about what you don't know. Avoid any temptation to start cramming. Be positive!

Make sure that you:

- get a good night's **sleep** the night before.
- **eat** a decent meal before you write (no junk food).
- pack all **equipment** (pens, ruler, calculator) the night before; don't forget them on the day
- know **what** subject you are writing on the day.
- know **where** (which room) you are writing.
- know **when** the exam starts (morning or afternoon).
- get to the exam centre **early** (to avoid any last minute panic).
- avoid **people** who make you feel confused or nervous.
- go to **toilet** before the exam starts.
- remain as **calm** as possible.

Don't worry if you feel slightly anxious – a certain amount helps you to be alert and to perform well. Motivate yourself. Speak to yourself.

'I have studied! I have revised! I am ready! I will succeed!'

Don't let stress get you down! Relax and ask for help!

DURING THE EXAM

Relax. If you can remain calm, you will not make silly mistakes.

- Read or listen carefully to all the **instructions**.
- **Scan** the entire question paper. **Categorize** the questions you know very well, those you know something about and those you are not sure of. This will also help you choose between optional questions.
- Work out how much **time** you can assign to answering each question. The number of marks allocated per question should guide you.
- Now read the questions **carefully**, twice if necessary. Underline/circle the key words.
- Write **legibly**.
- Answer **relevantly** and **to the point**. Learners often lose marks because they do not formulate their answers according to what is required. Pace yourself.
- Answer questions in the **order** you categorized them: first the easy questions/the questions you know well. Later you can return to the ones you are not sure of, using other parts of the question paper to help you remember the correct answer.
- Clearly **label** the answers (numbers) and subsections as well as any extra pages/booklets (especially if your order is different).
- **Ignore** the other students.
- If you are **running out of time**, just jot down the key points which are worth a few marks.
- When you are **done**, return to the questions which you feel you have not answered completely. Use the available time to **read** and evaluate your answers. Add information if you can. As a last resort use educated guessing (if time allows) for the questions you did not attempt.
- Make sure you **hand in** every answer booklet, diagram sheet and addendum and ensure your number is clearly entered at the top of the pages. Have these stapled together.

After the exams, there is no point in wasting too much time doing a prolonged post-mortem on the question paper. Rather use the experience (positive or negative) to motivate you to improve. Turn your attention and effort to the next exam paper.

USE THE DETER STRATEGY TO DO BETTER IN THE EXAMS AND TO IMPROVE YOUR MARKS

Knowing your subject matter well is one way of doing well in an exam. Another way is by adopting a strategy that best allows you to show what you know in an exam. One such strategy is the DETER strategy. Each letter stands for a key word that reminds you what to do.

D = Directions: Read the directions of the question very carefully. Look for direction words and limiting words. Does a question require you to **discuss** the properties of something or just **list** them? Does the question refer to a **general** or a **specific** situation? Ask the teacher to explain the directions that you do not understand. By following the directions, you can formulate your responses accurately and to the point.

E = Examine: Examine the entire question paper to see how much you have to do. This will allow you to

- identify those questions which you know very well, not so well or not at all.
- break the exam down into manageable parts
- pace yourself through the question paper.

T = Time:

- Decide how much time you will spend on each section/question.
- If there are different sections for questions, plan to spend the most time on the sections that count the most marks.
- Avoid spending so much time on one question/section that you have little time left for other questions.

E = Easiest: The second E in DETER reminds you to answer the questions you find easiest first. When you *examined* the entire question paper you will have already identified these questions.

If you spend too much time on a difficult item that comes up early in the question paper, you may later find that you do not have enough time to **answer questions that you know**.

R = Review

If you have planned your time correctly, you will have time to review your answers and make them as complete and accurate as possible. Also make sure to review the exam instructions to be certain you have answered all items required.

Adapted from an article at www.how-to-study.com

WHAT LEARNERS SHOULD KNOW

To qualify for a National Senior Certificate all learners must offer 7 nationally approved subjects and complete the school-based assessment for each subject.

SEVEN SUBJECTS	MINIMUM PASS REQUIREMENTS
4 COMPULSORY SUBJECTS	
2 Languages (one Language at Home Language level and the other on either Home or First Additional Language level.)	
Mathematics	
OR	
Mathematical Literacy	Must pass Home Language with at least 40%
Life Orientation	
3 CHOICE SUBJECTS	Must pass two other subjects with at least 40%
Any 3 other NCS subjects	Must pass three other subjects with at least 30%
A candidate may not offer both:	<i>No aggregate mark or % is used for promotion purposes</i>
<ul style="list-style-type: none"> • Consumer Studies and Hospitality Studies • CAT and IT 	

SCHOOL BASED ASSESSMENT

Why is School Based Assessment so important?

- School Based Assessment (SBA), is crucial as it helps learners to gauge the value of their learning.
- It will therefore give you information about your own progress and enables you to take control of and improve your learning.
- **NOTE:**
 - ✓ It is your responsibility to hand in all your tasks.
 - ✓ This will give you a better chance of passing your end of the year examinations.
 - ✓ Failure to hand in your assignments, projects, PATs and write tests may impact negatively on your Grade 12 final results.
 - ✓ If you do not have the correct SBA requirements, you will not receive a National Senior Certificate **even if you write ALL your formal examinations.**

WHAT ARE THE REQUIREMENTS FOR A NATIONAL SENIOR CERTIFICATE?

In order to obtain a National Senior Certificate the learner must:

- Offer seven approved subjects and provide full evidence of School Based Assessment for each subject.
- Complete the programme requirements for Grades 10, 11 and 12 separately.
- Comply with internal assessment requirements for Grades 10,11 and 12; and the external assessment requirements of Grade 12.
- Achieve at least 40% in three subjects, one of which must be an official language at Home Language level.
- Must achieve at least 30% in three other subjects.
- Provide full evidence of the SBA component in the subject failed.
- The table below shows the minimum requirements to obtain the National Senior Certificate

PROMOTION REQUIREMENTS	PERCENTAGE REQUIRED
Subject 1: Home language	40%
Subject 2	40%
Subject 3	40%
Subject 4	30%
Subject 5	30%
Subject 6	30%
Subject 7	0 – 29% (Proof of SBA in the failed subject)

RATING SCALE

A rating scale is used to summarise achievement.

ACHIEVEMENT LEVEL	ACHIEVEMENT DESCRIPTOR	MARKS %
7	Outstanding Achievement	80 – 100
6	Meritorious Achievement	70 – 79
5	Substantial Achievement	60 – 69
4	Adequate Achievement	50 – 59
3	Moderate Achievement	40 – 49
2	Elementary Achievement	30 – 39
1	Not Achieved	0 – 29

MINIMUM ADMISSION REQUIREMENTS TO HIGHER EDUCATION

The minimum requirements for admission to Higher Education Institutions (HEIs) are set by Higher Education Institutions (HEIs). HEIs are at liberty to raise these requirements at any time, depending on the number of applicants they receive. They are also likely to set their own entrance and placement tests and to set higher requirements for entrance into particular courses or fields of study. Some HEIs do not recognize subjects for selection processes into certain study areas. For example, Mathematical Literacy is not recognized in some HEIs for entrance into courses for study involving Engineering and Sciences. Candidates should consult the HEI of their choice to ascertain entrance requirements.

HIGHER CERTIFICATE

The minimum admission requirement is a National Senior Certificate (NSC) as certified by Umalusi.

Institutional and programme needs may require appropriate combinations of recognized NSC subjects and levels of achievements.

DIPLOMA

The minimum admission requirement is a National Senior Certificate (NSC) as certified by Umalusi with an achievement rating of:

- 4 x 40 – 49% or better (4 x level 3 including Home language)

Institutional and programme needs may require appropriate combinations of recognized NSC subjects and levels of achievements.

BACHELOR DEGREE

The minimum admission requirement is a National Senior Certificate (NSC) as certified by Umalusi with an achievement rating of:

- 4 x 50 – 59% or better (4 x level 4s including Home Language)

Institutional and programme needs may require appropriate combinations of NSC subjects and levels of achievements.

ADMISSION POINT SCORE:

NOTE: It is worth noting that SOME Higher Education Institutions allocate points, referred to as the Admission Point Score (**APS**), to the levels of achievement obtained for the NSC subjects. You therefore need to know and meet the requirements for the course at the institution at which you intend to register.

CAREER PLANNING

As a Grade 12 learner you must make critical decisions regarding career fields and further study. This is informed by your evaluation of self-knowledge, abilities, and personal expectations in relation to career requirements and social considerations.

Note that there are numerous sources where you could get information on careers and knowledge about the World of work, for example:

- Your Life Orientation Teacher. Work hard on your first Grade 12 task on the Career Portfolio as it prepares you for the world after Grade 12.
- Career counselors
- Visiting people in the career you aspire for
- Career books
- Career Exhibitions
- The Internet
- Department of Labour
- Programmes like PACE

Use the following checklist of questions to make a decision:

- Do I know what I really want to do next year?
- What values are most important to me?
- Do I know the qualification/s that will lead to that career?
- What are the entry requirements for the qualification?
- Will the qualification require me to register for a degree, diploma or certificate?
- Which institutions (Universities, Comprehensive Universities or Universities of Technology) are offering the qualification?
- What are the cost implications for the studies?
- Where can I look for funding?

CURRICULUM COVERAGE PER SUBJECT: GRADE 12

The following pages provide you with guidelines on the subjects that you are studying in Grade 12. They also give subject specific tips that could help you to be more successful.

Subjects are arranged alphabetically so you can find the seven subjects you are offering in Grade 12. Use the content to prepare a revision timetable.

The content information will enable you to pace your studies and ensure that you cover all content areas required in the curriculum. These summaries are contained in the Curriculum and Assessment Policy Statements (CAPS). Ask your teacher for copies of the content framework for your subjects. This will give you even more detail.

Tick off every topic as it is taught.

PRACTICE MAKES PERFECT

Make sure that you practise the required skills as per your subject choices e.g. mathematical equations, calculations, drawing and interpreting graphs, drawings & diagrams, reading widely from magazines, reference books and works of fiction to build ideas and vocabulary. Make sure you can read and follow patterns, case studies and graphs. Practise writing answers to textbook question daily. Make use of pictures, photographs, statistics, diagrams and maps and make sure that you can interpret them. Remember, each subject will require you to practise specific things.

Ensure that you are fully acquainted with your calculator and the way it works. It will save you time in the exams.

You will not get familiar diagrams, pictures, maps, graphs etc. in your final exams, but the more you practise, the easier it will be to interpret and analyse the unseen.

These summaries DO NOT replace your TEXTBOOK or ATTENDING CLASS. You must make every effort to go to school every day and attend all classes. This includes all practical work. Your textbook is a primary source of content. Use it wisely.

EVERYTHING YOU NEED TO KNOW ABOUT YOUR SUBJECTS

List of Grade 12 subjects

Accounting
Afrikaans Huistaal
Afrikaans Eerste Addisionele Taal.
Agricultural Management Practices
Agricultural Sciences
Business Studies
Civil Technology (Civil Services/ Construction/ Woodworking)
Computer Applications Technology
Consumer Studies
Dance Studies
Design
Dramatic Arts
Economics
Electrical Technology (Electronics/ Digital Systems/ Power Systems)
English Home Language
English First Additional Language
Engineering Graphics and Design
Geography
History
Hospitality Studies
Information Technology
Life Orientation
Life Sciences
Mathematics
Mathematical Literacy
Maritime Studies
Mechanical Technology (Automotive/ Fitting & Machining/ Welding & Metalwork)
Nautical Science
Music
Physical Sciences
Religion Studies
Technical Mathematics
Technical Sciences
Tourism
Visual Arts
IsiXhosa
Sesotho

ACCOUNTING

Dear Grade 12 Accounting learner

1. Introduction

- Welcome to Grade 12 Accounting trusting that you will find it both interesting and rewarding.
- We will do our best to make your study of this subject successful.
- You will be well on your way to success if you start practicing early in the year and resolve to do well on your SBA Tasks.
- You will receive a number of extra learning support material not replacing your textbook but supplementing it.
- It is very important that you start early so as to lessen the amount of pressure in the end.
- Practice regularly and learn from your mistakes
- Ask from your teacher if something is not clear
- Identify and make sure you get the easy marks in ALL topics
- Remember to show ALL your workings when calculating certain amounts in order to earn part marks
- In Accounting you lose marks once for an error. When the amount as calculated is used (even though calculated incorrectly) in other calculations or disclosure, marks will be allocated if the principle is applied correctly
- Prepare a summary of all principles relevant to each topic and the accounting treatment and disclosure thereof.
- Remember if you don't understand the principles involved there will be no advantage in working through numerous questions
- MASTER formats of various accounting books and once you are done with calculations, immediately transfer the answer to your formats (disclosure).
- It is advisable to show shorter calculations on the face of the financial statements e.g. Income Statement and Balance Sheet

2. Resources required:

- a copy of prescribed textbook
- Copy of 2020 Accounting NSC Examination Guidelines
- At Possess least 5 previous years' NSC question papers
- Calculator no prescribed model or brand
- Supportive teacher (key resource)
- Copy of Companies Act 71 of 2008
- Summary of Annual Teaching Plan
- Create at least one hour per day for practice purposes (use time which is a scarce resource economically)

3. Content to cover

The Accounting topics (previously in three fields) have been consolidated into two broad disciplines. Discipline 1 covers topics of reporting to external stakeholders, while Discipline 2 covers topics related to internal accounting processes.

The weighting of each broad discipline across the two papers is amended to:

AMENDED WEIGHTING TO CATER FOR TWO EXAMINATION PAPERS		
Discipline 1	Recording, Reporting and Evaluation of Financial Information & Corporate Governance	Paper 1 150 marks; 2 hours
Discipline 2	Manufacturing, Forecasting & Internal Auditing and Control	Paper 2 150 marks; 2 hours

4. Assessment

- **SBA:** School-Based Assessment constitutes 25 % of the final examination mark while the final examination is 75 %.
- Write and pass all 6 SBA tasks. If you have not completed SBA you will not be resulted at the end of the year whether you are promoted or progressed.
- **Examinations:** Consists of 2 papers of 150 Marks of 2 Hours each.

5. STRUCTURE OF THE PAPER

FORMAT OF AN ACCOUNTING YEAR-END EXAMINATION PAPER

The year-end Accounting examination consists of TWO 2-hour papers of 150 marks each. The number of questions may vary from 3 to 5 questions in each paper. There is no stipulation on the marks allocated to each question. All questions are compulsory and are to be answered in specially prepared answer books, which are designed to address the requirements of each question and assist learners in time-management.

CONCLUSION

You are encouraged to tackle your studies with enthusiasm. Remember, success can only be achieved through effort and perseverance. Be cognitively and psychologically prepared for Examinations you will write in 2020.

All the best with your studies!

AFRIKAANS HUISTAAL

Beste Graad 12-leerder

In Afrikaans Huistaal leer jy hoe taal in werklikheidsgetroue situasies gebruik word. Die klem val op die vaardighede luister en praat, lees en kyk, skryf en aanbied asook op grammatika.

Vakvereistes

Jy het die volgende nodig vir die vak:

'n Taalhandboek
Digkuns). Lees hierdie boeke voordat die skooljaar begin, verkieslik teen einde Januarie. Skryfboeke vir Skryfwerk, Taal en Voorgeskrewe **Inhoudskontrolelys**

Hieronder is 'n kontrolelys wat jy moet gebruik om te verseker dat jy al die Graad 12-inhoud gedek het.

Leesbegrip

Inhoud van die teks.

Leesstrategieë: soeklees en vluglees

Woordeskatverklaring

Feit en mening, geïmpliseerde betekenisse

Opsomming

Wat jy moet opsom

In watter **formaat** jy moet opsom

Skryf die **hoofgedagtes in volsinne** neer

Vermyn **direkte aanhalings**

Die korrekte **getal woorde**

Taal in konteks

Spelling, skryftekens en leestekens
Woorddele en die betekenis daarvan
Woordvorming en woordeboekgebruik
Homonieme, homofone en paronieme
Meervoud, verkleining, trappe van vergelyking en intensiewe vorme
Woordsoorte, Ontkennende vorm
Tyd en wyse; Lydende en Bedrywende vorm
Direkte en Indirekte rede; die enkelvoudige sin
Samegestelde en veelvoudige sinne
Bepalings, bysinne en sinsuitbreiding
Nuutskpping, kontaminasie, pleonasme en analogie
Denotasie, konnotasie, geïmpliseerde betekenis, stereotipering, gevoelstaal, oorredingstaal en manipulerende taal

Digkuns

Woordbetekenisse
Verstegniese middele: uitkenning en funksies
Uiterlike en innerlike bou; soort gedig
Rym: rymkema en die funksies daarvan
Titel, tema, beeldspraak en stylfigure

Roman

Die Inhoud van die boek
Die karakters, hul karaktereienskappe en hul verhoudings met mekaar; karakterontwikkeling

Die gebeure; oorsaak en gevolg van gebeure
Tema, boodskap, ironie en dramatiese ironie

Die verband wat gebeure of karakters se uitsprake en optrede met die tema toon
Soort verteller en die voordele/nadele van hierdie soort verteller; vertellersperspektief
Tyd en ruimte (milieu/agtergrond); terugflitse; vooruitwysings; kontraste

Drama

Al die aspekte by die Roman, asook:
Die fases/struktuur van die drama
Dramatiese rolle (bv. protagonis en antagonist)

Skryfwerk

Opstelle: Verhalend, Beskrywend, Bespiegeland, Beredenerend, Argumenterend (betogend)
Transaksionele tekste: Kandidaat moet TWEE vrae uit hierdie afdeling beantwoord.

Kategorie A:

Vriendskaplike brief; formele brief (versoek/aansoek/besigheidsbrief/klagte/simpatie /gelukwensing/bedanking); formele of informele brief aan die pers.

Kategorie B:

Curriculum Vitae met dekbrief/ (kombinasie kan ook gevra word); Huldeblyk

Kategorie C:

Formele verslag; informele verslag; resensie; koerantberig; tydskrifartikel; agenda en notule van 'n vergadering (kombinasie daarvan kan ook gevra word)

Kategorie D

Formele toespraak; informele toespraak; dialoog; geskrewe onderhoud

Assessering

Skoolgebaseerde Assessering bestaan uit 14 take:

1 toets: **35 punte**

2 eksamens (Halfjaar en September): **250 punte elk**

2 skyftake: **75 punte (50 + 25)**

1 Letterkundetake: **35 punte**

4 Mondelingsake: **50 punte**

Die **eksterne eksamen** bestaan uit die volgende vraestelle:

Vraestel 1: Begrip, Opsomming en Taal:

70 punte

Vraestel 2: Literatuur (Digkuns, Roman en Drama): **80 punte**

Vraestel 3: Skryf (Opstelle, Transaksionele skryfwerk): **100 punte**

Wenke vir sukses

- Lees gereeld boeke, berigte, artikels, resensies, spotprente en rubrieke. Bespreek dit wat jy gelees het met jou maats.
- Lees elke dag ten minste 1000 woorde en skryf ten minste 350 woorde in Afrikaans.
- Vra jou onderwyser vir 'n uiteensetting van die Graad 12-inhoud. Dit sal vir jou 'n volledige oorsig van die inhoud gee. Plak dit in jou oefenboek. Merk elke onderwerp af soos dit in die klas onderrig word en skryf die ooreenstemmende bladsynommers uit die handboek langs die onderwerp neer.

AFRIKAANS EERSTE ADDISIONELE TAAL

Beste Graad 12-leerder

In hierdie vak leer jy hoe taal gebruik word. Die klem val op die vaardighede luister en praat, lees en kyk, skryf en aanbied asook op grammatika.

Vakvereistes

Jy het die volgende nodig vir die vak:

'n Taalhandboek

Voorgeskrewe boeke (twee genres)

Skryfboeke vir Skryfwerk, Taal en

Voorgeskrewe

Inhoudskontrolelys

Hieronder is 'n kontrolelys wat jy moet gebruik om te verseker dat jy al die Graad 12-inhoud gedek het.

Leesbegrip

Inhoud van die teks.

Leesstrategieë: soeklees en vluglees

Woordeskatverklaring

Opsomming

Wat jy moet opsom

In watter **formaat** jy moet opsom:

puntsgewys of in **paragrawe**

Skryf die **hoofgedagtes in volsinne** neer

Die korrekte **getal woorde**

Woordstrukture en Sinstrukture

Die betekenis van pre- en postmorfeme

Hoe om 'n woord se stam uit te ken

Woordsoorte, bv. die verskil tussen die voornaamwoorde

wie en wat

Intensiewe vorme

Meervouds-, verkleiningsvorme en geslag

Woordorde, veral by die gebruik van voegwoorde en die infinitief

Lydende vorm en bedrywende vorm

Ontkennende vorm

Direkte en Indirekte rede

Denotasie, konnotasie, geïmpliseerde

betekenis, stereotipering, gevoelstaal,

oorredingstaal en manipulerende taal

Digkuns

Woordbetekenisse

Verstegniese middele: uitkenning en funksies

Uiterlike en innerlike bou van gedigte; soort gedig

Rym: rymskema en die funksies daarvan

Titel, tema, beeldspraak en stylfigure

Roman / Kortverhale

Die inhoud van die boek/verhaal

Die karakters; hul karaktereienskappe en hul verhoudings met mekaar;

karakterontwikkeling

Die gebeure; oorsaak en gevolg van gebeure

Tema, boodskap, ironie en dramatiese ironie

Die verband wat gebeure of karakters se

uitsprake en optrede met die tema toon

Soort verteller en die voordele van hierdie

soort verteller; vertellersperspektief

Tyd en ruimte (milieu/agtergrond); terugflitse;

vooruitwysings

Kontraste

Drama

Al die aspekte by die Roman en Kortverhale

asook die fases/struktuur van die drama

Skryfwerk

Opstelle: Verhalend, Beskrywend, Argumenterend,

Bespiegeland, Beredenerend

Lang transaksionele tekste: Kandidaat moet EEN vraag uit hierdie afdeling beantwoord.

Kategorie A:

Vriendskaplike brief; formele brief

(versoek/aansoek/besigheidsbrief/klagte/simpatie/gelukwensing/bedanking); formele of informele brief aan die pers.

Kategorie B:

Curriculum Vitae met dekbrief/ (kombinasie kan ook gevra word); Huldeblyk

Kategorie C:

Formele verslag; informele verslag; resensie; koerantberig; tydskrifartikel; agenda en notule van 'n vergadering (kombinasie daarvan kan ook gevra word)

Kategorie D:

Formele toespraak; informele toespraak; dialoog; geskrewe onderhoud

Kort Transaksionele tekste: Kandidaat moet EEN vraag uit hierdie afdeling beantwoord.

Kategorie A:

Advertensie; Strooibiljet; Uitnodigingkaartjie; Plakkaat

Kategorie B:

Dagboekinskrywing; Poskaart

Kategorie C

Instruksies; Aanwysings

Assessering

Skoolgebaseerde Assessering bestaan uit 10 take:

1 toets: 40 punte

2 eksamens (Halfjaar en Voorbereidings): 250 punte elk

3 skyftake: 100 punte

1 Literatuuraak: 35 punte

3 Mondelingsake: 50 punte

Die eksterne eksamen bestaan uit die volgende vraestelle:

Vraestel 1: Begrip, Opsomming en Taal:

80 punte

Vraestel 2: Literatuur (twee genres): **70 punte**

Vraestel 3: Skryf (Opstelle, Lang en Kort

transaksionele skryfwerk): **100 punte**

Wenke vir sukses

- Lees gereeld boeke, gerigte, artikels, resensies, spotprente in Afrikaanse koerante en tydskrifte.
- Lees elke dag ten minste 800 woorde en skryf ten minste 300 woorde in Afrikaans.
- Vra jou onderwyser vir 'n opsomming van die Graad 12-inhoud. Dit sal jou 'n volledige oorsig van die inhoud gee. Plak dit in jou oefenboek. Merk elke onderwerp af soos dit in die klas onderrig word en skryf die ooreenstemmende bladsynommers uit die handboek langs die onderwerp neer.

AGRICULTURAL MANAGEMENT PRACTICES

Dear Grade 12 Learners

Agricultural Management Practices is the study and application of production, economic and management principles that are used in the cultivation, transformation and marketing of food and other agricultural products. In Grade 12 the main content topics are as follows:

Farm planning and optimal resource utilization, Farm Management, and Evaluation, Value Adding, Processing and Producer Organizations, Agro-tourism, Business planning and Entrepreneurship.

Subject Requirements:

- Textbook, exercise books, non-programmable calculator, ruler, eraser, pen and pencil.

