



Province of the
EASTERN CAPE
EDUCATION

DIRECTORATE: SECONDARY CURRICULUM MANAGEMENT

GRADE 10-12 TOPICS AND TASKS

TERM 1 TRACKER, 2020

OVERVIEW TO TERM 1 TRACKER FOR 2020

This TERM 1 TRACKER contains all the topics and assessment tasks that should be completed by the end of the first academic school term per subject for each of Grades 10, 11 and 12.

Grade 10-12 learners are encouraged to use this tracker to plan and implement their own homework, self-study and/or revision schedules to ensure that they complete all the content targeted for coverage in Term 1 within Term 1. This will help them stay on track to complete the full subject curriculum and all assessment tasks for a subject within an academic year.

The prescribed textbooks provide subject content for an academic year and should be used as the primary resource for homework, self-study and/or revision in conjunction with other CAPS-aligned print and digital materials. Grade 12 learners should also make use of past National Senior Certificate (NSC) examination papers to self-test themselves on topics covered by the end of Term 1. Past papers can be accessed on the ECDOE website via the following link: <http://www.ecexams.co.za/ExaminationPapers.htm>.

Grade 12 learners will benefit from the use of the subject-specific Examination Guidelines published by the Department of Basic Education, which indicate the depth and scope of the subject content to be assessed in the Grade 12 NSC Examinations. The Guidelines for 2017 remain in force for all subjects for the 2020 NSC examinations, with the exception of *Accounting, Business Studies* (both amended) and *Electrical Technology* (newly developed), and can be accessed on the ECDOE website via the following link: http://www.ecexams.co.za/2017_Assessment_Instructions.htm (see Instruction 29/2017). The Guidelines for *Accounting, Business Studies* and *Electrical Technology* can be accessed on the ECDOE website via the following link: http://www.ecexams.co.za/2020_Assessment_Instructions.htm (see Gr. 12 Examination Guidelines, 2020).

The ECDOE is developing and providing self-study support in the form of daily worksheets which can be accessed on the ECDOE website via the following link: <http://www.eccurriculum.co.za/Worksheets.htm>. Term 1 worksheets cover revision of Term 1 content in high enrolment subjects in Grade 12. During Term 2 curriculum coverage in worksheets will be expanded to cater for Grades 10 and 11.

DIRECTORATE: SECONDARY CURRICULUM MANAGEMENT

DATE: 31 March 2020

SUBJECT	GRADE 10 TOPIC	GRADE 10 ASSESSMENT	GRADE 11 TOPIC	GRADE 11 ASSESSMENT	GRADE 12 TOPIC	GRADE 12 ASSESSMENT
ACCOUNTING	<ul style="list-style-type: none"> Informal or indigenous bookkeeping systems <p>NOT examinable</p> <ul style="list-style-type: none"> Ethics GAAP principles Internal control Financial Accounting of a sole trader Bookkeeping of a sole trader- Cash and credit transactions Accounting equation 	<p>SBA</p> <p>1. Presentation (50 marks)</p> <p>2. Term One Test (Minimum 100 marks) i.e. based on all Term one topics.</p>	<ul style="list-style-type: none"> Bank Reconciliation Creditors Reconciliations Tangible/Fixed assets Financial Accounting of partnerships - preparation GAAP principles Bookkeeping of a partnership 	<p>SBA</p> <p>1. Written Report (50 marks)</p> <p>2. Term One Test (Minimum 100 marks)</p>	<p>Financial accounting of companies</p> <ul style="list-style-type: none"> concepts and unique ledger accounts GAAP principles Bookkeeping of companies Financial accounting of companies- preparation of final accounts and financial statements <ul style="list-style-type: none"> ✓ Income Statement ✓ Balance Sheet Cash Flow Statement ✓ Audit report ✓ Analysis and interpretation of published financial statements 	<p>SBA</p> <p>1. Written report (50 marks)</p> <p>2. Test (Minimum 100 marks)</p>
AGRICULTURE MANAGEMENT PRACTICE (AMP)	<p>Crop production and animal enterprises</p> <ul style="list-style-type: none"> Management aspects Management overviews/plans Commencement of PAT 	<p>Task based: 25%</p> <p>Controlled test : 75%</p>	<p>Crop production</p> <p>Introduction to Crop production</p> <ul style="list-style-type: none"> Main production areas in the RSA and potential role in industry; Overview of economic importance of crop production; 	<p>Task based: 25%</p> <p>Controlled test : 75%</p>	<p>Farm Planning Aspects:</p> <ul style="list-style-type: none"> Physical and biological planning (camps, contours, soil, resource utilization, mechanization) Farm evaluation <p>Farming/production systems</p> <ul style="list-style-type: none"> Intensive 	<p>Task based: 25%</p> <p>Controlled test : 75%</p>

			<ul style="list-style-type: none"> • Classification of crops according to agronomic characteristics of seed and plant • Growth curve and critical period during growth; and • Important cultivars available within each selected crop, reasons for use. <p>Soil, water and fertilizer management aspects</p> <ul style="list-style-type: none"> • PAT 		<ul style="list-style-type: none"> • Extensive • Semi- intensive relevant for the production enterprises concerned and precision farming <p>Entrepreneurship</p> <ul style="list-style-type: none"> ▪ Development of business plan ▪ PAT 	
AGRICULTURAL SCIENCES (AS)	Agro-Ecology up to Agricultural organizations	Task based 25% Controlled test 75%	Basic Agricultural Chemistry- Soil colour and soil pores	Task based 25% Controlled test 75%	Animal nutrition- nuclear transfer (Cloning)	Task based 25% Controlled test 75%
AGRICULTURAL TECHNOLOGY (AT)	<ul style="list-style-type: none"> • OHS Act: Introduction to the OHS Act. • Familiarize the learners with relevant workshop practices and regulations applicable to the farm workshop so that they can conduct themselves appropriately in the workshop • Protective clothing, • Ear protection, • Eye protection 	Formal Assessment Term 1 Test 1 – 75% Research task – 25% PAT (Design) 25% of PAT (The PAT marks must be used at the end of the year for the final PAT mark.)	PAT Design Portfolio Research Task Safety-manufacturing processes- structural materials	Test 1 – 75% Research task – 25% PAT (Design) 25% of PAT (The Pat marks must be used at the end of the year for the final PAT mark.)	PAT Design Portfolio Research Task Safety-energy	Test 1 – 75% Research task – 25% PAT Design – 25% (The PAT marks must be used at the end of the year for the final PAT mark.)
BUSINESS STUDIES	1: Micro environment 2: Market environment 3: Macro environment 4: Interrelationship between environments 5: Business sectors	Assignment Test	1: Influences on and control factors influencing business environments 2: Challenges in business environments 3: Adapting to challenges in business environments	Assignment Test	1: Impact of recent legislation on business - response to demands for redress and equity 2: Human Resources function 3: Professionalism and ethics	Assignment Test

			<p>4: Impact and challenges of contemporary socioeconomic issues on business operations</p> <p>5: Business sectors</p> <p>6: Benefits of a company versus other forms of ownership</p> <p>7: Avenues of acquiring a business</p>		<p>4: Creative thinking</p> <p>5: Devise strategies to enable a business to respond to the challenges of the macro business environment</p>	
<p>COMPUTER APPLICATIONS TECHNOLOGY (CAT)</p>	<ul style="list-style-type: none"> • Introduction to computers • Start working with text • Software • Formatting of pages & paragraphs • Formatting of pages & paragraphs • Hardware • Editing • File Management • Adding Graphics • ICT in perspective 	<p>Written Test</p> <p>Practical Test</p>	<ul style="list-style-type: none"> • It is all about ICT's • Working with files • Working with files • Page Formatting • Input and output • Paragraph formatting • Forms & Templates • Spread sheet skills • Calculations • Introduction to database 	<p>Written Test</p> <p>Practical Test</p>	<ul style="list-style-type: none"> • Systems Technologies: General Concepts • Solution Development: WP • Track changes • Systems Technologies: Hardware • Hardware devices • Social Implications – integrated • Solution Development: SS • Functions for calculations • Solution Development: SS • Functions for calculations • Systems Technologies: Hardware • Hardware devices • Social Implications – integrated • Systems Technologies: Hardware • Hardware recommendations 	<p>Theory Test</p> <p>Practical Test</p>

					<ul style="list-style-type: none"> • Social Implications - integrated • Solution Development: DB • Revise and improve database knowledge • Solution Development: WP • Working with long documents • Information Management • Data, information, knowledge, conclusion/decision • Questionnaires • Information Management and PAT • Gathering data & Electronic forms • Reports • Solution Development: SS • Decision making in functions • Solution Development: DB • Calculations in queries and reports 	
CIVIL TECHNOLOGY - CIVIL SERVICES	<ul style="list-style-type: none"> • Introduction • Occupational Health and Safety Act 85 of 1993 (OHS) (Generic) • Occupational Health and Safety Act 85 of 1993 (OHS) (Subject Specific) • Materials (Generic) 	Test Controlled test PAT Phase 1 (Practical Assessment Task)	<ul style="list-style-type: none"> • Occupational Health and Safety Act 85 of 1993 (OHS) (Generic) • Occupational Health and Safety Act 85 of 1993 (OHS) (Subject Specific) • Materials 	Test Controlled test PAT Phase 1 (Practical Assessment Task)	<ul style="list-style-type: none"> • Occupational Health and Safety Act 85 of 1993 (OHS) (Generic) • Occupational Health and Safety Act 85 of 1993 (OHS) (Subject Specific) • Materials 	Test Controlled test PAT Phase 1 (Practical Assessment Task)

