



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

2020
NATIONAL REVISED ANNUAL
TEACHING PLANS
GRADE 12

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1. Introduction

The National Curriculum Statement, Grades R-12 was approved as National Policy and published in the Government Gazette 34600, Notices 722 and 723 of 12 September 2011.

The National Curriculum Statement, Grades R-12 comprises:

- The Curriculum and Assessment Policy Statements for all approved subjects for Grades R-12;
- The National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12; and
- The National Protocol for Assessment.

The Curriculum and Assessment Policy Statement (CAPS) is a single, comprehensive, and concise document developed for all subjects listed in the National Curriculum Statement Grades R-12 and is arranged into Four Sections.

The National State of Disaster due to Covid and the ensuing lockdown has created a unique situation which has disrupted the school calendar thus impacting on the implementation of the Curriculum and Assessment Policy Statement (CAPS) for the 2020 academic year. To mitigate the impact of the Covid lockdown, the Department of Basic Education (DBE) working in collaboration Provincial Education Departments (PEDs), has put together a framework for curriculum recovery plans after the extended lockdown. The framework, which was consulted with key stakeholders in the sector, proposes a revised school calendar and curriculum reorganization and trimming, as some of the strategies to create opportunities for curriculum recovery.

In the context of the framework for the school curriculum recovery plan whose overarching aim is to ensure that the critical skills, knowledge, values and attitudes outlined in the CAPS are covered over a reduced time period, the purpose of curriculum reorganisation and trimming is to:

- Reduce the envisaged curriculum to manageable core content including skills, knowledge, attitudes and values so that schools have ample room for deep and meaningful learning
- Define the core knowledge, skills, attitude to be taught and assessed more specifically so that it provides guidance and support to teachers;
- Align curriculum content and assessment to the available teaching time;
- Maintain the alignment in the learning trajectory for learners, without compromising learners' transition between the grades; and
- Present a planning tool to inform instruction during the remaining school terms

The curriculum trimming and reorganisation maintain and support the foundational principles of the National Curriculum Statement (NCS) Grades R – 12 as stated in the Curriculum and Assessment Policy Statement (CAPS) namely:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and high, achievable standards in all subjects have been set;
- Progression: content and context of each grade shows progression from simple to complex

- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa.
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

In addition, the principles below guided the process of curriculum reorganisation and trimming:

- Maintain the spiral development of values, attitudes, concepts and skills, extension, consolidation and deeper understanding leading learners towards the final learning outcomes.
- Efficiency – less teaching time but more effective learning outcomes.
- Inclusivity – learning experience must cater for different types of learners who are differently abled by providing different types of learning experiences.
- Validity – the relevance of the content to the stated goals and outcomes of the curriculum.
- Utility –the content must lead to the acquisition of values, attitudes, skills and knowledge that are considered useful for transition to the next level and have relevance to the contexts in which learners live.
- Feasibility – analyse and examine the content in the light of the time and resources available to the schools, considering the current socio- economic and political climate.
- Coherence – Systematic curriculum mapping must have horizontal, vertical, subject area and interdisciplinary coherence; and
- Emphasise assessment for learning as a teaching strategy as opposed to assessment of learning to achieve the learning outcomes of each grade and subject.

2. Purpose

The purpose of the revised phase plan and revised annual national teaching plans is to:

- ensure that meaningful teaching proceeds during the revised school calendar.
- assist teachers with guided pacing and sequencing of curriculum content and assessment.
- enable teachers to cover the essential core content in each phase within the available time.
- address assessment overload to recoup time loss.
- assist teachers with planning for the different forms of assessment.
- ensure learners are adequately prepared for the subsequent year/s in terms of content, skills, knowledge, attitudes, and values

3. Implementation Dates

To meet the above-mentioned objectives, Section 3 of the CAPS, which deals with the overview of topics per term and annual teaching plans per subject have been trimmed and/or reorganised for the year 2020. The revised teaching and assessment plans are effective from the 1st June 2020.

4. Revised Teaching Plans per Subject

This document presents the revised national annual teaching plans for Grade 12.

1. Accounting

Revised National Teaching Plan

2020 National Revised Teaching Plan: Grade 12 – Term 1: Accounting

TERM 1 (46 days)	Week 1 15 - 17 Jan (3 days)	Week 2 20 - 24 Jan (5 days)	Week 3 27 - 31 Jan (5 days)	Week 4 3 - 7 Feb (5 days)	Week 5 10 - 14 Feb (5 days)	Week 6 17 - 21 Feb (5 days)	Week 7 24 - 28 Feb (5 days)	Week 8 2 - 6 March (5 days)	Week 9 9 - 13 March (5 days)	Week 10 16 - 18 March (3 days)	
CAPS Topics	Companies: unique transactions (Close Corporations: not assessed)		Companies: Final accounts, Financial Statements [Income Statement (Statement of Comprehensive Income), Balance Sheet (Statement of Financial position), Cash Flow Statement] and Audit report				Companies - analysis and interpretation				
Concepts, Skills and Values	<ul style="list-style-type: none"> Define and explain accounting concepts unique to companies: Companies – public and private; Companies (Act 71 of 2008); Registrar of companies / CIPRO – Registration certificate; MOI Income tax/provisional income tax; Dividends; Shares; Earnings Shareholders; Limited liability; Separation of ownership from control Directors; Auditors; Retained income; Authorised and Issued share capital; JSE Define / Explain International Financial Reporting Standards (IFRS) and Generally Accepted Accounting Practice (GAAP); <i>Application of IFRS and GAAP</i> Define/ Explain of the specific GAAP principles: historical cost; prudence; materiality; business entity rule; going concern; matching Accounting cycle for a company: Journals; Ledger accounts; Trial Balance Transactions include: issuing of shares at issue price (NO par value and share premium); buying back of shares; loans and interest (note: interest on mortgage loan is capitalised), income tax; dividends; directors' fees; audit fees 		<ul style="list-style-type: none"> Prepare final accounts and detailed financial statements of a company taking into account year-end adjustments Year-end adjustments: Trading stock deficit / surplus; Consumable stores on hand; Depreciation (on cost and diminishing balance); Bad debts; Bad debts recovered (incl. insolvent estate); Correction of errors/omissions; Accrued income (receivable); Income received in advance (deferred); Prepaid expenses; Accrued expenses (payable); Provision for bad debts; Adjustments related to income tax; Adjustments related to the payment and declaration of dividends Final accounts: Trading account; Profit and Loss account; Appropriation account; Reversal of certain adjustments, i.e. accruals, income received in advance and prepaid expenses Financial statements and notes: Income Statement (Statement of Comprehensive Income); Balance Sheet (Statement of Financial Position); Cash Flow Statement <p><i>Analysis and indication of the effect of transactions on the accounting equation of a company; all transactions affecting a company up to financial statements</i></p> <p>Integration of reporting and control of fixed assets; ethical considerations, internal auditing and internal control relating to companies, roles of shareholders and directors, manipulation of share prices, corporate governance, etc.</p>				<ul style="list-style-type: none"> Analysis and interpretation of Income Statement, Balance Sheet and Notes Revise the following financial indicators: Gross profit on sales; Gross profit on cost of sales; Net profit on sales; Operating expenses on sales; Operating profit on sales; Current ratio; Acid test ratio; Stock turnover rate; Stock holding period; Average debtors' collection period; Average creditors' payment period; Solvency ratio; Debt-equity ratio Introduce and cover the following financial indicators: Return on shareholders' equity (ROSHE); Return on total capital employed (ROTCE); Net asset value per share (NAV); Dividends per share (DPS); Earnings per share (EPS); Dividend pay-out rate 		<ul style="list-style-type: none"> Analysis of published financial statements and annual reports consisting of: Directors' report; Independent Auditors' report; Abridged Income Statement; Balance Sheet; Cash Flow Statement, together with additional information relating to governance and the company's activities 		
Requisite pre-knowledge	Background knowledge (basic) on: <ul style="list-style-type: none"> Companies Act 71 of 2008 shares and trading procedures on the JSE MOI (see memorandum-of-incorporation) 		Basic background aspects unique to public companies as a form of ownership (collaborate with Business studies teacher) Revise Gr 10 and 11 content for year-end adjustment, final accounts and financial statements Background knowledge on the purpose of Cash Flow statement				Revise financial indicators from Gr 10 and 11 Background knowledge on trading processes and share price determination on JSE to be able to compare it to NAV				

		<i>Basic knowledge of the content of King Code III (ethical corporate management); roles of SAICA's and SAIPA's professional codes of conduct and the consequences of non-compliance</i>		
Resources (other than textbook) to enhance learning	Past test / exam papers Past NSC exam questions Gr 12 Revision material Mind the Gap Companies Act 71 of 2008	Templates / work sheets for ledger accounts, final accounts and financial statements Past test/exam papers and/or NSC (Gr 12) exam questions on companies at <u>DBE Exams</u> Mind the Gap Background information on audit processes: www.wikiaccounting.com/audit-procedures-meaning-example-prepare		Published financial statements (recent, not older than 2 years) Mind the Gap Various e-learning resources and platforms Lessons on companies broadcast on Radio stations and TV channels
Informal assessment: Remediation	Short tests / Quizzes on company concepts	Short tests on the formats of financial statements and consolidation of Cash Flow Statement format and calculations		Informal tests on the formulae and calculations of all the indicators
SBA (Formal)	Written report: Discuss task and assessment instrument before learners attempt it. Complete in class.	TASK 1: WRITTEN REPORT (50 marks)	Prepare for control test.	TASK 2: CONTROL TEST 1 (100 marks; 1 hour) Term 1 work

2020 National Revised Teaching Plan: Grade 12 – Term 2: Accounting

TERM 2 (39 days)	Week 1 1 - 5 Jun (5 days)	Week 2 8 - 12 Jun (5 days)	Week 3 15 - 19 Jun (4 days)	Week 4 22 - 26 Jun (5 days)	Week 5 29 Jun - 3 Jul (5 days)	Week 6 6 - 10 Jul (5 days)	Week 7 13 - 17 Jul (5 days)	Week 8 20 - 24 Jul (5 days)
CAPS Topics	Inventory valuation		Cost Accounting			Budgeting		
Concepts, Skills and Values	<ul style="list-style-type: none"> Validation, valuation and calculation of inventories of businesses using the perpetual and periodic inventory systems: Specific identification (of cost price per unit); First in, first out (FIFO); Weighted average <p>Integration of GAAP principles, ethical issues, internal audit and control processes relating to inventories</p>		<ul style="list-style-type: none"> Definition and explanation of accounting concepts unique to a manufacturing business. Preparation, presentation, analysis, interpretation and reporting on cost information for manufacturing businesses: Preparation of a Production Cost Statement with notes for manufacturing costs; an abridged Income Statement with notes for administration cost and selling & distribution cost Calculations of gross profit on finished goods sold; variable and fixed costs; the cost of a product using variable and fixed costs; cost per unit; breakeven point; total cost of production <p>Integration of ethical issues relating to manufacturing: product quality, product age, raw materials, support for local products, price fixing, theft, fraud, etc.</p> <p>Integration of internal audit and control processes relating to manufacturing</p>			<ul style="list-style-type: none"> Analysis, interpretation and comparison of Projected Income Statements for sole traders or companies Projected Income Statement (Statement of Comprehensive Income) depicting sales, cost of sales, expenses, income, profits Analysis, interpretation and comparison of Cash Budgets for sole traders or companies Cash Budgets indicating receipts; payments; debtors' collection; creditors' payment; cash balances <p>Integration of ethical issues relating to budgeting and projections</p> <p>Integration of internal audit and control processes relating to budget and projections by comparing budgeted to actual figures</p>		
Requisite pre-knowledge	Revise Gr 11 content on inventory management Revise appropriate financial indicators relating to inventories Revise Gr 10 and 11 GAAP principles and ethics		Revise Gr 10 and 11 content, accounts and calculations on Manufacturing			Revise Gr 10 content relevant to budgets and projections Understand budgeted vs actual figures to comment on budgets as planning / forecasting tools		
Resources (other than textbook) to enhance learning	Past exam questions on Inventory valuation, ethics, control and internal auditing processes for stock (DBE Exams) Gr 12 Revision material and / or e-learning resources or platforms Mind the Gap Radio and TV broadcast-lessons		Past test/exam paper questions on Manufacturing, ethics, control and internal auditing Gr 12 Revision material and / or e-learning resources or platforms Mind the Gap Radio and TV broadcast-lessons			Past exam questions on budgeting, ethics, control and internal auditing (DBE Exams) Gr 12 Revision material and / or e-learning resources or platforms Mind the Gap Radio and TV broadcast-lessons		
Informal assessment; remediation	Short scenarios and informal tests to consolidate calculations of final stock values, gross profit, cost of sales and wastage		Short tests on the format of the PCS and cost calculations, e.g. the breakeven point Short scenarios to illustrate the meaning of breakeven point vs actual quantities manufactured			Quizzes on the budget calculations Short scenarios on the application and use of budgets as a planning / forecasting tool in businesses		
SBA (Formal)	Assignment: (replaces the Research Project) Discuss the task and assessment instrument before learners attempt the task. Complete in class.				TASK 3: ASSIGNMENT (100 marks; 1 or 2 class periods) Topic: Analysis & Interpretation of Company Financial Statements (including Cash Flow Statement and Independent Audit Report), integrating ethics and corporate governance			

2020 National Revised Teaching Plan: Grade 12 – Term 3: Accounting

TERM 3 (37 days)	Week 1 3 - 7 Aug (5 days)	Week 2 11 - 14 Aug (4 days)	Week 3 17 - 21 Aug (5 days)	Weeks 4 24 Aug - 28 Aug (5 days)	Weeks 5 - 8 31 Aug - 23 Sep (18 days)	
CAPS Topics	Reconciliations		Fixed assets; Internal Control	VAT	Revision and preparation for exam	
Concepts, Skills and Values	<ul style="list-style-type: none"> Analysis and interpretation of bank, debtors', and creditors' reconciliations: <ul style="list-style-type: none"> Reconcile creditors' statements with creditors ledger accounts Reconcile debtors lists and creditors lists with control accounts Analyse and interpret debtors' age analysis Analyse and interpret bank statements and bank reconciliation statements <p>Integration of ethical, internal audit and control issues relating to cash, debtors and creditors, e.g. payment periods, interest, credit rating, fraud, etc.</p>		<p>Interpretation and reporting on movement of assets:</p> <ul style="list-style-type: none"> Age of assets; replacement rate; lifespan of assets Integrate GAAP principles and ethical issues <p>Application of internal control and internal audit processes:</p> <ul style="list-style-type: none"> Means of gathering audit evidence; basis for gathering audit samples; basic sampling techniques; internal audit reports; accountable management of resources Understand the difference between roles of internal and external auditors <p>Integration of internal control and auditing</p>	<ul style="list-style-type: none"> Calculate the amount payable to or receivable from SARS (SA Revenue Services) Completion of the VAT control ledger account as an additional method to calculate the amount payable or receivable <p>Integration of ethical issues, internal audit and control processes</p>	TRIAL EXAM (two papers on two different days)	
					PAPER 1	PAPER 2
					150 marks 2 hours	150 marks 2 hours
					Provide an answer book with answer sheets for each question / sub-question with the correct templates for financial statements.	Provide an answer book with answer sheets for each question / sub-question with the correct templates.
					Topics: Discipline 1: Financial Reporting & Evaluation (see 2020 Exam Guidelines)	Topics: Discipline 2: Managerial Accounting, Internal Auditing and Control (see 2020 Exam Guidelines)
Provide Gr 12 Formula sheets (refer to the 2020 National Exemplar Paper)	Provide Gr 12 Formula sheets (refer to the 2020 National Exemplar Paper)					
Requisite pre-knowledge	Revise Gr 10 and 11 content on reconciliations Revise ethical and internal control aspects covered in Gr 10 and 11	Revise Gr 11 content on fixed assets Background knowledge on audit processes for fixed assets Background information on internal audit (general) at www.wikiaccounting.com/audit-procedures-meaning-example-prepare	Revise Gr 10 and 11 content, ethical and internal control concepts	Revise ALL the topics covered in Gr 12 and prior knowledge from Gr 10 and 11 applicable to Gr 12 content	PER PAPER	
Resources (other than textbook) to enhance learning	Past exam questions on Reconciliations, ethics and control of cash, debtors and creditors (<u>DBE Exams</u>) Gr 12 Revision material Mind the Gap	Templates (work sheets) for the correct formats of Asset Disposal account and Fixed Asset note; Past NSC papers at <u>DBE Exams</u> Gr 12 Revision material; Mind the Gap.	Past exam questions on VAT Gr 12 Revision material Past NSC exam papers Mind the Gap	Gr 12 Revision material Past NSC exam papers (<u>DBE Exams</u>) Mind the Gap	<p>Cognitive Levels</p> <p>30% (45 marks) Basic thinking skills 40% (60 marks) Moderately high thinking skills 0% (45 marks) Higher-order thinking skills [10% -15% Problem solving type questions]</p> <p>Levels of Difficulty</p> <p>30% Easy 40% Moderate 30% Difficult</p>	
Informal assessment; remediation	Short tests on the format of bank reconciliation process, reconciliation of creditors and debtors lists to control accounts, reconciliation of creditor's statement to account in creditors ledger, and age-analysis	Consolidation of formats of Asset disposal account and Fixed assets note Short scenarios on internal control and internal audit processes and ethics	Short tests on calculation of the amount payable to / receivable from SARS		Each question should be scaffolded to include sub-questions from all three cognitive levels and levels of difficulty	
SBA (Formal)	Case Study (on any Term 2 or 3 content) Discuss task + assessment instrument (rubric / memo) before learners attempt the task. Complete in class.		TASK 4: CASE STUDY (100 marks; 1 or 2 class periods)		Prepare for trial exam	
					TASK 5: TRIAL EXAM (150 x 2 papers = 300 marks; 2 hours each); ALL TOPICS	

2020 National Revised Teaching Plan: Grade 12 – Term 4: Accounting

TERM 4 (53 days)	Week 1 28 Sep - 2 Oct (5 days)	Week 2 5- 9 Oct (5 days)	Week 3 12 - 16 Oct (5 days)	Weeks 4 - 10 19 Oct - 9 Dec (38 days)
CAPS Topics	<i>Revision of ALL CAPS topics</i>			2020 FINAL NCS EXAM (TWO PAPERS written on different days) [150 x 2 = 300 marks] Formulae sheets will be provided

2. Agricultural Management Practices

Revised National Teaching Plan

2020 National Revised Teaching Plan: Grade 12 – Term 1: Agricultural Management Practices

TERM 1: 48 days	1: 15 -17 Jan (3 days)	2: 20-24 Jan	3: 27-31 Jan	4: 03-07 Feb	5: 10-14 Feb	6: 17-21 Feb	7: 24-28 Feb	8: 02-06 Mar	9: 09-13 Mar	10: 16-20 Mar
CAPS topic	(CAPS pg. 30) Farm Planning							(CAPS pg. 32) Recording	(CAPS pg. 32) Methods of recording	(CAPS pg. 32) Recording data
Concepts, skills and values	Soil, camps, contours	Resource use (regarding enterprise) – soil, rainfall, pastures, climate, labour, information, capital, pesticides and herbicides	Precision farming, mechanisation	Economic planning, trial balance sheets	Cash flow, income and expenses statement	Labour planning	Planning regarding implement use	Aim, advantages, types of records, role and aim of diary, database(computer), palm computer,	Factors influencing type of record system, practical factors, records such as dairy and harvest records	Invoice, cheques, depreciation, deposit books, petty cash
Requisite pre-knowledge	Link with resources available for farming enterprises management principles grades 10 and 11 production enterprises done									
Resources (other than textbook) to enhance learning	Past examination papers, own developed PPT and notes	Past examination papers, own developed PPT and notes	Past examination papers, own developed PPT and notes	Past examination papers, own developed PPT and notes	Past examination papers, own developed PPT and notes	Past examination papers, own developed PPT and notes	Past examination papers, own developed PPT and notes	Past examination papers, own developed PPT and notes	Past examination papers, own developed PPT and notes	Past examination papers, own developed PPT and notes
Informal assessment; remediation	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work
Formal Assessment	SBA: TASK 1-Assignment/ Practical Task (25%) and Test to be completed in this term PAT: First part of PAT Management overview, handed out to learners. 2 Practical activities need to be completed								TASK 2: TEST 1 (75%) - not shorter than 1 hour and 100 marks	

2020: National Revised Teaching Plan: Grade 12 – Term 2: Agricultural Management Practices

TERM 2: 39 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	
CAPS topic	(CAPS pg. 33) Product harvesting and quality control	(CAPS pg. 33) Role of producer organisations	(CAPS pg. 33) Marketing, Marketing and control	(CAPS pg. 33) Value adding	(CAPS pg. 33) Processing	(CAPS pg. 33) Packing and distribution	(CAPS pg. 35) Agritourism		
Concepts, skills and values	Regulations and legal aspects (Acts) regarding products, handling products, storing products, sorting and grading	Type of organisation, advantages and disadvantages of organisations, role of the product organisation in marketing of products	Marketing methods and channels, marketing Acts, importance of marketing, marketing functions, advertising	Value-adding methods, types of products, advantages, value-adding Acts	Principles of processing, advantages, factors indicating the viability of value adding	Regulations and Acts, types of packing methods and materials, distribution channels, transport requirements	Definition and description, types, advantages and disadvantages, requirements, the farmer's role	Revision of term content and Finalising PAT	
Requisite pre-knowledge	Enterprises done in grade 10-11						Resources available		
Resources (other than textbook) to enhance learning	Past examination papers, own developed PPT and notes	Past examination papers, own developed PPT and notes	Past examination papers, own developed PPT and notes	Past examination papers, own developed PPT and notes	Past examination papers, own developed PPT and notes	Past examination papers, own developed PPT and notes	Past examination papers, own developed PPT and notes	Past examination papers, own developed PPT and notes	
Informal assessment; remediation	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers	
Formal Assessment	SBA: June Examination (Task 3) replaced with Formal Test (Task 3) on term 2 content. PAT: Submission of Management overview,								

TASK 3: JULY CONTROL TEST (100%)

PAPER

Marks: 100 - 150
Time: 1.5 hours to 2.5 hrs
Covers Term 2 content topics
Learners must answer all 4 questions.

