

INTRODUCTION

Dear Teacher

We are pleased to present you with your brand new **Oxford Teacher Toolkit** – packed with invaluable information to help you excel in all aspects of teaching in the Senior Phase. This practical guide has been developed by subject and curriculum experts and is packed with the curriculum information you need to know.

This toolkit consists of the following sections:

- **Teaching tools for every teacher** – including guidance on keeping up with the curriculum and teaching in multilingual classrooms
- **Encouraging responsible behaviour in your classroom** – including guidance and tips on classroom management, career guidance for your learners, dealing with bullying and providing counselling to your learners in crises
- **Being the best teacher you can be** – including tips for staying sane despite your workload, and ways to make your own school an optimal environment for learning and teaching
- **Getting practical with planning and assessment** – including assessment techniques, tips on preparing a good lesson plan, and practical ideas for informal assessment
- **The Senior Phase curriculum** – an outline of what you need to know about the CAPS curriculum for the Senior Phase
- **Resources for each Senior Phase subject** - including resources needed to teach each subject, planning and assessment, teaching tips and a lesson plan for a hot topic, and a FREE Entrepreneur's Day workbook for Grade 7 Economic and Management Sciences

The **Oxford Teacher Toolkit** is one of the many ways in which we're committing to support you to deliver excellent results. Combine this toolkit with the knowledge and skills you will have gained from informative Oxford Teacher's Academy workshops and seminars, and your CAPS-compliant Oxford books, and you have a recipe for guaranteed success in your Senior Phase classroom.

We hope that you find this toolkit useful and that it contributes to your own professional development, as well as the performance of your Senior Phase learners.

Warm regards

The Oxford Team

CONTENTS

SECTION 1: Teaching tools for every teacher

Creating an inclusive environment for every learner	3
Keeping up with the curriculum	5
Teaching in a multilingual classroom: the IIAL Policy	6
Language and learning in multilingual classrooms	7
Multiple intelligences and cognitive levels of thinking	8

SECTION 2: Classroom management and encouraging responsible behaviour in your classroom

Step-by-step solutions to classroom problems	11
Tips on dealing with behavioural challenges	13
Seven secrets to organising and managing large classes	14
Organising and managing multi-grade classes	15
Dealing with the digital distraction in the classroom	16
Bullying and cyber-bullying	17
Counselling your learners	21
Teaching responsible behaviour: HIV/Aids and sexuality	23
Career guidance: helping your learners make informed decisions	25

SECTION 3: Be the best teacher you can be

Tips for teacher wellness	27
Stress and its effects	28
Personal growth and development	29
Skills development	30
Resourcing your school	31
The roles and responsibilities of all role-players in the school community	33

SECTION 4: Getting practical with planning and assessment

Preparing an effective lesson plan	35
Lesson plan template	37
Assessment: the basics	38
Assessment techniques	39
Practical ideas for informal assessment	42
Remedial and extension	43

SECTION 5: The Senior Phase curriculum

An outline of the Senior Phase	45
The Senior Phase CAPS curriculum	46
Choosing the best textbook for your classroom	47
Am I on the right track? A checklist for every teacher	48

SECTION 6: Resources for the Senior Phase: Language Subjects

SECTION 7: Resources for the Senior Phase: Content Subjects

CREATING AN INCLUSIVE ENVIRONMENT FOR EVERY LEARNER

All learners are different – create a classroom environment to suit them all.

1

Learners learn differently

Learners process information differently. It is essential that teachers use a variety of teaching methodologies to reach every learner in the classroom. This variety will accommodate the various learning styles and ways in which individual learners best process information.

2

Learners learn at different paces

Some learners need longer than others to process new ideas, consolidate their understanding and complete tasks. It is essential to provide these learners with the opportunities and time to complete these tasks. Learners who finish their work first are often a disruption to others in the class. Dealing with them appropriately is very important.

How to deal with learners who have finished their work

Step 1: Acknowledge their success in finishing their work and congratulate them.

Step 2: Give them another task to do.

Option 1: Ask them to create their own word search using the important words in the activity.

Option 2: Have a box of activities related to the topic which are fun but still educational, e.g. crossword puzzles, mini comprehension.

Option 3: Ask them to assist someone else in the class who may be struggling.

3

Learners' levels of understanding

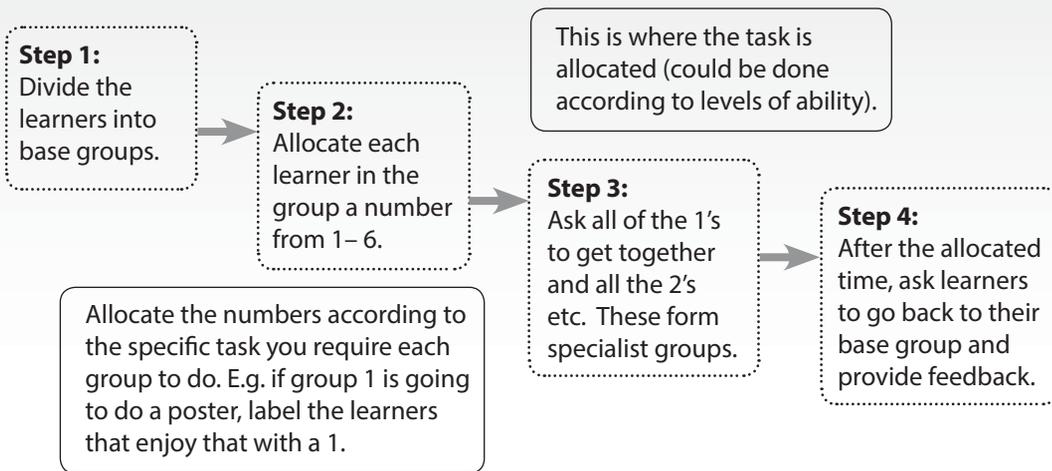
Learners grasp knowledge in different ways. It is essential to ensure that learners process knowledge and understand what they learn, rather than just learning things off by heart. This should also be reflected in the level of teaching and assessment. Learners should be encouraged to use the knowledge and skills that they have to reflect, synthesise, analyse and provide their own interpretations.

4

Learners have different personalities

Although learners have different personalities, they need to be encouraged to work together in a supportive and controlled environment. Learners should be shown that although they are different, they could learn so much from one another. Group work is an excellent way to establish these co-operative relationships. Groups should be carefully established. The jigsaw method is an excellent way to facilitate group work.

Learners are forced to participate and the work is evenly divided amongst the group members. Group work is also a very good way to divide the class into different levels of ability.



5

Learners must develop skills

Every learner has natural talents and abilities. These should be encouraged and acknowledged. Skills should always remain more important than knowledge.

Every subject requires learners to acquire and develop different skills. It is essential that learners are guided through the process of developing skills while learning content.

6

Learners must remain interested

Learning should be fun. If the learning process is not fun and interesting to the learners, they will not be motivated to learn. This is applicable to the method of teaching as well as the materials and resources used to teach. Relevant and appropriate examples should always be used.

KEEPING UP WITH THE CURRICULUM

Although the Curriculum and Assessment Policy Statements (CAPS) is not a new curriculum, but an amendment to the National Curriculum Statement Grades R-12 Subject Statements, it does still lead to pressures and changes that may not have existed before.

What to do if . . .

FIVE TIPS TO KEEPING UP WITH THE CURRICULUM

1. Skills are more important than content.
2. Quality is more important than quantity.
3. Learners need to be taught according to their context and abilities.
4. Mastering key skills is more important than completing the curriculum.
5. Learners that are struggling should be identified and continuously monitored.

- A learner or group of learners is not able to grasp the necessary content when the Annual Teaching Plan indicates that one should move onto the next section.
- There is in your opinion, as a teacher, a very important section that is necessary for the learners to grasp and it is not in the curriculum.
- It is stated in the Annual Teaching Plan that an assessment should take place, however you have not completed the work with the learners yet.
- You can foresee that there is not going to be enough time to complete the curriculum.

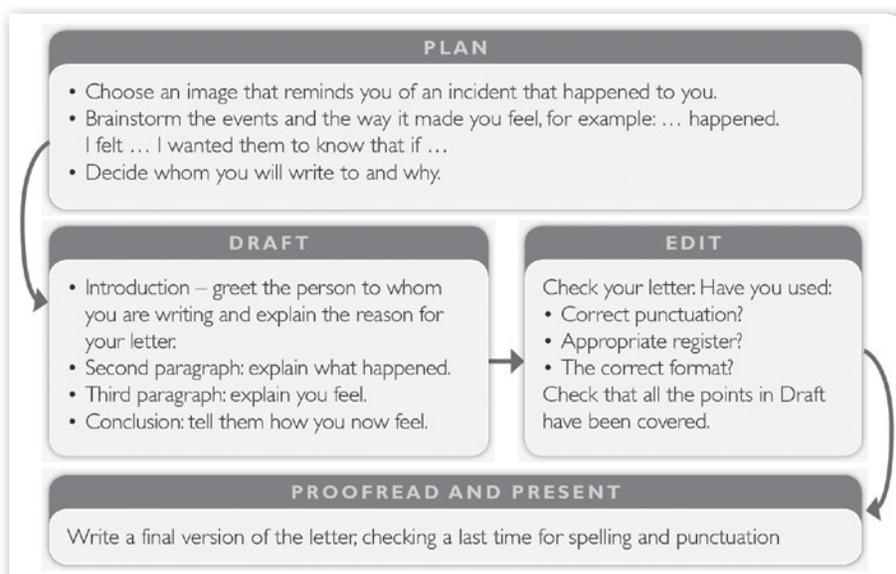
In ALL of the cases stated above, it is essential that the teacher use their professional judgment in consultation with their Head of Department. Every education situation is unique, however whatever decision is taken MUST be in the best education interests of the learner.

Two valuable questions to answer:

1. Is the decision in the best interests of the learner?
2. Does the learner need these skills to progress to the next concept or grade?

Diagrams, pictures and tables illustrate concepts clearly and can be used during teaching to support the teacher in the teaching and learning process.

Taken from *English for Success Grade 8 Learner's Book*



TEACHING IN A MULTILINGUAL CLASSROOM

A new language policy proposed: Incremental Introduction of African Languages (IAL) Pilot Project

- ◇ The learner's home language should be the language of learning and teaching (LoLT) until at least the end of Grade 6.
- ◇ Learners should study three languages, one being an African Language at First Additional Language level (FAL). This means that learners will take two FAL subjects.
- ◇ Learners may select two languages at Home Language level.
- ◇ Progression requirements: 50%–59% for Home Language and 40%–49% for one of the two required FALs.

Implications for schools

- In schools where multiple languages are spoken, providing home-language tuition for everyone could be difficult.
- Timetable adjustments will need to be made to fit in the teaching of a third language:
 - Grades 1 and 2 will need an extra 2 hours per week
 - Grade 3 will need an extra 3 hours per week
 - Grade 4 to 12 will need an extra 5 hours per week
- Budget implications: new textbooks plus up-skilling teachers or appointing new ones

How to make the IAL work for you

- ✓ Get training
- ✓ Develop materials for learners
- ✓ Share information and resources

Implications for teachers

- Existing teachers will be used to implement the pilot project.
- Many have little or no knowledge of the language required.
- Teachers may have to travel between schools to teach (share resources).
- Teachers will need to accommodate the assessment of the addition FAL.
- Ongoing training and support is needed.
- Teacher workloads will increase.

When will the IAL affect YOU?

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026

LANGUAGE AND LEARNING IN MULTILINGUAL CLASSROOMS

Teachers in our culturally diverse and language-rich country cannot avoid the reality of multilingual classrooms where linguistic diversity exists amongst learners and/or amongst learners and teachers.

Challenges facing multilingual classrooms

- 1 Most teachers are only able to use one or two languages with some degree of proficiency
- 2 In many cases these languages may not be the language of learning and teaching at the school
- 3 Teachers struggle to communicate clearly to the learners
- 4 Teachers feel ignored, undervalued and marginalised
- 5 When the teaching environment is predominantly teacher talk, pressure is placed on learners who understand the medium of instruction to act as classroom translators
- 6 The communication barrier prevents learners from linking new knowledge with relevant life experiences

Ways to deal with multilingualism in the classroom

Classroom management

- Invite community members to translate materials, collaborate in activities or run reading groups
- Employ tri/bilingual teaching assistants to support both teacher and learners
- Use team-teaching effectively and sparingly
- Prepare – multilingual classes need more preparation than others
- Arrange desks in small groups to encourage discussions

Resources

- Use classroom walls – word walls and multilingual labels, posters and environment print
- Start a book corner offering fiction and non-fiction books
- Create a resource and media corner

Dictionary are excellent resources!

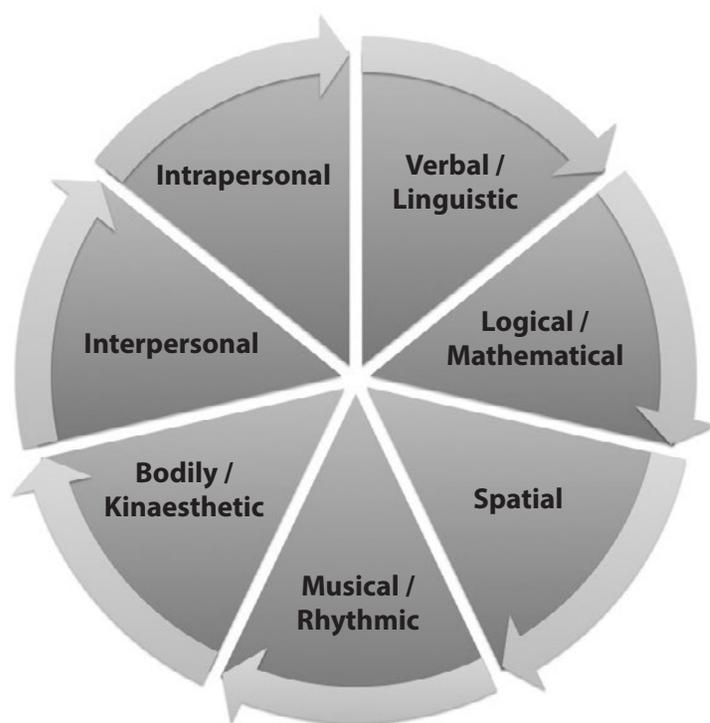
Dictionaries help learners to:

- ✓ Pronounce and spell words
- ✓ Understand the meaning of different words
- ✓ Understand the grammar of the language
- ✓ Expand vocabulary – synonyms and antonyms
- ✓ Be more self-efficient

MULTIPLE INTELLIGENCES: AN INTRODUCTION

Every class has a diverse group of learners who are all unique and who learn in different ways. It is essential to understand how each learner learns optimally and effectively.

Howard Gardner's multiple intelligences explains how we all learn differently and therefore different classroom techniques need to be applied. A teacher cannot apply all the multiple intelligences to every lesson, however, they can ensure that they use a variety of methods to reach every child.

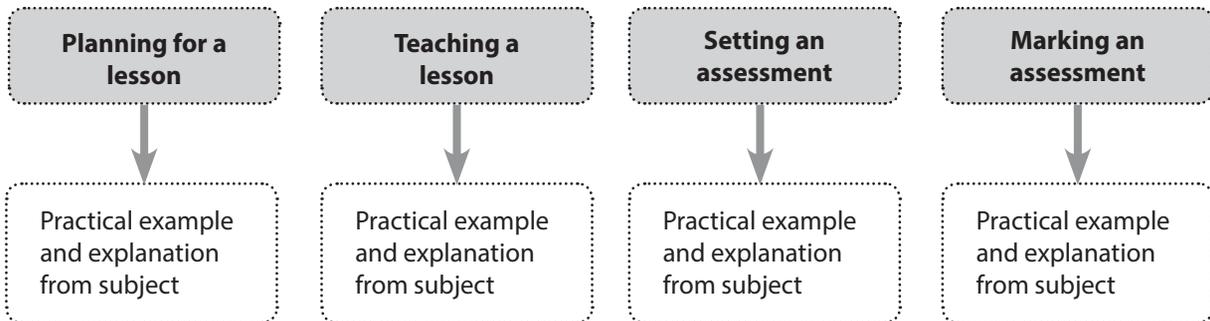


Gardner's multiple intelligences can be used as an excellent tool to identify a good lesson. A good lesson includes at least four multiple intelligences in its teaching and learning.

INTELLIGENCE	LEARNING CHARACTERISTICS	CLASSROOM ADAPTATIONS
Verbal / Linguistic	Thinks in words. Likes reading, writing, listening and speaking. Does well with books, dialogues, debates and presentations.	Panels, buzz groups, brainstorming, discussions, question and answer, reading and story telling
Logical / Mathematical	Likes reasoning. Likes to organise and interpret data; does well at maths & science problem-solving, analysis, reasoning, cause-effect.	Reasoning, problem-solving, cause-effect, analysis (debate, Zopp activity, etc)
Spatial	Thinks in images. Likes drawing and observing. Does well at mind-mapping, puzzles, graphics and poster charts.	Gallery walk, poster chart, drawing, mind-maps
Musical / Rhythmic	Thinks rhythmically and in tunes. Likes music, songs and dance. Often taps and hums. Raps.	Rap, song
Bodily / Kinaesthetic	Thinks through sensations. Likes sport, drama, movement, physical. Role play, simulations, games and sports.	Role play, drama, simulations
Interpersonal	Thinks best with others. Likes co-operative and group activities. Good at interactive, people-centred activities. Likes co-operation activities, partners, pairs, teams and win-win competitions.	Co-operative learning activities (Jig-saw, pairs, etc) competitions
Intrapersonal	Thinks best alone. Likes individual self-paced and managed activities. Reflective and quiet. Likes thinking, visualization, meta-cognition, journal writing.	Question and answer
Naturalistic	Creating an understanding and meaning through the real world: excursions and research, field trips, site visits, job-shadowing, empirical research	Excursions, empirical research, job-shadowing, simulations, site visits

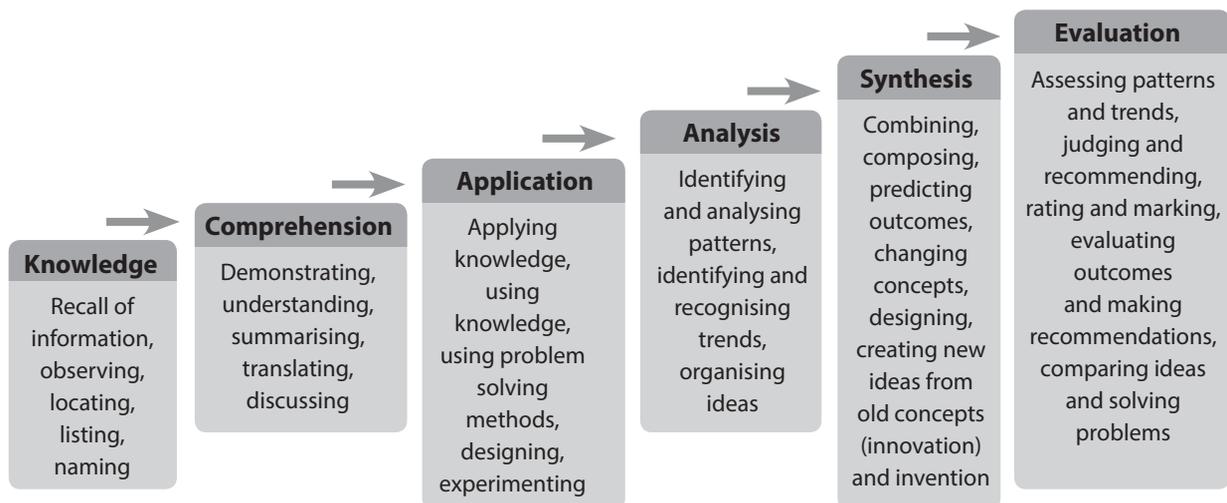
COGNITIVE LEVELS OF THINKING: BLOOM'S TAXONOMY

Bloom's Taxonomy has been used for years in the field of education and is mostly referred to in assessment. There are four important times when Bloom's Taxonomy should always be applied.



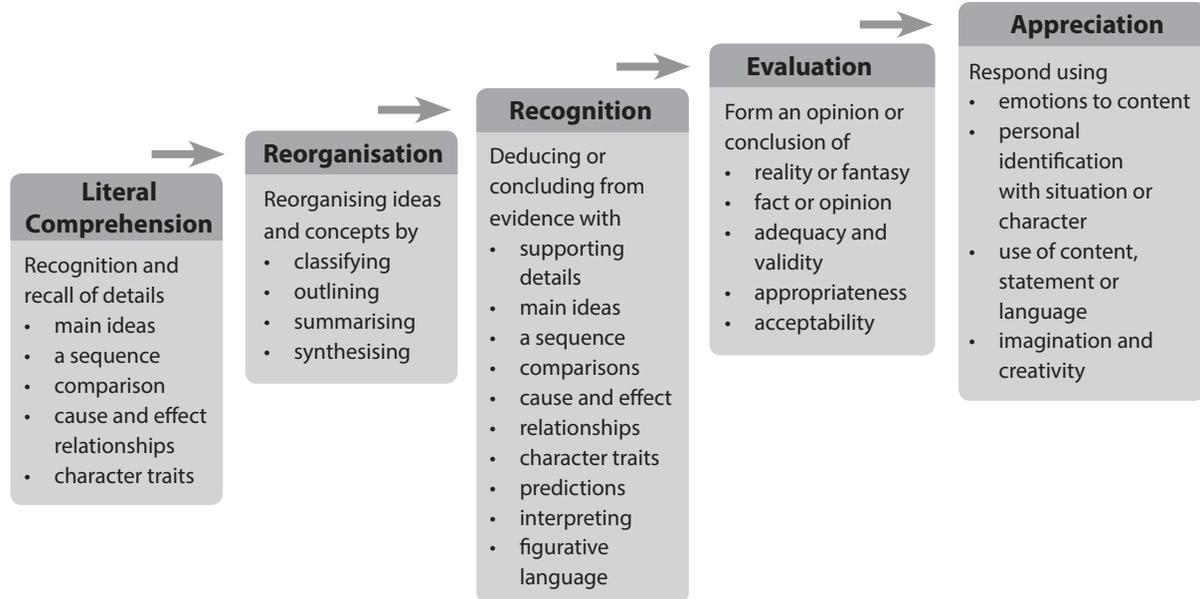
BLOOM'S TAXONOMY

Bloom's Taxonomy is like a building block for every learner. Learners need to grasp the easy and lower steps before they get to the higher steps. Every aspect of teaching and learning should aim to target all of these levels.



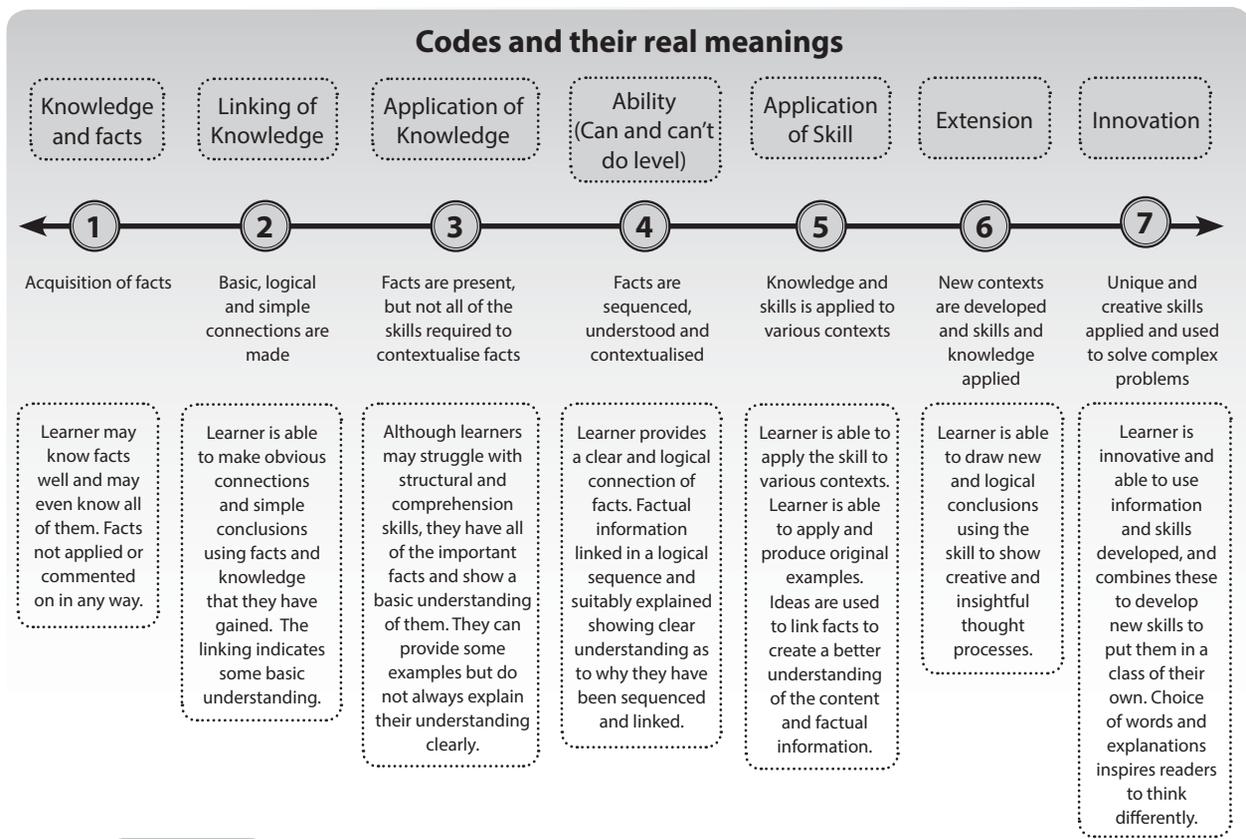
COGNITIVE LEVELS OF THINKING: BARRETT'S TAXONOMY

Barrett's Taxonomy was originally developed to describe and assess the different levels of reading comprehension. It assists teachers in developing assessment, however, it is relevant in all aspects of teaching and learning. It consists of five different levels of reading comprehension and can easily be adapted for assessing listening, speaking and writing. This taxonomy is particularly useful when teaching and assessing languages and literacy.

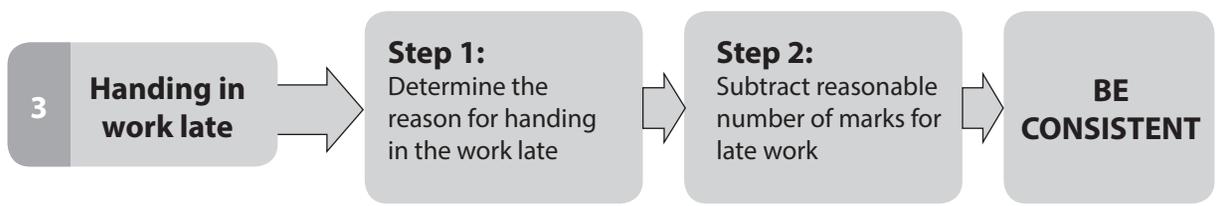
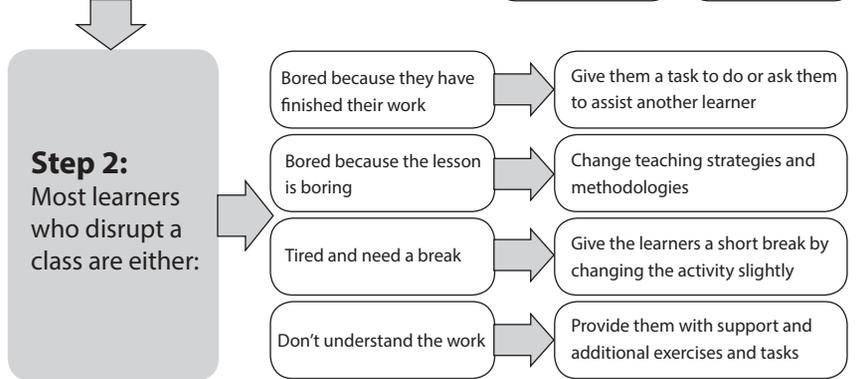
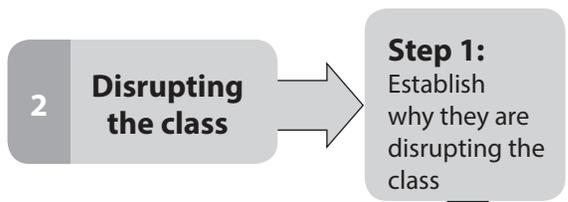
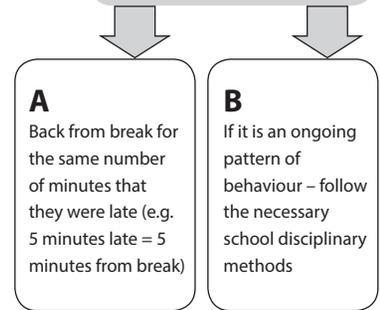
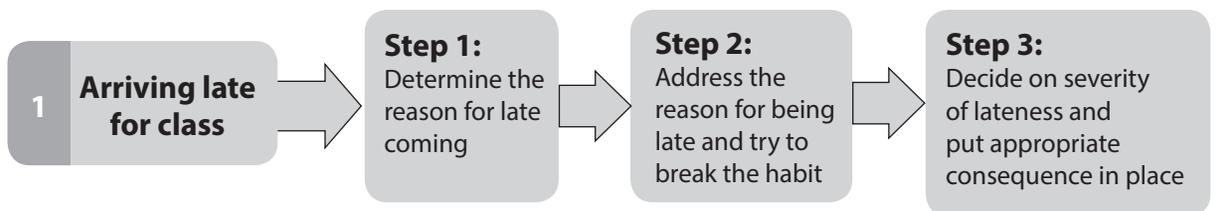


USING CODES TO DETERMINE LEVELS

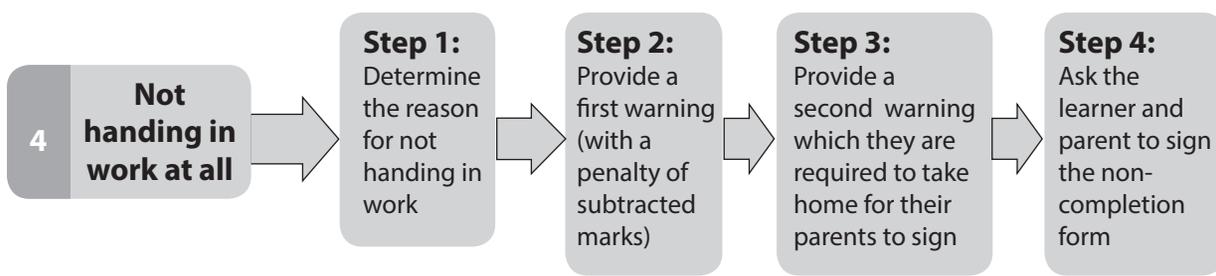
Codes can be used to determine the levels. Codes are developed on a scale that is based on skills and levels of cognitive ability and NOT on knowledge alone. If a learner is too high up on the scale, but does not have the cognitive ability, the assessment relies too much on knowledge and recall.