	<ul style="list-style-type: none"> Materials (Subject Specific) Equipment and Tools (Generic) 		<ul style="list-style-type: none"> (Generic) Materials (Subject Specific) Equipment and Tools (Generic) Equipment and Tools (Subject Specific) Graphics as means of communication (Generic) 		<ul style="list-style-type: none"> (Generic) Materials (Subject Specific) Equipment and Tools (Generic) Equipment and Tools (Subject Specific) Graphics as means of communication (Generic) Graphics as means of communication (Subject Specific) Quantities (Subject specific) 	
CIVIL TECHNOLOGY - CONSTRUCTION	<ul style="list-style-type: none"> Introduction Occupational Health and Safety Act 85 of 1993 (OHS) (Generic) Occupational Health and Safety Act 85 of 1993 (OHS) (Subject Specific) Materials (Generic) Materials (Subject Specific) Equipment and Tools (Generic) Equipment and Tools (Subject Specific) 	Test Controlled test PAT Phase 1 (Practical Assessment Task)	<ul style="list-style-type: none"> Occupational Health and Safety Act 85 of 1993 (OHS) (Generic) Materials (Generic) Materials (Subject Specific) Equipment and Tools (Generic) Equipment and Tools (Subject Specific) Graphics as means of communication (Generic) 	Test Controlled test PAT Phase 1 (Practical Assessment Task)	<ul style="list-style-type: none"> Occupational Health and Safety Act 85 of 1993 (OHS) (Generic) Materials (Generic) Materials (Subject Specific) Equipment and Tools (Generic) Equipment and Tools (Subject Specific) Graphics as means of communication (Generic) Graphics as means of communication (Subject Specific) Quantities (Subject specific) 	Test Controlled test PAT Phase 1 (Practical Assessment Task)
CIVIL TECHNOLOGY - WOODWORKING	<ul style="list-style-type: none"> Introduction 	Test Controlled test	<ul style="list-style-type: none"> Occupational Health and Safety Act 85 of 1993 (OHS) 	Test Controlled test	<ul style="list-style-type: none"> Occupational Health and Safety Act 85 of 1993 (OHS) 	Test Controlled test

	<ul style="list-style-type: none"> Occupational Health and Safety Act 85 of 1993 (OHS) (Generic) Occupational Health and Safety Act 85 of 1993 (OHS) (Subject Specific) Materials (Generic) Materials (Subject Specific) Equipment and Tools (Generic) Equipment and Tools (Subject Specific) 	PAT Phase 1 (Practical Assessment Task)	<ul style="list-style-type: none"> (Generic) Materials (Generic) Materials (Subject Specific) Equipment and Tools (Generic) Equipment and Tools (Subject Specific) Graphics as means of communication (Generic) 	PAT Phase 1 (Practical Assessment Task)	<ul style="list-style-type: none"> (Generic) Materials (Generic) Materials (Subject Specific) Equipment and Tools (Generic) Equipment and Tools (Subject Specific) Graphics as means of communication (Generic) Graphics as means of communication (Subject Specific) Quantities (Subject specific) 	PAT Phase 1 (Practical Assessment Task)
CONSUMER STUDIES	<ul style="list-style-type: none"> The Consumer Food and nutrition 	<ul style="list-style-type: none"> Test 75% 4 x Practical Tasks 25% 	<ul style="list-style-type: none"> The Consumer Design elements and principles Fibres and fabrics 	<ul style="list-style-type: none"> Test 75% 4 x Practical tasks 25% 	<ul style="list-style-type: none"> Entrepreneurship Clothing 	<ul style="list-style-type: none"> Test 50% Project 25% 3 x Practical tasks 25%
DANCE	<ul style="list-style-type: none"> Dance performance Dance Composition Dance history and literacy 	<ul style="list-style-type: none"> Theory test (50) Practical test (50) 	<ul style="list-style-type: none"> Dance performance Dance Composition Dance history and literacy 	<ul style="list-style-type: none"> Theory test (50) Practical test (50) 	<ul style="list-style-type: none"> Dance performance Dance Composition Dance history and literacy 	<ul style="list-style-type: none"> Theory test (50) Practical test (50)
DESIGN	<ul style="list-style-type: none"> Design process and factors influencing the process Design in a business context (research) Design production, time management and safe practice Design theory: <ul style="list-style-type: none"> design literacy history of design 	<ul style="list-style-type: none"> PAT 1 Process and Product (100) Theory test. (50) 	<ul style="list-style-type: none"> Design process and factors influencing the process Design in a business context (research) Design production, time management and safe practice Design theory: <ul style="list-style-type: none"> design literacy history of design 	<ul style="list-style-type: none"> PAT 1 Process and Product (100) Theory test. (50) 	<ul style="list-style-type: none"> Design process and factors influencing the process Design in a business context (research) Design production, time management and safe practice Design theory: <ul style="list-style-type: none"> design literacy history of design design in a socio-cultural/ 	<ul style="list-style-type: none"> PAT 1 Process and Product (100) Theory test. (50)

	<ul style="list-style-type: none"> design in a socio-cultural / environment and sustainable context 		<ul style="list-style-type: none"> design in a socio-cultural / environment and sustainable context 		environmental and sustainable context	
DRAMATIC ARTS	<ul style="list-style-type: none"> Introduction to Dramatic arts South African Theatre Play text 1: South African Theatre Scene Study 	<ul style="list-style-type: none"> PAT 1 (50) Test (50) 	<ul style="list-style-type: none"> Realism and Stanislavski Play text 1: Realist Text Voice and Body 	<ul style="list-style-type: none"> PAT 1 (50) Test (50) 	<ul style="list-style-type: none"> 20th Century “isms” Theme/ Audition / Technical Programme Absurd Theatre / Epic Theatre / post- modern Theatre Play text 1: Absurd / Epic/post modern 	<ul style="list-style-type: none"> PAT 1 (50) Test (50)
ECONOMICS	<ul style="list-style-type: none"> Economics: Basic concepts Basic economic problem Circular flow & Quantitative elements Business cycles 	<ul style="list-style-type: none"> Assignment Test 	<ul style="list-style-type: none"> Population and labour force Circular flow: Economic goods & services Economic systems: Mixed Economy Basic economic problem, Public sector & Business cycles: Economic structures 	<ul style="list-style-type: none"> Assignment Test 	<ul style="list-style-type: none"> Circular flow Business cycles Public sector International trade 	<ul style="list-style-type: none"> Assignment Test
ELECTRICAL TECHNOLOGY POWER SYSTEMS	<ul style="list-style-type: none"> Occupational Health and Safety Tools and measuring instruments Basic Principles of electricity Power Sources 	<ul style="list-style-type: none"> Control Test 5% PAT Simulations 1 & 2 	<ul style="list-style-type: none"> Occupational Health and Safety Tools and measuring instruments DC Machines Single Phase AC Generation Practical 	<ul style="list-style-type: none"> Control Test 5% PAT Simulations 1 & 2 	<ul style="list-style-type: none"> Occupational Health and Safety RLC 3. Three Phase AC Generation 	<ul style="list-style-type: none"> Control Test 5% PAT Simulations 1 & 2
ELECTRICAL TECHNOLOGY ELECTRONICS	<ul style="list-style-type: none"> Occupational Health and Safety Tools and measuring instruments 	<ul style="list-style-type: none"> Control Test 5% PAT Simulations 1 & 2 	<ul style="list-style-type: none"> Occupational Health and Safety Tools and measuring instruments 3. Waveforms 	<ul style="list-style-type: none"> Control Test 5% PAT Simulations 1 & 2 	<ul style="list-style-type: none"> Occupational Health and Safety RLC Semiconductor devices 	<ul style="list-style-type: none"> Control Test 5% PAT Simulations 1 & 2