Section A:
Question 1
 • Short questions, objective questions e.g. MCQ, terminology, columns/statements and items (50 marks)

Section B:
Question 2 – 4
 • Variety of question types.
 • 3 questions of 50 marks divided into subsections

Cognitive levels: Knowledge – 30%; Comprehension – 30%, Application-30%; Analysis, Evaluation and Synthesis– 10%

2020 National Revised Teaching Plan: Grade 12 – Term 3: Agricultural Management Practices

TERM 3: 21 days	Week 1	Week 2	Week 3	Week 4			Week 5
CAPS topic	(CAPS pg. 35) Business planning	(CAPS pg. 35) Farm valuation and entrepreneurship	(CAPS pg. 35) Management				<p align="center">TASK 5: TRIAL EXAMINATION (75%) PAPER</p> <p>Marks: 200 Time: 3 hours <i>Learners must answer all 4 questions.</i></p> <p>Section A: Question 1</p> <ul style="list-style-type: none"> • Short questions, objective questions e.g. MCQ, terminology, columns/statements and items (50 marks) <p>Section B: Question 2 – 4</p> <ul style="list-style-type: none"> • Variety of question types. • 3 questions of 50 marks divided into subsections <p>See Control Test in term 2 for Cognitive levels</p>
Concepts, skills and values	Description and explanation of a business plan, a simple business plan, Methods of setting prices Business creation in agriculture, business survival strategies, occupation of niche markets	Inter-reliance of different enterprises, profitability and viability of enterprises, suitability of farms in terms of the business plan Definition of entrepreneurship, qualities of an entrepreneur, managing skills	Planning, organising, motivation/leadership, control, co-ordination and evaluation	Revision of the terms work and Preparation for Trail Exam Finalise PAT: Write Management TEST and complete learners logbook			
Requisite pre-knowledge	Link with resources available for farming enterprises management principles grades 10 and 11 production enterprises done						
Resources (other than textbook) to enhance learning	Past examination papers, own developed PPT and notes	Past examination papers, own developed PPT and notes	Past examination papers, own developed PPT and notes	Past examination papers, own developed PPT and notes			
Informal assessment; remediation	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work			
Formal Assessment	Task 4(25%): Assignment/Practical task 2: complete and to be handed in before the preparatory examination. Finalize PAT Components – Practical activities, Write Management Test, complete logbook and calculate all components for learners, submit for moderation.				TASK 6: FINAL PAT (25%)		

2020 National Revised Teaching Plan: Grade 12 – Term 3: Agricultural Management Practices

TERM 4: 20 days	Week 1	Week 2	Week 3	Week 4	Week 5-9
CAPS topic	Farm resources, physical planning and farming systems	Business planning, Entrepreneurship, marketing and Management.	Financial Statements, Recording, Harvesting, Processing, value adding and packaging.		FINAL NSC EXAMINATION
Concepts, skills and values	Resources available for enterprise planning. Pasture and Soil Usage: Planning, usage and conservation of resources Farming Systems	Development of a basic business plan Farm Management and Entrepreneurship Price setting Role of producer /product organizations in agriculture Marketing and control	Economic planning - Financial statements, Labour Management Recordkeeping and interpretation of records Harvesting, value-adding, processing, packaging and labelling	Revision of the terms work and preparation for NSC Examination	
Resources (other than textbook) to enhance learning	Past examination papers, own developed PPT and notes	Past examination papers, own developed PPT and notes	Past examination papers, own developed PPT and notes	Past examination papers, own developed PPT and notes	
Informal assessment; remediation	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	
Formal Assessment	(SBA: 25%, PAT: 25%, FINAL NSC EXAMINATION: 50%)				

2020 National Revised Teaching Plan: Grade 12 – Term 2: Agricultural Management Practices

TERM 2: 39 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	
CAPS topic	(CAPS pg. 33) Product harvesting and quality control	(CAPS pg. 33) Role of producer organisations	(CAPS pg. 33) Marketing, Marketing and control	(CAPS pg. 33) Value adding	(CAPS pg. 33) Processing	(CAPS pg. 33) Packing and distribution	(CAPS pg. 35) Agritourism		
Concepts, skills and values	Regulations and legal aspects (Acts) regarding products, handling products, storing products, sorting and grading	Type of organisation, advantages and disadvantages of organisations, role of the product organisation in marketing of products	Marketing methods and channels, marketing Acts, importance of marketing, marketing functions, advertising	Value-adding methods, types of products, advantages, value-adding Acts	Principles of processing, advantages, factors indicating the viability of value adding	Regulations and Acts, types of packing methods and materials, distribution channels, transport requirements	Definition and description, types, advantages and disadvantages, requirements, the farmer's role	Revision of term content and Finalising PAT	
Requisite pre-knowledge	Enterprises done in grade 10-11						Resources available		
Resources (other than textbook) to enhance learning	Past examination papers, own developed PPT and notes	Past examination papers, own developed PPT and notes	Past examination papers, own developed PPT and notes	Past examination papers, own developed PPT and notes	Past examination papers, own developed PPT and notes	Past examination papers, own developed PPT and notes	Past examination papers, own developed PPT and notes	Past examination papers, own developed PPT and notes	
Informal assessment; remediation	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers	
Formal Assessment	SBA: June Examination (Task 3) replaced with Formal Test (Task 3) on term 2 content. PAT: Submission of Management overview,								

TASK 3: JULY CONTROL TEST (100%)

PAPER

Marks: 100 - 150
Time: 1.5 hours to 2.5 hrs
Covers Term 2 content topics
Learners must answer all 4 questions.

Section A:
Question 1
 • Short questions, objective questions e.g. MCQ, terminology, columns/statements and items (50 marks)

Section B:
Question 2 – 4
 • Variety of question types.
 • 3 questions of 50 marks divided into subsections

Cognitive levels: Knowledge – 30%; Comprehension – 30%, Application-30%; Analysis, Evaluation and Synthesis– 10%

2020 National Revised Teaching Plan: Grade 12 – Term 3: Agricultural Management Practices

TERM 3: 21 days	Week 1	Week 2	Week 3	Week 4			Week 5
CAPS topic	(CAPS pg. 35) Business planning	(CAPS pg. 35) Farm valuation and entrepreneurship	(CAPS pg. 35) Management				TASK 5: TRIAL EXAMINATION (75%) PAPER Marks: 200 Time: 3 hours <i>Learners must answer all 4 questions.</i> Section A: Question 1 <ul style="list-style-type: none"> • Short questions, objective questions e.g. MCQ, terminology, columns/statements and items (50 marks) Section B: Question 2 – 4 <ul style="list-style-type: none"> • Variety of question types. • 3 questions of 50 marks divided into subsections See Control Test in term 2 for Cognitive levels
Concepts, skills and values	Description and explanation of a business plan, a simple business plan, Methods of setting prices Business creation in agriculture, business survival strategies, occupation of niche markets	Inter-reliance of different enterprises, profitability and viability of enterprises, suitability of farms in terms of the business plan Definition of entrepreneurship, qualities of an entrepreneur, managing skills	Planning, organising, motivation/leadership, control, co-ordination and evaluation	Revision of the terms work and Preparation for Trail Exam Finalise PAT: Write Management TEST and complete learners' logbook			
Requisite pre-knowledge	Link with resources available for farming enterprises management principles grades 10 and 11 production enterprises done						
Resources (other than textbook) to enhance learning	Past examination papers, own developed PPT and notes	Past examination papers, own developed PPT and notes	Past examination papers, own developed PPT and notes	Past examination papers, own developed PPT and notes			
Informal assessment; remediation	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work			
Formal Assessment	Task 4(25%): Assignment/Practical task 2: complete and to be handed in before the preparatory examination. Finalize PAT Components – Practical activities, Write Management Test, complete logbook and calculate all components for learners, submit for moderation.				TASK 6: FINAL PAT (25%)		

2020 National Revised Teaching Plan: Grade 12 – Term 4: Agricultural Management Practices

TERM 4: 20 days	Week 1	Week 2	Week 3	Week 4	Week 5-9
CAPS topic	Farm resources, physical planning and farming systems	Business planning, Entrepreneurship, marketing and Management.	Financial Statements, Recording, Harvesting, Processing, value adding and packaging.		FINAL NSC EXAMINATION
Concepts, skills and values	Resources available for enterprise planning. Pasture and Soil Usage: Planning, usage and conservation of resources Farming Systems	Development of a basic business plan Farm Management and Entrepreneurship Price setting Role of producer /product organizations in agriculture Marketing and control	Economic planning - Financial statements, Labour Management Recordkeeping and interpretation of records Harvesting, value-adding, processing, packaging and labelling	Revision of the terms work and preparation for NSC Examination	
Resources (other than textbook) to enhance learning	Past examination papers, own developed PPT and notes	Past examination papers, own developed PPT and notes	Past examination papers, own developed PPT and notes	Past examination papers, own developed PPT and notes	
Informal assessment; remediation	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	
Formal Assessment	(SBA: 25%, PAT: 25%, FINAL NSC EXAMINATION: 50%)				

3. Agricultural Sciences

Revised National Teaching Plan

2020 National Revised Teaching Plan: Grade 12 – Term 1: Agricultural Sciences

TERM 1 48 days	1: 15 -17 Jan (3 days)	2: 20-24 Jan	3: 27-31 Jan	4: 03-07 Feb	5: 10-14 Feb	6: 17-21 Feb	7: 24-28 Feb	8: 02-06 Mar	9: 09-13 Mar	10: 16-20 Mar
CAPS topic	(CAPS pg. 39) Animal nutrition	(CAPS pg. 39) Digestion in the non – ruminant (pig/fowl) and ruminants (cow)	(CAPS pg. 40) Components of feed	(CAPS pg. 40) Digestibility of feeds	(CAPS pg. 41) Types of feed	(CAPS pg. 41) Animal production	(CAPS pg. 42) Animal shelter/protection/housing	(CAPS pg. 43) Animal reproduction	(CAPS pg. 44) Synchronisation of oestrus and mating, artificial mating	(CAPS pg. 45) Embryo transplantation, nuclear transfer
Concepts, skills and values	External structure of alimentary canal of a ruminant and non-ruminant	Digestion in ruminants and non-ruminants, digestion in the rumen	Functions of water, proteins, carbohydrates, fats and oils, mineral constituents	Functions and deficiencies of vitamins, digestibility of feed, quality of feed, energy value of feed, nutritive ratio	Types of feed, subdivision of feeds, supplements to rations, planning a feed flow programme	Animal production systems, examples of intensive and extensive farming productions	Animal shelter/protection/housing, intensive animal production system, behaviour and handling of farm animals	Reproductive organs of cattle, oestrus and oestrus cycle	Synchronisation of oestrus, mating	Embryo transplantation/transfer, nuclear transfer, fertilisation and pregnancy
Requisite pre-knowledge	Revise animal studies from Grade 10	Revise animal studies from Grade 10	Revise animal studies from Grade 10	Revise animal studies from Grade 10	Revise animal studies from Grade 10	Revise animal studies from Grade 10	Revise animal studies from Grade 10	Revise animal studies from Grade 10	Revise animal studies from Grade 10	Revise animal studies from Grade 10
Resources (other than textbook) to enhance learning	Own developed Power Point slides and videos, past examination papers	Own developed Power Point slides and videos, past examination papers	Own developed Power Point slides and videos, past examination papers	Own developed Power Point slides and videos, past examination papers	Own developed Power Point slides and videos, past examination papers	Own developed Power Point slides and videos, past examination papers	Own developed Power Point slides and videos, past examination papers	Own developed Power Point slides and videos, past examination papers	Own developed Power Point slides and videos, past examination papers	Own developed Power Point slides and videos, past examination papers
Informal assessment; remediation	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work
SBA (Formal Assessment)	TASK 1: (25%) Practical Investigation							TASK 2: TEST 1 (75%)		

2020 National Revised Teaching Plan: Grade 12 – Term 2: Agricultural Sciences

TERM 2 39 days	Week 1 (5 days)	Week 2 (5 days)	Week 3 (5days)	Week 4 (5 days)	Week 5 (5 days)	Week 6 (5 days)	Week 7 (5 days)	Week 8 (4 days)	TASK 4: Controlled test 75 %
CAPS topic	(CAPS pg. 46) Animal reproduction (44%)	(CAPS pg. 46) Animal diseases and protection (48%)	(CAPS pg. 47) Internal and external parasites (52%)	(CAPS pg. 47) Plant and metallic salt poisoning (56%)	(CAPS pg. 48) Basic Agricultural Genetics (62%)	(CAPS pg. 48) Pattern of inheritance (66%)	(CAPS pg. 48) Selection (70%)	(CAPS pg. 50) Basic Agricultural Genetics (76%)	Marks: 100 Time: 1½ hours Covers Term 2 Content Cognitive levels: Knowledge – 40%; Comprehension and Application-40%; Analysis, Evaluation and Synthesis– 20
Concepts, skills and values	Birth/parturition and dystocia, milk production/lactation	Animal health, Animal diseases	Internal/endoparasites and external/ectoparasites	Plant and metallic salt poisoning, the role of government in animal health	Genetic concepts, genetic crosses	The pattern of inheritance that leads to different phenotypes, prepotency and atavism with examples, variation and mutation	General principles of selection, natural and artificial selection, breeding systems	Genetic modification/gene engineering	
Requisite pre-knowledge	Animal studies from Grade 10		Cells and cell division from Grade 10					(CAPS pg. 50) Basic Agricultural Genetics (76%)	
Resources (other than textbook) to enhance learning	Own developed Power Point slides and videos, past examination papers	Own developed Power Point slides and videos, past examination papers	Own developed Power Point slides and videos, past examination papers	Own developed Power Point slides and videos, past examination papers	Own developed Power Point slides and videos, past examination papers	Own developed Power Point slides and videos, past examination papers	Own developed Power Point slides and videos, past examination papers	Own developed Power Point slides and videos, past examination papers	
Informal assessment; remediation	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	
SBA (Formal Assessment)	TASK 3: (25%) Practical Investigation						Task 4 :Controlled test T 2 work		

2020 National Revised Teaching Plan: Grade 12 – Term 3: Agricultural Sciences

TERM 3 21 days	Week 1 (5 days)	Week 2 (5 days)	Week 3 (5 days)		Week 4 (6 days)		Week 5						
CAPS topic	(CAPS pg. 50) Agric -production factors (80%)	(CAPS pg. 50) Capital and Management (84%)	(CAPS pg. 51) Agricultural marketing (88%)	(CAPS pg. 51) Market equilibrium (92%)	(CAPS pg. 52) Agricultural marketing systems (96%)	(CAPS pg. 52) Agricultural entrepreneurship (100%)	TASK 7: TRIAL EXAMINATION (50%)						
Concepts, skills and values	Production factors: land , labour	Capital, farm management	Agricultural marketing, price determination and demand/supply	Market equilibrium, development of a market, approaches to marketing	Free- market, co-operative marketing, controlled marketing, marketing chain or supply/demand chain	Agricultural entrepreneurship, agri-business plan	<table border="1"> <thead> <tr> <th align="center">PAPER 1</th> <th align="center">PAPER 2</th> </tr> </thead> <tbody> <tr> <td> Marks: 150 Time: 2½ hours <i>Learners must answer all 4 questions.</i> </td> <td> Marks: 150 Time: 2½ hours <i>Learners must answer all 4 questions.</i> </td> </tr> <tr> <td> Topics: Animal nutrition Animal production, protection and control Reproduction </td> <td> Topics: Agricultural Management and marketing Production factors Basic Agricultural Genetics </td> </tr> </tbody> </table>	PAPER 1	PAPER 2	Marks: 150 Time: 2½ hours <i>Learners must answer all 4 questions.</i>	Marks: 150 Time: 2½ hours <i>Learners must answer all 4 questions.</i>	Topics: Animal nutrition Animal production, protection and control Reproduction	Topics: Agricultural Management and marketing Production factors Basic Agricultural Genetics
PAPER 1	PAPER 2												
Marks: 150 Time: 2½ hours <i>Learners must answer all 4 questions.</i>	Marks: 150 Time: 2½ hours <i>Learners must answer all 4 questions.</i>												
Topics: Animal nutrition Animal production, protection and control Reproduction	Topics: Agricultural Management and marketing Production factors Basic Agricultural Genetics												
Requisite pre-knowledge	Agricultural economics from Grade 10												
Resources (other than textbook) to enhance learning	Own developed Power Point slides and videos, past examination papers	Own developed Power Point slides and videos, past examination papers	Own developed Power Point slides and videos, past examination papers	Own developed Power Point slides and videos, past examination papers	Own developed Power Point slides and videos, past examination papers	Own Power Point slides and videos, past examination papers	Section A: Question 1 <ul style="list-style-type: none"> Short questions, objective questions e.g. MCQ, terminology, columns/statements and items (45 marks) Section B: Question 2 – 4 <ul style="list-style-type: none"> Variety of question types. 3 questions of 35 marks divided into subsections 						
Informal assessment; remediation	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work							
SBA (Formal Assessment)	TASK 5: (25%)Practical Investigation/ Assignment				TASK 6: TEST (25%)		Cognitive levels: Knowledge – 40%; Comprehension and Application-40%; Analysis, Evaluation and Synthesis– 20%						

2020 National Revised Teaching Plan: Grade 12 – Term 4: Agricultural Sciences

TERM 4 20 days	Week 1 & 2 (10 Days)	Week 3 & 4 (10 Days)	Weeks 5-9
CAPS topic	Animal Nutrition Animal Reproduction Animal Protection and Control	Agricultural Genetics Agricultural Production factors Agricultural Management & Marketing	FINAL NSC EXAMINATION
Resources (other than textbook) to enhance learning	Own developed Power Point slides and videos Past examination papers	Own developed Power Point slides and videos, Past examination papers	
Informal assessment; remediation	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	

3. Agricultural Technology

Revised National Teaching Plan

2020: National Revised ATP: Grade 12 Term 1: Agricultural Technology

TERM 1 48 days	Week 1	Week 2:	Week 3:	Week 4:	Week 5:	Week 6:	Week 7:	Week 8:	Week 9:	Week 10:
CAPS topic	(CAPS pg. 28) Safety			(CAPS pg. 29) Structural materials			(CAPS pg. 30) Energy			
Concepts, skills and values	Safety hazards, OHS Act, Hazards associated with the farm environment		Tractor safety, noise pollution, basic general safety regulations	Metal alloys, synthetic materials	Electric fences, parts of electric fences		Alternative energy: wind, solar, geothermal energy, bio-energy			
Requisite pre-knowledge	Link with safety, structural materials, energy in Grades 10 and 11									
Resources (other than textbook) to enhance learning	Past examination papers		Past examination papers	Past examination papers	Past examination papers		Past examination papers			
Informal assessment; remediation	Questions from past papers, tests, practical work	Start with PAT project	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work		Questions from past papers, tests, practical work			
SBA (Formal Assessment)	<p>Learners must start with the manufacturing of the PAT project/product in week 4 of term 1. Four half-hour periods must be allocated for this per cycle/week or afternoons.</p> <p>First part of PAT must be handed out to the learners. Learners are given three weeks to complete the design portfolio. The research task must be handed out in the first week of the term and learners must hand it in at the end of the first term.</p>						TASK1: RESEARCH TASK: (25%)		TASK 2: TEST 1 (75%) - not shorter than 2 hours and 100 marks	