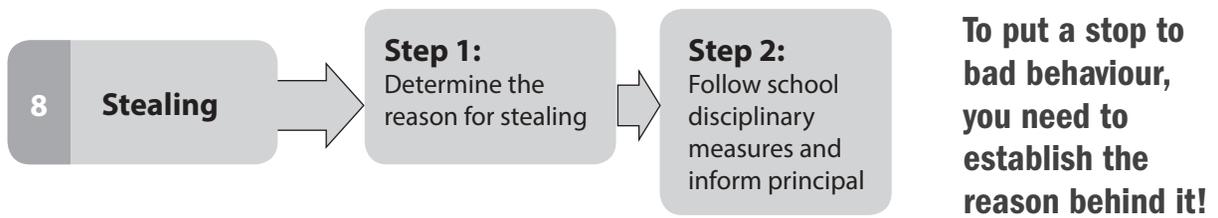
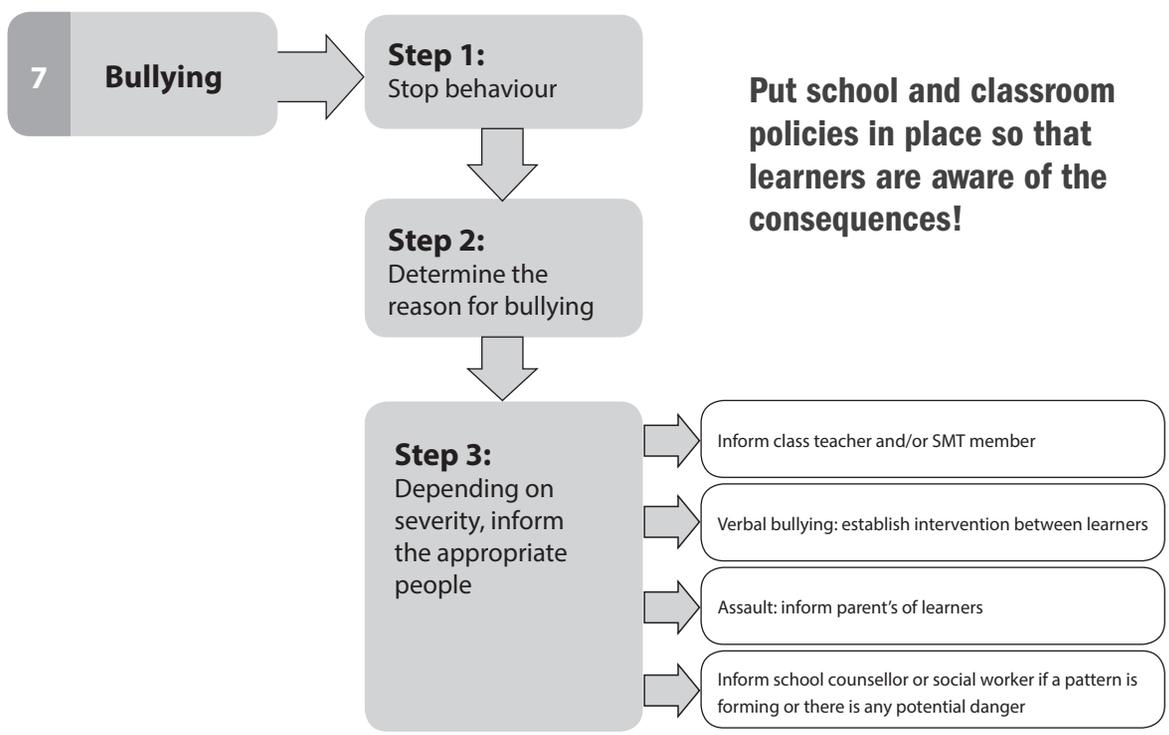
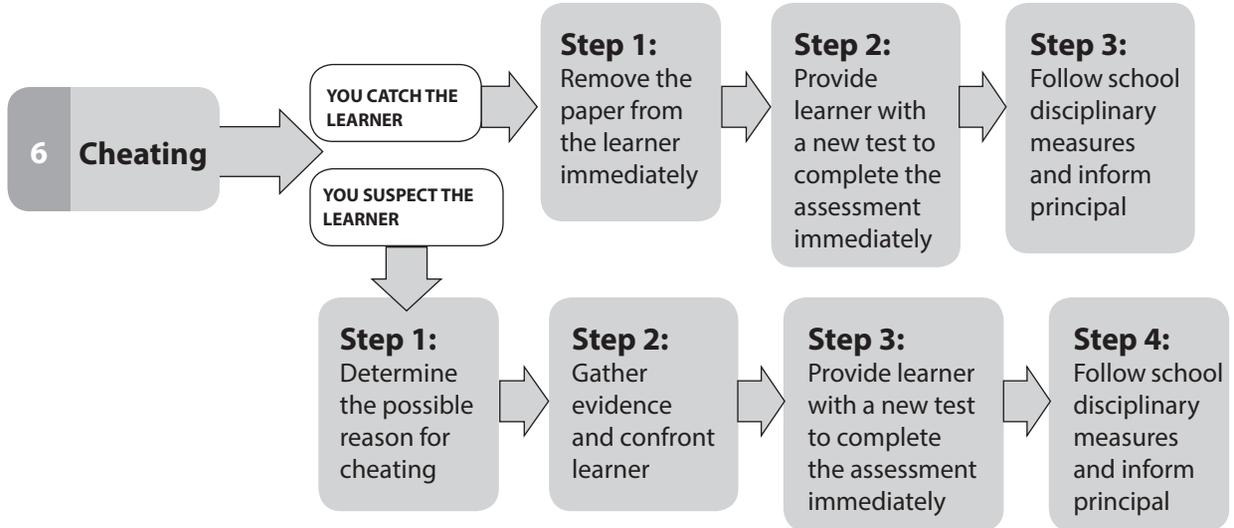
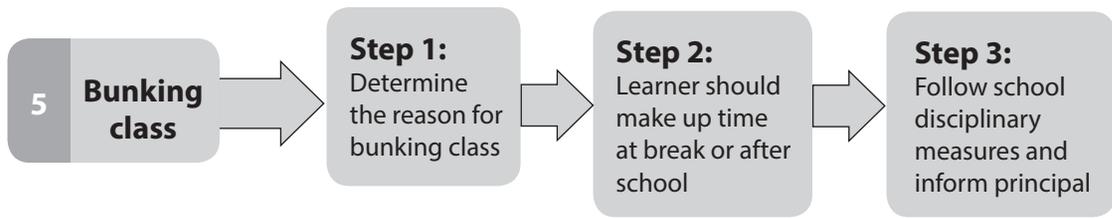
STEP-BY-STEP SOLUTIONS TO CLASSROOM PROBLEMS



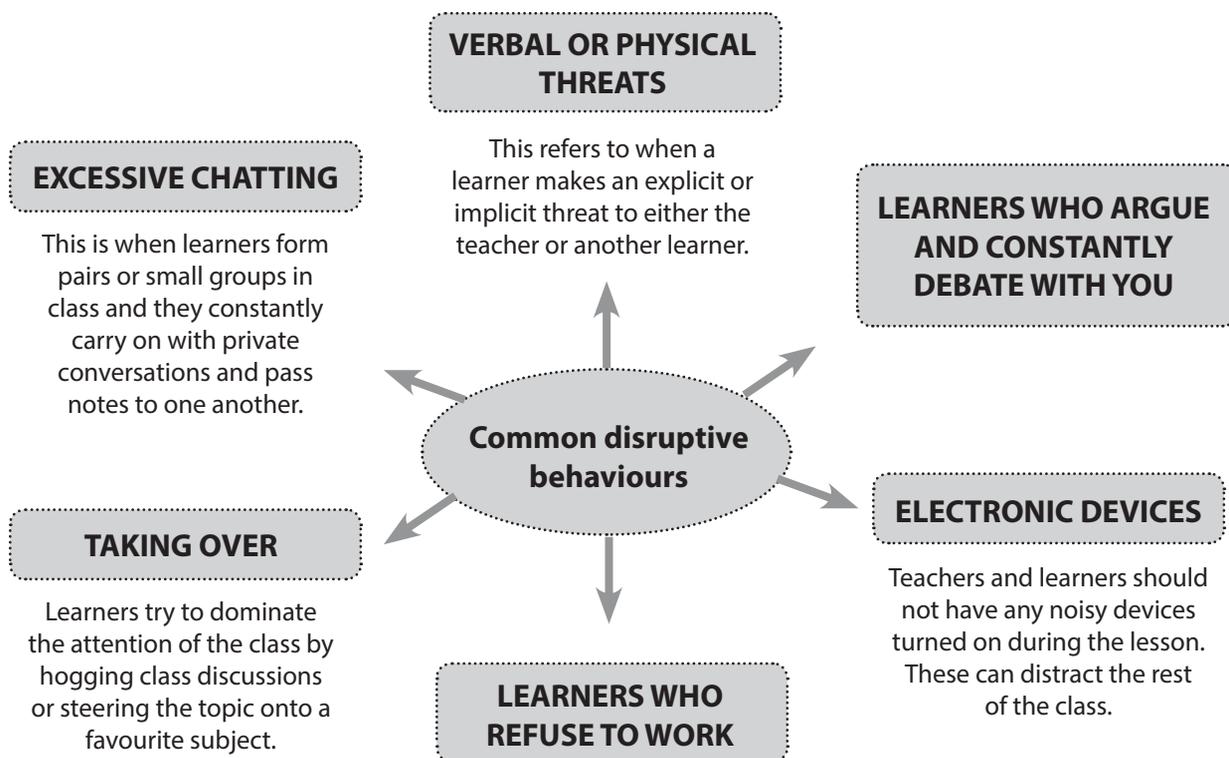
Establish a structure for how many marks get subtracted according to the number of days late.



Develop a standard non-completion form, which can be signed by learners and parents to acknowledge that learner did not do the work and will therefore receive no marks for it.



GENERAL TIPS ON DEALING WITH BEHAVIOURAL CHALLENGES



DO	DON'T
✓ Address non-verbal communication	✗ Try to discipline the whole class at once
✓ Always provide the learner with a choice and consequence	✗ Ask questions instead of 'telling' by giving statements
✓ Distinguish between the primary and the secondary issue	✗ Give warnings
✓ Consistently and fairly enforce rules	✗ Be inconsistent

7 SECRETS TO ORGANISING AND MANAGING LARGE CLASSES

SECRET 1:

Planning to achieve your goal

Planning is not necessarily about paperwork and lesson plans, it is about planning and facilitating the best way to achieve your goals.

SECRET 2:

Inform the learners

Learners want to know what is expected of them.

Learners want to know what to expect for the lesson.

SECRET 3:

Timing

Be realistic about what you can complete in a particular lesson.

Be realistic about what the learners can achieve in a certain time period.

SECRET 4:

Seating plan

Make sure that your learners are sitting in a way that is conducive to learning. Certain seating plans work for certain activities and not for others.

Some learners are able to concentrate better in certain desk formations.

SECRET 5:

Be prepared

It is essential to understand your learners and your classroom environment so that you are prepared for any events that may occur or disturbances that may cause you to have to change your methodologies, timing or planning.

SECRET 6:

Routines

Every classroom has certain activities that occur all the time. It is essential to get the learners into good habits with these routines so that they cause as little disruption as possible to the teaching and learning process.

Examples of routines include reporting absentees, assessing homework, classroom rules and group work strategies.

SECRET 7:

Resources

Resources can enhance the learning process, but can also disrupt the teaching process.

A resource needs to be appropriate to the teaching and learning situation and enhance the process.

Resources need to be carefully planned for and used effectively.

ORGANISING AND MANAGING MULTI-GRADE CLASSES

The major challenge of a multi-grade class is that there are learners of different age, ability, maturity and interests. Below are some practical tips to help manage a large multi-grade class.

Classroom organisation

- ◇ Desks should be organised in small groups and not in rows
 - ◇ Use display boards to pin up the learners' work
 - ◇ Make sure each learner has a personal space for their things
 - ◇ Assign and label specific areas in the classroom, e.g. resources for each grade
- Classrooms are often short on storage. Below are some useful tips:**
- Collect containers, e.g. ice-cream containers
 - Label storage areas clearly
 - Avoid clutter and throw away what you don't need
 - Have a filing system for books/resources

Teaching methodologies

Whole class teaching

Plan only one lesson – it needs to address the average ability level of the multi-grade class.

Challenges

- ✗ Teacher centered, disinterested learners might cause discipline issues
- ✗ Does not appeal to every level of ability

When to use it?

- ✓ Storytelling
- ✓ Students news
- ✓ Music or drama
- ✓ Introduction of topics or themes

Group work

This is the most effective way to meet the needs of all the learners.

Challenges

- ✗ Learners grouped incorrectly together
- ✗ The task is not appropriate for group work

How to use it?

- ✓ Group learners according to their grade
- ✓ Provide structured tasks for each grade to complete
- ✓ While other groups are busy, the teacher has time to teach a specific grade

Individual teaching

The teacher works one-on-one with the learner.

Challenges

- ✗ Behaviour issues may arise in the rest of the class
- ✗ Difficult to spend time with every learner in the class

How to use it?

- ✓ When the rest of the class has work to complete
- ✓ Have extension activities planned for learners
- ✓ Allow older learners who have mastered a skill to assist younger learners still acquiring the skill

Routines and discipline

A lack of classroom routine and discipline often leads to other distractions and time wasted in the classroom. A well-structured classroom environment is key to enable effective learning in a multi-grade classroom.

Some examples:

- ◇ Register and absenteeism
- ◇ Checking homework diaries and writing down homework
- ◇ Handing work in to the teacher
- ◇ Bathroom breaks
- ◇ Late for class
- ◇ Formal assessment logistics
- ◇ Consequences to inappropriate actions

DEALING WITH THE DIGITAL DISTRACTION IN THE CLASSROOM

Ideas for controlling cellphone use in the classroom

1. Enforce the school's cellphone policy.
2. Allow learners the first five minutes of a lesson to check their social media or messages, and then cellphones are put away or turned off.
3. Have a basket and labels on your desk for learners to label and hand in their phones: they can collect them when the lesson is finished.
4. Establish cellphone etiquette with learners in the class.

EXAMPLE OF A CLASSROOM CELLPHONE POLICY

- 1st violation: the phone is returned to the learner after the lesson
- 2nd violation: the phone is returned to the learner at the end of the day
- 3rd violation: the phone is returned to the learner at the end of the month
- The slate is wiped clean at the end of the month

In order for a cellphone policy to be effective, the teacher must get approval and support from the parents of the learners.

Using digital resources effectively in the classroom

How effectively are you using digital resources?

- ◇ Does it support the lesson?
- ◇ Is it relevant to the lesson?
- ◇ Does it enhance the teaching process?
- ◇ Will it encourage learners to think critically?
- ◇ Will it create a deeper interest in the subject?
- ◇ Will it attract the attention of the learners?
- ◇ Will it enhance the chosen methodology of the lesson?
- ◇ Are you familiar with using the technology?

Five fatal errors

- ✗ Don't think that digital resources can entirely replace the teacher
- ✗ Don't allow the digital resources to detract from the content of the lesson
- ✗ Don't allow logistics to take up valuable teaching time
- ✗ Don't use digital resources without careful planning
- ✗ Don't over-use digital resources

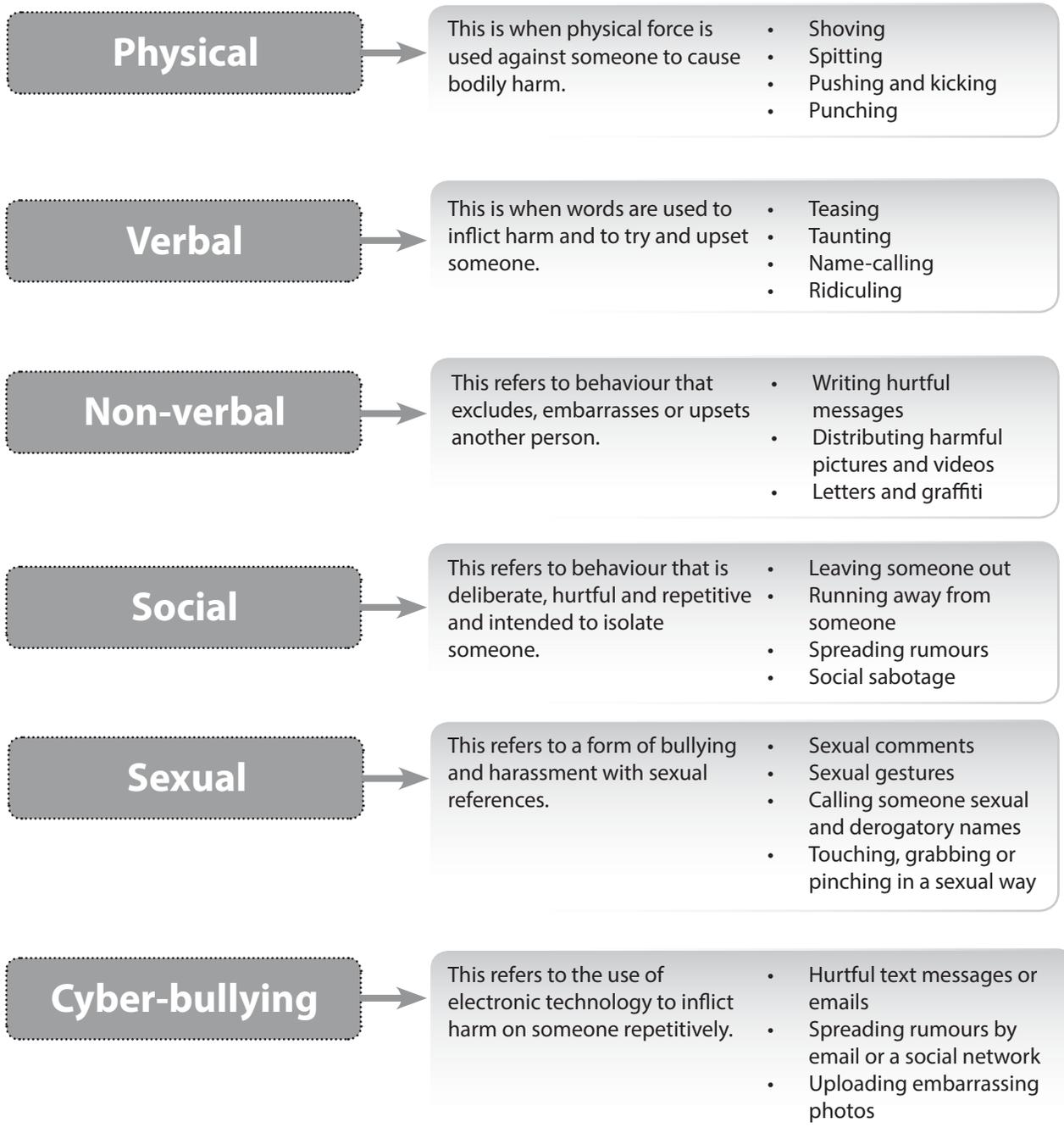
BULLYING

What is bullying?

Bullying is repeated, aggressive behaviour intended to hurt another person to gain a physical or psychological advantage. The bully uses threats, intimidation, cruelty, and/or forcing their will to achieve control over others. Girls tend to bully verbally while boys bully physically.

DIFFERENT TYPES OF BULLYING

There are different types of bullies. Many learners can be exposed to more than one type of bullying.



CYBER-BULLYING

The advancement of technology and the Internet has created a new environment for bullying to take place.

Why should we be concerned about cyber-bullying?

Incidents of cyber-bullying are occurring more frequently.

Reasons why this is so:

1. **HIDING BEHIND TECHNOLOGY** – the bully does not have to face the person being bullied so bullying is easier
2. **DIFFICULT TO MONITOR** – technology is part of everyday life, and it is difficult to identify when someone is using it wrongfully
3. **READILY AVAILABLE** – most learners have access to a cellphone or email
4. **FEAR OF CONSEQUENCES** – many cases go unreported as learners fear losing their technology

Create awareness

It is important to create awareness about cyber-bullying and guide learners on how to protect themselves.

Don't:

- X Share your password
- X Share personal information online
- X Respond to hurtful emails or messages, rather print them out
- X Upload anything online that you don't want your friends or classmates to see

Remind learners that online messages are permanent.



What signs to look out for?

Cyber-bullying can happen 24 hours a day. Because it's difficult to monitor and control, cyber-bullying often goes unpunished, allowing it to occur more frequently.

Here are some signs you can look out for:

- Learner begins to skip school or is unwilling to attend school
- Lack of interest in school work, marks drop
- Becomes more introverted and pulls away from friends and socialising
- Complains often of physical ailments
- Appears sad, teary or moody

What can you do?

Take the appropriate steps to ensure that incidents of cyber-bullying are dealt with firmly and in a timely manner.

- Deal with the incident immediately
- Ask the learner to save or print out the message or e-mail
- Determine the severity of the incident
- Discuss the incident with the perpetrator's parents
- If necessary, get the police involved

THE DO'S AND DON'T'S OF BULLYING

Preventing issues of bullying

1. You must be familiar with your school's bullying policy—if there is one. You need to be clear on these matters so you can accurately communicate the school's policies and expectations.

- When should a learner be referred?
- What incidents warrant suspension?
- What incidents warrant expulsion?

2. In addition to your school's bullying policy, you must have your own classroom policy— with steps you take when bullying occurs.

- Explain your bullying policy to your learners during the first week of school.
- Role-play bullying scenarios and practise the appropriate reactions for students to take.
- Clearly state the consequences for bullying a fellow learner.

3. Create a safe space for learners to report bullying, whether they are the victim or a witness, and a safe space for victims to heal from bullying incidents.

4. Watch your learners, especially during break, when the majority of bullying incidents take place.

DO

- ✓ Promote character and values
- ✓ Focus on the role of the bystander
- ✓ Have helpful and productive consequences
- ✓ Consistently and fairly enforce rules

DON'T

- ✗ Just state the rules
- ✗ Only focus on the bully and the victim
- ✗ Name and shame the bully
- ✗ Selectively and inconsistently enforce rules

Resolution

If bullying has occurred, a firm and consistent resolution, in line with the school's policies, must be put into action.

1. The bully must understand that bullying is unacceptable

2. They must understand that there will be consequences

3. Open, respectful communication between bully and victim should be encouraged

4. The bully should be offered counselling to work through the issues that caused them to bully in the first place

SUPPORT FOR THE TEACHER

The best way to approach bullying is to be well informed. Keep reading the latest articles and research to discover new and effective ways of addressing bullying. Familiarise yourself with the proper procedures that need to be taken so that the matter can be dealt with quickly and effectively.

Below are examples of useful websites and contact details of organisations that can offer assistance.

USEFUL RESOURCES AND WEBSITES:

Department of Basic Education – School Safety Framework document
<http://www.education.gov.za>

Becta e-Safety
<http://www.becta.org.uk>

Classwatch
<http://www.forensicsoftware.co.uk>

Digizen
<http://old.digizen.org/>

Stop Bullying Campaign
www.stopbullying.gov
www.teachsafeschools.org/bully_introduction.html

Respect me
<http://respectme.co.za>

Olweus Anti-Bullying Campaign
www.olweus.org/public/index.page
www.stopbullyingnow.com

How to teach about bullying
<http://www.stopbullying.gov/educators/index.html>

South African National Council for Child and Family Care
For child welfare and community outreach programmes
(011) 492- 2950

Child Welfare South Africa
For child protection, child care and family development
(011) 452-4110
www.childwelfare.org.za

Police Child Protection Units
For family violence, child protection and sexual offences
08600 10111

Childline
Aims to protect children from all forms of violence and to promote children's rights
0800 055 555

COUNSELLING YOUR LEARNERS

Teachers as counsellors

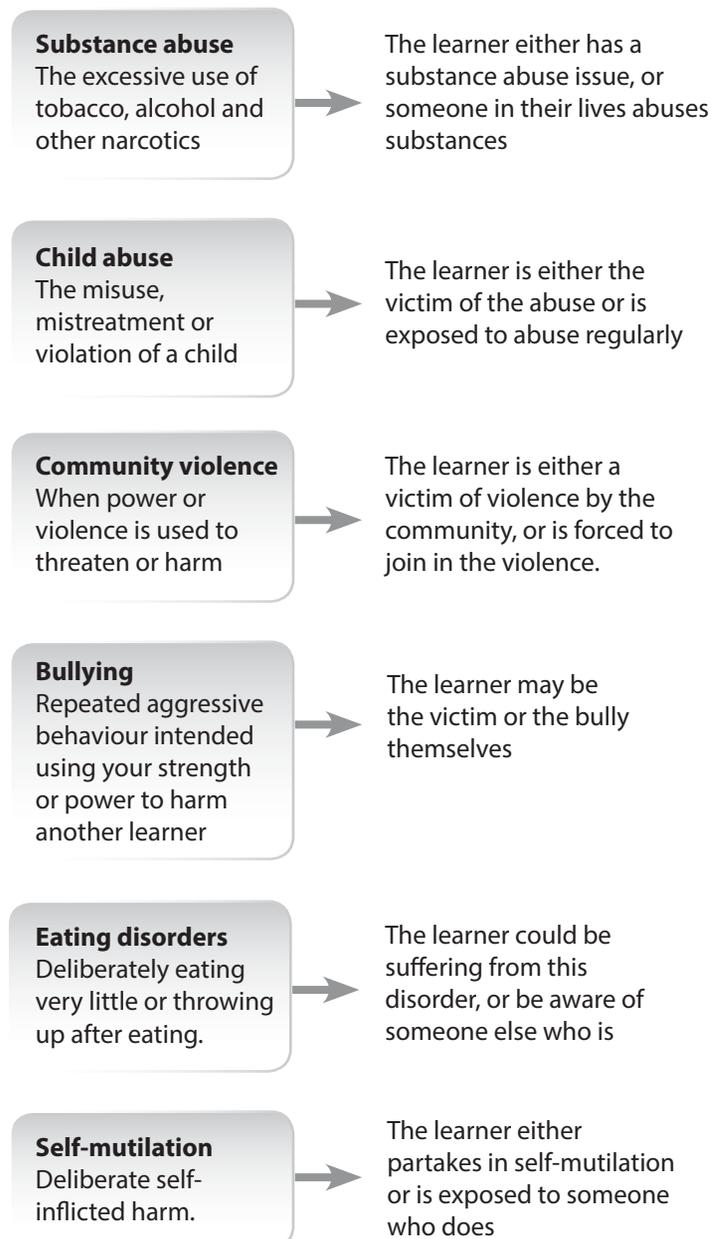
Teachers spend a great deal of time with their learners and should be able pick up on behavioural or academic signs that a learner is struggling.

In a school set-up it's important that teachers make themselves approachable and accessible to assist learners with any problems.

The three basic tips to counselling:

1. **RELATIONSHIP** – Develops a rapport with the learner
2. **CONFIDENTIALITY** – Gain trust of learner by reassuring them of the confidentiality of the conversation
3. **RECORD** – Keep a detailed record of sessions and when they occurred

Problems you might be faced with and what you can do



Steps YOU can take

- 1 **Issue arises:**
 - Learner approaches you, or
 - You approach learner
- 2 **Obtain all the facts:**
 - Get all the information from the learner
 - Get info from others too
- 3 **Assess the situation:**
 - What is the severity?
 - Can you help the learner to come to a solution?
- 4 **Report the case**
 - Report to a senior staff member if the situation is serious
- 5 **Refer the learner**
 - If the learner needs extra support, refer them to school or district counsellor

SUPPORT FOR THE TEACHER

If a doctor, lawyer, or dentist had 40 people in his office at one time, all of whom had different needs, and some of whom didn't want to be there and were causing trouble, and the doctor, lawyer, or dentist, without assistance, had to treat them all with professional excellence for nine months, then he might have some conception of the classroom teacher's job. - Donald Quinn

Developing a rapport with your learners

Building a relationship with your learners is very important when it comes to dealing with sensitive issues. Many learners do not have a responsible adult in their lives and need someone to turn to for support and care.

Be honest, what would your learners have to say about you?

My teacher:

- Does not take sides
- Listens to me
- Helps me
- Believes that I am not bad and that I can change
- Believes what I say
- Respects me
- Appreciates me

Useful organisations and contact details

Lifeline

www.lifeline.co.za/training

Lifeline offers a counsellor course. The topics below are some of the topics discussed in the course:

- Victim sensitivity training
- Communication and listening skills training
- Project talk life skills programmes for children and adolescents
- HIV/AIDS awareness training
- Conflict management training

Useful websites

<http://www.familylife.org.za/>

<http://www.psychologicalcounselling.co.za/>

http://wced.pgwc.gov.za/documents/abuse_no_more/summary_document/abuse.html

TEACHING RESPONSIBLE BEHAVIOUR

Teaching HIV/AIDS through the phases

INTERMEDIATE PHASE	SENIOR PHASE	FET PHASE
<ul style="list-style-type: none"> • Provide basic education • The TRANSMISSION of HIV is a big focus here – the role of bodily fluids • Explain what happens in the body, how the immune system is attacked • Explain what an incubation period is • Explain the difference between HIV and AIDS • Explain myths about HIV/AIDS • Emphasise hygiene and life skills • Discuss that there is no cure 	<ul style="list-style-type: none"> • General and basic overview of all facts • Myths and misconceptions • Actions have consequences; understanding the risks • Virginity, chastity and purity • The effect of HIV/AIDS on communities • Discuss how learners can support and care for someone with HIV/AIDS 	<ul style="list-style-type: none"> • General and basic overview from Senior Phase • Discuss conspiracy theories and why young people believe them • Positive healthy behaviour • Evaluate attitudes and beliefs • Develop learners skills to assert their belief to abstain

4 ways to care for and support infected and affected learners

1 Understand your role as teacher
The role of a teacher has evolved. Many children do not have a responsible adult in their lives and the teacher in many cases fulfills this role.

3 Be aware
Teachers must be informed and inform. They need to communicate effectively with learners, classmates, colleagues, SMT and parents.

2 Rights of children
Children need protection. Legislation states that it is mandatory for any person working with children to support and care for infected and affected learners.

4 Use your heart
A learner must feel that you want to help them, rather than that you have to help them. The infected learner needs to feel that they are supported and cared for.

What should a school be doing?

- ◇ Make sure that all teachers are aware of and involved in the support systems in the school
- ◇ Be flexible and adapt to meet the needs of learners in difficult situations
- ◇ Establish clear guidelines, roles and responsibilities for:
 - Teachers
 - School-based support team
 - Principal
 - School governing body
 - District-based support teams
- ◇ Identify those who can help and support e.g. community-based organisations

TEACHING RESPONSIBLE SEXUAL BEHAVIOUR

A learner's sexuality is constantly developing throughout life and it forms a key part of their personal identity. If sexual behaviour increases the learner's defenselessness or causes harm to another, then teachers have a responsibility to take action and provide support and protection.

Common areas of concern in schools

ABORTION

When a learner willingly terminates her pregnancy.

Addressing the issue in the classroom

- ✓ Prevent abortion – abstain from sex or use condoms/contraception
- ✓ Ask for help – know your options
- ✓ It's YOUR decision – don't be forced into an abortion

TEENAGE PREGNANCY

When teenage girls (usually between the ages 13-18) fall pregnant.

Addressing the issue in the classroom

- ✓ Prevent teenage pregnancy – abstain from sex
- ✓ Be safe – use contraception or condoms
- ✓ Ask for help – it's your decision, know your options

RAPE AND OTHER SEXUAL OFFENCES

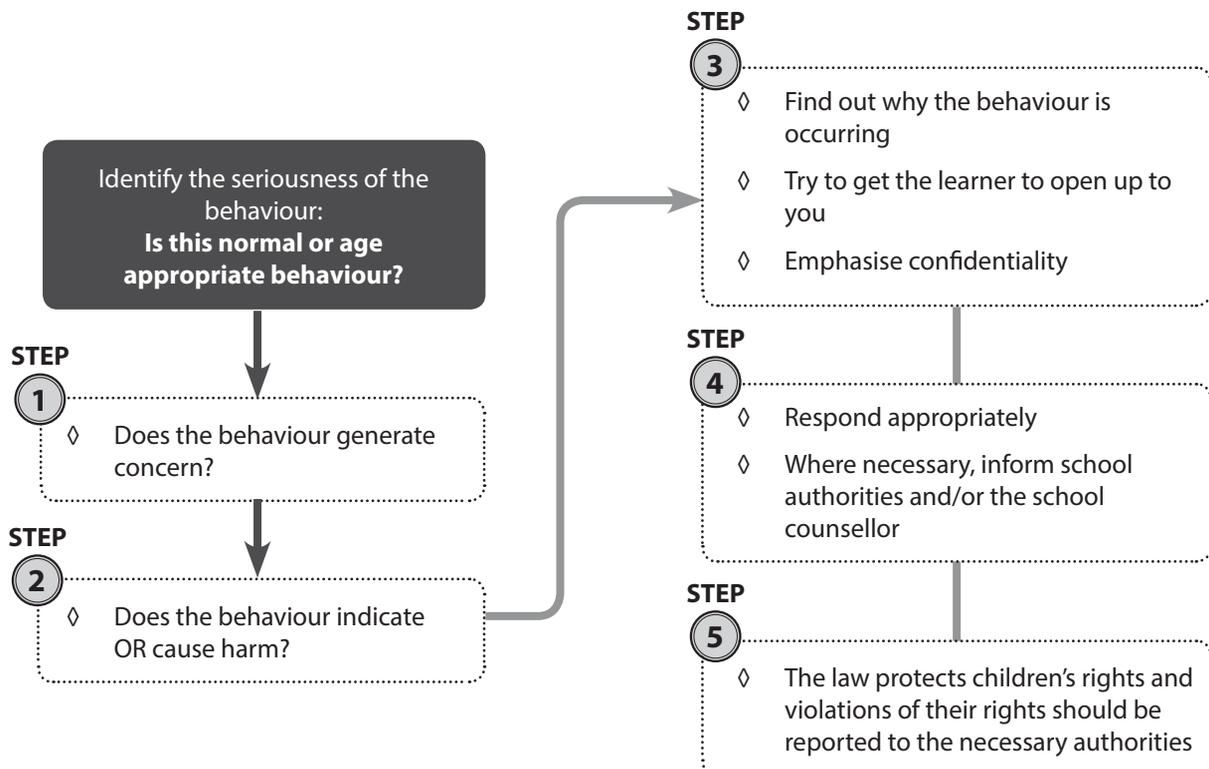
When a learner is forced into a sexual situation without their consent.

Addressing the issue in the classroom

- ✓ Establish a trusting relationship with your learners
- ✓ Always be available to talk to your learners
- ✓ Guide and inform learners about rape and other sexual offences

NEVER

- ✗ Frighten learners with shock tactics
- ✗ Force your beliefs onto the learner
- ✗ Give up and accept irresponsible sexual behaviour as the norm
- ✗ Pass judgment – always remain neutral and approachable
- ✗ Pass judgment on the learner
- ✗ Discuss the situation where not appropriate



CAREER GUIDANCE: KNOWING WHICH SUBJECTS TO CHOOSE

The subjects and the combination of subjects that learners choose in Grade 10 will affect their career path. It is essential to choose subjects that fit into their future plans. Teachers can help learners make the right decision.

Most schools provide guidance on choice of subjects and subject combinations. Life Orientation has a specific topic on this and the Life Orientation teacher should guide learners through this information.

Taken from *Headstart Life Orientation Grade 9 Learner's Book*

Required subjects	Career	Qualification	Optional subject
Mathematics	Accountant or Chartered Accountant	B.Comm Accounting/ Bachelor of Accounting	Accounting
	Architect	Bachelor of Architectural Studies	Engineering Graphics and Design
	Actuary	BSc in Actuarial Sciences or BEconSc	
	Law (can also pursue with high Maths Literacy score)	LLB	History Business Studies Accounting Economics
	Quantity Surveyor	BSc in Quantity Surveying	
Mathematical or Mathematics Literacy and Life Sciences	Nursing	B Tech/Bachelor of Nursing	Life Sciences
	Occupational Therapy	BSc in Occupational Therapy	Life Sciences
	Farmer	B Tech Agricultural Management	Agricultural Sciences/ Management
	Paramedic	B Tech Emergency Medical Care	Physical Sciences Life Sciences
Mathematics and Science	Dentist	BDS	Life Sciences
	Doctor	MChB	Life Sciences
	Electrical Engineer	BSc/B Eng or B Tech	Electrical Technology
	Mechanical Engineer	BSc/B Eng or B Tech	Engineering Graphics and Design
	Mining Engineer	BSc/B Eng or B Tech	
	Geologist	BSc	Geography
Languages	Actuary (second route)	BSc	
	Social Worker	BA Social Work	
	Teacher	B Ed or B Tech	
	Human Resources	BA	
	Psychologist	BA in Psychology	
	Marketing	BA or B Tech	Business Studies
	Actor/Performer	BA or B Tech	Dramatic Arts

The table provides a list of the subjects required for a particular career and qualification. It also provides an idea of the types of subjects that will provide a good foundation for certain fields of study. Taking and passing these subjects does not necessarily guarantee entry into the institution.

Many academic institutions do not view Mathematical Literacy as a substitute for Mathematics.

- Questions that learners should ask themselves**
- What am I interested in?
 - What am I good at?
 - Which subjects do I like?
 - Which subjects do I do well at?
 - What combination of subjects can I take at school?
 - Which subject combination will give me the most options?

Encourage learners to seek guidance on choosing subjects. Taking the wrong subjects or combination of subjects could limit career path options.

ASSISTING LEARNERS IN MAKING INFORMED DECISIONS

*"The best way to predict the future is to create it."
Abraham Lincoln*

It is important for learners to follow a strategic decision-making process when making an informed career choice.

The steps below will take your learners through a five-step process called the **PACED decision-making process**.

- | | | |
|----------|---|--|
| P | Identify the Problem | Are you deciding on subject choice, a career, a course to study or an institution to go to? |
| A | Identify Alternatives | List all the possibilities and alternatives that you have. |
| C | Analyse the information (Criteria) | Write down your criteria, e.g. must be something that you enjoy, must be on public transport route, within a certain budget etc. |
| E | Evaluate the situation | Weigh up your alternatives against your criteria. |
| D | Decide on solution | Make your final decision. |

Some things for learners to remember when making a decision:

1. Research as broadly as possible and make a list of what interests you'd like to explore in more depth.
2. Narrow your criteria down according to your interests and priorities.
3. Check that the career you choose fits in with your morals and values, finances.
4. Make an informed decision.

Learners may go through a decision-making process a number of times, as this process is cyclical. It is essential for them to check that they have made the correct career decision.

Information available from school

- Career Guidance counsellor
- Life Orientation teacher
- Life Orientation Grade 9 textbook
- School library
- Some schools may have a Career Evening
- PACE Career Centre is available to all schools nationally (includes an online questionnaire and has an A-Z of careers information)

Other sources of information

- Career exhibitions – there are many of them around, and are open to all to attend
- Open days at various institutions
- Websites of various institutions
- Careers office or student resource centres at various institutions
- Job or work shadow is an excellent tool even if not part of a school requirement
- Career counsellors

TIPS FOR TEACHER WELLNESS

1

BE AN EARLY BIRD

Arrive at school early and get down to business. Don't ease into your day. Jump in with both feet. You'll work twice as efficiently and with fewer distractions before school than you will at any other time of the day.

