

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 FET 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 and exam 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 FET Phase curriculum** – an outline of what you need to know about the CAPS curriculum for the FET Phase
- **Resources for selected FET Phase subjects** - including resources needed to teach each subject, planning and assessment, teaching tips and a lesson plan for a hot topic

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 FET 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 FET 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
Preparing your FET learners for their final examinations	45

SECTION 5: The FET Phase curriculum

The FET Phase CAPS curriculum	49
From NCS to CAPS: changes in the FET subject content	50
Choosing the best textbook for your classroom	51
Am I on the right track? A checklist for every teacher	52

SECTION 6: Resources for the FET Phase: Language Subjects

SECTION 7: Resources for the FET 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

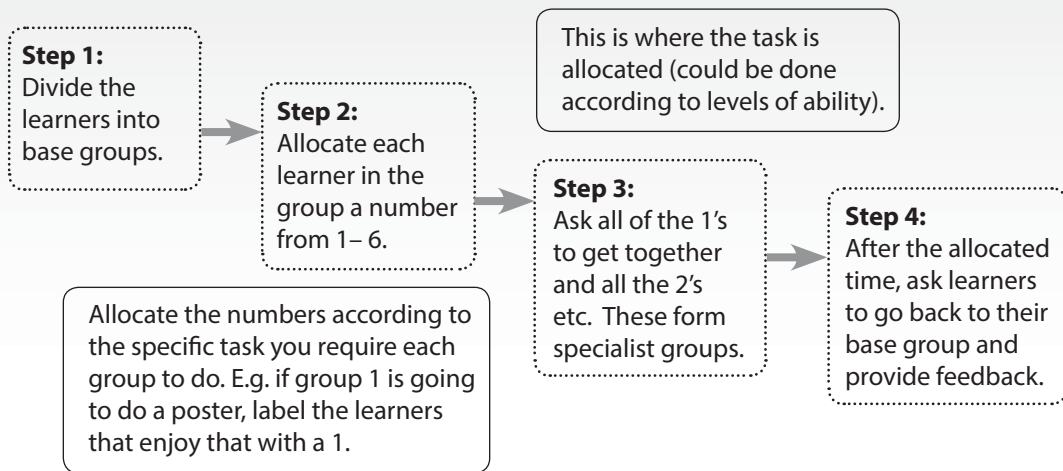
Learners' levels of understanding

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.

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.



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.

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.

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.

What to do if . . .

- 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.

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

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?

Taken from *Oxford Successful Physical Science Grade 11 Teachers Guide*.

This teaching plan follows the time allocations as set out in the CAPS for Physical Sciences. It assumes four hours of teaching time per week.

TERM 1						
Week	Module	Unit	Content	LB page(s)	TG page(s)	Formal assessment
1	1	1	Vectors	20–21	27–28	
	1	2	Resultant of perpendicular vectors	22–23	28–31	
	1	3	Resultant of more than two vectors	24–25	31–36	
	1	4	Forces at an angle	26–27	36–39	
	1	5	Components of vectors	28–29	39–42	
2	1	6	Forces	30–31	42–43	
	1	7	Components of weight	32–33	43–44	
	1	8	Frictional force	34–35	44–46	
3	1	9	Coefficients of friction	36–39	46–50	
	1	10	Newton's first law of motion	40–41	50–51	
	1	11	Apply Newton's first law	42–43	51–53	
4	1	12	Net force and acceleration	44–46	53–54	✓
	1	13	Newton's second law	47–49	55–56	
	1	14	Apply Newton's second law of motion	50–57	56–62	
5	1	15	Newton's third law of motion	58–59	62–63	
	1	16	Universal gravitation	60–61	63–65	
	1	17	Weight and gravitational acceleration	62–64	65–67	
6	1	18	More about acceleration due to gravity	65–66	67–69	
	2	1	Revising valence electrons and Lewis diagrams	72–74	81	
	2	2	Chemical bonds	75–79	82	

TEACHING IN A MULTILINGUAL CLASSROOM

A new language policy proposed: Incremental Introduction of African Languages (IIAL) 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 IIAL 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 IIAL 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

Dictionaries are excellent resources!

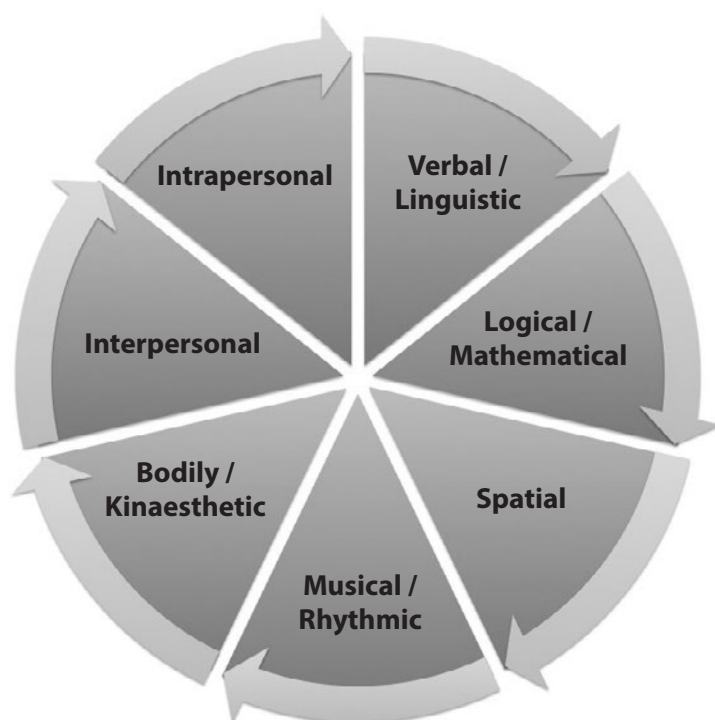
Dictionaries help learners to:

- ✓ 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.

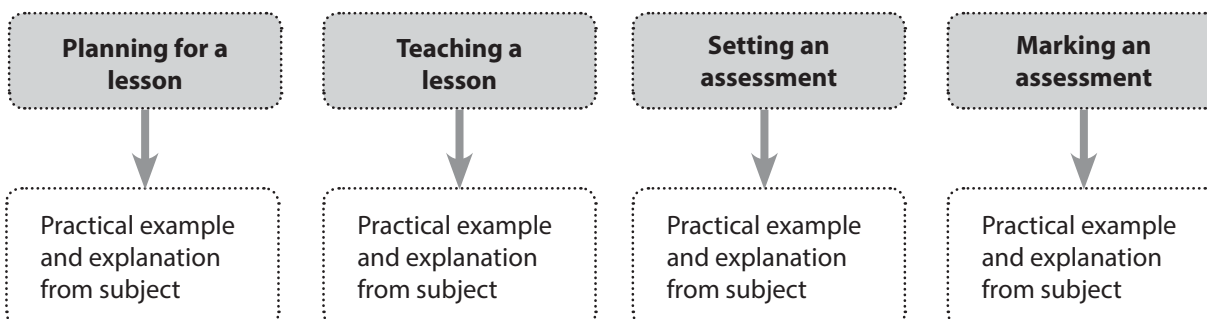


Gardner's multiple intelligences can be used as an excellent tool to identify a good lesson. A good lesson includes at least four multiple intelligences in its teaching and learning.

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

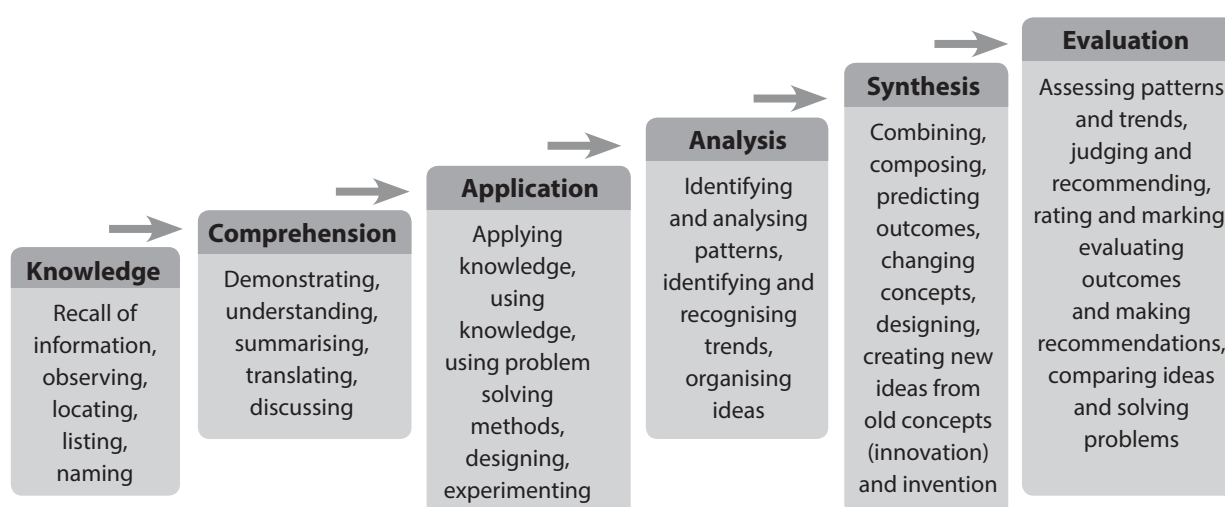
COGNITIVE LEVELS OF THINKING: BLOOM'S TAXONOMY

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.



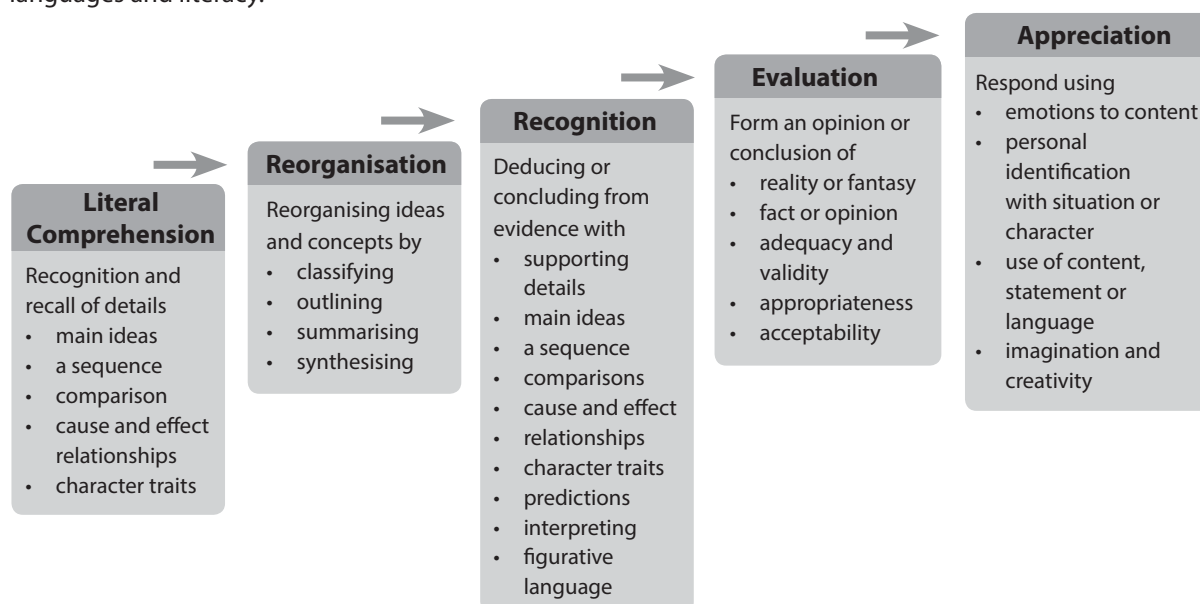
BLOOM'S TAXONOMY

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.



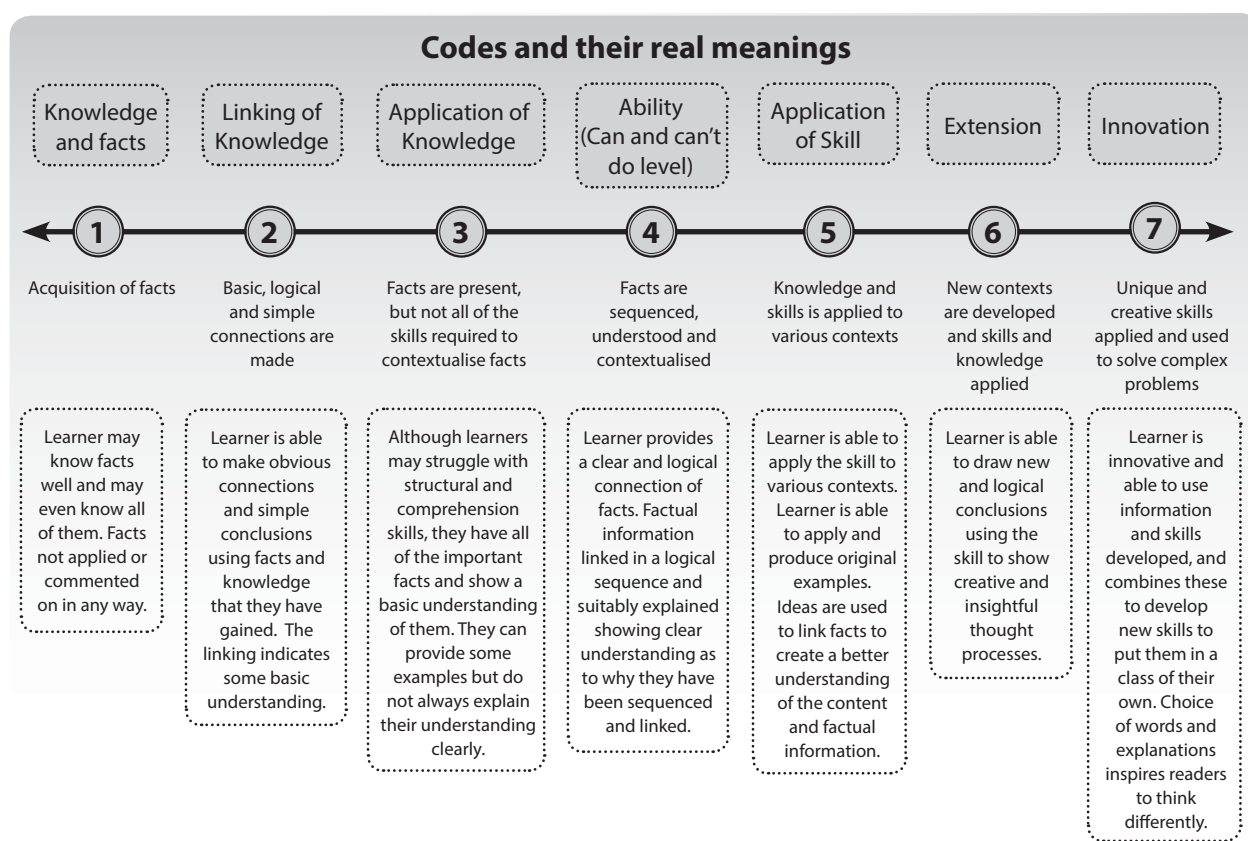
COGNITIVE LEVELS OF THINKING: BARRETT'S TAXONOMY

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.

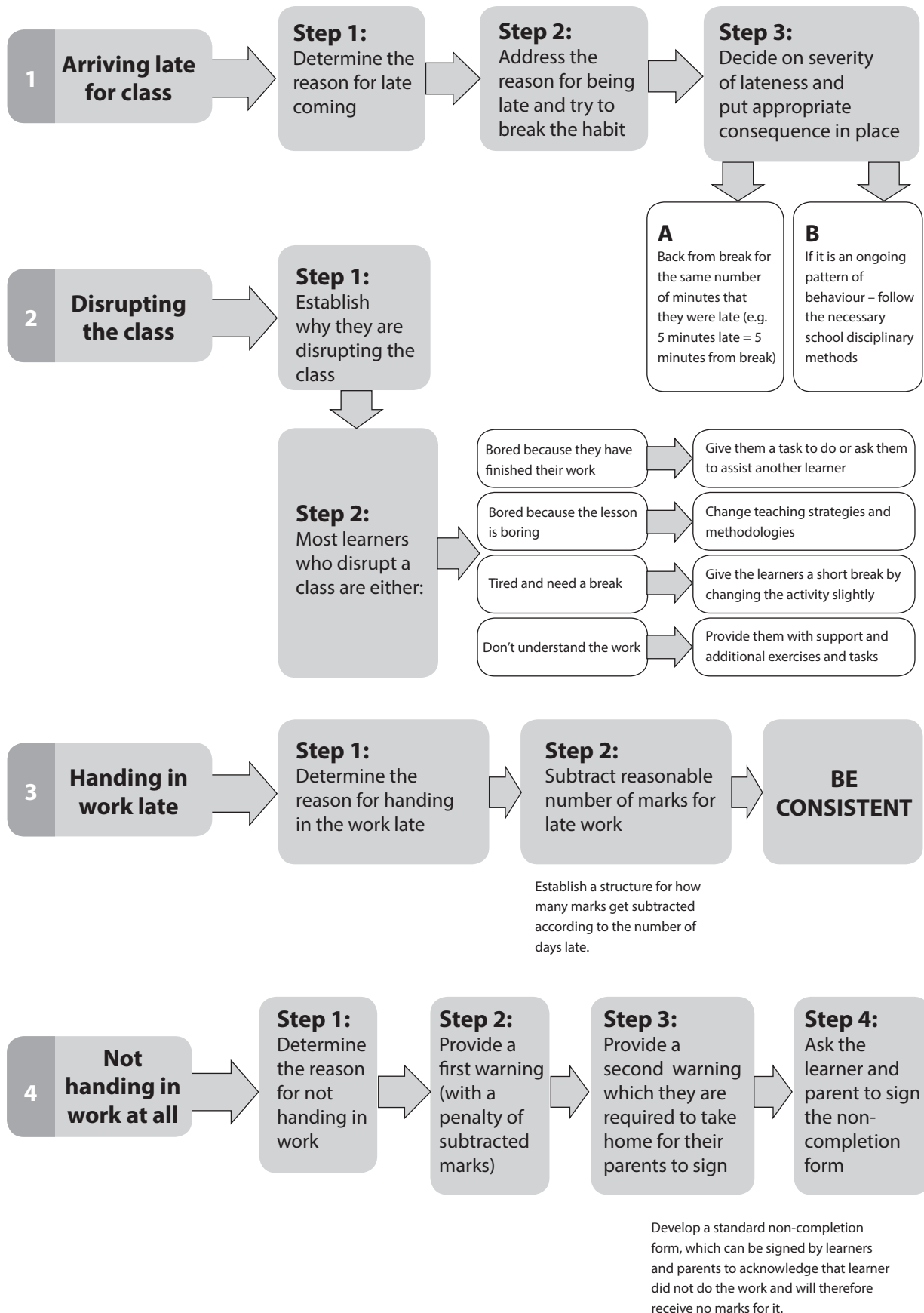


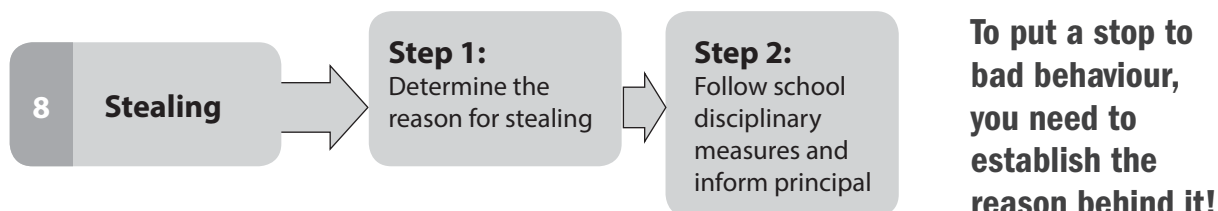
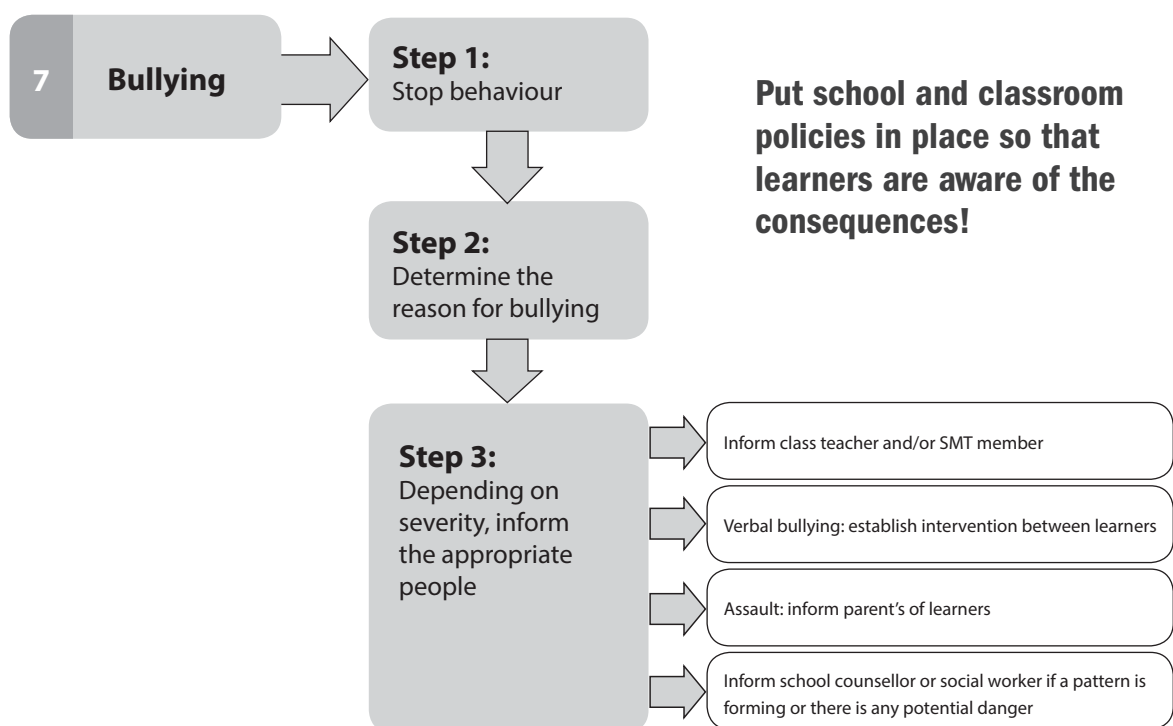
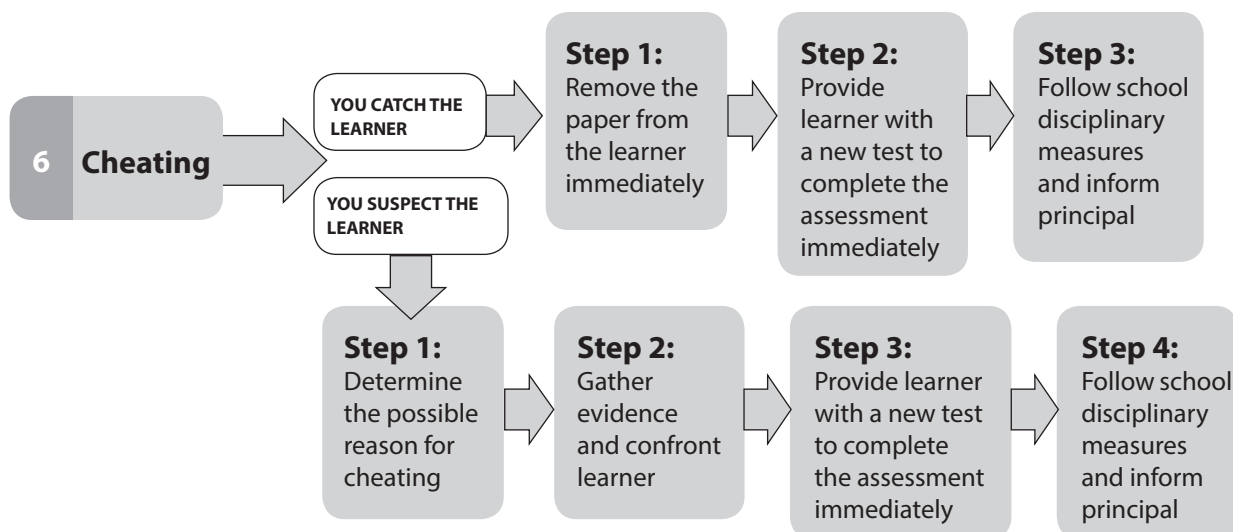
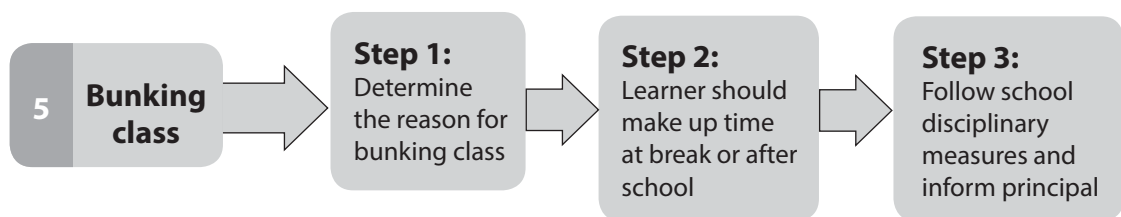
USING CODES TO DETERMINE LEVELS

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.