2020: National Revised ATP: Grade 12 Term 2: Agricultural Technology

TERM 2 39 days	Week 1:	Week 2:	Week 3:	Week 4:	Week 5:	Week 6:	Week 7:	Week 8:		
CAPS topic	(CAPS pg. 31) Construction processes	(CAPS pg. 31) Tools and equipment		(CAPS pg. 31) Systems		(CAPS pg. 32) Tools and equipment	(CAPS pg. 33) Irrigation and water supply		<p align="center">TASK 3: FORMAL TEST (100%)</p> <p align="center">PAPER</p> <p>Marks: 200 Time: 3 hours Covers term 1 and 2 content topics <i>Learners must answer all 6 questions.</i></p> <p>Section A: Question 1(40 marks) <ul style="list-style-type: none"> • Short questions, objective questions e.g. MCQ, terminology, columns/statements and items (40 marks) Section B: Question 2 – 6 <ul style="list-style-type: none"> • Variety of question types. • Question 2 (35 marks) • Question 3 (20 marks) • Question 4: (35 marks) • Question 5 (40 marks) • Question 6 (30 marks) </p> <p>Cognitive levels: Knowledge – 30%; Comprehension – 30%, Application-30%; Analysis, Evaluation and Synthesis– 10%</p>	
Concepts, skills and values	Welding, oxy-acetylene and plasma cutting	Tools, equipment, mechanized implements and systems, harvesting or processing machines/equipment		Tractor systems: tractor hydraulic system, point coupling of a tractor, mass displacement and pulling force of a tractor, drive systems		Components of the drive system of a vehicle, economics associated with tractors, equipment and tools, pneumatic and hydraulic tools	Overhead irrigation systems			
Requisite pre-knowledge	Link with construction processes, tools and equipment and irrigation and water supply in Grade 10 and 11									
Resources (other than textbook) to enhance learning	Past examination papers	Past examination papers		Past examination papers		Past examination papers	Past examination papers			
Informal assessment; remediation	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work		Questions from past papers, tests, practical work		Questions from past papers, tests, practical work	Questions from past papers, tests, practical work			
SBA (Formal Assessment)	<p align="center"><i>Second part of PAT application handed out to learners.</i></p> <p align="center"><i>Practical task 2: The teacher must do practical task with the learners during this term.</i></p>						TASK 3: FORMAL TEST (100%)			

2020: National Revised ATP: Grade 12 Term 3: Agricultural Technology

TERM 3 21 days	Week 1:	Week 2:	Week 3:	Week 4:			Week 5- :	
CAPS topic	(CAPS pg. 33) Irrigation and water supply (CAPS pg. 33) PAT and Practical task preparation			(CAPS pg. 33) Communication (Already dealt with during the year and in PAT)	(CAPS pg. 33) Drawings (Already dealt with during the year and in PAT)	(CAPS pg. 33) Measurements, calculations and calibrations (Already dealt with during the year and in PAT)	TASK 5: TRIAL EXAMINATION (75%) PAPER	
Concepts, skills and values	Irrigation scheduling, water content measuring techniques and devices used in conjunction with effective water scheduling, waste water removal, types of drainage systems, water purification/softening and filtration systems			Introduction to agricultural related computer control programs, computer technology information, types of communication systems, sources of knowledge, skills and information	Interpret building plans, produce free-hand design drawings of structures, buildings or implements, introduce learners to basic software programs for designing buildings, structures or machine parts	Refer to PAT and simulations – problem solving in data collected, use data, effective use of tools	Marks: 200 Time: 3 hours <i>Learners must answer all 6 questions.</i> Section A: Question 1 (40 marks) <ul style="list-style-type: none"> Short questions, objective questions e.g. MCQ, terminology, columns/statements and items (40 marks) – covers all content areas Section B: <ul style="list-style-type: none"> Question 2(35 marks): Structural materials and related drawings, measurements and safety Question 3(20 marks): Electric energy and related tools, materials and safety Question 4(35 marks): Skills and construction processes and related tools, materials, drawings, measurements and safety Question 5(40 marks): Tools, implements and equipment and related tools, materials, drawings, calibrations and safety Question 6(30 marks): irrigation and water supply, related tools, materials, drawings, measurements and communication 	
Requisite pre-knowledge	Link with irrigation and water supply, communication, drawings, measurements, calculations and calibrations from Grade 10 and 11							
Resources (other than textbook) to enhance learning	Past examination papers	Past examination papers	Past examination papers	Past examination papers	Past examination papers	Past examination papers		Past examination papers
Informal assessment; remediation	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work	Questions from past papers, tests, practical work		Questions from past papers, tests, practical work
SBA (Formal Assessment)	<i>PAT must be completed in this term (2 weeks before trial examination). Marks must be awarded according to the guidelines provided for the final product. Teacher must do a practical task with the learners during this term.</i>				TASK 4: PRACTICAL TASK 2 (25%)			

See Mid-Year examination for Cognitive levels

2020: National Revised ATP: Grade 12 Term 4: Agricultural Technology

TERM 4 20 days	Week 1:	Week 2:	Week 3:	Week 4:	Week 5 -9:
CAPS topic	Finalise PAT/Revision Question Papers				FINAL NSC EXAMINATION

4. Business Studies

Revised National Teaching Plan

2020 National Revised Teaching Plan: Grade 12 – Term 1: Business Studies

TERM 1 (48 days)	Week 1 15 - 17 Jan (3 days)	Week 2 20 - 24 Jan (5 days)	Week 3 27 – 31 Jan (5 days)	Week 4 3 - 7 Feb (5 days)	Week 5 10 - 14 Feb (5 days)	Week 6 17 - 21 Feb (5 days)	Week 7 24 - 28 Feb (5 days)	Week 8 2 - 6 March (5 days)	Week 9 9 - 13 March (5 days)	Week 10 16 - 20 March (5 days)
CAPS Topic	Impacts of Recent Legislation		Human Resources Function		Professionalism & Ethics		Creative Thinking		Devising Strategies	
Concepts, skills and values	-Skills Development Act including the role of SETAs in supporting this Act. -Labour Relations Act including the rights of employers & employees according to this Act.	-Employment Equity Act -Basic Conditions of Employment Act including the provisions of the Act -Compensation for Occupational Injuries & Diseases Act	-Broad Based Black Economic Empowerment Act -Differences between BEE and BBBEE -Application of the FIVE BBBEE pillars -National Credit Act and Consumer Protection Act including the rights of consumers in terms of these Acts	Recruitment Selection Induction Placement	Salary Determination Fringe benefits/Perks Implications of Acts for Human Resource Function	Ethical Behaviour Examples of ethical & unethical behaviour Professional Behaviour Examples of professional & unprofessional behaviour Application of THREE King Code principles Types of unethical & unprofessional business practices Strategies to deal with types of unethical & unprofessional business practice	Problem solving & Decision making Steps in Problem solving; Application and the impact of FOUR problem-solving techniques; Creative thinking Application & advantages of creative thinking	Steps in developing a strategy. Strategic management process to solve business-related problems. Application of the industrial Analysis Tools: SWOT analysis	Application of the industrial Analysis Tools: Porter's Five forces model & PESTLE analysis. Different types of business strategies to address business challenges	Effectiveness (Positives /Negatives) of each type of business strategy Activities Steps in strategy evaluation
Requisite pre-knowledge	Grade 10 content on the National Credit Act and Consumer Protection Act.		Grade 11 content on human resources functions.		Grade 11 content on Professionalism & Ethics		Grade 10 & 11 content on Creative thinking and problem solving.		Grade 10 content on Porter's Five Forces and features of the macro environment to introduce the PESTLE analysis Recap grade 11 content on the challenges of the macro-environment	
Resources (other than textbook) to enhance learning	Grade 12 Bus Studies Notes; 2020 paper 1 & 2 exemplars, Past NSC/SCE QP; Telematics video etc.									
Informal Assessment: Remediation	Section A-type Questions, Contextual questions: direct and indirect questions including scenarios and case studies and essay questions									
SBA (Formal Assessment)	Preparation for a Case study		TASK: Case study 50 marks [Include four topics]			Preparation for Control Test 1		TASK: Control Test 1 Include content of 4 topics 100 marks. Complete: Assessment Framework & Cognitive Levels Grid		

2020 National Revised Teaching Plan: Grade 12 – Term 2: Business Studies

Term 2 (40 days)	Week 1 01/06 – 05/06 (5 days)	Week 2 08/06 – 12/06 (5 days)	Week 3 15/6 – 19/6 (5 days)	Week 4 22/6 – 26/6 (5 days)	Week 5 29/6 – 3/7 (5 days)	Week 6 6/7 – 10/7 (5 days)	Week 7 13/7 – 17/7 (5 days)	Week 8 20/7 – 24/7 (5 days)
CAPS Topics	Business sectors & their environments	Quality of Performance	Management & leadership	Investment: Securities	Investment: Insurance	Team Performance & Conflict Management	Revision	Assessment: Task 3
Concepts, skills and values	<ul style="list-style-type: none"> -Three types of business sectors -Identification of business challenges from given scenarios/case studies. -Classification of challenges according to the THREE business environments -The extent of control a business has over the three business environments 	<ul style="list-style-type: none"> -Quality concepts and differences -Benefits of a good quality management system -Contribution of quality of performance to the success and/or failure of each business function -Quality indicators of each business function -Meaning of TQM -Impact of FIVE TQM elements on large businesses -Importance of quality circles -Application of a PDCA model -Impact of TQM if it is poorly implemented by businesses -Ways in which TQM can reduce the cost of quality 	<ul style="list-style-type: none"> -Meaning of & differences between management & leadership -Application & impact of FIVE leadership Styles -Leadership Theories -Role of personal attitude in success and leadership 	<ul style="list-style-type: none"> -Functions of the JSE Investment decisions factors -Types of investment opportunities & risk factors of each -Impact of the FOUR forms of investment shares -Differences between ordinary & preference shares -Meaning of FOUR investment concepts -Differences between Simple and Compound interest -Calculations: Simple and Compound Interest -Recommend types/forms of investment based on the calculations 	<ul style="list-style-type: none"> Non-Compulsory insurance -Meaning of non-compulsory -Meaning of FOUR insurance concepts, differences, and examples -Insurable & non-insurable risk Four principles of insurance -Calculations of the average clause -Advantages of insurance for businesses Compulsory insurance -Meaning of non-compulsory -Types of compulsory insurance -Types of benefits paid by the UIF -Differences between compulsory & non-compulsory 	<ul style="list-style-type: none"> Team performance assessment -Four criteria & Characteristics for successful teams; -Five Stages of team development -Importance of team dynamics theories. Conflict resolution -Causes of conflict -Conflict resolution techniques/steps Dealing with grievances and difficult people -Differences between grievance & conflict -Dealing with SIX types of difficult personalities. -Dealing with difficult employees in the workplace 	Term 2 topics	<ul style="list-style-type: none"> Presentation task on the following topics: Quality of performance, management & leadership, Investment: Securities Investment: Insurance
Requisite pre-knowledge	Grade 10 & 11 content on business sectors	Grade 10 content on business functions & quality Grade 11 Recap: quality concepts & the meaning of TQM.	Grade 10 content on the differences between management & leadership	How to calculate the simple & compound interests done in Accounting & Maths Literacy	Grade 10 content on contracts	Grade 11 content on team dynamics & conflict management	Understanding of the meaning of action verbs, analysis of scenarios/statements and principles of marking.	Presentation skills that were taught in grade 11.
Resources (other than textbook) to enhance learning	Grade 12 Bus Studies Notes; 2020 paper 1 & 2 exemplars, Past NSC/SCE QP; Telematics video etc.							

Informal Assessment Remediation		Section A-type Questions, Contextual questions: direct and indirect questions including scenarios and case studies and essay questions
SBA (Formal Assessment)	Preparation for Presentation	TASK: Presentation Include 4 Content Topics 50 marks

2020 National Revised Teaching Plan: Grade 12 – Term 3: Business Studies

TERM 3 (39 days)	Week 1 03/08 – 07/08 (5 days)	Week 2 11/08 – 14/08 (4 days)	Week 3 17/08 – 21/08 (5 days)	Week 4 24/08 – 28/08 (5 days)	Week 5 31/08 – 04/09 (5 days)	Week 6 07/09 – 11/09 (5 days)	Week 7 14/09 – 18/09 (5 days)	Week 8 21/9 – 23/9 (5 days)
CAPS Topics	Human Rights, Inclusivity & Environmental Issues	Social Responsibility	Corporate Social Responsibility & Corporate Social Investment	Presentation and data response	Preliminary Examinations			
Concepts, Skills and Values	<p>Human, economic, social and cultural rights</p> <ul style="list-style-type: none"> -SIX human rights & ways to deal with them in the workplace - Economic rights of employees in the workplace -Social rights of employees in the workplace & how they can be promoted in the workplace. -Dealing with cultural rights in the workplace. <p>Diversity</p> <ul style="list-style-type: none"> -Meaning of diversity, the workplace. -Dealing with Seven diversity issues in the workplace -Benefits of diversity in the workplace <p>Environmental factors</p> <ul style="list-style-type: none"> -The responsibilities of employers & employees in promoting human health and safety in the workplace - Roles of the health and safety representatives in protecting the workplace environment. - Strategies businesses may use to protect the environment and human health. 	<ul style="list-style-type: none"> -Meaning of social responsibility -Relationship/link between social responsibility and triple bottom line -Ways in which a business project can contribute towards the community -Identification of THREE socio-economic issues from scenarios/statements -Ways in which businesses can deal with the THREE socio-economic issues. -Ways in which businesses can contribute time and effort in improving the well-being of employees and communities. 	<p>CSR</p> <ul style="list-style-type: none"> -Meaning of CSR -Purpose of CSR -Components of CSR -Impact of CSR on businesses and communities. <p>CSI</p> <ul style="list-style-type: none"> -Meaning of CSI -Purpose of CSI -CSI focus areas -Differences between CSR and CSI. -Impact of CSI on businesses and communities. 	<p>Presentation</p> <ul style="list-style-type: none"> -Factors that must be considered before, during and after the presentation. -Responding to questions k after a presentation in a non-aggressive and professional manner -Areas of improvement in the next presentation <p>DATA RESPONSE</p> <ul style="list-style-type: none"> -Designing a multimedia presentation -Examples of non-verbal presentations -Impact/effectiveness of each visual aid. 	<p>PAPER 1 Time 2 Hrs 150 marks</p> <p>Section A [Compulsory] Question 1: MCQs; Matching Column: Choose correct answer: Bus Environments & Business Operations: 30</p> <p>Section B [Answer 2 questions] Question 2: Bus Environments: 40 Question 3: Bus Operations: 40 Question 4: Bus Environments & Bus Operations 40</p> <p>Section C: [Answer One question] Question 5: Bus Environments: 40 Question 6: Bus Operations: 40</p> <p>Cognitive levels: Lower order – 30%; Middle order-50%; Higher order-20%</p> <p>Complete: Assessment Framework & Cognitive Levels Grid</p>	<p>PAPER 2 Time 2 Hrs 150 marks</p> <p>Section A [Compulsory] Question 1: MCQs; Matching Column: Choose correct answer Bus Ventures & Bus Roles: 30</p> <p>Section B [Answer 2 questions] Question 2: Bus Ventures - 40 Question 3: Bus Roles - 40 Question 4: Bus Ventures & Roles 40</p> <p>Section C: [Answer One question] Question 5: Bus Ventures - 40 Question 6: Bus Roles - 40</p> <p>Cognitive levels: Lower order – 30%; Middle order-50%; Higher order-20%</p> <p>Complete: Assessment Framework & Cognitive Levels Grid</p>		
Requisite pre-knowledge	Grade 10 content on inclusivity. Grade 11 content on the role of the health & safety representatives	Grade 10 content: Meaning of social responsibility Grade 11: Citizenship role & responsibilities	Grade 10 content: definition of CSR.	Grade 10 & 11 content: Presentation of business	Understanding of the meaning of action verbs, analysis of scenarios/statements and principles of marking.			

Resources (other than textbook) to enhance learning	Grade 12 Bus Studies Notes; 2020 paper 1 & 2 exemplars, Past NSC/SCE QP; Telematics video etc.					
Informal Assessment Remediation	Section A-type Questions, Contextual questions: direct and indirect questions including scenarios and case studies and essay questions					
SBA (Formal Assessment)	Preparation for the Research Project	TASK 4: Project			Preparation for Trial Examination.	TASK: Preparation for Trial Examination.

2020 National Revised Teaching Plan: Grade 12 – Term 4: Business Studies

TERM 4 (48 days)	Week 1 28/09 – 02/10 (5 days)	Week 2 05/10 – 09/10 (5 days)	Week 3 12/10 – 16/10 (5 days)	Week 4 19/10 – 23/10 (5 days)	Week 5 26/10 – 30/10 (5 days)	Week 6 02/11 – 06/11 (5 days)	Week 7 09/11 – 13/11 (5 days)	Week 8 16/11 – 20/11 (5 days)	Week 9 23/11 – 27/11 (5 days)	Week 10 30/11 – 02/12 (3 days)
CAPS Topics	Forms of Ownership	Forms of Ownership	Paper 1 last push strategy	Paper 2 last push strategy	2020 NSC Examination					
Concepts, Skills and Values	-Characteristics of each form of ownership -Meaning of limited liability and unlimited liability -Impact) of the different forms of ownership.	How the six criteria could contribute to the success and/or failure of each form of ownership	Revision on paper ONE using the 2020 prelim exams/ 2020 exemplar/ NSC/SCE past papers on Business Environments and Business Operations.	Revision on paper TWO E using the 2020 prelim exams/ 2020 exemplar/ NSC/SCE past papers on Business Ventures and Business Roles	PAPER 1 Time 2 Hrs 150 marks Section A [Compulsory] Question 1: MCQs; Matching Column: Choose correct answer: Bus Environments & Business Operations: 30 Section B [Answer 2 questions] Question 2: Bus Environments: 40 Question 3: Bus Operations: 40 Question 4: Bus Environments & Bus Operations 40 Section C: [Answer One question] Question 5: Bus Environments: 40 Question 6: Bus Operations: 40 Cognitive levels: Lower order – 30%; Middle order-50%; Higher order-20% Complete: Assessment Framework & Cognitive Levels Grid			PAPER 2 Time 2 Hrs 150 marks Section A [Compulsory] Question 1: MCQs; Matching Column: Choose correct answer Bus Ventures & Bus Roles: 30 Section B [Answer 2 questions] Question 2: Bus Ventures - 40 Question 3: Bus Roles - 40 Question 4: Bus Ventures & Roles 40 Section C: [Answer One question] Question 5: Bus Ventures - 40 Question 6: Bus Roles - 40 Cognitive levels: Lower order – 30%; Middle order-50%; Higher order-20% Complete: Assessment Framework & Cognitive Levels Grid		
Requisite pre-knowledge	Grade 10 & 11 content	Understanding of the meaning of each criteria	Understanding the format of paper 1 & 2 as well as topics that are covered in both papers. Reference must be made to page 6 & 17 of the 2020 exam guidelines.	Understanding of the meaning of action verbs, analysis of scenarios/statements and principles of marking.						
Resources (other than textbook) to enhance learning	Grade 12 Bus Studies Notes; 2020 paper 1 & 2 exemplars, Past NSC/SCE QP; Telematics video etc.									
Informal Assessment: Remediation	Section A-type Questions, Contextual questions: direct and indirect questions including scenarios and case studies and essay questions									
NSC examination	Preparation for Final NSC Examination									