Content checklist

1. Farm planning:

- Natural Resource utilization
- Human as a Resource
- Financial Resource

2. Land use:

- Veld/grazing for animals
- Soil cultivation, Planning, usage and conservation, Pollution, degradation and conservation of soil

3. Farming systems:

- Production systems
- Mechanization and application
- Alternative enterprises and niche programme

4. Sustainable farm planning:

- Entrepreneurship
- Business survival strategies

5. Agricultural marketing:

- Price setting
- Supply and demand
- Marketing and control of Agricultural
- Marketing and control of agricultural products
- Agricultural organizations

6. Farm management:

- Planning, Organizing, Motivation, Leadership and Control

7. Financial planning: -budget and steps to compile budget, cash flow,

- Labour and management
- Recordkeeping and recording
- Product harvesting, and value adding
- Packaging and food legislations in South Africa

Assessment Requirements:

Questions in question papers will assess performance at different cognitive levels with an emphasis on process skills, critical thinking, scientific reasoning and strategies to investigate and solve problems in a variety of scientific, technological, environmental and everyday contexts as

outlined during the year. There is only **1 Paper** which is structured as shown below:

Weighting of prescribed content

SECTION A	Content	Marks	Totals	Duration
	Equal distribution from content	50	50	
SECTION B	Physical and financial planning	50	150	3 Hours
	Entrepreneurship, recording, marketing, business planning and organized agriculture	50		
	Harvesting, processing, management and agritourism	50		

Tips for Success:

- Ability to follow instructions
- Master the key concepts of the Subject
- Understand the action verbs used in the previous question papers i.e. 2016 – 2019
- Understand exam questioning techniques
- Plotting and interpretation of graphs/data
- Practice to draw and interpret graphs

No	SBA internal	
	Certification mark	
1	Term1: $25\% + 75\% = 100$	100 marks
	Term 2: $25\% + 75\% = 100$	100 marks
	Term 3: $25\% + 75\% = 100$	100 marks
	Total SBA: $300 \div 12 = 25$	25%
2	PAT internal	
	Management Overview:	20 marks
	Practical Activities:	50 marks
	Management Test:	20 marks
	Time Register/Logbook:	10 marks
	Total PAT: $100 \div 4 = 25$	25%
3	External Examination:	50 marks
	Total $200 \div 4 = 50$	
	Total certification mark	100

Daily practice of answering previous question papers will prepare you to face your exam with confidence.

AGRICULTURAL SCIENCES

Dear Grade, 12 learners.

You are about to achieve something great, your NSC, which will set you on a successful career path. Agricultural Sciences seeks to develop your Scientific knowledge through **Concepts, Graphs, Calculations, Diagrams and Tables**. You will therefore be equipped with skills that are relevant in the value chain of Agricultural sector. In Grade 12 the main content topics are as follows: **Animal Studies, Agricultural Economics and Basic Agricultural Genetics**.

The content checklist gives a breakdown of these main content topics.

Subject Requirements

Make sure that you have a textbook, exercise books, non-programmable calculator, ruler, eraser, pen and pencil.

Content Checklist

Below is a checklist you should use to ensure that you have covered the Grade 12 content in full.

Animal Studies:

1. Animal Nutrition:

- The Alimentary canals of ruminant (cow) and non-ruminant (pig/fowl)
- Digestion and absorption of feeds in ruminant (cow) and non-ruminant (pig/fowl)
- Components of feed
- Digestibility of feeds, (quality, energy value of feeds, and nutritive ratio)
- Types of feed and sub-division of feeds
- Planning a feed flow programme

2. Animal Production Systems:

- Animal production systems: intensive and extensive farming
- Increasing production: Animal Shelter
- Behavior and handling of farm animals

3. Animal Reproduction:

- Reproductive organs (male and female)
- Oestrus and oestrus cycle
- Synchronization of oestrus and mating
- Artificial insemination, embryo transplantation and cloning
- Parturition/birth and dystocia
- Milk production/lactation

4. Animal diseases, and Protection:

- Viral and Bacterial, Protozoan & Fungal diseases
- Endoparasites & Ectoparasites parasites
- Plant and metallic poisoning
- Role of government in Animal Health

5. Basic Agricultural Genetics:

- Monohybrid & Dihybrid Inheritance
- Variation and mutations
- Selection
- Genetic Engineering/modification

6. Agricultural Economics

Production Factors and marketing:

- Land and Labour
- Capital and Management
- Agricultural marketing and equilibrium
- Agricultural marketing systems
- Entrepreneurship and business planning

ASSESSMENT: FINAL EXAMINATION

Final Examination consists of (Paper 1 and Paper 2) which amounts to 75% of your final mark for the subject and is structured as follows:

Paper 1: (Total of 150 marks)

- Animal Nutrition = **50 marks**
- Animal Production, Protection and Control = **50 marks**
- Animal Reproduction = **50 marks**

Paper 2: (Total of 150 marks)

- Agricultural Management and Marketing = **50 marks**
- Production Factors and Management = **50 marks**
- Basic Agricultural Genetics = **50 marks**

Tips for Success:

- Ability to follow instructions
- Master the key concepts of the Subject
- Understand the action verbs used in the previous question papers i.e. 2016 – 2019
- Understand exam questioning techniques

- Identifying: Labelling/Drawing/Diagrams/Schematic representations
- Plotting and interpretation of graphs/data Working out and interpreting calculations
- Practice minimum of 4 calculations (e.g. fodder flow programme, Pearson square, Digestibility co-efficient, Nutritive ratio etc.
- Practice to draw and interpret graphs i.e. Line, Bar, Pie and Histogram

No	SBA internal Certification mark	
1.	Practical investigation 1	20 marks
2.	Practical investigation 2	20 marks
3.	Assignment	20 marks
4.	Control test 1	5 marks
5.	Control test 2	5 marks
6.	June examination	10 marks
7.	September examination	20 marks
	Internal total	100/ 25%
	External Exam	300/ 75%
	Total certification	400 marks

Previous Exam papers available on:
www.eccurriculum.co.za

BUSINESS STUDIES

Dear Grade 12 Business Studies Learner

1. Introduction

You have made the right choice to register for Business Studies as one of your subjects in Grade 12. Take note of the following when you study and prepare yourself for a career in this subject:

- An understanding of business concepts is essential.
- A good understanding of command verbs like identify, tabulate, differentiate, justify, discuss, analyse, evaluate is essential.
- You should be able to answer questions from scenarios. Not all answers are found in the scenario
- Use the numbering system used in the question paper. Incorrect numbering of answers leads to severe penalty.
- Application of knowledge is crucial. Be able to apply knowledge you have learnt in class to answer some questions.
- Read instructions and answer what is asked not what you know
- When answering Section C (Essay Questions), there must be an introduction, body and conclusion.
- Answer questions in full sentences unless otherwise stated.

2. Resources required:

- Grade 12 Business Studies content is covered in the Business Studies CAPS textbook. Details of the topics to be covered per term are outlined in the Business Studies CAPS policy document. The 2017 Business Studies Examination Guidelines gives details of content and guidance on assessment. Cover the prescribed content according to Annual Teaching Plan (ATP) in CAPS policy and Examination Guidelines NOT according to the textbook. Ask your teacher to make the 2017 Examination Guidelines accessible to learners in your class.
- Keep track of topics covered by ticking each topic covered. Ensure that all topics in the 2017 Exam Guidelines are covered per term
- Refer to other approved textbooks for content not covered in your textbook.

- Revise previous NSC question papers for Final, Supplementary examinations preferably from 2015 to date
- Read business newspapers, business magazines and other financial resources as references.

3. Content to cover

There are 4 MAIN topics to be covered:

- Business Environment,
- Business Ventures,
- Business Roles
- Business Operations.

Each topic weighs 25%

4. Assessment

- **SBA:** School-Based Assessment constitutes 25 % of the final examination mark while the final examination is 75 %.
- Write and pass all 7 SBA tasks. If you do not meet these requirements your SBA mark will be rejected.
- **Examination:** It consists of ONE paper of 300 Marks written for 3 hours.

5. STRUCTURE OF THE PAPER

Business Studies Examination consists of ONE paper for 300 MARKS written over 3 HOURS.

SECTION A: Compulsory - Objective – type questions

SECTION B: Consists of FIVE questions- Answer any THREE. One question per Main topic and Question 6: MISCELLANEOUS TOPICS. Questions include: Data response questions, direct and indirect questions.

SECTION C: ESSAY TYPE questions - Higher cognitive questions. Consists of FOUR questions – Answer any TWO

TIPS FOR SUCCESS

This subject prepares you for a career in the business world. Be the Job – Creator and not the Job - Seeker. PLANNING IS KEY since “Failing to Plan is Planning to fail”.

- Practice every day by answering old question papers
- Learn all definitions and applications

COMPUTER APPLICATIONS TECHNOLOGY (CAT)

Dear Grade 12 CAT Learner

1. INTRODUCTION

- Welcome to Grade 12 CAT, one of the most rewarding subjects that will be a life skill having a direct impact on your future career.
- This field of study expects you to be a lifelong student who can keep up with new trends and developments in technology.
- Start practicing early in the year and try to do well on your SBA assessments.
- Once a concept is taught you must make sure you understand how to apply it. Ask your teacher to explain the work again if something is not clear to you.
- It is very important that you start the PAT in the first term and as early as possible so that you have time to ask your teacher for input before the phases are due for submission.

- Make sure you comply to the due dates for the PAT submissions and see this as an opportunity to improve your final results at the end of the year.
- Mastering PAT skills will improve your practical skills required for P1 and it could improve your final results to a great extent if you do well in the PAT.
- Identify and make sure you get the easy marks in ALL topics. Similar questions are repeated every year and if you prepare well you will be able to recognise these easy marks that will assist you in passing the subject.
- Remember to use functions or formulas in calculations.
- Make use of stepping stones in Excel if it is easier for you.
- You will get marks for different parts of functions and formulas so do not be discouraged if the final mark does not seem correct.
- Revision of the theory section of the work is best done by working out the questions from previous papers.
- After you have attempted to answer the questions yourself, verify your answers against the memorandum given to you by your teacher. Make corrections. Rewrite the correct answers as a means of drilling to consolidate the content.
- The practical applications should be revised by doing multiple examples so that the procedures are understood and the skills are practiced.
- At the end of this document you will find some Do's and Don'ts you need to be aware of when sitting for the practical examination.

2. SUBJECT REQUIREMENTS

Entry level computer with at least the following software:

- ~ MS Windows 10 operating system or later,
- ~ Office suite (MS Office 2013 or later)
- ~ Graphics application (such as Paint, etc.),
- ~ Web editor such as Notepad or Notepad ++,
- ~ Anti-virus software,
- ~ Internet access.

~ Hardware

Storage:

- Network storage or
- standalone storage

Printers:

- Printer drivers should be installed in order for you to answer questions on print settings in Paper 1.

NOTE: In CAT you are required to work individually on a computer during lessons.

3. CONTENT TO COVER

(a) Theory

- **Solution Development:** Word Processing, Spreadsheets, Databases, HTML, Advanced file handling, Troubleshooting, Problem solving,
- **System Technologies:** Concepts of Computing, Hardware, Software, Computer Management, Use of computers in a variety of contexts, Buying devices, Productivity issues, Case Studies, New Technology, Role of the operating system etc.
- **Network Technologies:** PANs, LANs and WLANs, WANs
- **Internet Technologies:** Internet and World Wide Web, E-communications, Internet services, Buying decisions regarding Internet connection and access, Evaluation of websites, New trends in technology
- **Information Management:** Find and Access Data and Information, Process Data and Information, Present Solution
- **Social Implications:** Impact on Society, Legal and Ethical and Security Issues, Health and Ergonomic Issues, Environmental Issues, Distributed computing power, Tele-working, Information overload, New issues, Fraud, Malware, Making recommendations

- (b) **Practical** (Troubleshooting, Problem solving and integration should be done in all packages)

- **Word processing:** Advanced file handling, Customise templates, Import/export data, Data sources, Professional documents, Use/reinforce word, Processing skills, Integration techniques, Troubleshooting, Problem solving with regards to Reviewing tools, Proofing functions, Electronic forms, Mail merge, Styles, Sections etc.

Spreadsheets: Complex functions, Text manipulation, Date and time calculations, Advanced graphs/charts, Validation of data, Integration, Troubleshooting, Problem solving with regards to: formatting – formulas – errors – Graphs – worksheets – export and import of data – data validation etc.

Databases: Tables: Records, fields and data types, Record manipulation, Basic field properties, Formatting and editing, Forms, Basic data validation, Basic queries, Simple reports, Calculations, Integration technique, Reports, Grouping information, Calculation fields in queries and reports, Data validation techniques, Troubleshooting and Problem solving

Web design: Application of HTML syntax and tags, Text and text formatting, Structure of a HTML page, HTML links, HTML images, HTML lists, HTML tables

4. ASSESSMENT

Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes.

All formal assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

You must produce a Practical Assessment Task (PAT, where you will apply all your skills and knowledge of the applications to solve a problem.

Your final marks are compiled as follow:

- The PAT counts 25%
- Your SBA counts 25%
- Your final Practical paper 1 counts 25%
- Your final Theory paper 2 counts 25%

a) School Based Assessments

The school-based assessment tasks (SBA) consist of the following:

- First Term Tests: Theory (60 marks) -Practical (60 marks)
- Second Term: Test (60 marks) - Midyear Exam: Practical (180 marks) and Theory (150 marks)
- Third Term: Test (60 marks) - Trial Exam: Practical (180 marks) and Theory (150 marks).

The school based assessment tasks and PAT's prepare you for your final examinations. Make sure that you have handed in all your tasks.

b) Practical Assessment Task (PAT)

The Practical Assessment Task is a project that assesses your skills and individual interaction with data and information as well as the way in which you process, manipulate and present information.

The information will finally be presented in a number of documents. These must be presented in the four application programs studied.

The CAT PAT focuses on Information Management and the use of ICTs and application software. It covers the following:

- Identifying, finding and accessing information/data;
- Using, manipulating and processing information and data gathered; and

- Presentation of solutions/ findings/ recommendations.
- Evidence of the process must be provided in a series of draft documents.
- Each task must include a declaration of authenticity.

It is implemented across the school year and should be undertaken as one extended task, which is broken down into different phases.

In Grade 12, the criteria for the Practical Assessment Task are externally set, internally administered and marked and externally moderated.

The topic of the PAT will be provided to schools each year by the end of the previous year.

c) Practical Exam (Paper 1)

The questions in the practical question paper are based on the following main application packages:

- Word processing (± 50 marks)
- Spreadsheets (± 50 marks)
- Database (± 40 marks)
- HTML coding (using an HTML editor such as Notepad ++) (± 20 marks)
- General (integration) (± 20 marks)

d) Theory Exam (Paper 2)

The questions in this examination are based on the theoretical aspects of Information and Communication Technologies (ICT). The content is subdivided in the following sections

- Short questions (± 25 marks)
 - Multiple choice, Modified true and false and Matching columns
- Systems Technologies (± 25 marks)
- Internet and Network Technologies (± 15 marks)
- Information Management (± 10 marks)
- Social Implications (± 10 marks)
- Solution development (± 15 marks)
- Integrated Scenario (± 50 marks)

The question paper may also assess newer concepts in technology, not specifically mentioned in the CAPS document. This will not exceed 10% of the question paper. It is therefore important that you consult the DBE website regularly to be informed of new technologies that might be tested in the coming examination.

e) CAT practical exams: DO's and DON'Ts for candidates

Before Exams

- ✓ Report promptly as more time is needed at the start of a Practical Exam for administration
- ✓ Pay attention to the teacher during the log-on process
- ✓ Rename your folder to your exam number
- ✓ Read your question paper carefully
- ✓ Check whether you have all the required files in your folder
- ✓ During Exams read your questions carefully
- ✓ Enter your exam number as the header to all your answers
- ✓ Call the invigilator when your computer is giving problems
- ✓ Make use of the help functions on the computer
- ✓ Save your work frequently
- ✓ Save your work in your exam folder only

After Exams

- ✓ Don't log-off or Shut Down
- ✓ Check if all your files are saved in your exam folder
- ✓ Check if your files can open, that there are no short cuts or no missing files

- ✓ Complete your Information Sheet
- ✓ Wait quietly whilst the teacher copies your files
- ✓ Make sure you check all your files that are written to the CD with the teacher before you sign that you have submitted your data
- ✓ Be careful to delete files at the end of the exam as you may delete your answer
- ✓ If you are writing the SECOND SESSION - Report an hour BEFORE THE END of the first session
- ✓ In case of a POWER FAILURE:
 - Stay seated at your work station.
 - You are not allowed to communicate.
 - Wait for instructions from the invigilator
- ✓ After the practical examination you will remain in the room for at least an hour or more while files are verified and written to CD.

CIVIL TECHNOLOGY

Dear Grade 12 Civil Technology (Specialization)

Learner:

1. Introduction:

It is advisable that you practice your drawings throughout the year and do plenty of freehand sketches; scale drawings using instruments to understand the various components of civil drawings. Practical work is of outmost importance to link the theory to it. Print and learn the SANS Code of Practice for Drawing Symbols. **Learn all topics.**

2. Subject Requirements:

Three fields of specialization are offered in this field:

- Construction
- Civil Services
- Woodworking

3. Resources Requirements:

- All Drawing Equipment
- Calculators

4. Content to be covered:

Below is a checklist you should use to ensure that you have covered the Grade 12 content of Civil Technology in full.

NB: Remember that a Generic part as well as a Specific part will be covered plus the application of practical work and the interpretation of building drawings.

5. ASSESSMENT:

Description	Time Frame	Weighting of final 25%	MARKS
Control Test	Term 1	5%	50
Mid-year Examination	Term 2	7,5%	200
Preparatory Examination	Term 3	7,5%	200
Total		25%	450
Converted to			100

Practical Assessment Task (PAT) at 25%	100
External Examination (50%) 3-hour paper	200

CIVIL TECHNOLOGY

CIVIL SERVICES

- **Occupational Health and Safety Act 85 Of 1993 (OHS) - (Generic)**
General health and safety related risks in the workplace Occupational Health and Safety Act 85 Of 1993 (OHS)- **(Specific)**
Safeguarding of openings and the use of safety harness.
- **Materials - (Generic)**
Preservation and sustainability of materials.
- **Materials - (Specific)**
Explain chemical -reactions between dissimilar materials
- **Equipment and Tools (Generic)**
Identification, proper use and care of the specialized tools
Equipment and Tools — (Specific)
Identification, proper use and care of specialized tools
Pumps, drain cleaning tools, machine tools and testing tools
- **Graphics as means of communication (Generic)**
Advanced drawings related to the building industry
Graphics as means of communication **(Specific)**

TIPS:

- ❖ Learn how to read and interpret building plans and the identification and interpretation of drawing symbols.
- ❖ Download from the internet building plans and interpret them, do more calculations involving area and perimeter of a room,

SUBJECT SPECIFIC CONTENT FOR CIVIL SERVICES

- **Pattern development**

TIP:
❖ Learn and practice more drawings on the development of cones and pipes,
- **Quantities – (Specific)**
Calculate quantities of bricks, volume of concrete, etc.

TIP:
❖ Do more exercises on each part of the quantities
❖ Do more practical examples and exercises of the position of the different materials for which the quantities are calculated for a building.
- **Joining - (Generic)**
Identify and explain the uses of fixing agents
Joining - (Specific)
Methods of cutting, joining and securing pipe connections. subject specific content for Civil Services

TIP:
❖ It is advisable to do more practical maintenance on pipework using different types of joints and to verbally explain the different processes of installing piles.

- **Construction Associated with Civil Services**
Brick and concrete ring manholes. Setting out levels and trenches **(Specific)**

TIP:

- ❖ It is advisable that more practical work on 'dry-packing' of different brick bonding and the interpretation of the placement of the bricks from different angles before drawing these sketches.
- ❖ More emphasis should be placed on the difference between sectional views and external elevations of a cavity wall.

- **Cold Water Supply**
Uses and installation of valves, joints and fittings for pipes, water saving devices and repairs and alterations to existing pipe work
Storm Water Methods of disposing large quantities of water.
- **Hot Water Supply**
Working principles, installation, regulations, advantages and disadvantages of heating units and faults in water systems

TIP:

- ❖ A practical demonstration will help develop a better understanding of the causes of a faulty hot-water system.

- **Roof Work**
Installation of rectangular gutter
- **Storm Water**
Regulations and methods of disposing large quantities of water from site to the municipal storm water system
- **Drainage (Sewerage) Above and Below Ground**
Drainage system. Septic tanks, vacuum tanks and French drains.
- **Sanitary Fittings**
Working parts, working principles, labelling of sectional sketches.

TIP:

- ❖ Draw and practice the correct symbols for sanitary fittings, and the drainage plan of a dwelling
- ❖ Learn the functions of the anti-siphonage pipe and
- ❖ Watch YouTube videos that will show a practically demonstration showing the effect of siphonage
- ❖ Watch YouTube videos that will show a practically demonstration and investigation of a site in a real sewerage system and the correct layout of a sewerage system

CONSTRUCTION

SUBJECT REQUIREMENTS

- **Occupational Health and Safety Act 85 Of 1993 (OHS) - (Generic)**
As in Civil Services Occupational Health and Safety Act 85 Of 1993 (OHS)- **(Specific)**
General health and safety in the workplace, scaffolding, handling of material, floors and stairs with open sides, builders hoist, ladder
- **Materials (Generic)**
Preservation and sustainability of materials.
Materials - (Specific)
Application and uses of concrete, properties of ferrous and non-ferrous metals, cladding, glass
- **Equipment and Tools - (Generic)**
Identification, proper use and care of specialized tools. Equipment and Tools - **(Specific)**

Safe handling, application and care of construction machinery

- **Graphics as Means of Communication (Generic)**
Advanced drawings related to the building industry.
Graphics as Means of Communication (Specific)
Detailed scale of drawings

TIPS:

- ❖ Learn how to read and interpret building plans and the identification and interpretation of drawing symbols.
- ❖ Download from the internet building plans and interpret them, do more calculations involving area and perimeter of a room,
- **Quantities – (Specific)**
Calculation of the quantity of materials for a building.

TIP:

- ❖ Do more exercises on each part of the quantities
- ❖ Do more practical examples and exercises of the position of the different materials for which the quantities are calculated for a building
- **Joining - (Generic)**
Identify and explain the uses of bolts and nuts.
Joining - (Specific)
Roof trusses to brickwork, wall plate to wall, concrete to steel.

SUBJECT SPECIFIC CONTENT FOR CONSTRUCTION

- **Brickwork**
Cavity walls, Arches, semi-circle, flat arch. Beam filling, cladding, arches and paving.

TIP:

- ❖ It is advisable that more practical work on 'dry-packing' of different brick bonding and the interpretation of the placement of the bricks from different angles before drawing these sketches.
- **Excavations**
- Safety factors and regulations. Shuttering for shallow trenches
- **Foundations**
Pile foundations
- **Concrete floors**
Concrete floors and reinforcement in concrete floors
Rib and Block Floor Sketches, advantages, installation method and precautions.

TIP:

- ❖ Watch YouTube videos that will show a practical demonstration of a rib and block floor and the different components, installation processes and safety factors, for a better understanding.
- **Reinforcement in concrete**
Reinforcement in concrete Floors, beams, columns, cavity walls and defect due to shuttering.
- **Formwork**
Properties of materials, The use of wedges in formwork
Steel Gusset plates, Concrete beams, cantilever beams and
- **Staircase**
Vertical cross- through a straight flight of concrete staircase

- **Construction Plaster and Screed**
Application, skimming, admixtures, finishes bagging. Screed: preparation, application, purpose and admixtures

WOODWORKING

- **Occupational Health and Safety Act 85 Of 1993 (OHS) - (Generic)**
General health and safety related risks in the workplace Occupational Health and Safety Act 85 Of 1993 (OHS)- **(Specific)**
Safeguarding of openings and the use of safety harness.
- **Materials - (Generic)**
Preservation and sustainability of materials.
Materials - (Specific)
The procedure, properties tested and the advantages of grading timber. Methods of applying various types of preservatives on timber. Factors to be considered in the selection of timber
- **Equipment and Tools - (Generic)**
Identification, proper use and care of specialized tools
Equipment and Tools - (Specific)
Safe handling and care of portable and fixed woodworking machines.
- **Graphics as Means of Communication (Generic)**
Interpretation of advanced drawings related to the building industry

TIP:

- ❖ Learn how to read and interpret building plans and the identification and interpretation of drawing symbols.
- ❖ Download from the internet building plans and interpret them, do more calculations involving area and perimeter of a room,

Graphics as Means of Communication (Specific)

Scale drawing of exploded and assembled isometric view of woodworking joints. Sketches of line diagrams of roof trusses

- **Quantities - (Specific)**
Calculation of material required for a small building. Development of a cutting list for a bedroom cupboard from floor to ceiling.