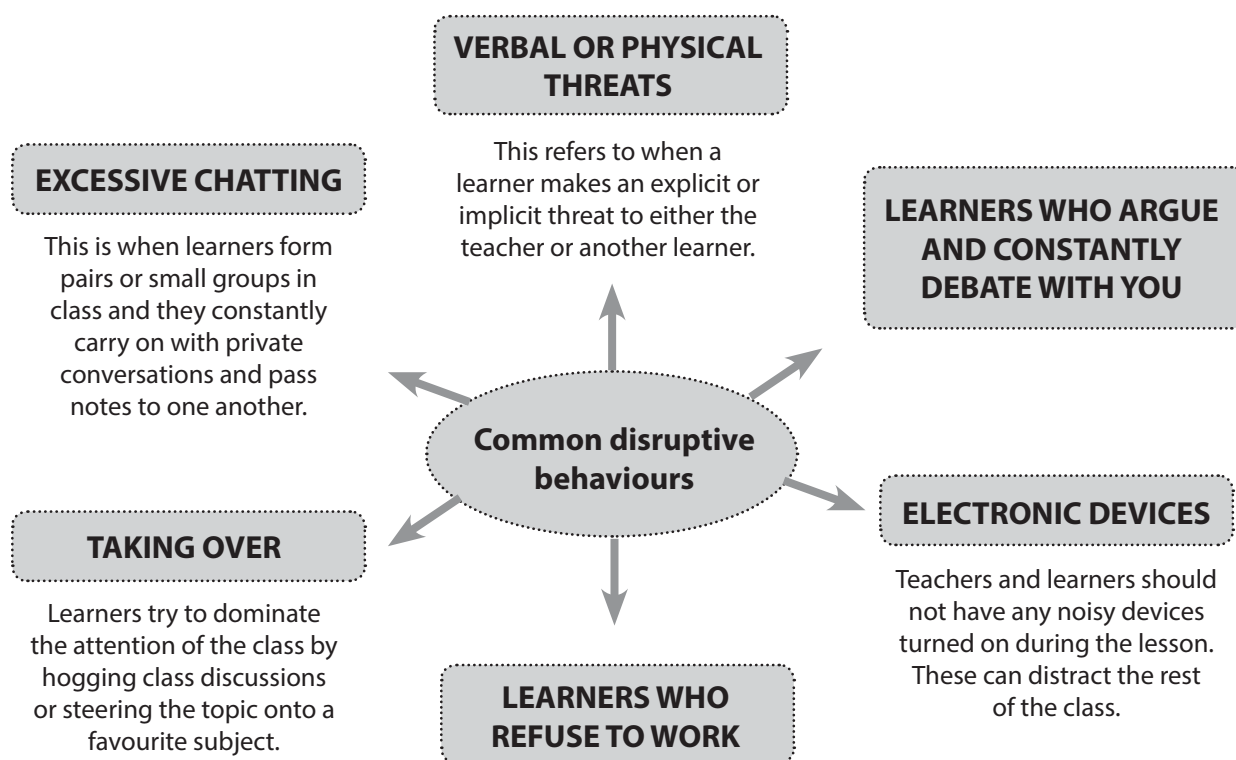


STEP-BY-STEP SOLUTIONS TO CLASSROOM PROBLEMS





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 CELLPONE 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

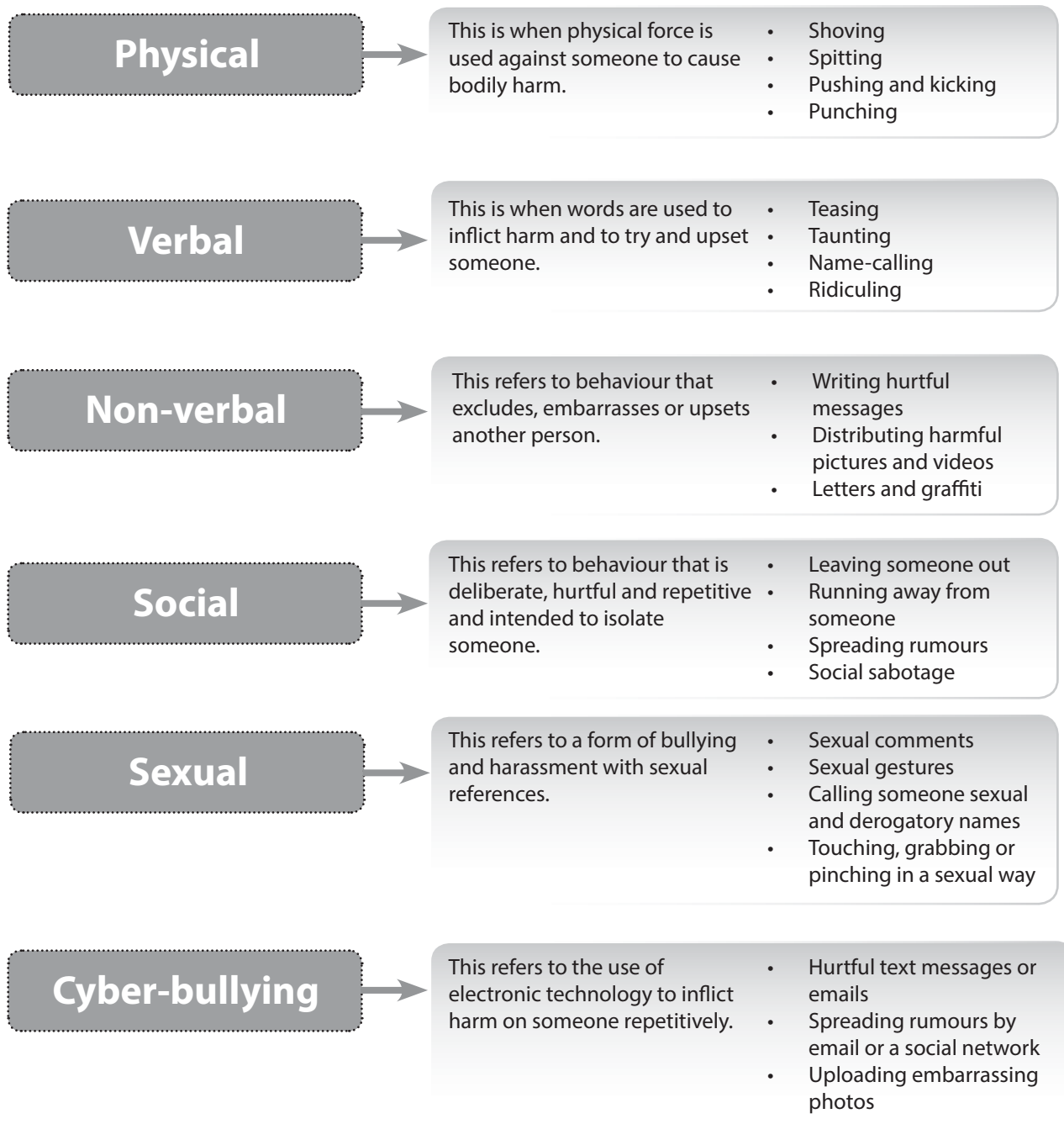
BULLYING

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.childwelfareasa.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

Substance abuse

The excessive use of tobacco, alcohol and other narcotics

The learner either has a substance abuse issue, or someone in their lives abuses substances

Child abuse

The misuse, mistreatment or violation of a child

The learner is either the victim of the abuse or is exposed to abuse regularly

Community violence

When power or violence is used to threaten or harm

The learner is either a victim of violence by the community, or is forced to join in the violence.

Bullying

Repeated aggressive behaviour intended using your strength or power to harm another learner

The learner may be the victim or the bully themselves

Eating disorders

Deliberately eating very little or throwing up after eating.

The learner could be suffering from this disorder, or be aware of someone else who is

Self-mutilation

Deliberate self-inflicted harm.

The learner either partakes in self-mutilation or is exposed to someone who does

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

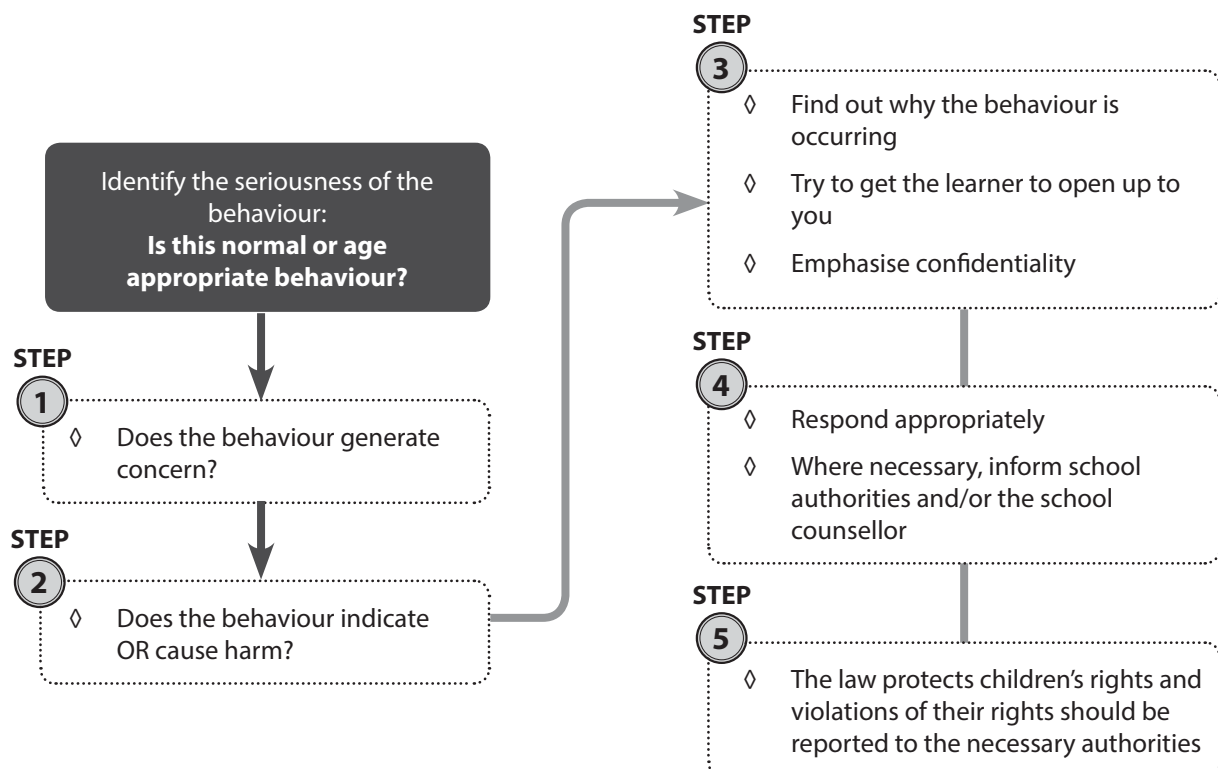
When a learner is forced into a sexual situation without their consent.

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



ASSISTING LEARNERS TO CHOOSE THE RIGHT CAREER AND TERTIARY STUDIES

It is important for learners to take the necessary steps to make an informed career choice.

Research is a very important aspect and it is very good idea to encourage learners to keep a career file on interesting ideas for careers, their interests, pamphlets about different businesses and any hints and tips they may find for processes such as writing a Curriculum Vitae and doing interviews. This will provide them with an excellent starting point when having to choose a field of study and type of course.

Study options should be guided by:

1. Interests Choose a field of study and career that you are interested in.	2. Values and morals What motivates you and what is important to you? Do you prefer goals or rewards?	3. Personality What type of career suits your personality?
4. Academic ability Everyone has different academic abilities. Be realistic about what your abilities are.	5. Skills What are your skills and do you have the skills needed for a particular career path?	6. Finance Some study options can be very expensive. Do you have the means to fund your choice?
7. Tertiary institutions Does the tertiary institution suit you in terms of travel, accommodation etc.? Is it the right institution for you?	8. Job opportunities Is there a demand for people in this field once you have qualified? Will you easily get a job?	9. Possibilities Does this career and field of study offer possibilities for career development and advancement?

Options for tertiary study

FET College Focus is very much on practical work skills. Train and qualify for a particular job or skills set. These are vocational courses.	University Courses are mainly academic and very theoretical. This is followed by a professional qualification.
University of Technology Combination of theoretical and practical courses provide a theory and practical balance within their courses.	Private Institutions A variety of different types offering short courses and longer course. Make sure to check their credibility.

Each institution has various admission requirements. For specific requirements, you need to contact the admissions office of the institution or look on their website.

Never let finances get in the way of your career dreams. Explore all of your 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. |

Useful websites and contact details

- National Student Financial Aid Scheme: www.nsfas.org
- Comprehensive list of the contact details of South African educational institutions www.nsfas.org.za/educational-institutions.htm
- National Benchmark Tests: www.nbt.ac.za/
- Pace Careers Center: www.pacecareers.com/careercentre
- The Bursary Register: rlevin@mweb.co.za
- Funza Lushaka website: www.funzalushaka.doe.gov.za
- Rural Education Access Programme (REAP): www.reap.org.za
- Study Trust: www.studytrust.org.za
- Department of Higher Education and Training: www.education.gov.za
- Department of Labour: www.labour.gov.za
- National Youth Development Agency (NYDA): www.nyda.gov.za
- Council of Higher Education & Higher Education Quality Committee (CHE & HEQC): www.che.ac.za
- The National Applications Centre (NAC): www.applicationscentre.co.za
- Umalusi: www.umalusi.org.za
- South African Qualifications Authority (SAQA): www.nqf.org.za and www.saqa.org.za
- Career help: www.careerhelp.org.za

Some things to remember when making your decision:

1. Research as broadly as possible and make a list of what interests you 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.

Other Sources of Information

- Career exhibitions – there are many of them around and they are open to all to attend
- Open days at 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 (school and private)
- PACE career centre is available to all school nationally (it includes an online questionnaire and has an A-Z of careers information)

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>

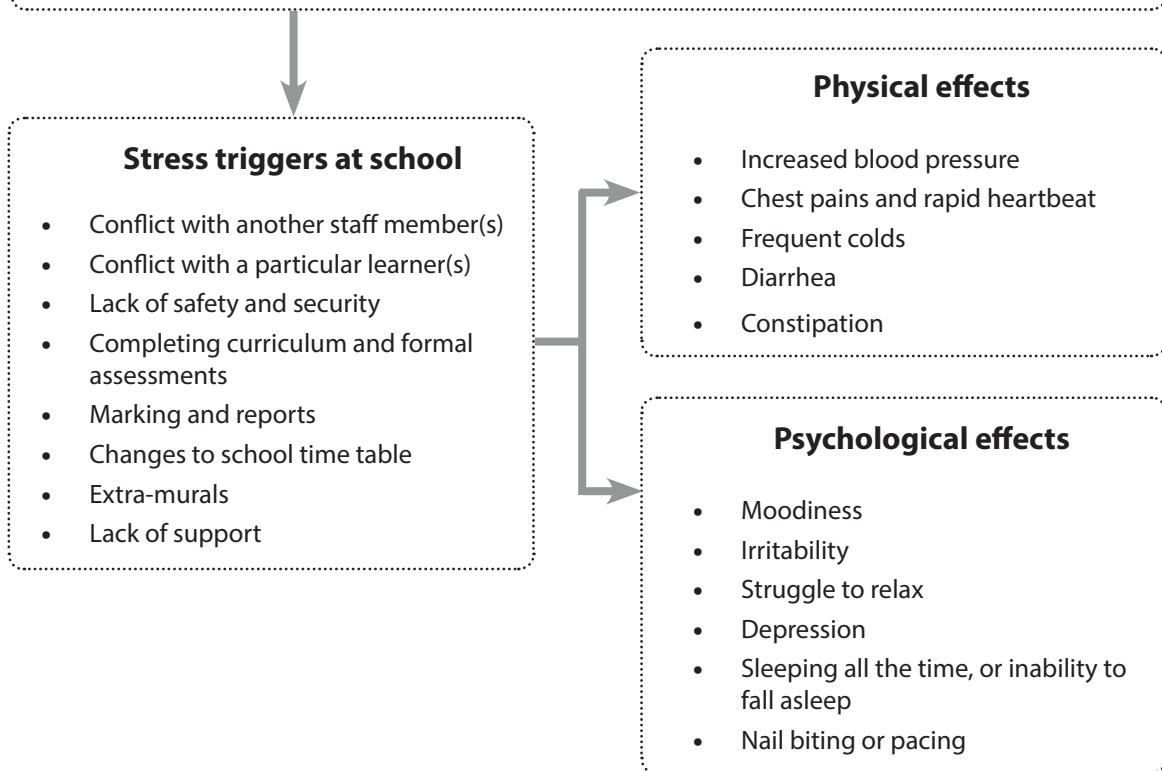
<http://www.ehow.com>

<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.



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

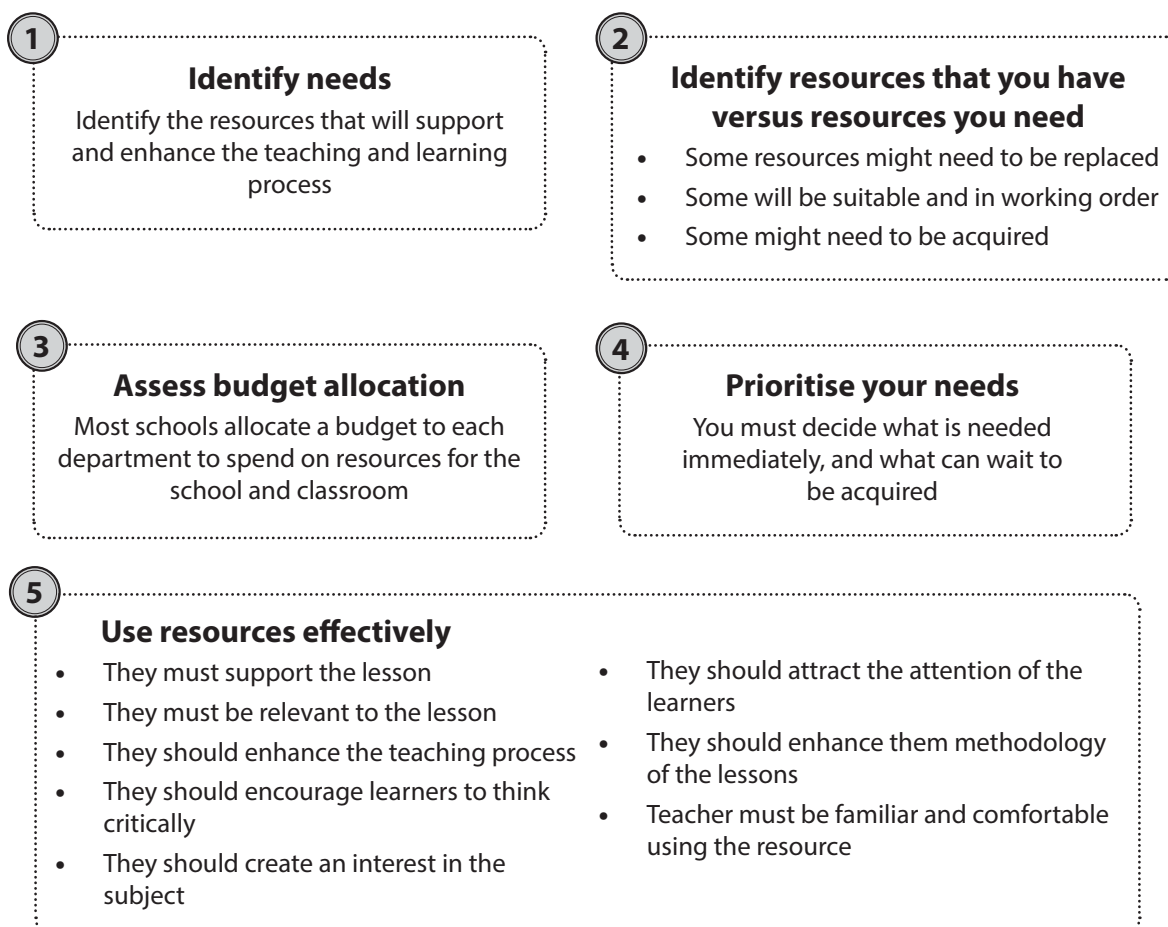
- Universities of Technology
- FET Colleges
- Universities
- ETD P SETA
- Unions
- Private organisations
- NGO's
- Internet: Online courses

Websites to visit for more information:

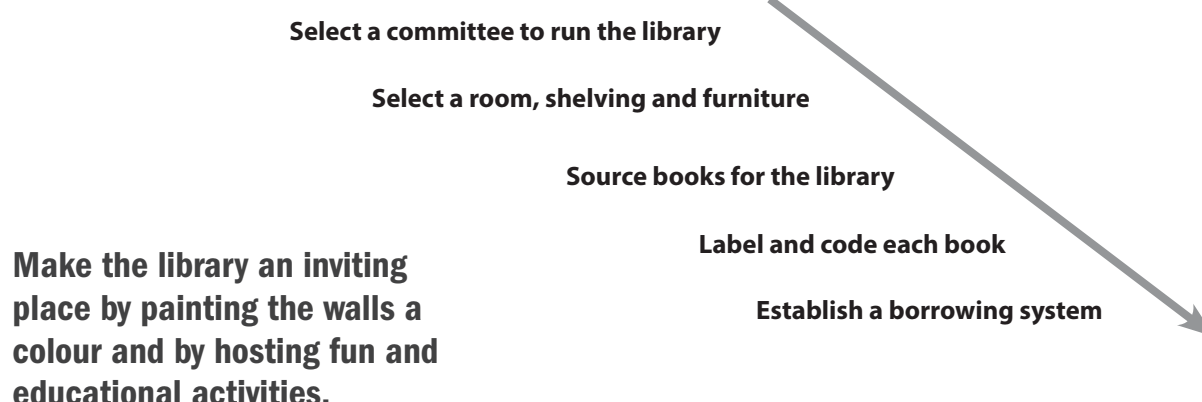
- <http://www.education.gov.za/Educators/HEIShortCoursesforEducators/tabid/791/Default.aspx>
- Teacher union websites
- South Africa Council for Educators (SACE) www.sace.org.za

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

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

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

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: <input style="width: 90%;" type="text"/>	Grade and class: <input style="width: 90%;" type="text"/>
Date: <input style="width: 100%;" type="text"/>	Teacher: <input style="width: 100%;" type="text"/>
Aim of the lesson: <div style="border: 1px solid black; height: 60px; margin-top: 5px;"></div>	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Methodology </div> <div style="width: 45%;"> Assessment </div> </div>	
Estimated time	What is going to be done:
<div style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> This allows one to structure the timing of the lesson carefully. Be practical when planning this. </div>	<div style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> This section is the most important, and includes teaching methodologies, activities and planned interaction. </div>
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Extension activities and processes </div> <div style="width: 45%;"> Support activities and processes </div> </div>	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Homework </div> <div style="width: 45%;"> Reflection </div> </div>	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> This is a good reminder of what the learners were given for homework. </div> </div> <div style="width: 45%;"> <div style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> Use this as a future reminder of what worked or didn't work in the lesson. </div> </div> </div>	
Additional notes	
<div style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> This is a useful section to add aspects like interventions for certain learners, who might have been absent and what was possibly not completed. </div>	

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

Grade	Subject	Time Allocation	Assessment Weighting	Term 1	Term 2	Term 3	Term 4	Total	Progression and Promotion	Total Hours
10 - 11	Home Language	4.5	25% CASS: 75% EXAM	4	2*	3	3*	12	Codes 1-7 Promotion: Obtain at least 40% (3) in Home Language Obtain at least 40% (3) in any two other subjects Obtain at least 30% (2) in any three other subjects	27.5
	First Additional Language	4.5		4	3*	3	3*	13		
	Mathematics or Mathematical Literacy	4.5		2	2*	2	1*	7		
	Life Orientation	2		2(1PET)	2*(1PET)	2(1PET)	2*(1PET)	8		
	Subject Choice 1	4		2	2	2	1*	7		
	Subject Choice 2	4		2	2	2	1*	7		
	Subject Choice 3	4		2	2	2	1*	7		
12	Home Language	4.5	25% CASS: 75% EXAM	5	3*	1*or 2	2*	11 or 12		
	First Additional Language	4.5		4	4*	3*	2*	13		
	Mathematics or Mathematical Literacy	4.5		3	2*	2*	1*	8		
	Life Orientation	2		2(1PET)	2*(1PET)	2*(1PET)		6		
	Subject Choice 1	4		2	2	2	1*	7		
	Subject Choice 2	4		2	2	2	1*	7		
	Subject Choice 3	4		2	2	2	1*	7		

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 Tourism Grade 11 Learner's Book*

Aisle seats, window seats and emergency exit seats

Few passengers deliberately request a middle seat on an aircraft. Most travellers prefer either an aisle or a window seat. Selecting a seat is a matter of personal preference.

The advantage of a window seat is that the passenger usually gets a wonderful view of the land below, clouds and sunsets (unless the seat is above the wing of the aircraft). Passengers can enjoy an undisturbed flight since they are further away from people passing by in the aisle. Disadvantages are that a passenger sitting at a window seat will have to climb over the legs of his or her fellow passengers when visiting the toilet. Disembarking from the plane may also take longer because such a passenger will have to wait for fellow passengers to move out of their seats first.

Sitting in an aisle seat makes it much easier for a passenger to get out of the seat and go to the toilet. An added advantage is that a passenger can stand up and stretch his or her legs, or can stretch legs into the aisle while sitting, without disturbing fellow passengers. Tall passengers or those in a rush to disembark prefer aisle seats. A disadvantage of sitting in an aisle seat is that such a passenger might be forced to stand up if the person in the window seat wants to get out of his or her seat. Passengers walking in the aisle may also bump carry-on baggage into passengers sitting in aisle seats.

Seats at emergency exits are very popular since they offer more leg room. Normally the seats in front of seats at emergency exits cannot recline. Passengers who occupy seats at emergency exits have to agree to assist in the case of emergencies. Cabin crew will discuss emergency procedures with passengers sitting at emergency exits. If a passenger is not prepared to perform the duties, they will be moved to another seat. Emergency seats may be slightly narrower than other seats. No luggage may be stored under the seat in front of such a passenger.



View down a narrow-body cabin with a centre aisle and a 2-2 seating configuration



Seats at an emergency exit enjoy more leg room

MODULE 1

Activity 7

Motivate choices on seating and airport procedures

- 1 You are flying from Johannesburg to Cape Town for business reasons. Indicate which choices you would make regarding the following options. State at least TWO reasons for each of your choices:
 - 1.1 The airline you would select to buy your ticket from.
 - 1.2 The class of travel you would select. State at least THREE reasons.
 - 1.3 The seat you would select for the flight.
 - 1.4 The check-in procedure you would follow.
- 2 Briefly discuss the main differences between wide- and narrow-body aircraft. Also indicate the main reason why major airline companies purchase both types to be part of their fleets.

Exam word

indicate: show

Taken from *In Search of History Grade 11 Learner's Book*

Activity 1: Investigate the concepts of 'Scientific Racism' and Social Darwinism

groups

- 1 Explain the following terms:
 - a) Scientific Racism
 - b) Social Darwinism.
- 2 Study Sources A and B and then answer these questions:
 - a) How is 'Scientific Racism' illustrated in Source A? [Hint: look at the descriptions of the nature of the different people.]
 - b) Explain why Fernandez-Armesto (Source B) thinks that the findings of research like those shown in Source A are not neutral or scientific?
- 3 How was Social Darwinism used to justify colonialism and capitalism?
- 4 How would Darwin explain to the people who supported Social Darwinism that they had misinterpreted his theories?
- 5 Study Source C.
 - a) What is ironic about the quotation given from the *New York Times* in this source?
 - b) The story of Ota Benga stresses the impact that these theories had on individuals. Why is it important to remember that theories are more than ideas in books, that they also affect people?

Taken from *In Search of History Grade 11 Learner's Book*

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.