5. Computer Applications Technology (CAT)

Revised National Teaching Plan

2020 National Revised Teaching Plan: Grade 12 – Term 1: Computer Applications Technology (CAT)

TERM 1 (46 days)	15-17 Jan	20-21 Jan	22-28 Jan	29 – 30 Jan	31 Jan – 5 Feb	6 – 19 Feb	20 – 26 Feb	27 Feb -4 Mar	5 - 20 Mar
CAPS topic	Information management and PAT	Systems technologies: General Concepts	Systems technologies: Hardware	Systems technologies: software	Social implications	Solution development: database	Solution development: spreadsheet	Solution development: Word Processing	Information management and Practical assessment task
Concepts, skills and values	File Management	Types of computer systems for different uses; Data, information, knowledge; Reasons for using computers; Convergence	Input, output, processing, storage and communication as part of the information processing cycle; Consolidate and reinforce hardware and software regarding uses; Making buying decisions; Troubleshooting: Fix ordinary problems; New technologies	Software that enhances accessibility, efficiency, productivity; Uses of common applications; Interpret system requirements; Common software problems and upgrades	Social issues: environmental issues; user-centred design	Reinforce content, concepts and skills from Grade 11; Design reports – grouped; Group headers and footers; Calculations in groups such as sum, average, counting, maximum, minimum; Add fields with calculations in queries, reports; Data validation techniques; Queries using and, or, not, wildcards (*), IS Null operator	Reinforce content, concepts and skills; More complex functions: Nested IF, Vertical lookup, including error indicator #N/A; Variations of known functions; Basic date and time calculations	Bookmarks; Reviewing and tracking changes; Line breaks (pagination issues such as widow/orphan control); Import data collected via electronic forms	Reinforce content, concepts and skills from Grade 10 and Grade 11; Setting questionnaires; Gather information and data; Discuss the writing of professional/formal reports; Discuss the use of spreadsheet and database in professional reports
Requisite pre-knowledge	Extension and progression of content covered in Grades 10 and 11.	Extension and progression of content covered in Grades 10 and 11.	Extension and progression of content covered in Grades 10 and 11.	Extension and progression of content covered in Grades 10 and 11.	Extension and progression of content covered in Grades 10 and 11.	Extension and progression of content covered in Grades 10 and 11.	Extension and progression of content covered in Grades 10 and 11.	Extension and progression of content covered in Grades 10 and 11.	Extension and progression of content covered in Grades 10 and 11.
Resources (other than textbook) to enhance learning	Computer with appropriate software application and hardware. Internet. Slide presentations. Data projector.	Internet. Slide presentations. Data projector. Learner notebook.	Internet. Slide presentations. Data projector. Learner notebook.	Internet. Slide presentations. Data projector. Learner notebook.	Internet. Slide presentations. Data projector. Learner notebook.	Computer with appropriate software application and hardware. Internet. Slide presentations. Data projector.	Computer with appropriate software application and hardware. Internet. Slide presentations. Data projector.	Computer with appropriate software application and hardware. Internet. Slide presentations. Data projector.	Computer with appropriate software application and hardware. Internet. Slide presentations. Data projector. PAT rubric and learner checklist

	PAT rubric and learner checklist.								
Informal assessment; remediation	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.
SBA (Formal Assessment)	ASSESSMENT TASK 1: Theory Test					ASSESSMENT TASK 2: Practical Test			PAT Phase 1

2020 National Revised Teaching Plan: Grade 12 – Term 2: Computer Applications Technology (CAT)

TERM 2 (39 days)	1-5 Jun (Clustered for accelerated teaching)				8 Jun		22-26 Jun	29 Jun-1 Jul		2-7 Jul	8-24 July
CAPS topic	Network technologies: networks	Internet technologies: Communications	Systems technologies: system software and Computer management	Social implications	Solution development: spreadsheets	Solution development: spreadsheets	Solution development: database	Solution development : Word Processing	Solution development : Word Processing	Solution development : HTML/Web design	Information management and PAT
Concepts, skills and values	Wide area networks (WAN): Internet as an example of a WAN; Internet services; Government Internet services and information; Make buying and informed decisions regarding Internet connection and access; Concept of broadband and bandwidth; • Downloading/up loading	Types of digital communications; Typical features of web browsers; Uses of computer communications; Digital communications devices; New trends and technologies	Role of the operating system; Manage programs; Management of files: Operating system utilities; Schedule/update; Security features such as access control; Backup; Anti-virus software; Factors that influence performance	Impact and use of social networking sites and technologies; The impact of technology on the global community; How technology can benefit or harm society: Use information; Sources from around the world - Information overload Computer crimes in relation to hardware, software, information, identity, bandwidth theft, theft of time and services; Internet-related fraud scams; Security issues Avoiding security threats; Safeguards against criminals, viruses and threats; The impact of Distributed computing power	Reinforce and consolidate content, concepts and skills; Text functions such as: left, right, mid, concatenate, len, value and find	Date and time, maths, statistical, text, logical, lookup and reference; Use more advanced combinations of functions and formulas; Appropriate graph for a given scenario	Reinforce and consolidate content, concepts and skills; Design a database for a specific scenario	Reinforce and consolidate content, concepts and skills Mail Merge - different data sources, e.g. e-mail list; File management: Prepare, publish	Documents using style focusing: Page layout that includes advanced word processing techniques; Techniques of integration with other software including linking objects	Reinforce content, concepts and skills as well as good website/page design; HTML tables: Syntax: Table tags - Attributes: border, cell padding; Develop a web page for a specific scenario	Practical Assessment Task: Reinforce Information Management skills; Use information and data gathered: Processing and analysing

Requisite pre-knowledge	Extension and progression of content covered in previous term Grades 10 and 11	Extension and progression of content covered in previous terms Grades 10 and 11	Extension and progression of content covered in previous terms Grades 10 and 11	Extension and progression of content covered in previous terms Grades 10 and 11	Extension and progression of content covered in previous term Grades 10 and 11	Extension and progression of content covered in previous terms Grades 10 and 11	Extension and progression of content covered in previous term Grades 10 and 11	Extension and progression of content covered in previous term Grades 10 and 11	Extension and progression of content covered in previous terms Grades 10 and 11	Extension and progression of content covered in previous term Grades 10 and 11	Extension and progression of content covered in previous term Grades 10 and 11.
Resources (other than textbook) to enhance learning	Internet. Slide presentations. Videos, Data projector. Learner notebook.	Internet. Slide presentations. Videos, Data projector. Learner notebook.	Internet. Slide presentations. Videos, Data projector. Learner notebook.	Internet. Slide presentations. Videos, Data projector. Learner notebook.	Computer with appropriate software application and hardware. Internet. Slide presentations. Data projector.	Computer with appropriate software application and hardware. Internet. Slide presentations. Data projector.	Computer with appropriate software application and hardware. Internet. Slide presentations. Data projector.	Computer with appropriate software application and hardware. Internet. Slide presentations. Data projector.	Computer with appropriate software application and hardware. Internet. Slide presentations. Data projector.	Computer with appropriate software application and hardware. Internet. Slide presentations. Data projector.	Computer with appropriate software application and hardware. Internet. Slide presentations. Data projector. PAT rubric and learner checklist
Informal assessment; remediation	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.
SBA (Formal Assessment)	ASSESSMENT TASK 3: Theory Test				ASSESSMENT TASK 4: Practical Test						PAT Phase 2 and PAT Phase 3

2020 National Revised Teaching Plan: Grade 12 – Term 3: Computer Applications Technology (CAT)

TERM 3 (37 days)	3-14 Aug	17 Aug - 1 Sep	2-23 Sep								
CAPS topic	Information management and PAT	Content using case studies	TRIAL EXAMINATION								
Concepts, skills and values	Practical Assessment Task: Reinforce Information Management skills; Use information and data gathered: Processing and analysing	<p>Reproduce and create documents that incorporate text, graphics and data; Manipulate graphics and text within documents; Use integrated software to create and design documents for specific purposes; Apply general principles of layout and design to a document process; Emphasise information using techniques such as placement and colour; Create documents by customising templates; Use media, visual literacy and technology skills to create products that express understanding</p> <p>Identify general hardware configuration: Understand computers and their uses; Make better buying decisions interpret advertisements and make judgements about quality and usefulness when buying equipment and software; Know how to fix ordinary computer problems and deal with challenges that arise from utilising computers; Know how to use the Internet and e-mail; Appropriate use application packages; Make informed decisions and choices in selecting communication devices and modes of communications for a given scenario; Know how to protect oneself against online threats; Understand technology concepts, systems and operations and how it operates efficiently, effectively and accurately; Understand when to upgrade, when to buy new equipment or software and make informed decisions</p>	<p>Cognitive levels: Lower order – 30%; Middle order-40%; Higher order-30%</p> <table border="1"> <thead> <tr> <th>Practical Paper (P1)</th> <th>Theory Paper (P2)</th> </tr> </thead> <tbody> <tr> <td>3 hours</td> <td>3 hours</td> </tr> <tr> <td>180 marks</td> <td>150 marks</td> </tr> <tr> <td> 7 Questions; <ul style="list-style-type: none"> • Q1 + 2: Word-processing • Q3 +4: Spreadsheet • Q5: Database • Q6: HTML • Q7: Integration </td> <td> 10 questions: <p>Section A:</p> <ul style="list-style-type: none"> • Q 1 – 3: 25 marks <p>Section B:</p> <ul style="list-style-type: none"> • Q4 – 8: 75 marks <p>Section C:</p> <ul style="list-style-type: none"> • Integrated Scenario: 50 marks </td> </tr> </tbody> </table>	Practical Paper (P1)	Theory Paper (P2)	3 hours	3 hours	180 marks	150 marks	7 Questions; <ul style="list-style-type: none"> • Q1 + 2: Word-processing • Q3 +4: Spreadsheet • Q5: Database • Q6: HTML • Q7: Integration 	10 questions: <p>Section A:</p> <ul style="list-style-type: none"> • Q 1 – 3: 25 marks <p>Section B:</p> <ul style="list-style-type: none"> • Q4 – 8: 75 marks <p>Section C:</p> <ul style="list-style-type: none"> • Integrated Scenario: 50 marks
Practical Paper (P1)	Theory Paper (P2)										
3 hours	3 hours										
180 marks	150 marks										
7 Questions; <ul style="list-style-type: none"> • Q1 + 2: Word-processing • Q3 +4: Spreadsheet • Q5: Database • Q6: HTML • Q7: Integration 	10 questions: <p>Section A:</p> <ul style="list-style-type: none"> • Q 1 – 3: 25 marks <p>Section B:</p> <ul style="list-style-type: none"> • Q4 – 8: 75 marks <p>Section C:</p> <ul style="list-style-type: none"> • Integrated Scenario: 50 marks 										
Requisite pre-knowledge	Extension and progression of content covered in previous term Grades 10 and 11.	Extension and progression of content covered in previous terms Grades 10 and 11									
Resources (other than textbook) to enhance learning	Computer with appropriate software application and hardware. Internet. Slide presentations. Data projector. PAT rubric and learner checklist	Computer with appropriate software application and hardware. Internet. Slide presentations. Data projector. Videos									
Informal assessment; remediation	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.									
SBA (Formal Assessment)	PRACTICAL ASSESSMENT TASK: Phases 1, 2 and 3 (final)		ASSESSMENT TASK 5: PRELIM EXAMINATION								

2020 National Revised Teaching Plan: Grade 12 – Term 4: Computer Applications Technology (CAT)

TERM 4 (53 days)	28 Sep - 14 Oct	15-23 Oct	26 Oct – 9 Dec								
Concepts, skills and values	Documents (Word processor, spreadsheet, presentations, database)	Consolidation of content using case studies - all topics	ASSESSMENT TASK 7: FINAL NSC EXAMINATION								
CAPS topic	Reproduce and create documents that incorporate text, graphics and data; Manipulate graphics and text within documents; Use integrated software to create and design documents for specific purposes; Apply general principles of layout and design to a document process; Emphasise information using techniques such as placement and colour; Create documents by customising templates; Use media, visual literacy and technology skills to create products that express understanding	Identify general hardware configuration; Understand computers and their uses; Make better buying decisions interpret advertisements and make judgements about quality and usefulness when buying equipment and software; Know how to fix ordinary computer problems and deal with challenges that arise from utilising computers; Know how to use the Internet and e-mail; Appropriate use application packages; Make informed decisions and choices in selecting communication devices and modes of communications for a given scenario; Know how to protect oneself against online threats; Understand technology concepts, systems and operations and how it operates efficiently, effectively and accurately; Understand when to upgrade, when to buy new equipment or software and make informed decisions NSC CAT Practical Paper (Paper 1)	Cognitive levels: Lower order – 30%; Middle order-40%; Higher order-30% <table border="1" data-bbox="1671 472 2145 788"> <thead> <tr> <th data-bbox="1671 472 1899 501">Practical Paper (P1)</th> <th data-bbox="1899 472 2145 501">Theory Paper (P2)</th> </tr> </thead> <tbody> <tr> <td data-bbox="1671 501 1899 529">3 hours</td> <td data-bbox="1899 501 2145 529">3 hours</td> </tr> <tr> <td data-bbox="1671 529 1899 558">180 marks</td> <td data-bbox="1899 529 2145 558">150 marks</td> </tr> <tr> <td data-bbox="1671 558 1899 788"> 7 Questions; <ul style="list-style-type: none"> • Q1 + 2: Word-processing • Q3 +4: Spreadsheet • Q5: Database • Q6: HTML • Q7: Integration </td> <td data-bbox="1899 558 2145 788"> 10 questions: Section A: <ul style="list-style-type: none"> • Q 1 – 3: 25 marks Section B: <ul style="list-style-type: none"> • Q4 – 8: 75 marks Section C: <ul style="list-style-type: none"> • Integrated Scenario: 50 marks </td> </tr> </tbody> </table>	Practical Paper (P1)	Theory Paper (P2)	3 hours	3 hours	180 marks	150 marks	7 Questions; <ul style="list-style-type: none"> • Q1 + 2: Word-processing • Q3 +4: Spreadsheet • Q5: Database • Q6: HTML • Q7: Integration 	10 questions: Section A: <ul style="list-style-type: none"> • Q 1 – 3: 25 marks Section B: <ul style="list-style-type: none"> • Q4 – 8: 75 marks Section C: <ul style="list-style-type: none"> • Integrated Scenario: 50 marks
Practical Paper (P1)	Theory Paper (P2)										
3 hours	3 hours										
180 marks	150 marks										
7 Questions; <ul style="list-style-type: none"> • Q1 + 2: Word-processing • Q3 +4: Spreadsheet • Q5: Database • Q6: HTML • Q7: Integration 	10 questions: Section A: <ul style="list-style-type: none"> • Q 1 – 3: 25 marks Section B: <ul style="list-style-type: none"> • Q4 – 8: 75 marks Section C: <ul style="list-style-type: none"> • Integrated Scenario: 50 marks 										

6. Civil Technology – Civil Services

Revised National Teaching Plan

2020 National Revised ATP: Grade 12 – Term 1: Civil Technology (Civil Services)

TERM 1 (45 days)	Week 1 20-24 Jan (5 days)	Week 2 27-31 Jan (5 days)	Week 3 3-7 Feb (5 days)	Week 4 10-14 Feb (5 days)	Week 5 17-21 Feb (5 days)	Week 6 24 – 28 Feb (5 days)	Week 7 2-6 March (5 days)	Week 8 9-13 March (5 days)	Week 9 16-18 March (3 days)	Week 10 18 March – 30 May
CAPS Topics	OCCUPATIONAL HEALTH AND SAFETY ACT 85 of 1993 (OHS)	OCCUPATIONAL HEALTH AND SAFETY ACT 85 of 1993 (OHS)	MATERIALS	EQUIPMENT AND TOOLS	EQUIPMENT AND TOOLS	GRAPHICS AS MEANS OF COMMUNICATION	GRAPHICS AS MEANS OF COMMUNICATION	QUANTITIES	QUANTITIES	
Topics /Concepts, Skills and Values	<p>Generic</p> <p>Application of the OHS Act pertaining to general health and safety in the workplace:</p> <p>Scaffolding</p> <p>Handling of material</p> <p>Floors and stairs with open sides</p> <p>Builders hoist</p> <p>Ladders</p>	<p>Specific</p> <p>Safety risks associated with deep manholes e.g. fumes and gasses</p> <p>Safeguarding of openings</p> <p>The use of safety harnesses when working in high places</p>	<p>(Generic)</p> <p>Preservation and sustainability of materials: (As dealt with in Grades 10 and 11)</p> <ul style="list-style-type: none"> • Painting • Curing • Electroplating • Powder coating • Galvanising <p>(Subject specific)</p> <p>Explain the following reactions between materials:</p> <ul style="list-style-type: none"> • Dezincification • Electrolytic reaction (Galvanic corrosion) 	<p>(Generic)</p> <p>Identification, proper use and care of the following:</p> <p>Specialised tools:</p> <ul style="list-style-type: none"> • Dumpy level • Laser level • Multi detector 	<p>Specific</p> <p>Identification, proper use and care of the following:</p> <p>Pumps:</p> <p>Centrifugal pumps</p> <p>Drain cleaning tools:</p> <p>Drain cleaning rods</p> <p>Machine tools:</p> <p>Pipe-thread cutting machine</p> <p>Drain cleaning machine (Jetting machine)</p> <p>Testing tools:</p> <p>Water pressure testing pump</p> <p>Compressed-air tests apparatus</p>	<p>(Generic)</p> <p>Interpretation of advanced drawings:</p> <p>Site plan, floor plan and elevation of multi storey buildings</p> <p>Basic drawing symbols relating to the built environment in accordance with the SANS for building drawings</p>	<p>Specific</p> <p>Pattern development:</p> <p>Parallel line method:</p> <p>Round shaped (Cylindrical pipe elbow, cylindrical pipe offset)</p> <p>Radial line method:</p> <p>Pyramid</p> <p>Square based truncated pyramid</p> <p>Right cone</p> <p>Frustum of a right cone</p> <p>Frustum of a right cone where the top is not parallel to the base</p> <p>Frustum of a cone with the base not at right angles to the axis (Vent pipe flashing)</p>	<p>Calculate from given drawings the quantities of bricks for a simple structure and volume of concrete for e.g. a manhole, quantities of hot and cold water supply, fittings, waste water and soiled water drainage pipes for a small building, volumes of cylinders and cubes (Use of SI units of measurements)</p>	<p>Calculate from given drawings the quantities of bricks for a simple structure and volume of concrete for e.g. a manhole, quantities of hot and cold water supply, fittings, waste water and soiled water drainage pipes for a small building, volumes of cylinders and cubes (Use of SI units of measurements)</p>	Lock down

Requisite pre-knowledge	Knowledge of the identification and use of all aspects on which safety is applicable	Identification and understanding of hazards	Knowledge regarding all materials as done in GR 10 and 11	The need for specialised tools and possible uses	The need for specialised tools and possible uses	Knowledge of parts and symbols as it appear on plans	The purpose and need for drawing developments in the right context	Basic mathematical skills	Basic mathematical skills	
Resources (other than textbook) to enhance learning	Power Point presentations Video clips (You Tube)	Safety harnesses Power Point presentations Video clips (You Tube)	Materials as needed in the workshop Power Point presentations Video clips (You Tube)	Tools as listed in content for demonstration	Tools and equipment as listed in content for demonstration Power Point presentations Video clips (You Tube)	Building plans Work sheets	Drawing equipment	Power Point presentations Work sheets	Power Point presentations Work sheets	
Assessment	Informal Assessment: Remediation	Class test, work sheets	Practical demonstrations of how to use a safety harness	Work sheets, class and homework activities	Practical demonstrations and application of tools	Work sheets, class and homework activities	Work sheets, class and homework activities	Drawing developments and cutting and folding it to simulate the real object	Class and homework activities Class test	Class and homework activities Class test
	SBA Formal Assessment	<p>Term test</p> <p>PAT- Phase 1 of the original 2020 PAT</p> <p>The legislation governing workplaces in relation to COVID – 19 is the Occupational Health and Safety Act, Act 85 of 1993, as amended, read with the Hazardous Biological Agents Regulations. Section 8 (1) of the Occupational Health and Safety (OHS) Act, Act 85 of 1993,-</p> <p>Safe work practices are types of administrative controls that include procedures for safe and proper work used to reduce the duration, frequency, or intensity of exposure to a hazard. Examples of safe work practices for SARS-CoV-2 include. Requiring regular hand washing or using of alcohol-based hand rubs. Learners and teachers should always wash hands when they are visibly soiled and after removing any PPE. Keep safe distances and wear a mask at all times.</p> <p>See the document on the workshop safety measures.</p>								