	<ul style="list-style-type: none"> Basic Principles of electricity Power Sources 		<ul style="list-style-type: none"> RLC 			
ELECTRICAL TECHNOLOGY DIGITAL SYSTEMS	<ul style="list-style-type: none"> Occupational Health and Safety Tools and measuring instruments Basic Principles of electricity 	<ul style="list-style-type: none"> Control Test 5% PAT Simulations 1 & 2 	<ul style="list-style-type: none"> Occupational Health and Safety Tools and measuring instruments Waveforms 4. RLC 	<ul style="list-style-type: none"> Control Test 5% PAT Simulations 1 & 2 	<ul style="list-style-type: none"> Occupational Health and Safety Semiconductor Devices Switching Circuits 	<ul style="list-style-type: none"> Control Test 5% PAT Simulations 1 & 2
ENGINEERING GRAPHICS & DESIGN (EGD)	<ul style="list-style-type: none"> Classroom and administrative management Introduction to & purpose of EGD General drawing principles relevant to all types of drawing Free-hand drawing Setting up of a drawing sheet Geometrical Construction Scales 	<p>03 Course drawings</p> <ul style="list-style-type: none"> freehand drawing, Geometrical construction Ellipse <p>PAT - Phase 1 (Practical Assessment Task)</p> <p>Test</p>	<ul style="list-style-type: none"> Classroom and administrative management Revision of the general drawing principles Mechanical drawing Isometric drawing Perspective drawing 	<p>04 Course drawings</p> <ul style="list-style-type: none"> Mechanical analytical exercise Mechanical assembly Isometric drawing Two-point perspective <p>PAT - Phase 1 (Practical Assessment Task)</p> <p>Test</p>	<ul style="list-style-type: none"> Classroom and administrative management Revision of the general drawing principle Mechanical drawing Civil drawing Perspective drawing 	<p>06 Course drawings</p> <ul style="list-style-type: none"> Mechanical assembly Mechanical analytical exercise Civil sectional elevation Civil floor plan with elevations Civil site plan Two-point perspective <p>PAT - Phase 1 (Practical Assessment Task)</p> <p>Test</p>
GEOGRAPHY	GEOGRAPHICAL SKILLS AND TECHNIQUES <ul style="list-style-type: none"> Direction True bearing Using the index Four-digit grid reference (latitude and longitude, degrees and minutes) to identify and locate features on maps. Scale: Word; ratio; fraction and line scale 	Data Handling Task Controlled Test 1	GEOGRAPHICAL SKILLS AND TECHNIQUES <ul style="list-style-type: none"> Direction True bearing Using the index Four-digit grid reference (latitude and longitude, degrees and minutes) to identify and locate features on maps. 	Data Handling Task Controlled Test 1	GEOGRAPHICAL SKILLS AND TECHNIQUES <ul style="list-style-type: none"> Reading and interpreting satellite images and synoptic weather maps Map and photo interpretation – includes reading and analysis of physical and 	Data Handling Controlled Test 1

	<ul style="list-style-type: none"> Distance: Measuring distances and converting to ground distance along a straight line Calculating area GIS <p>CLIMATOLOGY</p> <p>Composition and Structure of the Atmosphere</p> <ul style="list-style-type: none"> Heating of the Atmosphere . Moisture in the Atmosphere <p>Reading and interpreting Synoptic Weather Maps</p> <ul style="list-style-type: none"> Weather elements, temperature, dew point temperature, cloud cover wind direction, wind speed and atmospheric pressure. <p>(note: the concept of atmospheric pressure is only introduced here, it is developed more fully in Grade 11)</p> <ul style="list-style-type: none"> Weather conditions: rain, drizzle, thunderstorms, hail and snow, as illustrated on station models. 		<ul style="list-style-type: none"> Scale: Word; ratio; fraction and line scale Distance: Measuring distances and converting to ground distance along a straight line Calculating area GIS <p>CLIMATOLOGY</p> <p>The earths energy balance</p> <ul style="list-style-type: none"> Earth's axis and revolution Oceans and winds Global Air circulation <p>Africa's weather and climate</p> <ul style="list-style-type: none"> Africa's climate regions Subsidence and convergence – link to rainfall The role of oceans in climate control in Africa El Nino processes and their effects on Africa's climate La Nina processes and their effects on Africa's climate <p>Droughts and Desertification</p>		<p>constructed features; and</p> <ul style="list-style-type: none"> Applying map-reading skills to maps and photos. GIS <p>CLIMATOLOGY</p> <p>Climate and Weather</p> <ul style="list-style-type: none"> Mid-Latitude Cyclones Tropical Cyclones. Subtropical Anticyclones and associated weather conditions Valley Climates Urban Climates <p>Interpretation of synoptic weather maps</p> <ul style="list-style-type: none"> Use of international symbols Identification and characteristics of high- and low-pressure cells Interpretation of the impact of high- and low-pressure cells Reading and interpretation of station models Satellite images – reading and interpretation 	
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	<ul style="list-style-type: none"> Reading and interpreting a selection of synoptic weather maps 		<ul style="list-style-type: none"> Areas at risk: regional and local scales Causes of droughts Effects of droughts on people and the environment, such as differences in vulnerability <p>Droughts and desertification</p> <ul style="list-style-type: none"> Aerial & orthophoto maps & GIS 		<ul style="list-style-type: none"> Compare satellite images to synoptic weather maps <p>Geomorphology</p> <ul style="list-style-type: none"> Drainage Systems in South Africa Fluvial Processes Catchment and river management 	
HISTORY	<ol style="list-style-type: none"> THE WORLD AROUND 1600 <ul style="list-style-type: none"> Songhai: An African Empire in the 15th and 16th Centuries. European Societies The French Revolution <ul style="list-style-type: none"> The causes and the course of the revolution. 	<p>1. Source-Based and/or Essay task. 50 marks. (Learners to choose either source-based or Essay. If they choose an essay this Term, then it is COMPULSORY that they choose a source-based task in Term 2)</p> <p>1. Standardised test which includes a Source -Based question and an Essay.(75 marks)</p>	<ol style="list-style-type: none"> COMMUNISM IN RUSSIA: 1900 to 1940 CAPITALISM IN THE USA 1900 TO 1940 	<ol style="list-style-type: none"> Source-based and/or essay task. 50 marks (Learners to choose either source-based or Essay. If they choose an essay this Term, then it is COMPULSORY that they choose a source-based task in Term 2) Standardised test 1 which includes a Source-Based question and an Essay.(100 marks) 	<ol style="list-style-type: none"> THE COLD WAR (How did the Cold War period shape international relations after the Second World War?) <ul style="list-style-type: none"> The Cuban Crisis Extension of the Cold War: China INDEPENDENT AFRICA (How was independence realized in Africa in the 1960s and 1980s) <ul style="list-style-type: none"> Comparative Study-Congo and Tanzania (political, economic, social and cultural successes and challenges). Angola CIVIL SOCIETY PROTESTS 1950s to 1970s 	<ol style="list-style-type: none"> Source-based and/or essay.50 marks. (Learners to choose either source-based or Essay. If they choose an essay this Term, then it is COMPULSORY that they choose a source-based task in Term 2) Standardised test (includes a source –based section and an essay).100 marks.

					(What forms of civil society protest emerged from the 1960s to 1970?) <ul style="list-style-type: none"> - Forms of civil society protests. - Black Power Movement 	
HOSPITALITY STUDIES	Sectors and careers Kitchen and restaurant operations Hygiene Nutrition and menu planning Commodities	Test Practical Tasks	Nutrition and menu planning Commodities Food and beverage service Sectors and careers	Test Practical Tasks	Nutrition and menu planning Food and beverage service Commodities	Test Project Practical Tasks
INFORMATION TECHNOLOGY	<ul style="list-style-type: none"> • Systems Technologies • Data and Information Management • Social Implications • Solution Development • Algorithms Solution Development • Scratch Solution Development 	Theory test Practical	<ul style="list-style-type: none"> • System Technologies • Communication Technologies • Social Implications 	Theory test Practical Test	<ul style="list-style-type: none"> • Systems Technologies • Data • Information Management • Social Implications • Solution Development: Algorithms • Solution Development: Scratch Solution 	Theory test Practical
LIFE ORIENTATION	<ol style="list-style-type: none"> 1. Development of self in society. 2. Career and career choices. 3. Democracy and human rights. 4. Physical Education: Fitness 	<ol style="list-style-type: none"> 1. Written Task: Assignment / Source-based task (80 marks) 2. Physical Education Task (20 marks) 	<ol style="list-style-type: none"> 1. Development of self in society. 2. Career and career choices. 3. Democracy and human rights. 4. Physical Education: Fitness 	<ol style="list-style-type: none"> 1. Written Task: Assignment / Source-based task (80 marks) 2. Physical Education Task (20 marks) 	<ol style="list-style-type: none"> 1. Development of self in society. 2. Study skills 3. Career and career choices. 4. Physical Education: Fitness 	<ol style="list-style-type: none"> 1. Source-based written task (80 marks) 2. Physical Education Task (20 marks)
LIFE SCIENCES	Orientation to Life Sciences Chemistry of Life Cells: basic units of life Cell Division: Mitosis Plant and animal tissues	<ul style="list-style-type: none"> • Practical task • Test 	Biodiversity & Classification of microorganisms Biodiversity of Plants Biodiversity of Animals Energy transformations to sustain Life e.g. photosynthesis	<ul style="list-style-type: none"> • Practical task • Test 	DNA: The code of Life Meiosis Reproduction: - Diversity of reproductive strategies - Human reproduction Genetics and inheritance	<ul style="list-style-type: none"> • Practical task • Test • Assignment (given to be in Term 1 but recorded in Term 3)