Research assignment

Develop and answer an analytical question on the ethical implications of the actions and beliefs of a person from the Nazi period

You have learnt in this unit about the choices that people faced in Nazi Germany. Some people became perpetrators and were responsible for, or helped to carry out, the Nazi programme of genocide. Many people were bystanders and closed their eyes and minds to what was going on around them. Others chose to resist the Nazis and spoke out against their policies or tried to rescue those who were being persecuted. For this assignment you are required to select one specific person and research his or her life and the philosophical and/or ethical issues raised by his or her actions or beliefs.

Here are some suggestions (but you may research anyone else whom you think is relevant):

Josef Mengele
Heinrich Himmler
Sophie Scholl
Martin Niemöller
Dietrich Bonhoeffer

Josef Goebbels
Adolf Eichmann
Bishop von Galen
Oskar Schindler
Claus von Stauffenberg

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 Business Studies Grade 11 Learner's Book*

Oxford Successful Business Studies Learner's Books provide exam guidelines and skills on how to answer case studies and data response questions.

Answering case studies and other data response questions

You may be asked to answer questions based on case studies in the form of news articles, book extracts, scenarios and so on. You may also need to respond to other data sources such as quotations, illustrations, graphs and tables, cartoons, quotations and lists.

- Step 1** Skim the whole text to get an idea of what it is all about.
- Step 2** Look at any pictures, graphs and tables.
- Step 3** Read all the captions under pictures, graphs and tables.
- Step 4** Read through each question.
- Step 5** Read the source text again to find specific information.
- Step 6** Think about what you read. For example, if you read a graph, what conclusions can you draw from the information given in the graph?
- Step 7** Make sure that each answer is relevant to the case study or other source text. Your teacher will be looking for evidence in each answer that you have read and understood the source text.

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.

Examples of Formal Assessment techniques:

- Orals
- Presentations
- Tests
- Examinations
- Projects
- Investigations
- Case studies
- Experiments
- Research tasks
- Practical application tasks

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

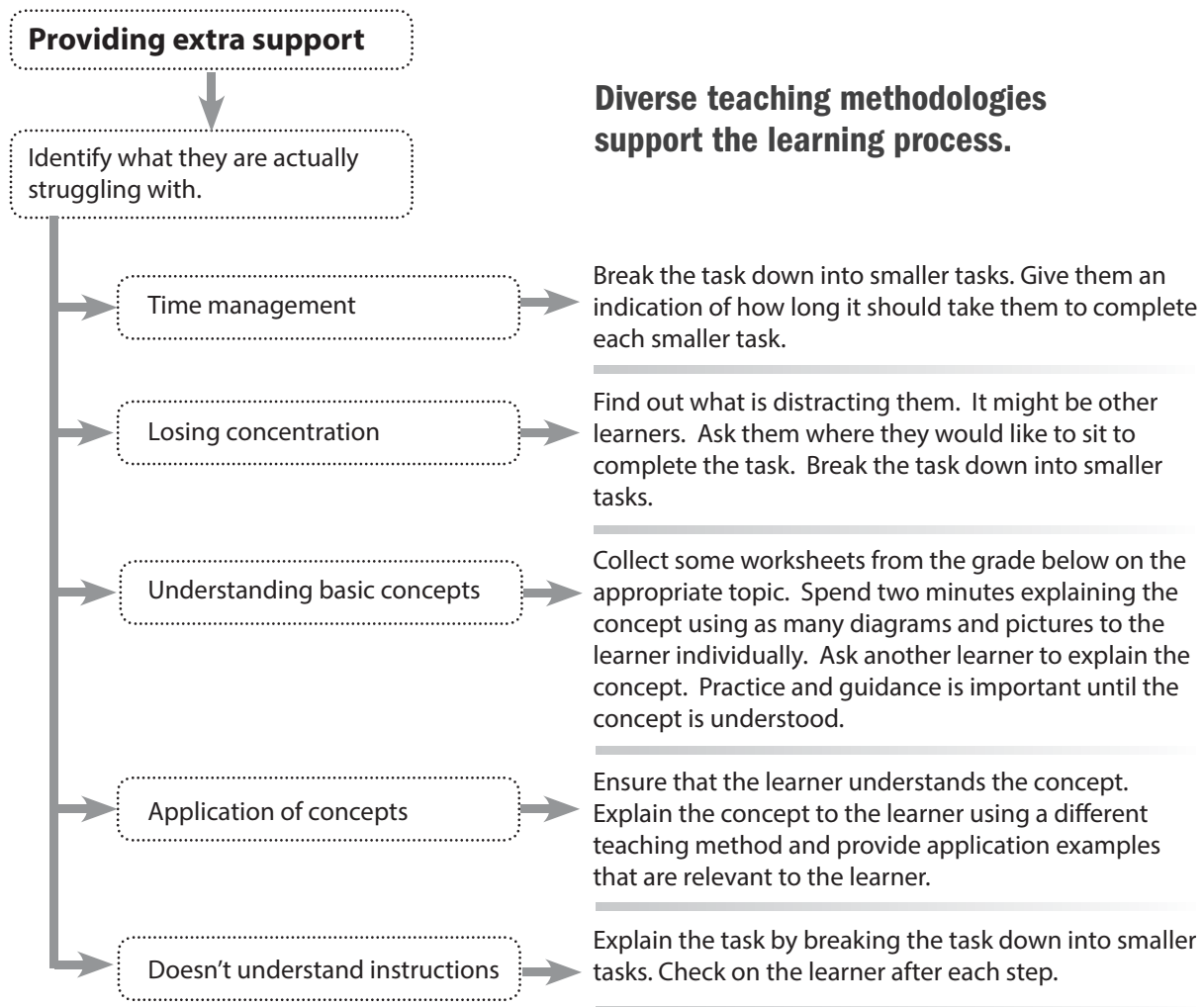
- Learners **THINK** about the scenario / information and formulate you own ideas and opinions
- They **PAIR** up with someone else / other
- They **SHARE** their ideas and opinions and listen to each others ideas and opinions

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



Taken from *In Search of History Grade 11 Teacher's Guide*

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.

- Assessments 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 they may be given short breaks 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 him/her 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 could be available in Braille or enlarged with bolded text.

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.

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 *In Search of Geography Grade 12 Teacher's Guide*

Activity 5 Consider the heat island effect in a South African city

Learner's Book page 57

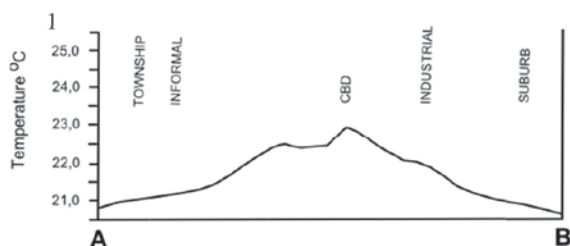
Guidelines to implement this activity

This is an individual activity.

Background knowledge

It would be helpful to give learners some practice in drawing transects.

Suggested answers

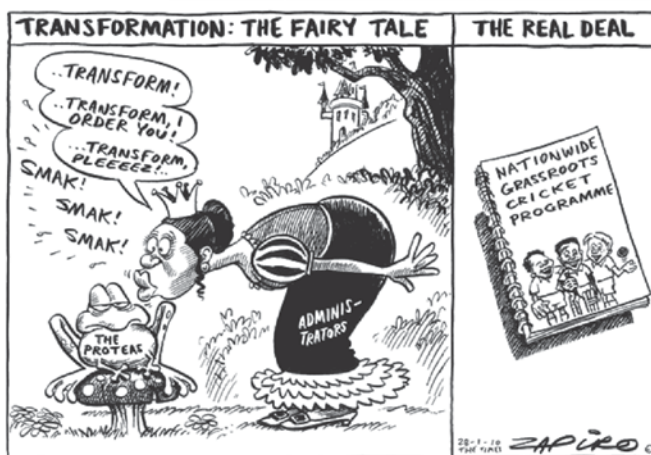


Requiring your learners to think creatively and critically stimulates interest and motivation.

Taken from *Headstart English Grade 11 Learner's Book*

Extension activity: Formulating an argument

NOTE:
More of the same thing does not stimulate a learner's creative thinking!



- 1 Identify what "smak, smak, smak" suggests the princess is doing to the frog?
- 2 Name who or what the frog in the first frame represents.
- 3 Name who or what the princess in the first frame represents.
- 4 In your opinion, what does "FAIRY TALE" suggest about what is happening in the first frame?
- 5 In your opinion, what does "REAL DEAL" suggest about what is happening in the second frame?
- 6 Comment on what the picture in "THE REAL DEAL" frame tells you about the way transformation should happen?
- 7 What argument is this cartoon making about transformation in sport? Write out the argument using Point, Evidence and Explanation.

PREPARING YOUR FET LEARNERS FOR THEIR FINAL EXAMINATIONS

Share these tips with your learners well before exams are on the horizon.

Get organised

- Organise your study material: ensure that your work is complete and up to date, and that it is in the right order.
- Make a study timetable to ensure that you allow enough time to revise all the work you have covered in each subject. Use the photocopiable template on page 48 for each subject.
- Study actively: instead of simply trying to memorise information, use techniques such as making mind maps, writing key words on cards and practicing drawing and labelling diagrams.
- Test yourself: practise answering questions from old test and exam papers. Invest in good study guides, which contain practice exam papers with answers to ensure that you are thoroughly prepared for your final exam.
- Give yourself a break: Don't study for longer than two hours at a time, and take regular breaks of about 10 to 15 minutes every hour.

Four tips to finding the right place and time to study

1

Find a quiet place to study, away from noise and other distractions.

2

The room should be well lit to avoid eyestrain, and well ventilated so that you breathe in fresh air to keep you alert.

3

Sit at a desk rather than lying on the floor or on your bed – these positions are too relaxing and will make you lose concentration. A desk or table is the best surface for writing your study notes and summaries, and answering revision questions.

4

Study when you are fresh and alert. Studying at night just before you go to bed is probably not the best time. Rather make time for studying in the afternoons after you have had something to eat and, if possible, a rest.

Stay healthy

- Get enough sleep – at least 8 hours a night. Your brain cannot work at its best when you are tired.
- Eat well – breakfast is essential, and it is also very important to eat healthy snacks while you are studying to keep your energy levels up.
- Exercise to improve your circulation and reduce tiredness – it will help you to study more effectively.
- Reduce stress by making time for relaxation – listen to music or go for a picnic with some friends.
- Reduce stress on the exam day by making sure that you know when and where your exam is, and ensure you have all the materials you need for the exam the day before.

Health tips

- Foods such as nuts, meat, fish and eggs are proteins which feed your brain
- Pasta, brown bread and fruit contain carbohydrates to give you energy
- Try walking, cycling, swimming or even dancing to your favorite music

QUIZ: ARE YOUR LEARNERS FULLY PREPARED FOR THEIR FINALS?

Before the exams start, let your learners complete this checklist to see how well prepared they are:

1. Do I know exactly which work I need to study	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> SORT OF
2. Is all my work up to date?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> SORT OF
3. Have I made a revision timetable?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> SORT OF
4. Have I planned how much work I aim to cover in each study session?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> SORT OF
5. Have I allowed for breaks in between each study session?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> SORT OF
6. Am I making notes and writing keywords and summaries while I study?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> SORT OF
7. Have I practised making different types of summaries?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> SORT OF
8. Am I keeping to my planned revision programme?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> SORT OF
9. Have I worked through revision questions and past exam papers?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> SORT OF
10. Have I practised answering different types of exam papers?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> SORT OF
11. Am I getting enough sleep?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> SORT OF
12. Am I eating well?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> SORT OF
13. Am I doing some exercise every day?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> SORT OF

How did your learners do?

If they answered 'Yes' to ten or more questions, they have prepared well for the exams.
If they answered 'Sort of' or 'No' to five or more questions, they are not prepared enough.

GETTING THROUGH THE EXAM

KEEP COOL ON EXAM DAY

Encourage your learners to follow these guidelines to minimise their anxiety on exam day:

- ✓ Be on time, or if possible, early.
- ✓ Ensure you have the necessary stationery, such as pens, a pencil, a ruler and a highlighter.
- ✓ Don't sit with friends who may be panicking! Reduce stress by sitting quietly on your own and staying calm.
- ✓ Don't try any last-minute cramming. Remember: "Last in, first out!"
- ✓ Keep an eye on the time throughout the exam, and work out before the exam how much time you should spend on each section.
- ✓ Before you start writing, and whenever you start to feel panicky during the exam, take a few deep breaths to help you relax.
- ✓ If you go blank, do what you can and then leave the question. Come back to the problem area later, when you have built up confidence by answering other questions you find easier.

Understanding the instruction words (verbs) will help the learners to:

1. Understand what is required of them in their answer
2. Answer the questions at the correct cognitive level

UNDERSTANDING EXAM INSTRUCTIONS

The instruction words below are often used in test and exam papers. Learners should ensure that they understand what each word means.

Instruction word	Meaning
Analyse	Look at something carefully, break it up into logical parts, and explain these parts in a systematic and critical way, giving strengths and weaknesses.
Apply	Use your knowledge on a topic to address a problem or situation. Often in case studies you have to apply what you have learnt to the case study as a particular example.
Classify	Group together things that are the same in some way.
Compare	Describe what is similar and what is different between two or more things
Conclude	Give a short interpretation of results or give a summary
Debate	Research and then listen to and discuss all sides of an issue. Give and defend your own view
Define	Give the full meaning of something accurately, as in a dictionary
Describe	Give the details and facts of something in full sentences without giving reasons
Differentiate	Show how something is different to another thing
Discuss	Talk or write in detail about something, giving different ideas and arguments about the topic
Evaluate	Look at the facts carefully and form your own conclusion
Explain	Give the details of something in full sentences and give reasons
Interpret	Work out the meaning
Justify	Support or prove what you are saying, using reasons and examples
Motivate	Show to be true by giving reasons or examples
Outline	Give the main points only
Recall	Remember and give the information again
State	Give, say, or write down the information asked for
Suggest	Give ideas, solutions or reasons for something
Summarise/Sum up	Give the main points only and in brief, using sentence form, bullets or a visual tool like a mind map
Tabulate	Arrange information in columns and rows on a table, using very brief wording

STUDY TIMETABLE TEMPLATE

Encourage learners to draw up their own study timetable. The timetable can combine a variety of subjects or be for a specific subject.

STUDY TIMETABLE TEMPLATE

Week before exam	Content to be revised	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
12								
11								
10								
9								
8								
7								
6								
5								
4								
3								
2								
1								

NOTE:

It is essential that all learners have a study timetable to:

- 1. Keep them focused
- 2. Allow them to prioritise
- 3. Make sure that they get through all of their work in time to write their exams

THE FET CAPS CURRICULUM

General Changes:

1. Learning areas (and learning programmes) now called **subjects**
2. Outcomes and Assessment standards now called **topics** and **themes**
3. Curriculum statements and Learning Programme guidelines replaced by one document called '**CAPS**' (**Curriculum Assessment Policy Statements**)

FET PROMOTION GUIDELINES CODES 1–7 (GRADES 10–12)

Obtain at least

- Obtain at least 40% (3) in Home Language
- Obtain at least 40% (3) in any two other subjects
- Obtain at least 30% (2) in any three 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 (hours)
Home Language	4.5
First Additional Language	4.5
Mathematics / Mathematical Literacy	4.5
Life Orientation	2
Subject Choice 1	4
Subject Choice 2	4
Subject Choice 3	4

ASSESSMENT CHANGES

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

FROM NCS TO CAPS: CHANGES IN FET SUBJECT CONTENT

SUBJECT	OUTLINE OF CHANGES
Accounting	New content added in Grades 11 and 12 Some content more detailed in Grade 10 (GAAP, Salaries and wages principles, Value-Added Tax, Cost accounting, Budgeting, Indigenous bookkeeping systems, Ethics, Internal control, Reconciliations, Fixed assets, Final accounts and financial statements, Inventory, Bookkeeping)
Agricultural Management	Content reorganised into 11 new topics and some content adjusted and upgraded.
Agricultural Sciences	Soil Science; new content in Grade 10, more detail in Grade 11 Plant Studies; new content Grade 11 Agricultural Economics; new content in Grade 10, more detail Grade 12 Basic Agricultural Chemistry; more detail Grade 11 Agro-ecology; new content in Grade 10
Agricultural Technology	Content reorganised into 9 new topics and some content adjusted and upgraded. (Safety, Structural materials, Energy, Construction processes, Tools and equipment, Irrigation and water supply, Communication, Drawings, Measurements, Calculations and calibrations)
Business Studies	Shift of content from Grade 11 to 10 (Forms of ownership and Entrepreneurship) Careers in Business removed (Grades 10, 11 and 12) Content updates with SA Acts (Forms of Ownership) Topics in more detail
Consumer Studies	New subtopics in Grades 10, 11 and 12 in Food and nutrition, Fibres and fabrics, Clothing, Housing, Entrepreneurship, Food production, Soft furnishing, Knitting and crocheting, Patchwork quilting by hand
Dance	Three main topics with some content changed (Dance performance, Dance composition, and Dance history and literacy)
Dramatic Arts	The content has been reorganised into Personal resource development, Acting and performance, Performance texts in context, Theatre and/or film production
Economics	New content added under these topics: Basic economic problem (Grade 10), Business cycles (Grade 10), Dynamics of markets (Grade 11), Money and banking (Grade 11), Economic redress (Grade 10), Labour relations (Grade 10)
Electrical technology	The content has been divided into more subsections and there are many more topics. Some content has been adjusted.
English Home Language	Three skills sets: Listening and Speaking, Reading and Viewing (includes Literature) and Writing and Presenting, Grammar and language are integrated into all three.
English First Additional Language	Reading and writing are the focus New content: Film in literature study
Geography	Some topics removed (The significance of water masses, Ecosystems, People and their organisations, People and their needs) New topics included (Water resources, The atmosphere and hydrosphere, Geomorphology, Resources and sustainability, Economic geography of South Africa)

SUBJECT	OUTLINE OF CHANGES
History	Topics have been changed to have more appropriate headings. More detail has been added to many topics: European expansion and conquest in the 15th and 16th centuries replaces Impact of conquest, warfare and early colonialism: mostly new content New content and topics: Colonial expansion after 1750, The South African War and Union, the end of the Cold War and a new world order: 1989 to present
Hospitality	New content included in the following topics: Kitchen and restaurant operation (Grade 10), Food commodities (Grades 10, 11 and 12), Food and beverage service (Grades 10 and 12), Hygiene, Safety and security (Grades 10 and 12), Hospitality sectors and careers (Grades 11 and 12), Nutrition, Menu planning and costing (Grade 12)
Life Orientation	Content is organised into 6 topics and many new sub topics have been introduced.
Life Sciences	New content added in Grade 10 (support and transport systems in mammals and plants) New content added in Grade 11 (photosynthesis, animal nutrition, respiration, gaseous exchange, reproduction in plants) Content in more detail under each topic
Mathematics	New content added for all grades Paper 3 work is now included in CAPS curriculum (Geometry and Probability) There is some new content added for Trigonometry, Statistics, and Algebra Linear programming, Transformational Geometry and Recursive Sequences have been removed
Mathematical Literacy	Maths Literacy is divided into two papers; Basic Skills (from previous curriculum) and Applications. Some content and skills have been added into Finance, Measurement, Maps and plans and other representations of the real world, data handling and probability
Mechanical Technology	The content has been reorganised into 5 topics. These represent concepts rather than processes and skills sets (in the previous NCS).
Physical Sciences	Grade 10; some content removed (geometric optics), some new content added (reactions in aqueous solution, stoichiometry) and some split between grades (global cycles) Grade 11; some content removed (longitudinal waves and atmosphere) Grade 12; new content added (acids and bases) and some content removed (production of colour, colour spectrum and electronics)
Tourism	New content added to the following topics: Tourism sectors (Grades 11 and 12) Map work and tour planning (Grade 11), Tourism attractions (Grades 10,11 and 12), Sustainable and responsible tourism (Grades 10,11 and 12), Domestic, regional and international tourism (Grades 10,11 and 12), Culture and heritage tourism (Grade 12), Foreign exchange (Grades 11 and 12), Communication and customer care (Grades 10,11 and 12), Marketing (Grade 11)
Visual Arts	The four learning areas have been made into 3 topics. "Making" LO2 and "Management and Presentation" LO3 have been integrated into one topic.

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 English 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 an outlined annual teaching plan, which indicates the topics per term, in sequence and how much time should be spent on them.

Two week planning units are used according to the CAPS requirements.

Taken from *English for Success Grade 11 Learner's Book*

Follow the steps to revising your poetry

This year you have studied ten poems and need to revise each one in case it appears in your final exam.
Follow these easy steps to revising your poems.

What message did the poet want the reader to understand from reading the poem? What is the poem's theme?

Poet's intention

What tone does the poem convey? Does the tone change? Where does it change? Why does the poet change the tone? What impact is achieved by the tone?

Tone

What punctuation does the poem have? How is the poem divided? Does it have a sestet? Octet? Quatrains?

Estructure

What words carry emotion or specific connotations?

Diction

Read the poem aloud and listen for sound devices such as alliteration, assonance as well as the poem's rhythm and rhyme. What words have been repeated and does the poem have enjambment?

Rhythm

What similes and metaphors does the poem have? Is there an extended metaphor?

Image

Teach your poems

- 1 Analyse each of your poems using the steps above.
- 2 Find a study partner or a family member and teach your poems to them.

Taken from *English for Success Grade 11 Teacher's Guide*

Year Plan			
Below is a year plan based on <i>English for Success Grade 11</i> :			
Term 1			
Week	Chapters	Assessment	Page references
Weeks 1–2	Chapter 1	Write a letter LB p. 11	Learner's Book pages 6–13 Teacher's Guide pages 35–37
Weeks 3–4	Chapter 1	Write a reflective essay LB p. 19	Learner's Book pages 14–23 Teacher's Guide pages 38–41
Weeks 5–6	Chapter 2	Listening comprehension LB p. 25	Learner's Book pages 24–31 Teacher's Guide pages 41–44
Weeks 7–8	Chapter 2	Write an article LB p. 30	Learner's Book pages 32–41 Teacher's Guide pages 44–48
Weeks 9–10	Chapter 3	Language test LB p. 52–57	Learner's Book pages 42–57 Teacher's Guide pages 48–54
Term 2			
Week	Chapters	Assessment	Page references
Weeks 1–2	Chapter 4	Researched speech LB p. 73	Learner's Book pages 58–69 Teacher's Guide pages 55–59
Weeks 3–4	Chapter 4		Learner's Book pages 70–75 Teacher's Guide pages 59–61
Weeks 5–6	Chapter 5	Poetry contextual LB p. 88	Learner's Book pages 76–86 Teacher's Guide pages 62–66
Weeks 7–8	Chapter 5	Literary essay LB p. 89	Learner's Book pages 87–93 Teacher's Guide pages 66–69
Term 3			
Week	Chapters	Assessment	Page references
Weeks 1–2	Chapter 6		Learner's Book pages 94–101 Teacher's Guide pages 69–72
Weeks 3–4	Chapter 6		Learner's Book pages 102–111 Teacher's Guide pages 72–75
Weeks 5–6	Chapter 7	Unprepared speech LB p. 115 Prepared speech LB p. 118	Learner's Book pages 112–119 Teacher's Guide pages 75–79
Weeks 7–8	Chapter 7		Learner's Book pages 120–129 Teacher's Guide pages 79–81
Weeks 9–10	Chapter 8	Literature test LB pp. 138–141	Learner's Book pages 130–141 Teacher's Guide pages 81–87
Term 4			
Week	Chapters	Assessment	Page references
Weeks 1–2	Chapter 9	Listen to reports LB p. 167	Learner's Book pages 142–149 Teacher's Guide pages 87–90
Weeks 3–4	Chapter 9		Learner's Book pages 150–159 Teacher's Guide pages 90–93
Weeks 5–6	Chapter 10		Learner's Book pages 160–166 Teacher's Guide pages 93–95
Weeks 7–8	Chapter 10	Present reports LB p. 167	Learner's Book pages 167–173 Teacher's Guide pages 95–96

Resources required to effectively teach FET English Home Language:

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

English for Success provides guidelines on how learners can develop the necessary skills.

PLANNING AND ASSESSMENT FOR HOME LANGUAGES

Taken from *English for Success Grade 11 Teacher's Guide*

Programme of Assessment			
Term 1			
Task 1	Task 2	Task 3	Task 4
Oral: Listening comprehension: LB p. 25 Memo TG p. 42	Writing: Reflective essay: LB p. 19 Rubric TG p. 29	Writing: Transactional writing: Friendly letter: LB p. 11 Rubric TG p. 28 OR Article: LB p. 30 Rubric TG p. 28	Test 1: Comprehension and language use: LB p. 52–57 Memo TG p. 53
Term 2			
Task 5	Task 6	Task 7	
Oral: Prepared speech: LB p. 73 Rubric TG p. 26	Literature: Contextual questions: LB p. 88 Memo TG p. 67 Literary essay LB p. 89 Rubric TG p. 34	Mid-year examinations: (250 marks) Paper 1 – Language in context (70 marks) Paper 2 – Literature (80 marks) Paper 3 – Writing (Can be written in May/June) (100 marks)	
Term 3			
Task 8		Task 9	
Oral: Prepared speech: LB p. 118 Rubric TG p. 26 OR Unprepared speech: LB p. 115 Rubric TG p. 25		Test 2: Unseen poem: LB p. 140 Memo TG p. 86 OR Literature: Contextual questions: LB p. 138 Memo TG p. 85 Literary essay: p. 139 Rubric TG p. 34	
Term 4			
Task 10		Task 11	
Oral: Listen to reports LB p. 167 Rubric TG p. 26		End-of-year examinations: (300) Paper 1 – Language in context (70 marks) Paper 2 – Literature (80 marks) Paper 3 – Writing (100 marks) Paper 4 – Orals (50 marks)	

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

Assessment tools are given as a resource for the teacher and learner.