2020 National Revised ATP: Grade 12 – Term 2: Civil Technology (Civil Services)

TERM 2 (39 days)	Week 1 1-5 June (5 days)	Week 2 8-12 June (5 days)	Week 3 15 June (4 days)	Week 4 22-26 June (5 days)	Week 5 29 June -3 July (5 days)	Week 6 6-10 July (5 days)	Week 7 13-17 July (5 days)	Week 8 20-24 July (5 days)	Week 9 27-31 July
CAPS Topics	JOINING (GENERIC)	JOINING (SPECIFIC)	"CONSTRUCTION ASSOCIATED WITH CIVIL SERVICES (SPECIFIC)	"CONSTRUCTION ASSOCIATED WITH CIVIL SERVICES	"CONSTRUCTION ASSOCIATED WITH CIVIL SERVICES	"COLD WATER SUPPLY (SPECIFIC)	"COLD and HOT WATER SUPPLY (SPECIFIC)	"HOT WATER SUPPLY (SPECIFIC)	
Topics /Concepts, Skills and Values	Identify and explain the use - • Bolts and nuts • Rawl bolts • Plastic plugs • Rawl plugs	Joining of pipes - Soft solder: • Explanation and application of the process and use of apparatus • Types of solder • Properties of solder • Soldering irons • Tinning a soldering iron • Flux (types and purpose) • Regulations regarding the use of lead free solder for water installation Fixing agents • Chemical anchors • Sleeve anchors • Spring toggle fixing Sheet metal Drawing and application of stages of obtaining: • Grooved seamed joint	Brickwork - Drawings of front views, sectional views and consecutive layers; Explain, draw and demonstrate how to build a brick manhole; Explain, draw and demonstrate how to build a concrete ring manhole	Setting out: • Set out levels using basic levelling devices • Set out trenches	Setting out: • Set out levels using basic levelling devices • Set out trenches Support excavations in accordance with Occupational Health and Safety regulations Back fill and compact trenches	Valves: Explain working principles, uses and installation of: • Water meter • Stop cock • Full way valve • Pillar tap • Bib cock, ball valve and non-return valve Joints and fittings for: • uPVC pipes (Soil and waste water) • Steel pipes (including flanges) Water saving devices: • Taps • Showers • Toilet non-return	Joints and fittings for: • uPVC pipes (Soil and waste water) • Steel pipes (including flanges) Explain and apply repairs and alterations to existing copper pipe work and galvanized mild steel (GMS) pipe work HOT water supply - Abbreviations and symbols	Abbreviations and symbols: Application of abbreviations and symbols used in hot water systems Explain with sketches working principles, installation, regulations, advantages and disadvantages of heating units • High pressure geyser • Solar geyser (low and high pressure) • Solar heating panel (latest technology e.g. evacuated tubes and flat plate collector solar system) • Heat pumps	School Holiday

		<ul style="list-style-type: none"> • Overlap joints • Pop rivet joints • Solder joints <p>Calculating sheet metal allowance for joints taking into account preparation and where used. The student should be able to mark out and cut sheet metal.</p>							
Requisite pre-knowledge	Identify and explain the uses of: Screws; Nails; Properties, use, precautions and application of adhesives	Concrete. Brickwork: Drawings	Explain regulations governing drainage. Identify and explain abbreviations and symbols used in drainage systems. Pipe arrangements. Basic site equipment; Bricklaying tools; Setting-out Tools; Brickwork; Setting out square angles	Installation and types of pipes used for cold water supply. Joints and fittings. Laying pipes.	Abbreviations and symbols: Explain abbreviations and symbols used in hot water systems				
Resources (other than textbook) to enhance learning	Materials as needed in the workshop – Bolts and nuts, etc Soldering equipment and material. Galvanised sheet metal and snips.	Drawing equipment Equipment and materials needed for setting out. Shuttering boards for trenches.	Fittings and valves for cold water supply. Internet- YouTube. Smartphones	Fittings and valves for cold water supply. Internet - YouTube. Smartphones	YouTube, wall charts, equipment for eg geyser, valves, pipes, etc.				
Assessment	Informal Assessment: Remediation	Make use of materials and test learner's ability to identify and explain the use of the materials. Practical work on soldering can be done.	Informal drawings can be done. Site visit- manhole experience	Informal testing by means of practical lessons. Self-experiencing of setting out.	Testing – worksheets, informal test, etc.	Worksheets- identification and uses. Tests.	Practical work to enhance learning on repair of copper pipes	Informal drawings can be done Explanation to the class on how each of these systems operate	
	SBA Formal Assessment	<p>Term 2 – None (June examination will be excluded)</p> <p>PAT- An amended PAT will be issued by DBE to be completed by all learners.</p> <p>The legislation governing workplaces in relation to COVID – 19 is the Occupational Health and Safety Act, Act 85 of 1993, as amended, read with the Hazardous Biological Agents Regulations. Section 8 (1) of the Occupational Health and Safety (OHS) Act, Act 85 of 1993,- Safe work practices are types of administrative controls that include procedures for safe and proper work used to reduce the duration, frequency, or intensity of exposure to a hazard. Examples of safe work practices for SARS-CoV-2 include. Requiring regular hand washing or using of alcohol-based hand rubs. Learners and teachers should always wash hands when they are visibly soiled and after removing any PPE. Keep safe distances and wear a mask at all times. See the document on the workshop safety measures.</p>							

2020 National Revised ATP: Grade 12 – Term 3: Civil Technology (Civil Services)

TERM 3 (21 days)	Week 1 3-7 Aug (5 days)	Week 2 11-14 Aug (4 days)	Week 3 17-21 Aug (5 days)	Week 4 24-28 Aug (5 days)	Week 5 31 Aug - 1 Sept (2 days)	Week 5 2-4 Sept (3 days)	Week 6 7-11 Sept (5 days)	Week 7 14 -18 Sept (5 days)	Week 8 21-23 Sept (3 days)
CAPS Topics	"HOT WATER SUPPLY (SPECIFIC)	ROOF WORK (SPECIFIC)	STORM WATER (SPECIFIC)	"DRAINAGE (SEWARAGE) ABOVE AND BELOW GROUND (SPECIFIC)	DRAINAGE (SEWARAGE) ABOVE AND BELOW GROUND (SPECIFIC)	Trial Examination 16 days			
Topics /Concepts, Skills and Values	<p>Explain with appropriate sketches the working principles, installation, regulations, advantages and disadvantages of heating units</p> <p>Faults in water systems:</p> <ul style="list-style-type: none"> • Explain reasons for a very weak or no discharge from a hot-water tap • Causes • Prevention • Removal of Air locks • Water hammer 	<p>Gutters: Explain and apply the installation of rectangular gutter with rectangular and round down pipes to fascia and wall (GMS and PVC) Fabricate stop-ends for a box gutter</p> <p>Flashings: Frustum flashing for a ventilation pipe on a pitched roof. (Purpose and drawing showing part of the vent pipe, flashing and roof cover) Develop and cut out GMS sheet metal for vent pipe flashing. Fabricate and fit GMS vent pipe flashing</p>	<p>The regulations and methods of disposing large quantities of water from a site to the municipal storm water system The safe disposal of storm water in the following ways: Roof gutters to water tanks, surface channels, hard surfaces, manholes, onto road kerbs, methods of channeling storm water to catchments areas. Responsibilities of municipalities with regard to storm water disposal. Regulations governing storm water disposal</p>	<p>Pipes and fittings: Requirements for an efficient drainage system Identification and use of drain and soil pipe fittings, junctions and bends Description of methods of joining synthetic drain pipes uPVC Drainage ventilation: Waste pipes, vent valves and anti-siphon pipes Drainage fixtures: Identify and explain with sectional views the location, purpose, advantages and disadvantages of:</p> <ul style="list-style-type: none"> • Gully • Inspection eye • Rodding eye • Inspection chamber • Manhole • Ramp 	<p>Explain with sectional sketches the purpose and working principles of:</p> <ul style="list-style-type: none"> • Septic tanks • Vacuum tanks • French drains <p>Design and draw single-line plans of simple domestic drainage lay-outs, including the recognised standard abbreviations, colour codes and the applicable regulations Inspection and testing of drains by means of the compressed-air tests only. Identify and label sketches of the testing apparatus with a suitable description of the application of the tests Explain how to remove blockages from soil waste and drain pipes</p> <p>A brief explanation of a typical sewerage treatment process</p>				
Requisite pre-knowledge	High pressure geyser • Solar geyser (low and high pressure), Freehand sketches Interpretation of drawings	Joints and fittings. Gutters; identification, fall, material and methods of fixing and supporting.	The methods of disposing large quantities of water from a dwelling to the municipal storm water system.	Pipe arrangements. Soil fixture. Flushing devices. Water traps.	Pipe arrangements. Soil fixture. Flushing devices and water traps. Inspection and testing of drains by means of the compressed-air tests only				

24-25 Sept
School Holiday

Resources (other than textbook) to enhance learning		YouTube, wall charts, equipment for e.g. geyser, valves, pipes, etc.	YouTube, wall charts, equipment for e.g. gutters, brackets, sheet metal, vent pipes, holder bats, pipes, etc.	YouTube, wall charts, work sheets, etc.	YouTube, wall charts and equipment for eg pipes -40, 50 and 110 mm, brackets, drawing equipment, holder bats, etc.	Equipment to do the test as in content, YouTube, work sheets.		
Assessment	Worksheets with excavations from collapsing only	Drawings and sketches can be made. Emphasis on sketching	Informal tests and peer marking. Open book tests.	Labelling can be done as well. Practical work can be done with pipes.	Short tests and peer marking.	Short tests and peer marking.		
	SBA Formal Assessment	Preparatory examination PAT (An amended PAT will be issued by DBE to be completed by all learners)						

2020 National Revised ATP: Grade 12 – Term 4: Civil Technology (Civil Services)

Term 4 (20 days)	Week 1 28 Sept-2 Oct (5 days)	Week 2 5-9 Oct (5 days)	Week 3 12-16 Oct (5 days)	Week 4 19-23 Oct (5 days)	26 October – 9 December
CAPS Topics	SANITARY FITMENTS (SPECIFIC)	SANITARY FITMENTS (SPECIFIC)	NSC EXAMINATION PREPARATIONS	NSC EXAMINATION PREPARATIONS	NSC Examinations 33 days
Topics /Concepts, Skills and Values	Identification and explanation of working parts, the working principles and labeling of sectional sketches, as well as the installation and uses of the following sanitary fitments and their connection with the discharge pipes Procedure, materials, regulations and methods of installing sanitary fitments Waste water appliances: • Wash hand basin • Bath • Shower • Sink Soil water appliances: • WC pans • Urinals (single stall)	Identification and explanation of working parts, the working principles and labeling of sectional sketches, as well as the installation and uses of the following sanitary fitments and their connection with the discharge pipes Procedure, materials, regulations and methods of installing sanitary fitments Waste water appliances: • Wash hand basin • Bath • Shower • Sink Soil water appliances: • WC pans • Urinals (single stall)	Identification and explanation of working parts, the working principles and labeling of sectional sketches, as well as the installation and uses of the following sanitary fitments and their connection with the discharge pipes Procedure, materials, regulations and methods of installing sanitary fitments Waste water appliances: • Wash hand basin • Bath • Shower • Sink Soil water appliances: • WC pans • Urinals (single stall)	Revision	
Requisite pre-knowledge	Identification of working parts, the working principles and labelling of sectional sketches High- and low-level cisterns for water closets	Identification of working parts, the working principles and labelling of sectional sketches High- and low-level cisterns for water closets	Identification of working parts, the working principles and labelling of sectional sketches High- and low-level cisterns for water closets		
Resources (other than textbook) to enhance learning	YouTube, wall charts, etc	YouTube, wall charts, etc	YouTube, wall charts, etc		
Assessment	Informal Assessment: Remediation	Open book test. Peer marking	Open book test. Peer marking	Open book test. Peer marking	
	SBA (Formal)	Preparation for NSC Examination. PAT TO BE COMPLETED AND ASSESSED.			

7. Civil Technology – Construction

Revised National Teaching Plan

2020 National Revised ATP: Grade 12 – Term 1: Construction

TERM 1 (46 days)	Week 1 15 - 17 Jan (3 days)	Week 2 20 - 24 Jan (5 days)	Week 3 27 – 31 Jan (5 days)	Week 4 3 - 7 Feb (5 days)	Week 5 10 - 14 Feb (5 days)	Week 6 17 - 21 Feb (5 days)	Week 7 24 - 28 Feb (5 days)	Week 8 2 - 6 March (5 days)	Week 9 9 - 13 March (5 days)	Week 10 16 - 18 March (3 days)
CAPS Topics	INTRODUCTION OCCUPATIONAL HEALTH AND SAFETY ACT 85 of 1993 (OHS)	INTRODUCTION OCCUPATIONAL HEALTH AND SAFETY ACT 85 of 1993 (OHS) MATERILAS	MATERIALS GENERIC & SPECIFIC	MATERIALS: (SPECIFIC)	"EQUIPMENT & TOOLS GENERIC" SPECIFIC	GRAPHIC COMMUNNICAT. GENERIC"	"GRAPHIC COMMUNNICAT. GENERIC" SPECIFIC	QUANTITIES	QUANTITIES SPECIFIC	Assessment /consolidation
Topics /Concepts, Skills and Values	Application of the OHS Act pertaining to general health and safety in the workplace : <ul style="list-style-type: none"> • Scaffolding • Handling of material • Floors and stairs with open sides • Builders hoist • Ladders 	Preservation and sustainability of materials: Ready mix concrete; Testing of concrete; Curing; Metals - Basic properties of ferrous & non-ferrous metals; Alloys; Glass; Plastics; Cladding	Ready mix concrete: Testing of concrete: Equipment, purpose used, procedure and outcomes Curing:	Metals: Basic properties of ferrous metals Basic properties of non-ferrous metals Plastics and Cladding	Identification, proper use and care of the following: Specialised tools: Safe handling and care of the following construction machinery <ul style="list-style-type: none"> • Dumpy level • Laser level • Multi detector 	Interpretation of advanced drawings Site plan, floor plan and elevations of multi-storey buildings. Basic drawing symbols relating to the built environment in accordance with the SANS for building drawings	Detailed scale drawings Alternate plan courses of a one-and- a- half brick pier built in stretcher and English bond. Alternate plan courses of a one-and-a- half brick pier Attached to a one brick wall in stretcher and English bond.	Calculation of the quantity of all materials required for a small building with two rooms – <ul style="list-style-type: none"> • Concrete for foundations • Hardcore • Blinding layer • DPC • DPM • Reinforcement for floor • Concrete for floor • Screed 	Calculation of the quantity of all materials required for a small building with two rooms – <ul style="list-style-type: none"> • Skirting • Walls (deduct for openings) • Doors • Windows • Floor covering • Wall plate • Roof material including covering 	Complete quantities in the first two days of this particular week. FIRST TERM TEST COMPLETION OF FIRST PHASE OF PAT.
Requisite pre-knowledge	Learners to visit a site where the following is used: Scaffolding, Erecting of scaffolding, Dismantling of scaffolding, Ladders, hoist & chute	The procedure, preservation and sustainability of the following materials: Painting - Curing Electroplating - Powder coating	Application and uses. Materials in built environment. Adhesives. Differentiation between types of concrete.	Materials in built environment. Differentiation between types of metals. Plastic and glass.	Basic site equipment. Hand tools: Brick cutting tools. Basic machinery that can be use on site.	Freehand sketches relevant to the super structure of a building. Interpretation of drawings Scales	Different brick bonds. Plan courses. Freehand sketches relevant to the super structure of a building. Scales	Calculate materials required for a one room building with a door and a window excluding the roof.	Calculate materials required for a one room building with a door and a window excluding the roof.	

Resources (other than textbook) to enhance learning		Practical work can be done to expose learners to the real-life situation. YouTube, videos, etc		Materials as indicated in the content	Equipment and materials as indicated in the content. Machinery especially special tools. Ensure that the dumpy and laser level, as well as the multi detector are practically demonstrated.	Videos, YouTube, power point presentations, data projector, interactive whiteboard, etc. Drawing equipment for learners.	Calculators, tape measure, workbook with quantity layout, etc Site visit can be arrange to explain practical work. Basic materials must be shown as sizes are important.	
Assessment	Informal Assessment: Remediation	Do practical's by testing the slump test.	Taking care of equipment. Worksheets with equipment and or tools. Test on ferrous and non-ferrous metals.	Do practical's by testing the slump test.	Taking care of equipment. Worksheets with equipment and or tools. Test on ferrous and non-ferrous metals.	Test drawings – interpretations only	Do drawings in class informally.	Do informal testing by completing work sheets on quantities. Prepare worksheets from given examples in the textbook.
	SBA Formal Assessment	<p>Term test</p> <p>PAT- Phase 1 of the original 2020 PAT</p> <p>The legislation governing workplaces in relation to COVID – 19 is the Occupational Health and Safety Act, Act 85 of 1993, as amended, read with the Hazardous Biological Agents Regulations. Section 8 (1) of the Occupational Health and Safety (OHS) Act, Act 85 of 1993, - Safe work practices are types of administrative controls that include procedures for safe and proper work used to reduce the duration, frequency, or intensity of exposure to a hazard. Examples of safe work practices for SARS-CoV-2 include. Requiring regular hand washing or using of alcohol-based hand rubs. Learners and teachers should always wash hands when they are visibly soiled and after removing any PPE. Keep safe distances and wear a mask at all times. See the document on the workshop safety measures.</p>						

2020 National Revised ATP: Grade 12 – Term 2: Construction

TERM 2 (39 days)	Week 1 1-5 June (5 days)	Week 2 8-12 June (5 days)	Week 3 15 June (4 days)	Week 4 22-26 June (5 days)	Week 5 29 June -3 July (5 days)	Week 6 6-10 July (5 days)	Week 7 13-17 July (5 days)	Week 8 20-24 July (5 days)	Week 9 27-31 July
CAPS Topics	JOINING (GENERIC)	JOINING (SPECIFIC)	BRICKWORK (SPECIFIC)	EXCAVATIONS (SPECIFIC)	EXCAVATIONS (SPECIFIC)	FOUNDATIONS (SPECIFIC) CONCRETE FLOORS (SPECIFIC)	FOUNDATIONS (SPECIFIC) CONCRETE FLOORS (SPECIFIC)	REINFORCEMENT IN CONCRETE (SPECIFIC)	
Topics /Concepts, Skills and Values	Identify and explain the use of <ul style="list-style-type: none"> • Bolts and nuts • Rawl bolts • Plastic plugs • Rawl plugs 	Methods of joining the following items: <ul style="list-style-type: none"> o Joining roof trusses to brickwork o Wall plate to wall o Concrete base to steel sections 	Cavity walls <ul style="list-style-type: none"> •Paving •Beam filling Purposes Advantages and disadvantages Constructional detail	<ul style="list-style-type: none"> •Safety factors and regulations to be considered •Scale drawings of keeping excavations from collapsing on firm ground indicating the following <ul style="list-style-type: none"> 152 x 50 mm walling boards, 152 x 38 poling boards, 100 x 100 mm struts 	Scale drawings of shuttering for shallow trenches indicating the following <ul style="list-style-type: none"> 152 x 50 mm walling boards, 152 x 38 poling boards, 100 x 100 mm struts 	<ul style="list-style-type: none"> •Pile foundations •Description and methods of installing different piles •Longitudinal and cross-sectional drawings through a pile and ground beam: 	Rib and block floors <ul style="list-style-type: none"> o Preparations, o Factors to be considered, o Safety factors o Materials Installation procedure o Advantages and disadvantages of using rib and block floors o Sketches through a rib and block floor 	Reinforcement in concrete: <ul style="list-style-type: none"> • Floors • Beams • Columns 	School Holiday
Requisite pre-knowledge	Pre knowledge of joining materials.	Methods and identification of joining materials	. Bricks and blocks Materials for a cavity wall. Different walls and bonds.	Drawings and safety aspects on site. Scale drawings – how to interpret drawings. Labelling of drawings. Different tope of foundations		Materials for concrete floors. Safety on site. Drawings interpretations.		Drawing of formwork and methods of erecting and supporting. Lintels. Materials for reinforcements. Pre knowledge on beams, floors and	
Resources (other than textbook) to enhance learning	Materials needed in the workshop - Bolts, Screws, nuts, etc.	Materials needed in the workshop - Bolts, Screws, nuts, etc. Greetings to demonstrate connection to learners.	Drawing equipment Equipment and materials needed for setting out. Shuttering boards for trenches.			Internet- YouTube. Smartphones	Materials for a rib and block floor. Internet- YouTube. Smartphones	YouTube, wall charts,	