2

FREE YOUR MIND

Keep your room clear of needless materials. A clutter-free classroom is not only more appealing and more conducive to learning, but gloriously freeing to your mind.

3

LEAVE SCHOOL AT SCHOOL

As soon as you pull your car out of the school parking lot, your workday is over. Leave it there. Although you may have to do marking or play catch up at home, those times should be limited where possible and devoid of emotion. It is important to try, as much as possible, to leave your work frustrations at school.

4

EXERCISE

Nothing will clear your head faster or more completely than exercise. 30-40 minutes most days per week is all you need to reboot the system and enjoy better energy for teaching. Go for a brisk walk. Dance to your heart's content. Join a swim club. Whatever you do, make sure it's something you enjoy.

5

EAT FOR ENERGY

What you eat can have a startling effect on how you feel, how you look, and how much energy you have for teaching. A simple diet of smaller meals, whole foods instead of processed, and mountains of fresh and varied fruits and vegetables. Try to cut back or eliminate your consumption of sugar, white flour, and foods high in saturated fat. You won't believe how much energy you'll have or how incredible you'll feel.

6

REST

Every teacher needs down time in the evening, if only for an hour. And a good night's sleep is a must. Teaching is one of the few professions that never lets you coast through the day, even when you're not feeling well.

7

FOCUS ON ROUTINES

Everything is easier with routines. The most effective teachers rely on them heavily. When your students know what is expected of them, what to do, and how to do it well, they feel more confident and more comfortable and tend to behave better. Efficient routines reduce the need for endless discipline and explaining and dealing with misbehaviour.

USEFUL WEBSITES:

<http://www.teachingwellbeing.com>

<http://www.smartclassroommanagement.com>

<http://www.ehow.com>

<http://www.healthyeating.net>

<Http://www.heartfoundation.org.au>

STRESS

Stress is a response to a situation where one feels one is under pressure and fears one may not cope. Often teachers have to function during stressful periods.

Stress triggers at school

- Conflict with another staff member(s)
- Conflict with a particular learner(s)
- Lack of safety and security
- Completing curriculum and formal assessments
- Marking and reports
- Changes to school time table
- Extra-murals
- Lack of support

Physical effects

- Increased blood pressure
- Chest pains and rapid heartbeat
- Frequent colds
- Diarrhea
- Constipation

Psychological effects

- Moodiness
- Irritability
- Struggle to relax
- Depression
- Sleeping all the time, or inability to fall asleep
- Nail biting or pacing

Checklist: How stressed are you?

- | | |
|---|--|
| <input type="checkbox"/> I am constantly eating | <input type="checkbox"/> I often complain about not having enough time |
| <input type="checkbox"/> I am often short with my learners | <input type="checkbox"/> Getting stuck in traffic makes me angry |
| <input type="checkbox"/> I struggle to fall asleep at night | <input type="checkbox"/> I get angry when people do not answer their phones |
| <input type="checkbox"/> I have started getting more headaches | <input type="checkbox"/> I will complain to anyone who will listen about how much I have to do |
| <input type="checkbox"/> I drink more alcoholic beverages | <input type="checkbox"/> I moan often that I am not paid enough money |
| <input type="checkbox"/> I have started smoking, or I am smoking more often | <input type="checkbox"/> My class is getting out of control |
| <input type="checkbox"/> I feel I have to do everything myself | <input type="checkbox"/> I have panic attacks when I think of everything I still need to do |
| <input type="checkbox"/> My team doesn't support me | <input type="checkbox"/> I get spontaneous chest pains |
| <input type="checkbox"/> I just want to sleep on weekends | <input type="checkbox"/> I take my frustrations out on the people in my life |
| <input type="checkbox"/> I have stopped exercising | |
| <input type="checkbox"/> I seldom have time to relax and do things for myself | |
| <input type="checkbox"/> I have less time to prepare lessons | |

PERSONAL GROWTH AND DEVELOPMENT

Teachers need to acquire, develop and practise essential life skills in order to pass these onto their learners. These life skills assist us in making smart life choices.

Examples of essential life skills

- ◇ Knowing when to ask someone for help
- ◇ Understanding when a leader needs to step in and intervene
- ◇ Identifying stressful times and taking measures to prevent burnout
- ◇ Being able to make an informed objective decision

Life skills that teachers should acquire and model to their learners

1. **SAYING NO**
Refusal skills – firm yet polite
2. **RESOLVING CONFLICT**
Steps on how to resolve complicated situations
3. **SOLVING PROBLEMS**
Approaching problems systematically
4. **THINKING CREATIVELY AND CRITICALLY**
Developing and expanding creativity and critical thinking skills
5. **HOW TO NEGOTIATE**
A useful skill to solve problems
6. **BEING ASSERTIVE**
Knowing when and how to be assertive
7. **HOW TO SPEAK PUBLICLY**
How to effectively present in front of an audience
8. **HOW TO COMMUNICATE**
How to communicate both verbally and non-verbally
9. **SETTING GOALS**
How to choose appropriate and attainable goals
10. **MANAGING EMOTIONS**
Not getting overwhelmed and making irrational decisions

How can a teacher acquire and develop life skills?

STEP

1

Identifying the need for a skill

Knowing what your shortcomings are and accepting that you need to actively acquire a skill

STEP

2

Gaining information

Researching information about the skill that you need

STEP

3

Developing an understanding

Realising the change and impact that this skill will have on your life

STEP

4

Applying the skills

Model someone else in your life that uses this skill; practise and include the skill in your everyday life

DEVELOPING YOUR SKILLS

It is essential to decide how you would like to improve your skills and why. You can develop and enhance your skill set by:

A Specialising in a particular area

By specialising in a particular area, you can gain more in-depth knowledge and skills in a particular field, subject or skill that you already have and may want to improve on.

E.g. a Social Sciences teacher may want to learn more about using the Internet to teach mapwork skills.

B Broadening your knowledge and skills

By broadening knowledge and skills, you can gain experience, knowledge and skills in a new area that you may find interesting and that will improve your daily work.

E.g. a Mathematics teacher may want to develop new knowledge and skills on remedial teaching to assist those learners in the class that struggle.

Some ideas:

Didactic skills

- ◇ Assessment
- ◇ Teaching methodologies
- ◇ Classroom management and planning

Leadership and management skills

- ◇ Problem-solving
- ◇ People management
- ◇ Policy and procedures

Communication and organisational skills

- ◇ Discipline
- ◇ Conflict resolution
- ◇ Time management

Where do I start?

Institutions that offer training and courses

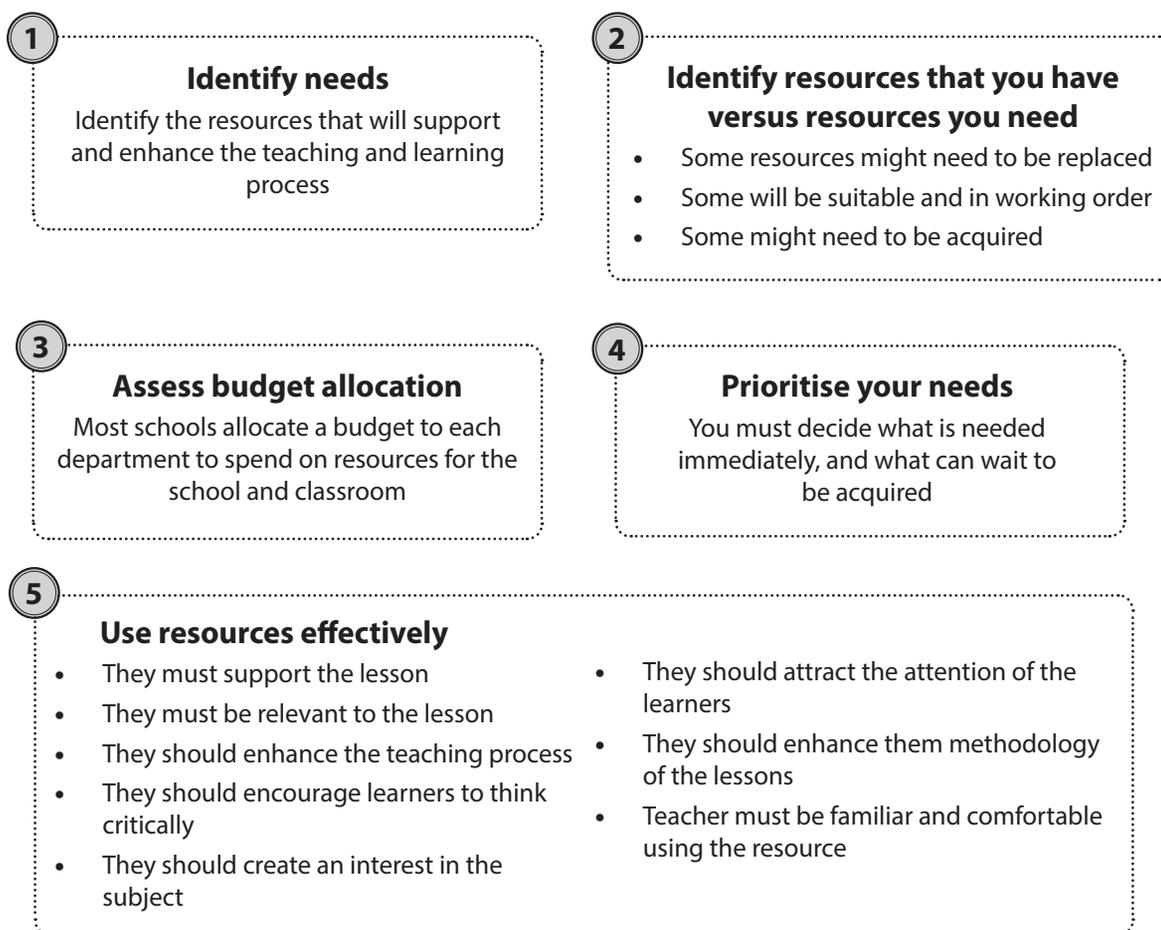
- Universities of Technology
- FET Colleges
- Universities
- ETDP SETA
- Unions
- Private organisations
- NGO's
- Internet: Online courses

Websites to visit for more information:

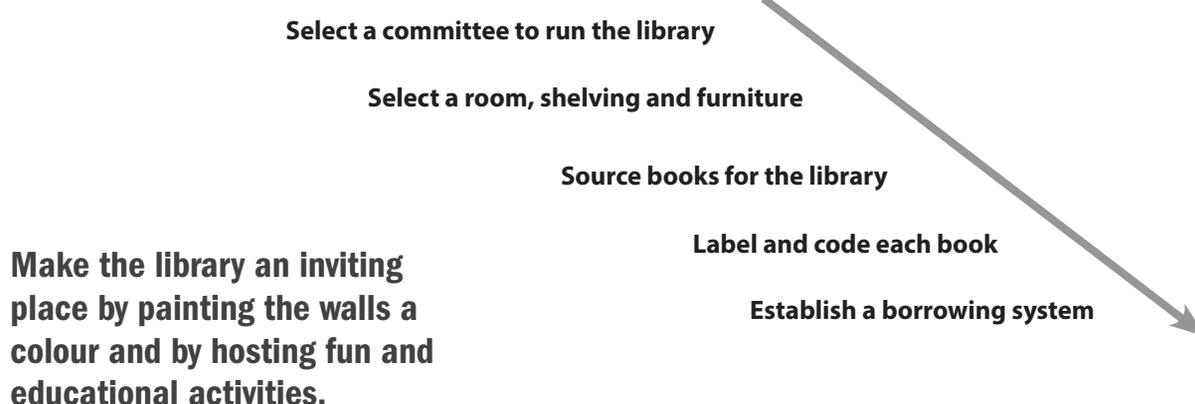
- <http://www.education.gov.za/Educators/HEIShortCoursesforEducators/tabid/791/Default.aspx>
- Teacher union websites
- South Africa Council for Educators (SACE) www.sace.org.za

RESOURCING YOUR SCHOOL

Steps to managing your school's existing resources



Steps to starting your own school library



For a comprehensive guide to starting your school library, visit <http://www.oxford.co.za/page/schools/teaching-resources/1286464-Free-Downloads>

ESTABLISHING PROJECTS TO GENERATE INCOME

Ideas to create extra income for your school

- ◇ Hold a market day open to parents and the community where all or a percentage of the profit goes to the school
- ◇ Sell tickets to events like fashion shows and talent contests
- ◇ Appeal to parents and the community to donate prizes and hold a school raffle
- ◇ Use talents and skills of the learners to generate other funds

Identifying resources that can be developed:

A good example is a vegetable or fruit garden on the school property.

Why is a school garden a good resource to develop?

1. It develops practical skills
2. It develops responsibility in the teachers and learners
3. It provides a useful resource
4. It could generate a profit
5. It could easily be linked to curricular activity
6. Produce can go to learners, staff and ground staff

How to go about applying for sponsorship or a donation:

Do your research

Make a list of potential businesses to approach and research each business.

Decide what you want to ask for

Do you want cash, volunteers, a service, advice, products, or expertise?

Prepare your written material

A formal letter printed with an explanation requesting a donation or sponsorship.

Letter before personal request

This allows the business time to contemplate their contribution.

Specify recognition

Most businesses will hope to get recognition or publicity for their contribution.

ROLES AND RESPONSIBILITIES OF ALL ROLE-PLAYERS

What are the roles and responsibilities of the role-players?

Learners

Roles

- Attend school regularly and on time
- Participate in learning opportunities
- Active participation in school activities
- Behaviour according to the code of conduct
- Obey all school policies

Responsibilities

- Respect the teachers and other learners of the school
- Maintain a safe learning environment
- Complete homework and formal assessment activities

Teachers

Roles

- Primary provider of information
- Facilitate the learning process
- Manage the classroom and resources
- Work as part of a co-operative team

Responsibilities

- To be prepared and plan for the lessons
- Accommodate all learners' needs in the class
- Common law duty of care for learners (in loco Parentis)
- Ensure the safety of learners
- Report child abuse

Parents

Roles

- Support the school, teachers and management decisions
- Reinforce the school's code of conduct
- Pay school fees, where applicable
- Assist the school where possible

Responsibilities

- Ensure that learners get to school on time
- Encourage learners to participate fully in school activities
- Provide academic support
- Attend school functions and meetings

Department Head

Roles

- Curriculum planning and preparation
- Assessment planning and preparation
- Determines preferred strategies for teaching and subject
- Organises departmental meetings
- Provides resources to educators in department

Responsibilities

- Keeps up to date with curriculum changes
- Follows the curriculum and assessment standards
- Be a role model to other educators in the department

Grade Head

Roles

- Facilitates grade level planning and assessment
- Organises student and grade activities e.g. camps and outings
- Monitors academic and behaviour performance of all learners in the grade
- Direct link to management for teachers

Responsibilities

- Effective leader
- Up to date with the curriculum
- Provides support for teachers
- Reports back to principal on any issues

School Governing Body

Roles

- School policy development e.g. admissions and language policies
- Determines which religious practices the school will follow
- Develops and adopts a code of conduct
- Decides on disciplinary procedures
- Controls and manages the school property

Responsibilities

- Improves and maintains the quality of education through the mission statement
- To encourage learners to participate fully in school activities
- To provide academic support
- To attend school functions and meetings

Principal

Roles

- Staff management
- Sets educational goals for the school
- Manages and reinforces discipline in the school
- Public spokesperson for the school
- Assures adherence to curriculum and policies
- Supports and guides school expenditure

Responsibilities

- Shapes the vision of the school
- Supports and motivates
- Models leadership skills
- Performance management
- Creates an enabling learning environment

Districts

Roles

- Provide support and resources to principals and teachers
- Ensure that schools in districts operate in an environment conducive to learning
- Promote professional development

Responsibilities

- Hold schools accountable for their academic performance
- Informs the public in a transparent way

PREPARING AN EFFECTIVE LESSON PLAN

Lesson plans are about the planning process that a teacher goes through to plan the lesson.

Be aware of the context

The context of the teaching environment is very important.

Even if the teacher has prepared a fantastic and interactive lesson, learning still may not take place effectively.

The learner has to be 'switched on' mentally and display psychological attention to the lesson for effective learning to take place.

Awareness needs to be shown by the learners and the teacher for an effective learning process to occur.

Create an interactive environment

One of the most effective teaching tips is to include the learners in the learning process.

Practise 'learn by doing': teaching learners skills, not just knowledge.

Learners learn best through practice. Practical sessions should not be lengthy or content driven, but rather shorter and often.

The best way to get learners to remember or understand something is to practise, and to do it often.

Structure the approach

Learners' attention spans are limited, and their capacity to retain information is limited as well, so be selective in the information that you choose for each lesson.

Make sure that you pay attention to ORDERING; your lessons must flow in a logical sequence.

Remember, learners will remember and recall the information you teach in the order that you teach it.

Don't include too much

It's important that teachers do not transfer their own stress about completing the curriculum to their teaching.

Often when teachers are under pressure they resort to 'chalk and talk' style teaching, which is the least effective form of teaching.

Learners do not respond well to content-dense lessons; they might not retain much of the information.

What should be included in a lesson plan?

A lesson plan should be useful and practical for the teacher using it, and must therefore be structured in a logical way for that particular teacher. The look of the lesson plan is not important, but rather what is included.

- 1 Aim of the lesson**

The aim, goals or objectives outline the purpose of the lesson and what you want to achieve. This is taken from the actual curriculum and should include knowledge, skills, values and attitudes.
- 2 How to teach the lesson**

The structure of the lesson and how the lesson is actually going to be taught is the most important part of the lesson plan. This should include how the teacher is planning to teach the knowledge, skills, values and attitudes. This should be written in such a way that anyone else could pick up the lesson plan and see how to teach the lesson.
- 3 How to assess the lesson**

Teachers need either an informal or formal assessment method to determine whether teaching and learning was effective in the lesson. This may be in the form of homework, a couple of questions asked, a quiz or any other method that may help the teacher to determine whether the learners understand the content and can carry out the skills taught.
- 4 Differentiation**

In every class, there are going to be learners who grasp the concepts and skills quicker than others. These learners need to be kept busy so that they do not become a behavioural problem, or become bored and lose interest. These extension activities or processes need to be determined. Similarly, learners who take longer to grasp the concept or acquire the skills of the lesson may need additional support.
- 5 Reflection**

Reflection should be done after the lesson. This allows teachers to make notes on what didn't work and consider possible improvements to avoid making the same mistakes when repeating the lesson or similar lessons. This should only be a couple of rough notes rather than a long, time-consuming process.

Lesson time should be divided up into 4 sections:

- **Contact time:** the time indicated on the timetable.
- **Logistics time:** This is the time taken up for logistics, discipline, settling down, etc.
- **Interactive time:** This is the actual time spent on teaching and learning where the teacher interacts with learners.
- **Action time:** This is the time spent by learners carrying out tasks or discussing concepts (often forms part of interactive time).

LESSON PLAN TEMPLATE

Subject: Grade and class:

Date: Teacher:

This is essential to remind the teacher of what they want to achieve in the lesson (the purpose).

Aim of the lesson:

Methodology

Assessment

Estimated time

What is going to be done:

This allows one to structure the timing of the lesson carefully. Be practical when planning this.

This section is the most important, and includes teaching methodologies, activities and planned interaction.

This includes both formal and informal (put a star next to any formal tasks to identify these tasks clearly).

Differentiation

Extension activities and processes

Support activities and processes

These activities and processes must be planned for even if not needed and used.

Homework

Reflection

This is a good reminder of what the learners were given for homework.

Use this as a future reminder of what worked or didn't work in the lesson.

Additional notes

This is a useful section to add aspects like interventions for certain learners, who might have been absent and what was possibly not completed.

Look at the subject-specific lesson plans in Sections 6 and 7 for an alternative way of structuring your lesson plans.

ASSESSMENT: THE BASICS

SOME POLICY FACTS:

1. Promotion of learners to the next grade should be based on recorded evidence in formal assessment tasks.
2. Teachers are not required to record performance in informal or daily assessment tasks.
3. The teacher must submit the annual formal programme of assessment to the School Management Team (SMT) before the start of the school year.
4. Failure by the teacher to maintain a file of formal assessment tasks constitutes an act of misconduct
5. Learners who absent themselves from the end-of-year final examinations or scheduled school-based assessment tasks, or practical assessment tasks, for no valid reason, must not be permitted to write the final end-of-year examination.

What goes into a teacher's file?

- Annual teaching plan
- Assessment plan
- Formal Assessment Tasks
- Memoranda
- Indication of textbooks and other resources
- Record sheets with learners' marks
- Informal notes or any interventions that are planned to assist learners

What?

- Can be a box, file, folder or any other suitable storage system

But

- Formal tasks must be clearly marked or indicated
- Must be available at all times on request

The difference between formal and informal assessment

Formal assessment

- Specified by CAPS documents
- Used for promotion

Informal assessment

- Ongoing reflection on learner's knowledge and abilities
- Used for improvement and development

Assessment must complement the teaching and learning process.

Grade	Subject	Time Allocation	Assessment Weighting	Term 1	Term 2	Term 3	Term 4	Total	Progression and Promotion	Total Hours
7 - 8	Home Language	5	40% CASS: 60% EXAM	3	3*	3	2*	11	Codes 1-7 Promotion: 4 in Home Lang 3 in FAL 3 in Maths 3 in any 3 other subjects 2 in any 2 other subjects	27.5
	First Additional Language	4		3	3*	3	2*	11		
	Mathematics	4.5		2	3*	3	3*	12		
	Natural Sciences	3		2	2+2	2	3*	10		
	Social Sciences	3		1+1	2	1+1	1*+1*	10		
	Technology	2		2	2*	2	2*	8		
	Economic and Management Sciences	2		2	2*	2	1*	7		
	Life Orientation	2		2	2*	2	2*	8		
	Creative Arts	2		1	1(2)	1(2)	1*	4/6		
9	Home Language	5	40% CASS: 60% EXAM	3	3*	3	2*	11	Note 'No learner should stay in the same phase for longer than four years, except under exceptional circumstances.'	27.5
	First Additional Language	4		3	3*	3	2*	11		
	Mathematics	4.5		2	3*	3	3*	11		
	Natural Sciences	3		2	3*	2	3*	10		
	Social Sciences	3		1+1	2+2	1+1	1*+1*	10		
	Technology	2		2	2	2	2*	8		
	Economic and Management Sciences	2		2	2*	2	1*	7		
	Life Orientation	2		2	2*	2	2*	8		
	Creative Arts	2		1	1	1	1*	4		

ASSESSMENT TECHNIQUES

There is a wide variety of methods to achieve this ongoing awareness.

1. Watch the learner working in a group
2. Listen to the learner explaining what he/she thinks
3. Reading the learner's evaluation of his/her own work
4. Any other activity that provides evidence of the learner's learning.

This is an excellent example of how learners can be observed and assessed while working in a group.

1 Watching a learner work in a group

Taken from *Oxford Successful Life Orientation Grade 8 Learner's Book*

! Important
Remember that you must always warm up and cool down before and after any physical activity. Do a few dynamic warm up exercises such as high-knees, side-stepping and leg swings. Cool down by walking slowly for 5 minutes while breathing deeply.

8.1 Participation in physical activities that promote components of fitness

Agility and speed drills are excellent training for many sports.

Activity 26 Design your own speed and agility drill

In groups, select a code of sport and design your own agility drill. You have to use cones/markers, but sports equipment like basketballs, netballs or soccer balls is optional.

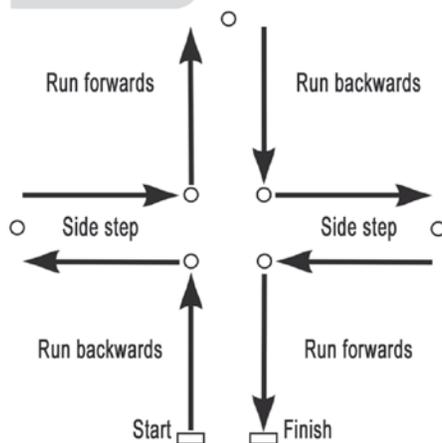
On a page, explain how your drill is performed. The explanation must be clear and concise as other groups will perform your drill.

For example, if you choose soccer as your sport, your explanation may look something like the diagram shown here.

You can explain the drill in the form of a diagram. This is an easy method for other groups to understand your drill. Provide enough information so that groups do not have to ask you to explain the drill. This one-page information sheet must provide all the necessary information.

Remember to complete the drill as fast as possible.

Once all group drills have been designed, tested and written out, with your group, move over to another groups drill and perform their drill. Continue until you have performed all the drills.



Taken from *Oxford Successful Life Orientation Grade 8 Learner's Book*

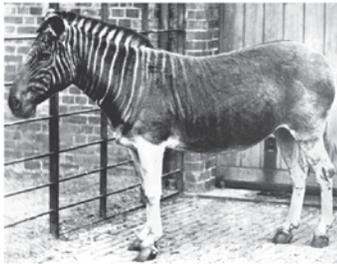
New words

ecosystem: a system made up of the community of all living organisms and their environment

extinct: no longer living



Plastic bags blows across the land and get caught in plants.



The only photo taken of a quagga in captivity.

3.1 Environmental health issues

Earth is the perfect planet for human life: the air has oxygen for us to breathe; there is water for us to drink and plants that we can eat. We can fish from the oceans and eat many kinds of animals that live on earth. There are minerals we can mine, and from these we can make things that make our lives easier, such as steel and silicon.

We rely on clean air, water, plants, minerals and other resources, but we do not always use them wisely. Humans have been abusing the earth's resources and we are starting to experience severe consequences for our actions. For example, it is useful to make plastic out of oil, but plastic pollution has become a serious problem. Pollution makes the earth dirty and dangerous for everything and everyone that lives on it. When plastic bags are thrown away, they often blow into rivers and dams, which affects the fragile **ecosystem**. When plastic is burnt, it gives off poisonous gases.

The abuse of resources also affects animals. Already, several species of animals have become **extinct** because of human actions. For example, the Tasmanian tiger was hunted to extinction, and 60 years ago, the last of its species was locked out of its cage in a Tasmanian zoo and froze to death. In South Africa, the quagga was hunted into extinction by people who wanted them for their meat and hide.

South Africa has a National Environmental Management: Biodiversity Act No. 10 of 2004. This Act ensures that indigenous use of biological resources is protected. Modern pharmaceutical companies have, in the past, benefitted from indigenous knowledge and given no acknowledgement to the people who developed it. When companies exploit indigenous knowledge of our plants and animals, it is called 'biopiracy'.

Activity 5 Discuss the piracy of indigenous knowledge

- 1 What would happen if indigenous knowledge was not protected?
- 2 Explain in your own words what 'biopiracy' is.
- 3 Do you think that pharmaceutical companies should be allowed to benefit from indigenous knowledge systems at all? If so, should conditions be put in place for them to benefit from indigenous knowledge systems?

This is an excellent example of how learners can be evaluated (both written and verbally). A learner's understanding of a concept can only be completely assessed when they are asked to give their opinion.

When learners are asked to critically look at and evaluate their own work, they are forced to reflect and identify where they understood concepts and where they could improve. This will provide a very good indication of how well they have grasped the concept or skill. This can be used for both informal and formal assessment tasks.

Taken from *Oxford Successful Technology Grade 9 Learner's Book*

Investigation skills

Activity 1 Investigate possible solutions

- 1 Read through the newspaper article again. Brainstorm and draw up a list of possible solutions to the grannies' problem.
- 2 Investigate possible structures that could allow the grannies to get across the river safely.
- 3 Identify existing products and analyse the suitability of the materials they are made of.
- 4 You also need to look at how safe these existing products are as well as the costs of materials and construction. When you are working out the costs, do not forget to add in the cost of transporting materials and workers to the site.

Design skills

Activity 2 Sketch, evaluate and adapt

The most useful means for developing preliminary ideas is by freehand sketching.

- 1 Each person in your group must sketch and develop two possible solutions.
- 2 Sketches need not be detailed but should contain notes to help clarify details that may not be clear in the drawing.
- 3 Discuss the merits of each idea and decide on the best solution. It may be that you develop a new idea by taking good points from some of the initial designs and combine and refine them into an even better solution.

(20)

Examples of formal assessment techniques:

- Orals
- Presentations
- Tests
- Examinations
- Projects
- Investigations
- Case studies
- Experiments
- Research tasks
- Practical Application Tasks (PATs)

There are many other assessment techniques used in formal assessment tasks. These are stipulated in the CAPS policy document for each subject. When setting up these tasks, teachers must ensure that they include assessment on all cognitive levels.

Examples of Formal Assessment Tasks can be found in all Oxford Learner's Books and Teacher's Guides.

Making skills

Activity 4 Cost your solution and make a model

- 1 Your tender must include a breakdown of all the costs involved in delivering your solution, including costs for materials and labour and to hire any specific equipment.
- 2 Draw up a budget that gives all this information. Your teacher will supply you with helpful resources.
- 3 Make a model of your idea. Use readily available materials such as drinking straws, cardboard, string, plastic and modelling clay.
- 4 Remember your model should be built neatly, to scale and be the same type of construction as shown in your working drawings.
- 5 Work safely.

(25)

Evaluation and communication skills

Activity 5 Present your tender and evaluate others

- 1 Using the requirements and specifications outlined in the scenario and your design brief, develop a rubric that you can use to evaluate your team's solution and that of another team.
- 2 Present your tender to the 'Tender Board'. Include your sketches, plans, budget, model and an artistic impression of your solution.
- 3 All team members must take part in the presentation.

PRACTICAL IDEAS FOR INFORMAL ASSESSMENT

DESK EMOTIONS

- Get each learner to create their own happy/sad face
- During the day ask learners to adjust their faces when they understand the concept

TRUE/FALSE CARDS

- Each participant has two cards (true and false)
- A question is asked
- Participants think about the answer
- When indicated to, hold up the correct answer

GROUP BOARDS

- Each group has sticky notes and a group number
- A question is asked
- Groups think about the answer and reach group consensus
- They have 2 minutes per question
- Each group identifies a runner
- Runner comes up and places sticky note on correct space
- Notes are folded in half
- Scores will be allocated
- The winning team receives a prize

FINGER TIME

Learners use a show of fingers as a scale, with 1 being the lowest and 5 the highest.

5. I know it so well I could EXPLAIN it to anyone.
4. I can do it ON MY OWN.
3. I need some HELP.
2. I could use MORE PRACTICE
1. I'LL GET THERE

ASSESS THE LEARNERS WHILE THEY ARE HAVING FUN!

TPS: THINK PAIR SHARE

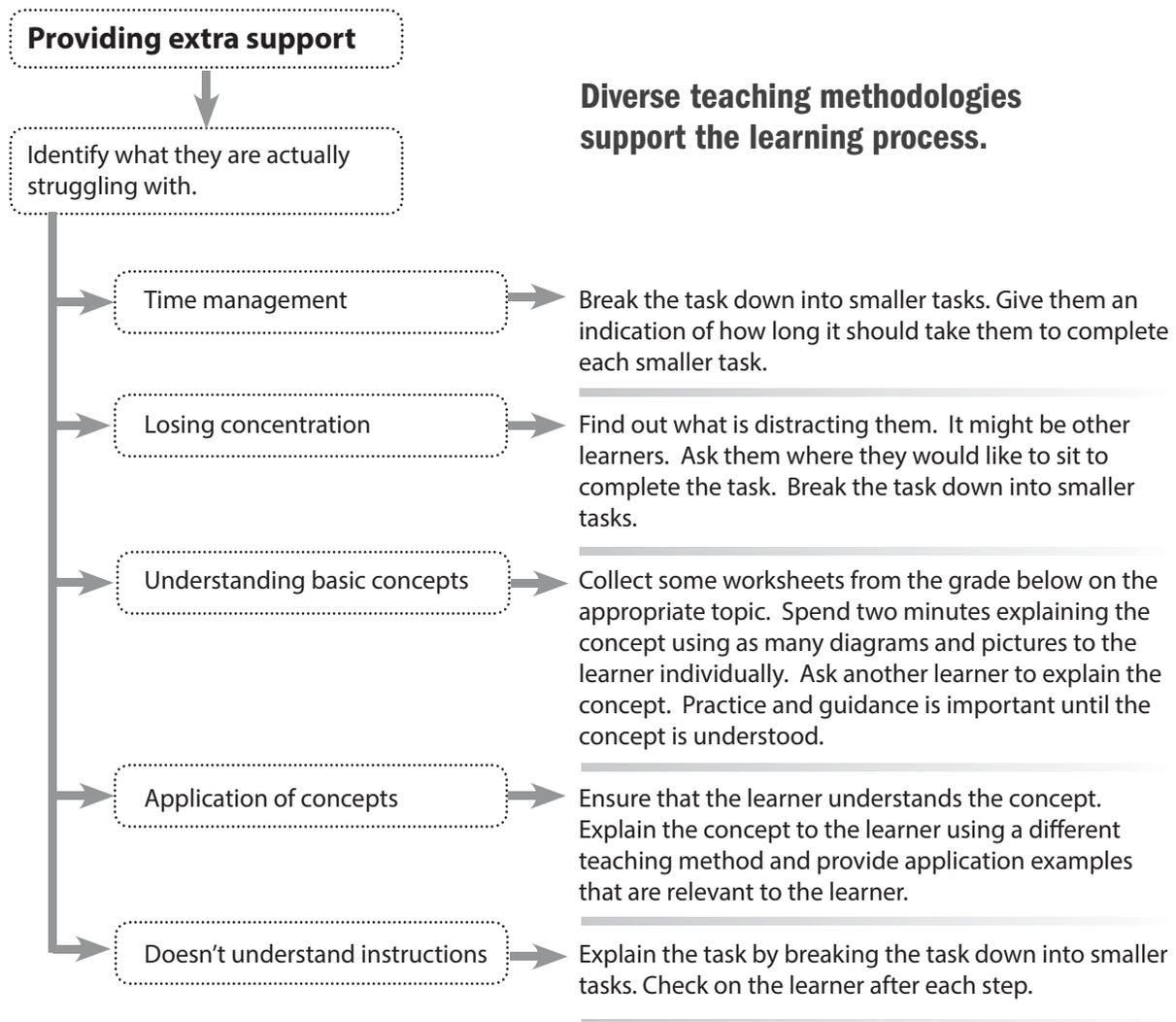
- Learners **THINK** about the scenario / information and formulate you own ideas and opinions
- They **PAIR** up with someone else / other
- They **SHARE** their ideas and opinions and listen to each others ideas and opinions

THUMBS UP

Learners indicate their understanding with a:

- Thumbs up: fully understand can move on
- Thumbs sideways: need a little support and possibly more time to grasp information
- Thumbs down: please explain again

REMEDIAL SUPPORT



Diverse teaching methodologies support the learning process.

Taken from *Headstart Economic and Management Sciences Grade 8 Teacher's Guide*

The Teacher's Guide provides activities and ideas to support the learning process as well as guidelines for implementation for those learners that may be struggling.