TIP:

- ❖ Do more exercises on each part of the quantities
- ❖ Do more practical examples and exercises of the position of the different materials for which the quantities are calculated for a building

- **Joining - ((Generic)**
Identify and explain the uses of fixing agents
Joining (Specific)
Methods of joining woodworking items to structures. Application, uses and drawings of woodworking (joints (exploded and assembled views)

SUBJECT SPECIFIC CONTENT FOR WOODWORKING

- **Casement**
Sketch of the vertical section through the transom and adjacent members. Identification and drawing of the external elevation of a double casement with fanlights within a frame

- **Doors**
Drawing of front elevations, horizontal and vertical sections and constructional details of purpose made external doors.
- **Wall Paneling and Cupboards**
Front elevation, horizontal section and vertical section of wall paneling up to ceiling. Joining of strip boards.
- **Roofs**
Regulations, purpose and methods of installation of roofs with coverings. Roof underlay. Methods of joining smaller trusses to full trusses. Identification and uses.
- **Ceiling**
Constructional details around the trap door of a ceiling
- **Centering**
Sketches, methods of construction and erection of centers for flat and semi-circular arches with maximum 1 200 mm span
- **Formwork**
Properties of materials used for formwork. Drawing of formwork and methods of erecting and supporting horizontal and vertical concrete structures. Wedges in formwork
- **Shoring**
Single line diagrams showing the components of the shoring for a three-story building
- **Ironmongery**
Identification and use of door and cupboard locks used in woodworking
 - ❖ TIP: Watch YouTube videos that will show a practically demonstration on the fitting of locks on a door and frame for you to see the appropriate position of the different parts of a lock.
- **Suspended Timber**
Floor Sketch of a plan and the vertical section through a suspended timber floor
 - TIP:
 - ❖ Watch YouTube videos that will show a practically demonstration of a suspended timber floor showing all components including the supporting piers will assist you to get a better understanding
- **Staircase**
Line diagram with details of a straight flight of stairs with a landing and a staircase well with a half landing

6. CONCLUSION:

Studying, knowing and passing Civil Technology subject will enable you to receive a world-class education and gain skills that you can immediately implement in the workplace and in life upon graduation.

CONSUMER STUDIES

Dear Grade 12 Consumer Studies learner

Consumer Studies teaches learners about responsible and informed consumer behaviour in respect of food, clothing, housing, furnishings and household equipment.

Consumer Studies aims to teach learners to make informed decisions, and to make optimal use of resources to improve human well-being.

In the Practical component of the subject, learners have an opportunity to produce and market different products.

1. Subject requirements

You will need the following:

- o Prescribed text books
- o Resources for practical lessons / PAT
- o Recipe book
- o Calculator
- o Past examination question papers
- o Examination Guidelines of 2017

2. Content to cover

Below is a checklist you should use to ensure that you have covered the Grade 12 content in full.

TOPICS:

1. The Consumer
2. Food and Nutrition
3. Design elements and principles
4. Fibres and fabrics (Grade 11 revision)
5. Clothing
6. Housing
7. Entrepreneurship

3. Assessment

The following is a summary of all formal assessment tasks that should be completed:

FINAL THEORY EXAMINATION = 200 MARKS

Question 1 – Short questions = 40 marks

Question 2 – The Consumer = 20 marks

Question 3 – Food & Nutrition = 40 marks

Question 4 – Clothing = 20 marks

Question 5 – Housing = 40 marks

Question 6 – Entrepreneurship = 40 marks

4. Tips for Success Theory

- o Ask your teacher for the Annual Teaching Plan (ATP) for grade 12 and. Examination Guidelines of 2017 This will give you a detailed content. Paste it in your exercise book.
- o Tick off every topic as it is taught in class, and write the relevant textbook page numbers next to the topic. Have a terminology booklet where you jot down all important terms per topic and define them.
- o Carefully read and follow instructions of each question.
- o Make sure that you are able to do the calculations on costing.
- o Practise case studies/cartoons and graphs by reading and answering questions pertaining to them.
- o Practise paragraph writing.
- o Extract and practise questions from previous question papers that are CAPS aligned and relevant to a particular topic, e.g. Entrepreneurship questions from Trial, Final and Supplementary

Practical lessons

- o Attend every practical lesson and do your best to produce quality products.
- o Prepare thoroughly for the practical lessons and Practical Assessment Task (PAT) i.e. reading and interpretation of recipes / patterns.

TERM 1		TERM 2		TERM 3		Certification Mark
Test	50%	Test	25%	Trial Exams	75%	Term 1+2+3=300/3=100
Project	25%	Mid-Year Exam	50%	Test/ Open book Test	25%	PAT 1+2=200/2=100 Final Examination= 200
Practical tasks	25%	Practical tasks	25%			
TOTAL	100		100		100	400/4=100

DESIGN

Dear Grade 12 Design learner

Drawing is essential. Make sure that you raw / design on a daily basis in your sourcebook. Spend time observing / studying / reading about design.

Subject Requirements

You will need to have:

- A Design textbook
- An A3 workbook
- Materials related to your chosen design field

Content Checklist

Below is a checklist you should use to ensure that you have covered the Grade 12 content in full:

Topic 1: Design process and factors influencing the process; Design in a business context.

Process

- Demonstrate a sound understanding of the interrelated nature of the planning, action and reflection cycle that informs the design process:
- Work from a brief or identify a need, a problem or an opportunity.
- Investigate the context.
- Generate ideas and investigate different approaches and methods.
- Investigate the use of appropriate materials and production techniques.
- Produce samples, prototypes or Marquette's.
- Evaluate the ideas generated and select the best solution.
- Gain knowledge and appreciation of design as a powerful instrument of change to add value to life.

Influencing factors

- Knowledge and an appreciation of aesthetics and functionality, trends and markets.
- Knowledge of the difference between designing for a need and designing for what the market wants.
- Knowledge and an appreciation of responsible design practice.
- Continued development of drawing skills.

Design in a business context: Research

- One award-winning South African designer, design agency or company.
- A basic understanding of marketing design products in terms of target market, packaging and advertising.
- An understanding of responsible design by considering human rights and environmental issues throughout the process.
- Field trip to investigate career and tertiary opportunities in design.
- Career opportunities within the design discipline: range, scope, training needed, and training availability.

Topic 2: Design production, time management and safe practice

Design production – making the product and presenting it:

- Apply and provide evidence of the design process. (The final product/solution should show clear evidence of the design process and relevance to the brief/problem.
- Demonstrate proficiency in materials and techniques chosen to create design solutions.
- Present and effectively communicate a design solution.
- Interpret, use and explain the choice of design elements, principles and materials in the final product, service or environment.

Time management

- Self-discipline.
- Planning, organisation and management of own work.
- Keeping to the time schedules.

Safe practice

- Safe working practices at all times in the use of materials and equipment.
- An understanding and application of the health and environmental implications related to the use of materials.

Topic 3

Design theory:

- History of design • Design literacy
- Design in a socio-cultural/ environmental and sustainable context

Design literacy

- Apply the theory and the terminology that underpins and describes design in both theory and practice with confidence.

History of design

Revise design movements from Grades 10 and 11

- Sound knowledge of the historical development, characteristics and influences of styles in design.

Design in a socio-cultural/environmental and sustainable context

- Demonstrate an understanding of the ways in which design can be used to reinforce or challenge social, cultural, environmental and ethical issues.
- Understand and interpret signs and symbols, stereotyping, bias and prejudice in design.
- Demonstrate an understanding of the designer's responsibilities in relation to environmental issues and sustainable design.
- One **South African** designer concerned with social issues.
- One **international** designer concerned with social issues.
- One South African designer concerned with environmental issues.
- One international designer concerned with environmental issues.

Assessment

Term 1:

Task 1 Practical: Research essay 10 + Sourcebook 40 = 50 + Final Product 50 = 100 marks

Test: Theory 50 marks

Term 2

Task 2 Practical: Research essay 10 + Sourcebook 40 = 50 + Final Product 50 = 100 marks

June Examination Theory: 100 marks

Term 3:

Trial examination Practical: Source book 50+ Final Product 50 = 100 marks

Trial Examination Theory: 100 marks

These will contribute towards your school based assessment, 25% of your total mark

Term 4: During the final examination, you will be expected to do a practical examination and exhibit your work for external moderation.

Final Practical Examination: Source book 50 + Final Product 50 = 100 marks. **Final Practical examination need to be started as soon as the paper arrives at school.**

Retrospective Exhibition: 100 marks

External Theory examination: 100 Marks (3 hours)

- Section A: Design literacy (30)
- Section B: Design History (30)
- Section C: Design in a social/environmental context (40)

Tips for Success

- Be **design literate** through awareness of design around you!
- The **examination format** will comprise the following:
 1. There are **SIX** questions in the paper, which must be answered.
 2. There are choices within some questions in the paper. The options must be read carefully.

DANCE STUDIES

Dear Grade 12 Dance Studies learner

Congratulations on reaching your final year of Dance Studies. By now you must have realised that this subject requires time, patience, passion and dedication. Hopefully you are enjoying participating in the practical dance sessions and find the theory interesting and stimulating. Whether you are looking forward to a career related to dance or to be using your skills and knowledge to get fit, for recreating or for entertainment, your efforts will bring lasting results.

Subject Requirements

You will need the following:

- Appropriate dancewear for the dance form **to be brought to school daily**
- Dance textbook
- Workbook and journal

Content Checklist

Below is a list of the main Dance Studies

theory concepts and content to assist you in determining the work you need to cover to prepare adequately for your final theory National Senior Certificate examinations.

Use the list below to draw up your revision programme:

Dance History and Theory

- Values and functions of dance in society
- Principles and characteristics of your dance major, history
- Prescribed South African and international choreographers of choice (one or two of each)
- A prescribed dance work of each of the selected choreographers, including title, choreographer, music, synopsis/ intention, historical context, movement vocabulary, production elements (costumes, sets, props, lighting), dancers and symbolism
- Dance related careers: job description, training and skills needed, training providers
- Choreographic elements and structures
- Production planning: financial, marketing, scheduling, logistics
- Dance terminology: definitions and explanations
- Designing a community dance project
- improvisation
- Performance spaces
- Multi-disciplinary work or technology

Music

- Music elements, terminology and explanations
- Music of the prescribed dance works you have studied, including the composer, musicians, music styles, genres, instrumentation and contribution of the music to the prescribed dances

Anatomy and Health Care

- Bones, joints, major muscles and their anatomical actions
- Components of fitness: strength, flexibility, endurance, core stability neuromuscular skills
- Injuries: types, causes, care, prevention
- Causes and effects of fatigue, tension, stress and relaxation

- Commitment, concentration
- Nutrition a balanced diet and hydration
- Safety in the dance class:
 - Warming up and cooling down, environmental safety measures
 - Posture, alignment, safe landings

Assessment

School-based assessment 25%

Term 1:

PAT 1: A group dance or Choreography and Journal: 50 marks

Theory test: 50 marks

Practical test: 50 marks

Term 2

PAT 2: A group dance or Choreography and Journal: 50 Marks

Theory exam: 100 marks

Practical examination: 100 marks

Term 3

Theory exam: 100 marks

- **Section A:** Safe dance practice and health care
- **Section B:** Dance history and literacy

Practical examination: 100 mark

Your final external practical dance examination will consist of the following:

- A 30-minute comprehensive set **class in the dance major** to evaluate your technical ability (Make sure you know the classwork well and can focus on performance quality.)
- A choreographed **set solo** dance of 2 minutes in your *dance major*
- A solo or group **improvisation** (practice improvising alone and with others.)

Tips for Success

- Dance Studies has a very full programme, so you need to work consistently and not leave tasks for the last minute. You need to manage your time so that you can develop your practical dance abilities and complete the performance assessment tasks (PATs) within the required time.
- Be sure to stretch regularly and practice dancing daily - especially during examination times and the June-July holidays - so that you keep up your strength and stamina.

DRAMATIC ARTS

Dear Grade 12 Dramatic Arts learner

Dramatic Arts guides and prepares you for your life. You will leave the school system with a broad knowledge of elements of drama; these will give you an invaluable grounding if you choose to make a professional career out of drama.

Subject Requirements

You will need the following:

- Textbook, plays for each of the chosen dramatic movements,
- black clothing e.g. pants and T-shirt
- Journal to keep record of your practical work.

Content Checklist

Below is a content list that will assist you in tracking your progress throughout the year. It will assist you **in** planning a programme of revision. Please note that the list below only gives the main topics of focus.

Ensure that you know, understand and can apply the skills, content and exercises supporting these topics.

Three Play Texts

- Structure, plot, theme, character, characterization, relationships, style in chosen plays, use of language
- Staging techniques, set, use of technical devices, costume/make-up
- Intent of play, socio-economic / historical context of the play, reception of the play in original context and today
- Specific devices and conventions related to the genre of the play.

Theatre history

"Isms"

- A choice of either Absurdism or Epic Theatre or Post-Modern Theatre
- Poor Theatre (from Grade 11)
- South African Theatre (pre- and post-apartheid)

These topics in terms of:

- Aims of the theatre movements
- Background/context and philosophy that informs the genre
- Dramatic and staging techniques and other devices used **in** the genre, including design elements
- Stage types used in the genre
- Terminology and main concepts of the genre
- Examples of plays in each genre
- Playwrights and practitioners
- Relationship between the genres: differences, similarities, developments from and reactions to them
- Evaluation of genre: effectiveness and relevance to theatre and society today

Practical (including voice work)

- Vocal technique including posture, breathing, phonation, resonance, articulation and projection
- Verbal attributes of communication: pace, pause, rhythm, emphasis, pitch, intonation, volume and tone
- Non-verbal attributes of communication: gesture, posture, movement, facial expression and body language
- Interpretive and analytical skills to create, mood, character and meaning in performance
- Exercises to improve and develop performance skills including group dynamics and ensemble performance
- Exercises to develop physical theatre skills such as non-verbal dialogue and theme expression
- Knowledge of processes and requirements involved in various dramatic presentations
- Understanding and application of specific terminology used in dramatic performances

Assessment

School Based Assessment:

Internal

Task 1: Performance Assessment

- Written preparation 25 marks
- Performance 25 marks

Task 2: Control Test 50 marks

Task 3: Performance Assessment Task 2

- Written preparation 25 marks
- Performance 25 marks

Task 4: Mid-Year-Exam:

- Performance Examination 150 marks
- Written Examination 150 marks
-

Task 5: Performance Assessment Task 3

- Written preparation 25 marks
- Performance 25 marks

Task 6: Control test - 50 marks

Task 7: Trial Examination:

- Performance Examination 150 marks
- Written Examination 150 marks

End-of-Year Examination: External NCS

Paper 1: Written Examination 150 marks

- Study three play texts and their accompanying dramatic movements, voice and body development and live performance. Integrate theory and practical aspects.

Paper 2: Performance Examination 150

Marks

- Perform three contrasting drama items with original transitions linking them. Present all in the form of a theme programme.
- OR Technical Examination (if approved)
- OR Audition Programme (if approved)

“Break a leg”

ECONOMICS

Grade Dear 12 Economics learner

1. Introduction

You have made the right choice to register for Economics as one of your subjects in Grade 12. Take note of the following when you study and prepare yourself for a career in this subject:

- A good understanding of the economic concepts is essential.
- Be able to define economic concepts in your own words
- Relate what you learn in economics to your real life situation
- Debate economic issues of the day with your colleagues
- Enjoy drawing graphs and interpreting cartoons, scenarios, tables etc. since they are basic in economics
- Be able to express your opinion on economic issues and justify your answer(s)
- Read instructions and answer what is asked NOT what you know

2. Resources required:

- Grade 12 Economics content is covered in the CAPS Economics textbooks. Details of the topics to be covered per term are outlined in the CAPS policy document.
- The **2017 Economics Examination Guidelines** gives details of content and guidance on assessment. Cover the prescribed content according CAPS Annual Teaching Plan (ATP) and Examination

- Guidelines **NOT** according to the textbook. Ask your teacher to make sure that the 2017 Examination Guidelines is accessible to learners in your class.
- Keep track of topics covered by ticking each topic covered. Ensure that all topics in the 2017 Exam Guidelines are covered per term
- Refer to other approved textbooks for content not covered in your textbook.
- Revise previous final and Supplementary NSC question papers preferably from 2015 to date.
- Read newspapers, magazines and other financial resources like SARB quarterly Bulletin as reference sources.

3. Content to cover

There are 4 MAIN topics to be covered:

- Macroeconomic
- Microeconomics
- Economic Pursuits
- Contemporary Economic Issues.

Each topic weighs 25%

4. Assessment

- **SBA:** School-Based Assessment constitutes 25 % of the final examination mark while the final examination is 75 %.
- Write and pass all 7 SBA tasks. If you do not meet these requirements your SBA mark will be rejected.
- **Examination:** It consists of **TWO** papers of 150 Marks written for 2 hours each.
- Paper 1: Main Topics = Macroeconomics & Economic Pursuits and Paper 2: Main Topics = Microeconomics & Contemporary Economic Issues.
- To obtain a good pass mark at the end of the year, comply with the requirements of SBA (write and pass the 7 formal assessment tasks) and pass both paper 1 and paper 2 which are written out of 150 each

To qualify for a Bachelor Pass, obtain at least level 4 pass in Economics and also pass other subjects.

Economics has **TWO** papers written for 2 hours each

Each paper consists of 3 sections

Section A: Question 1 (compulsory)

Section B QUESTION 2 - 4. Answer TWO

Section C: Essay / High order/ Difficult questions. Answer One question from Question 5 & 6

You can pass economics with good grades and become a renowned economist in future.

We hope you will have a rewarding year and realise your goals in life.

Best wishes for a successful 2020!

Dear Grade 12 Engineering Graphics and Design learner:

It is extremely important that you:

- Practice free hand sketching as much as possible, apart from sketching using tools. This will help you get into the flow of drawing,
- Draw and practice more, and improve your visualization skills at least 3 hours per week after school using the correct instruments,
- Know how to use past papers
- Manage time correctly, and get rid of distractions,

The foundation of Engineering Graphics is technical drawing. Once you master the art of drawing, the science of Engineering Graphics will come to you naturally. All the best!

1. Resources required:

You will need the following: Textbook, calculator, workbook and drawing instruments

2. Content to cover and Assessment

Format and composition of the Grade 12 Engineering Graphics and Design NSC question papers

PAPER 1: CIVIL (3 hours)

In **first-angle** orthographic projection

QUESTION 1 - Civil analytical ±15%

This question focuses, amongst other things, on your ability to read and interpret Civil Drawings. Therefore, it is important for you to go through all aspects of the Civil content including Grade 10 and 11 work as well.

- All aspects of SITE PLANS
- Roofs and related aspects
- Walls
- Foundations
- Sewer and Storm Water Drainage
- All conventions related to Civil drawings as specified in SANS 0143
- Calculations such as area and perimeter.

TIP

This is a question where you can score good marks and you should not spend too much of time doing this question.

QUESTION 2 - Interpenetration and development AND/OR Development of a transition piece AND/OR Solid geometry ±20%

Interpenetration and development

Try to cover exercises from the following combinations.

- Cylinder to Cylinder
- Prism to Cylinder
- Prism to Prism
- Cylinder to Prism

TIP

- Draw the given views – marks are generally allocated for this.
- Always try to draw a view / auxiliary where the branch pipe is seen as a true shape against the main pipe. This helps to locate points on the respective surfaces avoiding confusion and saving time.
- Label all points of penetration and surfaces.
- When a prism penetrates a cylinder – divide the sides of the true
- shape (auxiliary view) of the polygon and project to the respective views to obtain the points of penetration.
- When a cylinder penetrates another cylinder – divide the true
- shape (auxiliary view) of the branch pipe (which will be a circle) into 12 equal parts and project to the respective views.

Development of a transition piece AND/OR Solid geometry

The key to answering this question is the ability to find the true length of all the fold lines in the transition and being able to label them appropriately.

Try to cover sufficient examples from the following combinations:

- Square to Square
- Square to Round
- Rectangle to Round
- Cones (truncated)
- Other geometrical shapes
- Include examples where the upper polygon is off-set.

TIP:

- Draw the given views and show the fold lines – marks are generally allocated for this.
- Show centre line or lines of symmetry.
- Label all points in the front view and top view (depending on which views are given and required) – including the fold lines.
- Find the true lengths and label them appropriately – this helps when drawing the development as it saves time and avoids unnecessary confusion.
- Start the development with the side opposite to the seam

QUESTION 3 - 2-point perspective drawing ±20%

Most perspective drawings are Civil related. As there is no telling whether it will be Single Point or Double Point Perspective drawing it is advisable that you also revise through Grade 10 work on Single Point Perspective Drawing - covering circles and arcs and parts of the object that are situated behind the Picture Plane.

Areas of Concern - Two Point Perspective Drawing

- Drawing of circles and arcs in perspective
- work through examples that have the circle or arc in the front, left and top view positions.
- Determining VPR and VPL –
- show constructions and label the VP's appropriately.
- Points that are situated behind the Picture plane often do not reflect the correct – try using height lines for this.

QUESTION 4 - Civil working drawing including electrical features $\pm 45\%$

Total mark allocation **200**

Total NSC contribution **100**

PAPER 2: MECHANICAL (3 hours)

In **third-angle** orthographic projection

QUESTION 1 - Mechanical analytical $\pm 15\%$

This question focuses, amongst other things, on your ability to read and interpret **Mechanical** Drawings. Therefore, it is important for you to go through all aspects of the **Mechanical** content including Grade 10 and 11 work as well.

Third-angle orthographic working drawings with non-sectional, sectional, half-sectional and part-sectional views of complex mechanical assemblies. Include the following:

- Title, scale, hidden detail, dimensioning, cutting planes, hatching detail, notes and symbol of projection
- Hexagonal bolts, nuts and lock nuts, washers/spacers, keys and keyways and appropriate labels
- Different types of section, e.g. aligned section, revolved section, removed section
- Conventional presentation of common features
- Format and content of working drawing title blocks
- Detailed drawings of individual components
- Basic welding, machining and surface treatment symbols
- Tolerances

TIP

This is a question where you can score good marks and you should not spend too much of time doing this question.

QUESTION 2 - Loci of a Helix AND/OR Loci of a cam AND/OR Loci of a point(s)

a mechanism $\pm 20\%$

Loci of a helix

Try to cover principles of the helix in complex applications of:

- Augers
- Spiral chutes
- Only round coil springs
- Only square screw thread

• Single start only

• Right-handed or left-handed

• The direction must be emphasized

Loci of a cam

Try to cover the principles of the cam in complex applications in which the following must be shown:

- The camshaft and follower detail
- The complete displacement graph
- The complete cam profile

- The motion may be uniform and/or simple harmonic and/or uniform acceleration and retardation.
- The direction has to be emphasised.
- The follower may be placed at any angle, if it reciprocates on a centre line which passes through the centre of the camshaft.
- The follower may be wedge-shaped or a roller.

Loci of a point(s) of a mechanism

Try to cover the principles of the loci of a point(s) on schematic drawings of the moving components of mechanisms

• Maximum THREE points

TIP:

ALL necessary construction must be shown.

• Only irregular curves, e.g. the profile of the loci, may be drawn in neat freehand. However, inaccurate and/or untidy curves/profiles will be penalised.

- Hidden detail must only be shown if required.

QUESTION 3 - Isometric drawing $\pm 20\%$

Complex isometric drawings with isometric and non-isometric lines as well as auxiliary views, circles and sections

TIP

ALL necessary auxiliary views and construction, including for circles, must be shown

Hidden detail must only be shown if required.

QUESTION 4 - Mechanical assembly $\pm 45\%$

Total mark allocation **200**

Total NSC contribution **100**

Conclusion:

Ask your teacher for the content framework for EGD Grade 12. This will give you the detailed content. Paste it in your exercise book. Tick off every topic as it is taught in class, and write the relevant textbook page numbers next to the topic.

Dear Grade 12 Learner

The skills you are expected to master at this level are listening and speaking, reading and viewing, writing and presenting as well as language in context.

Resources required

You will need the following:

- A good language textbook
- Prescribed literature study books
- Exercise books for writing purposes
- A good English dictionary

Assessment

Formal assessment		
During the year	End of the year	
25%	75%	
SBA	Final exams	
25%	62.5%	12.5%
<ul style="list-style-type: none"> • 1 Test • 7 Tasks • 2 exams (mid-year & trial) 	Written exams P1 (2 hours)- Language in context P2 (2½ hours) – Literature P3 (2½ hours)- Writing	Oral assessment tasks- P4 <u>Listening</u> <u>Speaking</u> (prepared & unprepared)

Question 1: Comprehension (30 marks)

- Read through the passage to get an idea of what the story is about.
- Read through the Comprehension questions to have an idea of what they require.
- Read through the passage for the second time.
- Avoid using incomplete sentences to answer questions unless the question specifically asks you to do so.
- You can use part of the question to form part of your answer as in the following example:
Question: “Explain why the writer seems to dislike rap music.” **Answer:** “The writer seems to dislike rap music because...” **then use your own words.**
- Pay attention to the mark allocation for the number of points to be stated for each question.