Assessment	Informal Assessment: Remediation	Make use of materials and test learner's ability to identify and explain the use of the materials. Practical work on materials can be done.	Informal drawings can be done. Practical experience of dry packing a cavity wall.	Informal testing by means of practical lessons. Self-experiencing of setting out.	Testing – worksheets, informal test, etc	Worksheets- identification and uses. Tests. Drawings of a rib and block floor. Labelling a sketch - rib and block floor. Practical work to enhance learning. Dry packing a rib and block floor. (5 layers high)	Worksheets with identification of materials only.	
	SBA Formal Assessment	<p>Term 2 – None (June examination will be excluded)</p> <p>PAT- An amended PAT will be issued by DBE to be completed by all learners.</p> <p>The legislation governing workplaces in relation to COVID – 19 is the Occupational Health and Safety Act, Act 85 of 1993, as amended, read with the Hazardous Biological Agents Regulations. Section 8 (1) of the Occupational Health and Safety (OHS) Act, Act 85 of 1993, - Safe work practices are types of administrative controls that include procedures for safe and proper work used to reduce the duration, frequency, or intensity of exposure to a hazard. Examples of safe work practices for SARS-CoV-2 include. Requiring regular hand washing or using of alcohol-based hand rubs. Learners and teachers should always wash hands when they are visibly soiled and after removing any PPE. Keep safe distances and wear a mask at all times. See the document on the workshop safety measures.</p>						

2020 National Revised ATP: Grade 12 – Term 3: Construction

TERM 3 (21 days)	Week 1 3-7 Aug (5 days)	Week 2 11-14 Aug (4 days)	Week 3 17-21 Aug (5 days)	Week 4 24-28 Aug (5 days)	Week 5 31 Aug - 1 Sept (2 days)	Week 5 2-4 Sept (3 days)	Week 6 7-11 Sept (5 days)	Week 7 14 -18 Sept (5 days)	Week 8 21-23 Sept (3 days)	24-25 Sept School Holiday	
CAPS Topics	REINFORCEMENT IN CONCRETE (SPECIFIC)	REINFORCEMENT IN CONCRETE (SPECIFIC)	CONSTRUCTION ROOFS (SPECIFIC)	FORMWORK (SPECIFIC) 2 WEEKS	Consolidation	Trial Examination 16 days					
Topics /Concepts, Skills and Values	Reinforcement in concrete: <ul style="list-style-type: none"> • Floors • Beams Columns 	Materials, identification and requirements that materials used for reinforcing must comply with: See CAPS document. Drawings of reinforcement, min concrete cover, form oils and defects due to shuttering	Scale drawings of the following types of roof trusses: <ul style="list-style-type: none"> - SA roof truss with maximum span of 10 metres - Lean-to roof - Couple roof o Close couple roof o Collar-tie roof o King post roof Spacing of roof trusses, roof underlays and difference between purlins and battens	Properties of materials used for formwork: Drawing of formwork and methods of erecting and supporting the following: Beams and beams with attached floor slab Drawing of formwork and methods of erecting and supporting the following: Straight flight of stairs with a landing. And the use of wedges in formwork. (A lot of drawings for 1 week, but can be done)							
Requisite pre-knowledge	Drawing of formwork and methods of erecting and supporting. Lintels. Materials for reinforcements. Pre knowledge on beams, floors and	Materials in built environment. Steel Concrete Identification, uses, sketches and properties of steel sections	Roof covering. Characteristics of IBR and corrugated iron sheeting. Characteristics of concrete roof tiles. Roof underlay.	Pre knowledge of materials for formwork							
Resources (other than textbook) to enhance learning	YouTube, wall charts, equipment for e.g. geyser, valves, pipes, etc.	YouTube, wall charts, equipment for e.g. geyser, valves, pipes, etc.	YouTube, wall charts, equipment for e.g. gutters, brackets, sheet metal, vent pipes, holder bats, pipes, etc.	Equipment to do the test as in content, YouTube, work sheets.							

Assessment	Informal Assessment: Remediation	The start of the term – question and answers	Worksheets with identification of materials only.	Study and prepare for examination.	Short tests and peer marking		
	SBA Formal Assessment	<p>Term 3 – Preparatory examination</p> <p>PAT- An amended PAT will be issued by DBE to be completed by all learners.</p> <p>The legislation governing workplaces in relation to COVID – 19 is the Occupational Health and Safety Act, Act 85 of 1993, as amended, read with the Hazardous Biological Agents Regulations. Section 8 (1) of the Occupational Health and Safety (OHS) Act, Act 85 of 1993,- Safe work practices are types of administrative controls that include procedures for safe and proper work used to reduce the duration, frequency, or intensity of exposure to a hazard. Examples of safe work practices for SARS-CoV-2 include. Requiring regular hand washing or using of alcohol-based hand rubs. Learners and teachers should always wash hands when they are visibly soiled and after removing any PPE. Keep safe distances and wear a mask at all times.</p> <p>See the document on the workshop safety measures.</p>					

2020 National Revised ATP: Grade 12 – Term 4: Construction

Term 4 (20 days)	Week 1 28 Sept-2 Oct (5 days)	Week 2 5-9 Oct (5 days)	Week 3 12-16 Oct (5 days)	Week 4 19-23 Oct (5 days)	26 October – 9 December
CAPS Topics	FORMWORK (SPECIFIC)	CONSTRUCTION (BRICKWORK) STAIRCASE (SPECIFIC)	CONSTRUCTION PLASTER AND SCREED (SPECIFIC)	Revision and prepare for examination	NSC Examinations 33 days
Topics /Concepts, Skills and Values	Properties of materials used for formwork: Drawing of formwork and methods of erecting and supporting the following: Beams and beams with attached floor slab Drawing of formwork and methods of erecting and supporting the following: Straight flight of stairs with a landing. And the use of wedges in formwork. (A lot of drawings for 1 week, but can be done)	Staircase Vertical cross section General principals Different profiles	Construction: Plaster and Screed Plaster & Screed (Indicate all aspects as listed in CAPS) Alternative Plaster Finish To Walls		
Requisite pre-knowledge	Pre knowledge of materials for formwork	Bricks Plastering Mortar sketches of beam filling.	Type of finishes		
Resources (other than textbook) to enhance learning	Equipment to do the test as in content, YouTube, work sheets.	Materials, wall charts, YouTube, etc.	Materials		
Assessment	Informal Assessment: Remediation	Short tests and peer marking.	Study and prepare for examination.		
	SBA Formal Assessment	Preparation for NSC Examination. PAT TO BE COMPLETED AND ASSESSED			

8. Civil Technology – Woodworking

Revised National Teaching Plan

National Revised ATP: Grade 12 – Term 1: Woodworking

TERM 1 (46 days)	Week 1 15 - 17 Jan (3 days)	Week 2 20 - 24 Jan (5 days)	Week 3 27 – 31 Jan (5 days)	Week 4 3 - 7 Feb (5 days)	Week 5 10 - 14 Feb (5 days)	Week 6 17 - 21 Feb (5 days)	Week 7 24 - 28 Feb (5 days)	Week 8 2 - 6 March (5 days)	Week 9 9 - 13 March (5 days)	Week 10 16 - 18 March (3 days)
CAPS Topics	Introduction Occupational Health and Safety Act 85 Of 1993 (OHS)	Materials (Generic)	Equipment and Tools (Generic + Specific)	Graphics as a Means of Communication (Generic + Specific)	Graphics as a Means of Communication (Specific)	Roofs: (Specific)	Graphics as a Means of Communication (Specific)	Graphics as a Means of Communication (Specific)	Quantities Specific)	Assessment/ Consolidation
Topics /Concepts, Skills and Values	Application of the Occupational Health and Safety Act (OHSA) with regard to general health and safety in the workshop. Scaffolding Handling of material Floors and stairs with open sides <ul style="list-style-type: none"> • Builders' hoists Ladders 	Preservation and sustainability of materials using the following methods to discuss the features, purpose and benefits (as discussed in Grades 10 and 11): <ul style="list-style-type: none"> o Painting o Post-treatment o Electroplating o Powder coating <ul style="list-style-type: none"> o Electroplating 	Identification, appropriate use and care of the following: <ul style="list-style-type: none"> o Water level o Laser level o Multi-detector Safe use and care of the following woodworking machines: <ul style="list-style-type: none"> Table saw, Band saw, Thickness machine and Spindle profile machine 	Interpretation of advanced texts: <ul style="list-style-type: none"> o Site plan, floor plan and view of multiple storey building <ul style="list-style-type: none"> o Basic symbols that relate to the building environment in accordance with the SABS for building drawings 	Sketch of line charts of the following roof trusses: <ul style="list-style-type: none"> o Lean-to roof o Couple roof o Close couple roof o Color Tie roof o South African roof truss (Howe roof truss) o King post Cap 	Scale drawings and construction details of the following roof trusses: <ul style="list-style-type: none"> Lean-to roof, Couple roof, Close couple roof, Scale drawings and construction details of the following roof trusses: <ul style="list-style-type: none"> o Color Tie roof o South African Courts) roof truss o King Post 	Scale drawings of an isometric exploded view of a long-and short-shoulder mortise and tenon joint (add for frames with a rebate): <ul style="list-style-type: none"> Scale drawing of an assembled isometric view of a long and short shouldered mortise and tenon joint (joint for rebated frames) 	Sketches of line diagrams of the following roof trusses: <ul style="list-style-type: none"> • Lean to roof • Couple roof • Closed couple roof • Collar-tie roof • South African roof (Howe) • King post roof 	Calculation of the quantity of materials: <ul style="list-style-type: none"> Calculation of the following material required for a building measuring 8 metres long and 5 metres wide with a gable roof covered with roof sheeting and tiles. The roof is constructed with a South African roof truss. Development of a cutting list of materials for a bedroom cupboard from floor to ceiling with a built-in dressing table and mirror in the centre. The built-in has two doors on either side of the dressing table. 	Complete quantities in the first two days of this particular week. <p>FIRST TERM TEST + COMPLETION OF FIRST PHASE OF PAT.</p>
Requisite pre-knowledge	Learners to visit a site where the following is used:	The procedure, preservation and sustainability of the following materials:	Identification of parts, accessories and uses of the following	Applying various scales: <ul style="list-style-type: none"> Freehand sketches relevant to the super 	Applying various scales: <ul style="list-style-type: none"> Freehand sketches relevant to the 	Freehand sketches relevant to the super roofs of a building.	Freehand sketches relevant to the super roofs of a building.	Freehand sketches relevant to the super roofs of a building.	Calculate materials required for one truss – SA Howe truss. <ul style="list-style-type: none"> Quantities of a small cupboard. 	

		Scaffolding, Erecting of scaffolding, Dismantling of scaffolding, Ladders, hoist & shut	Painting - Curing Electroplating - Powder coating	woodworking machines:	structure of a building	super structure of a building	Interpretation of drawings Scales	Interpretation of drawings Scales	Interpretation of drawings Scales		
	Resources (other than textbook) to enhance learning	Practical work can be done to expose learners to the real-life situation. YouTube, videos, etc.	Equipment and tools as indicated in the content Basic knowledge of machines.	Drawing boards and drawing equipment. Pencils, erasers, etc. Data projector and or document reader. YouTube for videos on roofs.	Videos, YouTube, power point presentations, data projector, interactive whiteboard, etc. Drawing equipment for learners.	Calculators, tape measure, workbook with quantity layout, etc Site visit can be arranged to explain practical work. Basic materials must be shown as sizes are important.					
Assessment	Informal Assessment: Remediation	Test learners on content. Do practical to link content to real life situations.	Small informal test. Worksheet with practical.	Do practical's by showing and demonstrating how the equipment and machinery is working.	Basic drawings of floor plans, site plans and elevations of a multi storey building. Learners can be tested on basic symbols related to drawings. SANS	Test drawings – interpretations only.	Do drawings in class informally.	Do informal testing by completing work sheets on quantities. Prepare worksheets from given examples in the textbook.			
	SBA Formal Assessment	Term test PAT- Phase 1 of the original 2020 PAT The legislation governing workplaces in relation to COVID – 19 is the Occupational Health and Safety Act, Act 85 of 1993, as amended, read with the Hazardous Biological Agents Regulations. Section 8 (1) of the Occupational Health and Safety (OHS) Act, Act 85 of 1993,- Safe work practices are types of administrative controls that include procedures for safe and proper work used to reduce the duration, frequency, or intensity of exposure to a hazard. Examples of safe work practices for SARS-CoV-2 include. Requiring regular hand washing or using of alcohol-based hand rubs. Learners and teachers should always wash hands when they are visibly soiled and after removing any PPE. Keep safe distances and wear a mask at all times. See the document on the workshop safety measures.								PAT Requirements for Phase 2 - Model. Marking and cutting - timber for formwork/templates/ legs, rails, drawer and tops..	

2020 National Revised ATP: Grade 12 – Term 2: Woodworking

TERM 2 (39 days)	Week 1 1-5 June (5 days)	Week 2 8-12 June (5 days)	Week 3 15-19 June (4 days)	Week 4 22-26 June (5 days)	Week 5 29 June -3 July (5 days)	Week 6 6-10 July (5 days)	Week 7 13-17 July (5 days)	Week 8 20-24 July (5 days)	Week 9 27-31 July School Holiday
CAPS Topics	Joining (Generic) + (Specific)	Casement (Specific)	Doors (Specific)	Doors (Specific)	Wall Panelling and Cupboards (Specific)	Wall Panelling and Cupboards (Specific)	Roofs (Specific)	Roofs (Specific)	
Topics /Concepts, Skills and Values	Identify and explain the use of <ul style="list-style-type: none"> • Bolts and nuts • Rawl bolts • Plastic plugs • Rawl plugs (Specific) Methods of joining the following items: Alternate methods of fixing window panes onto casement members and fixed frames. Application, uses and drawings of the following woodworking joints (exploded and assembled views): <ul style="list-style-type: none"> • Haunched mortise and tenon joint • Twin mortice and tenon joint <ul style="list-style-type: none"> • Double bare face tenon 	Sketch of vertical section through the transom, bottom rail of fanlight and top rail of casement with glass and putty in position Identification of parts and the drawing of the external elevation of a double casement with fanlights and two horizontal glazing bars in the casement within a frame	External doors: Application, drawing of front elevations, horizontal and vertical sections and constructional details of the following doors: <ul style="list-style-type: none"> • Three panel door with raised and fielded panels with high lock rail • Four panel door with low lock rail, raised panels and diminishing stile <ul style="list-style-type: none"> • Framed ledge, brace batten doors with lock and bottom rails 22 mm thick 	Application, drawing of front elevations, horizontal and vertical sections and constructional details of an entrance door with a shaped top rail and fixed sidelights within a frame. Sketches showing differentiation between a door frame and jamb lining	Front elevation and vertical section showing methods of installing strip boards (tongue and groove boards) as wall panelling from floor to ceiling. A horizontal section showing how the joint between two strip boards are joined. A vertical section showing the rough grounds and the finish at the top of the panelling.	A vertical section showing the finish at the bottom of the panelling with a moulded skirting and quadrant. Working drawings of a built-in and free standing cupboard up to ceiling height to include: <ul style="list-style-type: none"> • Front view with doors • Front view without doors • Vertical cross-section showing drawer construction, hanging rail and shelves 	Scale drawings and constructional details of the following roof trusses: <ul style="list-style-type: none"> • Lean to roof • Couple roof • Closed couple roof • Collar-tie roof • South African roof (Howe) <ul style="list-style-type: none"> • King post roof Regulations, purpose, methods of installation, spacing of roof trusses and spacing of purlins/battens for particular types of roof covering.	Properties, composition, methods of fixing, advantages and disadvantages of concrete roof tiles, thatch, IBR (inverted box rib) and corrugated iron sheeting. Comparison of the structure and use of a batten and a purlin. Detailed drawings of the following: <ul style="list-style-type: none"> • Open eaves • Closed eaves 	
Requisite pre-knowledge	Pre- knowledge of doors different joining fixtures as listed	Pre- knowledge of casements	Pre- knowledge of doors	Pre- knowledge of doors	Pre- knowledge of materials used for wall panelling and cupboards	Pre- knowledge of materials used for wall panelling and cupboards	Pre- knowledge of different types of roofs	Pre- knowledge of different types of roofing material	
Resources (other than textbook) to enhance learning	YouTube, wall charts, work sheets, etc. Drawing equipment	YouTube, wall charts, work sheets, etc. Drawing equipment	YouTube, wall charts, work sheets, etc. Drawing equipment	YouTube, wall charts, work sheets, etc. Drawing equipment	YouTube, wall charts, material used for wall panelling and cupboards . Drawing equipment	Materials and tools.	YouTube, wall charts, etc.	Materials, wall charts, YouTube, etc.,	
Assessment	Informal Assessment: Remediation	The start of the term – question and answers.	Worksheets with identification of materials only.	Drawings and sketches can be made. Emphasis on sketching.	Drawings of roofs.	Identification of materials. Drawings of roofs. Labelling can be done as well.	Short tests and peer marking.	Open book test. Peer marking	Study and prepare for examination.

	SBA & PAT Formal Assessment	<p>Term 2 – None (June examination will be excluded)</p> <p>PAT- An amended PAT will be issued by DBE to be completed by all learners.</p> <p>The legislation governing workplaces in relation to COVID – 19 is the Occupational Health and Safety Act, Act 85 of 1993, as amended, read with the Hazardous Biological Agents Regulations. Section 8 (1) of the Occupational Health and Safety (OHS) Act, Act 85 of 1993,-</p> <p>Safe work practices are types of administrative controls that include procedures for safe and proper work used to reduce the duration, frequency, or intensity of exposure to a hazard. Examples of safe work practices for SARS-CoV-2 include. Requiring regular hand washing or using of alcohol-based hand rubs. Learners and teachers should always wash hands when they are visibly soiled and after removing any PPE. Keep safe distances and wear a mask at all times.</p> <p>See the document on the workshop safety measures.</p>	
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2020 National Revised ATP: Grade 12 – Term 3: Woodworking

TERM 3 (21 days)		Week 1 3-7 Aug (5 days)	Week 2 11-14 Aug (4 days)	Week 3 17-21 Aug (5 days)	Week 4 24-28 Aug (5 days)	Week 5 31 Aug - 1 Sept (2 days)	Week 5 2-4 Sept (3 days)	Week 6 7-11 Sept (5 days)	Week 7 14 -18 Sept (5 days)	Week 8 21-23 Sept (3 days)	
CAPS Topics		Roofs (Specific) Ceiling	Centering (Specific)	Formwork (Specific)	Formwork (Specific)	Shoring (Specific) Ironmongery (Specific)	Trial Examination 16 days				
Topics /Concepts, Skills and Values		Layout of roof trusses for the following types of roof profiles: • A hipped roof with valley • Gable roof Types and purpose of roof underlay. Modern methods of joining smaller trusses to full trusses Identification and uses of: • Hurricane clips • Storm clips • Truss hangers • Gang nails Constructional details around the trap door of a ceiling	Sketches showing methods of construction and erection of centres for the following types of arches with spans not exceeding 1 200 mm: • Segmental arch • Semi-circular arch Sketches showing closed and open laggings	Properties of materials used for formwork Drawing of formwork and methods of erecting and supporting the following: • Beams • Floor slab The use of wedges in formwork	Properties of materials used for formwork Drawing of formwork and methods of erecting and supporting the following: Beam with attached floor slab • Straight flight of stairs with a landing • Square, round and rectangular columns	Single line diagrams showing the components of the following shores for a three storey building: • Dead shore • Double flying shore Identification and use of the following fittings: • Mortise lock • Rim lock • Night latch • Straight cupboard lock • Cut cupboard lock • Drawer or till lock					
Requisite pre-knowledge		Roof covering. Characteristics of IBR and corrugated iron sheeting. Characteristics of concrete roof tiles. Roof underlay. Material for erecting roof.	Pre knowledge of arches and materials used for centering.	Pre knowledge of materials for formwork	Pre knowledge of materials for formwork	Pre knowledge of shoring and examples of ironmongery					
Resources (other than textbook) to enhance learning		YouTube, wall charts, equipment for eg roof types. Material for roof trusses.	YouTube, wall charts, work sheets, etc. Material for arches. Mockup of a arch.	YouTube, wall charts, material of roofs. Drawings of formwork with – drawing equipment.	Materials and tools.	YouTube, wall charts, etc.					
Assessment	Informal Assessment: Remediation	Drawings and sketches can be made. Emphasis on sketching.	Drawings of roofs.	Identification of materials. Drawings of roofs. Labelling can be done as well.	Short tests and peer marking. Preparation for Trial Examination. PAT to be complete and assessed	Preparation for Trial Examination. PAT to be complete and assessed					
	SBA Formal Assessment	Preparatory examination PAT (An amended PAT will be issued by DBE to be completed by all learners)									

24-25 Sept
School Holiday

2020 National Revised ATP: Grade 12 – Term 4: Woodworking

Term 4 (20 days)	Week 1 28 Sept-2 Oct (5 days)	Week 2 5-9 Oct (5 days)	Week 3 12-16 Oct (5 days)	Week 4 19-23 Oct (5 days)	26 October – 9 December
CAPS Topics	Suspended Timber Floor (Specific)	Suspended Timber Floor (Specific)	Staircase (Specific)	REVISION / PREPARATION FOR FINAL EXAMINATION	NSC Examinations 33 days
Topics /Concepts, Skills and Values	Detailed drawing of the vertical cross-section through a suspended timber floor showing all supports, floor boards, skirting and quadrant including brick pier showing the bearer, floor joist, ant guard and DPC Draw a plan of the layout of a room with a suspended timber floor showing all supports and part of the tongue and groove floorboards	Detailed drawing of the vertical cross-section through a suspended timber floor showing all supports, floor boards, skirting and quadrant including brick pier showing the bearer, floor joist, ant guard and DPC Draw a plan of the layout of a room with a suspended timber floor showing all supports and part of the tongue and groove floorboards	Line diagram with details of a straight flight of stairs with a landing and a staircase well with a half landing. Hand rail and balustrade to be included		
Requisite pre-knowledge	Pre knowledge of Suspended timber floors	Pre knowledge of Suspended timber floors	Pre knowledge of staircases		
Resources (other than textbook) to enhance learning	YouTube, wall charts, etc	YouTube, wall charts, etc	YouTube, wall charts, etc		
Assessment	Informal Assessment: Remediation	Open book test. Peer marking			
	SBA (Formal)	<i>Preparation for NSC Examination.</i> PAT TO BE COMPLETED AND ASSESSED.			