Taken from *English for Success Grade 11 Teacher's Guide*

Assessment tool: Poetry essay				
Codes	Marks 6	CONTENT		Marks 4
		6		
		Interpretation of topic, depth of argument, justification and grasp of text		
Code 7 80–100%	5–6	In-depth interpretation of topic, all aspects fully explored. Excellent response. Range of striking arguments, extensively supported from text. Excellent understanding of genre and text.		3½–4
Code 6 70–79%	4½	Above-average interpretation of topic, all aspects explored. Detailed response. Range of sound arguments given, well supported from text. Very good understanding of genre and text.		3
Code 5 60–69%	4	Shows understanding and has interpreted topic well. Fairly detailed response. Sound arguments given, but not all of them as well motivated as they could be. Understanding of genre and text evident.		2½
Code 4 50–59%	3–3½	Fair interpretation of topic; not all aspects explored in detail. Some good points in support of topic. Most arguments supported, but evidence is not always convincing. Basic understanding of genre and text.		
Code 3 40–49%	2½	Very ordinary, mediocre attempt to answer the question. Very little depth of understanding in response to topic. Arguments not convincing and very little justification from text. Learner has not fully come to grips with genre or text.		2
Code 2 30–39%	2	Poor grasp of topic. Response repetitive and sometimes off the point. No depth of argument, faulty interpretation, or arguments not supported from text. Very poor grasp of genre and text.		1½

Taken from *English for Success Grade 11 Teacher's Guide*

Teaching Plan				
	TERM 1			
	Weeks 1–2 (Chapter 1)	Weeks 3–4 (Chapter 1)	Weeks 5–6 (Chapter 2)	
Theme	Introduce yourself blogger style	Declare who you are	Crossing society's borders	
Resources	Learner's Book (pp. 6–13) Teacher's Guide (pp. 35–37) Class dictionaries Personal dictionaries Novel/drama	Learner's Book (pp. 14–23) Teacher's Guide (pp. 38–41) Class dictionaries Personal dictionaries Novel/drama	Learner's Book (pp. 24–31) Teacher's Guide (pp. 41–44) Class dictionaries Personal dictionaries Novel/drama	
Text types	Blog, letter, introduction	Article, poem, reflective essay, cartoon, drama, article	Magazine article, newspaper article	
Listening and Speaking	Listen to introductions (LB p 8) Talk about your life (LB p 12)	Discuss what you have read (LB p 15) Hold a debate (LB p 16)	Listen for specific information (LB p 25)	
Reading	Read all about you (LB p 8) Read to appreciate style (LB p 11) Read an introduction (LB p 13)	Read for meaning (LB p 15) Identify the cartoon's message (LB p 17) Analyse the poem (LB p 18) Research indigenous beliefs (LB p 20) Find the facts (LB p 21) Compare characters (LB p 23)	Compare images (LB p 25) Read a newspaper article (LB p 28) Analyse the style (LB p 28) Appreciate an emotive description (LB p 31)	
Writing	Write an About Me introduction (LB p 7) Write a letter (LB p 11) Write your life's story (LB p 12) Write an opening paragraph (LB p 13)	Write a reflective essay (LB p 19)	Write an article (LB p 30)	
Language Structures	Expand your vocabulary (LB p 9) Focus on sentence types (LB p 11)	Focus on language use (LB p 15) Add roots to create words (LB p 17)	Look at language (LB p 26) Investigate slang and jargon (LB p 27) Create unique adjectives (LB p 27) Explore complex sentences (LB p 31)	

Detailed weekly planning is included in the Teacher's Guide to assist the teacher with various options.

HOME LANGUAGES: UNPACKING A HOT TOPIC

CAPS topic: Writing and presenting

Content: The literary essay

Vocabulary

It is important to teach learners the unfamiliar words that they will meet in a new unit. When you read the text containing the 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.

What is a literary essay?

- A literary essay is neither a summary nor a synopsis of the plot of the 'story'. It is an expression of the insights to which one has come about the narrative, supported by appropriate quotations and references, in order to make a particular point.
- Generally the essay topic will be presented in the form of a statement or question. Usually, one would be asked to respond by constructing an argument in which one either agrees or disagrees with that statement.
- Literary essays are not creative essays so one must be careful to include only what the essay topic requires and omit all irrelevant detail.

A well-crafted literary essay

Learners draft the response to a literary essay, using the knowledge that they have gained from the preceding analysis, following the five steps below:

- *Drafting Step 1:* Determine, beyond doubt, whether the topic wants you to discuss a statement, or agree/disagree with a statement.
- *Drafting Step 2:* Write an arresting, dramatic, provocative opening sentence. This sentence should unmistakably connect with the topic.
- *Drafting Step 3:* Restate the topic using different words, and state clearly what your main position/viewpoint with regard to the topic will be.
- *Drafting Step 4:* Identify 3–4 reasons why you take this position/viewpoint. Write these down as Reason 1, Reason 2 and so on.
- *Drafting Step 5:* Substantiate each of the reasons given in Step 4 by identifying at least one reference in the text to support it. Write these references down next to the respective reasons they substantiate.

Writing the response to a literary essay

Writing the response is accomplished using three steps:

- *Writing Step 1:* Combine Drafting Steps 2 and 3 into one paragraph. This will form the introduction to your essay. Reword and edit as needed.
- *Writing Step 2:* Reword and rephrase the information you have selected in Drafting Steps 4 and 5. Keep like information together in separate paragraphs (viewpoint 1 goes with its reasons, viewpoint 2 with its reasons and so on). These paragraphs form the body of your essay. Edit what you have so that it reads smoothly and makes sense.
- *Writing Step 3:* Restate what your main point is (this will basically be your introduction) and draw all the pieces together using a coherent sentence. Make the claim that you have done what you have set out to do.

HOME LANGUAGES: UNPACKING A HOT TOPIC

(Activity from page 58 of the *English for Success Grade 10 Learner's Book*)

A poetic voice in his time

As you have just learnt, writers, poets and playwrights are strongly influenced by the world around them. Read about Wilfred Owen before you read his poem *Anthem for doomed youth*.

Anthem for doomed youth

Wilfred Owen

Written from September to October 1917

What passing-bells for these who die as cattle?
Only the monstrous anger of the guns.
Only the stuttering rifles' rapid rattle
Can patter out their hasty orisons.
No mockeries now for them; no prayers nor bells; 5
Nor any voice of mourning save the choirs, –
The shrill, demented choirs of wailing shells;
And bugles calling for them from sad shires.
What candles may be held to speed them all?
Not in the hands of boys but in their eyes 10
Shall shine the holy glimmers of goodbyes.
The pallor of girls' brows shall be their pall;
Their flowers the tenderness of patient minds,
And each slow dusk a drawing-down of blinds.



Read a critical analysis

Read a critical analysis of Wilfred Owen's poem.

The poem is in sonnet form. It is fourteen lines long, and has an opening octet (or set of eight lines) and a closing sestet (or set of six lines).

The Petrarchan sonnet form is perfectly suited for this subject matter. The reason for this is that the octet introduces the brutal nature of warfare. Our attention is focused on the noises and indignities of war in the trenches.

We can see that Owen is dismayed by war as he includes a simile which dehumanises the soldiers who "die as cattle". He also personifies the instruments of war as having "anger" and having "shrill demented choirs". The sounds and sights of trench war are vividly recreated with onomatopoeia "stuttering rifles" and "patter out" and "wailing shells".

The sestet is in stark contrast with its mournful tone and reminds us that women and children back home are longing to see their loved ones. The slow vowel sounds in these lines create a melancholy effect: "holy glimmers of goodbyes".

The closing rhyming couplet, although Shakespearean in nature, does add an emphatic conclusion to the poem: the soldiers were not in any way given a respectful burial or church service, but will be remembered with tenderness in the minds of those who loved them.

Did you know?



Wilfred Edward Salter Owen

(18 March 1893 – 4 November 1918) was a British war poet and soldier. The patriotic British people were unaware of the horrors of war and so his shockingly realistic and graphic poems, along with those written by Siegfried Sassoon, were in great contrast to what people thought about the war. Almost all of his poetry was published after his death. He was killed in action at the Battle of the Sambre a week before the war ended.

Time to analyse:

You need to be able to read, appreciate and analyse literary texts. This is often a huge challenge, but it needn't be. Let's look at some basic steps to follow, and see how we can analyse this poem. (Refer to page 58 of the *Learner's Book*)

Write your own literary essay:

Following the notes above, write your own literary essay of 150–200 words based on a topic given to you by your teacher or the one below: Discuss how *Anthem for Doomed Youth* is a typical example of a Petrarchan sonnet. Discuss the poet's use of form, imagery and diction and how he conveys his meaning.

HOME LANGUAGES: A LESSON PLAN

Lesson plan: Writing a literary essay

Date:	Grade: 10	Term: 1
Chapter: 4	Unit:	Contact time:
Content/Concept: Writing a literary essay	Activity: A poetic voice in his time (page 57 of Learner's Book)	Resources required: Teacher's Guide, Learner's Book and an Oxford Dictionary
<p>Expected learner background/Links with previous knowledge or activities:</p> <ul style="list-style-type: none"> Critically analyse the poem <i>Anthem for Doomed Youth</i>. Understand the style and structure of sonnets. <p>Learning intention (what we want learners to learn):</p> <ul style="list-style-type: none"> Learn how to write a literary essay. Read a critical analysis. Learn how to analyse the results. 		
<p style="text-align: center;">Teaching plan</p> <p>Introduction:</p> <ul style="list-style-type: none"> Today we are going to learn how to write a literary essay. We all know what an essay is, but what is a literary essay? Literary means 'relates to literature' and a literary essay can be written about any literature genre that you have studied thus far. The basic structure and rules that are applicable to writing a literary essay are the same for all genres. Today, we are going to use a poem as an example. <p>Guidelines to implement activity:</p> <ul style="list-style-type: none"> Re-read the poem <i>Anthem for Doomed Youth</i> which was studied in the previous lesson. Go through the features of this poem. Refer learners to the critical analysis of the poem which can be found on page 57 of the Learner's Book. Draw specific attention to the sonnet structure, different types of sonnets and the purpose of the octet, sestet and rhyming couplet. Once learners are familiar with all these aspects, ask them if they know what a literary essay is. Take learners through teaching tips 1–3. Emphasise that the literary essay is never a re-telling of the plot of the setwork. Take learners through steps 1–5 of the drafting process. Take them through steps 1–3 of the writing process. Referring to page 58 again, learners should attempt to write their own literary essay as instructed. <p>Assessment: Assess the literary essays that are produced by using the rubric on page 88 of the Teacher's Guide.</p>		

NOTES

[illegible]

ENGLISH FIRST ADDITIONAL LANGUAGE: AN INTRODUCTION

Graphics and other visuals are excellent tools to use when explaining a concept or process.

Taken from *Oxford Successful English Grade 12 Teacher's Guide*

Year plan		
Term 1		
Week	Units	Page references
Weeks 1–2	Unit 1	Learner's Book pages 9–18 Teacher's Guide pages 32–37
Weeks 3–4	Unit 2	Learner's Book pages 19–28 Teacher's Guide pages 38–44
Weeks 5–6	Unit 3	Learner's Book pages 29–38 Teacher's Guide pages 45–51
Weeks 7–8	Unit 4	Learner's Book pages 39–48 Teacher's Guide pages 52–59
Weeks 9–10	Unit 5	Learner's Book pages 49–58 Teacher's Guide pages 60–66
	Term 1 Revision	Learner's Book pages 59–62 Teacher's Guide page 67
Term 2		
Week	Units	Page references
Weeks 11–12	Unit 6	Learner's Book pages 63–74 Teacher's Guide pages 68–74
Weeks 13–14	Unit 7	Learner's Book pages 75–86 Teacher's Guide pages 75–81
Weeks 15–16	Unit 8	Learner's Book pages 87–96 Teacher's Guide pages 82–88
Weeks 17–18	Unit 9	Learner's Book pages 97–108 Teacher's Guide pages 89–94
	Term 2 Revision	Learner's Book pages 109–113 Teacher's Guide page 95–99
Weeks 19–20		
Term 3		
Week	Units	Page references
Weeks 21–22	Unit 10	Learner's Book pages 114–123 Teacher's Guide pages 116–121
Weeks 23–24	Unit 11	Learner's Book pages 124–135 Teacher's Guide pages 122–127
Weeks 25–26	Unit 12	Learner's Book pages 136–147 Teacher's Guide pages 128–133
Weeks 27–28	Unit 13	Learner's Book pages 148–159 Teacher's Guide pages 134–138
Weeks 29–30	Unit 14	Learner's Book pages 160–170 Teacher's Guide pages 139–146
	Revision Term 3	Learner's Book pages 171–179 Teacher's Guide page 147–150
Term 4		
Week	Units	Page references
Weeks 31–32	Unit 15	Learner's Book pages 180–190 Teacher's Guide pages 165–169
Weeks 33–34	Unit 16	Learner's Book pages 191–203 Teacher's Guide pages 170–173
Weeks 35–36	Sample examination papers	Learner's Book pages 204–215 Teacher's Guide pages 174–192
Weeks 37–38		
Weeks 39–40		

Taken from *Headstart English Grade 12 Teacher's Guide*

Weeks	Chapter	Literary theme	Context
1 & 2	1	Identify structure, theme and motif.	Issues that affect me
3 & 4	2	Appreciate and assess a variety of perspectives in literature. Analyse source material for bias.	Keep an open mind
5 & 6	3	Identify and use the features of autobiographical narrative.	Telling my story
7 & 8	4	Explore character, relationships, themes and imagery.	Museums, monuments and me
9 & 10	5	Analyse information; understand plot and character.	Tapping into technology

The English First Additional Language CAPS document provides guidelines on how much time should be spent on each topic and which content should be covered in that time. The CAPS documents provide an outlined annual teaching plan, which indicates the topics per term, in sequence and how much time should be spent on them.

Resources required to effectively teach FET English First Additional Language:

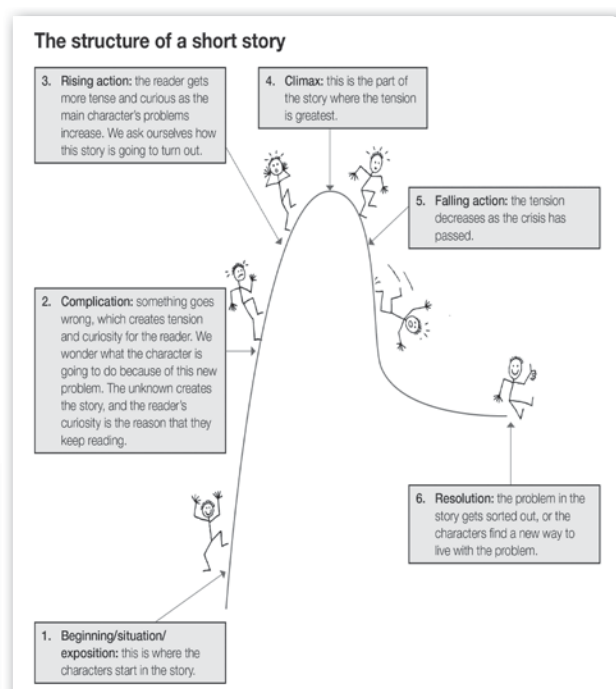
General resources

- 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

Taken from *Headstart English Grade 12 Learner's Book*



PLANNING AND ASSESSMENT FOR ENGLISH FIRST ADDITIONAL LANGUAGE

Taken from *Oxford Successful English Grade 12 Teacher's Guide*

Formal Programme of Assessment			
Term 1			
Task 1	Task 2	Task 3	Task 4
Oral: Listening comprehension (Unit 3, LB p. 30, TG p. 46)	Writing: Discursive essay (Unit 4, LB p. 46, TG p. 58)	Writing (longer transactional writing): Letter (Unit 5, LB p. 53, TG p. 62)	Test 1: Language in context (to be set by teacher or LB p. 59, TG p. 67)
Term 2			
Task 5	Task 6	Task 7	Task 8
Oral: Prepared reading aloud (Unit 6, LB p. 73, TG p. 74)	Oral: Prepared speech (Unit 8, LB p. 88, TG p. 84)	Literature (to be set by teacher)	Mid-year examinations: Paper 1: Language in context (to be set by teacher or use unseen paper in TG p. 100) Paper 2: Literature (to be set by teacher) Paper 3: Writing (to be set by teacher or use unseen paper in TG p. 109)
Term 3			
Task 9	Task 10		
Writing: (shorter transactional text): Diary (Unit 11, LB p. 134, TG p. 126)	Trial examinations: Paper 1: Language in context (to be set by teacher or use unseen paper in TG p. 151) Paper 2: Literature (to be set by teacher) Paper 3: Writing (to be set by teacher or use unseen paper in TG p. 158)		
Term 4			

The *Oxford Successful English* and *Headstart English* Teacher's Guides all provide teachers with full planning and assessments.

Taken from *Headstart English Grade 11 Teacher's Guide*

TERM 1	Task 1 – Oral (20) Listening Chapter 3; Activity 2; LB p. 36	Task 2 – Writing (50) Narrative essay Chapter 4; Activity 9; LB p. 53	Task 3 – Writing (30) Interview Chapter 5; Activity 5; LB p. 61	Task 4 – Test 1 (40) Language in context Test 1 (To be set by teacher) Comprehension, summary and language
TERM 2	Task 5 – Oral (20) Prepared speech Chapter 7; Activity 11; LB p. 91	Task 6 – Literature (35) (To be set by teacher)	Task 7 – Mid-year examinations (250 marks) Paper 1: Language in context (80) Paper 2: Literature (70) Paper 3: Writing (can be written May / June) (100)	
TERM 3	Task 8 – Oral (20) Read aloud Chapter 14; Activity 8 LB p. 172	Task 9 – Writing (20) Short transactional text Chapter 13; Activity 7; LB p. 161	Task 10 – Test 2 Language in context Comprehension, Summary, Language structures and conventions (40) (To be set by teacher)	
TERM 4	Task 11 End-of-year examinations Paper 1: Language in context (80) Paper 2: Literature (70) Paper 3: Writing (100) Paper 4: Orals (50) – This is taken from the cumulative oral assessment tasks during the year			

Extra assessments have been placed in the *Headstart* and *Oxford Successful* books so that teachers have various options.

ENGLISH FIRST ADDITIONAL LANGUAGE: UNPACKING A HOT TOPIC

CAPS topic: Reading and viewing

Content: How to do a summary

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. It is also very important to explain key instruction words (exam words) so that learners understand what they have to do in activities.

Teaching tips:

- **First collect all the information available from the question:**
 - What form must the summary take (e.g. point form, paragraph form, speech, newspaper article)? For FAL, you will be required to write in point form.
 - How many words are allowed?
 - Should a title be provided and should this be included in the word count?
- **Extract the main ideas:**
 - Read the passage once. Skim and scan to get a brief idea of what the passage is about.
 - Read it a second time, extracting the topic sentence (main idea) from each paragraph. Use full sentences for your points.
 - Read the list of main points which have been extracted to check if they are conveying exactly the same message as the original text.
 - Now look at the question again: What form must the summary be in?
- **If the summary must be in point form:**
 - Check how many points are allowed, how many words are allowed and whether a title should be provided.
 - Count the number of points you have and add or subtract to reach the required number.
 - Then count the number of words you have used. Add or subtract words if necessary.
 - Read your points and check if they are telling the reader exactly the same thing as the original does.
 - If you are 100% satisfied, write out a neat copy for submission.
 - Remember to include the correct word count at the end and to include a title if one is required.
- **If the summary needs to be in paragraph form:**
 - Read your points and check if they are telling you exactly the same thing as the original passage does.
 - Join your points with suitable conjunctions to form a flowing and sensible paragraph.
 - Count the number of words in your paragraph and add or subtract to get to the required number.
 - If you are 100% satisfied, write out a neat copy for submission.
 - Remember to include the correct word count at the end and to include a title if necessary.
 - Be honest! Markers do actually count the number of words used to check if learners have indeed adhered to the specified word count.
- **Note: Remember to cross out all draft work or planning.**

ENGLISH FIRST ADDITIONAL LANGUAGE: UNPACKING A HOT TOPIC

(Activity from the *Headstart English Grade 12 Learner's Book*)

Please don't call us

Felicia arrives for her job interview wearing casual, sloppy clothes and slip slops. She is chewing gum. As she greets her interviewer, her cellphone rings and she answers it. Finally, the interview starts.

- Felicia:** Hi, sorry about that but it was my boyfriend wishing me good luck.
- Interviewer:** Good afternoon, Felicia. Let's begin with you telling me about yourself.
- Felicia:** I'm really cool. I've just qualified but I'm quite a party animal, so I finished eighth in my class of ten.
- Interviewer:** With this sort of record, why should I employ you?
- Felicia:** I need the money.
- Interviewer:** Describe a difficult situation you have faced and how you overcame it.
- Felicia:** I really messed up in an experiment we were doing and blamed my partner. (*laughs*) The teacher believed me!
- Interviewer:** Do you have any questions?
- Felicia:** Yes. How much leave do I get?
- Interviewer:** That may be discussed at a later stage. Please don't call us as we may contact you. Thank you for coming in.



Activity 4 Revise summary writing

- 1 Read the information about summary writing on page 88 before you — skim and scan
- 2 Read the transcript of the interview, "Please don't call us".
- 3 Write down a list of six points explaining why the person being interviewed is unlikely to be offered a job. — main ideas
- 4 Write the six points you noted as a summary in your own words. Points 1–4 have been done for you. Complete points 5–6 in your exercise book. — paraphrase and sequence

Main points from original text	Use your own words to write a summary
1 "wearing casual, sloppy clothes and slip slops."	1 She is incorrectly dressed for a formal occasion.
2 "She is chewing gum."	2 She is chewing gum. (Note that it is not possible to change these words.)
3 "her cellphone rings and she answers it."	3 She has not switched off her cellphone.
4 "I'm really cool" and "quite a party animal."	4 She uses inappropriate language for a formal interview.
5 "I really messed up in an experiment we were doing and blamed my partner."	5
6 "How much leave do I get?"	6

- 5 Count the total number of words and write them at the end.
- 6 Check your draft for any spelling or grammar mistakes, then rewrite it neatly.

ENGLISH FIRST ADDITIONAL LANGUAGE: A LESSON PLAN

Lesson plan: Interviews and integrity

Date:	Grade: 12	Term: 2 (weeks 13 and 14)
Chapter: 7	Unit:	Contact time:
Content/Concept: Interviews and integrity	Activity: 4 (page 89 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 what topic sentences are. Discuss summary writing tips. <p>Learning intention (what we want learners to learn):</p> <ul style="list-style-type: none"> Know how to write a lucid and accurate summary. <p>New vocabulary to teach: skimming, scanning, topic sentence, word count</p>		
<p style="text-align: center;">Teaching plan</p> <p>Introduction:</p> <ul style="list-style-type: none"> In pairs, tell your partner what you did over the weekend. Tell your partner about a movie you have watched recently. We constantly summarise our daily activities as we speak to those around us. How long did it take to tell your partner these things? Compare that to the actual time frame you were referring to. Why do you think that you could tell it so much quicker? Notice that we only include the most important points. After we give the account, the listener knows exactly what happened without any unnecessary information. This is what a summary is. The summary question in the exam is worth 10 marks. It is therefore vital that you master the skill and are able to score those full 10 marks. <p>Guidelines to implement activity:</p> <ul style="list-style-type: none"> Refer learners to page 89 of the Learner's Book. Read the interview out to them. Read and discuss the teaching tips about point-form summaries. Allow learners to practise following the steps as you walk them through the scenario. Ask learners to read their summaries to themselves and, once they are satisfied, to exchange them with their neighbours. Learners should conduct a peer assessment of their neighbour's summary. Now refer learners to page 90 of the Learner's Book to complete the activity. <p>Support and extension: Do Activity 2 on page 96 of the Learner's Book for extra support.</p>		
<p>Assessment:</p> <ul style="list-style-type: none"> This activity is meant for informal assessment. It is important that learners master the skill of doing a summary as this counts 10 marks in the National Exam. 		

NOTES

[illegible]

LIFE ORIENTATION: AN INTRODUCTION

The Life Orientation CAPS document provides guidelines on how much time should be spent on each topic and what content should be covered in that time. The CAPS documents provide an outlined annual teaching plan, which indicates the topics per term, in sequence and how much time should be spent on them.

Taken from *Oxford Successful Life Orientation Grade 12 Teacher's Guide*

	Topic	Grade 10	Grade 11	Grade 12
1.	Development of the self in society	<ul style="list-style-type: none"> Self-awareness, self-esteem and self-development Power, power relations and gender roles Value of participation in exercise programmes Life roles: nature and responsibilities Changes towards adulthood Decision-making regarding sexuality Recreation and emotional health 	<ul style="list-style-type: none"> Plan and achieve life goals: problem-solving skills Relationships and their influence on well-being Healthy lifestyle choices: decision-making skills Role of nutrition in health and physical activities Gender roles and their effects on health and wellbeing 	<ul style="list-style-type: none"> Life skills required to adapt to change as part of ongoing healthy lifestyle choices Stress management Conflict resolution Human factors that cause ill-health Action plan for lifelong participation in physical activity
2.	Social and environmental responsibility	<ul style="list-style-type: none"> Contemporary social issues that impact negatively on local and global communities Social skills and responsibilities to participate in civic life 	<ul style="list-style-type: none"> Environmental issues that cause ill-health Climate change Participation in a community service addressing an environmental issue 	<ul style="list-style-type: none"> Environments and services which promote safe and healthy living Responsibilities of various levels of government A personal mission statement for life
3.	Democracy and human rights	<ul style="list-style-type: none"> Diversity, discrimination, human rights and violations National and international instruments and conventions Ethical traditions and/or religious laws and indigenous belief systems of major religions Biases and unfair practices in sport 	<ul style="list-style-type: none"> Democratic participation and democratic structures Role of sport in nation-building Contributions of South Africa's diverse religions and belief systems to a harmonious society 	<ul style="list-style-type: none"> Responsible citizenship The role of the media in a democratic society Ideologies, beliefs and worldviews on construction of recreation and physical activity across cultures and genders
4.	Careers and career choices	<ul style="list-style-type: none"> Subjects, career fields and study choices: decision-making skills Socio-economic factors Diversity of jobs Opportunities within career fields Trends and demands in the job market The need for lifelong learning 	<ul style="list-style-type: none"> Requirements for admission to higher education institutions Options for financial assistance for further studies Competencies, abilities and ethics required for a career Personal expectations in relation to job or career of interest Knowledge about self in relation to the demands of the world of work and socioeconomic conditions 	<ul style="list-style-type: none"> Commitment to a decision taken: locate appropriate work or study opportunities in various sources Reasons for and impact of unemployment and innovative solutions to counteract unemployment Core elements of a job contract Refinement of portfolio of plans for life after school
5.	Study skills	<ul style="list-style-type: none"> Study skills and study methods Process of assessment: internal and external Annual study plan 	<ul style="list-style-type: none"> Study styles and study strategies Examination writing skills Time-management and annual study plan Goal-setting skills 	<ul style="list-style-type: none"> Reflection on own study and examination writing skills Strategies to follow in order to succeed in Grade 12

Resources required to effectively teach FET Life Orientation:

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

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

PLANNING AND ASSESSMENT FOR LIFE ORIENTATION

Taken from *Oxford Successful Life Orientation Grade 12 Teacher's Guide*

Terms	Assessment tasks			
	Task types	Task options	LB page	Marks
Term 1	Task 1	Written task x 3	69–73	80 (20 + 30 + 30)
	PET	Activity	37, 50, 68	20
Term 2	Task 2	Project	117–120	80 (40+40)
	PET	Activity	115, 116	40
	Task 3	Mid-year exam	121–124	80 (20 + 30 + 30)
Term 3	Task 4	External examination	179–176	80
	PET	Activity	152, 153, 175	20
Term 4			–	
Total				400

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

Clear guidelines and ideas for Physical Education Tasks (PET) are provided.