MARITIME ECONOMICS	<p>1. Define and use terminology used by the shipping industry:</p> <ul style="list-style-type: none"> • Parts of the ship and equipment on board • Naming and explaining the particular characteristics and uses <p>2. Various ship types: Naming and explaining the particular characteristics and uses</p> <p>3. Unit measures</p> <ul style="list-style-type: none"> • Naming and explaining <p>4. Relative position aboard ships, or positions relative to one's own ship Naming and explaining</p> <p>5. Use map reading skills to identify continents, water masses, canals, sea currents and major ports.</p> <ul style="list-style-type: none"> • Continents • Water masses – Oceans, seas, gulfs, Navigable rivers • Canals, sea currents <p>6. Display a working knowledge, as they affect shipping</p> <ul style="list-style-type: none"> • International date line Time zones <p>7. Investigate and presenting the careers related to Maritime Economics</p>	<p>1. Assignment/ Presentation (50 Marks)</p> <p>2. Control Test (50 Marks)</p>	<p>1. Review grade 10 exam paper</p> <p>2. Interpret and use information contained in Lloyd's Register of Shipping and assess the suitability of ships for particular cargoes and trades</p> <p>3. Use maps to interpret trade routes, port location</p> <ul style="list-style-type: none"> • SA PORTS • AFRICAN PORTS • FOREIGN PORTS <p>4. Apply knowledge of international time zones and the international date line to shipping operations</p> <ul style="list-style-type: none"> • calculations involving realistic voyages across time zones <p>5. Investigate and explain the training, education and experience needed to pursue the various maritime related careers</p> <ul style="list-style-type: none"> • Rank structure of seafarers and promotional requirements • Broad job descriptions <p>6. Major maritime related careers</p>	<p>1. Assignment/ Presentation (50 Marks)</p> <p>2. Control Test (50 Marks)</p>	<p>1. Differentiate between the main types of marine propulsion systems.</p> <ul style="list-style-type: none"> • Types, advantages, effects of changes <p>2. Analyse and use graphic displays of information and text from a variety of sources. Analyse the issues pertaining to the international employment of seafarers.</p> <p>3. Analyse and evaluate intermodal transport systems.</p> <ul style="list-style-type: none"> • Tracing of routes and mode of transport and procedures (e.g. checking the container for damage, container number, container seals, customs clearances) and documentation (especially the characteristics and use of a bill of lading) <p>4. Explain and discuss issues relating to the registration of ships and the role of classification societies.</p> <ul style="list-style-type: none"> • The need to register ships; the concept of flag state control; the concept of flags of convenience (advantages and disadvantages) The role of classification societies with special 	<p>Assignment/ Presentation (50 Marks)</p> <p>2. Control Test (50 Marks)</p>
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	Investigating and describing maritime careers				reference to ship construction, seaworthiness, accidents, and special surveys	
MATHEMATICS	1. Algebraic expressions 2. Exponents, Equations and Inequalities 3. Euclidean Geometry 4. Trigonometry	1. Investigation / Project (at least 50 marks) 2. Test (at least 50 marks)	1. Exponents and surds 2. Equations and Inequalities 3. Euclidean Geometry 4. Trigonometry	1. Investigation / Project (at least 50 marks) 2. Test (at least 50 marks)	1. Patterns, Sequences and Series 2. Euclidean Geometry 3. Trigonometry	1. Assignment / Test (at least 50 marks) 2. Investigation / Project (at least 50 marks) 3. Test (at least 50 marks)
MATHEMATICS LITERACY	1. Contexts focusing on Numbers and Operations with numbers 2. Contexts focusing on Patterns, Relationships and Representations 3. Contexts focusing on Measurement (Conversions and Time)	1. Investigation 2. Control Test	1. Contexts focusing on Patterns, Relationships and Representations 2. Contexts focusing on Measurement (Conversions and Time) 3. Contexts focusing on Finance	1. Investigation 2. Control Test	1. Contexts focusing on Measurement (Conversions and Time) 2. Contexts focusing on Finance 3. Contexts focusing on Data Handling	1. Assignment 2. Investigation 3. Control Test
TECHNICAL MATHEMATICS	1. Introduction (Revision of basic algebra) 2. Number systems (including binary numbers and introduction of complex numbers) 3. Exponents 4. Mensuration 5. Algebraic Expressions	1. Investigation / Project (at least 50 marks) 2. Test (at least 50 marks)	1. Exponents and surds 2. Equations and inequalities 3. Nature of roots 4. Logarithms 5. Analytical Geometry	1. Investigation / Project (at least 50 marks) 2. Test (at least 50 marks)	1. Complex numbers 2. Analytical Geometry 3. Functions: Polynomials 4. Differential Calculus	1. Assignment / Test (at least 50 marks) 2. Investigation / Project (at least 50 marks) 3. Test (at least 50 marks)
MECHANICAL TECHNOLOGY FITTING AND MACHINING	SAFETY GENERIC ▪ Basic first aid ▪ HIV/Aids Awareness ▪ OHS Act - safe and hazardous conditions - safety to be observed when performing tasks using specific tools/equipment/machines ▪ Practical	Control test 5% and PAT : (phase 1 (<i>Terminology/ Manufacturing task</i>), Plan and prepare for PAT final task: Phase 4	SAFETY GENERIC ▪ HIV/Aids Awareness ▪ Knowledge of basic first aid ▪ Analyse OHS Act & regulations ▪ Apply machine-specific safety measures	Control test 5% and PAT : (phase 1 (<i>Terminology/ Manufacturing task</i>), Plan and prepare for PAT final task: Phase 4	SAFETY GENERIC ▪ Basic first aid ▪ HIV/Aids Awareness ▪ Analyse OHS Act & regulations ▪ Knowledge and application of basic workshop layouts ▪ Refer to OHS Act & analyse responsibilities of: - Employer - Employee	Control test 5% and PAT : (phase 1 (<i>Terminology/ Manufacturing task</i>), Plan and prepare for PAT final task: Phase 4

	<p>TERMINOLOGY (Machining specific)</p> <ul style="list-style-type: none"> ▪ Simple readings on: <ul style="list-style-type: none"> -Vernier Callipers -Outside, inside & depth micrometres ▪ Lathe <ul style="list-style-type: none"> -Classification -Functions -Coolants -Cutting tool -Cutting procedures -Screw cutting (Compound slide – Theory only) ▪ Practical <p>TOOLS GENERIC</p> <ul style="list-style-type: none"> ▪ Basic tools and equipment <ul style="list-style-type: none"> -Spanners -Sockets -Pliers -Hammers -Chisels -Hacksaws -Scribers, punches -Screwdrivers -Allen keys -Files -Stocks and dies ▪ Application of measuring and marking – off tools ▪ Practical 		<ul style="list-style-type: none"> ▪ Practical <p>TERMINOLOGY (Machining Specific) Lathe</p> <ul style="list-style-type: none"> -safety measures -setting up of irregular work pieces – 4 jaw chuck -steadies -mandrels -taper turning (compound slide method – inside & outside tapers) -calculations for setting over compound slide ▪ Screw cutting ▪ Practical <p>Milling machine</p> <ul style="list-style-type: none"> -safety measures & parts -calculations ▪ Practical – Milling machine <p>TOOLS (GENERIC)</p> <ul style="list-style-type: none"> -Principles and functions of purpose – made tooling and equipment ▪ Practical <p>TOOLS (SPECIFIC)</p> <ul style="list-style-type: none"> ▪ Principles and functions of purpose – made tooling and equipment ▪ Practical 		<ul style="list-style-type: none"> ▪ Practical <p>TERMINOLOGY(SPECIFIC)</p> <ul style="list-style-type: none"> ▪ LATHE <ul style="list-style-type: none"> -Safety measures -Taper turning -Screw cutting -Set over of compound slides -Change gear ▪ MILLING MACHINE <ul style="list-style-type: none"> - Safety measures - calculations -Identify and apply milling processes and describe advantages and disadvantages ▪ Practical ▪ Indexing ▪ Dovetail slides ▪ Digital read Out (DRO) program ▪ Balancing of irregular work pieces on a lathe ▪ Manufacturing of spur gear ▪ Practical <p>TOOLS (SPECIFIC)</p> <ul style="list-style-type: none"> ▪ Principles and functions of advanced engineering equipment ▪ Simple calculations on: <ul style="list-style-type: none"> -Depth micrometre -Screw thread micrometres ▪ Practical 	
MECHANICAL TECHNOLOGY	<p>SAFETY (GENERIC)</p> <ul style="list-style-type: none"> ▪ HIV/Aids Awareness ▪ Understanding of OHS Act 	Control test 5% and PAT : (phase 1) <i>(Terminology/</i>	<p>SAFETY (GENERIC)</p> <ul style="list-style-type: none"> ▪ Basic first aid ▪ HIV/Aids Awareness 	Control test 5% and PAT : (phase 1) <i>(Terminology/</i>	<p>SAFETY (GENERIC)</p> <ul style="list-style-type: none"> ▪ HIV/Aids Awareness ▪ Knowledge of first aid 	Control test 5% and PAT : (phase 1) <i>(Terminology/</i>