Inclusive assessment

Teachers need to develop adaptive and alternative methods to assess learners with barriers to learning, so that learners are given opportunities to demonstrate competence in ways that suit their needs. Here are some examples of how to assess these learners, while still maintaining the validity of the assessment:

- Some learners may need concrete apparatus for a longer time than their peers.
- Assessment tasks, especially written tasks, may have to be broken up into smaller sections for learners who cannot concentrate or work for a long time, or short breaks may be given during the tasks. Learners can also be given extra time to complete tasks.
- Some learners may need to do their assessment tasks in a separate venue to limit distractions.
- A variety of assessment instruments should be used, as a learner may find that a particular assessment instrument does not allow them to show what they can do.
- Learners who cannot read can have tasks read to them and they can orally dictate answers. Assessment can also include a practical component in which learners can demonstrate their competence without having to use language.
- A sign-language interpreter can be used.
- Assessment tasks can be available in Braille or enlarged with bolded text.
- Assessment can include the use of dictaphones or computers with voice synthesisers.
- The forms of assessment used should be appropriate for age and developmental levels. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject.

EXTENSION

Learning should be interesting and fun, and should challenge learners to think. If the learning process is not challenging and interesting to the learners, they will not be motivated to learn. They will become bored and may even become a disruption to the others. The method of teaching as well as the materials and resources used to teach, should be diverse and sufficient to keep even the brightest learners motivated.

Taken from *Headstart Life Orientation Learner's Book*

Activity 1 Identify types of human rights violations

Read this story and answer the questions that follow. Work in groups.

Coach, I'd like to learn how to play soccer.

But South Africa has a women's football team!

Soccer is for boys only. What is wrong with you? You are a girl!

Don't be cheeky – you silly girl!

- List the three human rights that are violated in the story.
- How is the young girl's dignity being disrespected?
- If she wanted to learn Science and her teacher refused to help her, would this be a human rights violation? Explain your answer.
- Evaluate whether the coach's refusal to teach the girl soccer ignores her right to an education.

Requiring your learners to think creatively and critically stimulates their interest and motivation.

NOTE: More of the same thing does not stimulate learners' creative thinking!

Taken from *Headstart Mathematics Grade 8 Teacher's Guide*

Comparing and ordering whole numbers; Prime numbers

Activities 1–2 Compare and order whole numbers

Learner's Book page 8

Guidelines for implementing these activities

- Learners have already encountered prime numbers, and comparing and ordering whole numbers in Grade 7. This therefore serves as revision.
- When comparing and ordering larger numbers, learners should first look at the first three digits of numbers in hundred thousands, e.g. 123 675 is smaller than 124 908. The last three digits do not matter in this case because it is obvious that $123\ 000 < 124\ 000$. Do the examples as set out in the Learner's Book.
- Learners can draw a number grid with numbers from 1 to 100, and cross out all the multiples of 2, all the multiples of 3, etc. until they have found all the prime numbers between 1 and 100.

Remedial and extension

Remedial: If learners struggle with large numbers, e.g. 3 100; 3 200; 3 300; let them first ignore the thousands and focus on 100; 200; 300; 400; etc. Then they can rewrite these numbers as 3 100; 3 200; etc.

Extension: Activity 1 question 4 is a challenge.

Suggested answers

Activity 1

- | | | | | |
|---|-----|--|-----|--|
| 1 | a > | b < | c < | d < |
| 2 | a | 124 230; 124 620; 124 780; 125 100; 125 114; 125 350; 125 930 | b | R128 730 776; R248 712 594; R348 702 413; R378 720 685; R508 780 211 |
| 3 | | 694 376 158 ml; 674 546 101 ml; 654 196 134 ml; 653 860 123 ml; 633 736 197 ml | | |
| 4 | | 97; 89; 83; 79; 73; 71; 67; 61; 59; 53; 47; 43; 41; 37; 31; 29; 23; 19; 17; 13; 11; 7; 5; 3; 2 | | |

Oxford Teacher's Guides contain full memoranda as well as guidelines for activities, as well as remedial and extension ideas.

THE SENIOR PHASE CAPS CURRICULUM

General Changes:

- Learning Areas (and learning programmes) now called Subjects
- Learning Outcomes and Assessment Standards now called Topics and Themes
- Curriculum statements and Learning Programme guidelines replaced by one document called 'CAPS' (Curriculum Assessment Policy Statements)

SENIOR PHASE PROMOTION GUIDELINES CODES 1–7 (GRADES 7–9)

Obtain at least:

- 4 in Home Language
- 3 in FAL
- 3 in Maths
- 3 in any 3 other subjects
- 2 in any 2 other subjects

Note

'No learner should stay in the same phase for longer than four years, except under exceptional circumstances.'

Know your POLICY DOCUMENTS

Out with the Old		In with the New
<ul style="list-style-type: none"> • National Curriculum Statement Grades R – 12 (NCS) • National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF) • An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs (No.29466) 	Amended and replaced with	<ul style="list-style-type: none"> • National Curriculum Statement Grades R–12 (January 2012) • National Curriculum and Assessment Policy Statements • National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R–12
<ul style="list-style-type: none"> • Curriculum Statements Grades R - 9 (2002) • National Curriculum Statements Grades 10 - 12 (2004) 	Replaced with	<ul style="list-style-type: none"> • National Curriculum and Assessment Policy Statements (January 2012)
<ul style="list-style-type: none"> • An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment Grade R – 12, (29467) • National Policy on Assessment and Qualifications for Schools in the General Education and Training Band (29626) February 2007 	Replaced with	<ul style="list-style-type: none"> • National Protocol for Assessment Grade R–12 • Government Notice No. 1115 and No. 1116, Government Gazette No. 36042 of 28 December 2012 • Government Notice No. 1114 Government Gazette No. 36041 of 28 December 2012
<ul style="list-style-type: none"> • Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R–9 and Grades 10–12 	Repealed and replaced with	<ul style="list-style-type: none"> • National Curriculum and Assessment Policy Statements for Grades R–12 (January 2012)

TIME ALLOCATION

Subject	Time allocation per week
Home Language	5
First Additional Language	4
Mathematics	4.5
Natural Sciences	3
Social Sciences	3
Technology	2
Economic and Management Sciences	2
Life Orientation	2
Creative Arts	2

ASSESSMENT

All grades will use 7 point scale	Foundation, Intermediate, Senior and FET Phases
Grades 3, 6 and 9: external annual assessment	Set externally and marked internally. Moderated by districts and sample marked and moderated by National.
CTA's replaced with Annual National Assessments (ANA)	Maths, HL and FAL set externally and marked internally
Weighting of CASS	Grades R-3: 100% CASS Grades 4-6: 75%: 25% Grades 7-9: 40%: 60% Grades 10-12: 25%: 75%

CHOOSING THE BEST TEXTBOOK FOR YOUR CAPS CLASSROOM

When selecting a textbook, there are two important aspects to consider. While the learner's book is the most important, the teacher's guide contains valuable information and guidelines on planning, methodologies, assessment and subject related tools.

Use the checklist below to select the best textbook.

Learner's Book

Structure and layout

- Is it visually attractive?
- Is it appealing to the learners?
- Is the font size appropriate for the grade?
- Is it easy to find things in the book?
- Does it have a contents page?
- Does it have headings and subheadings?

Content and language

- Is the level of language used appropriate?
- Can the weaker learners understand the language?
- Is the level of language appropriate for the stronger learners?
- Does the language used support the learning process?
- Is all of the main CAPS content, concepts and skills included?
- Is the content structured from known to unknown?
- Is the content written in an interesting way?
- Does the content enable learners to apply concepts and skills in different situations?

Illustrations:

- Are the illustrations clear?
- Do the illustrations support the text?

Activities:

- Are the activities clear?
- Are there enough activities for each lesson for each day?
- Do the activities show progression through the year?
- Is there a variety of activities?
- Are the activities scaffolded for the weaker learners?
- Are the activities on the appropriate level for the grade?
- Do the activities exclude any bias?
- Do the activities stimulate critical thinking?

Teacher's Guide

Structure and layout

- Is there a contents page?
- Does the Teacher's Guide correlate directly with the Learner's Books?
- Is there progression from one term to the next?
- Is the terminology the same as in the CAPS document?
- Are there sufficient guidelines for teachers on how to complete the assessment tasks?
- Are there model/suggested answers for all of the questions?
- Are there sufficient guidelines for assessment?
- Is the weighting of the assessments according to CAPS?
- Are there guidelines on teaching methodologies?
- Are there planning guidelines?

Extras

- Are there additional ideas that can be used in your teaching?
- Are there formal assessment tasks included that could save you time setting your own?
- Is the planning comprehensive and does it follow CAPS guidelines?
- Are there sufficient additional activities for those learners that struggle with difficult concepts?
- Do the teaching guidelines give you new ideas for your teaching?

Some hints:

1. A thick book is not necessarily a better book!
2. Good illustrations make a difference.

AM I ON THE RIGHT TRACK?

A checklist for every teacher

HAVE I INTEGRATED THESE AIMS INTO . . .	PLANNING	TEACHING METHODOLOGY	ASSESSMENT	HOMEWORK AND PROJECTS
Identify and solve problems in which responses demonstrate that responsible decisions using critical and creative thinking have been made.				
Work effectively with others as a member of a team, group, organisation and community.				
Organise and manage myself and my activities responsibly and effectively.				
Collect, analyse, organise and critically evaluate information.				
Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation.				
Use science and technology effectively and critically, showing responsibility towards the environment and health of others.				
Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.				
Reflect on and explore a variety of strategies to learn more effectively.				
Participate as responsible citizens in the life of local, national and global communities.				
Be culturally and aesthetically sensitive across a range of social contexts.				
Explore education and career opportunities.				
Develop entrepreneurial opportunities.				

HOME LANGUAGES: AN INTRODUCTION

The Home Language CAPS documents provide guidelines on how much time should be spent on each topic and what content should be covered in that time. The CAPS documents provide a full programme of assessment, which indicates the type and number of tasks to be completed every term for the formal assessment programme.

Taken from *English for Success Home Language Grade 8 Teacher's Guide*

Grade 8 Teaching Plan based on this series			
	Term 1		
	Weeks 1–2 Chapter 1	Weeks 3–4 Chapter 1	Weeks 5–6 Chapter 2
Theme	Coming up with creative ideas	Speeches can shape our world	Friendship and betrayal
Resources	Learner's Book (pp. 6–16) Teacher's Guide (pp. 57–61) Anthology (p. 88)	Learner's Book (pp. 17–24) Teacher's Guide (pp. 62–64) Anthology (p. 37)	Learner's Book (pp. 25–37) Teacher's Guide (pp. 65–70) Anthology (p. 47)
Text types	LB: cartoon, text book, short story, extract	LB: speech	LB: short story, poem, informal letter, magazine article
Listening & Speaking	Get into character (LB p. 7) Listen for persuasive language (LB p. 13) Identify persuasive language (LB p. 13)	Listen to a speech (LB p. 18)	Listen and identify the main ideas (LB p. 26) Have a group discussion (LB p. 27)
Reading	Learn about the features of a book (LB p. 8) Identify short story features (LB p. 9) Read an extract from a short story (LB p. 10)	Read a prepared speech (LB p. 17) Analyse a prepared speech (LB p. 22)	Analyse teenager and Tween behaviour (LB p. 29) Read about a deep betrayal (LB p. 33)
	Anthology p. 88	Anthology p. 37	Anthology p. 47
Writing	Write a narrative essay (LB p. 15)		Write a reflective essay (LB p. 27) Analyse an informal letter (LB p. 35) Write a letter based on a visual stimulus (LB p. 37)
Language Structures	Learn about persuasive techniques (LB p. 12) Learn about narrative essays (LB p. 15) Practise parts of speech (LB p. 16)	Learn about degrees of comparison (LB p. 19) Analyse antonyms and synonyms (LB p. 21) Learn about shortened forms (LB p. 23) The basics of syntax (LB p. 24)	Learn about degrees of comparison (LB p. 28) Practise comparative and superlative adjectives (LB p. 28) Practise synonyms and antonyms (LB p. 32) Practise punctuation (LB p. 35)
Assessment	Write a narrative essay LB p. 15	Make a prepared speech (LB p. 20)	

Resources required to effectively teach Senior Phase Home Languages:

General resources

- Quality notebook
- Quality textbook suitable for grade, content and language level
- Teacher should be familiar with the content taught
- Access to a variety of reading books and visual material suitable for the grade

Subject-specific resources

- Language in Education Policy
- Dictionary (monolingual, bilingual, multilingual, thesaurus)
- Prescribed literature genres
- A variety of media materials: newspapers, magazines, brochures, flyers, etc.
- Access to audio/visual aids to be used in the classroom

PLANNING FOR HOME LANGUAGES

Taken from *English for Success Home Language Grade 8 Teacher's Guide*

Term 1

Week	Chapters	Assessment	Page references
Weeks 1–2	Chapter 1	Write a narrative essay LB p. 15	Learner's Book (pp. 6–16) Teacher's Guide (pp. 57–61) Anthology (p. 88)
Weeks 3–4	Chapter 1	Make a prepared speech LB p. 20	Learner's Book (pp. 17–24) Teacher's Guide (pp. 62–64) Anthology (p. 37)
Weeks 5–6	Chapter 2	Write a letter based on a visual stimulus LB p. 37	Learner's Book (pp. 25–37) Teacher's Guide (pp. 65–70) Anthology (p. 47)
Weeks 7–8	Chapter 2	Write a magazine article LB p. 49	Learner's Book (pp. 38–49) Teacher's Guide (pp. 71–75) Anthology (pp. 14, 110)
Weeks 9–10	Chapter 3	Task 2 Write an investigative report LB p. 61	Learner's Book (pp. 50–64) Teacher's Guide (pp. 76–80) Anthology (pp. 125, 143)

Taken from *English for Success Home Language Grade 9 Learner's Book*

**English for Success
Teacher's Guides
provide teachers
with full planning
and assessments.**

Key features of an advert

Visual	Sound	Semantic
<p>Colour</p> <p>Pictures, e.g. funny images, babies, celebrity endorsement</p> <p>Font size and type – for example BIG, or in an attention-grabbing style</p> <p>Stereotyping – making use of people or visuals that perfectly represent what the advertiser thinks the public desires, e.g. a pretty face to advertise face cream</p>	<p>Voice-overs – when someone else does the “speaking” for the character</p> <p>The kind of music used to create a particular mood, e.g. slow and soothing, as in an advert for bubble bath</p> <p>Jingle – music to accompany the slogan</p> <p>Sound effects</p>	<p>Diction – words used to attract attention</p> <p>Manipulative or persuasive language – emotive language designed to get you to trust the product</p> <p>Tone – how the narrator speaks to convey the message</p> <p>Slogans or taglines – the message of the product that sticks in your head, e.g. “Just do it”; these often make use of hyperbole such as the “The best you'll ever get”</p>

Taken from *English for Success Home Language Grade 9 Teacher's Guide*

CHAPTER OVERVIEW

In this chapter the learners will get the opportunity to show how capable they are at following instructions. Instructions are a vital part of almost everything we do! Learners should be able to follow verbal instructions and ones that are written down. They should know the difference between good and poor instructions and be able to write their own ones that are sensible and helpful. This chapter also gives them the opportunity to solve mystery stories in the form of plays and drama.

STEP BY STEP – TERM 2 WEEKS 5 & 6

CAPS OVERVIEW			
Time	2 weeks	Assessment	Informal: Oral Prepare a speech (LB p. 99)
Resources	LB pp. 95–109, TG pp. 99–103 Anth. pp. 81–88–89	Assessment tool	Role play rubric, speech assessment rubric reading criteria, writing checklist
Listening texts	Instructions to make a mathematical diagram p. 97 Unprepared and prepared speeches p. 99	Reading texts	Cartoon p. 98 English rules p. 101 Read the instructions p. 102 p. 106
Written texts	Do a “How to...” project p. 109	Language focus	proverbs, homophones, homonyms, hyphens/dashes, spelling rules, prepositions, verbs, active voice
Integration	The skill of following instructions is vital across all the Learning Areas and learners will benefit from revising the key features of this text type.	Reading programme	Learners to read: <i>The mock turtle's song</i> (Anth. p. 81) <i>A newly-born calf</i> (Anth. p. 86)
Inclusivity	Homework can be used as a vehicle to prepare learners for a lesson or revise things that were covered in the lesson. Be aware of learners who may still need help with tasks that require research or revision –		

HOME LANGUAGES: ASSESSMENT

Taken from *English for Success Home Language Grade 7 Teacher's Guide*

Term 1			
Task 1: Oral	Mark	Task 2: Writing	Task 3: Test 1
Retail a story/discusses a poem/dialogue/group/panel discussion (LB p. 37) OR Take part in a dialogue (LB p. 11) OR Share your opinion (LB p. 11) OR Listen to and discuss a poem (LB p. 24) OR Take part in a conversation (LB p. 32)	15	Descriptive/narrative essay: Write with colourful language (LB p. 67) OR Write your own story (LB p. 18) OR Informal letter/reviewer/dialogue: Take part in a dialogue (LB p. 37) OR Write your own dialogue (LB p. 41) OR Write a review of the story (LB p. 53)	Comprehension and language use: Term 1 revision language test (LB pp. 68-69) OR Test your comprehension skills (LB p. 65)
Term 2			
Task 1: Oral	Mark	Task 2: Test 2	Task 3: June examinations
Listening comprehension/debate/conversation/(un)prepared speech/group discussion on giving instructions: Take part in a debate (LB p. 90) OR Review the key features of a novel (LB p. 76) OR Tell a story with a twist (LB p. 83) OR Check your breakfast (LB p. 84) OR Listen to a news report to answer questions (LB p. 85) OR Share your ideas with the class (LB p. 97) OR Prepare a speech (LB p. 99)	15	Literature: contextual questions: Term 2 contextual test (LB pp. 122-123)	Paper 2: Comprehension, language use and literature (LB pp. 124-127) Paper 3: Writing (LB p. 128)
Term 3			
Task 1: Oral	Mark	Task 2: Writing	Task 3: Test 3
Hole play – meeting procedures/(un)prepared reading/giving directions/forum/panel discussion: Give directions (LB p. 165) OR Hold a forum discussion (LB p. 153) OR Make up some rules (LB p. 155) OR Explore through reading (LB p. 168)	15	Descriptive/narrative essay: Write a descriptive essay (LB p. 194) OR Write a narrative essay (LB p. 194) OR Agenda and minutes: Plan a meeting (LB p. 166) OR More to explore (LB p. 160)	Comprehension and language use OR literature: (LB pp. 196-199) OR Enjoy the poem (LB p. 189) OR Form an opinion (LB p. 193)
Term 4			
Task 1: Oral	Mark	Task 2: End-of-year examinations	Mark
Reading aloud/debate/group discussion/(un)prepared speech: Prepare a reading (LB p. 205) OR Discuss perspective (LB p. 201) OR Introduce Edgar Müller (LB p. 202) OR Present an oral review (LB p. 211) OR Share your views (LB p. 215) OR Conduct a debate (LB p. 217) OR Give a persuasive speech (LB p. 238)	15	Paper 1: Oral ² Paper 2: Comprehension, language use and literature (LB pp. 250-255) Paper 3: Writing (LB p. 256)	80 80 60

Taken from *English for Success Home Language Grade 8 Teacher's Guide*

Term 1			
Task 1: Oral	Mark	Task 2: Writing	Task 3: Test 1
Group discussion – visual texts/listening comprehension/(un)prepared speech/forum/group discussion/interview: Make a prepared speech (LB p. 20) OR Identify persuasive language (LB p. 13) OR Listen and identify the main ideas (LB p. 26) OR Have a group discussion (LB p. 27) OR Hold a forum discussion (LB p. 41) OR Have a group discussion (LB p. 41) OR Make an unprepared speech (LB p. 44) OR Conduct interviews to gather research (LB p. 51)	15	Narrative/reflective essay: Write a narrative essay (LB p. 15) OR Write a reflective essay (LB p. 27) OR Write a letter based on a visual stimulus (LB p. 37) OR Newspaper report/article: Write a magazine article (LB p. 49) OR Write a newspaper report (LB p. 57) OR Write an investigative report (LB p. 61)	Language and comprehension: Term 1 Revision language test (LB pp. 62-64)
Term 2			
Task 1: Oral	Mark	Task 2: Writing	Task 3: June examinations
Listening comprehension/giving directions/forum/panel discussion/debate: Direct the way (LB p. 70) OR Hold your own forum discussion (LB p. 82) OR Tell a story with a twist (LB p. 83) OR Listen to a newspaper report (LB p. 111; TG p. 107)	15	Interview/instruction text/story review: Interview an inspirational person (LB p. 105) OR Write to guide (LB p. 75) OR Write a book review (LB p. 115)	Paper 1: Oral ² Paper 2: Comprehension, language use and literature (LB pp. 117-121) Paper 3: Writing – 1 essay and 1 transactional text (LB p. 122)
Term 3			
Task 1: Oral	Mark	Task 2: Writing	Task 3: Test 3
Dialogue/(un)prepared speech/story-telling/prepared reading: Make an unprepared speech (LB p. 152) OR Read aloud (LB p. 176) OR Play with dialogue (LB p. 135) OR Prepare a speech (LB p. 152) OR Tell a story (LB p. 162)	20	Descriptive/narrative essay: Write your own essay (LB p. 186) OR Write a descriptive essay (LB p. 149) OR Informal letter/dialogue: Write about yourself in a letter (LB p. 156) OR Write a dialogue (LB p. 134)	Comprehension and language use: Term 3 Revision language test (LB pp. 166-191)
Term 4			
Task 1: Oral	Mark	Task 2: End-of-year examinations	Mark
Debate/conversation/group discussion/dialogue: Have a discussion (LB p. 196) OR Hold an informal discussion (LB p. 206) OR Hold a debate (LB p. 207) OR Present an oral review (LB p. 211) OR Engage in a dialogue (LB p. 220)	15	Paper 1: Oral ² Paper 2: Comprehension, language and literature (LB pp. 238-242) Paper 3: Writing – 1 essay and 1 transactional text (LB p. 244)	60 60 30

Taken from *English for Success Home Language Grade 9 Teacher's Guide*

Term 1			
Task 1: Oral	Mark	Task 2: Writing	Task 3: Test 1
Prepared reading/conversation: Read aloud (LB p. 25) OR Listen to a telephone conversation (LB p. 34) OR Discuss and present your findings (LB p. 61)	10	Descriptive/narrative essay: Write a story (LB p. 37) OR Write an essay (LB p. 55) OR Informal letter/reviewer/dialogue: Write a thank you letter (LB p. 31) OR Write a review of a short story (LB p. 21)	Comprehension and language use: Term 1 Revision language test (LB pp. 73-76)
Term 2			
Task 1: Oral	Mark	Task 2: Test 2	Task 3: June examinations
(Un)prepared reading/forum/group discussion: Hold a forum discussion (LB p. 87) OR Read aloud (LB p. 95) OR Discuss your opinion (LB p. 104)	10	Review/documentary/notice/agenda and minutes: Write a notice and an agenda (LB pp. 115) OR Take minutes (LB p. 116) OR Write a review (LB p. 100) OR Write an advert review (LB p. 124) OR Write a documentary (TG p. 109)	Paper 1: Oral ² Paper 2: Comprehension, Language (LB pp. 129) Paper 3: Writing – 1 essay and 1 transactional text (LB p. 134) Paper 4: Response to literature (LB p. 132)
Term 3			
Task 1: Oral	Mark	Task 2: Writing	Task 3: Test 3
Prepared speech/role-play/debate/discussion of CV/WS/retreat: Hold a class debate (LB p. 164) OR Make a prepared speech (LB p. 178) OR Present your dialogue (LB p. 190) OR Discuss a CV (LB p. 145) OR Discuss a CV (LB p. 161)	10	Descriptive/narrative/reflective/argumentative: Write a narrative, descriptive or reflective essay (LB p. 174) OR Write an argumentative essay (LB p. 174) OR Write a covering letter and CV (LB p. 161)	Comprehension and language use: Term 3 Revision language test (LB pp. 200-203)
Term 4			
Task 1: Oral	Mark	Task 2: End-of-year examinations	Mark
Debate/interview/conversation/prepared speech/(un)prepared speech/forum/group/panel discussion/listening comprehension/meeting procedures: Have a meeting (LB p. 211) OR Listen to a table (LB p. 208) OR Hold a debate (LB p. 209) OR Conduct an interview (LB p. 219) OR Share and defend your opinion (LB p. 221) OR Make a speech (LB p. 226) OR Make a speech (LB p. 251) OR Talk about what you see (LB p. 246)	10	Paper 1: Oral ² Paper 2: Comprehension, Language (LB pp. 254-255) Paper 3: Writing (LB p. 250) Paper 4: Response to Literature (LB p. 261)	60 60 30 100

Taken from *English for Success Home Language Grade 9 Learner's Book*



TEST

TIME: 1 HOUR

Total: 30

Answer all the questions in your own words unless asked to quote. Write neatly and legibly, leaving lines open between your answers. Take careful note of the mark allocations and answer accordingly. Use the numbering as it is given to you in the question paper.

Comprehension

Read the passage below and answer the questions that follow.

Synopsis of XXX XXXXXXXXX

^[1] A year has passed since I 6-year-old

^[2] His investigations lead him to befriend

PREPARING YOUR LEARNERS FOR THE HOME LANGUAGE ANNUAL NATIONAL ASSESSMENT

- ? What will the English Home Language ANA's results be used for? → The ANA's helps **identify learners who need assistance**. It also helps teachers assess if their **class measures up against the system**. Results are NOT used for progression and promotion purposes.
- ? Who sets and marks the English Home Language ANA's? → All assessments are developed by **competent subject experts and teachers** selected by the DBE. The **teacher** does all the marking. Each teacher will receive a memoranda provided by the DBE.
- ? What are learners tested on in the English Home Language ANA's? → Learners are tested on their literacy **skills that they have acquired during the year**, as well as **accumulated skills and knowledge** from previous years.
- ? How do you prepare learners for the English Home Language ANA's? →
- Cover the curriculum
 - Exemplar papers from previous years
 - Useful websites
 - **Textbooks**

12.3 Where did the speaker grow up? Motivate your answer by quoting a phrase from the poem.

Question taken from the *English Home Language Grade 9 Annual National Assessment 2013*

I think I heard this poem in a movie once!

Really, I thought it was in an advert? It must be really well known then!

I love this image – I can almost see the horse shaking the bells! It's as if you can feel the horse asking the rider why he's stopping in the middle of nowhere."

Stopping by Woods on a Snowy Evening

by Robert Frost

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it **queer**
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his **harness** bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

I think I know.

This poem is a good example of a rhyming poem.

5

10

It's funny how he says the owner's house is in the village but they say we live in a global village. I wonder if XXXXXX thought of that when he wrote it?

This worked example is taken from *English for Success Home Language Grade 9 Learner's Book*.

19.1 She said that the tourists had seen many animals.

Change the above sentence from indirect speech to direct speech.

Begin as follows:

She said, _____

Question taken from the *English Home Language Grade 9 Annual National Assessment 2013*

ABC Practise direct and reported speech

You are the customer who spoke to the Magic Mobile call centre agent. Talk about the parts of your conversation below using reported speech, e.g. He said, "You have a choice to pay this in-store" becomes *He said that I had a choice to pay this in-store.*

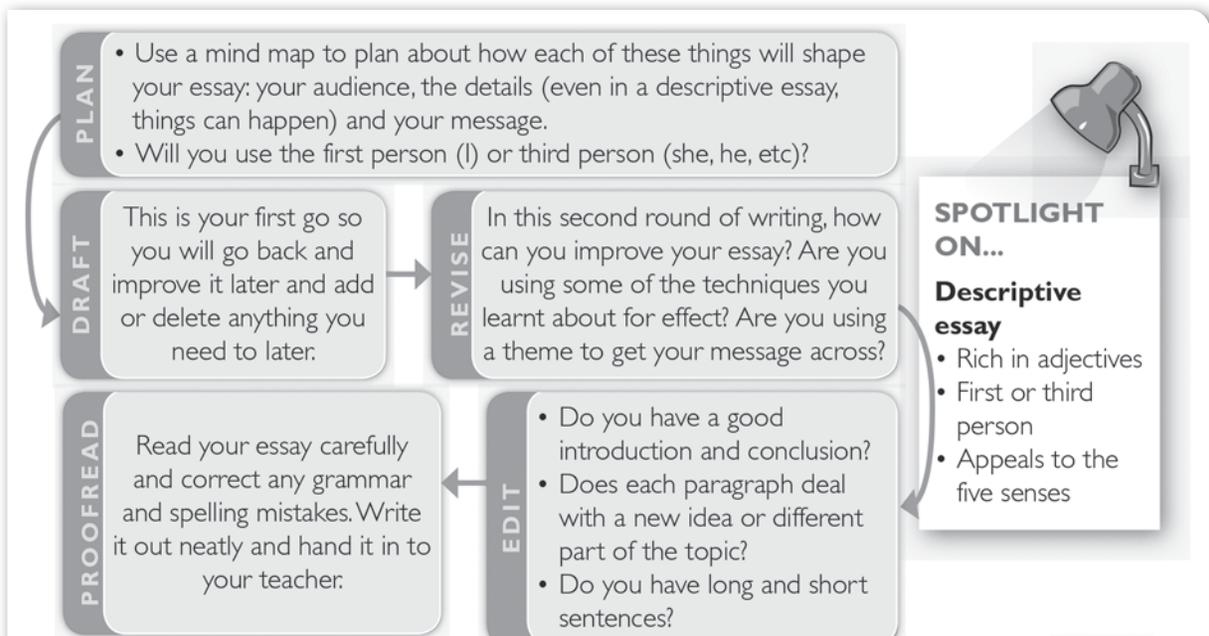
- 1 "I can understand that you are angry, ma'am," said the call centre agent calmly.
- 2 I replied, "Man, don't tell me to look at my contract – look at your own stupid advert! "

This extract is taken from *English for Success Home Language Grade 9 Learner's Book* and provides the learners with guidelines on how to answer the questions.

26.3 Write a descriptive essay of about 200 - 250 words which contains ONE of the following lines:

- A 'I never thought I would live it down...'
- B 'If only the teacher did not come into class at that moment...'
- C 'I wished the earth would swallow me...'

Question taken from the *English Home Language Grade 9 Annual National Assessment 2013*.



This extract is taken from *English for Success Home Language Grade 9 Learner's Book* and provides the learners with many opportunities to practise and revise this skill.

HOME LANGUAGES: UNPACKING A HOT TOPIC

CAPS topic: Reading and viewing

Content: How to teach literature

Vocabulary

It is important to teach learners the unfamiliar words that they will meet in a new unit. When you read text containing new words, make sure that you draw attention to them in context. This will help learners to grasp the new concepts and enhance their understanding thereof. Encourage learners to use the new words in their own sentences too.

Tips for teaching folklore

It is important to teach learners that fables, folklore, myths and legends are all part of a similar genre. Folklore consists of traditional stories which have been passed from generation to generation. These stories often teach a moral and include unrealistic elements.

- Folklore starts with setting the scene (describing the setting, time of day and environment) and introducing the characters.
- Then the plot starts and the problem or conflict that the characters must solve is introduced.
- The plot develops, usually in sets of three events, as the characters try to solve the problem or conflict. Encourage learners to take note of what the first event is in the plot and what this event leads to. They should be able to identify any other events in the story and how they affect the plot and characters.
- Once the most exciting event of the story occurs, the problem is solved, everything is explained and the story ends.

Writing a short story

A short story can usually be read quickly. It has all the features of a book or longer story but it is not as developed.

- A short story has an introduction that sets the scene by introducing and explaining the background or setting of the story.
- Ask learners questions to ensure that they understand all the contextual issues which are covered in the introduction (e.g. when and where the story takes place, the background of the author and who the characters are).
- After the context of the story has been established, the situation/problem/conflict that the characters must deal with is explained.
- Challenge learners to identify the situation and to explain it in their own words.
- One or two events develop the plot and prepare the reader for the climax.
- Discuss each event and how it leads or links to the next events. Ask learners to predict what they think will happen next.
- The climax (most important part) of the story is reached when the main characters solve the situation.
- Discuss how the characters have resolved the problem.
- A conclusion brings the story to an end.

What happens after the climax is reached and the conflict is resolved?

HOME LANGUAGES: UNPACKING A HOT TOPIC

Activity from the *English for Success Grade 7 Learner's Book*

phenomenon a remarkable development

Did you know?

Native American Indians use dream catchers to filter out the bad dreams from the good. The legend explaining how dream catchers came about has been passed down orally through generations and there are many different versions.



FOCUS ON...

Key features of a folktale

- The story often provides an explanation for a natural phenomenon.
- Characters are often animals or fantasy characters who act in a human way.
- The plot is often funny, unlikely or even impossible.

Folklore is for real

Most cultures have stories to help people deal with events or **phenomena** that cannot be explained. Children are also often told stories to help explain something.



Prepare to listen

Have a class discussion. Talk about stories that you remember being told as a child. Were they all true? Listen to the story of the dream catcher.

Before listening: Do you know what a dream catcher is?

While listening: Identify the characters, setting and plot of the story.

The legend of the dream catcher

A spider was quietly spinning his web in his own space. It was beside the sleeping space of Nokomis, the grandmother. Each day, Nokomis watched the spider quietly spinning away. One day as she was watching him, her grandson came in. "Nokomis-iyah!" he shouted. He stomped over to the spider and picked up a shoe to hit it.

"No-keegwa," the old lady whispered. "Don't hurt him."

"Nokomis, why do you protect the spider?" asked the little boy. The old lady smiled, but did not answer. When the boy left, the spider thanked the old woman. He said, "For many days you have watched me and have admired my work. In return for saving my life, I will give you a gift". He smiled and moved away, spinning as he went. Soon the moon glistened on a magical silvery web. "See how I spin?" he said. "Only good dreams will go through the small hole and be remembered. The bad dreams will become hopelessly entangled in the web. This is my gift to you."

Beginning

Conflict

Climax

Ending

And so Nokomis, using a hoop of willow which had feathers, horse hair, beads and offerings on it, began to spin her own web. Others soon copied and made their own dream catchers to hang in their homes and protect their families in their sleep.

After listening: Work with a partner. Summarise the story by making notes. Follow these steps:

- 1 Identify the main parts of the story.
- 2 Use one sentence to explain each main part of the story.
- 3 When you have completed this task, choose a spokesperson to report back to the class.



Share your point of view

Answer the following questions by having a class discussion.