Taken from *Oxford Successful Life Orientation Grade 12 Teacher's Guide*

Level	Limited	Adequate	Proficient	Excellent
Participation Frequency of participation in PE periods (out of 10 marks)	0% = 0 marks (did not participate) 1 – 9% = 1 mark	10 – 19% = 2 marks 20 – 29% = 3 marks 30 – 39% = 4 marks	40 – 49% = 5 marks 50 – 59% = 6 marks 60 – 69% = 7 marks	70 – 79% = 8 marks 80 – 89% = 9 marks 90 – 100% = 10 marks
Movement performance Outcome of Movement Performance (out of 5 marks, awarded twice per term, giving you a term mark out of 10)	Needs significant attention: movements did 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)

LIFE ORIENTATION: UNPACKING A HOT TOPIC

CAPS topic: Study skills

Content: Study skills, study strategies and study styles

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 them to use the new words in their own sentences too.

Teaching tips

- It is very important to explain all concepts and new words to learners as per CAPS requirements.
- Explain that good study skills and strategies will help learners manage their school work.
- Explain that the study skills learnt in Life Orientation are techniques which apply to all their subjects: listening, reading, concentrating, remembering, organising study resources and effective time management.
- Explain that study strategies refer to the way in which study skills are best used and include studying regularly, setting up a study routine, setting goals, not procrastinating, blocking off time each day to study, starting with the more difficult work, studying in a quiet place and study groups.
- Explain the examination writing skills and process of assessment, time management skills and annual study plan, goal-setting skills and personal development goals (e.g. academic, health and fitness).
- Explain the importance of comprehending what is being studied. Comprehension means to understand something and comprehension skills include:
 - using your knowledge to analyse
 - making sense of what you are reading
 - understanding the words linked to your subject's content
 - looking at the context of what you are reading
 - checking difficult words in a dictionary
 - concentrating (focusing and paying attention in the classroom)
 - finding out what distracts you and then finding ways to deal with distractions (e.g. switch off your cellphone and radio, ask people not to disturb you, study a different subject every hour or two).

Reading for meaning activity

- Learners should read through the information on written tasks for assessment purposes.
- Read and discuss the information with the class before they begin the activity.
- Explain all difficult words and concepts before learners start the assessment tasks.
- Set reasonable timeframes for submission of any formal assessments.

LIFE ORIENTATION: UNPACKING A HOT TOPIC

(Activity from the *Oxford Successful Life Orientation Grade 11 Learner's Book*)

Reading for meaning

Reading from a textbook or from notes helps you to work out any parts of a subject that you don't understand. When we read for understanding, we dissect the text paragraph by paragraph – and sometimes sentence by sentence – to understand the text. Read slowly and actively and think carefully about what you are reading. Follow these steps when you are reading for meaning:

- Read the first sentence of any text slowly.
- If there's something in the first sentence that you don't understand, re-read it before you continue.
- If you understand what you have read, go on to the next sentence.
- If you re-read a sentence and you still don't understand it, ask someone to help you before you go on. If there is no-one to help you, make a note to ask someone for help as soon as you can.
- Continue reading slowly and carefully, noting anything else that is unclear to you.

Activity 4

Reading for understanding

Read the following text about written tasks for assessment purposes and then answer the questions that follow:

Written tasks for assessment purposes

There are four stages in developing a good piece of writing.	
Planning	Writing
Get your thoughts in order: brainstorm the assignment topic. Start thinking about the correct terminology, language or jargon to use. Think about the starting point of your writing and the main ideas.	Transfer your ideas into words and coherent sentences. Structure your writing in paragraphs and remember to include an introduction, a main body and a conclusion. You may have to write a couple of rough drafts before you are happy with the final version.
Drafting	Editing
Use mind maps or flow charts to put your ideas on paper. Link all your ideas and make sure they follow or interconnect with each other. Check that your points are all logical. Then write your first draft from your ideas.	Once you are happy with the final draft of your work, it is important to edit it and to check for spelling and grammatical mistakes. Make sure you are using a good range of language and, if necessary, use a dictionary and thesaurus to see if there are better words to use. Look up the spelling of any words you are unsure of.

- 1 Name the four stages of completing a good writing task.
- 2 What are the three stages of pre-planning?
- 3 Name two visual tools you can use in the planning stages.
- 4 Name three sections to a piece of writing.
- 5 What two reference books can you use when writing your work?
- 6 Without referring to the text above, write a summary of what you have learnt about preparing and completing writing tasks. (Use the answers to questions 1–5 to guide your writing.)

LIFE ORIENTATION: A LESSON PLAN

Lesson plan: Study skills

Date:	Grade: 11	Term: 2 (weeks 1–4)
Module: 2	Unit: 1	Contact time:
Content/Concept: Study Skills, study strategies and study styles	Activity: 4 (page 69 of Learner's Book)	Resources required: Teacher's Guide, Learner's Book and resources on study styles and strategies
<p>Expected learner background/Links with previous knowledge or activities: In Grade 10 learners were taught study skills, study methods and how to draw up an annual study plan. Revise these with the learners.</p> <p>Learning intention (what we want learners to learn):</p> <ul style="list-style-type: none"> • Learn to apply own study skills, styles and study strategies. • Examine how learning takes place and reflect on the effectiveness of various study skills. • Compare study styles and identify preferred ways of approaching tasks. • Learn study strategies. • Learn examination-writing skills. • Improve time management and draw up an annual study plan. • Practise goal-setting skills. <p>New vocabulary to teach:</p> <ul style="list-style-type: none"> • <i>study skills</i>: techniques that you can learn and apply to all your subjects • <i>study styles</i>: methods of studying • <i>study strategies</i>: ways in which study skills are best put to use 		
<p>Links with next activity: This activity is applied throughout the year as learners prepare for their assessment.</p>		
<p style="text-align: center;">Teaching plan</p> <p>Introduction: Ask learners to explain their studying habits to the class or what study skills they learnt in Grade 10. This will set the tone for the lessons and provide a baseline assessment of learners' progress.</p> <p>Guidelines to implement activity:</p> <ul style="list-style-type: none"> • Explain all concepts to learners as per the CAPS requirement. • Discuss how learning takes place. • Discuss the mind map entitled 'How does learning take place?' on page 66 of the Learner's Book. • Working with others who study the same subjects, learners should come up with study strategies for their chosen subjects. • Learners should read through the information on written tasks for assessment purposes or you could read the information to the class before they begin the activity. • Learners should write down their answers to the questions. 		
<p>Assessment:</p> <ul style="list-style-type: none"> • For suggested answers refer to page 68 of the Teacher's Guide. • Answers will vary from learner to learner depending on their subject choices and study styles. • Support learners who struggle with ideas by pairing them according to subject choice. • For the marking tool for this activity refer to page 72 of the Teacher's Guide. 		
<p>Teacher reflection: This will depend on how learners understood the content.</p>		

NOTES

[illegible]

ACCOUNTING: AN INTRODUCTION

The Accounting CAPS document provides guidelines on how much time should be spent on each topic and which content should be covered in that time. The CAPS documents provide an outlined annual teaching plan, which indicates the topics per term, in sequence and how much time should be spent on them.

Taken from *Oxford Successful Accounting Grade 11 Teacher's Guide*

Terms	Grade 10	Grade 11	Grade 12
Term 1	Indigenous bookkeeping Ethics (introduction) GAAP principles Internal control (introduction) Bookkeeping of a sole trader: recording of cash transactions (CRJ, CPJ, PCJ); General Ledger, Trial Balance, Accounting Equation Bookkeeping of sole trader: recording of credit transactions (DJ, DAJ, CJ, CAJ, GJ); Ledgers, Debtors and Creditors lists, Trial Balance, Accounting Equation Bookkeeping of sole trader: recording of cash and credit transactions (combined)	Reconciliations Fixed assets Partnerships: adjustments, General Ledger, Accounting Equation, final accounts, financial statements	Companies: unique transactions Companies – final accounts, financial statements and notes (Income Statement, Balance Sheet, Cash Flow Statement) Companies – analysis and interpretation Companies – analysis of published financial statements and audit reports
Term 2	VAT Salaries and wages Final Accounts – sole trader: year-end adjustments, General Ledger including Final Accounts Section, Trial Balances Revision Mid-year exams	Partnerships: analysis and interpretation Clubs: concepts, Ledger, Statements of Receipts and Payments Mid-year exams	Ethics Fixed assets Close corporations Internal control Inventory systems Reconciliations Value-added Tax (VAT) Mid-year exams
Term 3	Financial statements – sole trader Adjustments, closing transfers, General Ledger, Income Statement, Balance Sheet, Notes to financial statements Analysis and interpretation of financial statements and notes	Cost accounting: calculations, General Ledger Budgeting: Projected Income Statement, Debtors Collection, Creditors Collection Cash Budget Inventory systems	Cost accounting: Production Cost Statement with notes Trading and Profit and Loss Statement, unit costs, break-even Budgeting
Term 4	Cost accounting: manufacturing concepts Budgeting Revision EXAMS	VAT Revision EXAMS	Revision EXAMS

Oxford Successful Accounting provides step-by-step examples of how to apply the necessary skills.

Resources required to effectively teach FET Accounting:

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

- A calculator
- Learners should each have one Cash Journal exercise book, one General Ledger exercise book and a normal exercise book
- Learners should have a normal exercise book
- Teachers should have a textbook with a Teacher's Guide

PLANNING AND ASSESSMENT FOR ACCOUNTING

Taken from *Oxford Successful Accounting Grade 11 Teacher's Guide*

Extra assessments have been placed in *Oxford Successful Accounting* so that teachers have various options.

Formal Programme of Assessment for Accounting Grade 11

Formal Assessment Tasks in Accounting Grade 11					
Term	Task	Content covered	Marks	Teacher's action required	LB Page
1	Written report	Tangible assets Comparing two vehicles when making a purchasing decision. GAAP requirements on recording and depreciation, internal control, and ethics.	50	Explain requirements and rubrics to learners. When teachers assess this assessment, they must only use the discussed and given rubric as the assessment tool.	107
	Test	Reconciliation, internal control, and ethics. Tangible assets and ethics. Partnerships (ledger accounts and internal control).	100	Do not use the Test provided in the Learner's Book since this is an example of a test. Teachers must compile their own test using the example as a guideline. This test should be 1 hour long (continuous) and have a maximum of 100 marks. Test all concepts covered in Term 1 and not just one section. Teachers to assess the test and then provide feedback to learners.	408
2	Project	Clubs: (This will be given to you in Term 1) Research on synopsis, constitution, sources of income, improving the image of a club.	50	Teachers give learners this task at the end of Term 1. Divide learners in groups of three. Teachers must explain the requirements and the rubric. Divide the workload equally among the learners. Teachers must assess the project by only using the provided and discussed rubric as the assessment tool.	263
	Mid-year exam	Creditors Reconciliation and internal control. Bank Reconciliation and ethics. Partnerships Calculations, Financial Statements and Notes Clubs Ledger accounts, and Statement of Receipts and Payments Tangible assets Journal entries for asset disposal, ratio analysis and interpretation	300	Do not use the example of the mid-year exam provided in the Learner's Book. Teachers must compile their own exam using the example as a guideline. Teachers must ensure that the examination is 3 hours long and have 300 marks. Test all aspects covered in Terms 1 and 2. Teachers must ensure that the examination paper is moderated before the actual examination taking place. Provide feedback to learners at the beginning of Term 3.	415
3	Presentation	Cash budgets Definition Advantages of budgets Debtors collection Compilation of Cash Budget Effective and reliable forecasting	50	Teachers to explain the requirements and the rubric. Teachers must only assess the presentation using the provided and discussed rubric as the assessment tool.	344

Taken from *Oxford Successful Accounting Grade 11 Teacher's Guide*

1 Straight-line method

	1.1 Sold at beginning of year	1.2 Sold at end of year	1.3 Sold on 31 August 20.8
Cost price of asset transferred	R260 000 + R15 000 = R275 000	R260 000 + R15 000 = R275 000	R260 000 + R15 000 = R275 000
Sale of asset recorded	R170 000	R170 000	R170 000
Calculate the depreciation for the current year		$\frac{20}{100} \times \frac{275\,000}{1} \times \frac{12}{12}$ = R55 000	$\frac{20}{100} \times \frac{275\,000}{1} \times \frac{6}{12}$ = R27 500
The accumulated depreciation transferred	1/06/06 – 28/02/07 = 9 1/03/07 – 28/02/08 = 12 21 $\frac{20}{100} \times \frac{275\,000}{1} \times \frac{21}{12}$ = R96 250	R96 250 + R55 000 = R151 250	R96 250 + R27 500 = R123 750
Profit/loss on sale of asset is calculated	Dr = R275 000 Cr = R170 000 + R96 250 = R266 250 R275 000 – R266 250 = R8 750 (loss)	Dr = R275 000 Cr = R170 000 + R151 250 = R321 250 R321 250 – R275 000 = R46 250 (profit)	Dr = R275 000 Cr = R170 000 + R123 750 = R293 750 R293 750 – R275 000 = R18 750 (Profit)
Calculate the depreciation for the rest of assets on hand:	R540 000 – R275 000 R265 000 $\frac{20}{100} \times \frac{265\,000}{1} \times \frac{12}{12}$ = R53 000	R540 000 – R275 000 R265 000 $\frac{20}{100} \times \frac{265\,000}{1} \times \frac{12}{12}$ = R53 000	R540 000 – R275 000 R265 000 $\frac{20}{100} \times \frac{265\,000}{1} \times \frac{12}{12}$ = R53 000
Closing transfers to profit and loss account	R8 750	R46 250	R218 750

Worked examples are given for the teachers.

Taken from *Oxford Successful Accounting Grade 11 Teacher's Guide*

Teaching guidelines

- Ensure that learners understand the terminology used.
- Explain the difference between the bank account in the General Ledger and the current account at the bank.
- Always start the lesson with a practical example where learners compare the journals and bank statement – tick and circle.
- Even when completing the Creditor's reconciliation use a practical example for understanding.
- Always integrate internal controls and ethics when teaching.

Resources for this chapter

- Textbook
- Bank Statements and Journals
- Answer sheets
- Pen, pencils
- Calculator

Oxford Successful Accounting Teacher's Guide provide teachers with full planning, assessments and teaching guidelines.

ACCOUNTING: UNPACKING A HOT TOPIC

Content: Asset disposal

Progression from Grade 10 to Grade 12

- Tangible assets were introduced in Grade 10. Learners were required to calculate depreciation on assets using both straight line (cost price) and diminishing balance methods. The exposure ended with the acquisition of assets and relevant asset notes to the financial statements.
- Grade 11 learners learn about disposal of assets, ethics and internal control relating to assets.
- Analysis and interpretation of tangible assets are explored in Grade 12.
- The basic knowledge shared in Grade 10 and 11 is therefore of utmost importance to ensure successful mastering of the subject in Grade 12 and thorough revision of Grade 10 work (calculations, ledger accounts and Note 3 on tangible assets) should be done at the start of Grade 11 before continuing.

Tips and teaching guidelines

- This is often a difficult section for learners so take time to ensure that they understand concepts, calculations and how to record depreciation in the General Journal and Ledger.
- Use the 'Test your knowledge' exercise in the Learner's Book to determine learners' prior knowledge and revise relevant topics afterwards.
- Explain topics as simply and practically as possible by using real-life situations.
- Use T-accounts to explain different depreciation calculation methods and use disposal of assets (with examples) where cash, credit and trade-in methods are used.
- The best way to show learners the note to financial statements is to use ledger accounts because it is easy to fill in the note from there.
- Make sure learners can calculate pro rata depreciation.
- Conclude the explanation by indicating the effect of asset disposal on the Accounting Equation.

Use the following steps to record asset disposal

		DOUBLE ENTRY	
		Account debited	Account credited
Step 1	Update the depreciation from the previous financial year until date of disposal	Depreciation	Accumulated depreciation
Step 2	Remove the cost price of the disposed asset from the books	Asset disposal	Asset account
Step 3	Remove the accumulated depreciation of the disposed asset from the books	Accumulated depreciation	Asset disposal
Step 4	Record how the assets are disposed of: Cash _____ → Credit _____ → Trade-in _____ → Donation _____ → Owner takes for private use _____ →	Bank Debtors control Creditors control Donations Drawing	Asset disposal Asset disposal Asset disposal Asset disposal Asset disposal
Step 5	Determine profit or loss: Debits > credits = loss on asset disposal _____ → Debits < credits = profit on asset disposal _____ →	Loss on sale of asset Asset disposal	Asset disposal Profit on sale of asset

ACCOUNTING: UNPACKING A HOT TOPIC

(Activity from page 96 of the *Oxford Successful Accounting Grade 11 Learner's Book*)

Activity 8

Journals and General Ledger accounts

Information

The financial year of Turtle Traders ends on 31 December.

Balances on 1 January 20.8:

Vehicles R204 000

Accumulated depreciation on vehicles R 81 600

The following transactions took place during the financial year:

1 January 20.8	One of the vehicles was sold to P. Viljoen for R60 000 cash. Issue receipt 34. The cost price of the vehicle is R98 000 and the total depreciation to date was R39 200.
30 June 20.8	Bought a vehicle from AAA Motors on credit for R130 000. The invoice was renumbered as 54.
31 December 20.8	Depreciation on vehicles was written off at 20% per year on cost price.

Required

- 1 Enter all transactions into the various journals for the period.
- 2 Post the journals to the General Ledger.

(Suggested answers from page 65 of the *Oxford Successful Accounting Grade 11 Teacher's Guide*)

General Ledger of Rolo Stores

ASSET DISPOSAL									
20.9 Mar	31	Vehicles	GJ	21 000	20.9 Mar	31	Accumulated depreciation: vehicles	GJ	6 720*
		Profit on sale of asset	GJ	1 700			Debtors control	GJ	16 000
				22 720					22 720

Calculations:

*Asset disposal: 30 June 20.8: $20/100 \times R21\ 000 = R4\ 200$

31 March 20.9: $20/100 \times (R21\ 000 - R4\ 200) \times 9/12 = R2\ 520$

Depreciation on 30 June 20.9:

Old: $20\% \times ((R90\ 000 - R21\ 000) - (R33\ 000 + R2\ 520 - R6\ 720)) = R8\ 040$

New: $20\% \times R90\ 000 \times 9/12 = R13\ 500$

New: $20\% \times R120\ 000 \times 3/12 = R6\ 000$

Tangible assets	Vehicles	Explanations
Cost price	90 000	
Accumulated depreciation	(33 000)	
Carrying value (begin)	57 000	$90\ 000 - 33\ 000$
Movements		
Additions at cost	210 000	$90\ 000 + 120\ 000$
Disposals at carrying value	(14 280)	$21\ 000 - 6\ 720$
Depreciation	(30 060)	$2\ 520 + 8\ 040 + 13\ 500 + 6\ 000$
Carrying value (end)	222 660	$57\ 000 + 210\ 000 - 14\ 280 - 30\ 060$ or $279\ 000 - 56\ 340$
Cost price	279 000	$90\ 000 + 210\ 000 - 21\ 000$
Accumulated depreciation	(56 340)	$33\ 000 + 30\ 060 - 6\ 720$

ACCOUNTING: A LESSON PLAN

Lesson plan: Fixed assets

Date:	Grade: 11	Term: 1 (weeks 4–6)
Chapter: 3	Unit: 1	Contact time: 12 hours in total
Content/Concept: Fixed assets	Exercises:	Resources required: Teacher's Guide, Learner's Book and newspaper advertisements and articles
<p>Learning intention (what we want learners to learn):</p> <ul style="list-style-type: none"> Record the acquisition of fixed assets in the General Journal, General Ledger and notes to financial statements. Calculate and record depreciation using the cost and diminishing balance methods. Calculate and record fixed assets for cash/credit/trade-in. Identify and apply internal control measures and ethical behaviour pertaining to tangible assets. <p>New vocabulary to teach:</p> <ul style="list-style-type: none"> <i>scrap value</i>: estimated residual value at the end of an asset's useful life <i>depreciable amount</i>: cost price less scrap value <i>obsolescence</i>: the asset ceases to be of use; it is no longer usable <i>residual amount</i>: the full amount of an asset cannot be written off as long as it is in the business's possession; the carrying value is kept at R1 <i>useful life</i>: the period of time that the business is expected to use a depreciable asset <i>asset disposal</i>: the selling price or scrapping of an asset <i>redundant</i>: the asset is no longer usable; it should be dispensed with 		
<p>Links with next activity: Financial accounting of partnerships</p>		
<p style="text-align: center;">Teaching plan</p> <p>Before starting to teach this unit (asset disposal of fixed assets), check that learners:</p> <ul style="list-style-type: none"> can identify the different methods of depreciation can calculate depreciation for the year can make entries in the General Journal and post to the General Ledger can complete the asset register understand the ethics and internal control measures that are applicable to fixed assets. <p>Content:</p> <ul style="list-style-type: none"> Periods 1–4: Acquisition of and depreciation on fixed assets Periods 5–12: Disposal of assets <p>Remedial:</p> <ul style="list-style-type: none"> Learners should only complete part of an activity before checking their answers, highlighting problem areas and asking for further explanation if required. <p>Extension:</p> <ul style="list-style-type: none"> Research successful partnerships in South Africa and provide feedback. 		
<p>Assessment: Give the learners a class test.</p>		
<p>Teacher reflection: Note: If you mark an activity with learners and they do not understand, give them more activities in order to practise.</p>		

NOTES

[illegible]

BUSINESS STUDIES: AN INTRODUCTION

The Business Studies CAPS document provides guidelines on how much time should be spent on each topic and which content should be covered in that time. The CAPS documents provide an outlined annual teaching plan, which indicates the topics per term, in sequence and how much time should be spent on them.

Taken from Oxford Successful Business Studies Grade 10 Teacher's Guide

Overview of Business Studies topics, Grades 10–12				
Term 1	Grade 10	Grade 11	Grade 12	
Topics	<ul style="list-style-type: none"> Micro environment Market environment Macro environment Interrelationships between environments Business sectors 	<ul style="list-style-type: none"> Influences and control factors over the business environments Challenges of the business environments Adapting to challenges of business environments Impact and challenges of contemporary socio-economic issues on business operations Business sectors Benefits of a company versus other forms of ownership Avenues of acquiring a business 	<ul style="list-style-type: none"> Impact of recent legislation on business – response to demands for redress and equity Human resource function Professionalism and ethics Creative thinking Devise strategies to respond to the challenges of the macro business environment 	
Term 2	Grade 10	Grade 11	Grade 12	
Topics	<ul style="list-style-type: none"> Contemporary socioeconomic issues Social responsibility Entrepreneurship qualities Forms of ownership 	<ul style="list-style-type: none"> Creative thinking and problem solving Stress, crisis and change management Transform a business into an action plan Starting a business based on an action plan Professionalism and ethics Presentation of business information 	<ul style="list-style-type: none"> Corporate social responsibility Human rights, inclusivity and environmental issues 	
Term 3	Grade 10	Grade 11	Grade 12	
Topics	<ul style="list-style-type: none"> Creative thinking and problem solving Business opportunity Business location Contracts Presentation of business information Business plan 	<ul style="list-style-type: none"> Assessment of entrepreneurial qualities in business The citizenship roles and responsibilities Marketing activities, marketing in the formal and informal sectors Use of technology for marketing Imports and exports Foreign marketing The alignment of foreign marketing and the production function Production function 	<ul style="list-style-type: none"> Investment: securities Investment: insurance Forms of ownership and their impact on the business operation Presentation of information and data response Revision and preparation of mid-year examination 	
Term 4	Grade 10	Grade 11	Grade 12	
Topics	<ul style="list-style-type: none"> Self-management Relationship and team performance 	<ul style="list-style-type: none"> Team stages, dynamics theories and conflict management Introduction to Human Resource function 	<ul style="list-style-type: none"> Revision and preparation of the final external examination 	

Oxford Successful Business Studies provides step-by-step examples of how to apply the necessary skills.

Resources required to effectively teach FET Business Studies:

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

- A calculator
- Learners should each have one Cash Journal exercise book, one General Ledger exercise book and a normal exercise book
- Learners should have a normal exercise book
- Teachers should have a textbook with a Teacher's Guide

PLANNING AND ASSESSMENT FOR BUSINESS STUDIES

Taken from *Oxford Successful Business Studies Grade 10 Teacher's Guide*

Terms	Assessment tasks			
	Task types	Task options	LB pages	Marks
Term 1	Task 1 Assignment	Option 1a: Organise the staff at the Grey Duck Hotel	67	50
		Option 1b: Explain businesses, banks and capital	76	
		Option 2: Compare a lay-by and an instalment sale	83	
		Option 3a: Identify functions in different types of enterprises	97	
		Option 3b: Analyse a case study	103	
	Task 2 Test	Practice test 1	201	100
Term 2	Task 3 Presentation	Option 1: Compare sole proprietors and close corporations	113	50
		Option 2: Present business information with graphics	169	
	Task 4 Mid-year exam	Practice exam 1	202–204	200
Term 3	Task 5	Option 1: Interview an entrepreneur	107	50

Taken from *Oxford Successful Business Studies Grade 10 Teacher's Guide*

Formulae are written out step-by-step with help the teaching and learning process.

Activity 3 Calculate the share capital

LB p. 115

Suggested answers

1	Authorised share capital: 120 000 ordinary shares at R1,00	$120\,000 \times R1,00 = R120\,000$ ✓✓✓
2	Issued share capital: 80 000 ordinary shares at R1,00	$80\,000 \times R1,00 = R80\,000$ ✓✓✓
3	Number of shares still available for sale	$120\,000 - 80\,000 = 40\,000$ shares ✓✓✓
4	Amount of share capital still available to the company in the future	$40\,000 \times R1,00 = R40\,000$ ✓✓✓

[12]

Taken from *Oxford Successful Business Studies Grade 10 Teacher's Guide*

Overview of topics

The overview of topics below shows how the topics are covered in Grades 10–12:

Overview of Business Studies topics, Grades 10–12			
Term 1	Grade 10	Grade 11	Grade 12
Topics	<ul style="list-style-type: none"> • Micro environment • Market environment • Macro environment • Interrelationships between environments • Business sectors 	<ul style="list-style-type: none"> • Influences and control factors over the business environments • Challenges of the business environments • Adapting to challenges of business environments • Impact and challenges of contemporary socio-economic issues on business operations • Business sectors • Benefits of a company versus other forms of ownership • Avenues of acquiring a business 	<ul style="list-style-type: none"> • Impact of recent legislation on business – response to demands for redress and equity • Human resource function • Professionalism and ethics • Creative thinking • Devise strategies to respond to the challenges of the macro business environment

Oxford Successful Business Studies Teacher's Guides provide teachers with full planning and assessments.