9. Consumer Studies

Revised National Teaching Plan

2020 National Revised ATP: Grade 12 – Term 1: Consumer Studies

TERM 1 (46 days)	Week 1 15 - 17 Jan (3 days)	Week 2 20 - 24 Jan (5 days)	Week 3 27 – 31 Jan (5 days)	Week 4 3 - 7 Feb (5 days)	Week 5 10 - 14 Feb (5 days)	Week 6 17 - 21 Feb (5 days)	Week 7 24 - 28 Feb (5 days)	Week 8 2 - 6 March (5 days)	Week 9 9 - 13 March (5 days)	Week 10 16 - 18 March (3 days)
CAPS Topics	Entrepreneurship	Entrepreneurship	Entrepreneurship	Entrepreneurship	Entrepreneurship	Entrepreneurship	Clothing	Clothing	Clothing	Clothing
CAPS References	p32	p32	p32	p32	p32	p32	p32	p32	p32	p33
Topic, concepts, skills and values	<p>Moving from an idea and marketing a product</p> <ul style="list-style-type: none"> - identify a profitable business. - formulating the idea, specifications of product 	<p>Choice of a suitable product:</p> <p>Available human skills; financial resources; workspace; local available raw materials; consumer appeal</p>	<p>Factors influencing the efficient production of quality products.</p> <ul style="list-style-type: none"> • Planning, adhering to specifications, quality control, a tidy workplace, hygiene of workers, careful control of finances, stock control. <p>Requirements for quality products:</p> <ul style="list-style-type: none"> • Appropriate for target group, presentation of the product, quality of raw materials used, quality and design of packaging, quality of storing, safety, labelling. • Efficient use of time, efficient storage procedures, customer relations, maintenance of equipment and training of staff. • Sustainable production and consumption: responsibilities of 	<p>Developing a marketing plan according to the 5P marketing strategy</p> <ul style="list-style-type: none"> • Product: trademark/ name, image, labels and packaging. • Promotion/advertising. • Price and pricing strategy. • Place: Where will the product be produced? Where will the point of sale be? • People: target group and people doing the marketing. 	<p>Financial feasibility to determine the sustainable profitability of the business:</p> <p>Production costs; selling price; profit and start up needs</p>	<p>'Best sale' and 'worst sale' scenario</p> <p>Creating a "best sale scenario and Creating a cash flow projection (optional)</p>	<p>Fashion and appearance in the world of work</p> <ul style="list-style-type: none"> • The concept: fashion. • Influences that determine contemporary fashion. • Fashion cycles: fads, classic and standard trends. • Fashion revivals: retrospective fashions. • Why fashion changes. • Contemporary fashion trends for young adults. 	<p>Fashion and appearance in the world of work:</p> <ul style="list-style-type: none"> • The role of appearance in the world of work. • Guidelines when choosing and purchasing clothes and accessories. • Planning a basic wardrobe for the world of work for different seasons and different occasions at work (male and female): factors to consider, including application of colour, design elements and principles. 	<p>Consumer issues regarding clothing and textiles impacting on the natural and economic environment</p> <ul style="list-style-type: none"> • Eco-fashion and the sustainable use of textiles and clothing. • The influence of the piracy of legally protected brand names (trademarks). 	

			consumers and producers. • Storage and delivery strategies.						
Requisite pre-knowledge	Grade 11 Entrepreneurship: T4W3 p30	Grade 11 Entrepreneurship: T4W4 p30	Grade 11 Entrepreneurship T4W4 p30	Grade 11 Entrepreneurship: T4W5 p30	Grade 11 Entrepreneurship T4W6 p30	Grade 11 Determining a selling price etc. T4W7 p30	Grade 11 Design elements and principles; T1W6 p25 Grade 10 The young adult's choice of suitable clothing. T3W8 p22	Grade 11 Application of design elements and principles in choosing clothes for the world of work for male and female. T1W6 p25	Caring for the environment
Resources (other than textbook) to enhance learning	Video clips on how to start a small scale business; articles on prominent business people or young entrepreneurs and how they started their own businesses	Video clips on how to choose a suitable product Class discussions on most suitable product for the specific area they live in	Newspaper clippings and magazines articles. Include any relevant examples Discussions on how the requirements influence the quality of the products	Video clips on 5P marketing strategy Discussions on what roll 5P marketing strategy influence the development of a marketing plan	Video clips on * financial feasibility * sustainable profitability * Determining of production costs	Discussions on difference between best sale and worst sale scenario	Fashion magazines; videos on fashion (fads and classics) Discussions on current contemporary fashion trends for young adults	Video clips on • Effect of lines on figure • role of appearance in the world of work. • choosing clothes and accessories. • Planning a basic wardrobe for the work	Video clips on • Eco-fashion • sustainable use of textiles and clothing Discussions on influence of the piracy of legally protected brand names
Assessment	Informal assessment; remediation	Previous question papers; worksheets; any other relevant examples.	Previous question papers; worksheets; any other relevant examples.	Previous question papers; worksheets; any other relevant examples.	Previous question papers; worksheets; any other relevant examples.	Previous question papers; worksheets; any other relevant examples.	Worksheets; previous question papers	Worksheets; previous question papers	Worksheets; previous question papers
	SBA (Formal Assessment)	All SBA Tasks for Term 1 100% completed							
		<i>Task 2: Project (25%) Planning and preparation for a small-scale production. Costing activity to be done under exam conditions. 100 marks</i>				Task 3: 3 Practical Lessons (25%) All practical options 3 x 25 marks			Task 1: March Test (50%) 75-100 marks (Based on school schedule for the test timetable.)

2020 National Revised ATP: Grade 12 – Term 2: Consumer Studies

TERM 2 (39 DAYS)	Week 1 1-5 June (5 days)	Week 2 8-12 June (5 days)	Week 3 15 June (4 days)	Week 4 22-26 June (5 days)	Week 5 29 June -3 July (5 days)	Week 6 6-10 July (5 days)	Week 7 13-17 July (5 days)	Week 8 20-24 July (5 days)	27-31 July School Holiday
CAPS Topics CAPS Reference	Food and Nutrition	Food and Nutrition	Food and Nutrition	Food and Nutrition	Food and Nutrition	Food and Nutrition	Food and Nutrition:	The Consumer	
	p34	p34	p34	p34	p34	p34	p35	p36	
Topic, concepts, skills and values	<p>Nutritional and food-related health conditions Short description, causes, prevention and management.</p> <p>Focus on nutrition and eating habits to prevent or manage an existing condition. Include glycaemic index of food</p> <ul style="list-style-type: none"> • Low/high blood glucose levels. • Diabetes • Coronary heart disease, including high blood cholesterol, leading to atherosclerosis 	<p>Nutritional and food related health conditions:</p> <ul style="list-style-type: none"> • Osteoporosis, • Anaemia • High blood pressure. • Food allergies. • Dairy and gluten intolerance. 	<p>Nutritional and food related health conditions:</p> <ul style="list-style-type: none"> • Eating disorders: <ul style="list-style-type: none"> - Anorexia, - Bulimia, - Obesity. • HIV/AIDS (improving the immune system through correct nutrition). 	<p>Food borne diseases</p> <ul style="list-style-type: none"> • Transmission possibilities in the food environment • Symptoms, incubation period and treatment of <ul style="list-style-type: none"> - hepatitis A (infective jaundice) - tuberculosis - E-coli infection - dysentery - gastro-enteritis 	<p>Food Additives: Commercial and domestic use:</p> <ul style="list-style-type: none"> • What are food additives? Reasons for use, effect on food, safety and influence on health, possible allergic reactions. • Definition and explanation of the following food additives: <ul style="list-style-type: none"> - nutrients, emulsifiers, stabilisers, bleach and colourants, chemical preservatives, antioxidants, additives to improve taste • Consumer issues regarding food additives, for example: do food additives enhance the nutritional value of foodstuffs such as energy drinks, chewing gum and potato chips? • Should these foodstuffs be available in school tuck shops? 	<p>Food labelling: Basic information</p> <ul style="list-style-type: none"> - Source of nutritional knowledge - Basic information on labels - Interpretation of labels - Misleading nutrient content claims 	<p>Food-related consumer issues Impacting on the natural and economic environment, including public health</p> <ul style="list-style-type: none"> • Genetically modified food. • Organically grown food. • Irradiated food. • Local food production and food security in South Africa. <ul style="list-style-type: none"> - Self-sufficiency, exports, imports - Problems associated with local food supplies and possible remedies 	<p>Taxes, interest rates and inflation</p> <ul style="list-style-type: none"> • Types of taxes paid by South Africans, such as income tax, VAT, property taxes, taxes on goods and services (such as petrol, liquor, cigarettes, motor licenses). • Interest rates: applicable to different types of credit. • Simple and compound interest (only difference, no calculations). • Inflation: definition, inflation rate, the CPI in SA • Include any legal changes /new developments that might occur. 	
Requisite pre-knowledge	<p>Grade 11 Nutrition: Functions of proteins, carbohydrates, lipids, minerals and vitamins T1W1-3 p27</p>			<p>Grade 11 Food contamination in T2W 7 p27</p>	<p>Understanding and interpretation of nutritional information contained in tables</p>		<p>New Content</p>	<p>Grade 11 Consumer protection policies and practices T3W9 p29</p>	

Resources (other than textbook) to enhance learning		YouTube videos, Mind maps, Worksheets, Application based activities. Food related topical issue found in newspaper and magazine articles	YouTube videos, Mind maps, Worksheets, Application based activities. Food related topical issue found in newspaper and magazine articles	YouTube videos, Mind maps, Worksheets, Application based activities. Food related topical issue found in newspaper and magazine articles	YouTube videos, Mind maps, Worksheets, Application based activities. Food related topical issue found in newspaper and magazine articles	YouTube videos, Worksheets, Mind maps Application based activities Food related topical issue found in news-paper and magazine articles	YouTube videos, Worksheets, Mind maps, Application based activities. Food related topical issue found in newspaper and magazine articles	YouTube videos, Worksheets, Mind maps Application based activities Related topical issue found in newspaper and magazine articles	Invite a SARS employee to further explain about the different taxes, CPI; Inflation Class discussions on * Types of taxes * Effect of Inflation	
Assessment	Informal assessment; remediation	Previous question papers, worksheets, Role playing Case studies, scenarios on topical issues	Previous question papers, worksheets, Case studies, scenarios on topical issues	Previous question papers. Case studies, scenarios on topical issues	Previous question papers. Case studies, scenarios on topical issues	Previous question papers. Case studies, scenarios on topical issues	Previous question papers. Case studies, scenarios on topical issues	Previous question papers. Case studies, scenarios on topical issues	Worksheets; previous question papers.	
	SBA (Formal Assessment)	Task 4: 3 Practical Lessons (25%) All practical options 3x 25 marks								

2020 National Revised ATP: Grade 12 – Term 3: Consumer Studies

TERM 3 (21 DAYS)		Week 1 3-7 Aug (5 days)	Week 2 11-14 Aug (4 days)	Week 3 17-21 Aug (5 days)	Week 4 24-28 Aug (5 days)	Week 5 31 Aug - 1 Sept (2 days)	Week 5 2 – 4 Sept (3 days)	Week 6 7– 11 Sept (5 days)	Week 7 14 - 18 Sept (5 days)	Week 8 21 - 23 Sept (3 days)	24-25 Sept School Holiday	
CAPS Topics		Housing and Interior	Housing and Interior	Housing and Interior	Housing and Interior	Housing and Interior	Trial Examination 16 days					
CAPS Reference		p36	p36	p36	p36	p36						
Topic, concepts, skills and values		Different housing acquisition options • Renting, building, buying (full title, sectional title). • Advantages and disadvantages of the different options. • Financial responsibilities for the three housing options. • Contractual responsibilities for the three housing options.	Financing related to buying a house • Deposits, • bonds, • insurance, • monthly repayments of bonds, • transfer and other hidden costs, • banks' requirements for granting bonds. • Government subsidised housing, employer support.	Buying household appliances - washing machine, - tumble dryer, - dishwasher, - fridge, - freezer, - stove, - microwave-oven - vacuum cleaner. Factors to consider when buying house-hold appliances	Buying household appliances Choice of household appliances with regard to - universal design and other features, functionality of different types, energy (human and non- human) and water consumption. - the possible environmental impact.	Financial and contractual responsibilities in buying furniture and household appliances Rights and responsibilities of consumers and sellers.						
Requisite pre-knowledge		Grade 10 Factors influencing housing decisions T4W4 p2	Determine baseline knowledge	Grade 10 Universal design T4W4 p23 Sustainable consumption T1W3 p18	Grade 10 Universal design T4W4 p23 Sustainable consumption T1W3 p18	Grade 11 Income and expenditure of South African families T1W1 p25						
Resources to enhance learning (other than textbook)		Examples of different houses; mind mapping Class discussions on advantages and disadvantages of each	Invite a housing agent to explain the financial responsibilities Class discussions on different type of insurances and hidden costs	Pictures of different appliances from shops Class discussions on factors to consider when buying house-hold appliances	Pictures of different appliances from shops Class discussions on * universal design * difference between human and non- human) energy. * the possible environmental impact.	Newspaper clips and consumer magazines Class discussions on rights and responsibilities of consumers and sellers.						
Assessment	Informal assessment; remediation	Worksheets; previous question papers Class quiz, mind maps.	Worksheets; previous question papers and mind maps.	Worksheets; previous question papers Class quiz, concept teaching and mind maps.	Worksheets; previous question papers Class quiz, concept teaching and mind maps	Worksheets; previous question papers						
	SBA Formal Assessment	PAT: ONE Practical Examination <i>All practical options</i> 100 marks				Preparation and revision for the Trial Examination		Task 5: Trial Examination (50%) 200 marks				

2020 National Revised ATP: Grade 12 – Term 4: Consumer Studies

TERM 4 (20 days)		Week 1 28 Sept-2 Oct (5 days)	Week 2 5-9 Oct (5 days)	Week 3 12-16 Oct (5 days)	Week 4 19-23 Oct (5 days)	26 October – 9 December
CAPS Topics		The Consumer	The Consumer	The Consumer		NSC Examinations 33 days
CAPS Reference		p36	p37	p37		
Topic, concepts, skills and values		Financial and contractual aspects consumers should take note of: <ul style="list-style-type: none"> • A contract. • Types of contracts relevant to consumers. • A cooling-off period. • Exemption clauses (legal/illegal). • Unfair business practice. • A warranty and aguarantee. • Grey goods/parallel imports. • Scams: types of scams consumers should be aware of. • Stokvels (legal/illegal). • Pyramid schemes (legal/illegal). 	Sustainable consumption of electricity <ul style="list-style-type: none"> • Comparison of the main sources of electricity supply such as fossil fuels and regenerative forms such as water, wind and solar. • Responsible use of electricity related to housing and household equipment and appliances. • The use of gas in households as a source of energy: advantages, disadvantages and cost. Sustainable consumption of water <ul style="list-style-type: none"> • Water (explain the issue in general, but then focus on house-holds): pollution of water, shortage of water, shortage of fresh clean water. • Responsible use of water related to housing and household equipment and appliances. 	Municipal services <ul style="list-style-type: none"> • The responsibilities of municipalities regarding services and service delivery. • Responsibilities of communities regarding the use of municipal services. 	REVISION	
Requisite pre-knowledge		Grade 11 Consumer protection policies and practices T3W9 p29	Determine baseline knowledge	Grade 10 Sustainable consumption T1W3 p18		
Resources (other than textbook) to enhance learning		Newspaper clippings and consumer magazines Class discussions on <ul style="list-style-type: none"> • types of scams consumers should be aware of. • Difference between legal and illegal stokve and pyramid schemes 	Topical examples like load shedding and the areas impacted by water restrictions. Articles from newspapers and magazines	Topical examples of strikes due to service delivery. Articles from newspapers		
Assessment	Informal Assessment: Remediation	Worksheets; previous question papers. Scenarios and case studies	Class quiz, concept teaching and maps Scenarios and case studies	Worksheets; previous question papers; role playing		
	SBA Formal Assessment	Revision and preparation for the final NSC Examination				

10. Dance Studies

Revised National Teaching Plan

2020 National Revised ATP: Grade 12 – Term 1: DANCE STUDIES

TERM 1 (48 days)	Week 1 15 - 17 Jan (3 days)	Week 2 20 – 24 Jan (5 days)	Week 3 27 - 31 Jan (5 days)	Week 4 3 - 7 Feb (5 days)	Week 5 10 – 14 Feb (5 days)	Week 6 17 - 21 Feb (5 days)	Week 7 24 - 28 Feb (5 days)	Week 8 2 - 6 March (5 days)	Week 9 9 - 13 March (5 days)	Week 10 16 - 20 March (5 days)
CAPS Topics (CAPS pg. 30)	Topic 1: Reflection on grade 11 work. Dance conventions & values, safe dance practice.	Topic 1: Revision of work done in grades 10 - 11. Safe dance practice: warming up, cooling down, kinaesthetic awareness, application of correct posture & alignment, safe landings, spotting. Increasing levels of fitness & neuromuscular skills.	Topic 1: As before + principles & characteristics of dance major further developed, articulation of the feet to build strength, agility, jumps & safe landings. Travelling & aerial movements across the floor including changing direction.	Topic 1: As before + floor barre to develop fitness, balance, control. Increasingly complex techniques appropriate to the dance form. Musicality: timing & ability to recognise & interpret complex rhythms & genres. Learning the set solo.	Topic 2: PAT choreography: Exploration through improvisation of non-conventional spaces, own stories, social issues (link to choreography PAT).		Topic 2: PAT choreography: Trust building exercises to build confidence, spatial awareness, exploration of relationships + dancing to a wide range of music genres, develop creativity, imagination, problem solving & decision- making skills. Exploring choreographic structures, motifs & phrases (link to choreography PAT)		Topic 2: PAT choreography: Experimenting with multi-disciplinary work, technologies. Exploration of choreographic structures. (link to choreography PAT)	
Concepts, skills & values	Topic 3: Dance terminology (all words dance related that appear in CAPs term 1)	Topic 2: PAT choreography: Exploration through improvisation of non-conventional spaces, own stories, social issues (link to choreography PAT).	Topic 3: International dance work & choreographer Comparison of two dance forms in terms of principles, characteristics, style (one dance form should be African dance). Functions of dance in society linked to careers.	Topic 3: International dance work & choreographer Comparison of two dance forms in terms of principles, characteristics, style (one dance form should be African dance). Functions of dance in society linked to careers.		Topic 3: International dance work & choreographer Comparison of two dance forms in terms of principles, characteristics, style (one dance form should be African dance). Functions of dance in society linked to careers.		FORMAL ASSESSMENT SBA + PAT:		Topic 1: Practical test = 50 marks
Requisite pre-knowledge	Self – discipline, punctuality, preparedness, commitment, responsibility, awareness of & respect towards others. Application of knowledge learnt in grade 11 Topics 1 – 3. Recall of Indigenous African dance = PAT learnt in grade 11 – <i>principles of African dance compared to own dance major or another dance form if learners are African dance majors.</i> PAT: creative & critical thinking, problem solving, decision making, analysis, synthesis, self-reflection, leadership skills, team work, commitment.									
Resources (other than textbook) to enhance learning	Topic 1: Task book – reflection on the values taught in the subject, devising code of conduct for the year appropriate to grade 12. (1 hour)	Topic 3: Task book discussions & comparing two dance forms. With regards characteristics, style & principles. Brief evolution & history of dance major. (1 hour)	Topic 3: Task book - functions of dance in society: expression, communication, education, entertainment, profession, therapy, political propaganda, competition, transformation, self-realisation, inner fulfilment. Link to dance related careers. (1 hour)	Topic 1: Task book - components of fitness: core stability, strength, muscular & cardiovascular endurance/stamina to include: • Definitions • Performance quality • Injury prevention • Exercises to develop each component (2 hours)	Topic 1: Task book - components of fitness: flexibility to include dynamic & static stretching. Neuromuscular skills to include: • Definitions • Performance quality • Injury prevention • Exercises to develop each component (2 hours)	Topic 1: Principles & purpose of warming up & cooling down linked to injury prevention + posture, stance & alignment. Creating & writing about appropriate exercises. (1 hour)	Topic 2: Task book – multidisciplinary dance works, dance fusion, technology in dance (1 hour)	Catch up all theory content that has not been completed for term 1. Complete PAT 1 choreography, written content & journal for presentation at assessment.		Reflection on results/improvement strategies. Feedback to feed forward/ completion of any outstanding work in term 1 Re teaching of any sections not well understood