Question 2- Summary (10 marks)

The approach to doing summary is as follows:

- Read the instructions carefully.
- Read the passage at least twice.
- Find the main idea or topic sentence in each paragraph.
- Rewrite each topic sentence in your own words.
- Remove all illustrative or extra descriptions.
- Arrange your draft into a neat coherent paragraph.
- Count the words you have used.
- Edit your summary.

Question 3- Advertisement (10 marks)

Ask the following questions whenever you look at an advertisement:

- Is this advertisement trying to sell a product or is it trying to make us aware about something and possibly change our behavior?
- What is the organisation, business or company and what is the product or service?
- Who is the advertisement aimed at?

When analyzing an advertisement, the following elements are important:

- Look at how the visual (pictures, colours, choice and size of font etc.) relate to the words.
- Look for emotive/persuasive words and aspects such as repetition, exaggeration and rhetorical questions that are aimed at drawing a strong response or reaction from viewers.
- Remember the AIDA principle (how does the advertisement attract **attention**, hold **interest**, arouse **desire**, and suggest an **action** in the viewer)

Question 4- Cartoons (10 marks)

- Cartoons are **humorous** drawings aimed at communicating messages that usually pertain to **current affairs**.
- To understand them, one has to **keep up to date** with what is happening in one's country and the world in general.
- There is need to understand the **context** of the cartoon before analysing it.

What to focus on in analyzing cartoons?

- The characters: Facial expressions and body language do communicate.
- Background and setting: Where and when the scene is taking place.
is the cartoon based on **fact or fiction**?
- Language and Punctuation:
Diction: does it make use of slang, jargon, and/or colloquialism?
- Objectives: Is the intention of the cartoon to educate, entertain, inform, etc.

Question 5- Language in context (10 marks)

In order to use language clearly and precisely, it is important to understand the following

Paper 2 - Literature

- Ensure that you have read the prescribed texts in full.
- Do not rely on study notes or film version.
- Study guides and online summaries can also help you understand and make sense of novels and plays but they should not replace the text.
- You will be required to answer both contextual and essay-type questions.
- You will study and be examined on the following genres: **poetry, novel and drama**.
- The question paper has **THREE** sections as follows:
 SECTION A: Poetry: (30 marks)
 SECTION B: Novel: (25 marks)
 SECTION C: Drama: (25 marks)
- Answer **FIVE** questions in all. **THREE** in SECTION A, **ONE** in SECTION B, and **ONE** in SECTION C as follows:

Section	Question	No of questions to answer
A: Poetry (prescribed poetry)	1-4	2 Questions
A: Poetry (unseen poem)	5	1 Question
B: Novel (Essay or contextual)	6-9	1 Question
C: Drama (Essay or contextual)	10-15	1 Question

Poetry

Master the following in poetry:

- Title and theme, meaning and message.
- Meanings of words in context.
- Identify and know the functions of common figures of speech used by poets and the effect created e.g. metaphors, similes, personification, alliteration, pun, onomatopoeia, irony.
- Poetic forms, e.g. sonnet, lyric.
- The effect of punctuation on meaning.
- Rhythm and rhyme.
- Mood and tone in relation to word choice.
- Imagery and sound devices.

Novel

You should master the structure of a novel in the correct sequence which is: exposition – rising action- climax-falling action- denouement. Also look at key elements of a novel: title, plot, structure, characters, action, setting, themes and narrative point of view.

Drama

You should master the structure of a novel in the correct sequence which is: exposition – rising action- climax-falling action- denouement.

- The same aspects related to study of a novel
- The roles of characters, e.g. protagonist and antagonist.

Paper 3 (Creative writing)

Writing – 100 marks

- **Essays:** narrative, descriptive, argumentative, discursive, and reflective.
- **Transactional texts:** **Category A:** Friendly letter/formal letter (request/application/business/complaint/sympathy/congratulations/thanks) formal/informal letter to the press. **Category B:** Curriculum Vitae and covering letter (asked as a combination)/obituary. **Category C:** Formal report/informal report/review/newspaper article/magazine article/agenda and minutes of meeting (asked as a combination). **Category D:** Formal speech/informal speech/dialogue/written interview.

NB: Candidates will be expected to answer TWO questions.

Tips for Success

1. Be positive.
2. Set study goals.
3. Make a study plan.
4. Establish a study routine.
5. Take regular study breaks.
6. Embrace new technology.
7. Write your own notes.
8. Use previous question papers for revision.
9. Collaborate with study partners.
10. Consult teachers.

Wishing you all of the best for 2020!

ENGLISH FAL

Dear Grade 12 Learner

The skills you are expected to master at this level are listening and speaking, reading and viewing, writing and presenting as well as language in context.

Resources required

You will need the following:

- A good language textbook
- Prescribed literature study books
- Exercise books for writing purposes
- A good English dictionary

Assessment

Formal assessment		
During the year	End of the year	
25%	75%	
SBA	Final exams	
25%	62.5%	12.5%
<ul style="list-style-type: none"> • 1 Test • 7 Tasks • 2 exams (mid-year & trial) 	Written exams P1 (2 hours)- Language in context P2 (2½ hours) – Literature P3 (2½ hours)- Writing	Oral assessment tasks- P4 <u>Listening</u> <u>Prepared speech</u> <u>Prepared reading aloud</u> <u>/unprepared speech</u> <u>/informal speaking in groups</u>

Question 1: Comprehension (30 marks)

- Read through the passage to get an idea of what the story is about.
- Read through the Comprehension questions to have an idea of what they require.
- Read through the passage for the second time.
- Avoid using incomplete sentences to answer questions unless the question specifically asks you to do so.
- You can use part of the question to form part of your answer as in the following example:
Question: “Explain why the writer seems to dislike rap music.” **Answer:** “The writer seems to dislike rap music because...” **then use your own words.**
- Pay attention to the mark allocation for the number of points to be stated for each question.

Question 2- Summary (10 marks)

The approach to doing summary is as follows:

- Read the instructions carefully.
- Read the passage at least twice.
- Find the main idea or topic sentence in each paragraph.
- Rewrite each topic sentence in your own words.
- Remove all illustrative or extra descriptions.
- Arrange your draft into clear points.
- Count the words you have used.
- Edit your summary.

Question 3- Advertisement (10 marks)

Ask the following questions whenever you look at an advertisement:

- Is this advertisement trying to sell a product or is it trying to make us aware about something and possibly change our behavior?
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When analyzing an advertisement, the following elements are important:

- Look at how the visual (pictures, colours, choice and size of font etc.) relate to the words.
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Question 4- Cartoons (10 marks)

- Cartoons are **humorous** drawings aimed at communicating messages that usually pertain to **current affairs**.
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What to focus on in analyzing cartoons?

- The characters: Facial expressions and body language do communicate.
- Background and setting: Where and when the scene is taking place.
is the cartoon based on **fact or fiction**?
- Language and Punctuation:
Diction: does it make use of slang, jargon, and/ or colloquialism?
- Objectives: Is the intention of the cartoon to educate, entertain, inform, etc.

Question 5- Language in context (14 marks)

In order to use language clearly and precisely, it is important to understand the following

Paper 2 - Literature

- Ensure that you have read the prescribed texts in full.
- Do not rely on study notes or film version.
- Study guides and online summaries can also help you understand and make sense of novels and plays but they should not replace the text.
- You will be required to answer both contextual and essay-type questions.
- You will study and be examined on the following genres: **poetry, novel, short stories** and **drama**.
- The question paper has **FOUR** sections as follows:
SECTION A: Novel: (35)
SECTION B: Drama: (35)
SECTION C: Short Stories: (35)
SECTION D: Poetry (35)
- Answer **TWO QUESTIONS** from **ANY TWO** Sections as follows:

Section	Q	No of questions to answer
A: Novel	1-2	1 Question
B: Drama	3-4	1 Question
C: Short Stories	5	1 Question
D: Poetry	6	1 Question

Poetry

Master the following in poetry:

- Title and theme, meaning and message.
- Meanings of words in context.
- Identify and know the functions of common figures of speech used by poets and the effect created e.g. metaphors, similes, personification, alliteration, pun, onomatopoeia, irony.
- Poetic forms, e.g. sonnet, lyric.
- The effect of punctuation on meaning.
- Rhythm and rhyme.
- Mood and tone in relation to word choice.
- Imagery and sound devices.

Drama

You should master the structure of a novel in the correct sequence which is: exposition – rising action- climax-falling action- denouement.

- The same aspects related to study of a novel
- The roles of characters, e.g. protagonist and antagonist.

Short Stories and Novel

You should be able to explain choice and effectiveness in short stories/novel of how elements support the message/theme. In addition to figures of speech and imagery, elements may include role of the narrator, structural elements e.g. plot, exposition, rising action, conflict, climax, falling action/anticlimax, denouement/resolution, and setting.

Paper 3 (Creative writing)

Writing – 100 marks

- **Essays**: narrative, descriptive, argumentative, discursive, and reflective.
- **Longer Transactional texts**: **Category A**: Friendly letter/formal letter (request /application /business /complaint/ sympathy/congratulations/thanks) formal/informal letter to the press. **Category B**: Curriculum Vitae and covering letter (asked as a combination)/obituary. **Category C**: Formal report/informal report/review/newspaper article/magazine article/agenda and minutes of meeting (asked as a combination). **Category D**: Formal speech/informal speech/dialogue/written interview.
- **Shorter Transactional texts**: **Category A**: Advertisement/invitation card/flyer/poster. **Category B**: Diary entry/Post card. **Category C**: Instructions/directions

Tips for Success

1. Be positive.
2. Set study goals.
3. Make a study plan.
4. Establish a study routine.
5. Take regular study breaks.
6. Embrace new technology.
7. Write your own notes.
8. Use previous question papers for revision.
9. Collaborate with study partners.
10. Consult teachers.

ELECTRICAL TECHNOLOGY

ELECTRONICS

DEAR GRADE 12 ELECTRONICS LEARNERS

INTRODUCTION

- Welcome to Grade 12 Electronics. We hope as an upcoming expert in one of the careers entrenched in the subject, you will find the Study Tips both motivating and rewarding.
- It is fulfilling to see each learner reaching his or her goals as determined by subject choice.
- Electronics is one of the most interesting subject to pursue at High School Level.
- In this subject; learners are expected to master the following Grade 12 key concepts:
 - Occupational Health Safety = 4%**
 - RLC =21%**
 - Semiconductor Devices=17%**
 - Switching Circuits = 29%**
 - Amplifiers = 29%**

RESOURCES REQUIRED FOR THE SUBJECT

The subject requires the following:

- Textbooks
- Consumables for practical and simulations
- Equipment and hand tools

ASSESSMENT REQUIREMENTS

- The subject comprises of the Theory part and the Practical part and the two elements complement each other
- The school – Based Assessment (SBA) consisting of all the formal tasks administered throughout Grade 12, will contribute **25%** to the final mark.
- PAT counts for another **25%** to the final mark

STRUCTURE OF THE PAPER

- The Final Exam Paper comprises 5 Questions with the following weighting:

QUESTIONS	MARKS
1. Occupational Health Safety	8
2. RLC	42
3. Semiconductor Devices	34
4. Switching Circuits	58
5. Amplifiers	58
Total	200

NB, a +/- 4 marks variation for the weighting of each question is permissible according to the policy guidelines.

STUDY HINTS

- In order to meet pass requirements, ALL learners MUST accomplish both SBA and PAT requirements as per policy requirements

- In any Assessment get used to reading and understanding the instructions.
- Make it a culture to start with questions that you understand better and NUMBER correctly
- All Grade 12 learners must have personal study timetables.
- Electronics has calculations involved, hence the need for frequent practice.
- Make it a habit to try and answer a past exam paper within the same time as the final paper or fast than that that.
- After every lesson with the teacher, every learner must have his/her own time to revise what has been taught and attempt certain questions.
- Whenever studying theoretical concepts, always read loudly, but quietly, this enhances focus and understanding.
- When you teach a fellow learner a concept, you do not lose out, instead the concept is reinforced in you.

CONCLUSION

With Electronics as a subject, you can pursue any career such as:

- Programming Engineer
- Computer Technician
- Mechatronics Technician among others.

- Do not allow yourself to be distracted from your studies;
- Total Commitment to Grade 12 work is key: - Live like a slave for a short period of time in order for you to live like a King / Queen for the rest of your life!

Best wishes and all the best for 2020!

DIGITAL SYSTEMS

DEAR GRADE 12 DIGITAL SYSTEMS LEARNERS

INTRODUCTION

- Welcome to Grade 12 Digital Systems specialization.
- We hope that as an upcoming expert in one of the careers entrenched in the subject, you will find the Study Tips both motivating and rewarding.
- It is quite fulfilling to see each learner reaching his or her goals as determined by subject choice.
- Digital Systems is one of the most interesting subject to pursue at High School Level

In this subject you are expected to master the following Grade 12 key concepts:

- Occupational Health safety = 4 %**
- Switching and Control Circuits =29%**
- Semi-Conductors = 9%**
- Digital and Sequential**
- Devices =29 %**
- Microcontrollers =29%**

RESOURCES REQUIRED FOR THE SUBJECT

The subject requires the following:

- Textbooks
- Consumables for practical and simulations
- Equipment and hand tools
- A workshop is an essential space for practical teaching of the subject

Assessment Requirements

- The subject comprise of the Theory part and the Practical part. The two elements complement each other
- The school – Based Assessment (SBA) consisting of all the formal tasks administered throughout Grade 12, will make up **25%** of the final mark.
- PAT, also forms another **25%** of the final mark and a **50%** Final Exam mark.

STRUCTURE OF THE PAPER

- The Final Exam Paper comprises of the following structure:

QUESTIONS	MARKS
1. Occupational Health Safety	8
2. Switching and Control Circuits	58
3. Semiconductors	18
4. Digital and Sequential Devices	58
5. Microcontrollers	58
Total	200

NB, a +/- 4 marks variation for the weighting of each question is permissible according to the policy guidelines.

STUDY HINTS

- In order to meet pass requirements, ALL learners MUST accomplish both SBA and PAT requirements as per policy requirements
- In any Assessment get used to reading and understanding the instructions.
- Make it a culture to start with questions that you understand better and NUMBER correctly
- All Grade 12 learners must have personal study timetables.
- Digital systems involve calculations, hence the need for frequent practice.
- Make it a habit to try and answer a past exam paper within its norm time or faster.
- After every lesson with the teacher, every learner must have his/her own time to revise what has been taught and attempt certain questions.
- Whenever studying theoretical concepts, always read loudly, but quietly, this enhances focus and understanding.
- When you teach a fellow learner a concept, you do not lose out, instead the concept is reinforced in you.

CONCLUSION

As a Digital Systems learner, you may pursue any of the careers that Digital Systems presents as:

- Digital engineering, manufacturing systems design, information technology programming and even the film industry through robotics and special effects in computer graphics, interfacing and PLC Programming Expert.

Total Commitment to Grade 12 work is key: Live like a slave for a short period of time in order for you to live like a King/Queen for the rest of your life.

POWER SYSTEMS

DEAR GRADE 12 POWER SYSTEMS LEARNERS

1. INTRODUCTION

- Welcome to Grade 12 Power Systems specialisation.
- We hope that as an upcoming expert in one of the careers entrenched in the subject, you will find the Study Tips both motivating and rewarding.
- It is quite fulfilling to see each learner reaching his or her goals as determined by subject choice.
- Power Systems is one of the most interesting subject to pursue at High School Level

2. KEY CONCEPTS

In this subject; learners are expected to master the following Grade 12 key concepts:

- Occupational Health Safety = 4%**
- RLC =21%**
- Three = Phase AC Generation=17%**
- Three – Phase Transformers = 13%**
- Three - Phase Motors and starters=17%**
- Programmable Logic Controllers (PLCs)=28%**

3. RESOURCES REQUIRED FOR THE SUBJECT

- The subject requires the following:
Textbooks
Consumables for practical and simulations
Equipment and hand tools

4. ASSESSMENT REQUIREMENTS

- The subject comprise of the Theory part and the Practical part and the two elements complement each other
- The school – Based Assessment (SBA) consisting of all the formal tasks administered throughout Grade 12, will make up 25% of the final mark.
- PAT, also forms another 25% of the final mark.

5. STRUCTURE OF THE PAPER

The Final Exam Paper comprise of the following structure:

QUESTION	MARKS
Occupational Health Safety	8
RLC	10
Three - Phase AC Generation	42
Three – Phase Transformers	26
Three – Phase Motors	34
Programmable Logic Controllers	56
Total	200

NB, a +/- 4 marks variation for the weighting of each question is permissible according to the policy guidelines.

6. STUDY HINTS

- In order to meet pass requirements, ALL learners MUST accomplish both SBA and PAT requirements as per policy requirements
- In any Assessment get used to reading and understanding the instructions.
- Make it a culture to start with questions that you understand better and NUMBER correctly
- All Grade 12 learners must have personal study timetables.

- Power systems has calculations involved, hence the need for frequent practice.
- Make it a habit to try and answer a past exam paper within the same time as the final paper or fast than that.
- After every lesson with the teacher, every learner must have his/her own time to revise what has been taught and attempt certain questions.
- Whenever studying theoretical concepts, always read loudly, but quietly, this enhances focus and understanding.
- When you teach a fellow learner a concept, you do not lose out, instead the concept is reinforced in you.

7. CONCLUSION

As Power Systems Learners you may pursue many careers e.g.

- PLC Programming Expert
- Electronics Programming Engineer
- Computer Technician
- Robotics Engineer
- Mechatronics Technician
- Installation Electrician

GEOGRAPHY

Dear Grade 12 Geography learner:

As Geographers you will ask the following questions:

- Where is it?
- What is it like?
- Why is it there?
- How did it happen?
- What impact does it have?
- How should it be managed for the mutual benefit of humanity and the natural environment?

On each of the following sections below candidates should be able to answer the above questions.

Integrate theory with map work where applicable (topographical and orthophoto maps).

Subject Requirements:

- Textbook
- Topographic map
- Orthophoto map of the same area
- non-programmable calculator
- protractor
- compass
- workbook
- pen & pencil
- ruler
- eraser.

Content Checklist:

Below is a checklist you should use to ensure that you have covered the Grade 12 content in full.

Climate and Weather

- Mid latitude Cyclones, Tropical Cyclones,
- Subtropical Anticyclones (High pressure cells) and the resultant weather over South Africa.
- Valley and Urban climates
- Interpretation of Synoptic Weather maps

Geomorphology

Drainage systems in South Africa

- Fluvial processes
- Catchment and river management

Rural settlements

- Definition/concept of settlements, site and situation.
- Rural settlement issues
- Social justice issues associated with rural settlements.

Urban settlements

- Definition and function
- Factors influencing the following: site, Situation and form
- Urban hierarchies,
- Urban structure and patterns
- Urban morphology, land use zones
- Urban issues and possible solutions
- Changing urban patterns and land use in SA.

Economic Geography of SA

- Structure of the economy
- Agriculture and mining (as Primary Economic activity).
- Industrial Regions – PE Uitenhage/Nelson Mandela Bay and PWV/Gauteng
- IDZ- Saldanha Bay
- SDI- Platinum and Richards Bay.
- Tertiary sector
- The importance and challenges of the
- Informal sector.

Map work and GIS

- Map work techniques
- Application of theory to topographical and Orthophoto maps
- Photographs used in map work
- Atlas work.
- Geographical Information Systems

Assessment

School-based assessment (SBA) according to the programme of assessment consist of the following:

- Data Handling Task = 75 Marks
- Controlled Test = 75 Marks
- Map work Task = 75 Marks
- Mid-year examination = 300 Marks
- Research/Essay Writing = 100 Marks
- Controlled Test 2 = 75 Marks
- Trial Examination = 300 Marks

The external examination consists of two question papers:

Paper 1: 1st session, 3 hours.

- This question paper consists two sections-A & B with four questions, the learner to choose ANY THREE.
- Section A will cover content on climate and weather (75) and Geomorphology (75).
- Section B will cover content on rural and urban settlements (75), South African Economic Geography (75).

Paper 2: 2nd session 11/2 hours.

This question paper consists of four questions that are compulsory and comprised of the following:

Question 1:

- Multiple choice (15 x 1 = 15)
- Question 2: Map calculations and techniques (20)
- Question 3: Application of theory / map and photo interpretation (25)
- Question 4: Geographical Information Systems (15)

Tips for Success

- ✓ While studying, make full use of pictures, diagrams, photographs, satellite images, statistics, diagrams, graphs and maps.
- ✓ Show ALL steps in your map work calculations.
- ✓ The ability to interpret maps and Diagrams will help you to understand and remember work and gain extra marks in written questions.
- ✓ Candidates should remember not to expect the same diagrams in the examinations as those in textbooks, although similar, diagrams might differ in the final examinations.
- ✓ Remember NEVER to list or bullet a paragraph question when you respond, write full sentences with geographical fact.

HISTORY

Dear Grade 12 History learner

As a History learner you have to familiarize yourself with the language of the subject. This will be possible through constant writing of informal assessments and revision of previous years' questions papers.

The skills taught in Languages with regards to paragraph and essay writing should be used also in History. Make sure that for each section taught, you identify and prepare a glossary of all key historical concepts in your notebook. Master source analysis skills. When given the sources, first read the contextualization of the source. It will give you important information regarding who, what, when and why the source was produced. Thereafter, read the source and underline the key words in the sources. Find out the viewpoint of the writer to establish the reliability and limitation of the sources. You may want to compare sources and also determine the usefulness of the source.

Try to develop your **paragraph writing skills** so that you get the maximum marks. Have a thorough knowledge of all the sources provided. Your answer should be to the point. Use short sentences when writing a paragraph. It must not be more than 15 lines in length. Do not copy directly from the source. Always use your own words. Use words such as 'According to Source 1 A'... OR acknowledge source/s at the end of the sentence

Essay writing is very crucial. Unpack the question by underlining the key words. Line of argument has to be taken in the introduction and the conclusion should link with the stance taken in the introduction. Write down as many reasons or pieces of evidence to develop your line of argument. Remember to take the following hints into account when writing your essay:

1. Make a **POINT** or take a line of argument
2. **EXPLAIN** your stance or line of argument.
3. Provide **EVIDENCE** to back up your line of argument.
4. Always remember to **LINK** your paragraphs so that your essay is logical and coherent. This is called the **PEEL** Method. In both paragraphs and essay questions, do not use headings and bulleted points.

Subject Requirements

- History textbook,
- Supplementary notes (including Telematics Learner material)
- NCS Previous year's question papers
- Study Guide
- Examination Guidelines

Content

The History examination at the end of the year consists of two papers. There are six questions in each paper, and you are required to answer three questions as

follows: One source-based question, one essay and the third question could either be a source-based question or an essay.

To ensure that you have the best chance of doing well, you will need to study at least four topics for each paper thoroughly.

Paper 1: Source-based questions

Question 1: The Cuban Missile Crisis

- The roles of the USA and USSR in Cuba.
- The Cuban Missile Crisis
- Containment and brinkmanship: Cuba as an example.
- Who was to blame for the Cold War in Cuba.

Question 2: Angola

- Colonialism and independence.
- Outbreak of the civil war in 1974 (MPLA and UNITA)
- Reasons for and nature of involvement in Angola (USSR, USA, Cuba, China, South Africa); impact on regional stability.
- Significance of the Battle of Cuito Cuanavale 1987 and 1988.

Question 3: The Black Power Movement

- Reasons for the Black Power Movement
- Formation of Black Panther Party
- Roles of Stokely Carmichael and Malcom X
- Short term and long -term gains

Paper 1: Essays

Question 4: China

- Establishment of Communist China in 1949 (Background)
- Great Leap Forward
- Cultural Revolution

Question 5: Comparative study: Congo and Tanzania

- Political, economic and social successes and challenges faced by Congo and Tanzania

Question 6: The US Civil Rights Movement

- Reasons and origins of Civil Rights Movements in the USA.
- Role, impact and influence of Martin Luther King Jr
- Forms of protest through civil disobedience: Montgomery bus boycott, sit-ins, marches including Lincoln Memorial, Birmingham Campaign, Selma-Montgomery marches
- School de-segregation
- Short-term and long-term gains

Paper 2: Source-based questions

Question 1: Black Consciousness Movement

- The nature and aims of BC
- The Role of Steve Biko
- Black Consciousness Movement
- The challenge posed by the ideas of BC to the state
- The 1976 Soweto uprising- relating to the influence of BCM on students.
- The legacy of BC on South African politics.