BUSINESS STUDIES: UNPACKING A HOT TOPIC

CAPS topic: Forms of ownership

Content: Profit companies

Teaching guidelines: Companies and share capital

- It is important that you, as the teacher, become familiar with the Companies Act 71 of 2008.
- Learners need to understand what share capital is and how it works in order to fully understand how companies operate.
- Make sure learners clearly understand the difference between capital and share capital.
- Remember that once a company receives money from shares sold to the public, it does not have to do anything more for the shareholders other than report to them at the AGM and paying them dividends.
- However, the shareholders buy and sell their shares on the JSE according to how well the company is doing financially.
- Use newspapers, especially the Sunday papers, to examine how companies report their financial information. Newspapers can also be used to practise calculations.

Teaching guidelines: Profit companies

- It is important that learners understand how the shareholders and the company interact with each other.
- The shareholders only have a voice at the AGM.
- It is the responsibility of the board of directors and the management of the company to ensure that the shareholders receive a good return (dividend) on their investment (shares that they have purchased).
- The amount of profit is the reward for the shareholders investing their money.
- With the rise of labour unions, many workers do not understand this concept and think that all the profit should be put into wages and salaries without any regard for the risk the investors or shareholders have taken.
- You will notice that a public company may be formed by one person, but a minimum of three directors is required.
- Also, a public company must place their shares on the stock exchange for the public.
- This seems a contradiction of terms as a single owner is unlikely to want to offer shares to the public, but this is as it stands in the Companies Act and so it is how it must be taught. Only discuss this with learners if they ask you about it, otherwise it will create a distraction.
- Learners may query why Denel, which is a state-owned company, is not shown as Denel SOC Ltd on page 119 of the Learner's Book. Denel (Pty) Ltd was incorporated in 1992 in terms of the Companies Act 62 of 1993 and it was only the Companies Act 71 of 2008 that introduced the requirement for state-owned companies to have the 'SOC' behind their names.

BUSINESS STUDIES: UNPACKING A HOT TOPIC

(Activity from the *Oxford Successful Business Studies Grade 10 Learner's Book*)

Activity 4

Identify and compare companies

- 1 Define the following terms:
 - 1.1 Shareholder 1.4 (Pty) Ltd
 - 1.2 Legal person 1.5 Limited liability for debts
 - 1.3 Dividend (10)
- 2 Tabulate FIVE differences between a private company and a partnership. (20)
- 3 Explain the difference between a personal liability company and a private company. (6)
- 4 Chilenga (Pty) Ltd is a successful clothing manufacturing company but they are limited by a lack of space and staff. They are considering becoming a public company to increase their capital so that they can expand. Write a report explaining what a public company is. List FIVE advantages of a public company and identify FIVE differences between a private and public company. (40)
- 5 Identify TWO advantages of state-owned companies. (4) [80]

Exam word

define: give the full meaning of something accurately, as in a dictionary

(Suggested answers in the *Oxford Successful Business Studies Grade 10 Teacher's Guide*)

- 1.1 Shareholder – the owner of shares in a private or public company
- 1.2 Legal person – a business that is treated by law as though it is a person
- 1.3 Dividend – the portion of profit in a company that is paid to a shareholder
- 1.4 (Pty) Limited – a private company
- 1.5 Limited liability for debts – the owner's responsibility for business debts is limited to the amount he or she invested in the business
2. A personal liability company has all the characteristics, advantages and disadvantages of a private company. The memorandum of incorporation must state that it is a personal liability company. The personal liability company is not a legal person and the shareholders are jointly and severally liable for the debts of the business.
A private company is a legal person and the shareholders are only liable for the amount owing on the shares purchased. The shareholders have limited liability for the debts of the business.
3. Advantages of a public company:
 - A public company can obtain large amounts of capital by selling shares to the public.
 - The company can attract excellent staff, as a successful public company can pay high salaries.
 - It gives small investors an opportunity to share in the profits of large companies.
 - Shareholders' liability for debts of the business is limited to the amount they invest in the company.
 - The company is a legal person and has continuity apart from the shareholders.
4. Advantages of state-owned companies:
 - The cost of essential services to citizens is lower as the company can obtain funds from the government to assist it.
 - State-owned companies are legal persons that can sue and be sued in a court of law.

BUSINESS STUDIES: A LESSON PLAN

Lesson plan: Personal statement of net worth

Date: Week 6	Grade: 10	Term: 2
Module:	Unit: 4	Contact time: 4 hours (4 lessons of 30 minutes)
Content/Concept: Personal statement of net worth	Exercises: 3 and 4 of Learner's Book	Resources required: Teacher's Guide, Learner's Book, business section of newspapers and magazines such as <i>Entrepreneur</i>
<p>Expected learner background/Links with previous knowledge or exercises:</p> <p>Learning intention (what we want learners to learn): Learn about profit companies: examine private, personal liability, public and state-owned companies that operate with the main purpose of making a profit.</p> <p>New vocabulary to teach:</p> <ul style="list-style-type: none"> • <i>Memorandum of Incorporation</i>: a document that must be registered to establish a company • <i>private company</i>: in South Africa it is treated as a separate legal entity that has to register as a taxpayer • <i>public company</i>: a limited liability company that is able to advertise the sale of shares to members of the public • <i>state-owned company</i>: a business that is completely or partially owned and managed by the government for the benefit of its citizens <p>Links with next activity: Non-profit companies and co-operatives</p>		
<p style="text-align: center;">Teaching plan</p> <p>Before starting to teach this unit (asset disposal of fixed assets), check that learners:</p> <ul style="list-style-type: none"> • Examine profit companies with learners. • Check that learners can differentiate between capital and shared capital. • Check that learners know the basics of the Companies Act No. 71 of 2008. <p>Content: One week to explain and differentiate between profit companies.</p> <p>Remedial: Compare and explain the different forms of ownership.</p> <p>Extension: Learners should use the business section of newspapers to compare shares.</p>		
<p>Assessment: Activity 4 on page 119 of the Learner's Book can be used for assessment purposes.</p>		
<p>Teacher reflection: Make sure learners can explain and differentiate between the different profit companies. Use real-life situations.</p>		

NOTES

[illegible]

ECONOMICS: AN INTRODUCTION

The Economics CAPS document provides guidelines on how much time should be spent on each topic and what content should be covered in that time. The CAPS documents provide an outlined annual teaching plan, which indicates the topics per term, in sequence and how much time should be spent on them.

Taken from *Oxford Successful Economics Grade 12 Learner's Book*

Table 3 GDP at constant prices for the Smithian economy, 1995 to 2010

Year	GDP at constant prices, S\$ billions	3-year moving average	5-year moving average	7-year moving average
1995	200			
1996	220	222		
1997	246	242	236	
1998	260	253	246	241
1999	253	255	254	251
2000	249	254	259	261
2001	261	260	264	269
2002	270	272	274	275
2003	285	287	284	280
2004	306	297	290	287
2005	300	299	293	291
2006	291	292	296	297
2007	285	291	297	303
2008	297	298	302	
2009	312	312		
2010	327			

Examples of the method used to calculate moving averages:

- For the period 1995 to 1997, the 3-year moving average is calculated as follows:

$$\begin{aligned}
 & \frac{(1995 \text{ value} + 1996 \text{ value} + 1997 \text{ value})}{3} \\
 &= \frac{(200 + 220 + 246)}{3} \\
 &= \frac{666}{3} \\
 &= 222
 \end{aligned}$$

***Oxford Successful Economics* provides graphs and calculation examples of how to apply the necessary skills.**

Resources required to effectively teach FET Economics:

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

- A calculator
- Learners should each have one Cash Journal exercise book, one General Ledger exercise book and a normal exercise book
- Learners should have a normal exercise book
- Teachers should have a textbook with a teacher guide

PLANNING AND ASSESSMENT FOR ECONOMICS

Taken from *Oxford Successful Economics Grade 12 Teacher's Guide*

Formal Assessment

All assessment tasks that make up a formal Programme of Assessment for the year are regarded as Formal Assessment.

Formal Assessment tasks:

- are marked and formally recorded by the teacher for progression and certification purposes
- are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained
- provide teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject
- form part of a year-long formal Programme of Assessment in each grade and subject.

In the Further Education and Training Phase for Economics, appropriate forms of Formal Assessment are:

- **Projects:** A project is mandatory in all grades. One project per year is recommended per grade.
- **Presentations:** Can be written or oral, but there must be evidence of the presentation.
- **Case studies:** Learners are presented with an up-to-date, relevant real-life situation, problem or incident, and are expected to assume a particular role or opinion based on the situation. Newspaper and magazine articles, and TV or radio presentations

Extra assessments have been placed in the *Oxford Successful* books so that teachers have various options.

Formulae are written out step-by-step which helps the teaching and learning process.

Taken from *Oxford Successful Economics Grade 12 Learner's Book*

Worked example 4

Mr Basson receives R18 000 per month (income) salary. He pays R4 500 tax per month, saves R3 600 and imports goods to the value of R7 200. Calculate the multiplier for Mr Basson.

$$\begin{aligned} \text{Tax:} & \quad \frac{4\,500}{18\,000} \times 100 = 25\% \\ \text{Savings:} & \quad \frac{3\,600}{18\,000} \times 100 = 20\% \\ \text{Imports:} & \quad \frac{7\,200}{18\,000} \times 100 = 40\% \end{aligned}$$

Therefore: $mrt = 0,25$; $mps = 0,20$; $mpm = 0,40$

$$\begin{aligned} \alpha &= \frac{1}{(0,25 + 0,20 + 0,40)} \\ &= \frac{1}{(0,85)} \\ &= 1,18 \end{aligned}$$

Taken from *Oxford Successful Economics Grade 12 Teacher's Guide*

Guidelines to implement this activity

- This is a group activity (four members).
- The groups should present their answers to the class.
- You can find more information by doing an Internet search for the phrase 'South Africa, Botswana sign trade agreement'.
- This website also gives more information: www.southafrica.info/news/international/botswana-310812.htm

Suggested answers

To promote trade and investment between the two countries ✓✓. To create opportunities for industrialisation and the manufacturing sectors ✓✓. To work together on large-scale projects such as cross-border infrastructure ✓✓. To develop energy and industry also industrial and energy developments ✓✓. To promote economic co-operation for increased economic growth and employment ✓✓.

[10]

***Oxford Successful Economics Teacher's Guides* provide teachers with full planning, assessments and teaching guidelines.**

ECONOMICS: UNPACKING A HOT TOPIC

CAPS topic: Macro-economics

Content: Circular flow

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 them to use the new words in their own sentences. It is also very important to explain key instruction words (exam words) so that learners understand what they have to do in activities.

Teaching tips

- Learners need to understand why economics is important, how economic decisions are made and where economics fits into their lives: all over the world and every minute of every day, people are affected by how economics are organised and what they achieve.
- Macroeconomics is one of the two main branches of Economics and is concerned with things like the output of an economy, total import or export and national employment.
- Learners need to understand that the South African national budget is a macroeconomic document and that HIV/AIDS is a macroeconomic problem.
- Use the following questions to assess learners' prior knowledge:
 - What do you know about the economy of South Africa?
 - Why is it important to understand economic affairs?
 - What is the interest rate?
 - Why do South Africans pay tax?
 - What is inflation?
- Most of these topics are headlines in the newspapers each day and affect all South Africans. It is very helpful to use sources like newspaper and magazine articles and the internet to demonstrate the extent to which economics affects us all every day.

Teaching tips for teaching circular flow

- Learners must be able to use an economic model to describe the working of the economy and explain how the economy functions.
- Ensure that learners understand each stage in the economic flow diagram before you continue to the next stage. Learners must begin to apply the knowledge and theory they acquired when learning about 'Basic economic concepts' and 'The economic problem'.
- Revise all the many terms, concepts and definitions that the learners' are supposed to know and provide a helpful reference tool by handing out (and/or displaying in the classroom) a list of all the words that will be regularly.
- Use different strategies to ensure that learners memorise and understand these definitions as they are fundamental terms. You could ask different learners to recite one of two of the definitions every day and/or give learners short, informal tests at the start of each period to define the economic concepts that you have already covered.

ECONOMICS: UNPACKING A HOT TOPIC

(Activity from the *Oxford Successful Economics Grade 10 Learner's Book*)

Activity 1 Work with circular flow diagrams

- 1 State if the following statements are true or false:
 - 1.1 Consumers supply goods and services to the businesses in the goods market. (2)
 - 1.2 The movement of the factors of production and goods and services is part of the real flow. (2)
 - 1.3 The circular flow is an economic model to explain the interactions between the role players in the economy. (2)
 - 1.4 A labourer who receives a wage for his work is part of the goods market. (2)
 - 1.5 The government provides merit goods and services only for those who can pay for them. (2)
 - 1.6 The money flow and the goods flow move in opposite directions. (2)
- 2 Answer the following questions in short paragraphs:
 - 2.1 Name the four main participants in the circular flow of the economy. (8)
 - 2.2 Give two examples of both the real flow and the money flow in the circular flow. (8)
 - 2.3 Interpret how the producers and consumers in the circular flow interact with each other. (8)

TOTAL: 36 marks

Exam word

interpret: explain the meaning of something

design: lay out in a clear and visual way; draw up a plan for something; make a model

Challenge Design and make a poster

Design and make a poster of the circular flow by using pictures from the Internet, magazines and other books to indicate the relationship between the consumer, the producer, the government and the foreign sector. Your poster will be assessed according to the rubric on the right.



Criteria	Marks
Lay out	5
Creativity	5
Correctness of information	5
Total	15

Careers

Business analyst

Business analysis is the process of understanding the changing needs of a business, assessing the impact of those changes and working out what is required to enable the business to deal with those changes. In other words, business analysts are responsible for analysing a business, identifying problems and proposing solutions.

Business analysts are facilitators: they organise workshops and discussions that bring people from different areas in a business to express the concerns and their needs. For this they need good interpersonal skills as well as good management, negotiation and organisational skills.

Once they have found out what the needs and concerns are in a business, business analysts need to report back to the relevant people within the business so that action can be taken to rectify the problems they uncover.

ECONOMICS: A LESSON PLAN

Lesson plan: Circular flow

Date: Week 6	Grade: 10	Term: 1	
Chapter: 3	Unit: 1	Contact time:	
Content/Concept: Work with circular flow diagrams	Activity: 1 (page 47 of Learner’s Book)	Resources required: Teacher’s Guide, Learner’s Book and websites (see Learner’s Book)	
Expected learner background/Links with previous knowledge or activities: <ul style="list-style-type: none">Resources or factors of production are scarce and choices have to be made.The economic processes are production, exchange and consumption.Economists use models to explain economic processes. Learning intention (what we want learners to learn): <ul style="list-style-type: none">Understand the way that the economy works: the flow of the factors of production, goods and money in the economy.Discover how the economy is measured by using the national accounting aggregates called the Gross Domestic Product (GDP) and the Gross National Income (GNI). New vocabulary to teach: <ul style="list-style-type: none"><i>flow</i>: the movement of goods and services, factors of production and money (income and expenditure) in the economy<i>foreign</i>: of, in or from another country<i>revenue</i>: another word for income, especially the total income the government gets from taxes<i>VAT</i>: value-added tax which is an indirect tax paid on a range of goods and services Exam words to teach: <i>interpret</i> : explain the meaning of something <i>design</i> : lay out in a clear and visual way; draw up a plan for something; make a model			
Links with next activity: Participants in the circular flow			
<div>Teaching plan</div> Guidelines to implement activity: <ul style="list-style-type: none">Revise all the terms and definitions learned.Ensure that learners understand each stage of the economic model.Search the internet (Google images) for more examples of economic circular flow diagrams (e.g. www.en.wikipedia.org/wiki/Circular_flow_of_income; www.econforkids.com/CE-Lesson7.pdf; www.unc.edu/depts/econ/byrns_web/Economicae/Essays/Circular_flow-diagram.htm; www.econperspectives.blogspot.com/2008/04/circular-flow-diagram.html) Challenge activity: Design and make a poster of the circular flow by using pictures from different sources.			
Assessment: <ul style="list-style-type: none">The activity is meant for informal assessment to check learners’ progress.Refer to page 28 of the Teacher’s Guide for the answers and the marking tool.Use this rubric from page 29 of the Teacher’s Guide to mark the challenge activity out of 15.			
	0–1	2–3	4–5
Layout	Very untidy	Reasonably neat and clear	Very neat and clear
Creativity	No or little creativity	Some good and creative ideas	Very creatively presented
Information	Much information missing	Information is complete as in book	Additional information given

NOTES

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

MATHEMATICAL LITERACY: AN INTRODUCTION

Taken from *Oxford Successful Mathematical Literacy Grade 10 Teacher's Guide*

Overview of Mathematical Literacy Phase plan in the FET Band			
Topic	Grade 10	Grade 11	Grade 12
Numbers and calculations with numbers	<ul style="list-style-type: none"> Number formats Number conventions Estimate anticipated solutions to calculations Addition, subtraction, multiplication and division of whole numbers and decimals Multiplication and division by 10, 100 and 1 000 without the use of a calculator Order of operations (BODMAS) and brackets Addition and multiplication facts (distributive and associative properties) Squaring, cubing, square rooting Operations on fractions Know and use the different functions on a basic calculator Types of rounding and the effect of rounding Basic ratio concepts and ratio calculations Direct proportion and indirect (inverse) proportion Rate notation, types of rates and rate calculations Percentage notations and percentage calculations 		
Patterns, relationships and representations	Content and/or contexts limited to those that include: <ul style="list-style-type: none"> fixed and linear relationships single relationships no estimation required in determining values in tables and graphs. 	Content and/or contexts limited to those that include: <ul style="list-style-type: none"> fixed, linear, inverse proportion, compound growth and other non-linear relationships two relationships estimation required in determining values in tables and on graphs. 	Content and/or contexts limited to those that include: <ul style="list-style-type: none"> fixed, linear, inverse proportion, compound growth and other non-linear relationships two or more relationships estimation required in determining values in tables and on graphs.
Finance	Contexts are limited to those that deal with personal and/or household: <ul style="list-style-type: none"> finance banking VAT. 	Contexts are limited to those that deal with personal, household, workplace and/or business finance.	Contexts are limited to those that deal with personal, household, workplace, business, national and global finance, and more complex financial scenarios.
Measurement	<ul style="list-style-type: none"> Simple tasks in the familiar context of the household. Work with time formats and calculations to plan and complete familiar daily activities in the context of the household. 	<ul style="list-style-type: none"> Larger projects in familiar contexts of the household and school and/or wider community. Work with time formats and calculations to plan and complete daily activities in the household, school and wider community. 	<ul style="list-style-type: none"> Complex projects in familiar and unfamiliar contexts. Work with time formats and calculations to plan and complete daily activities and trips in both familiar and unfamiliar contexts.
Maps, plans and other representations of the physical world	<ul style="list-style-type: none"> Maps and plans of familiar contexts and/or simple structures. Work with actual tins and boxes to explore packaging arrangements. 	<ul style="list-style-type: none"> Maps and plans of less familiar contexts and/or structures and models of packaging containers. Build 3-D scale models of packaging containers to investigate packaging arrangements. Draw 2-D scale pictures of 3-D packaging containers. 	<ul style="list-style-type: none"> Maps and plans of unfamiliar contexts and/or complex structures and models of packaging containers and buildings. Build 3-D scale models of packaging containers and buildings to explore what the final product will look like. Draw 2-D scale pictures of 3-D buildings and packaging containers.
Data handling	<ul style="list-style-type: none"> Data is limited to contexts relating to the personal lives of learners. Learners are expected to work with only one set of data. 	<ul style="list-style-type: none"> Data is limited to contexts relating to the personal lives of learners and the wider social issues. Learners are expected to work with two sets of data and comparisons thereof. 	<ul style="list-style-type: none"> Data is limited to contexts relating to the personal lives of learners, wider social issues and national and/or global issues. Learners are expected to work with multiple sets of data and comparisons thereof.

The Mathematical Literacy CAPS document provides 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 Mathematical Literacy Grade 10 Teacher's Guide*

Sample lesson plan

Lesson plan			
Learning Area: Mathematical Literacy		Grade: 10	
School: XYZ High School	Class: 10C	Teacher: A Person	Head of Dept.: BA Boss
Duration: 12 periods of 45 minutes		Term: 2	Date: Weeks 3-4
Topic: Measurement		Content: Measuring length, weight, volume and temperature	
Links with previous learning experiences: <ul style="list-style-type: none"> Numbers and calculations with numbers Patterns, relationships and representations Conversions 		Links with following experiences: <ul style="list-style-type: none"> Maps, plans and other representations of the physical world (scale and map work, models, plans) Perimeter, area and volume 	
Core knowledge content / context		Understand different measuring tools required to measure different objects; ability to convert between various measuring units; be able to apply previous knowledge and skills relating to numbers and number calculations	
Skills and sub skills		Number skills (rounding, ratios); Skill to use a calculator	
Teacher's actions (method, why and what)		<ul style="list-style-type: none"> Teacher can bring along some measuring tools that are considered not easily available to all learners (especially if there is a group of learners who reside in school hostels); Teacher can conduct group work by asking learners to bring certain ingredients and then they can measure various quantities to make fruit salad punch <p>Above guidelines will assist learners to understand that measurement is part of normal life and should not be seen as some activity only done during school hours.</p>	
Learners' activities		Various activities in Chapter 5 of the Learner's Book	
Assessment activities		Assignment	
Form of assessment		Assignment to be completed by learner	
Formal assessment		Assignment 1	
Informal assessment		Worked examples in Chapter 5	
Estimate time		9 hours	
Resources		Ruler, basic calculator, pen, pencil, scale, thermometer	
Learner Book page references: pp. xx - xx		Teacher's Guide page references: pp. xx - xx	
Support activity		Short revision on number calculations; Revision exercises at end of Chapter 5	
Challenge activity		Not applicable in this chapter	
Special needs		Teacher to determine according to learners' ability to work with measuring instruments and use of calculators	
Homework		Exercises in Chapter 5	
Teacher reflection		Teacher to complete upon completion of Chapter 5	
Suggestions for future use		Teacher to complete upon completion of Chapter 5	
Teacher Signature		Head of Dept. Signature	

Resources required to effectively teach FET Mathematical Literacy

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

PLANNING AND ASSESSMENT FOR MATHEMATICAL LITERACY

Taken from *Oxford Successful Mathematical Literacy Grade 10 Teacher's Guide*

Teaching guidelines
There are many instances when results of calculations have to be converted to a different, more manageable unit, or where calculations cannot be done correctly unless all quantities are converted to the same unit. Examples: working with measurements of length, mass, volume, etc. and working with scales on maps.
Resources for this chapter
<ul style="list-style-type: none"> Basic calculator for each learner Measuring instruments, for example: ruler, tape measure, watches, clocks, measuring spoons, measuring cups Conversion tables Time tables

Oxford Successful Mathematical Literacy Teacher's Guides provide teachers with full planning and assessments.

Taken from *Oxford Successful Mathematical Literacy Grade 10 Teacher's Guide*

Formal assessment tasks in Mathematical Literacy Grade 10			
Term	Tasks	Options	Page
1	Investigation	Investigation 1	248
2	Assignment	Assignment 1	248
		Assignment 2	249
	Mid-year exam	Paper 1 & Paper 2	269
3	Investigation	Investigation 2	250
	Quarter-ending test	Term 3 Assessment	250
4	Assignment / Investigation	Investigation 3	250
		Assignment 3	273
	Year-end exam		

Taken from *Oxford Successful Mathematical Literacy Grade 10 Teacher's Guide*

Formal Programme of Assessment					
	Continuous assessment (25%)				Examination (75%)
	Term 1	Term 2	Term 3	Term 4	Examination
	Grade 10 Assignment / Investigation* (10%) Control Test (15%)	Assignment / Investigation* (10%) Examination (30%)	Assignment / Investigation* (10%) Control Test (15%)	Assignment / Investigation* (10%)	

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

Taken from *Oxford Successful Mathematical Literacy Grade 10 Learner's Book*

Worked example 1

Figure 3 Decimal and Thousands separators

Write the value of each digit above in words.

MATHEMATICAL LITERACY: UNPACKING A HOT TOPIC

CAPS topic: Probability

Content: Probability

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 them to use the new words in their own sentences. It is also very important to explain key instruction words (exam words) so that learners understand what they have to do in activities.

Teaching tips

- Aim to deliver content in simple and accessible language and use step-by-step instructions to ensure that effective learning takes place.
- In Mathematical Literacy worked examples play an important role as they provide clear and simple guidance on how to tackle the problem/challenge.
- Revision exercises at the end of each chapter are important as these provide opportunities for learners to assess their knowledge and practise their skill. When learners are preparing for their final exam, encourage them to work through exercises and worked examples often.
- As Grade 12 is the final year of the FET phase, remember that the majority of the work is based on knowledge gained in Grades 10 and 11. Revise this with the learners and ensure that they have a good understanding of the content.

Golden guidelines for learners to successfully complete a task

- Read the instruction to understand what you are required to do before you start.
- If the task is to be assessed, be clear about how marks will be allocated in the assessment.
- Write the due date for the task in your diary and start as soon as you receive the information.
- Plan your progress carefully and keep in mind that if you are working within a group, the timeframes should be acceptable to each member of the group.
- Read the instructions again and underline the key words or phrases. In this way you will know exactly what to focus on when compiling your solution.
- Break the task down into several smaller parts and thereafter plan how to approach each of the smaller sections.
- Allow enough time to read through and edit your full task solution before your submit.

Probability

- Learners must understand that the chance of an event occurring does not change the more it is repeated (e.g. when tossing a coin, at every toss the probability of getting heads remains 50%).
- Learners must understand the difference between experimental (relative) and theoretical probability. The easiest way to determine all the possible outcomes is to draw a tree diagram.
- For the topic to be relevant, learners need to realise that many things in our daily lives are based on different choices and the outcome of many events can be based on probability.
- Learners need to be familiar with the words which describe the probability of an event (also referred to as 'expressions of probability'), e.g. certain, very likely, likely, fifty-fifty (even).