BEGINNING

BUILD-UP

CONFLICT

CLIMAX

RESOLUTION

ENDING / REFLECTION

HOME LANGUAGES: A LESSON PLAN

Lesson plan: Read and appreciate folklore

Date:	Grade: 7	Term: 1 (weeks 7 and 8)
Chapter: 2	Unit:	Contact time:
Content/Concept: Dramatic moments	Activity: Folklore	Resources required: Learner's Book and Teacher's Guide
<p>Expected learner background/Links with previous knowledge or activities:</p> <ul style="list-style-type: none"> • Understand what folklore is. • Understand where and why we use it. <p>Learning intention (what we want learners to learn):</p> <ul style="list-style-type: none"> • Read and appreciate folklore. • Analyse and work out the story's message. <p>New vocabulary to teach: Build-up, climax, conflict, resolution, ending/reflection, phenomenon</p>		
<p>Links with next activity: Comparison of poems</p>		
<h3>Teaching plan</h3>		
<p>Introduction:</p> <ul style="list-style-type: none"> • Do learners know what a dream catcher is? • How many of them always remember their dreams? Why do they think this is? <p>Guidelines to implement activity:</p> <ul style="list-style-type: none"> • Remind learners of the features of folklore which you will have dealt with in a prior lesson. Feel free to use the notes in the teaching tips above. • You may also want to discuss other key features of folktales, such as that the story often provides an explanation for a natural phenomenon, the characters are often animals or fantasy characters who act in a human way and that the plot is often funny, unlikely or even impossible. • Ask them if they know any folktales (do not allow too much discussion here as you will need to tackle the story within the allocated time in the period). • Read the story to the class or choose four learners to read the various parts in the story silently. • Ensure that you point out the different sections of the story as the reading progresses. Stop at suitable points and explain to learners what the author means when he says certain things in the story in order to improve their understanding. • After the story has been read, discuss the 'After listening' questions and the 'Share your viewpoint' questions with the class. You may choose to divide the learners into groups and distribute the questions among them. After discussion, learners can present their answers. • Finally, the learners should complete the 'Spin a story' activity on page 43 of the Learner's Book. 		
<p>Assessment:</p> <p>'Spin a story': the legend of the dream catcher has been passed on orally for many generations and there are many versions of it (see page 43 of the Learner's Book).</p> <ul style="list-style-type: none"> • In pairs, learners take turns retelling the story in their own words, using the keywords provided. • In groups, learners talk about the parts of the story that they could change without changing the plot, e.g. characters and names. • In groups, learners prepare and tell their own version of the story to the rest of the class. Ensure that each member of the group tells part of the story. To make their story-telling more authentic, they should sit in a half circle, facing the class, on the floor or on small chairs. Imagine sitting around a fire as American Indians might have done. 		

ENGLISH FIRST ADDITIONAL LANGUAGE: AN INTRODUCTION

The English First Additional Language CAPS documents provide guidelines on how much time should be spent on each topic and what content should be covered in that time. The CAPS documents provide a full programme of assessment, which indicates the type and number of tasks to be completed every term for the formal assessment programme.

Taken from *Oxford Successful English First Additional Language Teacher's Guide*

TERM 1		
GRADE 7	GRADE 8	GRADE 9
Our Stories	Negotiating your way	You choose it's up to you
The language of feelings	The power of speech	Tell us about it
Speak about it!	Roles we play in life	Check it out
Voices from Africa	Language in the media	What happened next?
Friends and relationships matter	Language for different purposes	What's up in the news

TERM 2		
GRADE 7	GRADE 8	GRADE 9
Laughter is the best medicine	Getting there	Voices from Africa
What's new in the news?	Language helps to overcome barriers	Do you believe it?
Instructions for life	Questions and answers	Past, present and future
Dramatically speaking	Words of advice	The future

TERM 3		
GRADE 7	GRADE 8	GRADE 9
Collecting information	My life, your life	The road ahead
Sport and leisure in literature	What a disaster!	Looking ahead
Let's hold a meeting	Looking into the past and the future	Making choices
News!	Tell me something!	Talk through your differences
Dancing through literature	Share your feelings	Tell your story

TERM 4		
GRADE 7	GRADE 8	GRADE 9
The power of words	What's news in the world of sport?	Go green!
Technology at its best and worst	Learn about life through literature	Talk about it
The art of communicating	City life in literature	Unheard voices
Look back, look ahead	Preparing for the exams	Exam Revision

Resources required to teach Senior Phase First Additional Language effectively:

General resources

- Quality notebook
- Quality textbook suitable for grade, content and language level
- Teacher should be familiar with the content taught
- Access to a variety of reading books and visual material suitable for the grade

Subject-specific resources

- Language in Education Policy
- Dictionary (monolingual, bilingual, multilingual, thesaurus)
- Prescribed literature genres
- A variety of media materials: newspapers, magazines, brochures, flyers, etc.
- Access to audio/visual aids to be used in the classroom

PLANNING FOR ENGLISH FIRST ADDITIONAL LANGUAGE

Taken from *Oxford Successful English First Additional Language Teacher's Guide*

Skills	Time allocation per two-week cycle		
	Grade 7	Grade 8	Grade 9
Listening and speaking (oral)	2 hours	2 hours	2 hours
Reading and viewing	3 hours 30 min (1 hour 45 mins for comprehension and 1 hour 45 mins for literary texts)	3 hours 30 min (1 hour 45 mins for comprehension and 1 hour 45 mins for literary texts)	3 hours 30 min (1 hour 45 mins for comprehension and 1 hour 45 mins for literary texts)
Writing and presenting	2 hours	2 hours	2 hours
Language structures and conventions *	1 hour (integrated within the time allocated to the four language skills)	1 hour (integrated within the time allocated to the four language skills)	1 hour (integrated within the time allocated to the four language skills)

The *Oxford Successful English Teacher's Guide* provides teachers with full planning and assessments.

Taken from *Oxford Successful English First Additional Language Grade 9 Learner's Book*

Tables that summarise concepts can be used during teaching.

Taken from *Oxford Successful English First Additional Language Grade 7 Teacher's Guide*

Unit overview		
Term 2	Week 1	Week 2
Resources	Learner's Book pp. 95–104 Literature Anthology	Learner's Book pp. 104–112 Literature Anthology
Additional resources (optional)	Magazines, newspapers and books	Magazines, newspapers and books
Listening and speaking	Activity 1 • Listening and speaking strategies: Listening comprehension: Explain listening process, take notes, answer questions	Activity 7 • Tell a story: Characterisation, diction, body language, interpret mood, tone, atmosphere, time-line, ironic twists and ending
Reading and viewing	Activity 2 • Literary text like youth novel/drama: Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme • Reading process: Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate)	Activity 6 • Reading/viewing for comprehension (use written and/or visual text such as cartoons/strips): Skimming, scanning, intensive reading, make inferences (characters, setting, milieu, message), infer meaning of unfamiliar words by word attack skills, emotive language Activity 8 • Reading/viewing for comprehension (use written and/or visual text such as cartoons/strips): Skimming, scanning, intensive reading, make inferences (characters, setting, milieu, message), infer meaning of unfamiliar words by word attack skills, emotive language
Writing and presenting	Activity 5 • Writing: Narrative essay: Paragraph conventions: Topic sentence of paragraph, main and supporting ideas, logical order of paragraphs, conjunctions for cohesion, use a variety of sentence types, lengths and structures • Focus on process writing: Planning, drafting, revision, editing, proof-reading and presenting	

Full sentences

Full sentences must have a subject and a predicate.
Example: *It can prevent illness.*

subject
predicate

The subject is a **noun** or a **pronoun**.
Example: *it, Dettol* or *the product*

pronoun
noun
noun

The subject can be expanded by adding adjectives.
Example: *This wonderful, healthy product ...*

The predicate contains a verb and the verb must be finite (complete verb).
Example: *Dettol can be used to keep you healthy.*

subject
finite verb

predicate

Reminder

These are the personal pronouns:
Singular: *I; you; he; she;*
Plural: *we; you; they*

Reminder

We do not often use full sentences in spoken language. For example:
Mother: Where are you?
Daughter: In the bath!
(Hint: This is a sentence fragment because there is no subject or predicate).

Oxford Successful English Teacher's Guides provide clear guidelines and teaching ideas for English First Additional Language.

ENGLISH FIRST ADDITIONAL LANGUAGE: ASSESSMENT

Taken from *Oxford Successful English First Additional Language Grade 7 Teacher's Guide*

Formal Assessment Tasks Grade 7		%
Term 1	Task 1: Oral	40% of promotion mark
	Task 2: Writing	
	Task 3: Language and comprehension (Test 1)	
Term 2	Task 1: Oral	
	Task 2: Literature: Contextual questions (Test 2)	
	Task 3 (Mid-year examination)	
Term 3	Task 1: Oral	
	Task 2: Writing	
	Task 3: Comprehension and language use (Test 3)	
Term 4	Task 1: Oral	60% of promotion mark
	Task 2 (End of the year examination)	
		Total: 100%

Taken from *Oxford Successful English First Additional Language Grade 8 Teacher's Guide*

Writing and presenting	Activity 12: Write a newspaper article (LB p. 279) Activity 13: Challenge: Punctuate a paragraph correctly (LB p. 280)	Activity 6: Write a diary entry (LB p. 288)	Activity 11: Write a report (LB p. 310)	Activity 8: Revise the writing process (LB p. 321) Activity 9: Revise the features of a text (LB p. 321)
Language structures and conventions	Activity 2: Develop your vocabulary (LB p. 268) Activity 4: Use singular and plural nouns (LB p. 271) Activity 7: Write sentences in different ways (LB p. 276) Activity 8: Find the meanings of words (LB p. 277) Activity 10: Use euphemisms and improve your vocabulary (LB p. 278) Activity 11: Support: Use a dictionary to find homonyms (LB p. 278)	Activity 2: Write sentences that reflect mood (LB p. 285) Activity 3: Use your dictionary to help work out tense (LB p. 286) Activity 4: Use relative pronouns to join clauses (LB p. 287) Activity 8: Practise unusual spelling patterns (LB p. 291) Activity 9: Challenge: Write a poem that rhymes (LB p. 291)	Activity 2: Improve your vocabulary (LB p. 301) Activity 3: Challenge: Write a poem (LB p. 302) Activity 5: Use punctuation to help you read aloud (LB p. 303) Activity 8: Support: Compare and contrast two things (LB p. 308) Activity 9: Use relative pronouns (LB p. 309) Activity 10: Challenge: Read a radio script aloud (LB p. 309)	

Taken from *Oxford Successful English First Additional Language Grade 9 Teacher's Guide*

Sample learner peer assessment sheet

Your partner's name: _____

Your name: _____

Task: _____

Date: _____

Choose one of the columns to say how well your partner did this activity

1	2	3	4	5	6	7
I did not understand what my partner said or wrote.	There are too many mistakes. My partner did not understand the task very well.	My partner understood the task but there are lots of mistakes.	Some of the work is good but there is room for improvement	Good. There are a few mistakes.	Very good. My partner understood the activity well.	Excellent!

Write one sentence about the work. Say how you think you partner can improve his or her work.

Generic rubric for informal assessment of a group project

Names: _____ Date: _____

Criteria	Tick the best sentence in each row.			
	Not very good	Quite good	Very good	Excellent
Participation	We did not listen to each other or work together.	Not everyone took part. Some group members worked together.	Most of the group members took part. Each member had a task.	Each member of our group played a role and did some work.
Completion	We did not follow the instructions or make a presentation.	Tried to complete task and follow instructions, but did not understand everything.	Good presentation. We followed most of the instructions.	Excellent presentation. We followed all the instructions.
Content	Not interesting or not on topic.	Some of the content was interesting.	Interesting.	Original and very interesting.

PREPARING YOUR LEARNERS FOR THE ENGLISH FIRST ADDITIONAL LANGUAGE ANNUAL NATIONAL ASSESSMENT

- ? What will the English First Additional Language ANA's results be used for? → The ANA's helps **identify learners who need assistance**. It also helps teachers assess if their **class measures up against the system**. Results are NOT used for progression and promotion purposes.
- ? Who sets and marks the English First Additional Language ANA's? → All assessments are developed by **competent subject experts and teachers** selected by the DBE. The **teacher** does all the marking. Each teacher will receive a memoranda provided by the DBE.
- ? What are the learners tested on in the English First Additional Language ANA's? → Learners are tested on their literacy **skills that they have acquired during the year**, as well as **accumulated skills and knowledge** from previous years.
- ? How do I prepare my learners for the English First Additional Language ANA's? →
- Cover the curriculum
 - Exemplar papers from previous years
 - Useful websites
 - **Textbooks**

18.1 Change the following into reported speech. Begin the sentence as indicated.

"I was playing with the puppy," said Jason.

Jason said _____

Question taken from the *English First Additional Language Grade 9 Annual National Assessment 2013*

Direct and reported speech

Direct speech is what somebody actually says or writes. Direct speech uses inverted commas. **Reported** (or **indirect**) speech is when we tell somebody else what someone has said or written.

Activity 6: Use direct and reported speech

We can make indirect statements, questions or commands.

- 1 Read this *Language box* to learn how to make indirect commands.

Indirect (reported) commands

Look at this example of an **indirect command**.

The shopkeeper said, "Grab a bargain."

Indirect command: *The shopkeeper told us to grab a bargain.*

How to make indirect commands:

- write the subject (*the shopkeeper*)
- use a verb (*told/commanded/ordered*)
- write who he told (*us/the customers*)
- use the infinitive of the verb (*to grab*)
- leave out the inverted commas.

This worked example is taken from *Oxford Successful English First Additional Language Grade 9 Learner's Book*.

12.3 Rewrite the following in the passive voice. Begin the sentence as indicated.

They will accept the invitation to the birthday party.

The invitation _____

Question taken from the *English First Additional Language Grade 9 Annual National Assessment 2013*

Passive voice

This sentence is in the active voice:

subject object
The customer shall repay Supercell.

This sentence uses the passive voice:
Supercell shall be repaid by the customer.

We use the passive voice for the following situations:

- to sound more formal (so it is often used in contracts)
- to put the most important noun first in the sentence, for example: *Supercell* is more important than *the customer* in the passive sentence above
- if we don't know who the subject is and we don't want to say *somebody*, for example: *I have been robbed!* (passive)
Somebody robbed me (active).

2 Change these sentences so that they use the passive voice.

- Somebody stole his cellphone.
- The company paid the legal fees. (Hint: Begin with: *The legal fees ...*)
- Supercell* does not allow customers to owe money (Hint: Begin with *Customers are not ...*)
- The police recovered the cellphone.
- The thieves had hidden all the stolen cellphones.

This extract is taken from *Oxford Successful English First Additional Language Grade 9 Learner's Book* and provides learners with guidelines on how to answer the questions.

27.1 Read the example of a diary entry and the write your own short diary entry in the space provided.

Example of a diary entry

Sunday, 3 January 2013

Today I had the best time ever with my grandmother! She and I sat down and she told me some of her childhood stories. I felt very special in my grandma's company. I hope our love will stay like this and that we will have many more happy times together.

Question taken from the *English First Additional Language Grade 9 Annual National Assessment 2013*

This extract is taken from *Oxford Successful English First Additional Language Grade 9 Learner's Book* and provides learners with many opportunities to practise and revise this skill.

Plan Remember that the purpose of a diary entry is to record your experiences. Use a mind map to plan the type of details you would remember from the event that you chose.

Draft Follow these steps to write the rough draft.

Step 1: Write a day and a date at the top of your page.

Step 2: Write four or five sentences about the event you chose and the people that you saw there. Use the ideas and details you wrote in your mind map.

Step 3: Order your sentences logically and use conjunctions if you want to link short sentences.

Step 4: Use an adjective or adverb in each of your sentences so that you will remember how you felt about the event.

ENGLISH FIRST ADDITIONAL LANGUAGE: UNPACKING A HOT TOPIC

CAPS topic: Reading and viewing: Poetry

Vocabulary

It is important to teach learners the unfamiliar words that they will meet in a new unit. When you read text containing new words, make sure that you draw attention to them in context. This will help learners to grasp the new concepts and enhance their understanding thereof. Encourage learners to use the new words in their own sentences too.

Teaching tips: How to read a poem

Step 1: Title

Ponder (think about) the title before reading the poem. Predict what the poem may be about.

Step 2: Determine the argument, thesis or subject of the poem

What does the poem seem to be about? Start with the basic situation and then consider any other deeper issues it may describe.

Step 3: Identify the genre or form of the poem

Is it a sonnet, an elegy, a lyric, a narrative, a dramatic monologue, an epic or something else? Different genres have different subjects, aims, conventions and attributes (e.g. love sonnets and political satires describe aspects of the human experience in different ways and with different emphases) and recognising the genre is part of understanding the poem.

Step 4: Paraphrase the poem

After reading the poem, translate it into your own words, focusing on one syntactical unit at a time, rather than on one line at a time. Alternatively, write a sentence or two for each stanza of the poem.

Step 5: Identify who is speaking

Just because the voice in the poem says 'I', we cannot assume that it is the poet who is speaking. Rather, it is a voice in the poem which speaks. The voice may be dramatised (i.e. it does not identify itself) or it could be the voice of a particular persona/character. Identify the voice and what it has to do with what is happening in the poem. What is its attitude and what is its tone (tone can express attitude)? How involved is the speaker in the poem's action or reflection? What is their perspective/point of view? It may be social, intellectual, political or even physical – there are many different perspectives – but the voice's point of view affects how the world of the poem is seen and how we respond to it.

Step 6: Explain how the poem uses imagery/poetic devices

Imagery refers to any sort of image. There are two basic types of images: the images of the physical setting and the images of figures of speech like metaphors. These images can be very brief, just a word or two, a glistening fragment of insight or they can be extended analogies. What is important is being able to identify the imagery and, critically, being able to explain how it enhances the meaning of the poem. Take note of anything that is repeated, either individual words or complete phrases, as it may be crucial to the interpretation of the poem.

Step 7: Look for any shifts in the poem and try to explain them

A poet rarely begins and ends a poem in the same place. As is true for most of us, the poet's understanding of an experience is a gradual realisation and the poem is a reflection of that epiphany (understanding). Trace the changing feelings of the speaker from the beginning of the poem to the end.

ENGLISH FIRST ADDITIONAL LANGUAGE: UNPACKING A HOT TOPIC

Activity from the *Oxford Successful English Grade 8 Learner's Book*

Reading and viewing: Poetry

Autobiographies, diaries and poems are different ways that people use to write about their feelings and experiences.

Activity 7: Read a poem

The poem you are going to read is also about dancing. Or is it? Read the poem on the next page to find out.

Before reading Scan the poem and the *Glossary* to get a sense of what the poem might be about.

- Look at the structure of this poem before you read it. What do you notice about the lines and stanzas?
- Read the title. Then look at the illustration. What do you think this poem is really about?

While reading Read the poem aloud to get an idea of the rhythm and rhyme in the poem. Identify the words that rhyme at the ends of lines.

Wild man dancing by Sam Taplin

Between the ocean and the cliff,
He moves across the sand;
Head back, as if about to laugh,
And **flailing** like a fire in the wind.

- 5 His arms sweep wide, **embracing** air,
He rises on his toes,
He **feints**, he rushes here and there,
Then turns, and **crouches** low, and holds the **pose**.

- 10 Some distant walkers stop and frown,
But never think to ask
Why this old, half-naked clown
Is trying to be music in the dusk.

- 15 They stroll back to the nightly news,
But something passed them by:
His sun-flecked eyes that never lose
The small white kite he nurses round the sky.



Glossary

flailing: moving his body about wildly

embracing: holding or hugging someone lovingly

feints: moves and pretends to do something to distract others

crouches: bends his legs and rounds his back so that he is low on the ground

pose: a particular way of sitting or standing

After reading Think about whether you understood the poem and whether you enjoyed it. These questions will help you assess your understanding. Discuss the answers with a partner and then write your own answers.

- 1 Find *two* words in the first stanza that tell us where the man in the poem is.
- 2 Find *two* words in the last line that tell us what he is doing in this place.
- 3 To whom does the pronoun “they” refer at the beginning of stanza 4?
- 4 Why do you think the poet has not given the man in this poem a name?
- 5 Find *two* words in the poem which describe the way the man moves.
- 6 Refer to the words “And flailing like a fire in the wind” in line 4.
 - a. What figure of speech is this?
 - b. What *two* things is the poet comparing?
- 7 Refer to the words “They stroll back to the nightly news” in line 13.
 - a. What figure of speech is this?
 - b. Does this figure of speech add to the rhythm of the poem or to the rhyme?
- 8 Refer to the words “he nurses round the sky” in line 16.
 - a. Is this a simile or a metaphor?
 - b. Explain what the poet means.

ENGLISH FIRST ADDITIONAL LANGUAGE: A LESSON PLAN

Lesson plan: Reading a poem

Date:	Grade: 8	Term: 4 (weeks 3 and 4)
Chapter:	Unit:	Contact time:
Content/Concept: Learn about life through literature	Activity: 7 (pages 289 and 290 of Learner's Book)	Resources required: Learner's Book and Teacher's Guide
<p>Expected learner background/Links with previous knowledge or activities:</p> <ul style="list-style-type: none"> • Understand the structure of a poem. • Understand rhythm and rhyming words. <p>Learning intention (what we want learners to learn):</p> <ul style="list-style-type: none"> • Analyse a poem and answer questions about it. <p>New vocabulary to teach:</p> <ul style="list-style-type: none"> • <i>flailing</i>: moving his body about wildly • <i>embracing</i>: holding or hugging someone lovingly • <i>feints</i>: moves and pretends to do something to distract others • <i>crouches</i>: bends his legs and rounds his back so that he is low on the ground • <i>pose</i>: a particular way of sitting or standing 		
<p>Links with next activity: Language structure and conventions: spelling</p>		
<h3>Teaching plan</h3>		
<p>Introduction:</p> <ul style="list-style-type: none"> • Re-cap the structure of a poem. • What is rhythm and what are rhyming words? • What does dancing mean to you? • What types of dancing do you enjoy and why? <p>Guidelines to implement activity:</p> <ul style="list-style-type: none"> • Learners read the poem on page 289 of the Learner's Book and then complete the 'Before Reading' activity. • Discuss the answers with the class before they complete the 'While Reading' activity. • Discuss the answers with the class. • Read the poem to the class. • Walk learners through steps 1–7 described above and help learners to analyse the poem. Allow them to make notes on the poem as you walk them through all the steps. • Discuss what the poem is actually about and whether this is different from their initial ideas about it. • Learners answer the 'After Reading' questions on page 290 of the Learner's Book. • For suggested answers refer to the Teacher's Guide. 		
<p>Assessment: The activity is meant for informal assessment.</p>		

MATHEMATICS: AN INTRODUCTION

The Mathematics CAPS documents provide guidelines on how much time should be spent on each topic and what content should be covered in that time. The CAPS documents provide a full programme of assessment, which indicates the type and number of tasks to be completed every term for the formal assessment programme.

Taken from *Oxford Successful Mathematics Teacher's Guide*

	Grade 7	Grade 8	Grade 9
Term 1	<ul style="list-style-type: none"> Mental calculations Order and compare whole numbers (9 digits) Properties of whole numbers Calculations with whole numbers Addition and subtraction (6 digits) Multiplication and division (4-digit by 2-digit) Multiples and factors (of 2- and 3-digit whole numbers) Prime factors LCM and HCF (3-digit whole numbers) Solve problems (ratio and rate; percentages, decimal fractions; financial context) Exponents Measure angles Construct geometric figures Classify 2D shapes Similar and congruent 2D shapes Solve problems 	<ul style="list-style-type: none"> Order and compare whole numbers (prime numbers to 100) Properties of whole numbers Calculations with whole numbers Multiples and factors Solve problems (ratio and rate; percentages, decimal fractions; financial context) Count, order and compare integers Calculations with integers Properties of integers Solve problems Represent numbers in exponential form Calculations in exponential form Laws of exponents Numeric and geometric patterns Input and output values or rules for patterns and relationships Equivalent forms Algebraic language Expand and simplify algebraic expressions Set up equations and solve by inspection 	<ul style="list-style-type: none"> Properties of whole numbers Calculations with whole numbers Multiples and factors Solve problems (ratio and rate; direct and indirect proportion; percentages, decimal fractions; financial context) Calculations with integers Properties of integers Solve problems Common fractions Decimal fractions Exponents Calculations in exponential form Solve problems Numeric and geometric patterns Input and output values or rules for patterns and relationships Equivalent forms Algebraic language Expand and simplify algebraic expressions Set up equations and solve by inspection
Term 2	<ul style="list-style-type: none"> Common fractions Percentages Decimal fractions Equivalent forms Solve problems Input and output values for patterns and relationships Equivalent forms (verbal, flow diagrams, tables, formulae, number sentences) Area and perimeter of 2D shapes Convert SI units Surface area and volume of 3D objects 	<ul style="list-style-type: none"> Algebraic language Expand and simplify algebraic expressions Set up equations and solve by using additive and multiplicative inverses Construct and investigate geometric figures Classify 2D shapes Similar and congruent triangles Angle relationships Solve problems 	<ul style="list-style-type: none"> Inverse operations Construct and investigate geometric figures Classify 2D shapes Similar and congruent triangles Angle relationships Solve problems

One of the most essential success factors of mathematics is ongoing practice and Mental Maths. There are 10 minutes of Mental Maths at the beginning of every unit. The Teacher's Guide provides all of the answers.

Term 3	<ul style="list-style-type: none"> Numeric and geometric patterns Input and output values for patterns and relationships Equivalent forms Algebraic language Number sentences Interpret and draw graphs Transformations Classify 3D objects Build 3D models 	<ul style="list-style-type: none"> Common fractions Percentages Decimal fractions The Theorem of Pythagoras Area and perimeter of 2D shapes Surface area and volume of 3D objects Solve problems Data handling 	<ul style="list-style-type: none"> Input and output values or rules for patterns and relationships Algebraic language Expand and simplify algebraic expressions Factorise algebraic expressions Equations Draw and interpret graphs Draw linear graphs from given equations Surface area and volume of 3D objects (include cylinders)
Term 4	<ul style="list-style-type: none"> Integers Numeric and geometric patterns Input and output values for patterns and relationships Algebraic language Number sentences Data handling Probability 	<ul style="list-style-type: none"> Input and output values or rules for patterns and relationships Equivalent forms Solve algebraic equations Interpret and draw graphs Transformations Enlargements and reductions Classify 3D objects Build 3D models Probability 	<ul style="list-style-type: none"> Transformations Enlargements and reductions Classify 3D objects Build 3D models Data handling Probability

Resources required to teach Senior Phase Mathematics effectively:

General resources

- Quality notebook
- Quality textbook suitable for grade, content and language level
- Teacher should be familiar with the content taught
- Access to a variety of reading books and visual material suitable for the grade

Specific subject resources

- Calculator
- Protractor
- Appropriate resources that are required for practical tasks and demonstrations

Taken from *Headstart Mathematics Grade 7 Learner's Book*

Mental maths

Do the following types of mental maths activity every day.

- How much will one item cost if:
 - six pens cost R120?
 - five puppies cost R6 500?
 - twenty cupcakes cost R120?
 - a dozen eggs cost R18?
- Chicken must be cooked for 45 minutes for every kilogram. How long will it take to cook 3 kg of chicken?
- Simplify the following ratios. Write the answers in their simplest forms.
 - 16 : 24
 - 35 : 70
 - 90 : 15
 - 64 : 24
- Thabo's Taxi Service has 46 taxis. Of these taxis 21% of these taxis need to be serviced this week. How many taxis need to be serviced?
- Gillian wants to buy a pair of boots priced at R350. The store offers a 25% discount on all shoes. How much will she pay for the boots?
- Devon invests R25 000 at ABC Bank for a period of two years at 8% simple interest per year.
 - Calculate how much money he will have after two years.
 - How much interest will he receive?

PLANNING FOR MATHEMATICS

Taken from *Oxford Successful Mathematics Grade 7 Teacher's Guide*

Term	Content/topics (as per CAPS)	Learner's Book	LB pp.	TG pp.	Time allocation	Assessment
1	Whole numbers Ratio and finance	Chapter 1	11-44	28-49	9 hrs	Informal in class assessment OR Option 1 Assignment PoA
	Exponents	Chapter 2	45-60	50-60	9 hrs	Informal in class assessment
	Constructions	Chapter 3	61-81	61-68	10 hrs	Informal in class assessment OR Option 2 Assignment PoA
	Geometry of 2D shapes	Chapter 4	82-113	69-81	10 hrs	Informal in class assessment
	Revision				4 hrs	Informal in class assessment
	End of term test			247	1 hr	Formal assessment Test 1

Headstart Mathematics and Oxford Successful Mathematics Teacher's Guides provide teachers with full planning and assessments.

Oxford Successful Mathematics and Headstart Mathematics Learner's Books provide examples to support the teaching and learning process.

Taken from *Headstart Mathematics Grade 9 Learner's Book*

Example 2: Express the ratio of the length of a 100 cm long stick to that of a 75 cm long stick:

- in its simplest form
- as a percentage.

Think	Do
<p>a 100 cm and 75 cm are given in the same units of measurement. Find the HCF of 100 and 75. Divide each quantity in the ratio by 25. Write the ratio in its simplest form.</p>	<p>Ratio is 100 : 75 The HCF is 25. $\frac{100}{25} : \frac{75}{25}$ $= 4 : 3$ or $\frac{4}{3}$</p>
<p>b Multiply both quantities by 100. Convert the fraction to a fraction with a denominator of 100. Write the percentage.</p>	<p>$4 : 3 = 400 : 300 = \frac{400}{300}$ $\frac{400 \div 3}{300 \div 3}$ $= \frac{133\frac{1}{3}}{100}$ $= 133\frac{1}{3}\%$</p>

Note

We say that the length of the 100 cm stick is $133\frac{1}{3}\%$ of that of the 75 cm stick.

Taken from *Headstart Mathematics Grade 9 Teacher's Guide*

Unit overview

Learner's Book page 24
Time: 30 minutes

This unit focuses on:

- Distinguishing between multiples and factors.
- Finding the highest common factor between numbers
- Using prime factorisation of numbers to find LCM and HCF.

Resources: Learner's Book, calculator, exercise book

Background information

In Grade 8, learners revised:

- prime factors of numbers to at least 3-digit whole numbers and
- finding the LCM and HCF to at least 3-digit whole numbers by inspection and factorisation.

Teaching guidelines

Revise that multiples are about repeated addition (or multiplication) and factors are about division. Make sure that learners can distinguish between these terms. Often the stumbling block at this level of Mathematics is the large amount of new vocabulary that learners are faced with, especially if they are not first language English speakers. Challenge the learners who finish the activities quickly to design some posters with easy-to-remember and punchy definitions for some of the vocabulary and put these up in the Mathematics classroom.

Multiples

Activity 1 Work with multiples

Learner's Book page 24

Guidelines for implementing this activity

Oxford Successful Mathematics and Headstart Mathematics Teacher's Guides provide clear guidelines and teaching ideas for Mathematics.

MATHEMATICS: ASSESSMENT

Taken from *Headstart Mathematics Grade 7 Teacher's Guide*

Formal Programme of Assessment

	Forms of assessment	Minimum requirements per term				Number of tasks per year	Weighting
		Term 1	Term 2	Term 3	Term 4		
SBA (School-based Assessment)	Tests	1	1	1		3	40%
	Examination		1			1	
	Assignment	1		1	1	3	
	Investigation		1		1	2	
	Project			1		1	
	Total		2	3	3	2	
Final examination		End of year				1	60%

Taken from *Headstart Mathematics Grade 8 Teacher's Guide*

	Forms of assessment	Minimum requirements per term				Number of tasks per year	Weighting
		Term 1	Term 2	Term 3	Term 4		
SBA (School-based Assessment)	Tests	1	1	1		3	40%
	Examination		1			1	
	Assignment	1		1	1	3	
	Investigation		1		1	2	
	Project			1		1	
	Total		2	3	3	2	
Final examination		End of year				1	60%

Taken from *Oxford Successful Mathematics Grade 9 Teacher's Guide*

	Forms of assessment	Minimum requirements per term				Number of tasks per year	Weighting
		Term 1	Term 2	Term 3	Term 4		
SBA (School-based Assessment)	Tests	1	1	1		3	40%
	Examination		1			1	
	Assignment	1		1	1	3	
	Investigation		1		1	2	
	Project			1		1	
	Total		2	3	3	2	
Final examination		End of year				1	60%

Taken from *Oxford Successful Mathematics Grade 8 Learner's Book*

3.1 In $\triangle PQR$, $\hat{PQR} = 90^\circ$, $PQ = 15$ cm, and $PR = 17$ cm. Calculate the length of QR , using a calculator. (2)

3.2 PQRS is a rectangle of which the length is 40 mm and the breadth 9 mm. Calculate the length of its diagonal, using a calculator. (3)

4 Answer the following using the diagrams alongside:

4.1 You want to paint the top part of a wall, 4 m and more above the ground. How far from the base of the wall will you put your 5 m ladder? (3)

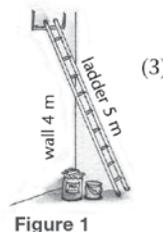


Figure 1

4.2 What is the length of the wire holding the flagpole vertically in the ground? (3)

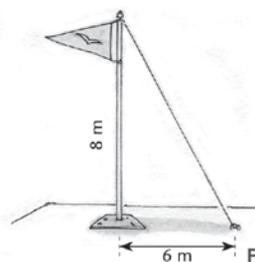


Figure 2

(3)
[30]

Oxford Successful Mathematics and Headstart Mathematics provide teachers with carefully planned CAPS compliant assessments.

Oxford Successful Mathematics and Headstart Mathematics Learner's Books provide the learners with revision activities to prepare them for their programme of assessment tasks.

PREPARING YOUR LEARNERS FOR THE MATHEMATICS ANNUAL NATIONAL ASSESSMENT

- ? What are the Mathematics ANA's results used for? → The ANA's helps **identify learners that need assistance**. It also helps teachers assess if their **class measures up against the system**. Results are NOT used for progression and promotion purposes.
- ? Who sets and marks the Mathematics ANA's? → All assessments are developed by **competent subject experts and teachers** selected by the DBE. The **teacher** does all marking. Each teacher will receive a memoranda provided by the DBE.
- ? What are the learners tested on in the Mathematics ANA's? → Learners will be tested on their literacy **skills that they have acquired during the year**, as well as **accumulated skills and knowledge** from previous years.
- ? How do you prepare learners for the Mathematics ANA's? →
- Cover the curriculum
 - Exemplar papers from previous years
 - Useful websites
 - **Textbooks**

3.7 Simplify:

3.7.1 $(a^2 b^3)^2 \cdot ab^2$

3.7.2 $\frac{x-y}{y+x} \times \frac{(x+y)^2}{x-y}$

This worked example is taken from *Oxford Successful Mathematics Grade 9 Learner's Book*.

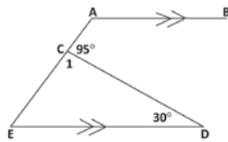
Question taken from the *Mathematics Grade 9 Annual National Assessment 2013*

3	Simplify $\frac{49x^2y}{77x}$	
Solution	49 = 1, 7, 49	Work with the numbers in the fraction first. Divide both the numerator and denominator by the HCF. Find all the factors of the numerator.
	77 = 1, 7, 11, 77	Find all the factors of the denominator.
	1, 7	Find all the common factors.
	7	This is the HCF.
	$\frac{49}{77} = \frac{7}{11}$	Divide the numerator and the denominator by the HCF.
	$\frac{7x^2y}{11x}$	Now consider the variables x and y .
	$\frac{7x^2-1y}{11}$	Simplify the variables in the fraction where possible. Remember a variable below the line cancels out with a variable above the line, e.g. $\frac{x}{x} = 1$
	$\frac{7xy}{11}$	Simplest fraction form.

4. SPACE AND SHAPE

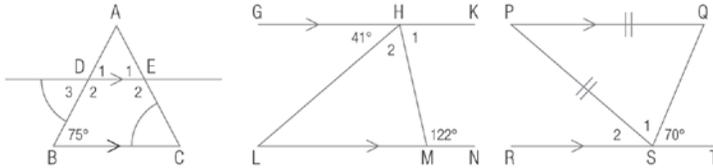
Question taken from the *Mathematics Grade 9 Annual National Assessment 2013*

4.1



In the above figure $AB \parallel ED$, $\hat{A}CD = 95^\circ$ and $\hat{D} = 30^\circ$.
Determine the sizes of \hat{E} and \hat{A} .