Question 2: The TRC

- Various forms of justice
- Reasons for the TRC hearings
- The debates concerning TRC
- Positive aspects of the TRC.
- Amnesty and reparations.
- Responses of political parties to the TRC and the final report of the TRC.

Question 3: Globalization

- What is globalization?
- South Africa's success in avoiding outright civil war and President Mandela's policy of reconciliation.
- Responses to globalization.

Paper 2: Essays**Question 4: International Response to Apartheid**

- Government attempts to reform apartheid
- International anti-apartheid movements
- Anti-Apartheid Movements in Britain and Ireland
- Activities of the Movements: sports boycott, cultural boycott, academic boycott, consumer boycott, disinvestments, sanctions, release Mandela campaign
- International Defence and Aid Fund
- Frontline States

Question 5: Road to democracy

- Beginning of negotiations 1990-1991
- Breakdown of negotiations
- Multi-party negotiations resumes
- Final road to democracy

Question 6: The impact of the collapse of communism on SA

- Gorbachev's reforms in the Soviet Union.
- The disintegration of the Soviet Union
- The collapse of the Soviet Union and its impact on South Africa.

You will have 3 hours for each paper.
Each question counts 50 marks.

Tips for Success

- Learn the content thoroughly, you cannot answer anything effectively if you do not
 - know the content.
- Plan and structure your essays. Take the line of argument in the introduction and support it with evidence.
- If you struggle with source-based questions, then it is advisable to answer two essays and one source-based question.
- Spend one hour per question
- Check marks allocated to questions i.e. 2x2 means write 2 facts at 2 marks each

Assessment

It is compulsory to that you write and submit all the formal assessment tasks. If you fail to submit all these, you will not be resulted.

In addition to the above tasks, it is recommended **that** informal tasks be done as they will assist you in preparing for the formal tasks throughout your academic year. A minimum of three classwork / homework weekly.

Final Examination

~ Two 3 hour papers out of 150 marks each.
~ Your final mark will be calculated as follows:

SBA: 100 marks (25%) +

Final exam: 300 marks (75%)

Throughout the year you have to complete the 07 School Based Assessment tasks as shown below:

Term	Formal Task	Marks	Weighting
1	Source -Based and / Essay	50	5%
	Standardised Test	100	10 %
2	Research	100	20%
	Source -Based and / Essay	50	5%
	June Examinations {Paper 1} {Paper 2}	200 {100} {100}	20%
3	Standardised Test	100	10%
	Trial Examinations {Paper 1} {Paper 2}	300 {150} {150}	30%
TOTAL			100%

WISHING YOU ALL THE BEST IN 2020

INFORMATION TECHNOLOGY

Dear Grade 12 IT Learner

What you have learnt over the past three years in IT will give you the edge in this information driven age we currently live in. You have 50% of the total for this subject in your hands before you enter the exam room in October. Yes, you can pass before entering that room, 60% in SBA and 60% for the PAT will ensure this – thus aim higher! The question then is “How well do you want to pass?”

Subject Requirements

- Computer
- Programming software (Embarcadero Delphi 2010 or compatible software) and office software
- Textbook

Content Checklist

Below is a checklist you should use to ensure that you have covered the Grade 12 content in full.

Practical**Section A (Basic programming skills)**

- Swap values • Determine/Calculate the highest, lowest, average, mean, percentage increase/ decrease, etc. of a number of values • Basic calculations, such as calculating area, volume, VAT, discount • Determine whether a number is even or odd, prime, composite, etc. • Determine whether a number is a factor/multiple of another number • Isolate digits in an integer number • Lowest common multiple (LCM), greatest common divisor (GCD) • Determine age based on a given date • Explore algorithms for general string manipulation, e.g. use an ID number to determine age and gender, count vowels, identify palindromes • Basic input, processing and validation techniques, e.g. test for division by zero, test for entries outside allowed boundaries, test for no input

Section B (Database manipulation and OOP)

- Perform CRUD operations and SQL statements (create/add, read, update, delete) records
- Deletion of records in a relational database will only be required to perform on one table (the 'many' table in a one-to-many relationship – the table that contains the foreign key).
- Manipulate data retrieved from the database, e.g. calculate VAT on prices stored in the database and create a report with VAT inclusive prices. Text manipulation, e.g. creating passwords from fields, such as name, surname, ID.
- Solve problems using data retrieved from the database that could include algorithms as listed in the IT CAPS document
- Do queries on the database/extract records meeting specific condition(s)
- Classes and objects
- Parameterised and non-parameterised constructors
- Private and public attributes and methods
- to string method
- Accessor, mutator and auxiliary methods.

Section C (General problem solving)

- Apply any of the basic algorithms listed as part of basic programming skills (SECTION A).
 - Search with/without a flag.
 - Sort alphabetically and numerically.
- Determine highest/lowest/average/total in a 1D/2D array.
- Remove/Add elements from/to a 1D/2D array/lists or database table.
- Edit/Update elements in a 1D/2D array/lists or database table.
- Display all/selected information.
- Validate input/defensive programming techniques to prevent incorrect user input.
- Use text file as a means of input and/or output.
- Do character handling.
- Use parameter passing between procedures/ functions/ methods.
- Use custom/any required algorithms to solve the problem.
- Make use of multiple forms/frames (Tab sheets are not regarded as Forms).
- Create dynamic GUI components.

Theory

Systems Technologies:

- Hardware and software Factors affecting overall performance of computer system,
- How the CPU functions in terms of the machine cycle.
- The motherboard and its components and in particular how data flows between these components. The concept of modular design in terms of expansion cards and memory modules must be understood.
- Different types of memory and how memory is managed.
- Terms such as virtual memory, thrashing, buffering, spooling and caching.
- The processing techniques multi-tasking, multi-threading and multi-processing are important.

Communications Technologies and Network Technologies:

- types of network, structure, security and communication between components in terms of switching techniques and protocols.
- Know the different forms of electronic communication and their implications.
- How to protect information: techniques such as encryption, passwords, user access rights and privileges, digital signatures and certificates, security protocols such as SSL.

Human Computer Interaction and Social Issues:

- Social and ethical issues Effects of the use of computers
- Ethical issues relating to the use of computer, intellectual property rights, availability of information, information overload, capabilities and limitations of ICTs, computers providing solutions to issues of national and international importance, consequences of search engines and how ICTs impact on careers.

Data and Information Management:

- Program design and software development Important topics in this section would be the normalization of databases
- Design of classes and its presentation in the form of class diagrams
- Appropriate assigning of data types
- Providing an algorithmic solution to a problem
- Testing and tracing an algorithm
- Database manipulation using SQL-statements

Assessment

o Every learner must produce a Practical Assessment Task (PAT, where you will apply all your skills and knowledge of the applications to solve a problem. The PAT counts 25% towards your final mark. The other 75% is made up of the end-of-year exams (50%) and your school-based assessment tasks (25%).

The school-based assessment tasks (SBA) consist of the following:

o First Term Tests: Theory (50 marks) Practical (50 marks)

o Second Term: Test (50 marks) Midyear Exam: Practical (150 marks) Theory (150 marks)

o Third Term: Test (50 marks) Trial Exam: Practical (150 marks) Theory (150 marks)

The school based assessment tasks and PATs prepare you for your final examinations. Make sure that you have handed in all your tasks. This will already give you a good chance of passing and doing well.

Remember if you do not hand in all of the PAT or SBA tasks you will receive a '999' which means incomplete. You will not matriculate with your friends and your name will not appear in the newspaper

PRACTICAL EXAM (Paper 1) 150 marks.

The questions in the practical question paper are answered on the computer using Delphi:

- Question 1: General Programming
- Question 2: Database Manipulation
- Question 3: Object Oriented Programming
- Question 4: Solution Development

If your programs don't compile or run correctly, marks will be awarded for correct code, even if you have placed parts in comments (//).

THEORY EXAM (Paper 2)

The content is subdivided in the following sections

- Question 1: Multiple questions and Definitions
- Question 2: Systems Technologies
- Question 3: Communication Technologies and Network Technologies

- Question 4: Data and Information Management
- Question 5: Solution Development
- Question 6: Integrated Scenario
- Human Computer Interaction and Social Implications:
These topics could be integrated as part of the other sections and will not be a separate section in the question paper.

The question paper may also assess newer concepts in technology, not specifically mentioned in the CAPS document. This will not exceed 10% of the question paper.

It is therefore important that candidates consult the DBE website regularly to be informed of new technologies that might be tested in the coming examination in a particular year.

Tips: IT PRACTICAL EXAMS: DO's and DON'Ts for CANDIDATES

Before Exams

- ✓ Report promptly
- ✓ Pay attention to the teacher during the log-on process
- ✓ Rename your folder to your exam number
- ✓ Hand your access card to the invigilator
- ✓ Read your question paper carefully
- ✓ Check whether you have all the required files in your folder

During Exams

- ✓ Read your questions carefully
- ✓ Enter your exam number as the header to all your answers Call the invigilator when you need help
- ✓ Make use of the help functions on the computer
- ✓ Save your work frequently
- ✓ Save your work in your exam folder only
- ✓ After Exams Don't log-off or Shut Down
- ✓ Check if all your files are saved in your exam folder
- ✓ Check if your files open, that there are no short cuts or no missing files Complete your Information Sheet
- ✓ Wait quietly whilst the teacher checks your files
- ✓ Dismiss in orderly fashion when told to do so

If you are writing the SECOND SESSION

- ✓ Report an hour BEFORE THE END of the first session
- ✓ NO cell phones or other communication tools are allowed in the room while you wait in a secure place
- ✓ NO late comers will be allowed to write after the second session starts
- ✓ In case of a POWER FAILURE Stay sitting at your workstation. You are not allowed to communicate.
- ✓ Wait for instructions from the invigilator.

HOSPITALITY STUDIES

Dear Grade 12 Hospitality Studies learner:

Introduction

Hospitality Studies is the study of interrelated themes in the hospitality industry such as hygiene, food production, food and beverage service and customer service. You will study how to produce and present a range of different meals, prepare venues and set tables for different types of functions, and perform the correct service and clearing techniques in respect of food and beverages.

1. Subject requirements

You will need the following:

- **Chefs Uniform:**
 - White chef's jacket, white apron
 - Navy blue/black checkered pants
 - White chef's hat
 - School shoes and socks
 - Name badge

- **Waiters Uniform:**
 - Black skirt (Girls) Black pants (Boys)
 - Black waist coat
 - Black bow tie
 - School shoes and socks / black stocking for girls
 - Name badge
- Recipe book
- A set of measuring spoons and measuring cups
- Food magazines
- Prescribed Text books (Focus and Master)
- Calculator
- Past examination question papers

2. Content checklist

Below is a checklist you should use to ensure that you have covered the Grade 12 content in full.

1. Hospitality sectors and careers
2. Kitchen and restaurant operations
3. Nutrition, menu planning and costing
4. Food commodities
5. Food and beverage service
6. Hygiene, safety and security

3. Assessment

(a) Formal assessment tasks

The following is a summary of all formal assessment tasks that should be completed by the end of September:

(b) Format of the question paper:

SEC.	QUESTION	CONTENT GRADE 12	MARKS
A	1	Short questions (all topics Multiple Choice Matching One word/term Selection/Identification Total	10 10 10 10 40
B	2	Kitchen and restaurant operations Hygiene, safety and security	20
C	3,4	Nutrition and menu planning Food commodities	80 (2X40)
D	5,6	Sectors and Careers Food and Beverage Service	60 (2X30)
TOTAL			20

(c) Cognitive levels used in the question paper:

Lower Order: Requires you to remember something previously learned. You will be expected to define and describe basic facts and explain particular terminology. You will also be expected to identify answers from text or case studies.

Middle Order: You will be expected to distinguish between aspects, and to compare and explain concepts. You will also be expected to interpret and apply knowledge and draw information from a given text.

Higher Order: This is the assessment of critical, logical and reflective thinking. These questions will require you to engage with unrehearsed or unfamiliar texts.

4. Tips for Success

Theory

- Ask your teacher for the Annual teaching plan (ATP) for grade 12. This will give you a detailed content list. Paste it in your exercise book.
- Tick off every topic as it is taught in class, and write the relevant textbook page numbers next to the topic.
- Have a terminology booklet where you write down all important terms for each topic and define them. Knowing and understanding the terminology will assist you especially when there are layered questions in the question paper.
- Make sure that you are able to do the calculations on costing.
- Write your answers in full sentences.
- Use the mark allocated for each question to guide you the formulation of your response.
- Understand how to interpret the action verbs used in each question.

Practical

- Attend all practicals, remember to do your best and produce quality products. Remember to complete the written work for the practical lessons and hand it in on time.
- Make sure you have the correct uniform for the restaurant and kitchen functions. It should also be clean and neat.



TERM 1		TERM 2		TERM 3		Certification Mark
Test	50%	Test	25%	Trial Exams	75%	Term 1+2+3=300/3=100
Project	25%	Mid-Year Exam	50%	Test	25%	PAT 1+2=200/2=100
Practical tasks	25%	Practical tasks	25%			Final Examination= 200
TOTAL	100		100		100	400/4=100

LIFE ORIENTATION

Dear Grade 2 Life Orientation learner

Life Orientation is one of the compulsory subjects in the NCS. It guides and prepare you for life, for life's responsibilities and all of life's challenges. You should exit the schooling system with skills that have prepared you to be a responsible adult with good decision-making skills; a responsible citizen who can contribute to the economy of the country, and your knowledge of health and exercise should prevent lifestyle illnesses. The subject also intends to equip learners with skills to make informed career choices.

1. SUBJECT REQUIREMENTS

- Textbooks
- Study tips booklets

2. Content Checklist

Please note that the CAPS Life Orientation content comprises 6 topics as follows:

Development of self in society

- Life skills to adapt to change
- Stress management
- Conflict resolution
- Human factors that cause ill-health
- Action plan for lifelong participation in physical activity

Social and environmental responsibility

- Environments and services which promote safe and healthy living
- Responsibilities of various levels of government
- A personal mission statement

Democracy and Human Rights

- Responsible citizenship
- The role of media in a democratic society
- Ideologies, beliefs and worldviews on construction of recreation and physical activity

Careers and career choices

- Commitment to a decision taken: locate appropriate work or study opportunities in various sources
- Admission requirements for degree/diploma or higher certificate for the intended field of study
- Identification of institutions that offer finance for the intended course(s)
- Reasons for and impact of unemployment and innovative solutions to counteract unemployment
- Identification of possible employment opportunities
- Letters of application and responses for employment/study/bursary
- Core elements of a job contract
- Refinement of portfolio of plans for life after school

Study Skills

- Reflection on own study and examination writing skills
- Strategies to follow in order to succeed in Grade 12

Physical Education

- Achievement of own personal fitness and health goals
- Long-term engagement in traditional and / or non-traditional sport or playground or community and /or indigenous games or relaxation and recreational activities
- Safety issues

3. Assessment

Please note the weighting of the 5 tasks as follows:

TERM	TASKS	MARKS
1	Written task	80
	Physical Education Task (PET)	20
2	Project	80
	Mid-year examination	80
	Physical Education Task (PET)	40
3	Common Assessment Task	80
	Physical Education Task (PET)	20

Please note:

- The Common Assessment Task (CAT) is a final examination paper set by the Department of Basic Education for all the Life Orientation Grade 12 learners in South Africa. This is written in September as the final task for the year. The structure of the examination paper is similar to the Mid-year examination.
- Physical Education Task is done throughout the terms.

4. Tips for success

- Develop a study plan
- Choose a study method that suits you best e.g. note-taking, mind-mapping
- Develop your own glossary of terms
- Revise previous years' examination papers
- Read instructions in each question carefully before attempting to answer.
- Read case studies or scenarios *very* carefully, and apply your knowledge instead of reproducing them
- Practice essay writing

LIFE SCIENCES

Dear Grade 12 Life Sciences learner

A love and aptitude for sciences, a curious and meticulous nature, an analytic, critical and enquiring mind, enthusiasm for solving problems, endurance, are some of the important attributes which are needed to make a success of Life Sciences.

Subject Requirements

- ❖ Textbook
- ❖ Pen
- ❖ Pencil for drawings
- ❖ Ruler, protractor and a compass
- ❖ Non-programmable calculator

Content Checklist

Below is a checklist you should use to ensure that you have covered the content of Life Sciences in full.

Paper 1

TOPIC	MARKS
Meiosis	11
Vertebrate reproduction	6
Human reproduction	31
Responding to the environment (humans) - human nervous system including the human eye and human ear	40
Human endocrine system	15
Homeostasis in humans – negative feedback, temperature regulation	11
Responding to the environment (plants)	11
Human impact on the environment from Grade 11 – atmosphere and climate change, water availability, water quality, food security, loss of biodiversity, solid waste disposal	25
TOTAL	150

Paper 2

TOPIC	MARKS
DNA Code of Life <ul style="list-style-type: none"> Location, structure, functions of DNA and RNA DNA replication DNA profiling Protein synthesis 	27
Meiosis	12
Genetics <ul style="list-style-type: none"> Concepts in genetic inheritance – genes, alleles, chromatids, chromosomes, phenotype, genotype, dominant alleles, recessive alleles, Mendel's law of dominance, Mendel's principle of segregation, Mendel's principle of independent assortment, homozygous, heterozygous, monohybrid crosses, dihybrid crosses Genetic crosses and pedigree diagrams Mutations Genetic engineering Paternity testing Genetic links/ancestry 	45
Evolution <ul style="list-style-type: none"> Evidence for evolution Variation Theories (Charles Darwin, Lamarck, Punctuated equilibrium) Artificial selection Speciation Mechanisms of reproductive isolation Evolution in present times Human evolution Out of Africa Hypothesis 	66
TOTAL	150

Assessment

During the year you will complete different formal assessment tasks. All assessment tasks are extremely important and you need to complete them to the best of your ability to ensure a good year mark.

- Formal assessment tasks 25% (**100 marks**)
- Final external examination 75% (**300 marks**)

The following formal assessment tasks are compulsory:

- **Term 1:** Practical task and formal test
- **Term 2:** Formal test, practical task and mid-year examination
- **Term 3:** Practical task, formal test, assignment and trial examination
- **Term 4:** Final external examination

FORMAT OF PAPERS

Section	Type of Questions	Marks
A	Short answers, objective questions such as multiple-choice questions, terminology, matching	50
B	A variety of questions types: 2 questions of 40 marks each, divided into 3–4 subsections	2 x 40 = 80
C	A mini-essay	20

Tips for Success

- Ask your teacher for the examination guidelines for Grade 12. Paste it in your exercise book. Tick off every topic as it is taught in class, and write the relevant textbook page number next to the topic.
- Use previous and exemplar questions throughout the year to assess your understanding of the concepts/ processes and your ability to apply the acquired knowledge in new situations

Mastering questions based on recalling

Use Mind the gap to label diagrams, state the functions of labelled parts and know the consequence if a certain part is damaged.

Study processes in their correct sequence (e.g. Accommodation, DNA replication) Always use diagrams to try to understand processes like protein synthesis.

Questions based on table and graphs

Understand the terminology associated with each topic. Be able to explain it in simple words.

Practice questions involving analysis of data in a table. Be able to observe trends shown in the data as well as conclusions that can be reached based on the data.

Also practice questions based on drawing of the different graphs. Use marking guidelines for graphs marking to ensure that you meet all the criteria that is considered when marks are awarded for the different graphs. The correct instruments must be used.

Answering essay questions

For each topic studied identify possible essay questions. read the essay question thoroughly and determine the topics that are being covered. Plan your essay first – draw a

mind map of key words on a rough piece of paper (**Do NOT draw a mind map on the answer script in the essay!**)

Write your essay in a logical and organised manner and avoid including irrelevant information in order to score maximum marks for synthesis.

Body of the essay: Hints and tips:

- Don't repeat facts
- Get to the point
- Write in short, full sentences not in bullet points.
- Put your statements in context
- The maximum marks obtained for the content in the essay = 17marks
- Synthesis = 3 marks

Answering scientific investigation questions

Take previous year question papers and revise questions that are based on scientific investigation, so that you can get marks because the questions are normally on the same aspects such as:

- Stating the investigative question based on the aim,
- Identifying independent and dependent variables, how a certain variable was measured,
- Steps involved in carrying out the investigation steps to be considered during planning, precautions that must be taken,
- Factors that must remain constant,
- How reliability should be ensured.

MATHEMATICS

Dear Grade 12 Mathematics learner

Your final school exam result in Mathematics is extremely important. Good result in mathematics will surely open doors for you that will influence the quality of your future life. So, practice Mathematics regularly, not only before tests and exams.

Always tell yourself that "I Can Do Maths!".

1. REQUIRED RESOURCES

- A Mathematics textbook
- Workbooks/ Revision Material
- Past Examination Question Papers
- A scientific calculator, etc.

2. CONTENT CHECKLIST

Below is a checklist you should use to ensure that you have covered the content for Grade 12 Mathematics in full:

Paper 1

Equations and inequalities

- Quadratic equations and inequalities
- Simultaneous equations
- Exponents and Surds
- Nature of Roots

Number patterns and sequences

- General patterns (linear and quadratic)
- Sigma notation
- Arithmetic and geometric sequences and series (formulae for n-th term & Sum)
- Sum to infinity; Convergence

Functions and graphs

- Linear, parabola; hyperbola;
- exponential and logarithmic;
- and their transformations
- Inverse functions

Financial mathematics

- Simple and compound interest
- Logarithms in the context
- Present value and future value
- annuities (investments, sinking funds, loans and bond repayments)
- Nominal and effective interest rates
- Depreciation (reducing balance and straight line)

Differential Calculus

- Limits and average gradient
- First principles and differentiation rules
- Gradient at a point and tangents to curves
- Polynomials (Remainder and Factor theorems)
- Cubic functions
- Applications (maxima and minima; rate of change)

Probability

- Probability rules (identity, mutually exclusive events, independent events and complementary events).
- Venn-diagram, Tree diagram, Contingency table
- Counting principles

Paper 2

Data handling

- Measures of central tendency and dispersion (mean, mode, median, range, IQR, standard deviation, variance, etc.) – for both grouped and ungrouped data.
- Five number summary and box and whisker Plots
- Cumulative Frequency & Ogive
- Scatter plots
- Regression and correlation

Analytical Geometry

- Distance, midpoint, gradient, parallel and perpendicular lines
- Equation of a line, Co-linear points
- Angle of inclination
- Equation of a circle (centre at the origin or at any other point)
- Equation of a tangent to a circle
- properties of geometric figures (triangles, quadrilaterals, etc.)

Trigonometry

- Trigonometric definitions, Special angles, Reduction formulae
- Compound and double angle formulae
- Identities and equations (general solution as well)
- Solution of triangles and problems in 2D and 3D (sine-, cosine-, area rules)
- Trigonometric Functions and transformations

Euclidean geometry

- Solving riders using properties of parallel lines, triangles and quadrilaterals
- Circle geometry – prove theorems and apply with converses.
- Ratio and proportion - prove theorems and apply with converses.
- Similarity – Prove and apply
- Pythagoras Theorem – apply.

3. ASSESSMENT

Your final mark will be compiled as follows:

SBA: 25% (100 marks) +

Final exam: 75% (300 marks) = 400 marks

School-based Assessment

- **Term 1:** Investigation/Project; Assignment; Test
- **Term 2:** Test; Midyear examination
- **Term 3:** Test; Trial examination

Final Examination

Two; 3 hour papers out of 150 marks each.

4. TIPS FOR SUCCESS:

Ensure that you are fully acquainted with your calculator. It will save you time in the examination. For instance, in calculating the standard deviation.

Attend school every day and any extra tuition offered to you.

Do Class and Homework every day.

Practice, Practice, Practice!
‘YES YOU CAN!’

MATHEMATICAL LITERACY

Dear Mathematical Literacy Grade 12 learner.

Mathematical Literacy is a subject that will help you “to identify and understand the role that Maths play in the world, to make well-founded judgements and to use and engage with Maths in ways that meet the needs of your life as a constructive, concerned and reflective citizen” (OECD,1999).

Below are the main concepts and content that you need to study and practice:

1. REQUIRED RESOURCES

- A good textbook, workbooks & glossary of words. Study Guides
- A calculator, ruler and pencil.
- A collection of examination question papers and memos from previous years.