MATHEMATICAL LITERACY: UNPACKING A HOT TOPIC

(Activity from the *Oxford Successful Mathematical Literacy Grade 10 Learner's Book*)

Expressions of probability:

Certain:	it will definitely happen
Very likely:	it has a much greater chance of happening than not happening
Likely:	it has a greater chance of happening than not happening
Fifty-fifty (even):	the chances of happening and not happening are equally likely
Unlikely:	the chance of not happening is greater than happening
Very unlikely:	the chance of not happening is much greater than happening
Impossible:	it will definitely not happen

Worked example 1

A group of 44 tourists are ready to board an aeroplane departing from Cape Town. There are 28 passengers from South Africa, 12 from Europe and 4 from Japan. Two of the passengers wear spectacles and 22 passengers are males. If a passenger is selected at random, what is the probability that this passenger is:

- | | | | |
|---|----------------------|---|------------------------------|
| 1 | not a male | 2 | ready to board the aeroplane |
| 3 | from South Africa | 4 | wearing spectacles |
| 5 | from Europe or Japan | 6 | from America |

Answers

- | | | | | | |
|---|---------------------|---|----------|---|------------|
| 1 | fifty-fifty or even | 2 | certain | 3 | likely |
| 4 | very unlikely | 5 | unlikely | 6 | impossible |

Exercise 1

- 1 A restaurant owner asked a group of people who were watching the final UEFA soccer match between Italy and Spain, who they supported. He found out that 76 people supported Spain, 27 Italy and 15 showed no particular preference. If a person from the group was chosen at random, use words to describe the probability of that person being:
 - 1.1 a supporter of the Italian team
 - 1.2 a supporter of the Spanish team
 - 1.3 a person with no particular preference
 - 1.4 a person who supported the French team.
- 2 A supermarket has a shelf displaying chocolates with different colour wrappers. There are 35 chocolates in blue wrappers, 23 in silver wrappers and 42 in gold wrappers. Angie picks one of these chocolates at random.
 - 2.1 Explain what it means "to pick a chocolate at random".
 - 2.2 Use words to describe the probability that Angie chooses:
 - 2.2.1 a chocolate in a blue or gold wrapper
 - 2.2.2 a chocolate wrapped in blue, gold or silver
 - 2.2.3 a chocolate in a silver wrapper
 - 2.2.4 a chocolate in a black wrapper.

MATHEMATICAL LITERACY:

A LESSON PLAN

Lesson plan: Probability

Date: Week 6	Grade: 10	Term: 2
Chapter: 10	Unit: 1	Contact time: 3 hours
Content/Concept: Probability	Exercise: 1 (page 236 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"> • Be able to work with fractions and percentages. • Be able to classify events as certain, likely, even, unlikely or impossible. • Understand weather predictions. <p>Learning intention (what we want learners to learn):</p> <ul style="list-style-type: none"> • Use words to describe the probability of an event happening. • Recognise the difference between an event and an outcome. • Predict an event happening by using words and percentages. <p>New vocabulary to teach:</p> <ul style="list-style-type: none"> • <i>certain</i>: will definitely happen • <i>very likely</i>: has a much greater chance of happening than not happening • <i>likely</i>: has a greater chance of happening than not happening • <i>fifty-fifty (even)</i>: equal chances of happening and not happening • <i>unlikely</i>: has a greater chance of not happening than happening • <i>very unlikely</i>: has a much greater chance of not happening than happening • <i>impossible</i>: will definitely not happen 		
<p>Links with next activity: Prediction and representing outcomes of compound events</p>		
<p style="text-align: center;">Teaching plan</p> <p>Guidelines to implement activity:</p> <ul style="list-style-type: none"> • Use this exercise as an introductory exercise to this section of the work. It uses scenarios that are common to all and should not present problems to the learners. • First discuss the different expressions that describes the measure of probability in real-life situations. • Use the words to describe the probability of something happening in the classroom or in the local environment. • Once the learners know these expressions, walk learners through the worked example while their books are closed. <p>Remedial: Use additional easy examples taken from real-life situations to illustrate the meaning of each probability expression again.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Refer to page 174 of the Teacher's Guide for suggested answers. • This activity can be used for informal assessment to check learners' progress. 		

NOTES

[illegible]

LIFE SCIENCES: AN INTRODUCTION

The Life Sciences CAPS document provides 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 Life Sciences Grade 10 Teacher's Guide*

Strand	Grade 10	Grade 11	Grade 12
Life at molecular, cellular and tissue levels	<ul style="list-style-type: none"> Chemistry of life – inorganic and organic compounds Cell – unit of life Cell division – mitosis Plant and animal tissues 	–	<ul style="list-style-type: none"> DNA code of life RNA and protein synthesis Meiosis
Life processes in plants and animals	<ul style="list-style-type: none"> Support and transport systems in plants Support systems in animals Transport systems in mammals 	<ul style="list-style-type: none"> Energy transformations to support life: Photosynthesis Animal nutrition Energy transformations: Respiration Gas exchange Excretion 	<ul style="list-style-type: none"> Reproduction in vertebrates Human reproduction Nervous system Senses Endocrine system Homeostasis
Diversity, change and continuity	<ul style="list-style-type: none"> Biodiversity and classification History of life on Earth 	<ul style="list-style-type: none"> Biodiversity – classification of micro-organisms Biodiversity – plants Reproduction – plants Biodiversity – animals 	<ul style="list-style-type: none"> Darwinism and natural selection Human evolution
Environmental studies	<ul style="list-style-type: none"> Biosphere to ecosystems 	<ul style="list-style-type: none"> Population ecology Human impact on environment: Current crises 	–

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

Resources required to effectively teach FET Life 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

Specific subject resources

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

PLANNING AND ASSESSMENT FOR LIFE SCIENCES

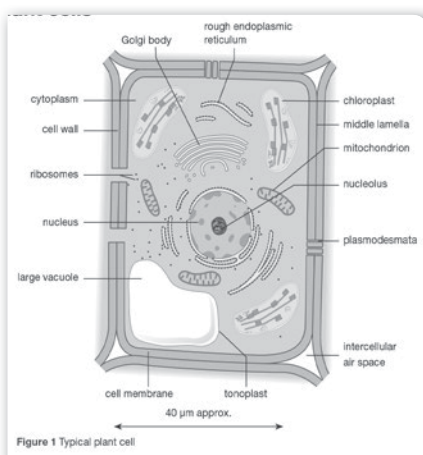
Taken from *Oxford Successful Life Sciences Grade 10 Teacher's Guide*

Programme of Assessment					
School-based assessment				End-of-year examination	
Term 1	Term 2	Term 3	Term 4	End-of-year exam	Practical exam
Type	Type	Type	Type		
Test	Test	Test	Test		
Practical task	Practical task	Practical task	Project or assignment		
	Mid-year exam				
25%	25%	25%	25%	80%	20%
Convert to 25%				75%	

Oxford Successful Life Sciences Teacher's Guides provide teachers with carefully planned CAPS compliant assessments.

Diagrams illustrate concepts clearly and can be used during teaching.

Taken from *Oxford Successful Life Sciences Grade 10 Learner's Book*



Taken from *Oxford Successful Life Sciences Grade 10 Teacher's Guide*

Formal assessment opportunities in the Learner's Book

Type of task	Task option	LB page
Practical task	Option 1: Practical investigation: Determine the organic compounds found in an unknown foodstuff	30
	Option 2: Practical investigation: Investigate the effect of catalase on hydrogen peroxide	32
	Option 3: Drawing activity: Draw a diagram of a leaf cross section	70
	Option 4: Practical activity: Investigate the rate of transpiration during different environmental conditions	81
	Option 5: Practical investigation: Observe water uptake and movement through a plant	85
	Option 6: Practical activity: Examine skeletal tissues found in a chicken wing	103
	Option 7: Practical activity: Use a dichotomous key to identify organisms	170
Assignment	Option 1: Activity: Research one type of cancer	57
	Option 2: Activity: Collect information on one field of biotechnology	67
	Option 3: Practical investigation: Investigate an ecosystem	153
	Option 4: Activity: Construct a timeline of Earth's history	179
	Option 5: Research activity: Map the key event locations	188
Tests	Practice control test: Term 1	196
	Strand 2, Topic 1 Revision	88
	Strand 2, Topic 2 Revision	112
	Practice control test: Term 3	198
	Strand 4, Topic 1 Revision	171
	Strand 4, Topic 2 Revision	190
Mid-year exam	Practice mid-year exam	200
End-of-year exam	Practice end-of-year exam: Paper 1	204
	Practice end-of-year exam: Paper 2	208

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

Taken from *Oxford Successful Life Sciences Grade 10 Learner's Book*

Practical activity

Investigate the structure of xylem vessels

Make wet mounts and draw plan diagrams of whole xylem vessels from celery or pumpkin stalks. Observe the secondary thickening patterns of xylem.

MATERIALS

- pumpkin or celery stem
- glass beaker
- dissecting needle
- cover slips
- 15 ml food colouring or ink (blue or red)
- water
- blade or scalpel
- glass slides
- microscope

INSTRUCTIONS

- Step 1 Place the food colouring or ink in the beaker and fill with water
- Step 2 Place the stem in the coloured water and leave overnight.
- Step 3 Use the blade or scalpel to cut the stem into 2 cm chunks and then into thin longitudinal sections of the stem.
- Step 4 Select the thinnest longitudinal section that you can find and prepare a wet mount of the section.

LIFE SCIENCES: UNPACKING A HOT TOPIC

CAPS topic: The heart

Vocabulary

It is important to teach learners the unfamiliar words that they will meet in a new unit. When you read the text containing the 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. It is also very important to explain key instruction words (exam words) so that learners understand what they have to do in activities.

Teaching tips

- Draw learners' attention to the case studies provided in the Learner's Book as these present real-life scenarios and people's actual experiences. This helps the subject to come alive.
- Encourage learners to visit appropriate websites as often as possible. These will provide additional information and can be very useful when learners need to do research.
- Explain the importance of the worked examples and calculations in the Learner's Book. By using a relevant example, they supply helpful information about how to work through calculations. This information will encourage learners to work independently.
- Group work is one of the strategies that can be used effectively in large classes and can be adapted for different activities and circumstances, e.g. if you are revisiting a particular concept or skill with a group of learners who need extra support, give yourself the time to do so by grouping the more able learners together to do an extension activity instead.
- Learners need to understand the human circulatory system.
 - Humans require a circulatory system to link cells with one another to supply oxygen and nutrients and remove waste products.
 - Make sure that learners understand the difference between oxygenated and deoxygenated blood.
 - Make use of additional diagrams and drawings to explain the double circulatory system.
- Learners need to understand the internal and external structure of the heart.
 - Learners need to understand that the heart is divided into a right side that contains deoxygenated blood and a left side that contains oxygenated blood.
 - The dissection of the heart is an important practical activity.
 - Mammal hearts can be obtained from your local butcher.
 - If you cannot get enough hearts for your learners to do the dissection in groups, perform the dissection as a demonstration.

Safety tips for the classroom

- Familiarise learners with the behaviour that will be required and as well as all safety rules.
- Learners must be shown how to use the equipment in the dissection kit safely.
- If any other equipment is being used to do the dissection, demonstrate how to use that safely too.

LIFE SCIENCES: UNPACKING A HOT TOPIC

(Activity from the *Oxford Successful Life Sciences Grade 10 Learner's Book*)

Practical activity

Dissect a mammalian heart

Work in pairs to dissect the heart of a sheep or ox. In this dissection you will explore the structure and major blood vessels of the heart.

MATERIALS

- fresh sheep or ox heart
- dissection kit
- dissection tray
- disposable gloves
- laboratory coat or old T-shirt

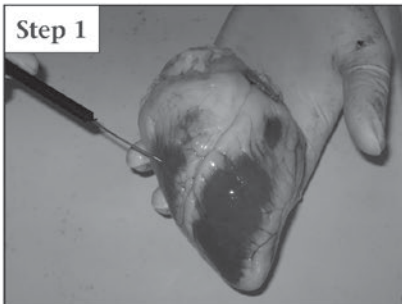


Caution

Work carefully and slowly through the steps of the dissection. Be sure not to cut yourself when you cut through the walls and vessels.

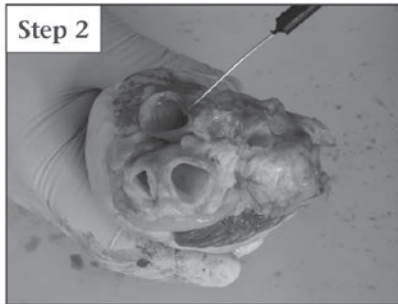
INSTRUCTIONS

Step 1



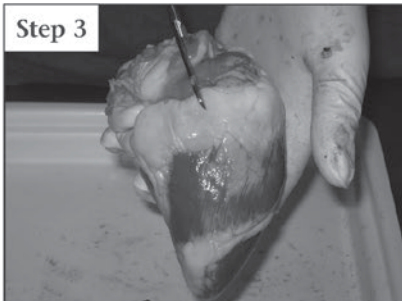
Gather materials and prepare the work surface. Put on the latex gloves and laboratory coat or old t-shirt. This photograph shows the anterior (front) surface of a sheep's heart.

Step 2



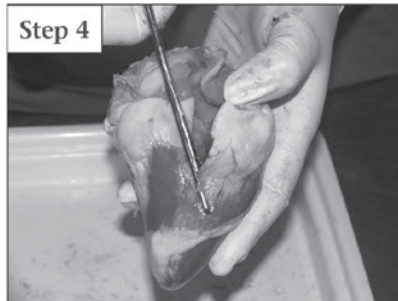
Look at the top surface of the heart and identify the major blood vessels. Note that the arteries have thick walls and the veins have thin walls.

Step 3



Hold the heart in your hand with the anterior surface facing upwards. Place the lower blade of the scissors into the superior vena cava.

Step 4



Cut through the wall of the superior vena cava into the right atrium and right ventricle.

LIFE SCIENCES: A LESSON PLAN

Lesson plan: The heart

Date:	Grade: 10	Term:
Strand: 2	Unit: 2	Contact time: 90 minutes (2 lessons of 45 minutes)
Content/Concept: <ul style="list-style-type: none"> Internal and external structure related to functioning Dissection of mammal heart Identify chambers, valves, muscle and blood vessels 	Activity: Practical activity (pages 116–119 of Learner's Book)	Resources required: Teacher's Guide, Learner's Book, mammal heart (sheep, cow or pig) obtained from a butchery
Expected learner background/Links with previous knowledge or activities: <ul style="list-style-type: none"> Liquids flow from areas of high pressure to areas of low pressure. The pressure gradient down which blood flows is produced by: <ul style="list-style-type: none"> the pumping action of the heart the contraction of muscles in the walls of veins and arteries the contraction of the intercostal muscles during inhalation. This enlarges the chest cavity, reducing the pressure inside the cavity, which helps to draw blood back to the heart. Learning intention (what we want learners to learn): Learn about the internal and external structure of the heart		
New vocabulary to teach: <ul style="list-style-type: none"> <i>atria</i>: the two upper chambers of the heart (singular: atrium) <i>ventricles</i>: the two lower chambers of the heart that pump blood out of the heart <i>septum</i>: wall dividing the left and right sides of the heart 		
Links with next activity: Blood vessels: Role and types		
<h3>Teaching plan</h3> <p>Introduction: Revise the human circulatory system.</p> <p>Body:</p> <ul style="list-style-type: none"> Refer to pages 116 and 117 of the Learner's Book. Use Figures 1 and 2 as a reference to discuss the internal and external structure of the heart. Refer to pages 118 and 119 of the Learner's Book and perform the practical activity. <p>Consolidation: After the practical, use Figure 2 to identify the chambers, valves, muscle, blood vessels, atria, ventricles and septum.</p>		
Assessment: <ul style="list-style-type: none"> This activity is designed for informal assessment. Assess learners' ability to identify the chambers, valves, muscle and blood vessels of the heart. 		

NOTES

[illegible]

PHYSICAL SCIENCES: AN INTRODUCTION

The Physical Sciences CAPS document provides 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 Physical Sciences Grade 10 Teacher's Guide*

These main topics and their weighting are shown in the table below. The main topics are fleshed out in Section 2 of the CAPS.

Topics	Percentage (%) Grade 11
Mechanics	16,87
Waves, sound and light	8,13
Electricity and magnetism	12,5
Matter and materials	15,00
Chemical change	17,50
Chemical systems	5,00
Teaching time(theory and practical work)	75,00
Time for examinations and control tests	25,00

SECTION 2 Planning and assessment

Types of planning tools

Each CAPS provides:

- an overview of topics for each subject in Grades 10–12. The overview of topics for Physical Sciences follows.
- a teaching plan for each subject in Grades 10–12. The teaching plan for Physical Sciences is shown on pages 10–12 of this Teacher's Guide.

Overview of topics in Physical Sciences Grades 10–12

The CAPS provides an overview of the topics for each subject in Grades 10–12. This is shown in the table below which shows how the Physical Sciences content is spread across the four terms of each grade. Skills development continues across the grades to build on and polish these skills through the content.

Topic	Grade 10	Grade 11	Grade 12
Mechanics	<ul style="list-style-type: none"> • Introduction to vectors and scalars • Motion in one dimension • Energy 	<ul style="list-style-type: none"> • Vectors in two dimensions • Newton's laws and Application of Newton's laws 	<ul style="list-style-type: none"> • Momentum and impulse • Vertical projectile motion in one dimension (1-D) • Work, energy and power
Waves, sound and light	<ul style="list-style-type: none"> • Transverse pulses on a string or spring • Transverse waves • Longitudinal waves • Sound • Electromagnetic radiation 	<ul style="list-style-type: none"> • Geometrical optics • 2-D and 3-D wave fronts 	<ul style="list-style-type: none"> • Doppler effect (either moving source or moving observer)
Electricity and magnetism	<ul style="list-style-type: none"> • Magnetism • Electrostatics • Electric circuits 	<ul style="list-style-type: none"> • Electrostatics • Electromagnetism • Electric circuits 	<ul style="list-style-type: none"> • Electric circuits • Electrodynamics

Oxford Successful Physical Sciences Teacher's Guides provides teachers with full planning and assessments.

Matter and materials	<ul style="list-style-type: none"> • Revise matter and classification • States of matter and the kinetic molecular theory • Atomic structure • Periodic table • Chemical bonding • Particles substances are made of 	<ul style="list-style-type: none"> • Molecular structure • Intermolecular forces • Ideal gases 	<ul style="list-style-type: none"> • Optical phenomena and properties of materials • Organic chemistry • Organic macromolecules
Chemical systems	<ul style="list-style-type: none"> • Hydrosphere 	<ul style="list-style-type: none"> • Lithosphere 	<ul style="list-style-type: none"> • Chemical industry
Chemical change	<ul style="list-style-type: none"> • Physical and chemical change • Representing chemical energy • Reactions in aqueous solution • Stoichiometry 	<ul style="list-style-type: none"> • Stoichiometry • Energy and chemical change • Types of reactions 	<ul style="list-style-type: none"> • Reaction rate • Chemical equilibrium • Acids and bases • Electrochemical reactions

Resources required to effectively teach FET Physical 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

Specific subject resources

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

PLANNING AND ASSESSMENT FOR PHYSICAL SCIENCES

Taken from *Oxford Successful Physical Sciences Grade 11 Teacher's Guide*

Programme of Assessment					
Assessment tasks (25%)					Final assessment
Term 1		Term 2		Term 3	Term 4
Type	%	Type	%	Type	%
Experiment	20	Experiment	20	Project	20
Control test	10	Mid-year exam	20	Control test	10
Total: 30 marks		Total: 40 marks		Total: 30 marks	
Total: 400 marks					
Final mark: 25% (assessment tasks) + 75% (final exam) = 100%					

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

Taken from *Oxford Successful Physical Sciences Grade 11 Teacher's Guide*

Term	Task	Tasks	LB pages
1	1	Experiment 1: Investigate the relationship between force and acceleration	44–46
	2	Control test: Term 1	—
2	3	Experiment 1: Investigate the effects of intermolecular forces on evaporation	106
		Experiment 2: Investigate the effects of intermolecular forces on surface tension	107
		Experiment 3: Investigate the effects of intermolecular forces on solubility	108
		Experiment 4: Investigate the effects of intermolecular forces on boiling points	110
		Experiment 6: Investigate the effects of intermolecular forces on capillarity	112
	4	Project 1: Verify Snell's laws of refraction and determine the refractive index of a medium	137–138

Taken from *Oxford Successful Physical Sciences Grade 11 Teacher's Guide*

Module 2

Matter and materials (Part 1)

Module overview

Atomic combinations and molecular structure

This module deals with molecules, starting with a brief look at inter-atomic forces, bond length and bond energy. The factors that determine the type and strength of the intermolecular forces between molecules are then explored.

Intermolecular force

We look at the different types of intermolecular forces and their associated physical properties. All this is then applied to the chemistry of water and its importance to our environment and organisms.



Assessment in this module

The following practical activities are recommended for informal assessment and prescribed for formal assessment:

Type of assessment	Unit	Practical activity	LB page	TG page
Formal	10	Experiment 1: Investigate the effects of intermolecular forces on evaporation	106	99
Formal	10	Experiment 2: Investigate the effects of intermolecular forces on surface tension	107	100

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

Taken from *Oxford Successful Physical Sciences Grade 11 Learner's Book*

Experiment 1 Investigate the effects of intermolecular forces on evaporation

In this experiment you will investigate which liquid evaporates the easiest.

MATERIALS

- 25 ml of the following liquids: distilled water, ethanol, acetone and methylated spirits
- dropper
- five 50 ml beakers
- Koki pen (or permanent marker)
- stopwatch

METHOD

Step 1 Place 25 ml of each of the liquids into separate beakers.

Step 2 Label each beaker and mark off the level of liquid.

Step 3 Start the stopwatch.

Step 4 Mark off new levels after evaporation of each liquid every five minutes.

Step 5 Mark off the final level after 20 minutes. Record your results.

Step 6 Repeat the experiment to verify results and increase accuracy.

DISCUSSION AND CONCLUSION

The rate of evaporation decreases as intermolecular forces increase.

PHYSICAL SCIENCES: UNPACKING A HOT TOPIC

CAPS topic: Acid-base reactions

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. It is also very important to explain key instruction words (exam words) so that learners will understand what they have to do in the activities.

Teaching tips

- Physical Sciences investigate physical and chemical phenomena. This is done through scientific inquiry and the application of scientific models, theories and laws in order to explain and predict events in the physical environment. Learners need to have a clear understanding of what this means.
- Practical investigations and experiments should focus on the practical and process skills required for scientific inquiry and problem solving. Learners' scientific skills are assessed based on their ability to plan, gather information and communicate results and conclusions.
- The CAPS document does not require an in-depth study of acids and bases, but rather that all previous knowledge of acids and bases be consolidated.
- Before you start, recap what was learnt in Grade 9 and highlight the following:
 - The reaction between an acid and a base is called a neutralisation reaction.
 - When an acid and a base react, water and a salt are produced (ask the class for examples of salts).
 - A salt is the product that forms when a metal ion (from the base) replaces the hydrogen ion in an acid.
 - The overall equation is: $\text{acid} + \text{base} \rightarrow \text{salt} + \text{water}$.
 - Discuss the use of some common acid-base reactions. Make reference to pit latrines and discuss the use of limestone in these toilets.
- The focus in Grade 11 is on how specific salts can be formed from specific acids and bases, the isolation of salts and some common acid-base reactions.
- Ask the class for examples of acids, bases, metal hydroxides, metal oxides, metal carbonates and hydrogen carbonates.
- When defining acids and bases in Grade 11, it is important to remember that the Bronsted-Lowry theory is used at school level to describe the behaviour of acids and bases.
- Remember, there are four types of reactions that can be generalised to that, e.g. almost any metal hydroxide and almost any acid will produce water and a salt.
- It is important to drill learners to recognise how we can predict which salt will be formed. This is one of the subjects in the next unit.

PHYSICAL SCIENCES: UNPACKING A HOT TOPIC

(Activity from the *Oxford Successful Physical Sciences Grade 11 Learner's Book*)

Everyday uses of acid-base reactions

- Hydrochloric acid is added to swimming pools to neutralise the water when the alkalinity becomes too high.
- Acetic acid solution (vinegar) is used in cooking.
- Calcium oxide (produced from heating limestone) and ash are added to Blair toilets (pit latrines) to reduce the smell and presence of flies. They are both bases while faeces are acidic.
- Some plants are sensitive to the pH of soils. Farmers add lime to acidic soils to neutralise it.
- Humans take antacid tablets to treat heartburn and acid reflux. The antacid is a base that neutralises excess acid produced in the stomach.

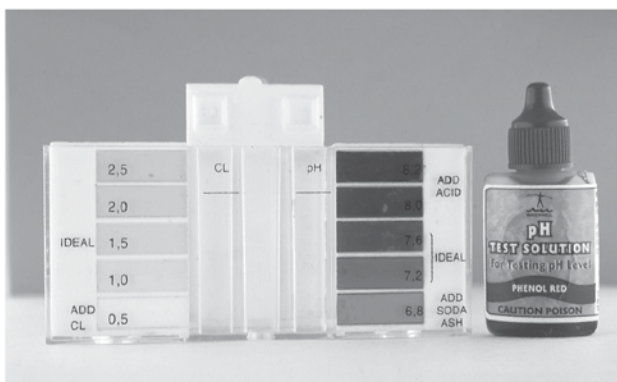


Figure 2 A kit for testing the pH of a swimming pool. If the pH of the water is too high, acid is added to bring the pH of the water down to around 7.



Figure 3 Calcium oxide is added to Blair toilets to reduce the smell.

Activity 3

Production of salts

- 1 Describe the steps you would take in order to prepare and isolate a dry sample of potassium bromide salt.
- 2 Write a chemical equation for the reaction between an acid and a metal hydroxide that will produce the salt sodium chloride. If you evaporate the resulting solution to dryness you will produce cubic crystals.
- 3 Write a chemical equation for the reaction between an acid and a metal hydroxide that will produce the salt copper acetate (ethanoate). If you filter and evaporate the resulting solution to dryness you will produce needle-like (monoclinic) crystals.
- 4 Write a chemical equation for the reaction between an acid and a metal oxide that will produce the salt sodium nitrate. If you evaporate the resulting solution to dryness you will produce hexagonal crystals.
- 5 Write a chemical equation for the reaction between an acid and metal carbonate that will produce the salt copper sulfate. If you evaporate the resulting solution to dryness you will produce triclinic crystals.
- 6 Write a chemical equation for the reaction between an acid and ammonium hydrogen carbonate that will produce the salt mono-ammonium dihydrogen phosphate ($\text{NH}_4\text{H}_2\text{PO}_4$). If you evaporate the resulting solution to dryness you will produce monoclinic crystals.