<p>AUTOMOTIVE</p>	<ul style="list-style-type: none"> ▪ Practical TOOLS (GENERIC) <ul style="list-style-type: none"> ▪ Hand tools ▪ Measuring tools ▪ Practical ENGINES (GENERIC) <ul style="list-style-type: none"> ▪ Operating principle of 2 and 4 stroke internal combustion engines ▪ Practical ENGINES (SPECIFIC) <ul style="list-style-type: none"> ▪ Identify and provide functions of engine components ▪ Practical ▪ Conventional layouts of engines 	<p><i>Manufacturing task</i>), Plan and prepare for PAT final task: Phase 4</p>	<ul style="list-style-type: none"> ▪ Analyse OHS Act and regulations ▪ Machine specific safety measures ▪ Practical TOOLS (GENERIC) <ul style="list-style-type: none"> ▪ Principles and functions of purpose made tooling and equipment-DTI, telescopic gauge & measuring instruments ▪ Practical TOOLS (SPECIFIC) <ul style="list-style-type: none"> ▪ Principles and functions of purpose made tooling and equipment ▪ Practical ENGINES (SPECIFIC) <ul style="list-style-type: none"> ▪ C.I Engines ▪ Injectors ▪ Valve assemblies ▪ Practical 	<p><i>Manufacturing task</i>), Plan and prepare for PAT final task: Phase 4</p>	<ul style="list-style-type: none"> ▪ Analyse OHS Act and regulations applicable to specific machines ▪ Knowledge and application of basic workshop layouts ▪ Refer to OHS Act & analyse responsibilities of: <ul style="list-style-type: none"> - Employer - Employee ▪ Practical TOOLS (SPECIFIC) <ul style="list-style-type: none"> ▪ Identification and application of equipment ▪ Practical ENGINES (SPECIFIC) <ul style="list-style-type: none"> ▪ Crankshafts ▪ Operating principles of: <ul style="list-style-type: none"> - Turbo chargers - super chargers ▪ Practical 	<p><i>Manufacturing task</i>), Plan and prepare for PAT final task: Phase 4</p>
<p>MECHANICAL TECHNOLOGY</p> <p>WELDING & METALWORK</p>	<p>SAFETY (GENERIC)</p> <ul style="list-style-type: none"> ▪ HIV/Aids Awareness ▪ Understanding of OHS Act ▪ Practical TERMINOLOGY (specific) <ul style="list-style-type: none"> ▪ Welding Terms ▪ Practical ▪ Templates <ul style="list-style-type: none"> ▪ Practical ▪ Principles and functions of arc welding ▪ Electrical aspect regarding welding ▪ Principles and functions of gas welding ▪ Practical 	<p>Control test 5% and PAT : (phase 1 (<i>Terminology/ Manufacturing task</i>), Plan and prepare for PAT final task: Phase 4</p>	<p>SAFETY GENERIC</p> <ul style="list-style-type: none"> ▪ HIV/Aids Awareness ▪ Knowledge of basic first aid ▪ Analyse OHS Act & regulations ▪ Apply machine-specific safety measures TERMINOLOGY (specific) <ul style="list-style-type: none"> ▪ Use of Templates ▪ Application of roof trusses ▪ Calculations on: <ul style="list-style-type: none"> -Rise -Slope -Pitch 	<p>Control test 5% and PAT : (phase 1 (<i>Terminology/ Manufacturing task</i>), Plan and prepare for PAT final task: Phase 4</p>	<p>SAFETY (GENERIC)</p> <ul style="list-style-type: none"> ▪ HIV/Aids Awareness ▪ Knowledge of first aid ▪ Analyse OHS Act and regulations applicable to specific machines ▪ Knowledge and application of basic workshop layouts ▪ Refer to OHS Act & analyse responsibilities of: <ul style="list-style-type: none"> - Employer - Employee ▪ Practical ▪ Templates 	<p>Control test 5% and PAT : (phase 1 (<i>Terminology/ Manufacturing task</i>), Plan and prepare for PAT final task: Phase 4</p>

	TOOLS GENERIC <ul style="list-style-type: none"> ▪ Basic tools and equipment ▪ Identify and explain functions of the 3 types of drilling machines ▪ Application of measuring and marking – off tools 		<ul style="list-style-type: none"> ▪ Practical ▪ Calculation of costs ▪ Explain welding terminology ▪ Welding symbols TOOLS (SPECIFIC) <ul style="list-style-type: none"> ▪ Principles and functions of specified welding tools and equipment ▪ Practical 		<ul style="list-style-type: none"> ▪ Calculations for sheet metal for rolling and bending ▪ Practical ▪ Application of welding symbols ▪ Practical – Refer to SANS ▪ TOOLS (SPECIFIC) ▪ Principles and function of purpose-made tools and equipment ▪ Practical ▪ Materials (Generic) ▪ Identification ▪ Practical ▪ Methods of enhancing the properties of materials ▪ Practical 	
MUSIC	1: Music performance and improvisation 2: Music literacy 3: General music Knowledge and analysis	Select 1 or 2 PAT's from 5 PAT's page 54 -55 CAPS	1: Music performance and improvisation 2: Music literacy 3: General music Knowledge and analysis	Select 1 or 2 PAT's from 5 PAT's page 54 -55 CAPS	1: Music performance and improvisation 2: Music literacy 3: General music Knowledge and analysis	Select 1 or 2 PAT's from 5 PAT's page 54 - 55 CAPS
NAUTICAL SCIENCES	1. Planet earth, land and water masses, seas and oceans 2. Part of ship: <ul style="list-style-type: none"> • Hull • Decks • Relative position around the ship 3. Concept, characteristics and design features of sea going vessels 4. Materials used in ship construction 5. Principal parts of ship architecture	Practical assignment [50 marks] Controlled test [50 marks]	1. Emergency Actions 2. Search and Rescue Patterns & Preparations 3. Identify good operator practices used for effective and efficient communication 4. Distress Frequencies & Silence periods 5. Priority Calls & Messages (Distress, Urgency, Safety) 6. Transmit, acknowledge & relay distress calls & messages	Assignment [50 marks] Controlled test [50 marks]	1. GMDSS <ul style="list-style-type: none"> • Functional requirements • Carriage requirements • Sea Areas 2. Current & Tidal Streams- Set, rate & drift Leeway 3. Running Fix with current and leeway 4. Equilibrium Trim	Practical assignment [50 marks] Controlled test [50 marks]

	<p>6. Departments on board merchant vessel</p> <p>7. Duties and responsibilities of officers, bosun and seamen</p> <p>8. Watches and watchkeeping</p> <p>9. Steering</p> <p>10. Emergencies on board the ship</p> <ul style="list-style-type: none"> • Fire • MOB • Grounding • Collision • Flooding • Capsizing • Sinking <p>11. Safety and life-saving appliances & fire-fighting equipment</p> <p>12. Perform duties of a crew member of a small sailing vessel as required by the curriculum</p> <p>13. Port visit to show learners port facilities and infrastructure, types of ships, instruments and equipment on board, port operations</p>		<p>7. Rhumb track sailings</p> <ul style="list-style-type: none"> • Meridian Sailing • Parallel Sailing • Plane Sailing • Mercator <p>8. Sailing</p> <p>9. Formation</p> <p>10. Definitions</p> <p>11. Tide Tables</p> <p>12. Tide Calculations (CD, HoT, Sounding, UKC & Draft)</p> <p>13. Coastal Passage Planning</p> <p>14. Horizontal & Vertical Sextant Angles (HSA & VSA)</p> <p>15. Running Fix without current and leeway</p> <p>16 Term 1 work</p> <p>Port visit to show learners port facilities and infrastructure, types of ships, instruments and equipment on board, port operations</p>		<p>5. Effects of loading, discharging and shifting weights</p> <p>6. Hull stresses</p> <p>7. Principles of Radar operation</p> <p>8. Radar Plotting</p> <p>9. Recognize and discuss the weather associated with the different weather systems</p> <ul style="list-style-type: none"> • High Pressure ridges • Low Pressure troughs • Cut-Off Low (COL) Pressure System • Air masses and fronts <p>10. Frontal Depressions</p> <p>11. Term 1 work</p> <p>Port visit to show learners port facilities and infrastructure, types of ships, instruments and equipment on board, port operations</p>	
PHYSICAL SCIENCES	<ul style="list-style-type: none"> • Three states and kinetic theory of matter. • The atom • Periodic table • Chemical Bonding • Transverse, longitudinal and sound waves. • E. M. Radiation • Waves, Legends and Folklores 	<ul style="list-style-type: none"> • Controlled Test (75%). • Experiment (25%) 	<ul style="list-style-type: none"> • Vectors • Newton's laws • Atomic combination • Intermolecular forces 	<ul style="list-style-type: none"> • Controlled Test (75%). • Experiment (25%) 	<ul style="list-style-type: none"> • Impulse & Momentum • Vertical Projectile Motion • Organic Molecules 	<ul style="list-style-type: none"> • Controlled Test (75%). • Experiment (25%)