2. CONTENT CHECKLIST

Use this checklist to ensure that you have covered the content in full:

Measurement & Measurement units 1

- Convert units of measurement: between different systems (use conversion tables) and between different scales.
- Estimate, measure and calculate: length and distance, perimeter of polygons and circles, time

Measurement & Measurement units 2

- Estimate, measure & calculate: area of polygons; volume of right prisms and right circular cylinders; surface area of right prisms; surface area of right circular cylinders.
- Adjust solutions for measurement and rounding-off errors.
- ~ Scale drawings of plans: calculate values according to scale; build and interpret models.
- Maps and grids
- Find the following on a map drawn to scale:
 - Location, relative position. Compass direction
 - Real ground distance between any two consecutive points using a given scale.
 - Latitude and longitude in global positioning systems.

Dealing with relationships: formulae, tables and graphs

- Write formulae for relationships given on a table or in words.
- Represent relationships on a table using the given formula.
- Represent relationships given on tables or formulae graphically

Dealing with graphs, tables and formulae

- Find output values for the given input values (from a table/formula/graph) and vice versa.
- Predict future output values for given input values (using a table/formula/graph) and vice versa.
- Identify trends from tables/graphs.
- Compare trends from two or more graphs/ tables.

Design & planning problems

- General problem solving.

Data Handling

- Data collection methods (interviews, questionnaires. etc.)
- Populations and samples
- Summarising data (measures of central tendency and spread)
 - Mean, median, mode, range, quartiles, percentiles (**interpretation**)
- Data organisation and display
- Tables, tallies, pie charts, single and compound bar graphs, histograms, line and broken - line graphs
- Use and misuse of statistics
- Sample representatively and bias.
- Misleading graphs.

Probability

- Meaning of probability, probability scale.
- Ways of expressing probability. Simple contingency tables.
- Tree diagrams.

Financial literacy

- **Personal and business finance:** budgets;
- income and expenditure;
- profit and loss.

Effects of:

- taxation,
- inflation,
- changing interest rates,
- currency fluctuations.

Interpret calculated answers in terms of contexts used.

3. ASSESSMENT

Throughout the year you have to complete the following school-based assessment tasks:

Term 1	Investigation Assignment Test	
Term 2	Assignment Examination	June examination 2 papers: Paper 1 (100marks) Paper 2 (100 marks)
Term 3	Test Prelim Prelim.	September Examination: 2 papers Paper 1 (150 marks) Paper2 (150 marks)

4. TIPS FOR SUCCESS

- Ask your teacher for the content framework for Grade 12. This will give you the detailed content.
- Paste it in your exercise book.
- Tick off every topic as it is taught in class, and write the relevant textbook page number next to the topic.

Work through past examination papers

Examination papers and suggested answers of previous years are available on:

www.eccurriculum.co.za

Attend school every day and any extra tuition offered to you.

**Do Class and Homework every day.
Practice, Practice, Practice!
'YES YOU CAN!'**

MARITIME ECONOMICS

Dear Grade, 12 Maritime Economics Learners

INTRODUCTION

Maritime Economics is designed for learners to proceed into the maritime industry ashore, and deals with topics such as Maritime Geography, Port Studies, Maritime Trade Patterns, the structure of local shipping industry, various aspects of shipping operation and chartering, the bunker trade, ships agency procedures, Ship-broking, cargo clearing and marine ecology.

SUBJECT REQUIREMENTS

Make sure that you have a notebook, exercise books, calculator, ruler, eraser, pen and pencil.

STRUCTURE OF THE PAPER(S) FOR THE FINAL NSC EXAMS

QUESTIONS	MARKS
1. Multiple-Choice Questions	60
2. Maritime world	50
3. Shipping operations	100
4. International trade	70
5. Maritime and environmental challenges	20
Total	300

ASSESSMENT

- **SBA:** School-Based Assessment constitutes 25 % of the final examination mark while the final examination is 75 %.
- **Write and pass all 6 SBA tasks.** If you have not completed SBA you will not be resulted at the end of the year whether you are promoted or progressed.
- **Examination paper:** Consist of ONE paper of 300 Marks written in 3 hours

Throughout the year you have to complete the following school-based assessment tasks:

Term 1	Term 2	Term 3	Term 4
Tasks 1: Test 50 marks	Tasks 3: Research project 50 marks	Task 5: Test 2 50 marks	External Exam (Theory paper) 300 marks
Task 2: Assignment 50 marks	Task 4: Midyear exam 300 marks	Task 6: Trial Exam 300 marks	800 / 8 =100 marks

STUDY TIPS AND HINTS SPECIFIC TO THE SUBJECT

- Develop a study plan
- Choose a study method that suits you best e.g. note-taking, mind-mapping
- Develop your own glossary of terms
- Revise previous years' examination papers
- Read instructions in each question carefully before attempting to answer the questions

CONCLUSION

- It will at your advantage that you to tackle your studies with the great enthusiasm as soon as the year starts. Remember, success can only be achieved through effort and perseverance. Pivotal to the exams that you will be writing in 2020 is your physical and psychologically preparedness.
- All the best wishes with your studies!

MECHANICAL TECHNOLOGY

AUTOMOTIVE

DEAR GRADE 12 AUTOMOTIVE LEARNERS

INTRODUCTION

- Welcome to Grade 12 Automotive specialization. We hope as an upcoming expert in one of the careers entrenched in the subject, you will find the Study Tips both motivating and rewarding.
- It is quite fulfilling to see each learner reaching his or her goals as determined by subject choice.
- Automotive is one of the most interesting subject to pursue at High School and post High School Level

KEY CONTENT

In this subject; learners are expected to master the following Grade 12 key concepts:

- Multiple choice, generic 3% and Specific 7%
- Safety = 5%
- Tools & equipment = 6%
- Materials = 6.5%
- Terminology = 15%
- Joining Methods = 12.5%
- Forces = 15%
- Maintenance = 7.5%
- Systems and Control = 12.5%
- Engines, Pumps & Turbines = 10%

RESOURCES REQUIRED FOR THE SUBJECT

- The subject requires the following:
Textbooks
Consumables for practical and simulations
Equipment and hand tools

ASSESSMENT REQUIREMENTS

- The subject comprise of the Theory part and the Practical part and the two elements complement each other
- The school – Based Assessment (SBA) consisting of all the formal tasks administered throughout Grade 12, will make up 25% of the final mark and PAT also forms another 25% of the final mark

STRUCTURE OF THE PAPER

- The paper consists of 10 questions
- The Final Exam Paper comprise of the following structure:

QUESTION	MARKS
1. Multiple – choice questions	20
2. Safety	10
3. Tools & equipment	12
4. Materials	13
5. Terminology (manufacturing process)	30
6. Joining Methods	25
7. Forces	30
8. Maintenance	15
9. Systems & Control (Automotive)	25
10. Engines, pumps and turbines	20
Total	200

NB, a +/- 4 marks variation for the weighting of each question is permissible according to the policy guidelines.

STUDY HINTS

- In order to meet pass requirements, ALL learners MUST accomplish both SBA and PAT requirements as per policy requirements
- In any Assessment get used to reading and understanding the instructions.
- Make it a culture to start with questions that you understand better and NUMBER correctly
- All Grade 12 learners must have personal study timetables.
- Power systems has calculations involved, hence the need for frequent practice.
- Make it a habit to try and answer a past exam paper within the same time as the final paper or fast than that that.
- After every lesson with the teacher, every learner must have his/her own time to revise what has been taught and attempt certain questions.
- Whenever studying theoretical concepts, always read loudly, but quietly, this enhances focus and understanding.
- When you teach a fellow learner a concept, you do not lose out, instead the concept is reinforced in you.
- Master the structure of the question paper to better prepare for the examination

CONCLUSION

As AN Automotive specialisation learner, you can aspire to take on any of the careers that Automotive presents e.g.:

A teacher, Diesel/ Petrol Mechanic, Auto-Electrician, Suspension Builder, Technician Specialized engine tuner and diagnostic analyst among others,

**COMMIT YOURSELF TO THE WORK,
AND YOU WILL SUCCEED.**

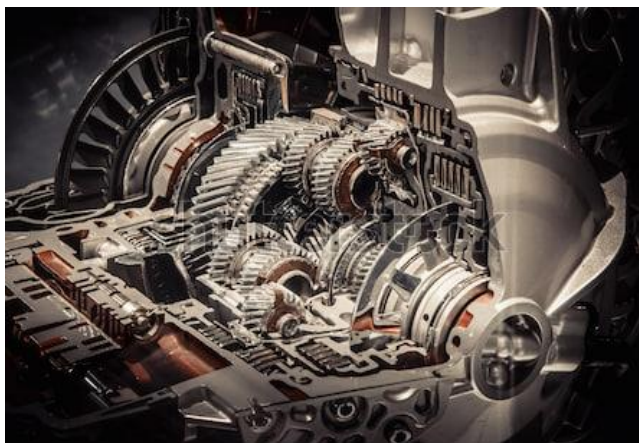


Fig. 1.: An Automatic Transmission

FITTING AND MACHINING

Dear Grade 12 Fitting and Machining Learners

INTRODUCTION

- Welcome to Grade 12 Fitting & Machining.
- We hope that as an upcoming expert in one of the careers entrenched in the subject, you will find the Study Tips both motivating and rewarding.
- It is fulfilling to see each learner reaching his or her goals as determined by subject choice.

KEY CONCEPTS

In this subject, learners are expected to master the following Grade 12 key concepts:

- **Occupational Health Safety**
- **Tools & Equipment**
- **Materials.**
- **Terminology**
- **Joining Methods**
- **Forces**
- **Maintenance**
- **Systems & Control (Fitting & Machining)**
- **Engines, pumps and turbines (Fitting & Machining)**

RESOURCES REQUIRED FOR THE SUBJECT

- The subject requires the following:
Textbooks
Consumables for practical and simulations
Equipment and hand tools

ASSESSMENT REQUIREMENTS

- The subject comprises of the Theory part and the Practical part and the two elements complement each other

- The school – Based Assessment (SBA) consisting of all the formal tasks administered throughout Grade 12, will make up **25%** of the final mark. PAT, also forms another **25%** of the final mark
- You are advised to work hard in order to score good marks, so that by the time of the Final Examination that comprise **50%** you are in a better position.

STRUCTURE OF THE PAPER

The Final Exam Paper comprises of the following structure:

QUESTION	MARKS
1. Multiple - choice	20
2. Occupational Health Safety	10
3. Tools & Equipment	12
4. Materials	13
5. Terminology (Manufacturing Processes)	30
6. Joining Methods	25
7. Forces	30
8. Maintenance	15
9. Systems & Control (Fitting & Machining)	25
10. Engines, pumps and turbines (Fitting & Machining)	20
Total	200

NB, a +/- 4 marks variation for the weighting of each question is permissible according to the policy guidelines.

STUDY HINTS

- In order to meet pass requirements, ALL learners MUST accomplish both SBA and PAT requirements as per policy requirements
- In any Assessment get used to reading and understanding the instructions.
- Make it a culture to start with questions that you understand better and **NUMBER** correctly
- All Grade 12 learners must have personal study timetables.
- Fitting & Machining has certain calculations involved, hence the need for frequent practice.
- Make it a habit to try and answer a past exam paper within the same time as the final paper or fast than the normal time.
- Understanding of subject terminology is vital in unpacking subject content and respond correctly.
- After every lesson with the teacher, every learner must have his/her own time to revise what has been taught and attempt certain questions.
- Whenever studying theoretical concepts, always read loudly, but quietly, this enhances focus and understanding.
- When you teach a fellow learner a concept, you do not lose out, instead the concept is reinforced in you.

CONCLUSION

As you pursue any of the careers that Fitting & Machining presents as:

- Machinist, Draughtsman, Tool Maker, Technical Teacher, Lecturer and Technician among others.

WELDING & METALWORK

Dear Grade 12 Welding & Metalwork Learners

INTRODUCTION

Welcome to Grade 12 Welding & Metalwork.

- We hope that as an upcoming expert in one of the careers entrenched in the subject, you will find the Study Tips both motivating and rewarding.
- It is quite fulfilling to see each learner reaching his or her goals as determined by subject choice.
- Welding & Metalwork is one of the most interesting subject to pursue at High School Level and beyond.

KEY CONCEPTS

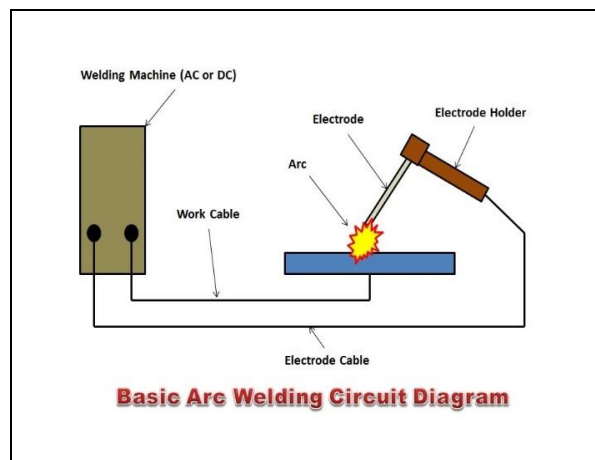
In this subject; learners are expected to master the following Grade 12 key concepts:

- **Safety**
- **Materials**
- **Terminology (Templates)**
- **Tools and Equipment**
- **Forces**
- **Joining Methods (Inspection of Weld)**
- **Joining Methods (Stresses and Distortion)**
- **Maintenance**
- **Terminology (Development)**

RESOURCES REQUIRED FOR THE SUBJECT

The subject requires the following:

- Textbooks
- Consumables for practical.
- Equipment and hand tools



ASSESSMENT REQUIREMENTS

- The subject comprise of the Theory part and the Practical component and the two elements complement each other
- The school – Based Assessment (SBA) consisting of all the formal tasks administered throughout Grade 12, will make up **25%** of the final mark.
- PAT, also forms another **25%** of the final mark.

STRUCTURE OF THE PAPER

- The Final Exam Paper comprise of the following structure:

QUESTION	MARKS
1. Multiple-choice question	20
2. Safety	10
3. Materials	14
3 Terminology (Templates)	23
4. Tools and Equipment	18
5. Forces	45
6. Joining Methods (Inspection of Weld)	23
7. Joining Methods (Stresses and Distortion)	18
8 Maintenance.	8
9. Terminology (Development)	21
Total	200

NB, a +/- 4 marks variation for the weighting of each question is permissible according to the policy guidelines.

STUDY HINTS

- In order to meet pass requirements, ALL learners MUST accomplish both SBA and PAT requirements as per policy requirements
- In any Assessment get used to reading and understanding the instructions.
- Make it a culture to start with questions that you understand better and NUMBER correctly
- All Grade 12 learners must have personal study timetables.
- Welding & Metalwork has calculations involved, hence the need for frequent practice.
- Make it a habit to try and answer a past exam paper within the same time as the final paper or fast than that that.
- After every lesson with the teacher, every learner must have his/her own time to revise what has been taught and attempt certain questions.
- Whenever studying theoretical concepts, always read loudly, but quietly, this enhances focus and understanding.
- When you teach a fellow learner a concept, you do not lose out, instead the concept is reinforced in you.

CONCLUSION

As you pursue any of the careers that Welding & Metalwork presents as:

- Boiler Maker, Gunsmith, Black Smith, Rigger, Welder, Exhaust Fitter and Technical Teacher among others.

Total commitment to Grade 12 work is key: - Live like a slave for a short period of time to live like a king/queen for the rest of your life.

MUSIC

Dear Grade 12 Music learner:

Music demands regular study and practice in both the written and practical components.

SUBJECT REQUIREMENTS

You will need:

- Access to your musical instrument
- Textbook for general musical knowledge
- Exercise book for theory of music
- Manuscript book
- Access to a CD player

CONTENT CHECKLIST

Below is a checklist you should use to ensure that you have covered the Grade 12 content in full.

1. Performance (Individual and ensemble work):

Prepare **four pieces** on at least Grade 5 level for your chosen instrument. One of these pieces must be a work for an ensemble. Ensure that you have mastered these pieces by the end of August, because you will be expected to give a polished performance of the pieces at an external examination that will be arranged between August and October.

You will also be tested on your skill to:

- Sight-sing a melody.
- Read and clap rhythms.
- Sing major, minor, diminished and augmented triads.
- Play scales, arpeggios, and other technical exercises. Voice requires two technical exercises.
- Sight-read a piece of music that you have not seen before.

THEORETICAL WORK

In Grade 12 you must understand, identify and make use of the following:

- Treble-, Bass-, Alto and Tenor clefs
- Major, harmonic minor, melodic minor, whole tone, blues scales and pentatonic scales, dorian-, aeolian- and lydian modes
- Key signatures of keys up to seven sharps and seven flats
- Time signatures in simple-, compound and irregular time with the correct grouping of notes and rests
- Interval
- Triads
- Transpose a melody from one key to another
- Complete a melody up to 12 bars
- Compositional techniques
- Non-harmonic notes
- Four-part primary and secondary chords in root position and inversions
- Dominant seventh chord in root position and inversions
- Harmonise a given soprano melody in four parts (SATB) using:
 - Passing 6/4 progressions
 - Cadential 6/4 progressions
 - Cadences

GENERAL MUSICAL KNOWLEDGE

Make sure that you have a thorough knowledge of the following:

- All three streams (WAM, JAZZ and IAM):
- The South African music industry (recording companies, music rights, copyright) and
- How to register a new composition.

WAM:

Definitions of all genres (Symphonic and Operatic)

- How the development of instruments influenced the symphony and symphonic poem
Symphony No. 6 by Beethoven
- *Fingal's Cave* by Mendelssohn
- The historical development of opera music
- *The Magic Flute* by Mozart

JAZZ:

- Marabi
- Kwela
- Mbhaqanga
- New Jazz
- Early Jazz singers
- Jazz in exile
- Cape Jazz
- Jazz at home and recent years

IAM:

- Metaphors of music and life in indigenous African societies
- The role of divinity in performance spaces
- Mbhaqanga
- Maskandi
- Isicathamiya
- Malombo Jazz
- Free Kiba

ASSESSMENT

Your year mark will be based on the following practical tasks and examinations:

PRACTICAL ASSESSMENT TASKS (PATS)

- Concert performance of one piece and programme notes (50 marks)
- Music literacy assignment: Harmonic analysis and harmonisation (50 marks)
- Improvisation performance (50 marks)
- Own composition or arrangement (50 marks)
- Written assignment on the development of the Sonata OR Oratorio (50 marks)

EXAMINATIONS

- June examination (300)
- September examination (300)

The mark allocation for the external examination is as follows:

Practical examination

Pieces, technical work, aural and sight-reading (142 marks)

Paper 1 (3 hours):

Section A: Theory of Music (60marks);
Section B: General Musical Knowledge (60 marks)
Section C: WAM
Section D: JAZZ
Section E: IAM

Paper 2 (1½ hours)

Music Comprehension (30 marks)
Section A: Aural recognition
Section B: Recognition of genres and music concepts
Section C: Form and analysis

Tips for Success

- Ask your teacher for the subject content framework for Grade 12.
- This will give you the detailed content.
- Paste it in your exercise book.
- Tick off every topic as it is taught in class, and write the relevant textbook page numbers next to the topic.

REMEMBER:

Music is a subject that needs practice on daily basis.

PRACTICE, PRACTICE, PRACTICE 🎵🎵🎵

NAUTICAL SCIENCE

Dear Grade, 12 Nautical Science learners

INTRODUCTION

Nautical Sciences is a subject that prepares learners directly for careers at sea and covers Seamanship, Coastal navigation, and Astro-navigation, Ship construction, Naval architecture, Cargo stowage, Ship stability, communication and various aspects of Marine Science

SUBJECT REQUIREMENTS

Make sure that you have a notebook, mathematical set, exercise books, calculator, ruler, eraser, charts, Radar Plotting Sheets, Drawing Instruments, pen, 2B pencil and pencil.

STRUCTURE OF THE PAPER(S) FOR THE FINAL NSC EXAMS

Paper 1:

QUESTIONS	MARKS
1. Practical Chart Work	90
2. Astro-Navigation	60
Total	150

Paper 2:

QUESTIONS	MARKS
1. Seamanship	90
2. Communications and Meteorology	35
3. Sailing	25
Total	150

Total 300

ASSESSMENT REQUIREMENTS

- **SBA:** School-Based Assessment constitutes 25 % of the final examination mark while the final examination is 75 %.
- **Write and pass all 6 SBA tasks.** If you have not completed SBA you will not be resultated at the end of the year whether you are promoted or progressed.
- **Examination paper:** Consist of TWO papers of 150 Marks each written in 3 hours.

Throughout the year you have to complete the following school-based assessment tasks:

Term 1	Term 2	Term 3	Term 4
Tasks 1: Test 50 marks	Tasks 3: Research project 50 marks	Tasks 5: Test 2: 50 marks	External Exam (Theory paper) Paper 1 :150 Marks Paper 2: 150 Marks
Task 2: Assignment: 50 marks	Task 4: Midyear exam: 300 marks	Tasks 6: Trial Exam: 300 marks	800 / 8 = 100 marks

STUDY TIPS AND HINTS SPECIFIC TO THE SUBJECT

- Develop a study plan
- Choose a study method that suits you best e.g. note-taking, mind-mapping
- Develop your own glossary of terms
- Revise previous years' examination papers
- Read instructions in each question carefully before attempting to answer the questions

CONCLUSION

- It will at your advantage that you to tackle your studies with the great enthusiasm as soon as the year starts. Remember, success can only be achieved through effort and perseverance. Pivotal to the exams that you will be writing in 2019 is your physical and psychologically preparedness.
- All the best wishes with your studies!

PHYSICAL SCIENCES

Dear Grade 12 Physical Sciences learner

Physical Sciences is a challenging but rewarding subject. It means that for this subject, you have to remember, understand and apply what is taught each day.

Therefore, the purpose of this guide is to show you what you have to learn and do in your preparation for your final examination.

1. SUBJECT REQUIREMENTS

- A CAPS compliant textbook
- A good study guide
- A scientific calculator
- Mathematical instruments, graph paper, pen, pencil, ruler and eraser
- Worksheets
- Examination guidelines
- Personal Study timetable
- Personally, set achievement targets.

2. CONTENT CHECKLIST

Below is a checklist you should use to ensure that you have covered the Grade 12 content in full.

Physics

- Vertical projectile motion in one dimension
- (Identify different types of force and their impact on motion of objects and drawing of free-body and force diagrams)
- Newton's laws of motion and their applications.
- Momentum and its conservation, change in momentum and impulse and its application
- Work, energy and power.
- Doppler Effect (sound and light)
- Electrostatics and relevant law
- Electric circuits
- Electric machines (Alternating current, electric motors and generators)
- Optical phenomena (Photo-electric effect and emission and absorption spectra)
- Definition of all terms and concepts in each topic as given in the examination guidelines.

Chemistry

- Representing chemical change
- Balanced chemical reaction equations
- Quantitative aspects of chemical change
- More complex stoichiometric calculations
- Intermolecular and interatomic forces
- Organic chemistry (Organic molecular structure, chemical reactions and physical properties, Polymerization)
- Energy and change (energy changes in reactions, exothermic and endothermic reactions)
- Rate and extent of reactions (rates of reactions and factors affecting rate, mechanism of reaction and catalysis and collision theory)
- Chemical equilibrium (factors affecting equilibrium, equilibrium and application of equilibrium principles)
- Acids and bases (acid-base reactions and calculations)
- Electrochemical reactions (Galvanic and electrolytic cells, relation of current and potential difference to rate and equilibrium)
- Chemical Industry (Fertilizer Industry)
- Definition of all terms and concepts in each topic as given in the examination guidelines.

3. ASSESSMENT

Assessment is divided into SBA and External Assessment (final examinations).

School Based Assessment (SBA).

SBA consist of **informal** and **formal** assessment tasks.

Informal tasks include class work, homework, informal experiments and Practical Investigations.

Formal tasks include three experiments done per each of the first three terms of the academic year, one controlled test done in term 1, June examinations conducted in term 2 and Preparatory Examinations written in Term 3.

Remedial work of both formal and informal assessment tasks must always be undertaken.

Formal SBA tasks form 25% of the final mark.

Learners will not be resulted if they don't comply with SBA requirements. SBA requirements are:

- Writing all tasks in each term.
- Ensure that all tasks are marked and feedback is given.
- Keep accurate and genuine records of all assessment tasks in a learner's file.
- Submit all tasks for School level, Cluster and Provincial moderations.
- Keep all evidence of tasks written and submitted.