3 Look at the diagrams below.



- $\triangle ABC$ has $\hat{B} = 75^\circ$. Line DE is parallel to BC . If $\hat{D}_3 = \hat{C}$, calculate the size of \hat{E}_2 . Give reasons for all your statements.
- $\triangle HLM$ has $\hat{H}MN = 122^\circ$ as an exterior angle. Line GHK is parallel to LN . If $\hat{G}HL = 41^\circ$, calculate, with reasons, the size of \hat{H}_2 .
- $\triangle PQS$ is an isosceles triangle. Line RT is drawn through vertex S so that it is parallel to PQ . If $\hat{Q}ST = 70^\circ$, calculate, with reasons, the size of \hat{P} .

This extract is taken from the *Headstart Mathematics Grade 9 Learner's Book* and provides the learners with guidelines on how to answer the questions.

- A solid gold object which is cylindrical in shape has a diameter of 18 cm and its height is 100 cm. The gold object must be re-cast into rectangular prisms with dimensions 30 cm \times 14 cm \times 8 cm.

5.2.1 Calculate the volume of the cylinder.

This extract is taken from the *Oxford Successful Mathematics Grade 9 Learner's Book* and provides the learners with many opportunities to practise and revise this skill.

Question taken from the *Mathematics Grade 9 Annual National Assessment 2013*

Table 2 Formulae for 3D objects

	Cube	Rectangular prism	Triangular prism
Diagram			
Volume	= (side length) ³ = s^3	= length \times breadth \times height = $l \times b \times h$ = area of base \times height	= area of base \times height (i.e. length of prism) = $(\frac{1}{2}b \times h) \times l$
Surface Area	= sum of the areas of its 6 faces = $6s^2$	= sum of the areas of its 6 faces = $2 \times lb + 2 \times lh + 2 \times bh$ = $2(lb + lh + bh)$ = $2lb + 2(l + b)h$ = 2 \times base area + perimeter of base \times height	= sum of the areas of its 5 faces (i.e. 2 triangles + 3 rectangles) = $2 \times (\frac{1}{2}bh) + (a \times l) + (b \times l) + (c \times l)$ = $bh + (a + b + c) \times l$ = $bh + (\text{perimeter of triangle}) \times l$

MATHEMATICS: UNPACKING A HOT TOPIC

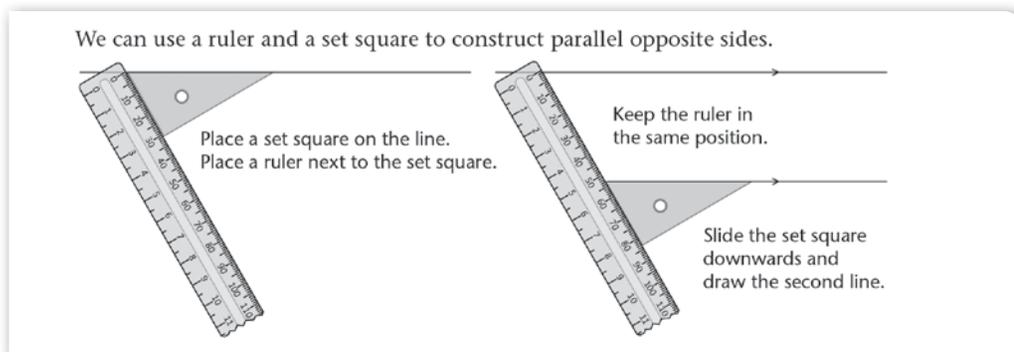
CAPS topic: Construction of quadrilaterals

Important prior knowledge

- A quadrilateral is any four-sided figure.
- It can also be referred to as a tetragon (tetra also means four) or a quadrangle.
- Learners have learnt about quadrilaterals in Grade 7, where they noted the properties of the parallel and perpendicular sides of certain parallelograms.
- In Grade 8, this knowledge is extended to include kites and some of the other quadrilaterals are examined in more detail.

Teaching tips

- Display a variety of quadrilaterals in the classroom.
- Discuss the concept of quadrilaterals being closed 2D shape which always have four straight sides, that opposite sides of a quadrilateral have no vertices in common and that adjacent sides of a quadrilateral share a vertex (as described on page 142 of the Learner's Book).
- Point out opposite sides which are parallel; some are equal in length and some are not.
- Refer to page 153 of the Learner's Book for an illustration of how to use a ruler and a set square to construct opposite sides which are parallel.



- Point out that adjacent sides can be equal in length and form acute, right, obtuse or reflex angles at their common vertex. Refer to the drawing in the Learner's Book that illustrates how to use a pair of compasses to construct adjacent sides which are equal in length.
- Introduce the learners to trapeziums, parallelograms, rhombuses, squares, kites and arrowheads. Challenge them to name the unique properties of each shape and to use those properties to define each shape.
- Work through the worked examples on page 155 of the Learner's Book.

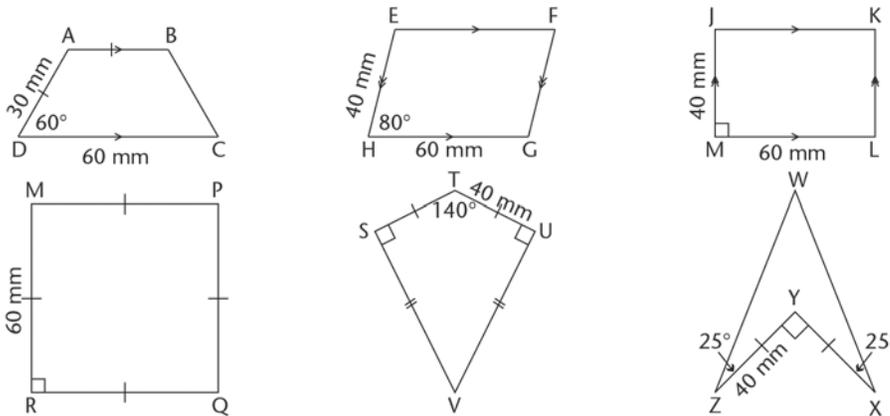
MATHEMATICS: UNPACKING A HOT TOPIC

(Activity from the *Oxford Successful Mathematics Grade 8 Learner's Book*)

Exercise 1

- 1 Construct the following quadrilaterals without using a protractor. First draw a rough sketch.
 - 1.1 Rhombus ABCD with $\hat{A} = 60^\circ$ and $AB = 40$ mm.
 - 1.2 Square DEFG with $GF = 40$ mm.
 - 1.3 Trapezium KLMN with $KL \parallel NM$, $\hat{K} = 90^\circ$, $KL = KN = 30$ mm and $NM = 60$ mm.
 - 1.4 Kite PQRS with $\hat{P} = 90^\circ$, $PQ = PS = 50$ mm and $\hat{Q} = \hat{S} = 120^\circ$.
 - 1.5 Arrowhead WXYZ with $\hat{Y} = 240^\circ$, $YX = YZ = 40$ mm and $\hat{X} = \hat{Z} = 30^\circ$.

- 2 Construct the following quadrilaterals:



(Suggested answers from the *Oxford Successful Mathematics Grade 8 Teacher's Guide*)

1. Learners construct some quadrilaterals. No protractor should be used.
 - 1.1 Recall that the opposite sides of a rhombus are parallel and all four sides are equal in length.
 - 1.2 Recall that all sides of a square are equal and all interior angles are 90° .
 - 1.3 Recall that a trapezium has only one pair of opposite sides parallel, which implies that the parallel sides cannot be equal in length.
 - 1.4 Recall that a kite has two pairs of equal adjacent sides with no interior angle greater than 180° .
 - 1.5 Recall that an arrowhead has two pairs of equal adjacent sides with one interior angle greater than 180° .
2. Learners construct some quadrilaterals by using a ruler, set square, protractor and/or a pair of compasses.

MATHEMATICS: A LESSON PLAN

(Information from pages 143–147 of the *Oxford Successful Mathematics Grade 8 Teacher's Guide*)

Lesson plan: Construction of quadrilaterals

Date:	Grade: 8	Term: 2 (weeks 5)
Chapter: 7	Unit: 4	Contact time: 2 hours (4 lessons of 30 minutes each)
Content/Concept: Construction of quadrilaterals	Exercise: 1 (page 155 of Learner's Book)	Resources required: Learner's Book, protractor, ruler and compass
<p>Expected learner background/Links with previous knowledge or exercises:</p> <ul style="list-style-type: none"> • A quadrilateral is any four-sided figure. • It can also be referred to as a tetragon (tetra also means four) or a quadrangle. • Learners have learnt about quadrilaterals in Grade 7, where they noted the properties of the parallel and perpendicular sides of certain parallelograms. <p>Learning intention (what we want learners to learn):</p> <ul style="list-style-type: none"> • Construct different types of quadrilaterals. • Investigate sides and angles of different types of quadrilaterals. • Investigate the diagonals of different types of quadrilaterals. <p>New vocabulary to teach:</p> <ul style="list-style-type: none"> • <i>quadrilateral</i>: any polygon with only four straight sides • <i>adjacent</i>: sharing a common vertex 		
<p>Links with next activity: Geometry of 2D shapes</p>		
<h3>Teaching plan</h3>		
<p>Guidelines to implement activity: Period 1: Go through the information about constructing different types of quadrilaterals. Period 2: Work through the types of quadrilaterals and do Worked example 1. Period 3: Learners do Exercise 1 for homework. Period 4: Learners do Exercise 2 in class.</p> <p>Remedial: Assist learners to simplify their definitions of a rectangle, rhombus and square by replacing parts of the definition with a single word.</p> <p>Extension: Challenge learners to define parallelograms, rectangles, rhombuses and squares by referring to their diagonals only.</p>		
<p>Assessment: Give the learners a class test to check their progress.</p>		
<p>Teacher reflection:</p> <ul style="list-style-type: none"> • With what attitude did I introduce the problems to my learners? • Did I praise and encourage them for their efforts? 		

LIFE ORIENTATION: AN INTRODUCTION

The Life Orientation CAPS documents provide guidelines on how much time should be spent on each topic and what content should be covered in that time. The CAPS documents provide a full programme of assessment, which indicates the type and number of tasks to be completed every term for the formal assessment programme.

Taken from *Oxford Successful Life Orientation Teacher's Guide*

	Grade 7	Grade 8	Grade 9
Development of the self in society	Concept: Self-image Changes in boys and girls: Puberty Peer pressure Concepts: Personal diet and nutrition	Concepts: Self-concept formation and self-motivation Concept: Sexuality Relationships and friendships	Goal-setting skills: Personal lifestyle choices Sexual behaviour and sexual health Challenging situations: Depression, grief, loss, trauma and crisis
Health, social and environmental responsibility	Substance abuse Concept: Environmental health Common diseases: TB, diabetes, epilepsy, obesity, anorexia, HIV and Aids	Social factors that contribute to substance abuse Environmental health issues Decision-making about health and safety: HIV and Aids	Concept: Volunteerism Health and safety issues related to violence
Constitutional rights and responsibilities	Human rights as stipulated in the South African Constitution Fair play in a variety of sports activities Dealing with abuse Role of oral traditions and scriptures in major religions	Nation building Concept: Human rights violations Concept: Gender equity Concept: Cultural diversity in South Africa Contributions of organisations from various religions to social development	Issues relating to citizens' rights and responsibilities Constitutional values Contributions of various religions in promoting peace Sports ethics
World of work	Importance of reading and studying Career fields Simulation of career-related activities	Different learning styles Six career categories Relations between performance in school subjects and interests and abilities Decision-making process	Time-management skills Reading and writing for different purposes Options available after completing Grade 9 Knowledge of the world of work Career and subject choices Study and career funding providers Plan for own lifelong learning
Physical education	Participation in a fitness programme Playing community or indigenous games that include the concept of invasion Performing a sequence of physical activities Participating in an outdoor recreational programme Safety issues	Participation in physical activities that promote components of fitness Playing target games Programme to improve movement techniques Participation in an outdoor recreational activity Safety issues	Improving own physical wellness level Executing a game plan for individual or team sport Refining own and peer performance in movement activities Refining own performance in an outdoor recreational activity Safety issues

Headstart Life Orientation and Oxford Successful Life Orientation Teacher's Guides provide teachers with full planning and assessments.

Resources required to teach Senior Phase Life Orientation effectively:

General resources

- Quality notebook
- Quality textbook suitable for grade, content and language level
- Teacher should be familiar with the content taught
- Access to a variety of reading books and visual material suitable for the grade

Subject-specific resources

- Appropriate media, newspaper articles, books, videos
- Games
- Magazines
- Apparatus and equipment for practical tasks

PLANNING FOR LIFE ORIENTATION

Taken from *Oxford Successful Life Orientation Grade 9 Teacher's Guide*

The learner is able to complete the 12-minute run test.

Level	Limited	Adequate	Proficient	Excellent
Criterion 1: Frequency of Participation during Physical Education periods (20 marks)	0% = 0 marks (did not participate at all) 1-5% = 1 mark 6-10% = 2 marks 11-15% = 3 marks 16-20% = 4 marks	21-25% = 5 marks 26-30% = 6 marks 31-35% = 7 marks 36-40% = 8 marks 41-45% = 9 marks 46-50% = 10 marks	51-55% = 11 marks 56-60% = 12 marks 61-65% = 13 marks 66-70% = 14 marks 71-75% = 15 marks	76-80% = 16 marks 81-85% = 17 marks 86-90% = 18 marks 91-95% = 19 marks 96-100% = 20 marks
Criterion 2: Outcome of Movement Performance (10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0-1 mark)	Requires attention and refinement: lapses in movements which do not always produce the desired outcome (2-3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)

Rubrics and assessment guidelines are included in the Teacher's Guide to assist the teachers.

Taken from *Oxford Successful Life Orientation Grade 7 Learner's Book*



Arm hug

2.1 Participation in a fitness programme

Fitness programmes are designed to help improve and maintain your overall health and fitness level. It is important for you to participate in these programmes throughout your teens, as it promotes and encourages participation in similar programmes throughout your adulthood.

2.2 Safety issues relating to fitness activities

When participating in any form of physical activity, such as fitness programmes, ensure that you do not cause any unnecessary harm to your body or to others around you.



Knee hug

Warm up and cool down

Warming up and cooling down are essential components of any physical activity session. The aim of warming up is to:

- prepare your body and mind for the activity
- increase your body's core temperature
- increase your heart rate
- increase your breathing rate.



Lunge walk with a twist

Stretching alone is not enough to prepare your muscles for physical activity. A dynamic warm up is the best. If your muscles are not properly warmed up, you could cramp or sustain injuries.

The cool down should occur immediately after training activities. Stretching after physical activity helps to ensure maximum flexibility, also relaxes your muscles and returns them to their resting length.



Inch worm starting position



Walking feet towards hands

Step-by-step instructions assist the teacher when explaining complex concepts.

Taken from *Headstart Life Orientation Grade 8 Teacher's Guide*

Unit overview

This unit is done over three weeks for one hour per week. The actual activities should accommodate the movement of learners to and from the classroom, changing clothes, etc. Recap the basic components of fitness that were covered in Grade 7, in order to activate the learners' previous knowledge.

It is essential to remind learners that warm-up and cool-down activities are the core of all PE activities. They should be done to prepare the learners' muscles before and also relax the muscles after all PE performances. The suggested warm-up and cool-down activities for this unit are found in the Learner's Book on pages 21 and 23 respectively. Adapt these activities to the time available.

This unit comprises a fitness circuit, which is made up of six stations. For instructions refer to the Learner's Book pages 21 to 23.

Assessment

Assess each learner's frequency of participation. If a learner is present and participating a '✓' is given in the mark book. For a learner who is present and not participating, an '×' is given. When a learner is absent, an 'a' is given. Give an indication whether a learner has submitted a valid reason for absence or non-participation. Learners should be encouraged to keep their own journals or logbooks to record their participation and performance in each PE period. At the end of the term the teacher's marks are considered for Formal Assessment. The rubrics to be used are found in this guide on page 16, and there are also specific rubrics for some activities.

Headstart Life Orientation and Oxford Successful Life Orientation Teacher's Guides provide clear guidelines and teaching ideas for Life Orientation.

LIFE ORIENTATION: ASSESSMENT

Taken from *Oxford Successful Life Orientation Grade 7 Teacher's Guide*

Term	Task	Score	Total
Term 1	Written task: Task (pages 37-38)	70	100
	PET: Activity 13 in Unit 6 (page 28)	30	
Term 2	Mid-year exam (pages 65-68)	70	100
	PET: Activity 9 in Unit 4 (page 54)	30	
Term 3	Written task: Project (pages 99-100)	70	100
	PET: Activity 19 in Unit 6 (page 98)	30	
Term 4	End-of-year exam (pages 121-123)	70	100
	PET: Activity 10 in Unit 6 (page 120)	30	

Taken from *Oxford Successful Life Orientation Grade 8 Teacher's Guide*

Term 1	Written task: Task (pages 43-44)	70	100
	PET: Activity 7 in Unit 2 (page 16) or Activity 24 in Unit 6 (page 39)	30	
Term 2	Mid-year exam (TG pages 97-104)	70	100
	PET: Activity 12 in Unit 4 (pages 64) or Activity 19 in Unit 6 (page 73)	30	
Term 3	Written task: Project (pages 110-112)	70	100
	PET: Activity 20 in Unit 8 (page 109)	30	
Term 4	End-of-year exam (TG pages 148-154)	70	100
	PET: Activity 16 in Unit 4 (page 139)	30	

Taken from *Oxford Successful Life Orientation Grade 9 Teacher's Guide*

Term 1	Written task: Case study (pages 48-50)	70	100
	PET: Activity 17 in Unit 4 (page 32)	30	
Term 2	Mid-year exam (TG pages 87-94)	70	100
	PET: Activity 28 in Unit 6 (page 82)	30	
Term 3	Written task: Project (pages 123-124)	70	100
	PET: Activity 21 in Unit 6 (page 122)	30	
Term 4	End-of-year exam (TG pages 132-138)	70	100
	PET: Activity 12 in Unit 6 (page 142)	30	

Headstart Life Orientation and Oxford Successful Life Orientation Learner's Books provide the learners with revision activities to prepare them for their programme of assessment tasks.

Taken from *Oxford Successful Life Orientation Grade 9 Learner's Book*

Activity 20 Design a training programme

Design a plyometric home training programme.

- Select six to eight exercises.
- Perform each exercise 10 times, in other words, 10 repetitions (reps).
- The 10 repetitions are called a set. Perform three sets.
- Rest for one minute between sets and three minutes between exercises.

Remember to perform each exercise with the correct movement technique. Movements must be explosive, controlled and as fast as possible.

LIFE ORIENTATION: UNPACKING A HOT TOPIC

CAPS topic: Development of self in the society

Content: Sexual behaviour and sexual health

Vocabulary

It is important to teach learners the unfamiliar words that they will meet in a new unit. When you read text containing new words, make sure that you draw attention to them in context. This will help learners to grasp the new concepts and enhance their understanding thereof. Encourage learners to use the new words in their own sentences too.

Teaching tips

- As per CAPS requirements, it is important to explain all concepts, new words and examination words for this topic.
- Remember that learners will not all react to topics in the same way.
- As the teacher, be very cautious as you facilitate the discussion and be flexible in your approach to sensitive topics.
- Encourage learners to discuss and compare their experiences.
- Always make it clear that you are available if any learner wants to discuss something in private.
- You can then either deal with the matter yourself or refer the learner to someone who can help them.
- Speaking about sexuality can be difficult for both teachers and learners so try to normalise the discussion as much as possible.
- Approaching this topic with kindness, patience and a calm professional manner will model how learners should receive the information.
- Inform learners at the start about what they are going to deal with in this unit.
- Explain that the choices they make about whether to have sex and with whom to have it will affect their general and sexual health in serious ways.
- The safest choice is to abstain from sex.
- If someone chooses to have sex, they should remain faithful to one partner and use condoms every time.
- Defining sexuality can be quite difficult:
 - Sexuality is about how people behave as males and females.
 - Sexuality is also about sexual thoughts, feelings and desires about sexual behaviour.
- Learners should read the case study on page 28 of the Learner's Book, either aloud as a class or silently. Alternatively, you may choose to read it to them yourself.
- Take this opportunity to teach megacognitive strategies.
- Be aware that some learners may be in similar circumstances to the character in the story so be sensitive when implementing this activity.
- Learners may work in pairs. If possible, ensure that girls work with girls and boys work with boys.

LIFE ORIENTATION: UNPACKING A HOT TOPIC

(Activity from *Headstart Life Orientation Grade 9 Learner's Book*)

Many young people in this position feel that they have no choice. They need food and money to survive. They don't think about the long-term consequences of their behaviour. They practise unhealthy sexual behaviour and often become pregnant or infected with STIs or even HIV. This increases their level of poverty, rather than helping them. It also lowers their self-esteem and can often leave emotional scars that need counselling before they can heal.

Activity 2

Discuss the risks of substance abuse and poverty

Case study

Nomathemba's story

Nomathemba's mother raised her until she was 14 and then died of an AIDS-related illness. As the oldest child, Nomathemba had to take care of her younger brother and sister. Some days there was no food and she couldn't afford school uniforms for her siblings. One day, as Nomathemba was walking to the nearby shop, a passing truck driver called her over and told her that he thought she was very pretty. He told her he would like to take her out for a meal. The man began going out with Nomathemba and would give her groceries and money when he was in town. He also expected Nomathemba to have sex with him and didn't like using a condom. Nomathemba felt desperate. She agreed even though she knew it was risky, and felt bad because she was having sex while she was so young. She struggled to sleep at night because she was stressed and worried about her life and what would happen to her in the future. To help her to stop thinking about her problems, she began to drink alcohol. One night, she became so drunk that she couldn't remember what had happened. She awoke in another man's house and realised that she had been raped.

1. In pairs, describe what happens in the story.
2. List the risk factors for unhealthy sexual behaviour that Nomathemba faces.
3. With the pair nearest to you, discuss what other choices she could have made.
4. What would you say to someone who thinks that it is Nomathemba's fault for getting raped?

LIFE ORIENTATION: A LESSON PLAN

(Information from page 36 of the *Headstart Grade 9 Life Orientation Teacher's Guide*)

Lesson plan: Sexual behaviour and sexual health

Date:	Grade: 9	Term: 1 (weeks 4-7)
Module:	Unit: 3	Contact time: 2 hours (4 lessons of 30 minutes each)
Content/Concept: Sexual behaviour and sexual health	Activity: 2 (page 28 of Learner's Book)	Resources required: Teacher's Guide and Learner's Book
<p>Expected learner background/Links with previous knowledge or exercises:</p> <ul style="list-style-type: none"> • Understand that the choices you make about having sex affect your general and sexual health. • Understand that the safest choice is to abstain. • Understand that if you choose to have sex, you should remain faithful. • Understand that condoms should be used every time. <p>Learning intention (what we want learners to learn): Cover all concepts as per ATP.</p> <ul style="list-style-type: none"> • Understand how sexual behaviour affects sexual health. • Realise how high-risk behaviour in other areas can lead to unhealthy sexual behaviour. • Realise the negative results of unhealthy sexual behaviour. <p>New vocabulary to teach:</p> <ul style="list-style-type: none"> • <i>violation</i>: disrespectful act that shows no concern for someone's rights • <i>sexually transmitted infection (STI)</i>: an infection that is passed from one person to the other during sexual intercourse • <i>abstinence</i>: not engaging in any sexual activity 		
<p>Links with previous activity: Goal setting and personal life choices</p>		
<h3>Teaching plan</h3>		
<p>Guidelines to implement activity:</p> <ul style="list-style-type: none"> • The way you teach this activity depends on the learners you have in your class. • Some learners will be sexually active and some not, so be cautious. • Some may already be involved in unhealthy sexual activities so do not be judgmental about the characters in the story. • Some of the information in this unit may upset sensitive learners. • Refer to page 35 of the Teacher's Guide for suggested answers. • Approach this information with kindness. • Remain non-judgmental of any attitudes and cultural issues that do not match your own personality. • Be approachable. • Give support to learners who need it. 		
<p>Assessment: This activity is meant for informal assessment.</p>		
<p>Teacher reflection: How did learners understand the content? How did they react to it? Did I praise and encourage them for their efforts?</p>		

NATURAL SCIENCES: AN INTRODUCTION

The Natural Sciences CAPS documents provide guidelines on how much time should be spent on each topic and that what content should be covered in that time. The CAPS documents provide a full programme of assessment, which indicates the type and number of tasks to be completed every term for the formal assessment programme.

	TOPIC		
	Grade 7	Grade 8	Grade 9
TERM 1	The biosphere Biodiversity Sexual Reproduction Variation	Photosynthesis and respiration Interactions and interdependence within the environment Micro-organisms	Cells as the basic units of life Systems in the human body Human reproduction Circulatory and respiratory systems Digestive system
TERM 2	Properties of materials Separating mixtures Acids, bases and neutrals Introduction to the Periodic Table of Elements	Atoms Particle model of matter Chemical reactions	Compounds Chemical reactions Reactions of metals with oxygen Reactions of non-metals with oxygen Acids, bases, and pH value Reactions of acids with bases: Part I Reactions of acids with bases: Part II Reactions of acids with bases: Part III Reactions of acids with metals
TERM 3	Sources of energy Potential and kinetic energy Heat transfer Insulation and energy saving Energy transfer to surroundings The national electricity supply system	Static electricity Energy transfer in electrical systems Series and parallel circuits Visible light	Forces Electric cells as energy systems Resistance Series and parallel circuits Safety with electricity Energy and the national electricity grid Cost of electrical power
TERM 4	Relationship of the Sun to the Earth Relationship of the Moon to the Earth Historical development of astronomy	The Solar System Beyond the Solar System Looking into space	The Earth as a system Lithosphere Mining of mineral resources Atmosphere Birth, life and death of stars

Resources required to teach Senior Phase Natural Sciences effectively:

General resources

- Quality notebook
- Quality textbook suitable for grade, content and language level
- Teacher should be familiar with the content taught
- Access to a variety of reading books and visual material suitable for the grade

Subject-specific resources

- Pictures
- Texts
- Other small resources to explain concepts during activities
- Equipment needed for various experiments as stipulated in textbook

The Oxford Successful Natural Sciences Teacher's Guide provides teachers with full planning and assessments.

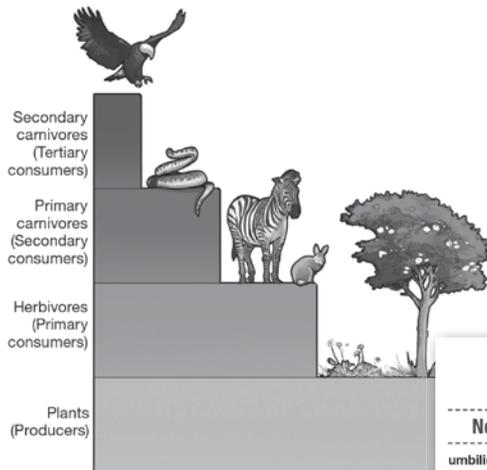
PLANNING FOR NATURAL SCIENCES

Taken from *Oxford Successful Natural Sciences Grade 8 Learner's Book*

Trophic levels and the energy pyramid

Look at the picture below. See how each organism in a food chain is on a different level or step. Notice how the steps get narrower. This diagram is called an **energy pyramid**.

Each stage of a food pyramid is called a **trophic level**.



Diagrams illustrate concepts clearly and can be used during teaching.

Taken from *Oxford Successful Natural Sciences Grade 7 Learner's Book*

Oxford Successful Natural Sciences Teacher's Guides provide clear guidelines and teaching ideas for Natural Sciences.

Taken from *Oxford Successful Natural Sciences Grade 9 Teacher's Guide*



Practical activity 1

Investigate how the baby is protected in the uterus

Pair work

AIM

In this activity you will find out how the baby is protected in the uterus.

MATERIALS

- a clear plastic bag
- two pieces of string each about 30 cm long
- a small stone
- enough water to fill the bag

METHOD

- Step 1 Tie one of the pieces of string around the stone.
- Step 2 Fill the bag with water.
- Step 3 Put the stone and string into the bag. Leave about 10 cm of the string sticking out of the bag.
- Step 4 Tie the bag near the top with the second piece of string as shown in the drawing in Figure 3.
- Step 5 Hit the bag near the stone.

New word

umbilical cord – the cord that joins the baby to its mother



Figure 3 How to connect the materials

Exam word

state – give, say, or write down the information asked for

QUESTIONS

- 1 State what part of the body the plastic bag filled with water represents.
- 2 Identify the structure the stone represents.
- 3 Identify the structure the string represents.
- 4 What happens to the stone?
- 5 Explain how the baby is protected in its mother's body.

Unit 1 Cell structure

Learner's Book pages 12–14

Unit overview

This unit describes what cells are and introduces various common structures that are found in cells.

Resources

- Micrographs of various kinds of cells
- library.thinkquest.org/3564/gallery.html

Teaching guidelines

Discuss the pictures of different cells in the Learner's Book on page 12 with the class and ask them to name the structures that they have already learnt about in this unit.

Background knowledge

Cells are the building blocks of all living things. There are some fundamental differences between plant and animal cells which are the basic units of all living things. There are some exceptions, although these are specialised cells and have specific purposes.

TIP!

Have a diagram of a cell on the classroom wall and refer to this regularly.

Activities based on interesting resources can stimulate teaching methodologies for the teacher.

NATURAL SCIENCES: ASSESSMENT

Taken from Oxford Successful Natural Sciences Grade 7 Teacher's Guide

FORMAL ASSESSMENTS	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
School-based Assessments	Test 1 [30 marks]	Test 2 [30 marks]	Test 3 [30 marks]	Practical task/ Investigation 4 [20 marks]	40%
	Practical task/ Investigation 1 [20 marks]	Practical task/ Investigation 2 [20 marks]	Practical task/ Investigation 3 [20 marks]	Project [20 marks]	
Exams		Exam 1 on work from terms 1 & 2 [60 marks]		Exam 2 on work from terms 3 & 4 [60 marks]	60%
Number of formal assessments	2	3	2	3	Total: 100%

Oxford Successful Natural Sciences provides teachers with carefully planned CAPS compliant assessments.

Taken from Oxford Successful Natural Sciences Grade 8 Teacher's Guide

FORMAL ASSESSMENTS	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
School-based Assessments	Test 1 [35 marks]	Test 2 [35 marks]	Test 3 [35 marks]	Practical task/ Investigation 4 [20 marks]	40%
	Practical task/ Investigation 1 [20 marks]	Practical task/ Investigation 2 [20 marks]	Practical task/ Investigation 3 [20 marks]	Project [30 marks]	
Exams		Exam 1 on work from terms 1 & 2 [70 marks]		Exam 2 on work from terms 3 & 4 [70 marks]	60%
Number of formal assessments	2	3	2	3	Total: 100%

Taken from Oxford Successful Natural Sciences Grade 9 Teacher's Guide

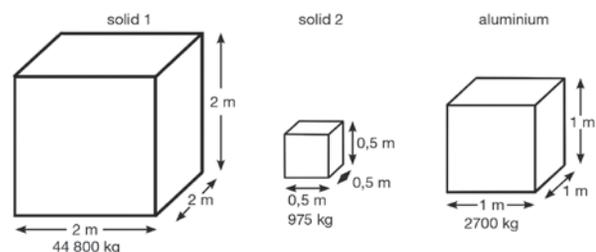
FORMAL ASSESSMENTS	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
School-based assessments	Test 1 [40 marks]	Test 2 [40 marks]	Test 3 [40 marks]	Practical task/ Investigation 4 [20 marks]	40%
	Practical task/ Investigation 1 [20 marks]	Practical task/ Investigation 2 [20 marks]	Practical task/ Investigation 3 [20 marks]	Project [50 marks]	
Exams		Exam 1 on work from Terms 1 & 2 [80 marks]		Exam 2 on work from Terms 3 & 4 [80 marks]	60%
Number of formal assessments	2	3	2	3	Total: 100%

Taken from Oxford Successful Natural Sciences Grade 7 Learner's Book

Oxford Successful Natural Sciences Learner's Books provide learners with revision activities to prepare them for their Programme of Assessment tasks.

Practical task Compare and calculate the density of different materials

The picture shows three solid blocks. Two are made of mystery materials, the other is made of aluminium.



- 1 Calculate the volume for the following materials pictured above:
 - 1.1 solid 1 (1)
 - 1.2 solid 2 (1)
- 2 Calculate the density for the following materials pictured above:
 - 2.1 solid 1 (2)
 - 2.2 solid 2 (2)
 - 2.3 aluminium (2)
- 3.1 List the three solids in the pictures above in order from lowest to highest mass. (2)
- 3.2 List the three solids in the pictures above in order from lowest to highest volume. (2)
- 3.3 List the three solids in the pictures above in order from lowest to

NATURAL SCIENCES: UNPACKING A HOT TOPIC

CAPS topic: Reactions of acids with metals

Vocabulary

It is important to teach learners the unfamiliar words that they will meet in a new unit. When you read text containing new words, make sure that you draw attention to them in context. This will help learners to grasp the new concepts and enhance their understanding thereof. Encourage learners to use the new words in their own sentences too.

Teaching tips for Natural Sciences

- Whenever possible, arrange a speaker (such as an expert on the topic or someone with some knowledge and personal experience related to the topic) to come and speak to the class.
- Learners should prepare questions for the speaker and write a short report or summary of what they have heard and learnt. The report may include personal impressions and responses to the visitor's talk.
- It is also valuable for learners to go on field trips and to visit sites of interest and importance in the study of Natural Sciences, e.g. nature reserves and bird parks.
- If you do not have sufficient equipment for learners to work individually or in pairs, try to do activities in groups or with the whole class.

Teaching tips for testing reactions of acids with metals

- When exploring the properties and uses of materials in the section on Matter and Material, it is important that learners know the elements and the Periodic Table well.
- While doing this activity, revise the reactions of acids with bases, metal oxides, metal hydroxides and metal carbonates.
- Write the general equation for these reactions on the board. Revise the products formed in each of these reactions. Also revise the lime water test for carbon dioxide.
- Ask learners for examples of acids they have come across in previous lessons and for a few examples of metals.
- Write 'acid + metal → _____' on the board and ask learners to complete the equation.
- Check learners' knowledge of hydrogen as the lesson progresses.

Safety in the Natural Sciences classroom is very important

- This practical activity should be done by the teacher as a demonstration.
- Remind learners about the dangers of handling hydrochloric acid.
- Remind learners that an open flame is needed for this practical activity and that extreme caution must be exercised to prevent injury or fire.
- Remind learners about laboratory safety such as the use of eye protection, hand protection, the use of tongs, etc. As the teacher, set an example of safe practice for learners to follow.

NATURAL SCIENCES: UNPACKING A HOT TOPIC

(Activity from the *Oxford Successful Natural Sciences Grade 9 Learner's Book*)

Practical activity 1

Investigate reactions of acids with metals by reacting dilute hydrochloric acid (HCl) with magnesium



Pair work

AIM

In this activity you will carry out a reaction with magnesium metal and dilute hydrochloric acid. You will then test for hydrogen gas.