PHYSICAL SCIENCES: A LESSON PLAN

Lesson plan: Acid-base reactions

Date:	Grade: 11	Term: 4
Module: 7	Unit: 6	Contact time: 90 minutes (2 lessons of 45 minutes)
Content/Concept: <ul style="list-style-type: none"> The three standard acid-base reactions Using acid-base reactions to produce specific salts Isolating salts from solution Everyday uses of acid-base reactions 	Activity: 1 (page 272 of Learner's Book)	Resources required: Teacher's Guide and Learner's Book
Expected learner background/Links with previous knowledge or activities: Revise Grade 9 work: The reactions of acids with metals, metal oxides, metal hydroxides etc.		
Learning intention (what we want learners to learn): <ul style="list-style-type: none"> The three standard acid-base reactions. Using acid-base reactions to produce specific salts. Isolating salts from solution. Everyday uses of acid-base reactions. The blair (pit latrines) toilet. 		
New vocabulary to teach: <i>isolate:</i> to crystallise the salt out of the solution <i>blair toilet:</i> pit latrine (discuss name) <i>identify:</i> find, name and mention (exam word)		
Links with next activity: Acid-base indicators		
<h3>Teaching plan</h3> <p>Learners must have a thorough understanding of the production of salts.</p> <p>Introduction:</p> <ul style="list-style-type: none"> Revise Grade 9 work. Write the general reactions of acids with metal hydroxide, acid-metal oxide and acid-metal carbonates on the board. <p>Body:</p> <ul style="list-style-type: none"> Work through pages 256 and 257 of the Learner's Book and discuss the acid-base reactions. Emphasise the fact that specific salts can be produced using acid-base reactions. Discuss Table 1 and the Worked example on page 258 of the Learner's Book. Discuss the method of isolating salts from a solution shown on page 259 of the Learner's Book. Refer learners to page 260 and discuss the everyday use of acid-base reactions. Pay particular attention to the use of limestone in blair toilets. <p>Consolidation:</p> <ul style="list-style-type: none"> Revise the three acid-base reactions. Revise using acid base reactions to produce specific salts. Revise isolating salts from solutions. Revise everyday uses of acid-base reactions (e.g. the function of calcium carbonate in blair toilets). <p>Assessment:</p> <ul style="list-style-type: none"> This activity is intended for informal assessment. Suggested answers should be discussed with learners. 		

NOTES

[illegible]

GEOGRAPHY: AN INTRODUCTION

The Geography CAPS document provides 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 *In Search of Geography Grade 12 Teacher's Guide*

Term and Week	Topics	Unit	Activities and assessment	Time	LB pages	TG pages
Term 3	4 Economic geography of South Africa (continued)					
Week 8 – 9	The informal sector <ul style="list-style-type: none"> • concept and characteristics of informal sector employment • reasons for high informal sector employment in South Africa • challenges facing South Africa's informal sector • case studies to illustrate the informal sector in the South African context. 	Unit 6	1 – 5	3 hours	239 – 246	134 – 137
Weeks 9 – 10	Term 3 Consolidation and assessment of all topics		Formal assessment 5: Research/essay writing Formal assessment 6: Controlled test Formal assessment 7: Trial examination Suggested answers	1 hour 30 min 4,5 hours	247, 248 unseen unseen	138 139, 140 162 – 182 193 – 205

***In Search of Geography* Teacher's Guides provide clear guidelines and teaching ideas for Geography.**

Resources required to effectively teach FET Geography:

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

- 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

PLANNING AND ASSESSMENT FOR GEOGRAPHY

Taken from *In Search of Geography Grade 12 Teacher's Guide*

Core concepts covered				
<ul style="list-style-type: none"> • Mid-latitude cyclones • Tropical cyclones • Subtropical anticyclones and associated weather conditions • Valley climates • Urban climates 				
Term overview				
<p>The topic Climate and weather deals with regional and local scale weather and climate systems. Of special interest is how climate and weather patterns change at a geographic scale from large areas over the oceans and land, to smaller areas such as valleys and cities. These units tend to emphasise processes and changes in temperature and pressure, and in the movement of air that affects climate and weather at these different scales.</p>				
Content				
Unit No.	Content	Pacing (Time allocation)	LB page	TG page
1	Mid-latitude cyclones	3 hours	10-19	25-29
2	Tropical cyclones	4 hours	20-31	29-34
3	Anticyclones	3 hours	32-42	34-37
4	Valley climates	2 hours	43-50	37-39
5	Urban climates	2 hours	51-57	39-42

***In Search of Geography Teacher's Guides* provide teaching guidelines and additional resources for the teacher.**

Taken from *In Search of Geography Grade 12 Teacher's Guide*

Term	Assessment	Description of assessment	Marks
1	1	Data-handling task	20
	2	Test	10
2	3	Mapwork task	20
	4	Mid-year examination	10
3	5	Research essay writing task	20
	6	Test	10
	7	Trial examination (Paper 1 and Paper 2)	10
Year mark			100

Taken from *In Search of Geography Grade 12 Teacher's Guide*

Formal Assessments	Mark allocations
7 internal tasks – Programme of assessment (25%)	
• 3 assessment tasks	3 × 20 = 60
• 2 tests	2 × 10 = 20
• Mid-year examination	1 × 10 = 10
• Trial examination	1 × 10 = 10
	Sub-total – 100
External examination (75%)	Paper 1 = 225 (3 × 75)
End-of-year examination	Paper 2 = 75
	Sub-total – 300
	Total – 400

***In Search of Geography* books provide teachers with carefully planned CAPS compliant assessments.**

GEOGRAPHY: UNPACKING A HOT TOPIC

CAPS topic: Tropical cyclones

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 them to use the new words in their own sentences. It is also very important to explain key instruction words (exam words) so that learners understand what they have to do in activities.

Teaching tips:

- Learners need to know that Geography is the study of people, places and the environment.
- Geography is known as an integrated science because it draws on knowledge from both natural and social sciences to understand how the world works and to explore and explain the spatial patterns found on it.
- Geography's methods of enquiry (with key questions) are summarised below. Ensure that learners master these skills so that they can succeed during the exam.

Methods of enquiry	Key questions to ask
Observation	What is it? What is it like? Who or what is affected?
Description	Where does it occur? What process is taking place? What pattern is evident? How long, wide or high is it?
Analysis and explanation	What happened or is happening? Why is it there? Why did it happen? How is it changing?
Evaluation and explanation	What are the effects? What is likely to happen next?
Decision-making	Who benefits? What decisions must be made? What are the costs and benefits of those decisions? How should it be managed?
Personal evaluation, judgement and response	What is my opinion? What action can I take?

Tips on how to answer source-based questions during the exam:

Some questions are based on source texts or illustrations. In the practical exam, the source is a topographic map which may be accompanied by an orthophoto map or a photograph of some kind. Teach learners that before they answer such questions they should do the following:

- Read the source of the text carefully.
- Study the map carefully to identify the main geographic themes.
- Examine the axes of graphs and keys of all maps, making sure you know what they represent.
- Underline and make notes about key points in the source.
- Compare information in the sources to what the question is asking you to do.
- Plan your answer by referring back to the source.

GEOGRAPHY: UNPACKING A HOT TOPIC

(Activity from the *In Search of Geography Grade 12 Learner's Book*)

Reading and interpreting satellite images and synoptic weather maps

Skills

Mapwork techniques
Reading and interpreting synoptic weather maps and satellite images

Refer to Figure G3 and G4 on page 331 in the Resources Section for larger versions of these figures.

Look at the satellite image below (Figure 1.21). It shows a “snapshot” of the actual position of the tropical storm. The eye of the storm is clearly seen in the image. The position of the eye and the extent of the tropical system can be measured and determined by a geographic scale.

Now look at the synoptic map (Figure 1.20) below, which is different from the satellite image. It reports information that was collected from sources such as weather stations and satellite images. This information will have been collected over a 24-hour period, based on the available information and data that was collected over the previous 24 hours. Synoptic weather maps give a summary of the weather conditions and not a real-time map as shown by a satellite image.

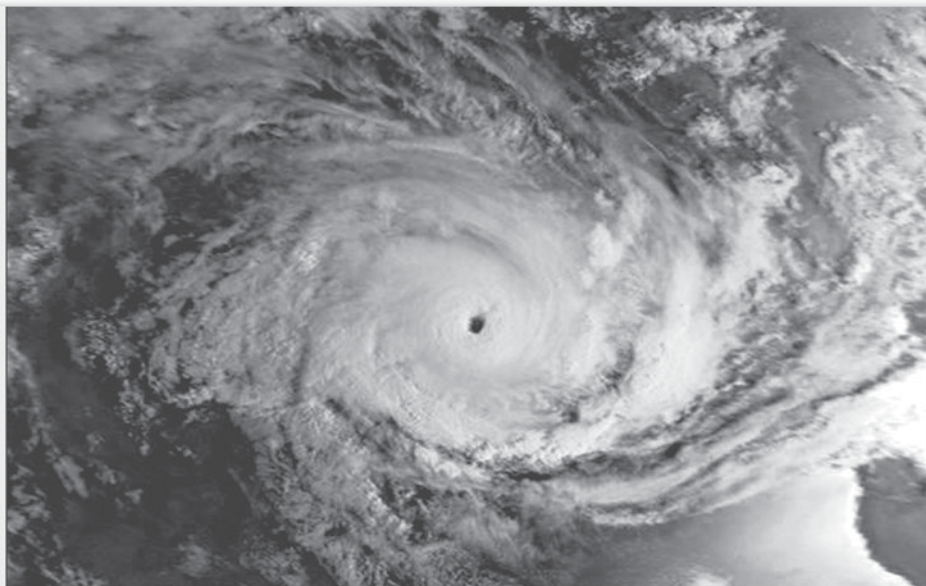
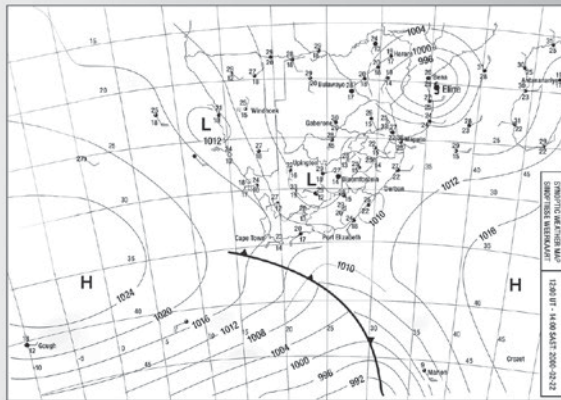


Figure 1.21 NOAA-15 satellite image of Cyclone Eline

GEOGRAPHY: A LESSON PLAN

Lesson plan: Map skills

Date:	Grade: 12	Term: 1										
Module:	Unit: 2	Contact time:										
Content/Concept: Tropical cyclones	Activity: 6 (page 28 of Learner's Book)	Resources required: Teacher's Guide, Learner's Book and an atlas										
Expected learner background/Links with previous knowledge or activities: Ensure that learners are familiar with synoptic weather charts, especially pressure systems.												
Learning intention (what we want learners to learn): <ul style="list-style-type: none">• Know the areas where tropical cyclones form.• Know the factors necessary for their formation.• Know the stages of cyclone development.• Recognise associated weather patterns.• Read and interpret satellite images and synoptic weather maps.												
New vocabulary to teach: <table><tr><td><i>pressure gradient:</i> the rate of change in air pressure over the distance between two pressure zones</td><td>system or an upper level stream of fast-moving air are possible causes of wind shear.</td></tr><tr><td><i>hurricane:</i> Low-pressure systems in North Atlantic Ocean and north-eastern areas of Pacific Ocean</td><td><i>Coriolis effect:</i> the effect on a mass of air which results in the path of its movement being deflected to the left in the southern hemisphere; caused by the Earth's rotation</td></tr><tr><td><i>typhoon:</i> Low-pressure systems formed in southern Indian and Atlantic Oceans</td><td><i>torrential:</i> extremely heavy</td></tr><tr><td><i>unstable air:</i> air that is warmer than its environment and will therefore tend to rise</td><td><i>storm surge:</i> the intense low pressure in a tropical cyclone passes over the sea and raises sea level, causing waves that are much higher and more destructive than usual along the shores</td></tr><tr><td><i>wind shear:</i> change of wind direction over either horizontal or vertical distances. A cold front</td><td></td></tr></table>			<i>pressure gradient:</i> the rate of change in air pressure over the distance between two pressure zones	system or an upper level stream of fast-moving air are possible causes of wind shear.	<i>hurricane:</i> Low-pressure systems in North Atlantic Ocean and north-eastern areas of Pacific Ocean	<i>Coriolis effect:</i> the effect on a mass of air which results in the path of its movement being deflected to the left in the southern hemisphere; caused by the Earth's rotation	<i>typhoon:</i> Low-pressure systems formed in southern Indian and Atlantic Oceans	<i>torrential:</i> extremely heavy	<i>unstable air:</i> air that is warmer than its environment and will therefore tend to rise	<i>storm surge:</i> the intense low pressure in a tropical cyclone passes over the sea and raises sea level, causing waves that are much higher and more destructive than usual along the shores	<i>wind shear:</i> change of wind direction over either horizontal or vertical distances. A cold front	
<i>pressure gradient:</i> the rate of change in air pressure over the distance between two pressure zones	system or an upper level stream of fast-moving air are possible causes of wind shear.											
<i>hurricane:</i> Low-pressure systems in North Atlantic Ocean and north-eastern areas of Pacific Ocean	<i>Coriolis effect:</i> the effect on a mass of air which results in the path of its movement being deflected to the left in the southern hemisphere; caused by the Earth's rotation											
<i>typhoon:</i> Low-pressure systems formed in southern Indian and Atlantic Oceans	<i>torrential:</i> extremely heavy											
<i>unstable air:</i> air that is warmer than its environment and will therefore tend to rise	<i>storm surge:</i> the intense low pressure in a tropical cyclone passes over the sea and raises sea level, causing waves that are much higher and more destructive than usual along the shores											
<i>wind shear:</i> change of wind direction over either horizontal or vertical distances. A cold front												
Teaching plan												
Guidelines to implement activity: <ul style="list-style-type: none">• This is an important activity for skills development.• Read and interpret the satellite image and synoptic chart of Cyclone Eline.• Ensure that learners are familiar with synoptic weather charts and especially with the interpretation of pressure systems. Refer to Figure 1.20 on page 26 of the Learner's Book.												
Suggested answers: <ol style="list-style-type: none">1. Rainfall along the coastline, e.g. see weather station at Beira ✓; wind direction has changed by more than 90° since the leading edge of the cyclone passed over the coastline ✓; low pressures measured over the coastline that are lower than normally expected.✓2. 1008 – 996 = 12Pa ✓3. A surface low-pressure trough over South Africa would assist Eline to travel further west- and southwards. ✓4. Harare is experiencing the leading edge of the cyclone (wind direction is south westerly) ✓ while the wind direction at Beira is caused by the back side of cyclone (easterly). ✓												
Assessment: <ul style="list-style-type: none">• This activity is intended for formal assessment, but assess learners informally first, using the suggested marking memorandum (25 marks). Give feedback on their performance to prepare learners for formal assessment.• Learners should then submit the completed work for assessment. Give further feedback.												

NOTES

[illegible]

HISTORY: AN INTRODUCTION

The History CAPS document provides 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 *In Search of History Grade 11 Teacher's Guide*

Grade 10	Grade 11	Grade 12
1. The World around 1600 Skills: Extract information from sources; analyse the value of primary sources	1. Communism in Russia 1900 to 1940 Skills: How to identify or use persuasive techniques in written sources; how to identify propaganda in visual sources; how to understand the strengths and limitations of primary sources	1. The Cold War
2. Expansion and conquest in the 15th to 18th centuries Skills: How to ask different types of questions; assessing the consequences of an event; doing extended writing	2. Capitalism and the USA 1900 to 1940 Skills: How to analyse political cartoons; how to understand visual metaphors	2. Independent Africa
3. The French Revolution Skills: How to analyse a cartoon; construct accounts from differing points of view; how to approach secondary sources; compare secondary analyses; how to approach essay writing.	3. Ideas of race in the late 19th and 20th century Skills: How to identify bias in a source; how to decide whether a source is objective or subjective; how to research a topic and write a research essay; how to reference your work; how to set out a bibliography	3. Civil society protests 1950s to 1990s
4. Transformations in southern Africa after 1750 Skills: Account for an event; analyse interpretations; compile evidence; how to decide whether a source is reliable or not; quote from sources; extended writing.	4. Nationalisms: South Africa, the Middle East and Africa Skills: How to approach essay writing	4. Civil resistance South Africa 1970s to 1990s
5. Colonial expansion after 1750 Skills: Construct opposing views; how to identify bias in visual sources; empathise with people in a situation; how to identify bias in written and oral sources; how to reference your work and set out a bibliography.	5. Apartheid South Africa 1940s to 1960s Skills: How to assess the reliability of sources	5. The coming of democracy in South Africa and coming to terms with the past

In Search of History Teacher's Guides provide clear guidelines and teaching ideas for History.

Resources required to effectively teach FET History:

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

- 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 You-tube videos

PLANNING AND ASSESSMENT FOR HISTORY

Taken from *In Search of History Grade 11 Teacher's Guide*

Programme of Assessment for Grade 11:				
Term	Example in this textbook	Curriculum requirements	Marks	
1	Topic 1 Assessment (p 39–41)	* Source-based and/or essay task (10%)	10	
	Topic 2 assessment (p 76–79)	* Standardised Test 1 (20%)	20	
2	Topic 3 assessment: (Research assignment) (p 118–121)	* Research or Oral history task (20%)	20	
	See Questions 1 and 3 of sample exam (p 221)	Mid-year examination (20%)	20	
3	Topic 4 assessment: (Essay test) (p 175–177)	Source-based essay task OR a prepared essay from a variety of sources (10%)	10	
	Topic 5 assessment (p 218–220)	* Standardised Test 2 (20%)	20	
			100 marks [25% of total year mark]	
4	Sample exam See questions 2 and 4 (p 221–226)	* End-of-year examination (75% of total year mark)	300 marks [75% of total year mark]	
Year Mark				100
End-of-year examination				300
TOTAL ASSESSMENT				400
Percentage (total assessment divided by 4)				100%

A summary of each learner's CASS results and final exam marks

In Search of History Teacher's Guides provide teachers with carefully planned CAPS compliant assessments.

Terms	Assessment tasks			
	Task types	Task options	LB page	Marks
Term 1	Task 1 Assignment			
	Task 2 Test			
Term 2	Task 3 Presentation			
	Task 4 Mid-year exam			
Term 3	Task5 Project			
	Task 6 Test			
Year mark (Term 1 + Term 2 + Term 3)				
Term 4				
Total Grade 11 promotion mark				400

Taken from *In Search of History Grade 11 Learner's Book*



Now answer Questions 2, 3 and 4 which are based on this photograph.

- 2 Use your knowledge to explain what the following refer to:
- The large image of the family in the car
 - 'World's Highest Standard of Living'
 - 'There's no way like the American Way.'

3 × 2 = (6)

People queuing for relief during the Great Depression in 1937. They are standing in front of a billboard promoting the capitalist views of the American government during the 1920s.

In Search of History Learner's Books provide learners with informal assessments and revision activities to equip them with the knowledge and skills for their formal assessments.

HISTORY: UNPACKING A HOT TOPIC

CAPS topic: Communism in Russia 1900–1940

Content: Communism in Russia 1900–1940

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 them to use the new words in their own sentences. It is also very important to explain key instruction words (exam words) so that learners understand what they have to do in activities.

Teaching tips

This topic is conceptually difficult and many activities have therefore been provided in order to focus on different concepts.

- Knowledge in History is constructed and the emphasis is on knowledge construction from the evidence derived from historical resources.
- Encourage, assist and allow learners to engage in constructive debate, to confront issues and to address current social and environmental concerns. Give them opportunities to analyse sources and evidence and to study different interpretations, opinions and voices. This is essential for developing critical thinking.
- Always bear in mind that History is an excellent preparation for the world of work, where open-minded, independent thinkers, problem-solvers, those who can organise their thoughts and opinions and those who can prioritise and present information are highly valued.
- Ensure that learners understand concepts like communism, capitalism, socialism and democracy.
- Remind learners to ask the following questions when analysing any source:
 - What is it about and what kind of source it is?
 - When and where was it made?
 - Who made it and why and how does this influence its message or style?
 - How is it expressed?
- In this topic special focus must be given to learning how to analyse:
 - objectivity and subjectivity
 - persuasive techniques in written and visual sources
 - propaganda
 - primary sources.
- Let learners practise how to write essays, give peer assessment and create posters.
- Give learners opportunities to do research tasks.
- Ask the school/local library to buy books from the list on page 227 of the Learner's Book.
- Read the summary at the end of every topic before going to class and use it to structure your explanation of the content to learners.
- At the end of topic, go back to the timeline and put learners into groups to discuss in more detail what each entry is about. This will reinforce the content that has been covered.

HISTORY: UNPACKING A HOT TOPIC

(Activity from the *In Search of History Grade 11 Learner's Book*)

THINK AND DISCUSS: If a government is delivering basic needs (health care, housing, shelter, food and education) to the people, is it acceptable for them to limit freedom of thought, expression and choice?

Activity 2: Analyse state control under Stalin

groups

- 1 Total state control could not be done by Stalin alone. Hundreds of thousands of people carried out the policies. How would these citizens have justified their involvement in the Great Terror?
- 2 **Compare** how Sources D and E portray working in the remote regions. Why are their presentations so different? (Hint: think about who made it, and why.)
- 3 Suggest why the statistics in Source F are so approximate.
- 4 Use the text and Sources G, H and I to explain the methods used by the Soviet government to control and influence what people thought.

Exam words

compare

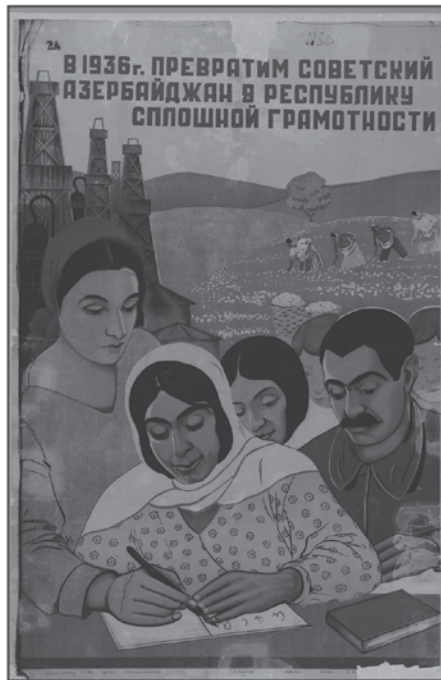
identify features that are the same, and those that are different

Women in the Soviet Union under Stalin

Under Stalin, Soviet women continued to be given equality with men on the work front, and many more types of work were now open to them than before the Revolution. For example, women played leading roles in many of the projects during the Five Year Plans.

However the more liberal ideas of the 1920s – such as easy abortion and divorce, and free love – were replaced with a renewed emphasis on traditional family values. A new Family Code was introduced in 1936 which made it more difficult to get a divorce, and restrictions were placed on abortion. The state also paid a child allowance to married couples. The image of the woman as supporter to the male worker and mother of a family was promoted, instead of the independent woman.

In 1938 the creators of the Bolshevik 1918 Family Code were **denounced** and sent to labour camps or asylums. Kollontai and Krupskaya (Lenin's wife and also a leading revolutionary) were forced to state publicly that they no longer believed in female equality. Women who devoted themselves completely to the party and neglected their husbands and children, were now criticised rather than admired.



◀ **Source J** Here a woman teacher helps people to read and write in a literacy campaign in the republic of Azerbaijan. The words say 'We will change the Soviet Republic of Azerbaijan into a republic of abundant literacy.' In the background the two natural resources of the region, oil and cotton, are shown being used effectively.

New words

denounced

publicly announced as being wrong

THINK AND DISCUSS: Compare the ideas about the role of women and their treatment under Lenin and Stalin.

HISTORY: UNPACKING A HOT TOPIC

Lesson plan: Communism in Russia 1900–1940

Date:	Grade: 11	Term: 1 (weeks 1–8)
Module:	Unit:	Contact time:
Content/Concept: Communism in Russia 1900–1940	Activity: 2 (page 35 of Learner's Book)	Resources required: Learner's Book and Teacher's Guide
<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"> • Learn about communism and the Russian Revolution. • Learn about Lenin's political and economic policies. • Learn about Stalin's political and economic policies. • Learn about capitalism in the USA 1900–1940. <p>New vocabulary to teach:</p> <ul style="list-style-type: none"> • <i>bourgeois</i>: middle class, believing in the rights to private ownership, wealth and individualism • <i>consumer goods</i>: goods such as food, clothing, furniture and electrical devices • <i>denounced</i>: publically announced as being wrong • <i>compare (exam word)</i>: identify the features that are the same and those that are different 		
<p>Links with next activity: Communism and the Russian revolution</p>		
<p style="text-align: center;">Teaching plan</p> <p>Introduction: Explain to learners that during the 20th century the world was dominated by two very different economic and political systems: communism and capitalism. Ask learners to define communism and capitalism; this will set the tone of the lesson.</p> <p>Guidelines to implement activity:</p> <ul style="list-style-type: none"> • Discuss all the concepts, difficult words and exam words with learners. • Discuss the importance of looking at who has made a source and how this influences what it says. • This activity looks at how the state controlled media and education to influence people's thinking. This could lead to a discussion about how and whether this is done by governments today. • The learners could also discuss what else shapes the way we understand the world. • Question 3 focuses on statistics: Discuss the ways that statistics can be useful as sources of evidence (e.g. they give a broad overview and show trends, they are based on research and should be objective) and in what ways they are limited (e.g. for them to be reliable they need to be based on a wide sample, they need to be accurately recorded, they should be based on raw scores and not rounded up or down). 		
<p>Revision and assessment:</p> <ul style="list-style-type: none"> • For revision activities (key issues) refer to page 38 of the Teacher's Guide. • For suggested answers refer to pages 28 and 29 of the Teacher's Guide. Think about and discuss these answers. • For a formal assessment test refer to pages 39 and 40 of the Teacher's Guide. • For an essay-writing rubric refer to page 41 of the Teacher's Guide. 		
<p>Teacher reflection: This depends on how learners reacted towards the content. Were they positive or negative? This will determine the next steps to take in lesson planning.</p>		

NOTES

[illegible]