Final Examinations

Final examinations form 75% of the final mark. Each learner must write two final examinations papers to be resulted. The two papers are:

Paper 1 Physics 3 hours 150 marks

PAPER 1: PHYSICS FOCUS						
Content	Marks	%	Weighting of cognitive levels (%)			
Mechanics	63	42	15	35	40	10
Waves, Sound & Light	17	11,3				
Electricity & Magnetism	55	36,7				
Matter and Materials	15	10				
TOTALS	150	100	100			

Paper 2 Chemistry 3 hours 150 marks

PAPER 2: CHEMISTRY FOCUS						
Content	Marks	%	Weighting of cognitive levels (%)			
Chemical Change	84	56	15	40	35	10
Matter and Materials	48	32				
Chemical Systems	18	12				
TOTALS	150	100	100			

The content that will be assessed in each paper is listed in the content checklist *above*.

Each question paper consists of Multiple Choice Questions and structured questions.

- **Question 1** (20 marks) consists of multiple choice questions
- **Structured questions** (130 marks).

Tips for Success

- Teaching time is **4 hours** per week. Ensure that you exploit it optimally to learn!
- In order to pass the subject a learner is advised to spend at least **one hour per day** studying the subject.
- Be ahead always. Research, read and calculate (to know the content and the experiments) before the lesson is taught on a daily basis.
- The building blocks of science knowledge are definitions, laws, principles and concepts. Know and understand them first before you try to remember and apply them.
- The subject Physical Sciences uses mathematical functions, concepts, operations, definitions, laws and principles.
- All the definitions, laws and principles are in the **Examinations Guidelines** which you must consult regularly.
- Ensure that you know the relevant functions in trigonometry, logarithms, indices, exponents, the straight- line graph, hyperbola and the parabola.
- Ensure that you know the basic operations of addition, subtraction, multiplication, division and factorization in order to work with numbers and variables.
- You must be in possession of a data book, table of reduction potentials and a scientific calculator that you know and understand how to use.

- You must be able to summarize data using flow diagrams, graphs and tables; and be able to analyze, interpret and understand given flow diagrams and graphs.

Remember Newton's First Law:

Be part of the momentum forwards!

RELIGION STUDIES

Dear Grade 12 Religion Studies learner

In preparing for your grade 12 Religion studies please note the following:

- Religion Studies is the study of religion as a universal human phenomenon and of religions found in a variety of cultures.
- Religion and religions are studied without favouring any or discriminating against any, whether in theory or in practice,
- and without promoting adherence to any particular religion.
- Religion Studies leads to the recognition, understanding and appreciation of a variety of religions within a common humanity, in the context of a civic understanding of religion and with a view to developing religious literacy.

Subject Requirements:

- Textbook/s, (While recommended textbooks provide the core content of the subject, the study of this subject must include **topical issues** that impact on the inter-relationship between religion and society. It is therefore essential that learners are knowledgeable of media coverage, both current and recent national and international developments that impact on religion).
- Portfolio / notebook with formal tasks

Content Checklist:

Below is a summary of the content that should be addressed in Religion Studies. Make sure that you include the **4 topics** below in your revision programme.

1. Variety of Religions

- Conceptual distinctions
- Internal differences within religions
- Main features of such differentiations
- Unique features of various religions
- History and present dynamics of inter-religious relationships.

2. Common features of religion as a generic and unique phenomenon

- Religious teachings
- The central teachings in one religion
- Normative sources in various religions
- Interpreting one normative source
- Analysis of secular world views (Definition of 'Secularism' is crucial)
- The origin, purpose and influencing factors behind at least two worldviews (You are free to master any 2 from Agnosticism, Atheism, Secular Humanism and Marxism).

3. Topical issues in society

- Developing a strategy to solve a major social problem
- **Please note** that for the final examinations 2020 and supplementary examinations the following social problems will be examined:
 - Diseases such as HIV and Aids
 - Crime and violence
 - Suicide

- Role of media in influencing public opinion on religion
- Religious freedom, human rights and responsibilities in different religions

4. Research into and across religions

- Religions in areas of conflict in South Africa
- Africa and across the world
- Religion and the natural sciences

NOTE: You need to have a clear understanding of the following religions:

- African Traditional Religions
- Bahai faith
- Buddhism
- Christianity
- Hinduism
- Islam
- Judaism
- Taoism

Please Note:

Some topics or subtopics are indicated as 'Specialisation in one religion.' This means that while the relevant content must be studied with regard to all eight religions listed above, the topic or subtopic should be studied in depth with reference to only one religion, as chosen by the candidate.

Assessment:

The assessment consists of two parts: School-based assessment (SBA) comprises 7 tasks as follows:

Assessment Task	Marks
Source-based task	100
Test 1	100
Open-book extended writing	100
Mid-year examinations	300
Test 2	100
Project	100
Trial examination	300
Total	1100

The SBA mark is calculated by adding the marks for the 7 tasks and divide by 11 to arrive at a mark out of 100. This comprises 25% of the Total mark.

The final external examination makes up 75 of the total

- This examination comprises of 2 X 2-hour examination papers i.e. 2 X 150 = 300 marks

Tips for Success:

- Develop a study plan.
- Choose a study method that suits you best e.g. note-taking, mind-mapping.
- Read case studies or scenarios *very* carefully, and apply your knowledge as requested.
- Develop your own glossary of terms.
- Revise previous years' examination papers.
- Read instructions to each question carefully before attempting a question.
- Note the importance of the phrase **"In the Context of religion"** when responding to questions.
- Your ability to write **essays** is key in Paper 2.

TECHNICAL MATHEMATICS

Dear Grade 12 Technical Mathematics learner

INTRODUCTION

Your final school exam result in Technical Mathematics is extremely important. Good results in Technical Mathematics will surely open doors for you that will influence the quality of your future life. So, practice Technical Mathematics regularly, not only before tests and exams. Always tell yourself that "I Can Do TMAT!".

REQUIRED RESOURCES

- A Technical Mathematics textbook
- Workbooks/ Revision Material
- Past Examination Question Papers
- A scientific calculator, etc.

CONTENT CHECKLIST

Below is a checklist you should use to ensure that you have covered the content for Grade 12 Technical Mathematics in full:

Paper 1

Equations and inequalities

- Quadratic equations and inequalities
- Simultaneous equations
- Exponents and Surds
- Nature of Roots
- Logarithms
- Binary numbers
- Complex Numbers

Functions and graphs

- Linear, parabola; hyperbola;
- exponential and circle/ semi-circle
- finding equation when critical points are given
- horizontal and vertical translation and reflection about the x and y axis.
- interpret functions and graphs

Finance, Growth and Decay

- Simple and compound interest
- Different periods of compounding
- Analysis of different Loan options
- Nominal and effective interest rates
- Depreciation (reducing balance and straight line)

Differential Calculus and Integration

- Limits and average gradient
- First principles and differentiation rules
- Gradient at a point and tangents to curves
- Polynomials (Remainder and Factor theorems)
- Cubic functions
- Applications (maxima and minima; rate of change including Calculus of motion)
- Definite and indefinite integrals

Paper 2

Analytical Geometry

- Distance, midpoint, gradient, parallel and perpendicular lines
- Equation of a line, Co-linear points
- Angle of inclination
- Equation of a circle (centre at the origin **only!**)
- Equation of a tangent to a circle
- properties of geometric figures (triangles, quadrilaterals, etc.)
- Ellipse

Trigonometry

- Trigonometric definitions, Special angles
- Reduction formulae
- Identities and equations (simple Trig. equations)
- Solution of triangles and problems in 2D and 3D (sine-, cosine-, area rules)
- Trigonometric Functions and transformations

Euclidean geometry

Solving riders using properties of parallel lines, triangles and quadrilaterals

Circle geometry – apply theorems with converses in solving problems.

Ratio and proportion - apply the concept of:

- Midpoint theorem
- Proportionality
- Similarity

Mensuration

- Convert units, square and cubic units
- Volumes and Surface Areas of solids
- Area of irregular figures using the
- Mid-ordinate rule

Circles, Angles and Angular Movement

- Define Radian
- Convert between degrees and radians
- Central angles and arcs
- Area of Sector
- Height of segment
- Angular velocity
- Circumferential velocity

ASSESSMENT

Your final mark will be compiled as follows:

SBA: 25% (100 marks) +

Final exam: 75% (300 marks) = 400 marks

School-based Assessment

Term 1: Investigation/Project; Assignment; Test

Term 2: Test; Midyear examination

Term 3: Test; Trial examination

Final Examination

Two; 3 hour papers out of 150 marks each.

TIPS FOR SUCCESS:

Ensure that you are fully acquainted with your calculator. It will save you time in the examination. For instance, in converting radians to degrees, finance, trigonometry, etc.

Attend school every day and any extra tuition offered to you

Do Class and Homework every day.

Practice, Practice, Practice!

‘YES YOU CAN!’

Dear Grade 12 Technical Sciences learner

By now you know that Technical Science is a challenging subject. You also know that you have to remember, understand and apply what is taught each day. Therefore, the purpose of this guide is to show you what you have to learn and do in your preparation for your final examination.

Subject Requirements

- A CAPS compliant textbook
- A good study guide
- A scientific calculator
- Mathematical instruments, graph paper, pen, pencil, ruler and eraser
- Worksheets
- Examination guidelines
- PAT Guidelines
- Annual Teaching Plan (as content outline document)
- Personal Study timetable
- Personally, set achievement targets.

Content Checklist

Below is a checklist you should use to ensure that you have covered the Grade 12 content in full.

Paper 1

- Definition of all terms and concepts in each topic as given in the examination guidelines.
- Identify different types of force and their impact on motion of objects and drawing of free-body and force diagrams.
- Newton's First, Second and Third laws of motion and their applications.
- Momentum and its conservation, elastic and inelastic collisions, change in momentum and impulse and its applications.
- Work, Energy and Power.
- Elasticity, Viscosity and Hydraulics.
- Electronic Properties of Matter.
- Capacitors and capacitance.
- Electric circuits
- Electromagnetism

Paper 2

- Definition of all terms and concepts in each topic as given in the examination guidelines.
- Representing chemical change (Grade 10)
- Balanced chemical reaction equations.
- Intermolecular and interatomic forces
- Organic chemistry (Organic molecular structure, IUPAC naming and Formulae, chemical reactions and Physical properties, Plastics and Polymerization.
- Chemical Change – Grade 11 (oxidation and reduction, half-reaction and overall cell reaction, assigning oxidation numbers).
- Electrolytic and Galvanic cells.
- Alternate Energies: Biodiesel fuel cell (Photovoltaic cell).
- Waves, Sound and Light

Assessment

Assessment is divided into:

a) School Based Assessment (SBA),

SBA consist of **informal** and **formal** assessment tasks. **Informal tasks** include Classwork, Homework, informal experiments and Practical Investigations.

Formal SBA tasks include

- Controlled test (one paper) done in term 1
- Mid-Year examinations (two papers) done in term 2
- Preparatory Examinations (two papers) done in Term 3.

These tasks constitute 25% of the final mark and learners will not be resulted without this mark.

b) Practical Assessment Task (PAT)

Three experiments done per each of the first three terms of the academic year.

These tasks constitute 25% of the final mark and learners will not be resulted without this mark.

c) External Assessment

Final examinations consisting of two papers done at the end of the year (Marked and moderated externally).

These papers constitute 50% of the final mark and learners will not be resulted without this mark.

Each learner must write two final examinations papers to be resulted. The two papers are:

- **Paper 1** 3 hours 150 marks

PAPER 1:						
Content	Marks	%	Weighting of cognitive levels (%)			
			Low Order		High Order	
			1	2	3	4
			Remembering	Understanding and Routine Applications	Applying and Analysing	Creating and Evaluating
Mechanics	105	70	40	30	20	10
Electricity and Magnetism	39	26				
Matter and Materials	06	04				
TOTALS	150	100	100			

o **Paper 2**

3 hours 150 marks.

PAPER 2: CHEMISTRY FOCUS						
Content	Marks	%	Weighting of cognitive levels (%)			
			Low Order		High Order	
			1	2	3	4
			Remembering	Understanding and Routine	Applying and Analysing	Creating and Evaluating
Organic Chemistry	54	36	40	30	20	10
Chemical Change	42	28				
Waves, Sound and Light	54	36				
TOTALS	150	100	100			

The content that will be assessed in each paper is listed in the content checklist above.

Each question paper consists of Multiple-Choice Questions and structured questions:

- o **Question 1** (20 marks) consists of multiple-choice questions
- o **Structured questions** (130 marks).

SBA and PAT requirements **must be fulfilled** by all learners before writing the final examinations as learners will **not be resorted** if they don't comply with the requirements. To fulfill the requirements learners must:

- Writing all tasks in each term.
- Ensure that all tasks are marked and feedback is given.
- Keep accurate and genuine records of all assessment tasks in a learner's file.
- Submit all tasks for School level, Cluster and Provincial moderations.
- Keep all evidence of tasks written and submitted.

Tips for Success

- Teaching time is **4 hours** per week. Ensure that you exploit it optimally to learn!
- In order to pass the subject a learner is advised to spend at least **one hour per day** studying the subject.
- Be ahead always. Research, read and calculate (to know the content and the experiments) before the lesson is taught on a daily basis.
- The building blocks of science knowledge are definitions, laws, principles and concepts. Know and understand them first before you try to remember and apply them.
- The subject Technical Science uses mathematical functions, concepts, operations, definitions, laws and principles.
- All the definitions, laws and principles are in the **Examinations Guidelines** which you must consult regularly.
- Ensure that all PAT experiments are done every term.
- Ensure that you know the relevant functions in trigonometry, logarithms, indices, exponents, the straight line graph, hyperbola and the parabola.
- Ensure that you know the basic operations of addition, subtraction,

multiplication, division and factorization in order to work with numbers and variables.

- You must be in possession of a data book, table of reduction potentials and a scientific calculator that you know and understand how to use.
- You must be able to summarize data using flow diagrams, graphs and tables; and be able to analyze, interpret and understand given flow diagrams and graphs.

TOURISM

Dear Grade 12 Tourism learner

Tourism is a study of activities, services and industries that deliver a travel experience to groups or individuals. It is a study of the expectations and behavior of tourists, the economic, social and environmental impact of tourism on South Africa.

The Tourism industry needs students that are diligent, team players, hardworking and can manage time. These attributes will help you with your studies.

1. Subject Requirements

- Tourism textbooks
- Tourism workbooks
- Map/ road map of South Africa
- Calculator
- Past NSC exam papers
- Internet
- Travel magazines

2. Content Checklist

Below is a list of the content you need to include in your planning for success in Tourism.

SECTION B in your question paper

Map Work and Tour Planning, Foreign Exchange

Map Work and Tour Planning

- Tour plans and route planning
- Compiling a day-by-day itinerary
- Compiling a tour budget
- Health and safety
- Travel documentation
- World time zones, time zone calculations (including daylight savings time and flying time)
- Jet lag and jet fatigue

Foreign Exchange

- Foreign exchange
- Multiplier effect
- The concepts strong and weak rand
- Currency conversions
- Differentiation between bank selling rate (BSR) and bank buying rate (BBR)
- The effect of exchange rates on international tourism
- Exchange rate fluctuations

SECTION C in your question paper

Tourism Attractions, Culture and Heritage Tourism; Marketing

Tourism Attractions

- World-famous icons and attractions
- The difference between a tourist attraction and an icon, why some attractions are regarded as icons
- World icons: location of world-famous icons on a map of the world; official name of the icon; reasons why the destination is regarded as an icon; a brief description of the icon; know what the icon looks like
- Factors contributing to the success of a tourist attraction
- Characteristics of a successful tourist attraction)

Culture and Heritage Tourism

World Heritage Sites

- Concepts
- The role of UNESCO: logo and main function
- Types of World Heritage Sites: natural and cultural including newly pronounced WHS
- A description of all the World Heritage Sites in South Africa, their location on a map, how they meet UNESCO's criteria, official name
- The value of world Heritage Sites to South Africa's tourism industry

Marketing

- Marketing South Africa as a tourism destination
- The importance of marketing SA internationally
- Core business of SA Tourism
- International and national marketing platforms (ITB, WTM, Indaba, Getaway)
- Funding for marketing; role of TOMSA
- Branding; South Africa's brand logo

SECTION D in your question paper

Tourism Sectors; Sustainable and Responsible Tourism

Tourism Sectors

- Professional image of staff and businesses in the tourism industry
- Conditions of employment
- Contract of employment
- Purpose and value of a code of conduct

Sustainable and Responsible Tourism

- Three pillars of sustainable tourism
- Responsible tourism and tourists
- Codes of conduct for tourism behaviour
- Demand for responsible tourism (how can a destination attract environmentally conscious tourists)
- Role players in responsible and sustainable tourism (Fair Trade)
- Practice answering these questions by referring to case studies of businesses that practice the triple bottom line approach

SECTION E in your question paper

Domestic, Regional and International Tourism; Communication and Customer Care Domestic, Regional and International Tourism

- Global events and unforeseen occurrences of international significance
- Positive and negative impacts of global events
- Impact of hosting global events, advantages and disadvantages of hosting global events

- Political situations and unforeseen occurrences of international significance

NOTE: Remain up to date with current events

- Forms of payment when travelling internationally
- Foreign market share – statistics regarding inbound international tourism

Communication and Customer Care

- Methods to obtain customer feedback and measure customer satisfaction, the purpose of getting customer feedback, analyzing customer feedback
- Reasons why service differs from one organization to another
- Measuring customer satisfaction
- Impact of the service delivered by an organization on its business profitability

3. Formal Assessment

- See table below.
- **Final Examination: 200 marks**

4. Tips for Success

1. Make sure that you hand in all your tasks including PAT 1 & 2. This will already give you a good chance of success.
2. Engage with the content every day, practice doing time zone and foreign exchange calculations as often as possible.
3. When doing calculations follow the steps as you were taught, indicate exactly what you are doing, (e.g.: Time difference: 2 hours). Do not simply give a final answer as marks are allocated for the steps of the calculation. Remember to round foreign exchange calculations off to two places after the decimal!
4. Don't be surprised if you get resources you have never seen before. The examiners do this on purpose: they want to know if you can use your knowledge, not just learn off by heart. You must not only be able to show your knowledge of the content but **MUST** be able to apply your knowledge as required by the examiners.
5. Systematically work through your Tourism textbook and past exam papers in preparation for the exam.

5. Structure of the paper

- The national examination paper for Tourism is set using a particular structure.
- It will be to your advantage to familiarise yourself with this structure.
- The table below indicates how the paper is structured:

SECTION	QUESTION	TOPIC	MARKS
A	1	Short Questions (covering all topics)	40
B	2	Map work and tour planning	50
	3	Foreign exchange	
C	4	Tourism attractions	50
	5	Cultural and Heritage Tourism	
	6	Marketing	
D	7	Tourism sectors	30
	8	Sustainable and responsible tourism	
E	9	Domestic, regional and international tourism	30
	10	Communication and Customer Care	

FORMAL ASSESSMENT: GRADE 12						
TERM 1	TERM 2		TERM 3		TERM 4	
					Promotion mark	
Task 1: Project OR Field trip assignment 25%	25%	Task 3: Test	25%	Task 5: Assignment : <i>Data Analysis</i>	25%	Term 1+2+3=30 0/3 = 100 PAT 1 + 2 = 200/2 = 100 November Examination on paper = 200
Task 2: Test	75%	Task 4: Mid-year exam	75%	Task 6: Trial Exam	75%	
TOTAL	100		100		100	400/4 =100

SECTION A: SHORT QUESTIONS

- This section will contain short questions such as multiple-choice questions, matching questions (COLUMN A/COLUMN B), choose the correct word from the options given, give the correct term, map work, graphs, mind maps, pictures, tourism logos, cartoons, etc. There are no TRUE or FALSE questions. Know the Tourism terminology and acronyms well; it may be assessed in this section.
- Be aware that, contrary to popular belief, this section cannot necessarily be considered the 'easy' part of the paper. Questions which at first glance appear simple may require careful consideration. Give this section the time it deserves.
- All topics and subtopics in the Grade 12 CAPS may be assessed in this section, however Grade 10 and 11 content considered foundational, underpinning knowledge may be included here.

SECTIONS B, C, D and E

- These sections assess individual topics in more depth and will in general require more comprehensive and in some cases, more in-depth responses from you.
- In these sections questions may include sources such as maps, graphs, tables, pictures, logos, flow diagrams, extracts, case studies, cartoons, etc.
- The paper will not only assess your knowledge of the content in the topics, but also your ability to demonstrate more complex understanding. You may be asked to explain, motivate, substantiate, interpret, apply and reason.
- Questions may start with- 'Give your views on ...', 'Explain why ...', 'Discuss how ...', 'Comment on ...', 'Suggest ...', 'Analyse ...', 'Evaluate ...', 'Do you agree ...' etc. These questions require higher order thinking skills and you have to think critically and creatively or solve problems.
- These sections will also include questions that require paragraph-type responses.

6. Elaboration of the content for Grade 12

SECTION A: SHORT QUESTIONS: 40 marks

- Questions in this section will assess content on knowledge, comprehension and application.

SECTION B: (2 questions): 50 marks

- You will need non-programmable calculator for this section.

QUESTION 2: MAP WORK AND TOUR PLANNING

- You can expect questions on the following:**
Tour plans and route planning, compiling a day-by-day itinerary, compiling a tour budget, health, safety, travel documentation, world time zones and calculations of world times when travelling between countries.
- No coordinates will be given for calculating time. A time zone map will be provided to determine coordinates.
- You are not required to know which countries apply DST, however from the given scenario/table be able to determine whether to apply DST. Understanding the implication of adjusting the clocks backward and forward and the reasons for this, is important.
- You must show all calculations.** Marks will be allocated for correct calculations in the steps preceding the final incorrect answer.

QUESTION 3: FOREIGN EXCHANGE

- You can expect questions on the following:**
Foreign exchange
- Impacts of the fluctuation of the rand against major currencies:
- Use only exchange rates expressed as 1 unit of foreign currency = value in rand, i.e. 1USD = R7,60. Calculators may be used for calculations – rounded off to two decimals, e.g. R34,56.
- You must show all calculations.** If no instruction is given in the scenario, you must know when to use the BSR and BBR when doing the calculations. Know the reasons for the fluctuations in exchange rates.

SECTION C: (3 questions): 50 marks

QUESTION 4: TOURISM ATTRACTIONS

- You can expect questions on the following:**
Famous world icons and attractions
- You are required to distinguish between an attraction and an icon and to interpret and evaluate the latest statistics presented in the form of graphs and tables. You can expect to be assessed on the location of icons/attractions on a world map (country, city/town/area), reason/s why is it an icon/attraction and a brief description of the icon/attraction.

QUESTION 5: CULTURE AND HERITAGE TOURISM

- You can expect questions on the following:
World Heritage Sites
- You must be able (among others) to give a description of all the World Heritage Sites in South Africa, their location on a map of South Africa, and how they meet UNESCO criteria using latest information. You have to be able to recognise the logo, know the main function and role of UNESCO.

QUESTION 6: MARKETING

- You can expect questions on the following:**
Marketing South Africa as a tourism destination
- You should understand the concepts: core markets; investment markets; tactical markets; watch list markets; strategic importance of trade/investment; strategic links/hubs and how these concepts relate to marketing South Africa as a tourism destination. While the concepts itself may not necessarily be tested, understanding of these concepts will help you to interpret questions relating to the topic.

SECTION D: (2 questions): 30 marks

QUESTION 7: TOURISM SECTORS

- **You can expect questions on the following:**
Professional image in the tourism industry, conditions of employment and the purpose and value of a code of conduct
- The examiners may give an extract and you may be required to interpret and apply the information. It is not a requirement to memorise any legislation.

QUESTION 8: SUSTAINABLE AND RESPONSIBLE TOURISM

- **Candidates can expect questions on the following:**
The three pillars of sustainable tourism, Corporate Social Investment (CSI) in tourism, Responsible tourism and tourists.
- *The three pillars of sustainable tourism* is a challenging topic. It is therefore crucial that the groundwork, i.e. all the terminology and concepts associated with this section that you learnt about in Grade 10, be thoroughly revised. You have to demonstrate understanding of the concept and background of the triple bottom line approach.
- Practice case studies and real life examples in tourism in order to critically evaluate and assess the role of Corporate Social Investment (CSI).

SECTION E: (2 questions): 30 marks

QUESTION 9: DOMESTIC, REGIONAL AND INTERNATIONAL TOURISM

- **You can expect questions on the following:**
Global events of international significance, political situations and unforeseen occurrences of international significance, forms of payment when travelling internationally, foreign market share – statistics regarding inbound international tourism.
- Only examples of global events of international significance are required. You are not required to study the events as such. You should be able to deduce the impact these events have on tourism (domestic, regional and international). Recent information should be accessed from the media.
- You are not required to study the political situations and unforeseen occurrences as such. Focus on the impact these situations and occurrences have on international tourism and the economy of the affected country. It is important to be aware of recent examples.
- Foreign market shares and statistics: You have to know key concepts such as inbound tourists/foreign market share/core markets/new markets/existing markets/source markets/tourist arrivals/emerging markets.
- When assessing tourism arrival statistics to determine foreign market share, you may be
- expected to interpret graphs and statistical information on countries of origin, types of tourists and their interests.