MATERIALS

- magnesium
- dilute hydrochloric acid
- water
- beakers/glass jars
- test tubes
- wooden splint or matches
- matches

METHOD

Step 1 Put some magnesium ribbon or pieces in a test tube.

Step 2 Add dilute hydrochloric acid, making the test tube about $\frac{1}{3}$ full.

Step 3 Hold an inverted test tube over the top.

Step 4 Before the reaction is complete, light and blow out the flame of the wooden splint.

Step 5 Quickly remove the inverted test tube and hold the glowing splint at its mouth.

QUESTIONS

- 1 Write the word equation and balanced chemical equation for the reaction.
- 2 Name the gas that produced the bubbles.
- 3 Describe what happened when you held the glowing splint at the mouth of the test tube.

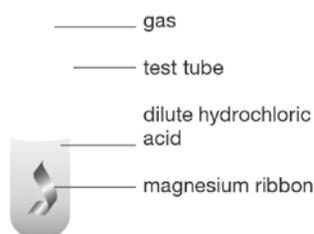


Figure 2 Apparatus for Practical activity 1

Activity 2

Write a summary of general chemical reactions

Individual work

Here is a list of all the chemical reactions you have covered in this strand.

- metals with oxygen
- non-metals with oxygen
- acids with bases (neutralisation)
- acids with metal oxides
- acids with metal hydroxides
- acids with metal carbonates
- acids with metals.

For each one:

- 1 Write the general reaction in words.
- 2 Give an example of each, written as a balanced chemical equation.

NATURAL SCIENCES: A LESSON PLAN

(Information from the *Oxford Successful Natural Sciences Grade 9 Teacher's Guide*)

Lesson plan: Reactions of acids with metals

Date:	Grade: 9	Term: 2
Strand: 2	Unit: 1	Contact time: 45 min
Content/Concept: Reactions of acids with metals	Activity: 1 and 2 (page 103 of Learner's Book)	Resources required: Learner's Book, magnesium, dilute hydrochloric acid, water, beakers/glass jars, test tubes, wooden splint (or match), matches
<p>Expected learner background/Links with previous knowledge or activities: Know the reactions of acids with bases, metal oxides, metal hydroxides and metal carbonates.</p> <p>Learning intention (what we want learners to learn):</p> <ul style="list-style-type: none"> • Know that when any acid reacts with a metal, the products formed are a salt and hydrogen gas. • The general equation is always: acid + metal → salt + hydrogen gas. • A burning splint is used to test for the presence of hydrogen gas. A pop sound is heard if hydrogen is present. <p>New vocabulary to teach: burning splint</p>		
<p>Links with next activity: This is the last unit.</p>		
<h3>Teaching plan</h3>		
<p>Introduction:</p> <ul style="list-style-type: none"> • Revise the reactions of acids with bases, metal oxides, metal hydroxides and metal carbonates. • Write the general equations on the board and revise the products formed. <p>Body:</p> <ul style="list-style-type: none"> • Ask the learners for examples of acids and metals they have come across. • Write on the board: acid + metal → _____ • Ask learners to try to complete the equation. • Ask learners what they know about hydrogen. • Do Practical activity 1 on page 103 of the Learner's Book as a demonstration. <p>Consolidation:</p> <ul style="list-style-type: none"> • Complete the equation on the board: acid + metal → salt + hydrogen gas. • Revise the test for hydrogen gas. • Learners should answer the questions at the end of Practical activity 1. <p>Guidelines to implement activity:</p> <ul style="list-style-type: none"> • Learners should complete Activity 2. • Ensure that learners thoroughly understand the various reactions of acids with other substances. <p>Suggested answers: Refer to pages 99 and 100 of the Teacher's Guide.</p>		
<p>Assessment:</p> <ul style="list-style-type: none"> • This activity is intended for informal assessment. • Use the suggested answers supplied above to assess learners informally. 		

TECHNOLOGY: AN INTRODUCTION

The Technology CAPS documents provide guidelines on how much time should be spent on each topic and which content should be covered in that time. The CAPS documents provide a full programme of assessment, which indicates the type and number of tasks to be completed every term for the formal assessment programme.

Taken from *Oxford Successful Technology Teacher's Guide*

Topic overview

Annexure A in the CAPS for Technology provides a detailed progress map of skills and knowledge that are covered in each grade and term in Technology. The table provides a broad overview of the skills, knowledge focus and values and attitudes covered in Senior Phase Technology.

Term	DESIGN PROCESS SKILLS		
	Grade 7	Grade 8	Grade 9
1-4	<p>Problems set in a locally relevant context.</p> <p>Investigate: background context, nature of the need, environmental situation, people concerned. Identifies technologies and methods. Considers source/resources and copyright laws. Uses search techniques. Extracts relevant data for specific purposes.</p> <p>Design: people, purpose, appearance, environment, safety, cost of model. Writes a design brief giving specifications and constraints (with assistance in Terms 1 and 2). Generates at least two viable solutions using sketches with explanatory notes. Selects one solution, giving reasons.</p>	<p>Problems set in a nationally relevant context.</p> <p>Investigate: background context, nature of the need, environmental situation, people concerned. Identifies technologies and methods. Considers source/resources and copyright laws. Uses search techniques. Extracts relevant data. Makes meaningful summaries and uses the information to justify and support decisions and ideas.</p> <p>Design: people, purpose, appearance, environment, safety, cost of real solution. Writes a design brief giving specifications and constraints (without assistance). Generates several alternative solutions using sketches with explanatory notes. Selects the most suitable solution giving valid reasons.</p>	<p>Learners must identify a problem, need or opportunity from a given real-life context.</p> <p>Investigate: background context, nature of the need, environmental situation, people concerned. Locates and collects. Compares, sorts, verifies, evaluates (cross-checking different sources or resources) and stores information.</p> <p>Design: people, purpose, appearance, environment, safety, real costs, ergonomics, quality, production. Writes a design brief giving specifications and constraints (without assistance). Generates a range of possible solutions using sketches with explanatory notes. Selects the most viable solution using well-reasoned argument.</p>
	<p>Make: develops plans for making, detailing: resources, dimensions, making steps (such as simple flow diagrams). Draws simple plans using oblique technique. Chooses and uses appropriate tools and materials to make products by measuring/marketing, cutting/separating, shaping/forming, joining/combining and finishing, with some accuracy. Uses safe working practices and uses correct tools for the job appropriately.</p> <p>Evaluate: evaluates the product or system in terms of the design brief. Evaluates the process followed and suggests improvements or modifications to the solution in terms of fitness for purpose.</p> <p>Communicate: 3-D sketches, plans using oblique projection, circuit diagrams with standard electrical component symbols, systems diagrams and simple flow charts. Plans include scale, thick, thin and dashed lines, dimensions and quantities. Artistic drawings in single VP perspective should be enhanced using colour, texture and shading.</p>	<p>Make: develops plans for making, detailing: resources, dimensions, making steps (such as flow diagrams). Draws simple assembly drawings (exploded diagrams) if needed. Draws plans using isometric projections. Chooses and uses appropriate tools and materials to make products by measuring/marketing, cutting/separating, shaping/forming, joining/combining and finishing with accuracy. Changes and adapts design ideas where appropriate. Uses safe working practices and uses correct tools for the job appropriately.</p> <p>Evaluate: evaluates the product or system objectively in terms of the design brief. Evaluates the process followed and suggests sensible improvements or modifications to the solution in terms of fitness for purpose.</p> <p>Communicate: 3-D sketches, plans using isometric projection, circuit diagrams with standard electrical component symbols, systems diagrams and simple flow charts. Plans include scale, thick, thin, dashed and chain lines, dimensions and quantities. Artistic drawings in double VP perspective should be enhanced using colour, texture, shading and shadows.</p>	<p>Make: develops plans for making, detailing: resources, dimensions, making steps (such as flow diagrams). Draws simple assembly drawings (exploded diagrams) if needed. Draws working drawings using first-angle orthographic projections. Chooses and uses appropriate tools and materials to make products by measuring/marketing, cutting/separating, shaping/forming, joining/combining and finishing with accuracy. Changes and adapts design ideas where appropriate. Uses safe working practices and uses correct tools for the job appropriately.</p> <p>Evaluate: evaluates the product or system in terms of the design brief. Evaluates the process followed and suggests sensible improvements or modifications to the solution in terms of fitness for purpose.</p> <p>Communicate: 3-D and 2-D sketches, plans using first-angle orthographic projection, circuit diagrams with standard electrical and electronic component symbols, systems diagrams and simple flow charts. Plans include scale, thick, thin, dashed and chain lines, dimensions and quantities. Artistic drawings in either single or double VP perspective should be enhanced using colour, texture, shading and shadows.</p>

The Oxford Successful Technology Teacher's Guide provides teachers with full planning and assessments.

Resources required to teach Senior Phase Technology effectively:

General Resources

- Quality notebook
- Quality textbook suitable for grade, content and language level
- Teacher should be familiar with the content taught
- Access to a variety of reading books and visual material suitable for the grade

Subject-specific resources

- Each learner must have an approved textbook and a 72-page A4 workbook/exercise book. (In secondary schools learners may require two books per year.)
- Stationery including basic mathematical set (drawing instruments): pencil, eraser, ruler and set squares.
- A designated teaching venue with a Technology teacher.

- Technology rooms must be secure, with doors that lock, and with burglar-proofing if possible. Enough cupboards should be available to store and lock away all resources.
- It is the responsibility of the school to provide each learner with the minimum tools and material to meet the needs of the subject and to develop the teacher's appropriate knowledge and skills.
- Enabling tasks: Activities used to teach and then practise specific skills in preparation for a more advanced task – sometimes also called resource tasks. These tasks are assessed informally.
- Mini-Pat: A short Practical Assessment Task which makes up the main formal assessment of a learner's skills and knowledge application during each term. It may be an assignment covering aspects of the design process, or it may be a full capability task covering all aspects of the design process (IDMEC).

PLANNING FOR TECHNOLOGY

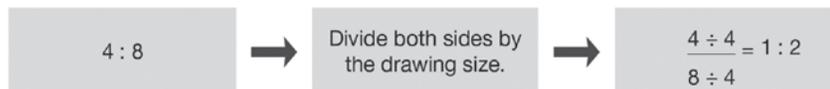
Taken from *Oxford Successful Technology Grade 8 Teacher's Guide*

TERM 1			
Unit	Topic 1: Structures	Learner's Book page	Time allocation (2 hours)
1	Frame structures <ul style="list-style-type: none"> Definition of frame structures. <ul style="list-style-type: none"> Purpose of structural members (components) in wood and steel roof trusses (King and Queen post, strut, tie, rafter, tie beam). Learners identify structural members and type of force (shear, torsion, tension, compression) acting on them in given frame structures. Case study: Electrical pylons – use pictures of a range of pylon designs noting: <ul style="list-style-type: none"> The variety of designs that solve the same problem effectively. The use of <i>internal cross-bracing</i> and <i>triangulation</i> to provide stiffness. Structural members under tension/compression (worksheet). 	10–20	2
2	Structural members <ul style="list-style-type: none"> Structures that span over space: <ul style="list-style-type: none"> Beams: steel I-beams (girders), concrete lintels; beam and column bridge. Alternative bridge supports: suspension bridges; cable-stayed bridges. Arches: arches in buildings, bridges, dam walls. Cantilevers: simple cantilever, cable-stayed cantilever. 	21–28	2
3	<ul style="list-style-type: none"> Structural failure – the three most likely ways structures fail are: <ul style="list-style-type: none"> Fracture of a member – due to lack of strength. Bending (flexing, buckling) – due to lack of stiffness (rigidity). Topping over – due to lack of stability (top heavy, narrow base). 	29–35	

Oxford Successful Technology Teacher's Guides provide clear guidelines and teaching ideas for Technology.

Taken from *Oxford Successful Technology Grade 8 Learner's Book*

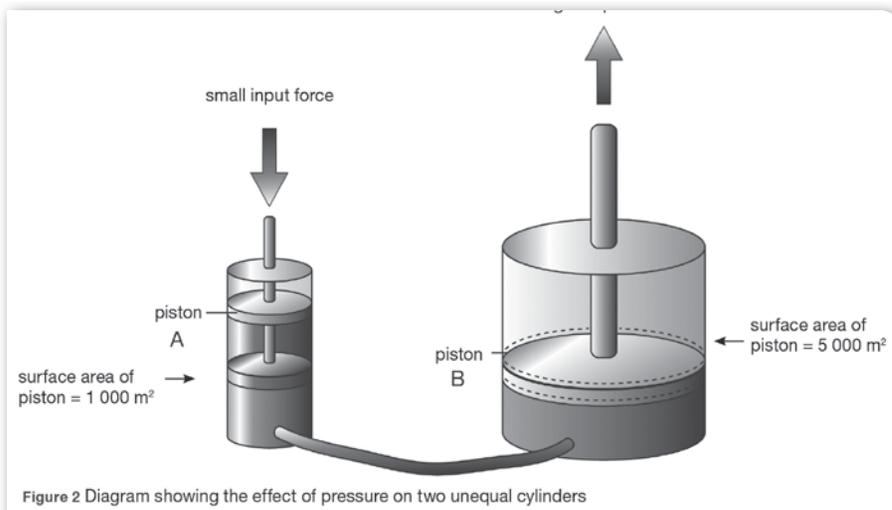
Write the length of the half-sized drawing, and then the length of the real box.



This is an example of a ratio scale. The first number is the measure of the drawing, the second number is the measurement in real life.

The Teacher's Guide provides teaching guidelines and additional resources for the teacher.

Taken from *Oxford Successful Technology Grade 8 Learner's Book*



Diagrams illustrate concepts clearly and can be used during teaching.

TECHNOLOGY: ASSESSMENT

Taken from *Oxford Successful Technology Teacher's Guide*

Formal assessment in technology – Grades 7, 8 and 9				
	Informal daily assessment	Formal assessment: term marks		
		Practical tasks and theory test / examination		Total
	Enabling tasks	Mini-PAT	Term test/examination	Term mark
Term 1	0%	70%	30%	100%
Term 2				
Term 3		70%	30%	100%
Term 4		70%	30%	100%
		70 marks = 100%	No test	100%
Promotion mark	CASS Component:40%	Final examination component:60%		Promotion
	Continuous assessment: Tests and mini-PATs: 40	Combined mini-PAT:20	Examination:40	
	Term 1 + Term 2 + Term 3 + Term 4	T1+T2+T3+T4	40	100
	10 + 10 + 10 + 10	5+5+5+5		

Oxford Successful Technology provides teachers with carefully planned CAPS compliant assessments.

Taken from *Oxford Successful Technology Grade 9 Teacher's Guide*

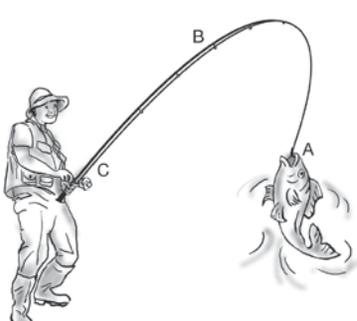
Content weighting for tests and examinations: Grades 7–9		
Investigate, design, make, evaluate and communicate	Structures, Processing, mechanical and Electrical/Electronic Systems and Control	(Technology, Society and the Environment) Indigenous / Impact / Bias
Design Process skills:	Knowledge:	Values and attitudes:
50%	30%	20%

Taken from *Oxford Successful Technology Grade 7 Learner's Book*

Activity 3 Investigating a third-class lever

Study the drawing of the fisherman carefully. Answer the following questions:

- 1 Give the appropriate names of the parts labelled A, B and C.
- 2 Name the task that this lever makes easy.
- 3 Draw a diagram of this lever system with notes and labels.
- 4 Decide what weighs more, the fish or the man.
- 5 Decide what would have more force.
- 6 Say whether this lever gives the man a mechanical advantage.
- 7 Explain the difference between this lever and a first-class lever.
- 8 Describe this lever in one full sentence.



Relevant activities make learning interesting!

TECHNOLOGY: UNPACKING A HOT TOPIC

CAPS topic: Communication skills

Content: Artistic drawings

Tips for the Technology classroom

Classroom management

Ensure that there is adequate space in the Technology classroom. Learners should have enough desk space to work comfortably, especially when they are engaged in the 'making' part of the technological process. Remember: a comfortable, interactive environment fosters learning.

Safety issues

Be aware of potential risks and identify precautions to take so that learners can do Technology activities safely and with confidence. Set an example of safe practice for learners to follow. Learners must be taught safety skills and display appropriate behaviour in the Technology classroom. It is an area where free thinking and creativity are developed, but responsibility and safety awareness play a critical role. Learners must be taught to use tools and materials correctly to prevent unnecessary accidents. Below are some useful ideas for encouraging safe working practices when you teach Technology.

- Make sure that you know how to use every piece of equipment and every tool that you are going to ask your learners to use.
- Demonstrate how to use a tool the first time learners need to use it. If possible, supervise each learner the first time he or she uses a tool. By doing this, you can correct any potential problems.
- Encourage learners to keep their work area well organised.
- Encourage learners to collect and return tools safely and systematically.

Graphic communication

One of the skills learners need to develop in Technology is graphic communication. Graphic communication is needed to develop and communicate ideas. It is the process of creating, producing and distributing material and it incorporates words and images to convey concepts and emotions. This is done by making 2D and 3D drawings using various techniques. It is important that learners understand that they have to draw what they see and not what their brain knows. Learners should record and present progress in written and graphical forms on an on-going basis. Their presentations should become more formal and show increasing use of media as learners progress.

Artistic drawings

Designers use artistic drawings to add depth and realism to their designs. Teach learners that drawing can stimulate their imagination and help to develop more ideas. Learners want to see examples so show them as many examples of the different conventions as possible.

TECHNOLOGY: UNPACKING A HOT TOPIC

(Activity from the *Oxford Successful Technology Grade 8 Learner's Book*)

Two-point perspective drawings use an imagined horizon. We can imagine how figures or a fence line would appear as they move further and further away.

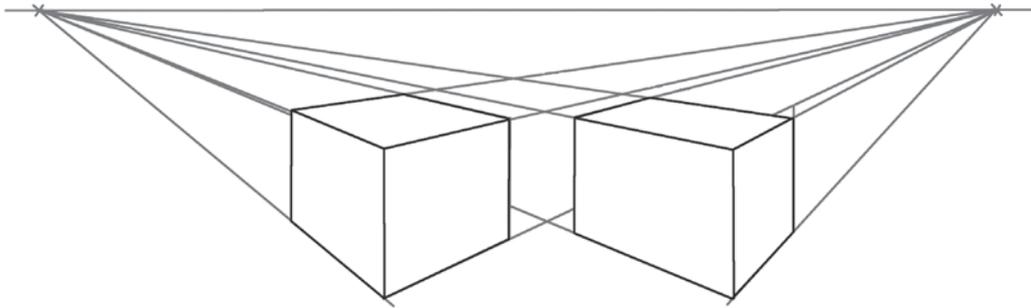
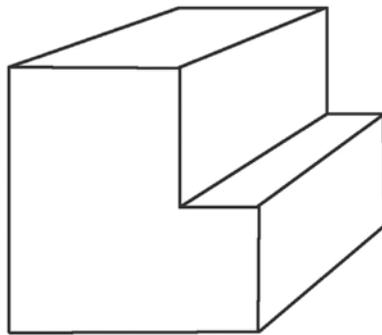


Figure 2 Cubes drawn in two-point perspective

Activity 1 Do a two-point perspective drawing

Look at this shape and follow the instructions below to make a two-point perspective drawing.



- 1 Draw a line to represent the horizon and a height line for the corner of the shape. Make two marks left and right of the height line on the horizon line. These are called the vanishing points.
- 2 Draw lines from the right vanishing points through the top and bottom of the height line.
- 3 Draw lines from the vanishing points through the intersection of the right-hand lines and height lines.
- 4 Draw lines from the vanishing points to complete the top of the shape.
- 5 Erase all line extensions and construction lines.

TECHNOLOGY: A LESSON PLAN

Lesson plan: Double vanishing point perspective

Date:	Grade: 8	Term: 1																								
Topic: 2	Unit: 3	Contact time: 2 hours																								
Content/Concept: Double vanishing point perspective	Activity: 1 (page 51 of Learner's Book)	Resources required: Learner's Book and stationery, including basic mathematical set (drawing instruments): pencil, eraser, ruler and set square																								
<p>Expected learner background/Links with previous knowledge or activities:</p> <ul style="list-style-type: none"> • Be able to do free-hand sketches (design stage). • Be able to do working drawings (making stage), using formal draughting techniques in line with conventions. <p>Learning intention (what we want learners to learn):</p> <ul style="list-style-type: none"> • Learn about and practise how to make 3D oblique and 3D artistic drawings. • Be introduced to different types of perspective drawings and how to apply them. • Learn how to do a two point perspective drawing. <p>New vocabulary to teach:</p> <ul style="list-style-type: none"> • double vanishing point 																										
<p>Links with next activity: Looking and drawing</p>																										
<p>Teaching plan</p>																										
<p>Guidelines to implement activity:</p> <ul style="list-style-type: none"> • First demonstrate how to draw two-point perspective. • Learners need to draw an accurate grid so demonstrate how to draw one. This is new to the learners. Explain each step very carefully. • Drawings take a lot of practice. The more learners draw, the more skilled they will become. • Spend extra time on the perspective drawings as this is a new concept. • If time allows, give learners additional opportunities to practise. 																										
<p>Assessment: This activity is meant for informal assessment. Use the checklist below to assess the learners' progress.</p>																										
<table border="1"> <thead> <tr> <th style="background-color: #cccccc;">Criteria: The learner ...</th> <th style="background-color: #cccccc;">Yes</th> <th style="background-color: #cccccc;">Partly</th> <th style="background-color: #cccccc;">No</th> </tr> </thead> <tbody> <tr> <td>Drew a line to represent the horizon and height</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Drew lines from the correct vanishing points through the top and bottom of the height line</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Drew lines from the vanishing points through the intersection of the correct hand lines and height lines</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Erased all line extension and construction lines</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Did a neat drawing</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Criteria: The learner ...	Yes	Partly	No	Drew a line to represent the horizon and height				Drew lines from the correct vanishing points through the top and bottom of the height line				Drew lines from the vanishing points through the intersection of the correct hand lines and height lines				Erased all line extension and construction lines				Did a neat drawing			
Criteria: The learner ...	Yes	Partly	No																							
Drew a line to represent the horizon and height																										
Drew lines from the correct vanishing points through the top and bottom of the height line																										
Drew lines from the vanishing points through the intersection of the correct hand lines and height lines																										
Erased all line extension and construction lines																										
Did a neat drawing																										

SOCIAL SCIENCES: AN INTRODUCTION

The Social Sciences CAPS documents provide guidelines on how much time should be spent on each topic and what content should be covered in that time. The CAPS documents provide a full programme of assessment, which indicates the type and number of tasks to be completed every term for the formal assessment programme.

Taken from *Oxford Successful Social Sciences Teacher's Guide*

	Grade 7	Grade 8	Grade 9
Term 1	<i>History:</i> The kingdom of Mali and the city of Timbuktu in the 14th century <i>Geography:</i> Map skills (Focus: Local maps)	<i>History:</i> The Industrial Revolution in Britain and Southern Africa <i>Geography:</i> Maps and globes (Focus: global and local)	<i>History:</i> World WarII(1919–1945) <i>Geography:</i> Map skills (Focus: Topographic and Orthophoto maps)
Term 2	<i>History:</i> The Transatlantic slave trade <i>Geography:</i> Earthquakes, volcanoes and floods	<i>History:</i> The Mineral Revolution in South Africa <i>Geography:</i> Climate regions (Focus: South Africa and world)	<i>History:</i> The Nuclear Age and the Cold War (1945–1990) <i>Geography:</i> Development issues (Focus: South Africa and world)
Term 3	<i>History:</i> Colonisation of the Cape in the 17th and 18th centuries <i>Geography:</i> Population growth and change (Focus: World)	<i>History:</i> The scramble for Africa: late 19th century <i>Geography:</i> Settlement (Africa with a focus on South Africa)	<i>History:</i> Turning points in South African history 1948 and 1950s <i>Geography:</i> Surface forces that shape the earth (Physical Geography)
Term 4	<i>History:</i> Co-operation and conflict on the frontiers of the Cape Colony in the early 19th century <i>Geography:</i> Natural resources and conservation in South Africa	<i>History:</i> World WarI (1914–1918) <i>Geography:</i> Transport and trade (Focus: South Africa and world)	<i>History:</i> Turning points in modern South African history since 1960, 1976 and 1994 <i>Geography:</i> Resource use and sustainability (Focus: World)

Resources required to effectively teach Senior Phase Social Sciences:

General Resources

- Quality notebook
- Quality textbook suitable for grade, content and language level
- Teacher should be familiar with the content taught
- Access to a variety of reading books and visual material suitable for the grade

Subject-specific resources

- Wall maps
- Globe
- Set of atlases
- Dictionary
- Magazines and newspapers to use for activities and classwork
- Try to obtain access to TV/DVD and /or CD player for audio visual presentations
- Access to Internet for Google Earth and YouTube videos

Oxford Successful Social Sciences Teacher's Guides provide clear guidelines and teaching ideas for Geography and History.

PLANNING FOR SOCIAL SCIENCES

Taken from Oxford Successful Social Sciences Grade 9 Teacher's Guide

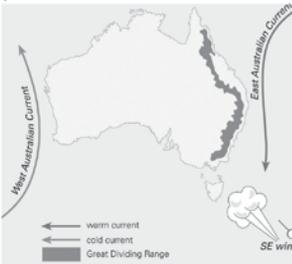
Oxford Successful Social Sciences Teacher's Guides provide teaching guidelines and additional resources for the teacher.

	Grade 7	Grade 8	Grade 9
Term 1	<i>History:</i> The kingdom of Mali and the city of Timbuktu in the 14th century <i>Geography:</i> Map skills (Focus: Local maps)	<i>History:</i> The Industrial Revolution in Britain and Southern Africa <i>Geography:</i> Maps and globes (Focus: global and local)	<i>History:</i> World War II (1919–1945) <i>Geography:</i> Map skills (Focus: Topographic and Orthophoto maps)
Term 2	<i>History:</i> The Transatlantic slave trade <i>Geography:</i> Earthquakes, volcanoes and floods	<i>History:</i> The Mineral Revolution in South Africa <i>Geography:</i> Climate regions (Focus: South Africa and world)	<i>History:</i> The Nuclear Age and the Cold War (1945–1990) <i>Geography:</i> Development issues (Focus: South Africa and world)
Term 3	<i>History:</i> Colonisation of the Cape in the 17th and 18th centuries <i>Geography:</i> Population growth and change (Focus: World)	<i>History:</i> The scramble for Africa: late 19th century <i>Geography:</i> Settlement (Africa with a focus on South Africa)	<i>History:</i> Turning points in South African history 1948 and 1950s <i>Geography:</i> Surface forces that shape the earth (Physical Geography)
Term 4	<i>History:</i> Co-operation and conflict on the frontiers of the Cape Colony in the early 19th century <i>Geography:</i> Natural resources and conservation in South Africa	<i>History:</i> World War I (1914–1918) <i>Geography:</i> Transport and trade (Focus: South Africa and world)	<i>History:</i> Turning points in modern South African history since 1960, 1976 and 1994 <i>Geography:</i> Resource use and sustainability (Focus: World)

Taken from Oxford Successful Social Sciences Grade 8 Learner's Book

Activity 2 Explain how geographical position affects climate

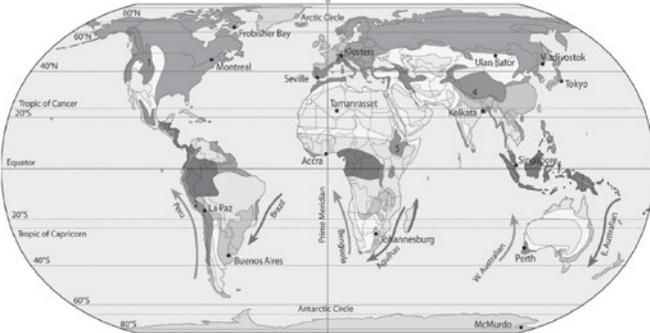
- Many people go skiing in the Swiss Alps. These mountains are over 2 000 m above sea level. Which factor affecting temperature can explain why it is cold enough to snow here?
- In Antarctica, the land is covered in snow and ice all year. Which factor affecting temperature can explain why it is so cold here?
- Manaus, on the equator in South America, has heavy rain all year, and very high temperatures. Which factor affecting temperature and rainfall can explain these conditions?
- Look at the map of Australia.
 - Do you think places on the east or the west coast will have higher temperatures?
 - Give the reason for your answer.
 - Where will there be less rainfall: on the eastern or western sides of the Great Dividing range?
 - Draw a well-labelled sketch to explain why the side of the range you noted in Question 4.3 is drier than the other.



Map of Australia

Oxford Successful Social Sciences Learner's Books provide learners with revision activities to prepare them for their programme of assessment tasks.

Taken from Oxford Successful Social Sciences Grade 8 Learner's Book



Equatorial hot and wet	Semi desert dry	Tundra very cold and dry	← warm current
Tropical hot and wet	Mediterranean warm, wet winters	Polar very cold	← cold current
Sub tropical hot and wet	Temperate mild and wet	Mountain height of land strongly affects the climate	Mountain Names
Desert very dry	Continental cold and wet		1 Rockies
			2 Andies
			3 Alps
			4 Himalayas
			5 Ethiopian Highlands

The Oxford Successful Social Sciences Learner's Books include newspaper articles and maps where they are required for activities.

SOCIAL SCIENCES: ASSESSMENT

Taken from Oxford Successful Social Sciences Grade 7 Teacher's Guide

Programme of Assessment			
Programme of assessment			
Term 1	Geography	Project: Map skills – sketch map of your local area (page 15) 50 marks	School-based assessment (SBA) 40% Total marks for assignments 120 marks Mid-year exam = 100 marks Total: 220 marks (Your mark $\div 2.2 \times 0.4 =$ your total %)
	History	Task: The kingdom of Mali and the city of Timbuktu in the 14 th century (page 40) 20 marks	
Term 2	Geography	Task: Volcanoes, earthquakes and floods (page 58) 15 marks	
	History	Task: The transatlantic slave trade (page 78) 35 marks	
	Geography	Practice mid-year exam (page 165) Unseen mid-year exam in Teacher's Guide Geography: 50 marks	
	History	History: 50 marks Total: 100	
Term 3	Geography	Task: Population growth and change (page 85) 30 marks	
	History	Task: Colonisation of the Cape in the 17 th and 18 th centuries (page 110) 30 marks	
Term 4	History	Practice year-end exam (page 169) Unseen year-end exam in Teacher's Guide Geography: 50 marks	
	Geography	History: 50 marks Total: 100	
Total mark			SBA: 40% Year-end exam: 60% Total: 100%

Taken from Oxford Successful Social Sciences Grade 8 Teacher's Guide

Programme of Assessment			
Programme of assessment			
Term 1	Geography	Task: Maps and globes (page 22) 20 marks	School-based assessment (SBA) 40% 170marks Mid-year exam = 100 marks Total: 270 marks (Your mark $\div 2.7 \times 0.4 =$ your total %)
	History	Task: The Industrial Revolution in Britain and southern Africa (page 40) 45 marks	
Term 2	Geography	Test: Climate regions (page 66) 20 marks	
	History	Test: The Mineral Revolution in South Africa (page 80) 20 marks	
	Geography	Practice mid-year exam (page 181) Unseen mid-year exam in Teacher's Guide Geography: 50 marks	
	History	History: 50 marks Total: 100	
Term 3	Geography	Project: Investigation of a settlement (page 103) 50 marks	
	History	Task: The scramble for Africa (page 125) 15 marks	
Term 4	History	Practice year-end exam (page 185) Unseen year-end exam in Teacher's Guide Geography: 50 marks	
	Geography	History: 50 marks Total: 100	
Total mark			SBA: 40% Year-end exam: 60% Total: 100%

Oxford Successful Social Sciences provides teachers with carefully planned CAPS compliant assessments.

Taken from Oxford Successful Social Sciences Grade 9 Teacher's Guide

Programme of assessment			
Term 1	Geography	Map skills (page 24) 35 marks	School-based assessment (SBA) 40% 220 marks Mid-year exam = 100 marks Total: 320 marks (Your mark $\div 3.2 \times 0.4 =$ your total %)
	History	World War II (1919–1945) (page 42) 15 marks	
Term 2	Geography	Development issues (page 75) 20 marks	
	History	The Nuclear Age and the Cold War (page 89) 15 marks	
	Geography	Practice mid-year exam (page 195) Unseen mid-year exam in Teacher's Guide Geography: 50 marks	
	History	History: 50 marks Total: 100	
Term 3	Geography	Surface forces that shape the Earth (page 110) 15 marks	
	History	Project: Turning points in modern South African history since 1948 (page 125) 120 marks	
Term 4	History	Practice year-end exam (page 199) Unseen year-end exam in Teacher's Guide Geography: 50 marks	
	Geography	History: 50 marks Total: 100	
Total mark			SBA: 40% Year-end exam: 60% Total: 100%

SOCIAL SCIENCES: UNPACKING A HOT TOPIC

CAPS topic: Map Skills

Vocabulary

It is important to teach learners the unfamiliar words that they will meet in a new unit. When you read text containing new words, make sure that you draw attention to them in context. This will help learners to grasp the new concepts and enhance their understanding thereof. Encourage learners to use the new words in their own sentences too.

Teaching tips

1. Before starting the lesson, write the key words on the board so that learners do not forget the main target points.
2. It is important to encourage learners to find their own map, but have at least one map in the classroom for learners to look at. If your school is in a city or large town, there will be a map book or sheet map of it with an index. The local municipality and tourist information office are good sources of local maps.
3. Even if learners have printed street maps of their area they can still draw their own rough map and use it to give directions between two places.
4. Learners should be encouraged to consider the scale of their own map, as well as where north is, in preparation for what they will cover in Map Skills in Grade 8.
5. Remind learners about the map work symbols they learnt about in the intermediate phase.
6. Always emphasise the importance of working neatly and accurately. All labels and the key must be written in print, not cursive. Instruct learners to use a ruler to draw roads and features that have straight edges or walls.
7. On most maps, green is used to shade all forms of vegetation and blue is used for shading water surfaces such as dams, lakes and rivers. Encourage learners to use colour and take pride in their work.
8. Use real examples to explain why these types of calculations are important, e.g. if civil engineers miscalculated the distance between two points they could lose a lot of money when they build the road between them.
9. Before they compare the scales of different maps, ensure that learners are completely comfortable with converting line scale to word scale and vice versa.
10. Emphasise that smaller scale means that map features appear smaller and there is less detail.
11. Discuss with learners when it is appropriate to use kilometres as the unit of measure for distance and when to use metres. Metres are used for all distances up to 1 km.
12. Encourage learners to use their thumbs to make a rough estimate of a distance on a map.
13. Remind learners about the process of using string to measure distances before they use line scales to estimate and calculate indirect distances between places.
14. Always bear in mind that estimated distances will differ from learner to learner, but learners should find that their estimated distances are no more than 10% up or down on the accurate measurements.
15. Put a world map on the classroom wall with lots of space around it. Throughout the year learners can bring in and display news items from around the world for the class's interest.