RELIGION STUDIES	<p>1.Variety of religions:</p> <ul style="list-style-type: none"> • Clusters of Religions • The beginning of Rel. of the world. • Statistical spread of Rel. <p>2. Research into and across religions.</p>	<p>1.Open-book extended reading (100 marks)</p> <p>2.Test (100 marks)</p>	<p>1.Variety of religions:</p> <ul style="list-style-type: none"> • Main development of Rel. • Influence and adaptation • Approaches aimed at inter-religious dialogue <p>2. Common features of religion as a generic and unique phenomenon</p>	<p>1.Open-book extended reading (100 marks)</p> <p>2.Test (100 marks)</p>	<p>1.Variety of religions:</p> <ul style="list-style-type: none"> • Conceptual distinctions • Internal differentiations • Unique features • History and present dynamics. <p>2. Research into and across religions</p>	<p>1.Source-based task (100 marks)</p> <p>2. Test (100 marks)</p>
TECHNICAL SCIENCES	<ul style="list-style-type: none"> • Units & measurement • Scientific notation. • Working with formulae • Rate • Vectors & Scalars • Motion in one dimension • Introducing forces. • Kinds of forces • Force diagrams & Free-body diagrams. 	<ul style="list-style-type: none"> • Controlled Test (75%). • Experiment (25%) 	<ul style="list-style-type: none"> • Introduction to Mechanics • Co-linear & co-planar vectors. • Resultant of forces in two dimensions. • Resolution of forces internal components. • Frictional forces • Magnets and magnetic field 	<ul style="list-style-type: none"> • Controlled Test (75%). • Experiment (25%) 	<ul style="list-style-type: none"> • Newton's laws of motion • Momentum and impulse • Work, energy & power • Power & velocity • Elasticity 	<ul style="list-style-type: none"> • Controlled Test (75%). • Experiment (25%)
TOURISM	<ul style="list-style-type: none"> • Tourism sectors • Domestic, regional and international tourism 	<ul style="list-style-type: none"> • Test (75 marks) • Project OR Field trip assignment (50 marks) 	<ul style="list-style-type: none"> • Tourism sectors 	<ul style="list-style-type: none"> • Test (75 marks) • Project OR Field trip assignment (50 marks) 	<ul style="list-style-type: none"> • Domestic, regional and international tourism • Map work and tour planning 	<ul style="list-style-type: none"> • Test (100 marks) • Project (50 marks)
VISUAL ARTS	<p>1: Conceptualising through the development and realisation of creative ideas</p> <p>2: Making of Creative artworks, management of process and presentation. Following safe practice.</p> <p>3: Visual Culture studies: emphasis on visual literacy</p>	<p>PAT 1: Conceptualising and making (100)</p> <p>Theory test (50)</p>	<p>1: Conceptualising through the development and realisation of creative ideas</p> <p>2: Making of Creative artworks, management of process and presentation. Following safe practice.</p> <p>3: Visual Culture studies: emphasis on visual literacy</p>	<p>PAT 1: Conceptualising and making (100)</p> <p>Theory test (50)</p>	<p>1: Conceptualising through the development and realisation of creative ideas</p> <p>2: Making of Creative artworks, management of process and presentation. Following safe practice.</p> <p>3: Visual Culture studies: emphasis on visual literacy</p>	<p>PAT 1: Conceptualising and making (100)</p> <p>Theory test (50)</p>

Ukuphulaphula nokuthetha	Ukufunda nokubukela	Ukubhala nokunikezela	Izakhi nemigaqo yokusetyenziswa kolwimi
Ukuphulaphulela ukuqonda; (ubude betekisi 150 amagama) okuxhobisayo:	Iimpawu eziphambili zeetekisi neendidi zoncwadi (Idrama, isihobe, inoveli, amabali amafutshane, uncwadi lwemveli) Ukuskima nokuskena incwadi Ufundo loncwadi: Inovel i/ Uncwadi lwemveli- lindidi zenoveli, isakhiwo seballi lindidi zoncwadi lwemveli lintsomi ezimbini neziduko	Ileta yobuhlobo; Ileta yoburhulumente Inkqubo yokubhala	Izibizo: lindidi zezakhi; Izimaphambili ingcambu nezimamva-intsingiselo eveliswa zizimaphambili, amagama angcambu-nye
Ingxoxo mpikiswano	Iimpawu nemigaqo elandelwayo (Jonga iphepha 22) Ukufundela ukuqonda: lindlela zokufunda iitekisi ezibhaliweyo: Isicatshulwa - Landela inkqubo yokufunda uqwalasele amazinga okuhlola Ufundo loncwadi : Inoveli – Isakhiwo seballi Ukulandelelana kweziganeko/ lintsomi ezimbini kunye nezaci namaqhalo Umbongo 1: Esikolweni- Mothlabane M.E.	Isincoko esibalisayo Inkqubo yokubhala Oomabizwafane	Ukwakhiwa kwezibizo kwezinye izigaba zentetho. Amagama emboleko
Ukuphulaphulela ukuqonda: okuphicothayo	Ukufumana intsingiselo kwiitekisi ezibonwayo umz. Imifanekiso, izibhengezo-ntengiso Ufundo loncwadi : Inoveli – Ukuzotywa kwabalinganiswa /lintsomi ezimbini neengoma zakwantu Umbongo 02: Ihobe namantshontsho Zimema N.D	Ingxelo Inkqubo yokubhala	Ukusetyenziswa kwezibizo: Intloko, injongosenzi, isini, isininzi, isinciphiso, isandiso
Intetho elungiselelweyo Incoko	Ukuphuhlisa kwesigama- Igama elinye endaweni yebinza, izaci, amaqhalo Izakhiwo zezivakalisi- p25 Inoveli : Ukuzotywa kwabalinganiswa;/ lintsomi ezimbini noqhasiqashi	Isincoko esichazayo Isincoko esixoxayo Inkqubo yokubhala	Izimelebizo: Esoqobo, Esoqobo sokugxininisa, esokuhomba, esoquko, esochazo, esokumbi, esokunye
Intetho elungiselelweyo isaqhutywa	Ukubhala isishwankathelo Ubude betekisi 220 amagama Inoveli : Ufundo loncwadi:	Intetho Inkqubo yokubhala	Izichazi; Iziphawulu, izibaluli, izimnini, esoquko, esokukumbi, esobalo

	Inoveli: Isimbo sombhali Isimo sentlalo ngokunxulumene nomlinganiswa nomxholo lintsomi ezimbini nezibongo zomthonyama Umbongo 03- Ngemini kaNtsikana eRhini kwakunye nembongi uManisi- St. J. Page Yako		
UKUHLOLA			
Umsebenzi 1:lorali Ukuphulaphulela ukuqonda	Umsebenzi 2:Ukubhala Isincoko esibalisayo/esichazayo/esixoxayo	Umsebenzi 3:Ukubhala Umhlathi	Umsebenzi 4: Uvavanyo 1 Ukusetyenziswa kolwimi ngokusemholweni Isicatshula, isishwankathelo, izakhi nemigaqo yokusetyenziswa kolwimi.

IKOTA YOKU- 1 ISIXHOBO SOKULANDELA OMAKUFUNDISWE: IBANGA LE-11

ISIFUNDO: ISIXHOSA HL

Ukuphulaphula nokuthetha	Ukufunda nokubukela	Ukubhala nokunikezela	Izakhi nemigaqo yokusetyenziswa kolwimi
Ukuphulaphulela ukuqonda Okuxhobisayo (150 amagama)	Iindidi zoncwadi neempawu zetekisi: (Uncwadi lwemveli noncwadi lwanamhla) Umbongo: Iindidi zemibongo	Ileta yobuhlobo neyoburhulumente (Ukulandelwa kwenkqubo yokubhala) P37-38	Izibizo: izakhi - (Izimaphambili, ingcambu, isimamva) Izichasi Amagama angcambu-nye
Ingxoxo mpikiswano (P22)	Iindlela zokufunda iitekisi ezibhaliweyo. (Ukuskena nokuskima/ukukrwaqula – Jonga kwiphepha CAPS 24 -27) Umbongo 1: Intyatyambo Izixhobo zohlalutyo Inoveli: Isakhiwo (P29) Intsomi 1: Intlanganiso yezilwanyana.	Isincoko esibalisayo/ Isincoko esichazayo/esixoxayo/ esinocamngco (P36-37) Ukulandelwa kwenkqubo yokubhala.	Ukwakhiwa kwezibizo kwezinye izigaba zentetho (P104) (Umz: ezakhiwe kwizenzi njl.) isini, isininzi, isinciphiso, isandiso Izafobe
Ukuphulaphulela ukuqonda Okuphicothayo	Ukuphuhlisa kwesigama- Igama elinye endaweni yenkcazelo, izaci, amaqhalo. Izakhiwo zezivakalisi- (P25+104) Umbongo 2: UNkosi UJongumsobomvu Maqoma Uhlalutyo Inoveli: Abalinganiswa nendlela ababunjwe ngayo. /Intsomi 2: Iggabi lenkosi.	Imihlathi: Ingxelo; rivyu (P40-41) Ukulandelwa kwenkqubo yokubhala.	Ukusetyenziswa kwezibizo; intloko; injongosenzi, Isimelabizo soqobo, sokugxininisa, sokwalatha Oomabizwahluke, Oomabizwafane
Intetho elungiselelweyo (SOPA)	Ukufumana intsingiselo kwiitekisi ezibonwayo; Izibhengezo, iikhathuni, imifanekiso; Umbongo 3: Iqul' elingatshiyoy	Imihlathi: Intetho (P21) Ukulandelwa kwenkqubo yokubhala	Izimelabizo ziyagqityezelwa Izichazi; iziphawuli

	Inoveli/Intsomi 3:Oothikoloshe nomakhand' izihlangu. Impixano		
Intetho engalungiselelwanga (P19)	Ukubhala isishwankathelo Umbongo 4: UNongqawuse Inoveli: Isimo sentlalo Intsomi 4 : Udyakalashengonyama.	Imihlathi: Ingxoxo yababini Ukulandelwa kwenkqubo yokubhala	Isichazi; isibaluli; isimnini nezinye (P105)
UKUHLOLA			
Umsebenzi 1:lorali Ukuphulaphulela ukuqonda	Umsebenzi 2:Ukubhala Isincoko esicangcayo/esivelela amacala omabini/esixoxayo	Umsebenzi 3:Ukubhala Umhlathi	Umsebenzi 4: Uvavanyo 1 Ukusetyenziswa kolwimi ngokusemholweni Isicatshula, isishwankathelo, izakhi nemigaqo yokusetyenziswa kolwimi.