QUESTION 10: COMMUNICATION AND CUSTOMER CARE

- **You can expect questions on the following:**
Methods to obtain customer feedback and to measure customer satisfaction.
- You may be required to interpret and apply information from extracts, pictures or cartoons.

[Adapted from: Tourism Exam Guidelines. DBE, 2017]

All the best in 2020 and study hard! Remember ...

Before anything else,
Preparation
is the key to
Success.

VISUAL ARTS

Dear Grade 12 Visual Arts Learner

The only way to succeed in Visual Arts is to practice all the techniques and skills of the various art forms continuously. Practical work requires a learner to work many hours outside school time. The Source Book forms an integral part of your practical assessment. By maintaining it you will be creating a coherent body of work that provides concrete evidence of the process of conceptualizing and making.

SUBJECT REQUIREMENTS

You should have:

- Visual Arts textbook
- Source Book PAT's and Practical Exams
- A theory workbook
- Materials related to your chosen discipline

CONTENT CHECKLIST

Topic 1: Conceptualising through the development and realization of creative ideas.

Developmental process • Independently apply different approaches to generating ideas in formulating a project brief. • Critically engage with own experience of the world through the exploration, manipulation and interpretation of signs and symbols drawn from the broader visual culture. **Realisation of a concept:** • Solve a series of visual and conceptual problems independently, working towards the development of a personal visual language. • Document and critically evaluate the process of conceptual development

Topic 2: Making of creative artworks, management of process, following safe practice

• Choose the materials, tools, techniques, themes and processes best suited to the chosen art or craft form. • Demonstrate an advanced degree of technical skill in and knowledge of a range of materials, techniques, processes and equipment related to the chosen art or craft form. • Document and evaluate own creative process and artworks, selecting works best suited for inclusion in the portfolio. • Ensure artworks are relevant to the brief. • Create and transform visual images, using both new and traditional technologies. **Management:** • Create a coherent body of work that provides concrete evidence of the process of conceptualising and making. • Plan, manage and complete tasks and projects within specified time, space and resource constraints. **Presentation:** • Display, exhibit or present own work in a manner which enhances and complements the expressive and conceptual impact of the work. **Safe practice:** • Demonstrate and promote the safe use of equipment.

Topic 3: Visual Culture studies: emphasis on visual literacy

At least six of EIGHT prescribed themes:

• Demonstrate critical analytical writing and research skills in the study of art within historical and cultural contexts from multiple sources. • Demonstrate an understanding of the historical context and stylistic evolution of a selection of fine art, applied art and craft forms. • Independently research opportunities that describe the relationship between knowledge and skills acquired through Visual Arts and post-FET education. • Undertake a field trip to explore career and tertiary opportunities in Visual Arts. • Use appropriate terminology related to all areas of art theory to describe and discuss artworks, crafts and applied art forms both verbally and in writing. • Evaluate the effectiveness of own and other's research, creative processes and art products

ASSESSMENT

Term 1:

- *Task 1 Practical:* Sourcebook 50 + Final Product 50 = 100 marks
- *Test:* Theory 50 marks

Term 2

- *Task 2 Practical* Sourcebook 50 + Final Product 50 = 100 marks
- *June Examination Theory:* 100 marks

Term 3:

- *Trial examination Practical:* Source book 50+ Final Product 50 = 100 marks to be started at the beginning of term 3.

TRIAL EXAMINATION THEORY:

Visual Culture studies: emphasis on visual literacy 100 marks

These will contribute towards your school based assessment, 25% of your total mark

Term 4:

- *Final Practical Examination:* Source book 50 + Final Product 50 = 100 marks, 24 Hours. **Final Practical examination need to be started as soon as the paper arrives at school.**
- *Retrospective Exhibition:* 100 marks At least 5 art works which could include a grade 11 work.

External Theory examination:

Visual Culture studies: emphasis on visual literacy 100 Marks (3 hours)

You will be required to answer FIVE QUESTIONS (20 marks each) of the 8 questions/themes.

TIPS FOR SUCCESS

- Become **visually literate!** Be aware of and study the diverse roles and functions of visual arts in contemporary life, as well as in different times and cultures. This should be part of your everyday life!
- Do **not** attempt to answer a theme that you did not prepare for in the class with your teacher!
- Answer in **full essays**. Start with an introduction, a solid argument and end with logical conclusion (based on the question).
- **NB!** Specialise in **one direction** or field to excel in your practical component.

Best wishes in your 2020 exams

ISIXHOSA
ULWIMI IWASEKHAYA, OLOKUQALA
OLONGEZELELWEYO NOLWIMI LWESIBINI
OLONGWSELELWEYO

Bhota mfundi webanga 12

Minyaka le, uhlalutyo lweziphumo zebanga- 12 ludandalazisa ukuba elona phepha libanika ubunzima abafundi lelesibini kuLwimi lwaseKhaya nolokuqala olongezelelweyo. Nangona, kunjalo akuyongxaki oku kulwimi lwesibini olongezelelweyo kuba eli phepha alizimelanga liyinxalenye yephepha lokuqala kwaye linamanqaku ambalwa.

Ngoko ke, abafundi bebanga- 12 kufuneka balibazele iliso elibanzi eli phepha kulwimi lwasekhaya kunye nolwimi lokuqala olongezelelweyo.

Ayililo lodwa eli phepha eliyinxaki, kwelokuqala umfundi makaqwalasele indlela yokubhala isishwankathelo, ukucazulula isibhengezo-ntengiso, ukucazulula ikhathuni kunye nombuzo 5 oqulathi izakhi nemigaqo yokusetyenziswa kolwimi ukuze kwiphepha lesithathu mfundi uqwalasele ifomathi kunye nomxholo womhlathi ngamnye.

Masikhumbuzane ngokuqulathwe kumaphepha onke esiXhosa kulwimi lwasekhaya nolokuqala olongezelelweyo.

Iphepha 2 (Uncwadi: Idrama, Inovelu/uncwadi lwemveli nemibongo):

- **Kwimibongo** - ziqhelanise nohlalutyo lwemibongo emiselweyo
- Wazi umxholo/umongo wombongo (okuqulethwe ngumbongo)
- Yazi intsingiselo yombongo (okuthethwa kumbongo)
- Sazi isimbo sokubhala sembongi (ulwimi olusetyenziswe yimbongi).
- Sazi isakhiwo sombongo umzekelo esangaphandle nesangaphakathi
- **Kwinovelu/uncwadi lwemveli** - umxholo nemixholwana ibaluleke kakhulu
- Ukuzotywa kwabalinganiswa nendima abayidlalayo ebalini.
- Isimo sentlalo nesakhiwo senovelu/sentsomi
- Impixano kwinovelu/kwintsomi
- Ulwimi olusetyenzisiweyo.
- **Kwidrama** - isimo sentlalo
- Amanqanaba esakhiwo sedrama
- Abalinganiswa bedrama, ukuzotywa kwabo nendima abayidlalayo kumdlalo.
- Umxholo wedrama nemixholwana eqhubela idrama phambili.
- Impixano kwidrama

Iphepha 1 (Ukusetyenziswa kolwimi ngokusemxelelweni):

- Uvavanyo lokuqonda nesishwankathelo
- Uhlalutyo lweekhathuni okanye izibhengezo-ntengiso
- Usetyenziso lolwimi ngokusemxelelweni- izibizo, izimelabizo nemisebenzi yazo, izichazi, izihlomelo, izifanekiso-zwi, izibanjalo, izilabalabi, izifezekisi, amagatya, njalo njalo.

Iphepha 3 (Ukubhala)

- Iindidi zezincoko - ezichazayo, ezibalisayo, ezixhoxayo, esicangcayo nesivelela amacala omabini.
- Imihlathi kulwimi lwasekhaya ukanti imihlathi emifutshane nemihlathi emide kulwimi lokuqala olongezelelweyo.
- Imizekelo efana ne-obhitshuware Isivi, idayari, ibrowutsha lpowusta ne-ajenda

lingcebiso malunga nokulungiselela iimviwo

- Cwangcisa ixesha lakho ngobunono nenzondelelo.
- Yiba nendawo ethe cwaka yokufundela
- Xa ufunda, qala ngalo mba unzima kwisifundo ukuya kwelula
- Zikhwebule kumkhuba wokuchitha ixesha elininzi kwiindawo zokuzonwabisa endaweni yokufunda iincwadi zakho
- Xa ufunda, mana ubhala phantsi amanqaku okufundayo ukuzikhumbuza
- Ukuhlaziya okufundileyo, ungasebenzisa amaphepha eemviwo ezigqithileyo
- Yazi ukuba ukufunda yinto oyenza ubomi bakho bonke, ngoko ke, ziqhelanise nokufunda rhoqo.

Ukuhlola

IsiXhosa uLwimi lwaseKhaya

Udweleliso lwemisebenzi ehlolwa ngokusesikweni namanqaku ayo.

IKOTA YOKU-1				
I-oral: ukuphulaphulela ukuqonda(15 Amanqaku)/Intetho elugiselelweyo (Amanqaku 10)/Intetho engalungiselelwanga (Amanqaku 15)	Ukubhala isincoko: (50 Amanqaku)	Ukubhala imihlathi: (Amanqaku 25)	I-oral: Ukuphulaphulela ukuqonda:(Amanqaku 15)/Intetho elugiselelweyo (Amanqaku 10)/Intetho engalungiselelwanga (Amanqaku 15	Uvavanyo loku-1: uvavanyo lokuqonda / ushwankathelo /ulwimi(Amanqaku 35)
IKOTA YESI-2				
Umsebenzi we-9		Umsebenzi we-9		Umsebenzi we-9
Uncwadi: Noveli/ Drama Imibuzo emifutshane (10 Amanqaku) Isincoko soncwadi (25 Amanqaku)		I-oral: Ukuphulaphulela ukuqonda: (amanqaku 15) Intetho elungiselelweyo (Amanqaku 10) Intetho engalungiselelwanga Amanqaku 15)		limviwo zaphakathi enyakeni: (amanqaku :250) Iphepha loku-1 –Ukusetyenziswa kolwimi ngokusemholweni (Amanqaku 70) Iphepha lesi-2 Uncwadi (Amanqaku 80) Iphepha lesi-3 Ukubhala (Amanqaku 100)
IKOTA YESI-3				
Umsebenzi we-9			Umsebenzi we-10	
I-oral: Ukuphulaphulela ukuqonda: (amanqaku 15) Intetho elungiselelweyo (Amanqaku 10) Intetho engalungiselelwanga Amanqaku 15)			limviwo Zamalungiselelo: (Amanqaku 250) Iphepha loku-1 –Ukusetyenziswa kolwimi ngokusemholweni (Amanqaku 70) Iphepha lesi-2 Uncwadi (Amanqaku 80) Iphepha lesi-3 Ukubhala (Amanqaku 100	

IsiXhosa uLwimi lokuQala olongezelelweyo

IKOTA YOKU-1			
I-oral: Isicatshulwa esiphulaphulwayo (10 Amanqaku)/Intetho elugiselelweyo (Amanqaku 20)/ ENYE KWEZI ZILANDELAYO Ukufunda okulungiselelweyo/intetho engalungiselelwanga/Intetho engekho sikweni (Amanqaku 20)	Ukubhala isincoko: (50 Amanqaku)	Ukubhala imihlathi emide: (Amanqaku 30)	Uvavanyo loku-1:(Amanqaku :40) uvavanyo lokuqonda / ushwankathelo /ulwimi.

IKOTA YESI-2			
Umsebenzi wesi-5	Umsebenzi wesi-6	Umsebenzi wesi-7	Umsebenzi wesi-8
I-oral: Isicatshulwa esiphulaphulwayo (10 Amanqaku)/Intetho elugiselelweyo (Amanqaku 20)/ ENYE KWEZI ZILANDELAYO: Ukufunda okulungiselelweyo/intetho engalungiselelwanga/Intetho engekho sikweni (Amanqaku 20)	I-oral: Isicatshulwa esiphulaphulwayo (10 Amanqaku)/Intetho elugiselelweyo (Amanqaku 20)/ ENYE KWEZI ZILANDELAYO: Ukufunda okulungiselelweyo/intetho engalungiselelwanga/Intetho engekho sikweni (Amanqaku 20)	Uncwadi : (Amanqaku :35) Imibuzo emifutshane	limviwo zaphakathi enyakeni: (amanqaku :250) Iphepha loku-1 – Ukusetyenziswa kolwimi ngokusemholweni (Amanqaku 80) Iphepha lesi-2 Uncwadi (Amanqaku 70) Iphepha lesi-3 Ukubhala (Amanqaku 100)
IKOTA YESI-3			
Umsebenzi we-9		Umsebenzi we-10	
Ukubhala imihlathi emifutshane: (Amanqaku -20) Ukuphulaphulela ukuqonda: (amanqaku 15) Intetho elungiselelweyo (Amanqaku 10) Intetho engalungiselelwanga Amanqaku 15)		limviwo Zamalungiselelo: (Amanqaku: 250) Iphepha loku-1 –Ukusetyenziswa kolwimi ngokusemholweni (Amanqaku 80) Iphepha lesi-2 Uncwadi (Amanqaku 70) Iphepha lesi-3 Ukubhala (Amanqaku 100)	

IsiXhosa uLwimi lwesiBini olongezelelweyo

IKOTA YOKU-1			
Umsebenzi woku -1	Umsebenzi woku -1	Umsebenzi woku -1	Umsebenzi woku -1
I-oral: Isicatshulwa esiphulaphulwayo (10 Amanqaku)/Intetho elugiselelweyo (Amanqaku 20) ENYE KWEZI ZILANDELAYO: Ukufunda okulungiselelweyo/intetho engalungiselelwanga/Intetho engekho sikweni yeqela (Amanqaku 20)	Ukubhala isincoko: (50 Amanqaku)	Ukubhala imihlathi emide: (Amanqaku 30)	Uvavanyo loku-1: (Amanqaku: 40) uvavanyo lokuqonda / ushwankathelo /ulwimi.

IKOTA YESI-2			
Umsebenzi wesi-5	Umsebenzi wesi-6	Umsebenzi wesi-7	Umsebenzi wesi-8
I-oral: Isicatshulwa esiphulaphulwayo (10 Amanqaku)/Intetho elugiselelweyo (Amanqaku 20)/ ENYE KWEZI ZILANDELAYO: Ukufunda okulungiselelweyo/intetho engalungiselelwanga/Intetho engekho sikweni (Amanqaku 20)	I-oral: Isicatshulwa esiphulaphulwayo (10 Amanqaku)/Intetho elugiselelweyo (Amanqaku 20)/ ENYE KWEZI ZILANDELAYO: Ukufunda okulungiselelweyo/intetho engalungiselelwanga/Intetho engekho sikweni (Amanqaku 20)	Uncwadi :(Amanqaku :35) Imibuzo emifutshane	limviwo zaphakathi enyakeni: (amanqaku :250) Iphepha loku-1 – Ukusetyenziswa kolwimi ngokusemholweni (Amanqaku 80) Iphepha lesi-2 Uncwadi (Amanqaku 70) Iphepha lesi-3 Ukubhala (Amanqaku 100)
IKOTA YESI-3			
Umsebenzi we-9		Umsebenzi we-10	
IUkubhala imihlathi emifutshane: (Amanqaku -20) Ukuphulaphulela ukuqonda: (amanqaku 15) Intetho elungiselelweyo (Amanqaku 10) Intetho engalungiselelwanga Amanqaku 15)		limviwo Zamalungiselelo: (Amanqaku: 250) Iphepha loku-1 –Ukusetyenziswa kolwimi ngokusemholweni (Amanqaku 80) Iphepha lesi-2 Uncwadi (Amanqaku 70) Iphepha lesi-3 Ukubhala (Amanqaku 100)	

Amacandelo namanqaku amaphepha eemviwo

Iphepha 1	Iphepha 2	Iphepha 3
Icandelo A: Isicatshulwa (30 amanqaku)	Kulwimi lwasekhaya	Icandelo A: Isincoko
Icandelo B: Isishwankathelo (10 amanqaku)	Icandelo A: Isihobe (30 amanqaku)	Kulwimi lwasekhaya noloku-1 olongezelelweyo (50 amanqaku)
Icandelo C: Ulwimi (30 amanqaku)	Icandelo B: Inoveli (25 amanqaku)	Kulwimi lwesi-2 olongezelelweyo (40 amanqaku)
kolwasekhaya (40 amanqaku)	Icandelo C: Idrama (25 amanqaku)	Icandelo B: Imihlathi emibini (25x2=50) kulwimi lwasekhaya
kweloku-1 olongezelelweyo (60 amanqaku)	Kulwimi loku-1 olongezelelweyo	Kulwimi loku-1 olongezelelweyo: imihlathi emide (30 amanqaku)
kolwesi-2 olongezelelweyo	Icandelo A: Inoveli (35 amanqaku)	Kulwimi lwesi-2 olongezelelweyo (20 amanqaku)
Icandelo D: Uncwadi (Kolwesi-2 olongezelelweyo kuphela) (20 amanqaku)	Icandelo B: Idrama (35 amanqaku)	Icandelo C: Imihlathi emifutshane (amanqaku:20)
	Icandelo C: Amabali amafutshane (35 amanqaku)	Ulwimi lwesibini olongezelelweyo
	Icandelo D: Isihobe (35 amanqaku)	
	Kulwimi lwesi-2 olongezelelweyo	
	Icandelo D: Uncwadi (20 amanqaku)	
	lihlonyelwe kwiphepha 1	

Amaphulo okuncedisana nawe aquka

- Izifundo zesiXhosa eziqhutywa koonomathotholo abafana noMhlobo wenene nezinye izikhululo zeengingqi ezifumaneka apha ephondweni ezifana noLukhanji, Tru FM, Khanya Community radio njalo njalo. Kule nkqubo kanomathotholo cwangcisa imibuzo yakho ukuze uzokuncediswa ngumntu owenza inkqubo ngolo suku.
- Kwezinye izithili, kuqhutywa izifundo zangoMgqibelo zesiXhosa, izikolo zasebusika, izikolo zasentwasahlobo, ukuncedisana nawe mfundi.
- Sebenzisa amaphepha eminyaka edlulileyo ngenjongo yokuziqhelanisa nendlela ekubuzwa ngayo nekulindeleke ukuba uphendule ngayo, kodwa oko kwenze kuphela xa sele uwufunde wonke umsebenzi wakho wonyaka.
- Amaphepha eminyaka edlulileyo esiXhosa ayafumaneka kwiwebhusayithi ethi www.education.gov.za/ www.eccurriculum.co.za

- Ukuncedisana nawe mfundi sebenzisa ezi ncwadana zilandelayo ukuzihlaziya ukuncedisana kumaphepha eminyaka edlulileyo ezi zezi: Umncumzela, SBA revision booklet, IsiXhosa Revision booklet for second chance, Masibambisane (learners guide series 1 & 2), Literature resource book. njalo njalo.
- Okokugqibela, ungaqhakamshelana nam nge-imeyl ethi nmkhutshulwa@gmail.com iinkcukacha ezithe vetshe malunga nemibuzo onayo ngesiXhosa
- Ukho nomnxeba wam othi 083 2964 783

NDIKUNQWENELELA IMPUMELELO KWIZIFUNDO ZAKHO ZONKE INGAKUMBI KWISIXHOSA!

SESOTHO PUO YA LAPENG

Kgotso moithuti wa sehlopha sa 12

Se latelang ke sesebediswa seo o tla se sebedisa ho nnetefatsa hore o entse mesebetsi yohle e hlokalahalang :

Sesebediswa sena se tla a fa dikeletsa mabapi le seo o tshwanelang ho se etsa hore O tle O sebetse ka boqhetseke. Hopola hore O tshwanela ho pasa Sesotho ka diphesente tse seng ka tlase ho tse 40 mafelong a selemo ha ho kopanngwa matshwao a hao kaofela. Sena se bolela hore O tshwanela ho tiisa haholo e le hore O tle O tsebe ho rua tsebo le ho fumana monyetla wa ho ntshetsa pele dithuto tsa hao, Leka ho:

- Rala le ho hlahloba lenanetsamaiso la hao la boikgopotso ba mosebetsi O seng O entswe.
- sheba boithlophisetso ba hao mabapi le dihlahloba tsa Phupjane/Loetse le tsa makgaola-kgang.
- kopa tijhere ho a fa moralo wa tse tla ithutwa. Sena se tla O fa moralo O phethahetseng. Manamisa moralo ona bukeng ya hao, Tshwaya sehlooho ka seng se rutilweng mme O ngole maqephe a buka a tsamaellanang le sehlooho seo.

oTSHWANETSE HO BA LE:

- Dibuka tse balwang sekolong
- Dibuka tse ding ntle le tsa sekolo tse kenyeletsang dimakasine le dikoranta.
- Bukantswe/tlotlontse ya puo ya hao.

oTSHWANETSE HO TSEBA:

Puisano ya molomo:

- Mawa a fapaneng a puisano ya molomo
- Bokgoni ba ho etsa moralo le dipatlisiso
- Nehelano ya puo ya molomo ka bolokohile le boikutlwahtso
- Tshebediso ya puo maamong a dipuisano tsa molomo

Dibuka:

- Dithothokiso
- Pale e telele/padi/nobele
- Tshwantshiso

Ho ngola

- Meqoqo
- Ditema tsa kgokahano tse telele

Tshebediso ya puo

Matswao a puo, mabopi, mabitso, maemedi, masupi, makgethi, maamanyi, leakaretsi, marui, maetsi, makgathe, mahlalosi, mahokedi, makopanyi, malahlelwa, maetsisamodumo, mahlalosongwe, malatodi, dipolelo, moelelo o totobetseng, moelelo wa puo ya bonono, moelelo wa bokgabo, mopeleto, maele, polelwanakgethi, polelwanatthalosi, polelokopane, polelwanakutu, polelonolo, polelokopana, polelomamarane, boetsuwa, puo sebui, puo pehelo, dilotho, dikgutsufatso, diakronime, mabotsi. Boitemohelo bo hlokolosi ba puo.

Sebedisa: mawa a ho bala

- o hlalosa meelela ya ditema - tse ngotsweng. tse bohawang, tse mamelwang, tse mamelwang hammoho le ho bohwa tshebediso ya puo le ditshwantsho ditemeng
- o dibopeho tsa ditema

Ho ngola:

- o bokgoni ba ho etsa dipatlisiso
 - o moralo wa ho ngola
 - o ho ngola sehlahiswa
 - o ho lekola diphoso

TSE HLOLWANG:

Tekanyetso ya semmuso e etswa ke mesebetsi e 10

Teko e le nngwe, mesebetsi e 7 le hlahlobo ya bohareng ba selemo (mesebetsi e etswang sekolong)

Le Dihlahlobo tsa makgaolakang

1. **Meqoqo o le mong (50)**
2. **Tema ya kgokahano e le nngwe (25)**
3. **Orale: 4**
 - o Puo e hlophisitsweng: 10
 - o Bonono ba ho Mamela: 15
 - o Bonono ba ho bala: 15
 - o Puo e sa hlophisitsweng. 10

Diteko: 2 - (40 x 2)

- o Seballwa-kutlwisiso/Kakaretso/Tshebediso ya puo (35)
- o Dingolwa (35)

Tlhahlobo (Phupjane):

- o **Pampiri 1:** 70 matshwao;
 - Tekokutlwisiso (30)
 - Kgutsufatso (10)
 - Dipolelo tsa puo le ditlwaello (30)
- o **Pampiri 2:** 80 matshwao;
 - Dithothokiso (30)
 - Tse rutilweng (20)
 - Tse sa rutwang (10)
 - Padi (25)
 - Tswantshiso (25)

- o **Pampiri 3:** 100 matshwao
 - Moqoqo (50)
 - Tema tse PEDI tsa kgokahano (2x25) (50)

Tlhahlobo (Loetse):

- o **Pampiri 1:** 70 matshwao;
 - Tekokutlwisiso (30)
 - Kgutsufatso (10)
 - Dipolelo tsa puo le ditlwaello (30)
- o **Pampiri 2:** 80 matshwao;
 - Dithothokiso (30)
 - Tse rutilweng (20)
 - Tse sa rutwang (10)
 - Padi (25)
 - Tswantshiso (25)
- o **Pampiri 3:** 100 matshwao
 - Moqoqo (50)
 - Tema tse PEDI tsa kgokahano (2x25) (50)

**We wish you success in your
preparations for the 2020
National Senior Certificate
Examinations.**