SOCIAL SCIENCES: UNPACKING A HOT TOPIC

(Activity from the *Oxford Successful Social Sciences Grade 7 Learner's Book*)

Ask questions

Geographers are very inquisitive people! Asking questions gives us more information about things. We like to ask questions all the time, such as:

- What happened?
- Where did it happen?
- When did it happen?
- Why did it happen?
- How did it happen?

Ask these questions about each of your news events and write down the answers. Here is an example:

Nuclear meltdown

Fukushima, near Sendai, Japan



Japan's **nuclear** crisis **intensified** yesterday with an explosion at the Fukushima nuclear plant. More than 180 000 people have been **evacuated**. The explosion occurred as a result of the earthquake and **tsunami** that hit Japan three days ago.

- What happened?
An explosion at a nuclear plant
- Where did it happen?
Fukushima, near Sendai, Japan. Latitude 38°N; Longitude 141°E
- When did it happen?
14 March 2011
- Why did it happen?
Because of the earthquake and tsunami that hit Japan three days before.

SOCIAL SCIENCES: A LESSON PLAN

Lesson plan: Latitude and longitude of current events

Date:	Grade: 7	Term: 1
Module: 1	Unit: 5	Contact time: 2 hours
Content/Concept: Current events: latitude and longitude of places in the news	Activity: Current events (page 21 of Learner's Book)	Resources required: A set of atlases, newspapers, magazines like <i>Time Magazine</i> which feature current events, and a world map
<p>Expected learner background/Links with previous knowledge or activities:</p> <p>Learning intention (what we want learners to learn):</p> <ul style="list-style-type: none"> • Revise what learners learnt about lines of latitude and longitude. • Bring news items of interest from around the world and locate the areas on a world map. • Locate areas using lines of latitude and longitude. <p>New vocabulary to teach:</p> <ul style="list-style-type: none"> • <i>meridian</i>: a specific line of longitude running down the globe • <i>nuclear</i>: the use of energy produced by changes taking place in atoms • <i>intensified</i>: to become stronger, in this case, worse • <i>evacuated</i>: to be made to leave a place, usually in an emergency • <i>tsunami</i>: an enormous wave of sea water caused by an earthquake 		
<p>Links with next activity: Trade across the Sahara desert</p>		
<p>Teaching plan</p>		
<p>Guidelines to implement activity:</p> <ul style="list-style-type: none"> • Allow a five-minute slot every morning, or before each Geography lesson, for learners to tell their news. • Encourage all learners to ask questions about the areas where the news items occurred. This provides more information about a place or an event. • Put a map of the world on the classroom wall with lots of space around it. When learners pin up their news item, they should join it to the place on the map where it happened, using a piece of string. • Remind learners that geographers are inquisitive people and they ask a lot of questions. Teach children to ask the following questions: <ul style="list-style-type: none"> – What happened? – Where did it happen? – Why did it happen? – How did it happen? <p>Did you know? Nuclear plants are places that make electricity, also called atomic energy. These factories contain radioactive chemicals which, if they spill, are very dangerous for humans, animals and vegetation.</p>		
<p>Assessment: This activity is meant for informal assessment. Use a checklist of questions to check learners' progress.</p>		

INTRODUCTION TO CREATIVE ARTS

The Creative Arts CAPS documents provide guidelines on how much time should be spent on each topic and which content should be covered in that time. The CAPS documents provide a full programme of assessment, which indicates the type and number of tasks to be completed every term for the formal assessment programme.

(Activity from the *Headstart Creative Arts Grade 7 Learner's Book*)

Dance				
Term	Content/topics (as per the CAPS)	Learner's Book pages	Activities and assessment	Time allocation
1	Dance performance <ul style="list-style-type: none"> Dance conventions: setting up of a safe environment (class management system): greeting, focus, controls, use of space, code of conduct Warming up: locomotors with change of directions and focus Floor-work: core stability exercises for strengthening back and abdominal muscles, focusing on breathing, curving and lengthening the spine Leg muscle and joint strengthening and mobility: knee bends and rises in parallel and turned out positions and low leg extensions/ brushes Exercises developing eye focus in preparation for turns Transfer of weight movement combinations Articulation of the feet and mobility of the ankle and knee joints: foot isolations and small jumps with safe landings Travelling movement combinations across the floor with changing directions e.g. walks and runs Cooling down with imagery and safe, slow stretching 	9–18	1–13	Minimum 45 minutes per week
	Dance improvisation and composition <ul style="list-style-type: none"> Exploration of the eight basic locomotor movements, varying space, directions and tempo: walk, run, skip, hop, jump, slide, gallop, leap Exploration of non-locomotor movements: curl, uncurl, bend, twist, swing, turn, kick and others 	19–21	14–16	2 hours per term Improvisation can be integrated with or interspersed between technical dance work

The Headstart Creative Arts Teacher's Guide provides teachers with full planning and assessments.

Resources required to effectively teach Senior Phase Creative Arts:

General resources

- Quality notebook
- Quality textbook suitable for grade, content and language level
- Teacher should be familiar with the content taught
- Access to a variety of reading books and visual material suitable for the grade

Subject-specific resources

- Language in Education Policy
- Dictionary (monolingual, bilingual, multilingual, thesaurus)
- Prescribed literature genres
- A variety of media materials: newspapers, magazines, brochures, flyers, etc.
- Access to audio/visual aids to be used in the classroom

PLANNING FOR CREATIVE ARTS

Taken from *Headstart Creative Arts Grade 7 Learner's Book*

Activity 2 Articulate sounds

1. Repeat the "b" consonant out loud.
2. Focus on the shape of your mouth and the position of your tongue.
3. Now say the "p" consonant; feel the air coming out of your mouth as you make this sound.
4. Say "b" and then "p" one after the other. Be careful not to form a word (like "bip") when you say the sounds after each other.

Did you say each sound so that they sounded like individual letters?

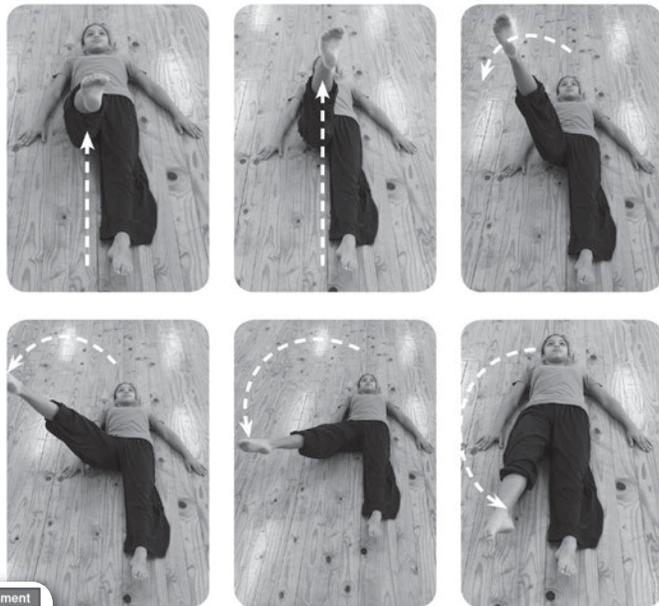
Headstart Creative Arts Learner's Books provide learners with revision activities to prepare them for their programme of assessment tasks.

Taken from *Headstart Creative Arts Grade 7 Learner's Book*

Step-by-step guidelines are provided to help the teaching and learning process.

Activity 6 Circle and kick your legs

1. This exercise is done lying on the floor so that you have the floor to support you.
2. Your arms are relaxed at a low "V" line on the floor, with palms facing down.
3. Make sure your neck is straight and stretched out along the floor, with your eyes towards the ceiling.
4. While your left leg is stretched along the floor, stretch your right leg and foot and kick up towards the ceiling in a count of 4.
5. Open the right leg to the side and continue this circular movement until your right leg joins the left leg on the floor in a count of 4.
6. Repeat this exercise using your left leg.



Taken from *Headstart Creative Arts Grade 7 Teacher's Guide*

Term 1	Pacing (hours)	Core content	Activities	Assessment
Unit 1	45 minutes per week	Dance performance	1–10	Peers, teacher, self
Unit 2	15 minutes per week	Dance improvisation and composition	11 and 12	Peers, teacher, self
Formal assessment: Technique and improvisation (space, time) for 10 marks				
Unit 3	Integrated with Units 1 and 2	Dance theory and literacy	Integrated with Units 1 and 2	Teacher
Core concepts and definitions				
Performance	An event in which a performer or group of performers behave in a particular way for another group of people, the audience.			
Improvisation	The practice of performing or reacting in the moment and in response to the stimulus of one's immediate environment and inner feelings.			
Composition	The placement or arrangement of movement in a work, as distinct from the subject of a work.			
Suggested types of activities for Dance Term 1				
Unit 1 activities				
Class	Group	Pair	Individual	
Activities 1, 3 and 9	Activity 2	Activity 7	Activities 4, 5, 6, 8 and 10	
Unit 2 activities				
Class	Group	Pair	Individual	
			Activities 11 and 12	

Headstart Creative Arts Teacher's Guides include practical ideas of how to facilitate the teaching and learning process.

CREATIVE ARTS: ASSESSMENT

Taken from *Headstart Creative Arts Grade 7 Teacher's Guide*

Formal assessments (SBA during the year)		End-of-Year Examination	
40%		60%	
<ul style="list-style-type: none"> Assessment of practical work in two art forms 30% Assignment/written test in two art forms 10% 		<ul style="list-style-type: none"> Performance/presentation in each art form 40% Written exam paper/s with questions from each selected arts form 20% 	
Assessment Per Term			
Term 1: <u>Practical assessment</u> Art form 1: 10 marks (5%) Art form 2: 10 marks (5%) Total 10%	Term 2: <u>Written assignment or Test</u> Art form 1: 10 marks (5%) Art form 2: 10 marks (5%) <u>Practical assignment / Test</u> Art form 1: 10 marks (5%) Art form 2: 10 marks (5%) Total 20%	Term 3: <u>Practical assessment</u> Art form 1: 10 marks (5%) Art form 2: 10 marks (5%) Total 10%	Term 4: <u>Practical examination</u> Art form 1: 40 marks (20%) Art form 2: 40 marks (20%) <u>Written examination</u> Art form 1: 20 marks (10%) Art form 2: 20 marks (10%) Total 60%
<i>Practical class work throughout the year should lead up to the final practical examinations in the two art forms.</i>			

Headstart Creative Arts provides teachers with carefully planned CAPS compliant assessments.

Taken from *Headstart Creative Arts Grade 8 Teacher's Guide*

Formal assessments (SBA during the year)		End-of-year examination	
40%		60%	
<ul style="list-style-type: none"> Assessment of practical work in two art forms: 30% Assignment/written test in two art forms: 10% 		<ul style="list-style-type: none"> Performance/presentation in each art form: 40% Written exam paper/s with questions from each selected art form: 20% 	
Assessment Per Term			
Term 1: <u>Practical assessment</u> Art form 1: 10 marks (5%) Art form 2: 10 marks (5%) Total 10%	Term 2: <u>Written assignment or test</u> Art form 1: 10 marks (5%) Art form 2: 10 marks (5%) <u>Practical assignment / test</u> Art form 1: 10 marks (5%) Art form 2: 10 marks (5%) Total 20%	Term 3: <u>Practical assessment</u> Art form 1: 10 marks (5%) Art form 2: 10 marks (5%) Total 10%	Term 4: <u>Practical examination</u> Art form 1: 40 marks (20%) Art form 2: 40 marks (20%) <u>Written examination</u> Art form 1: 20 marks (10%) Art form 2: 20 marks (10%) Total 60%
<i>Practical class work throughout the year should lead up to the final practical examinations in the two art forms.</i>			

Taken from *Headstart Creative Arts Grade 9 Teacher's Guide*

Formal assessments (SBA during the year)		End-of-year examination	
40%		60%	
<ul style="list-style-type: none"> Assessment of practical work in two art forms: 30% Assignment/written test in two art forms: 10% 		<ul style="list-style-type: none"> Performance/presentation in each art form: 40% Written exam paper/s with questions from each selected art form: 20% 	
Assessment Per Term			
Term 1: <u>Practical assessment</u> Art form 1: 10 marks (5%) Art form 2: 10 marks (5%) Total 10%	Term 2: <u>Written assignment or Test</u> Art form 1: 10 marks (5%) Art form 2: 10 marks (5%) <u>Practical assignment / Test</u> Art form 1: 10 marks (5%) Art form 2: 10 marks (5%) Total 20%	Term 3: <u>Practical assessment</u> Art form 1: 10 marks (5%) Art form 2: 10 marks (5%) Total 10%	Term 4: <u>Practical examination</u> Art form 1: 40 marks (20%) Art form 2: 40 marks (20%) <u>Written examination</u> Art form 1: 20 marks (10%) Art form 2: 20 marks (10%) Total 60%
<i>Practical class work throughout the year should lead up to the final practical examinations in the two art forms.</i>			

Taken from *Headstart Creative Arts Grade 9 Learner's Book*

Formal assessment

A: Performance: Poetry, dramatised prose or monologue

In this term you will put on a performance for the rest of your class. You can choose whether you would like to perform a poem (page 86), a dramatised prose piece (page 90) or a monologue (page 93). The activities in this unit will guide you through the process. You will be formally assessed on your performance.

(20 ÷ 2 = 10)
Total: 10

Poetry

Activity 3 Speak the poem

By following the steps below you will be ready to perform a poem to the rest of the class.

Step 1 Read the poem to yourself.

Epilogue to *Through the Looking-Glass* by Lewis Carroll

A boat, beneath a sunny sky
Lingering onward dreamily
In an evening of July –
Children yet, the tale to hear,
Eager eye and willing ear,
Lovingly shall nestle near.

Children three that nestle near,
Eager eye and willing ear,
Pleased a simple tale to hear –
In a Wonderland they lie,
Dreaming as the days go by,
Dreaming as the summers die:

Long has faded that sunny sky:
Echoes fade and memories die:
Autumn frosts have slain July.
Ever drifting down the stream –
Lingering in the golden gleam –
Life what is it but a dream?

Still she haunts me, phantomwise
Alice moving under skies
Never seen by waking eyes.

CREATIVE ARTS: UNPACKING A HOT TOPIC

CAPS topic: Visual Arts

Content: Create in 2D: Art elements and design principles in lettering

Vocabulary

It is important to teach learners the unfamiliar words that they will meet in a new unit. When you read text containing new words, make sure that you draw attention to them in context. This will help learners to grasp the new concepts and enhance their understanding thereof. Encourage learners to use the new words in their own sentences too.

Teaching tips for Visual Arts

1. Visual Arts offers learners problem-solving opportunities and develops learners' analytical thinking skills.
2. The subject provides learners with opportunities to express themselves symbolically and uniquely while they are trying to make sense of the world around them.
3. You, as the teacher, need to be very enthusiastic and praise the learners often. This will help them to develop their skills in the art class.
4. Encourage learners to be respectful when they discuss the work of other artists and to use Visual Arts terminology. It is also important that they provide reasons for their opinions.

Teaching tips for creating in 2D

1. Learners need to understand the concept that a shape that is flat, like a sheet of paper, is two-dimensional.
2. Use different drawing and painting shapes, e.g. circular, square or rectangular.
3. Remember that a page can be turned sideways to suit a particular topic, e.g. a drawing of a passenger train would fit on a long narrow strip of paper used horizontally, whereas a giraffe would fit more easily in a tall, rectangular format used vertically.
4. When learners draw or paint the human body, raise awareness of details by discussing proportion and encouraging learners to accept the differences between people. Stress that no-one will be allowed to be hurtful or to make negative remarks. This is a valuable exercise in teaching learners respect for each other's culture and appearance.
5. Introduce the materials and techniques required at the start of the lesson.
6. Demonstrate where necessary, but only show learners how to make textual marks or how to use the pencils and paintbrushes, do not do a drawing as an example. If you create a drawing, learners will either try to copy it or they will compare their own efforts to yours and lose confidence in their own ability.

CREATIVE ARTS: UNPACKING A HOT TOPIC

(Activity from page 226 of the *Headstart Creative Arts Grade 8 Learner's Book*)



Related colours are colours that lie between two primary colours on the colour wheel. They belong to the same family. **Complementary colours**, on the other hand, lie opposite each other on the colour wheel. When they are used together, they form a strong contrast.

Activity 2 Experiment with lettering design

You are going to design **lettering** using tones of related colours and complementary colours. When you have completed your design, you will no longer be able to read the words, so you won't have to worry if you spell one of them incorrectly!

Work within a small rectangle, which offers you the opportunity to work on a different scale, and invites you to use different degrees of detail. Listen carefully to the instructions from your teacher.

Use A4 **paper** in portrait **format** (upright). Draw four lines to divide the space. Your lines should not be too wavy, and your five spaces should be unequal.

Once you have planned the unequal bands for your project, start working into the bands by writing the words of a poem or a song you know by heart. Let your letters touch both the top and the bottom of the bands in which you write the words, and do not leave any spaces between your words. Choose your **scale**: You can use many words and write small letters, or only a few words and with big letters. You can also choose whether you are going to add lots of detail or only a little.

CREATIVE ARTS: A LESSON PLAN

Lesson plan: Art elements and design principles in lettering

Date:	Grade: 7	Term: 1
Module:	Unit: 2	Contact time: 2 hours
Content/Concept: Art elements and design principles in lettering	Activity: 2 (page 225 of Learner's Book)	Resources required: Paint, small paint brushes and pieces of paper
<p>Expected learner background/Links with previous knowledge or activities:</p> <ul style="list-style-type: none"> • Know the different art elements, e.g. line, tone and colour. • Be familiar with the colour wheel and primary colours. <p>Learning intention (what we want learners to learn):</p> <ul style="list-style-type: none"> • Understand the role of the arts in society. • Learn about graffiti and the message that it sends. • Explore creative lettering. <p>New vocabulary to teach:</p> <ul style="list-style-type: none"> • <i>art elements</i>: shape, line, tone, texture and colour • <i>design principles</i>: contrast, proportion, emphasis, unity and balance • <i>related colours</i>: colours that lie between primary colours • <i>complimentary colours</i>: colours that lie opposite each other 		
<p>Links with next activity: Create in 3D</p>		
<h3>Teaching plan</h3>		
<p>Introduction:</p> <ul style="list-style-type: none"> • Learners are going to work on small pieces of paper, using paint and small paint brushes. • With light pencil lines, learners should divide the paper into four unequal horizontal bands. <p>Guidelines to implement activity:</p> <ul style="list-style-type: none"> • Pressing very gently, learners should use their pencils to write the words of a song/story/poem that they know by heart, so that they fill the four bands with letters. The letters should touch the top and the bottom of the bands and there should be no spaces between the words. They should end up with a dense block of letters without any gaps. • Learners then use related paint colours to fill in the shapes that they have created with their letters. Tell them to leave some spaces blank, because they will be using complimentary colours in these spaces. While they are painting, walk amongst them and encourage them to extend the range of the colours that they are mixing. Show them how to make colours darker by adding more of the stronger primary colour or lighter by adding white. • When they have almost completed their related colours, show them how to mix the complimentary colour for each range, e.g. if they have used oranges, the complimentary colour is blue. They should fill the remaining spaces with the appropriate complimentary colours. • Make sure that they do not mix complementary colours with their related colour as this will result in a horrible brown. Remind learners to use clean brushes and clean water when they start to use their complementary colour. • Display completed work on the classroom walls to encourage learners to develop pride in their work. Invite them to show you where the complementary contrasts are most effective in each other's work. 		
<p>Assessment: This activity is meant for informal assessment.</p>		

ECONOMIC AND MANAGEMENT SCIENCES: AN INTRODUCTION

The Economic and Management Sciences CAPS documents provide guidelines on how much time should be spent on each topic and what content should be covered in that time. The CAPS documents provide a full programme of assessment, which indicates the type and number of tasks to be completed every term for the formal assessment programme.

Taken from *Oxford Successful Economic and Management Sciences Teacher's Guide*

Topic areas	Grade 7	Grade 8	Grade 9
The economy (weighting of 30%)	Term 1 History of money Needs and wants Goods and services	Term 1 Government National Budget Standard of living	Term 1 Economic systems The circular flow
	Term 2	Term 2 Markets	Term 2 Price theory
	Term 3 Inequality and poverty	Term 3	Term 3 Trade unions
	Term 4 The production process	Term 4	Term 4
Financial literacy (weighting of 40%)	Term 1	Term 1 Accounting concepts Source documents	Term 1 Cash Receipts Journal and Cash Payments Journal (sole trader) General Ledger and Trial Balance (sole trader)
	Term 2 Accounting concepts Income and expenses Budgets	Term 2 Overview of the accounting cycle Cash Receipts Journal (service)	Term 2 Credit transactions – debtors
	Term 3	Term 3 Cash Receipts Journal (service) Cash Payments Journal (service)	Term 3 Credit transactions – debtors Credit transactions – creditors
	Term 4 Savings	Term 4 General Ledger and Trial Balance (service)	Term 4 Transactions – cash and credit
Entrepreneurship (weighting of 30%)	Term 1 Businesses	Term 1	Term 1
	Term 2	Term 2 Factors of production	Term 2 Sectors of the economy
	Term 3 The entrepreneur Starting a business Entrepreneur's Day	Term 3 Forms of ownership	Term 3 Functions of a business
	Term 4	Term 4 Levels and functions of management	Term 4 Business Plan

Headstart and Oxford Successful Economic and Management Sciences Teacher's Guides provide teachers with full planning and assessments.

Resources required to effectively teach Senior Phase Economic and Management Sciences:

General resources

- Quality notebook
- Quality textbook suitable for grade, content and language level
- Teacher should be familiar with the content taught
- Access to a variety of reading books and visual material suitable for the grade

Subject-specific resources

- A calculator.
- Learners in Grades 8 and 9 should each have one Cash Journal exercise book, one General Ledger exercise book and a normal exercise book. Grade 7 learners should have a normal exercise book.
- Teachers should have a textbook with a Teacher's Guide.

PLANNING FOR ECONOMIC AND MANAGEMENT SCIENCES

Taken from *Headstart Economic and Management Sciences Grade 9 Learner's Book*

Activity 4 Draw up the cash journals of Moosa Fabric Store

Study the information below on Moosa Fabric Store. Then answer the questions that follow.

Dudley Moosa has owned a successful curtaining and fabric store for five years and has a mark-up of 60% on all fabrics. Look at Dudley's transactions for the month of May 2012:

Day Transactions

- 1 Transferred R20 000 from his personal account into the business bank account.
- 3 Paid Weddings for Africa R1 500 commission. Cash sales, R12 000.
- 6 Paid Cash Registers R3 600 for a new cash register till. Cash sales, R8 800.
- 10 Paid R450 to Eskom for electricity.
- 11 Used cheque 23 to pay the municipality for rates (R5 000) and water (R350).
- 12 Cash sales, R10 200. Received R156 refund from the Receiver of Revenue (Income Tax).
- 18 Cash sales, R5 800.
- 19 Purchased fabric from Fresh Designs for R6 900 and an additional R500 for uniforms.
- 23 Cash sales, R13 670. Paid VJ's Repair Shop R2 500 for vehicle service. Paid J. Singh R690 for new scissors.
- 25 Paid wages and salaries, R25 000.
- 29 Cash sales, R21 000.
- 30 Received bank statement: R54 bank charges and R69 interest income on bank balance.

Oxford Successful and Headstart Economic and Management Sciences Learner's Books provide the learners with revision activities to prepare them for their programme of assessment tasks.

Formulae are written out step-by-step with 'golden rules' to help the teaching and learning process.

Taken from *Oxford Successful Economic and Management Sciences Grade 9 Learner's Book*

Calculating mark-up percentage

If a business sells goods at R60 000 and the cost price is R40 000, calculate the mark-up percentage.

$$\begin{aligned} \text{SP} - \text{CP} &= \text{profit} \\ \text{R60 000} - \text{R40 000} &= \text{R20 000} \end{aligned}$$

Remember:

The cost price percentage is always 100% (known).

$$\begin{aligned} \frac{\text{Unknown}}{\text{Known}} \times \frac{100}{1} & \text{ (to get a percentage)} \\ = \frac{\text{R20 000}}{\text{R40 000}} \times \frac{100}{1} \\ & = 50\% \text{ (mark-up percentage)} \end{aligned}$$

To summarise:

$$\text{Selling Price (SP)} = \text{Cost price (CP)} \times \frac{100 + \text{mark-up}}{100}$$

$$\text{Cost Price (CP)} = \text{Selling price} \times \frac{100}{\text{CP} + \text{mark-up}}$$

Taken from *Oxford Successful Economic and Management Sciences Grade 7 Teacher's Guide*

Unit overview

Recommended pacing: 40 minutes × 6 lessons = 4 hours

In this unit, you will:

- identify the different levels of government
- examine the roles of the different levels of government in the use of resources and services in terms of households and businesses (both as producers and consumers)

Additional resources: Newspaper articles

Teaching guidelines

- Use the flow diagram on page 13 in the Learner's Book to indicate the three levels of government.
- Use newspaper articles and learners' observations from television and radio to talk about national and provincial government
- Refer to the nearest municipal offices for examples of local government

Oxford Successful Economic and Management Sciences Learner's Books include newspaper articles where they are required for activities.

ECONOMIC AND MANAGEMENT SCIENCES: ASSESSMENT

Taken from *Headstart Economic and Management Sciences Grade 7 Teacher's Guide*

Programme of Assessment							
	Term 1		Term 2		Term 3		Term 4
Task (Form of assessment)	Task 1 Assignment (Week 5)	Task 2 Controlled test (Week 10)	Task 1 Case study (Week 6)	Task 2 Mid-year examination (Week 9)	Task 5 Project (Week 6)	Task 6 Controlled test (Week 10)	Final examination (Week 10)
Activity in Learner's Book	Assignment, page 52	Exemplar controlled test, page 53	Case study, page 89	Exemplar mid-year examination, page 90	Project, page 141	Exemplar controlled test, page 142	Exemplar end-of-year examination, page 187
Assessment tool	Rubric	Memorandum	Rubric	Memorandum	Rubric	Memorandum	Memorandum
Total marks	30 marks	50 marks (60 minutes)	30 marks	75 marks (60 minutes)	50 marks	100 marks (90 minutes)	150 marks (120 minutes)

Taken from *Headstart Economic and Management Sciences Grade 8 Teacher's Guide*

Programme of Assessment							
	Term 1		Term 2		Term 3		Term 4
Task (Form of assessment)	Task 1 Data response (Week 5)	Task 2 Controlled test (Week 10)	Task 3 Project (Week 6)	Task 4 Mid-year examination (Week 9)	Task 5 Case study (Week 7)	Task 6 Controlled test (Week 10)	Final examination (Week 10)
Activity in Teacher's Guide	Analyse the National Budget, page 178	Exemplar controlled test, page 180	Project, page 182	Exemplar mid-year examination, LB page 104	Consider forms of ownership, page 190	Exemplar controlled test, page 192	Exemplar end-of-year examination, LB page 192
Assessment tool	Rubric	Memorandum	Rubric	Memorandum	Rubric	Memorandum	Memorandum
Total marks	30 marks	50 marks (60 minutes)	50 marks	75 marks (60 minutes)	30 marks	100 marks (60 minutes)	150 marks (120 minutes)

Taken from *Oxford Successful Economic and Management Sciences Grade 9 Teacher's Guide*

Programme of Assessment							
	Term 1		Term 2		Term 3		Term 4
Task (Form of assessment)	Task 1 Assignment (Week 5)	Task 2 Controlled test (Week 10)	Task 3 Data response (Week 7)	Task 4 Mid-year examination (Week 9)	Task 5 Project (Week 6)	Task 6 Controlled test (Week 6)	Final examination (Week 10)
Activity in Learner's Book		Exemplar controlled test (LB), page 55		Exemplar mid-year examination (LB), page 95		Exemplar controlled test (LB), page 150	Exemplar end-of-year examination (LB), page 187
Assessment tool	Memorandum	Memorandum	Memorandum	Memorandum	Rubric	Memorandum	Memorandum
Total marks	50 marks	100 marks (60 minutes)	50 marks	100 marks (60 minutes)	50 marks	100 marks (60 minutes)	200 marks (120 minutes)
Percentage of year mark	Tasks 1–6 make up the school-based assessment (SBA): 40%						Final examination mark: 60%

The Oxford Successful Economic and Management Sciences books provide teachers with carefully planned CAPS compliant assessments.

Taken from *Oxford Successful Economic and Management Sciences Grade 8 Learner's Book*

SECTION B: The economy 16 marks

QUESTION 3 (16 marks)

2010 was a very important year for South Africa as a whole when the country was given the honour of hosting the Soccer World Cup. It took years of planning and a large amount of money, labour and vision to get the country and stadiums ready for the event.

- Name TWO ways in which the government would obtain the revenue to finance the building of the new stadiums? (2)
- Explain the term 'indirect tax'. (2)
- Do you think the building of these stadiums was a good investment for South Africa? Give reasons for your answer. (6)
- Discuss how the factor market affects the building of a soccer stadium. (6)

SECTION C: Financial literacy 25 marks

QUESTION 4 (12 marks)

- Do you think it is necessary to have an analysis of receipts and bank column in the Cash Receipts Journal? Give reasons for your answer. (4)
- Alan started his own cleaning service. He is contracted by businesses to go into their offices after hours and clean them. Use the information provided below to analyse the transactions according to the accounting equation. (8)

Transactions for December 2013:

- Paid the Electricity account for the month, R180.
- Received R800 for the cleaning of the offices at Bonus Bank.
- Paid wages for the week. There are 4 employees who each earn R100 a week.
- Bought cleaning materials to use while rendering the service, R648.

QUESTION 5 (11 marks)

Use the transactions shown below to complete the Cash Receipts Journal of Melanie's Meals on Wheels for June 2013.

Transactions for June 2013

- Supplied a family of six with a meal and received R280. Issued receipt 86.
- Received R120 interest from Trust Bank on a fixed deposit held by the business.
- Provided catering services for a corporate function at Smart Solutions. Received R1 200.
- Melanie, the owner increased her capital contribution with R25 000. She made a direct deposit into the bank account.

ECONOMIC AND MANAGEMENT SCIENCES: UNPACKING A HOT TOPIC

CAPS topic: Statement of net worth

Prior knowledge required

Make sure learners know the following concepts before you teach them about the personal statement of net worth:

- Assets are a person's possessions.
- Assets consist of non-current assets and current assets.
- Your non-current assets are assets that you have had for longer than a year.
- Non-current assets consist of fixed assets and financial assets.
- Fixed assets are land, buildings, vehicles and equipment.
- Financial assets are investments and fixed deposits.
- Your current assets are assets that are converted into cash within a year, such as trading stock, money in the bank and money that other people (debtors) owe you.
- Your liabilities are amounts of money that you owe to other people/businesses/banks.
- Liabilities consist of non-current liabilities and current liabilities.
- Your non-current liabilities are amounts of money that you pay back over a long time, like a mortgage bond.
- Your current liabilities are amounts of money that you pay back within a year, like to a creditor or bank overdraft.

Teaching tips and guidelines

- The concepts above will be used to draw up a personal statement of net worth.
- Make a list of items (assets and liabilities) on the board, with monetary values.
- Learners should classify each item under the headings 'non-current assets', 'current assets', 'non-current liabilities' and 'current liabilities'.
- Add up the value of all the assets.
- Add up the value of all the liabilities.
- Subtract the total liabilities from the total assets. This will be the personal net worth.
- Net worth = assets – liabilities.

ECONOMIC AND MANAGEMENT SCIENCES: UNPACKING A HOT TOPIC

(Activity from the *Headstart Economic and Management Sciences Grade 7 Learner's Book*)

Activity 3 Analyse Mandy's statement of net worth

Work in pairs. Analyse the example on page 69 and answer the following questions:

1. Give the total of Mandy's assets. (2)
2. Give the total of Mandy's liabilities. (2)
3. How much money does Mandy have to spend? (4)
4. Explain, in your own words, what R8 054 represents. (4)
5. Complete the following table from Mandy's statement of net worth. (28)
The first row has been done for you.

Item	Asset or liability	Non-current asset or non-current liability	Current asset or current liability
Bedroom furniture	Asset	Non-current asset	–

Total: 40 marks

(Suggested answers from *Headstart Economic and Management Sciences Grade 7 Teacher's Guide*)

Statement of net worth for Mandy as at 1 June 2012		
Assets		8 384
Bedroom furniture	5 000	
CD player	450	
Mobile phone	299	
Clothes	1 200	
Tennis racket	400	
Bedside lamp	500	
Savings account: NBC Bank	500	
Cash	35	330
Less: Liabilities		
Loan from father	300	
Loan from Solly	30	
Net worth		R8 054

2. R8 384
3. R330
4. R535 (R500 savings + R35 cash)
5. It is the amount that Mandy is worth. If she sells all her assets for the amount listed and pays the two debts she owes, she will have this amount in cash – her personal worth.

Item	Asset or liability	Non-current asset or non-current liability	Current asset or current liability
Bedroom furniture	Asset	Non-current asset	
CD player	Asset	Non-current asset	
Mobile phone	Asset	Non-current asset	
Clothes	Asset		Current asset
Tennis racket	Asset	Non-current asset	
Bedside lamp	Asset	Non-current asset	
Savings account: NBC Bank	Asset		Current asset
Cash in bank	Asset		Current asset
Loan from father	Liability	*Non-current asset	Current liability
Loan from Solly	Liability		*Current liability

*The loans can both be paid back within 12 months so they should be current liability. However, because a loan has been stated as a non-current liability, you may use discretion with the loan from her father. You cannot do the same for the loan from Solly.

ECONOMIC AND MANAGEMENT SCIENCES: A LESSON PLAN

Lesson plan: Personal statement of net worth

Date: Week 5	Grade: 7	Term: 2
Chapter:	Unit: 2	Contact time: 2 hours (4 lessons of 30 minutes each)
Content/Concept: Personal statement of net worth	Activity: 3 (page 70 of Learner's Book)	Resources required: Learner's Book
<p>Expected learner background/Links with previous knowledge or activities:</p> <p>Learning intention (what we want learners to learn):</p> <ul style="list-style-type: none"> Classify assets and liabilities. Draw up a statement of net worth. <p>New vocabulary to teach: <i>net worth</i>: a measurement of the current financial value of a person at a specific date</p>		
<p>Links with next activity: Types of income that businesses receive</p>		
<p>Teaching plan</p> <p>It is important that you make sure that the learners understand the concepts of assets, non-current assets, current assets, liabilities, non-current liabilities and current liabilities. The more practical the examples you use, the better they will understand.</p> <p>Steps:</p> <ul style="list-style-type: none"> Classify each item under the headings 'fixed assets', 'current assets', 'non-current liabilities' and 'current liabilities'. Add up the value of all the assets. Add up the value of all the liabilities. Subtract total liabilities from total assets to calculate the person's net worth. <p>Remedial: Encourage the learners to glue pictures of various assets and liabilities into their workbooks.</p> <p>Extension: The learners may make a poster showing different types of assets and liabilities.</p>		
<p>Assessment: This activity is meant for informal assessment.</p>		