IKOTA YOKU- 1 ISIXHOB OUKULANDELA OKUFUNDISIWEYOIBANGALE-12

ISIFUNDO: ISIXHOSA HL

Ukuphulaphula nokuthetha	Ukufunda nokubukela	Ukubhala nokunikezela	Izakhi nemigaqo yolwimi
Ukuphulaphulela ukuqonda okuxhobisayo	Impawu zetekisi neendidi zoncwadi;lindidi/iimpawu zesihobe-Amazwi obulumko. (intsingiselo engundoqo/ yentsusa/ efihlakeleyo, umongo nemfundiso, izafobe, uchongo magama) [iimpawu eziphambili zeNoveli Novel: Isakhiwo nesakhiwana, ukulandelelana kweziganeko (ulwimi nesimbo) Umbongo 1.- Intliziyo yam Uncwadi Lwemveli 1.: UMvundla neNgonyama Umbongo: Intaba kaNdoda	Iimpawu zemihlathi nefomathi yokubhala, inkqubo yokubhala imihlathi Ileta yobuhlobo, eyoburhulumente,	Izifanokuthi, izafobe, izaci namaqhalo, isishwankathelo
Ingxelo	Umbongo 2.- Ithemba US.E.K. Mqhayi) (intsingiselo engundoqo/ yentsusa/ efihlakeleyo, umongo nemfundiso, izafobe, uchongo magama njl/njl) Novel- impixano ukuzotywa kwabalinganiswa, Uncwadi Lwemveli 2: IMfene noDyakalashengonyama	Iindidi neempawu Zezincoko, inkqubo yokubhala, Isincoko esibalisayo	izifanokuthi, izafobe, izaci namaqhalo Amagatya, izibizo, izimaphambili

	Umbongo: USilimela! Inyanga yokubala iminyaka				
Ukuphulaphulela ukuqonda okuphicothayo	Umbongo 3.- Ukwenziwa komkhonzi - .J.J.R. Jolobe (intsingiselo engundoqo/ yentsusa/ efihlakeleyo, umongo nemfundiso, izafobe, uchongo magama) Novel –imvelaphi nesimo sentlalo, ukucacisa nokuhlalutya imiyalezo nemixholo Uncwadi Lwemveli 3: Intsomi yenyamakazana			limpawu zemihlathi nefomathi yokubhala, inkqubo yokubhala imihlathi Inqaku lephepha ndaba nenqaku lemagazini, irivyu	izifanokuthi, izafobe, izaci namaqhalo, izimelabizo
limpawu nemigaqo elandelwayo . Intetho elungiselelweyo	Umbongo 4. –A! Ngangomhlaba --S.E.K. Mqhayi (intsingiselo engundoqo/ yentsusa/ efihlakeleyo, umongo nemfundiso, izafobe, uchongo magama) Novel –imo isigqebelo/ isiphelo esisisothuso Uncwadi Lwemveli 4: Imbali kaNxele			limpawu zemihlathi nefomathi yokubhala, inkqubo yokubhala imihlathi Isivi neleta ekhaphayo, ileta eya kumhleli	izifanokuthi, izafobe, izaci namaqhalo, iintlobo zezenzi
Intetho engalungiselelwanga	Umbongo 5.- Umlambo- J.J.R. Jolobe (intsingiselo engundoqo/ yentsusa/ efihlakeleyo, umongo nemfundiso, izafobe, uchongo magama) –Novel [Ukuhlaziywa kweNovel kwizinto ezisileleyo] Uncwadi Lwemveli 5: Intsomi yolovane.			Isincoko esinocamngco/esivelela amacala amabini Inkqubo yokubhala Isincoko esixoxayo, esivelela amacala amabini	izifanokuthi, izafobe, izaci namaqhalo, izixando, okubonwayo,
UKUHLOLA					
Umsebenzi 1:lorali Ukuphulapulela ukuqonda	Umsebenzi 2:Ukubhala Isincoko	Umsebenzi 3:Ukubhala: Umhlathi	Umsebenzi 4: lorali Intetho elungiselelweyo/engalungiselelwanga	Umsebenzi 5: Uvavanyo 1 Isicatshula, isishwankathelo, izakhi nemigaqo yokusetyenziswa kolwimi.	

ISIXHOBHO SOKULANDELA OKUFUNDISIWEYO

IBANGA LE-10

ISIFUNDO: ISIXHOSA FAL

IKOTA YOKU- 1	Ukuphulaphula nokuthetha	Ukufunda nokubukela	Ukubhala nokunikezela	Izakhi nemigaqo yokusetyenziswa kolwimi
	Ukuphulaphulela ukufumana ulwazi	Ukufunda ngokunzulu Itekisi enengcombolo yolwazi	Ubhala umhlathi Ileta yobuhlobo	Ingxelo/intetho Isigama
	Ukuphulaphulela uluvo	Itekisi yoncwadi 1 Itekisi yoncwadi 2	Ukubhala umhlathi	Izihlomelo nezichazi
	Ukunika izimvo zakho	Itekisi eveza uluvo/indlela yokucinga	Ukugcwalisa ifomu Ukubhala ileta/ingxoxo yababini	Ulwimi olurheshayo/olubonisa imvakalelo
	Isicatshulwa	Itekisi yoncwadi 3 Itekisi yoncwadi 4	Isincoko esibalisayo	Intetho -ngqo nengxelo-ntetho
	Phulaphula ingoma Ukubalisa ibali	Ukufunda ngokunzulu Itekisi ebonwayo	Bhala irivyu Ipowusta/iflaya	Uhlaziyo lwezenzi
UKUHLOLA				
Umsebenzi 1:lorali Isicatshulwa esiphulaphulwayo		Umsebenzi 2:Ukubhala Isincoko	Umsebenzi 3:Ukubhala Umhlathi omde	Umsebenzi 4: Uvavanyo 1 Ukusetyenziswa kolwimi ngokusemholweni Isicatshula, isishwankathelo, izakhi nemigaqo yokusetyenziswa kolwimi.

ISIXHOBHO SOKULANDELA OKUFUNDISIWEYO

IBANGA LE-11

ISIFUNDO: ISIXHOSA FAL

IKOTA YOKU- 1	Ukuphulaphula nokuthetha	Ukufunda nokubukela	Ukubhala nokunikezela	Izakhi nemigaqo yokusetyenziswa kolwimi
	Isicatshulwa esiphulaphulwayo ngenjongo yokufumana ulwazi	Ukufunda ngokunzulu Itekisi enengcombolo yolwazi Inyaniso noluvo Itekisi yoncwadi 1	Ubhala umhlathi onengcombolo Ileta yobuhlobo	Ingxelo/intetho Isakhiwo sesivakalisi Intloko-isenzi-injongosenzi Isigama
	Ukufunda ngokukhwaza okungalungiselelwanga	Itekisi yoncwadi 2	Ukubhala umhlathi	Izihlomelo nezichazi Izithentantonye
	Ukuphulaphulela ukushwankathelo	Isishwankathelo esivela kwitekisi enengcombolo	Ukubhala isishwankathelo ngokweengongoma	Izibizo Umsebenzi wesichazi-magama

	Ukufunda ngokukhwaza okungalungiselelwanga- isicatshulwa soncwadi	Itekisi yoncwadi 3 Itekisi yoncwadi 4	Isincoko esibalisayo	Intetho -ngqo nengxelo-ntetho
	Ukuphulaphula itekisi	Ukufunda ngokunzulu Ukuthlekisa nokuchasanisa	Ukuzoba nokuzalisa itheyibhile Udliwano-ndlebe/ingxoxo yababini/ileta eya kumhleli	Izandi zohlalutyo Isigama
UKUHLOLA				
Umsebenzi 1:lorali Isicatshulwa esiphulaphulwayo		Umsebenzi 2:Ukubhala Isincoko	Umsebenzi 3:Ukubhala Umhlathi omde	Umsebenzi 4: Uvavanyo 1 Ukusetyenziswa kolwimi ngokusemholweni Isicatshula, isishwankathelo, izakhi nemigaqo yokusetyenziswa kolwimi.

ISIXHOBO SOKULANDELA OKUFUNDISIWEYO
IBANGA LE-12
ISIFUNDO: ISIXHOSA FAL

IKOTA YOKU- 1	Ukuphulaphula nokuthetha	Ukufunda nokubukela	Ukubhala nokunikezela	Izakhi nemigaqo yokusetyenziswa kolwimi
	Ingxoxo yamaqela	Ukufunda ngokunzulu Uhlaziyo lwesishwankathelo Itekisi yoncwadi 1	Amanqaku esishwankathelo nesishwankathelo	Izakhiwo ezisesikweni Izihlonipho
	Ukuphulaphulela ukwenza uphando	Itekisi yoncwadi 2 Itekisi yoncwadi 3	Ukubhala uluhlu lwemibuzo Ukubhala ingxelo yolwazi	Uhlaziyo: intetho ngqo nengxelo ntetho
	Isicatshulwa esiphulaphulwayo Udliwano-ndlebe Ukuphononga ifilim/idotyumentari	Ukufunda ngokunzulu imbali engobom bakho Itekisi yoncwadi 4	Ukubhala imbali engesehlo esingawe osibhle ngokwakho	Amaxesha ezenzi Izivumelanisi
	Ingxoxo esesikweni yomsebenzi wamaqela	Ukufunda ngokunzulu Itekisi ebonwayo Itekisi yoncwadi 5	Ukubhala isincoko: Esibalisayi/esichazayo/esiqiqisayo okanye esocamngco/esiveza amacala omabini	Isakhiwo semihlathi kubhalo lwesincoko Izihlanganisi izalathiso
	Ukufunda ngokukhwaza itekisi yoncwadi okanye itekisi efumaneke kwi-intanethi	Ukufunda ngokunzulu ngeetekisi ezisebenzisa iindlela ezininzi ezahlukeneyo zoqhagamshelwano Itekisi yoncwadi:6	Ukubhala i-imeyile Ileta yaseburhulumenteni	Isigama esimalunga netekisi efundiweyo.

UKUHLOLA				
Umsebenzi 1:Irali Isicatshulwa esiphulaphulwayo		Umsebenzi 2:Ukubhala Isincoko	Umsebenzi 3:Ukubhala Umhlathi omde	Umsebenzi 4: Uvavanyo 1 Ukusetyenziswa kolwimi ngokusemxholweni Isicatshula, isishwankathelo, izakhi nemigaqo yokusetyenziswa kolwimi.

LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	
Listening for comprehension	Key features of texts and parts of a book	Transactional text: Language structures and conventions: Format and features of chosen text	
Debate: features and convention.	Reading for comprehension: Literature study	1X essay: Narrative/descriptive/argumentative. Focus on: process writing. Language structures and conventions.	
Listening for comprehension	Reading for comprehension: Literature study	Transactional texts: Language structures and conventions.	
Discussion/conversation: features and conventions	Reading for comprehension: Literature study	1X essay: Narrative/descriptive/argumentative. Focus on: process writing. Language structures and conventions Format and features of chosen text	
Prepared/unprepared speech: Features and conventions	Summary writing Literature study	Transactional text: Focus on process writing. Language structures and conventions:	
ASSESSMENT			
TASK 1 LISTENING LISTENING COMPREHENSION	TASK 2 WRITING ESSAY	TASK 3 WRITING TRANSACTIONAL TEXT	TASK 4 TEST 1 LANGUAGE IN CONTEXT: COMPREHENSION, SUMMARY, LANGUAGE STRUCTURES AND CONVENTIONS

LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	
Listening for comprehension	Key features of texts and parts of a book	Transactional text: Focus on process writing. Language structures and conventions Format and features of chosen text	
Debate: features and convention.	Reading for comprehension: Literature study	1X essay: Reflective/descriptive/argumentative. Focus on: process writing. Language structures and conventions.	
Listening for comprehension	Reading for comprehension: Literature study	Transactional texts: Report/review etc. Focus on process writing. Language structures and conventions. Format and features of chosen text	
Prepared/unprepared speech: Features and conventions	Interpretation of visual texts Literature study	Transactional text: e.g. speech/dialogue/interview. Language structures and conventions: Format and features of chosen text	
Prepared/unprepared speech: Features and conventions	Summary writing Literature study	Speech/dialogue/interview. Language structures and conventions: Format and features of chosen text	
ASSESSMENT			
TASK 1 ORAL: LISTENING FOR COMPREHENSION	TASK 2 WRITING ESSAY	TASK 3 WRITING TRANSACTIONAL TEXT	TASK 4 TEST 1 LANGUAGE IN CONTEXT: COMPREHENSION, SUMMARY, LANGUAGE STRUCTURES AND CONVENTIONS

LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	
Listening for comprehension	Key features of texts and parts of a book including literary genres. Literature study.	Transactional text: Language structures and conventions: Format and features of chosen text	
Discussion/conversation/report/review	Strategies for comprehension Literature study	1X essay: Reflective/descriptive/argumentative. Focus on: process writing. Language structures and conventions.	
Listening for comprehension	Reading for comprehension: Literature study	Transactional texts: Report/review etc. Focus on process writing. Language structures and conventions. Format and features of chosen text	
Prepared/unprepared speech: Features and conventions	Interpretation of visual texts Literature study	Transactional text: e.g. speech/dialogue/interview. Language structures and conventions: Format and features of chosen text	
Prepared/unprepared speech: Features and conventions	Summary writing Literature study	Essay: reflective/narrative/argumentative	
ASSESSMENT			
TASK 1 ORAL: LISTENING FOR COMPREHENSION	TASK 2 WRITING ESSAY	TASK 3 WRITING TRANSACTIONAL TEXT	TASK 4 TEST 1 LANGUAGE IN CONTEXT: COMPREHENSION, SUMMARY, LANGUAGE STRUCTURES AND CONVENTIONS

LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
Listening for information:	Intensive reading. Informative text.	Writing and informative paragraph. • Write a friendly letter	Statements, sentence structure • Use simple present tense. Vocabulary: Technical terms related to reading text
Listen for opinion on literary text	Literary text 1: Literary text 2:	Write an imaginative par/essay in response to the issues explored in the literary essay e.g. a poem, diary or letter. Text structure and features	Expressing emotions: • Adv and adj (revision). Remedial grammar. Vocabulary: Forming adv. Comparison of adj.
Giving opinion.	Intensive reading.	Fill in a form for a competition. • Write a letter or a dialogue.	Emotive language, generalising, stereotyping. • Vocabulary: related to reading text
Reading comprehension of a character-driven conversation	Literary text 3: • Literary text 4: Evaluate the message	Write a narrative essay based on a personal encounter. Focus on Process writing:	Direct and indirect speech:
Listen to song/words of song. Discuss. Story telling: extended reading project	Intensive reading. • Visual text Intensive reading. Newspaper/magazine	Write a review of a song/music video.	Verb revision integrated with reading and writing Vocabulary: related to music/media
ASSESSMENT			
TASK 1 ORAL: LISTENING FOR COMPREHENSION	TASK 2 WRITING ESSAY	TASK 3 WRITING TRANSACTIONAL TEXT	TASK 4 TEST 1 LANGUAGE IN CONTEXT: COMPREHENSION, SUMMARY, LANGUAGE STRUCTURES AND CONVENTIONS

LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
Listening for information:	Intensive reading. Informative written text. Literary text 1:	Writing and informative paragraph .	Statements, sentence structure Use determiners.
Unprepared reading aloud of paragraph	Literary text 2: Intensive reading.	Write an imaginative paragraph	Expressing emotions: adv and adj (revision)
Listen for summary:	Intensive reading. Summary from informative text.	Write point form summary.	Nouns. Remedial grammar.
Prepared reading aloud- passage from set work.	Literary text 3: Literary text 4:	Write a narrative essay	Direct and indirect speech
Listen to different texts and discuss	Intensive reading. Compare and contrast	Draw up/fill in a table of contrasting features. Focus on: process writing: .	Sound devices. Stock phrases and rhymes.
ASSESSMENT			
TASK 1 ORAL: LISTENING FOR COMPREHENSION	TASK 2 WRITING ESSAY	TASK 3 WRITING TRANSACTIONAL TEXT	TASK 4 TEST 1 LANGUAGE IN CONTEXT: COMPREHENSION, SUMMARY, LANGUAGE STRUCTURES AND CONVENTIONS

LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
Group discussion: Features of literary text	Intensive reading. Revision Literary text 1	Summary notes final summary Letter to the press	Formal structures
Listen for research	Literary text 2: Intensive reading Literary text 3:	Write a list of appropriate questions Write information report summarising results of research	Revision: passive voice/indirect speech
Listening comprehension	Intensive reading. Literary text 4	Writing a literary par on aspect of set work	Revision: verb tenses
Formal group work discussion of issues related to set work	Intensive reading: Visual text Literary text 5	Write a narrative essay: different genres Change the visual text	Paragraph structure in discursive writing Meta-language
Reading aloud of a literary text	Intensive reading of multimodal text Literary text 6	Writing an email/web page Formal letter.	Meta-language related to multimodal and visual texts
ASSESSMENT			
TASK 1 ORAL: LISTENING FOR COMPREHENSION	TASK 2 WRITING ESSAY	TASK 3 WRITING TRANSACTIONAL TEXT	TASK 4 TEST 1 LANGUAGE IN CONTEXT: COMPREHENSION, SUMMARY, LANGUAGE STRUCTURES AND CONVENTIONS