Informal Assessment; Remediation	<p>Reflection to include discussions on the values/life skills learnt in the subject.</p> <p>Regular feedback for improvement in the technical practical class work</p> <p>Additional time made for learners who are struggling with the theory or who have not completed written section of the curriculum.</p> <p>Additional time after school to work with individual groups on the PAT 1 choreography.</p> <p>Additional time made for learners who are struggling with the Practical or who have missed classes due to illness or injury.</p>	
SBA Formal Assessment	<p>TASK 1: WRITTEN TEST = 50 MARKS & PRACTICAL TEST = 50 MARKS</p> <p>WRITTEN TEST to include:</p> <p>SECTION A = 20 MARKS warming up, cooling down, safe dance practices, components of fitness</p> <p>SECTION B = 30 MARKS dance & choreographic elements, functions of dance in society, comparison of 2 dance forms – African dance to be 1 of the forms.</p> <p>TASK 2: PAT 1: CHOREOGRAPHY = 50 MARKS (written = 25 marks + practical = 25 marks) THE DBE PAT GUIDELINES FOR 2020 SHOULD BE USED.</p> <p>PRACTICAL = 25 MARKS: 2-3-minute group dance of 3 – 6 learners per group based on an idea, with music/accompaniment. This can be choreographed alone or in the group.</p> <p>WRITTEN = 25 MARKS: a written presentation in the form of a journal to include the following: Planning, researching & preparation/ Choreographic ideas on incorporation dance elements, choreographic devices, performance spaces, multimedia, technology, etc./ Production elements planning/ 1- page programme note/ Self-reflection <i>(7 hours + additional time after school)</i></p>	

2020 National Revised ATP: Grade 12 – Term 2: DANCE STUDIES

TERM 2 (39 teaching days)	Week 1 1 - 5 June (5 days)	Week 2 8 – 12 June (5 days)	Week 3 15 – 19 June (5 days)	Week 4 22 – 26 June (5 days)	Week 5 29 June – 3 July (5 days)	Week 6 6 – 10 July (5 days)	Week 7 13 – 17 July (5 days)	Week 8 20 – 24 July (5 days)
CAPS Topics (CAPS pg. 32)	Return to school: <ul style="list-style-type: none"> Reorientation + protocols (social distancing and wearing of facial masks; sanitizing of feet; hands and equipment). Timetables + dividing of classes Assessing what content has been covered by learners during lockdown Differentiate learning groups according to access to online lessons, eLearning Distribution of text books per learner – ensuring that none are to be shared Distribution of task books Topic 1: Consolidation of work learnt in term 1 with consideration for reduced fitness levels; Teachers to be vigilant of learners pushing themselves to fast and too soon/safe dance practices.	Topic 1: As before + with increased application of safe dance practice. Start to learn the 1- minute solo. This should be at the highest level of complexity the learners can manage and should be based on the technical class content which should demonstrate levels of fitness, technical ability and principles of the dance major. Dance injuries: causes, prevention & treatment Topic 2: Improvisation activities using props & music genres as a stimulus. (no group/contact improvisations) Topic 3: Recap or re teaching of ONE prescribed dance work & choreographer.	Topic 1: as before + technique with increased kinaesthetic awareness, coordination & control, increased range of movement, control & balance. Continuation of learning the 1- minute solo. Topic 2: Improvising using dance & choreographic elements as a stimulus to accompaniment, words, silence, images. Topic 3: Prescribed dance work with focus on symbolism & choreographer continued.	Topic 1: As before + technique with increased fitness, complexity, higher levels of agility, increased range of movement, control & balance. (flexibility, strength, core stability, neuromuscular skills) Complete the 1- minute solo. Focus on beginning & ending & own interpretation (making meaning of the dance). Topic 2: Improvisation activities to develop motifs, gestures.	Topic 1: As before + technique with increased fitness, complexity, higher levels of agility, increased range of movement, control & balance. Complete the 1- minute solo. Focus on performance quality. Topic 3: Careers + functions of dance in society.			
Concepts, Skills & Values								
Requisite pre-knowledge	Application of life skills: self - discipline, focus and commitment. Practical class work learnt in the previous term: technique, principles, safe dance practices Improvisation activities covered in the previous term as well as grade 10 & 11 – problem solving skills, creativity, confidence Ability to critically analyse and evaluate							
Resources (other than textbook) to enhance learning	Learner discussions on lockdown, experiences, fears & the way forward. Task book – written content up to date from term 1. Reflection on term 1 marks & improvement strategies for term 2. (2 hours)	Topic 1: Task book – common causes & prevention of injuries linked to practical dance class, e.g. dance environment, teaching, learning & application, pressure, body type, commitment, attendance in class,	Topic 3: RECAP - Viewing of ONE prescribed dance work learnt in term 1. Reviewing the dance work – critical analysis & discussions on symbolism, synopsis, production elements, music genre, instrumentation, contribution to the dance piece.	Topic 3: RECAP -Task book – dance work continues + biography of choreographer, period, intention, style, contribution to dance. (2 hours)	Topic 1: Task book – performance skills & performance quality linked to components of fitness. (1 hour)	Topic 2: Task book - dance & choreographic elements Purpose/benefits of improvisation (1 hour) Topic 3: Task book – Brief evolution &	Topic 1: RECAP – components of fitness (1 hour)	Topic 3: Task book - Careers (scope, range, training needed) linked to functions of dance in society. (1 hour)

		etc. (sprains, strains, tendonitis, shin splints, broken bones, fractures, ligament injuries, etc.). Simple first aid treatment (RICE). Mental health (stress, tension, relaxation techniques, concentration, commitment)(2 hours)	Task book – completion of written content on the dance work. (1-hour)			history of dance major (half hour)		
Informal Assessment; Remediation	Identification of learners in need of assistance/progressed learners. Additional time made for interventions/support for learning barriers/ completion of outstanding work	Learners show the following skills, attitudes & values: Topic 1: Increasing levels of fitness, application of dance techniques & principles, recall of solo. Self-discipline, attendance & commitment. Topic 2: increasing confidence to experiment creatively with a variety of stimuli. Topic 3: Increased reading & writing skills. Ability to problem solve & work independently. Critically analyse, evaluate and provide own opinions.						
SBA Formal Assessment	EXCLUDED - TASK 3: JUNE EXAMINATIONS WRITTEN PAPER 1 & PRACTCAL PAPER 2 = 200 MARKS EXCLUDED - TASK 4: PAT 2: GROUP DANCE = 50 MARKS (Witten content is covered in grade 11 PAT)							

2020 National Revised ATP: Grade 12 – Term 3: DANCE STUDIES

TERM 3 (21 teaching days)	Week 1 3 – 7 August (5 days)	Week 2 11 – 14 August (4 days)	Week 3 17 – 21 August (5 days)	Week 4 24 – 28 August (5 days)	Week 5 31 Aug – 4 September (5 days) TRIAL EXAMINATIONS	Week 6 7 – 11 September (5 days) TRIAL EXAMINATIONS	Week 7 14 – 18 September (5 days) TRIAL EXAMINATIONS	Week 8 21 - 23 September (3 days) TRIAL EXAMINATIONS
TASK 5: TRIALS EXAMINATIONS WRITTEN PAPER 1 & PRACTICAL PAPER 2 = 200 MARKS								
CAPS Topics (CAPS pg.34) Concepts, skills & values	Topic 1: Class work developing technique, dance principles & fitness. Completion & mastery of solo Topic 2: improvisation using motifs/gestures/ every day movements.	Topic 1: Class work developing technique, dance principles & fitness. Completion & mastery of solo Topic 2: improvisation using elements of dance, props, pictures	Topic 1: Mastery of solo for trials examination Topic 2: Improvisation using poems with varied music genres/accompaniment	Topic 1: Run through of solo's 1 X 1 in class in preparation for trials examination (this could be peer evaluated) Topic 2: Improvisation using dance elements as a stimulus (space/time/force).	PAPER 1 WRITTEN CONTENT		PAPER 2 PRACTICAL CONTENT	
					Marks: 100 Covers term 1 - 3 content Time: 3 hours SECTION A = 40 MARKS Question 1: Injuries = 10 marks could include: <ul style="list-style-type: none"> Types of Injuries/ Causes & Prevention/ Care/Treatment Question 2: Components of Fitness = 15 marks could include: <ul style="list-style-type: none"> Defining/ Developing/ Enhancing Performance & Technique/ Analysing Images QUESTION 3 & 4 CHOICE QUESTIONS Question 3: Muscles & Anatomical Actions – Optional = 10 marks could include: <ul style="list-style-type: none"> Main Muscles Groups & Anatomical Joint Actions/ Analysing Images OR Question 4: General Health Care = 10 marks could include: <ul style="list-style-type: none"> Benefits of Good Nutrition & Hydration/ Unhealthy Habits / Positive Body Image Mental Health - Stress, Tension / Relaxation Techniques/ Concentration Question 5: Dance Performance = 5 marks could include: <ul style="list-style-type: none"> Performance Skills & Movement Quality/ Commitment/ Expression Correct Dance Technique/How to Develop it/ Reflection SECTION B = 60 MARKS Question 6: Improvisation & choreography = 15 marks could include: <ul style="list-style-type: none"> Benefits/methods of Improvisation/ / Working with Different Stimuli/ Reflection Dance/Design Elements/ Choreographic Structures/Devices Experimenting with Technology/ Nonconventional/Conventional Dance Spaces & Multidisciplinary Works/ Reflection on Choreographic Processes Music Elements Question 7: History of Dance Major = 15 marks could include: <ul style="list-style-type: none"> Brief Evolution & Development of Dance Major Characteristics, Principles & Styles of Dance Major & Comparisons of 2 Dance Majors/Dance Fusion Functions of Dance in Society/ Careers in the Dance Industry Theatre/Concert Vs Social/Cultural Dance/ Symbolism Question 8: Prescribed Dance Work & Choreographer		Marks: 100 Covers term 1 - 3 content Time: 10 minutes per learner – examined individually. Solo to be performed TWICE. Improvisation to be performed as a solo. TECHNICAL PERFORMANCE OF THE SOLO = 50 MARKS to include: <ul style="list-style-type: none"> Recall of solo Well-developed safe dance practices and techniques Well-developed components of fitness Well-developed dance principles/style Complexity of movements (neuromuscular skills) PERFORMANCE QUALITY AND DANCE SKILLS OF THE SOLO = 30 MARKS to include: <ul style="list-style-type: none"> Suitable beginning & ending Confidence and commitment to movement Individual interpretation of the solo Expression, focus and dynamics Musicality IMPROVISATION = 20 MARKS Unseen improvisation to a stimulus to include: <ul style="list-style-type: none"> Interpretation of stimulus Use of dance elements(space/time/force) Musical interpretation Confidence, creativity, imagination Cognitive levels Responds – 30% Interprets - 40% Creates – 30%	

					<p>Section 8.1: Choreographer = 10 marks could include:</p> <ul style="list-style-type: none"> • Background/Training & Influences on Career/ Style/Characteristics • Contribution to Dance & Society/ Awards/Recognition <p>Section 8.2: dance work = 20 marks could include:</p> <ul style="list-style-type: none"> • Synopsis/Theme/Intent • Production Elements and Symbolism/ Music & How it Enhanced the Performance • Movement Vocabulary used & Symbolism <p>Cognitive levels:</p> <ul style="list-style-type: none"> • Recall – 30%; • Understanding & Application of Knowledge – 40% • Evaluating, Analysing & Synthesising – 30% 	
<p>PRACTICAL TRIALS PAPER 2 EXAMINATION: All trials practical examinations to take place in the first week of the examination timetables at each school. Schools to submit timetable for practical dance examination dates & times to provincial subject head.</p>						
Requisite pre-knowledge	<p>Application of life skills: self - discipline, focus and commitment Practical class work and solo learnt in the previous term: technique, principles, safe dance practices Improvisation activities covered in the previous terms – problem solving skills, creativity, confidence Ability to critically analyse/ evaluate and provide opinions</p>					
Resources (other than textbook) to enhance learning	<p>Task book – written content up to date from term 2. Reflection & improvement strategies for term 3. (1 hour)</p>	<p>Topic 1: Task book – benefits of good nutrition & hydration/ mental health/ relaxation techniques. (1 hour)</p>	<p>Completion of all content in task books – study purposes Revision tasks to be done – past papers Examination techniques – understanding questions/ action verbs/ dance terminology</p>			
Informal Assessment; Remediation	<p>Identification of learners in need of assistance/progressed learners. Additional time made for interventions/support for learning barriers/ progressed learners/missed classes due to illness or injury</p>					
SBA Formal Assessment	<p>TASK 5: TRIALS EXAMINATIONS WRITTEN PAPER 1 = 100 MARKS PRACTCAL PAPER 2 = 100 MARKS</p>					

2020 National Revised ATP: Grade 12 – Term 4: DANCE STUDIES

TERM 4 (20 teaching days)	Week 1 28 Sep – 2 October (5 days)	Week 2 5 – 9 October (5 days)	Week 3 12 – 16 October (5 days)	Week 4 19 – 23 October (5 days)	Week 5 26 – 30 October (5 days)	Week 6 2 – 6 November (5 days)	Week 7 9 - 13 November (5 days)	Week 8 16 - 20 November (5 days)	Week 9 23 – 27 November (5 days)	Week 10 30 Nov – 3 Dec (5 days)	Week 11 7 – 9 December (3 days)
CAPS Topics (CAPS pg.35)	Topic 1: Mastery of solo for final NSC practical examination Topic 2: Unseen	FINAL EXTERNAL NSC PRACTICAL PAPER 2 EXAMINATIONS – (format as per trials) 4 WEEKS IN ALL PROVINCES .Timetable to be set provincially. NOTE: Schools with large numbers to be placed at the end of the timetable so teachers have additional time to prepare the learners.				NSC FINAL EXAMINATIONS AS PER DBE TIMETABLE: 26 NOVEMEBR – 9 DECEMBER					
Concepts, skills & values	improvisation activities in preparation for final NSC practical examination.	Topic 1 & 2: Class as normal until practical exam date. REVISION ACTIVITIES: Topic 1: Dance conventions & values/ safe dance practice/ health care/ developing fitness/ music for dance/performance skills.	Topic 1 & 2: Class as normal until practical exam date. REVISION ACTIVITIES: Topic 2: Improvisation/ dance elements/ choreographic structures/ movement vocabulary/ composition/ reflection.	Topic 1 & 2: Class as normal until practical exam date. REVISION ACTIVITIES: Topic 3: comparisons of dance forms/ careers + functions of dance/ prescribed dance work & choreographer/ history of dance major.							
Requisite pre-knowledge	Topic 1, 2 and 3 all written content covered in terms 1 – 3. Study skills & Examination techniques										
Resources (other than textbook) to enhance learning	Past NSC examination papers Revision summaries Task books – all learner notes for the year										
Informal Assessment; Remediation	Identification of learners in need of assistance/progressed learners. Additional time made for interventions/support for learning barriers/ progressed learners/learners that have missed classes due to illness.										
FINAL NSC EXAMINATIONS	NSC PRACTICAL PAPER 1 EXAMINATION = 100 MARKS NSC WRITTEN PAPER 1 EXAMINATION = 100 MARKS										

11. Design

Revised National Teaching Plan

2020 National Revised ATP: Grade 12 – Term 1: Design

TERM 1 (48 days)		Week 1 15 - 17 Jan (3 days)	Week 2 20 – 24 Jan (5 days)	Week 3 27 - 31 Jan (5 days)	Week 4 3 - 7 Feb (5 days)	Week 5 10 – 14 Feb (5 days)	Week 6 17 - 21 Feb (5 days)	Week 7 24 - 28 Feb (5 days)	Week 8 2 - 6 March (5 days)	Week 9 9 - 13 March (5 days)	Week 10 16 - 20 March (5 days)
TEACHING PROGRAMME	CAPS section	Practical & Design movements	Practical & Design movements	Practical & Design movements	Practical & Design movements	Practical & Design movements	Practical & Design movements	Practical & Design movements	Practical & Design movements	Practical & Design movements	Practical & Design movements
	Topic, concepts, skills and values	Topic 3 Revision: Gothic, Renaissance	Topic 3 Revision: Baroque, Rococo, Neo-Classicism	Topic 3 Revision: Victorian, Arts & Crafts, Art Nouveau	Topic 3 Revision: De Stijl, Bauhaus, Art Deco, Modernism	Topic 3 Revision: Scandinavian Design	Topic 3 Pop Design	Topic 3 Optical Design/Digital	Topic 3 Post-Modernism	Topic 3 Deconstructivism	Topic 3 Consolidation of Theory
		PRACTICAL: PAT 1 – Topic 1 (Process) Teacher decide on theme (Written brief) in the specialised practical option. Learners do the design process and factors influencing the process in Proses book / Brief provide learners with a pacesetter and mini-deadlines Business Context Task integrated with part of the sourcebook (10 marks) Focus for module: A basic understanding of marketing design products aimed at a specific target market through the use of packaging and advertising as marketing tools					Topic 2 (Product) Design production of the product, in the specialised practical option with time management in line with given pacesetter and safe practice		Topic 1 and 2 Completion of PAT 1	Topic 1 and 2 Assessment of PAT 1	
	Requisite pre-knowledge	PRACTICAL: Advanced technical skills in specialised option THEORY: Design Analysis Skills/ Terminology /Movements studied in Gr 10 & 11/Case Studios Grade 10 & 11									
Resources (other than textbook) to enhance learning	PRACTICAL: According to specialisation option, e.g. art materials and equipment t e.g. printing press, pottery oven, dark room, etc./ sourcebook/ design books and magazines/ You Tube clips/ any inspirational material THEORY: PowerPoints, design videos, trips to design shops e.g. Southern Guild, design magazines and books										
ASSESSMENT	Informal Assessment / Remediation	Worksheet / textbook task on Gothic and Renaissance / include comparison question (see textbook)	Worksheet / textbook task on Baroque, Rococo, Neo-Classicism / include comparison question (see textbook)	Worksheet / textbook task on Victorian, Arts & Crafts, Art Nouveau / include comparison question (see textbook)	Worksheet / textbook task on De Stijl, Bauhaus, Art Deco, and Modernism / include comparison question. (see textbook)	Worksheet: (Scandinavian Design), at least 1 designer and product under each movement, test content knowledge, analytical skill,	Worksheet / textbook task: (Pop Design), at least 1 designer and product under each movement, test content knowledge, analytical skill, comparison and essay writing skill.	Worksheet / Textbook task: (Optical Design/Digital), at least 1 designer and product under each movement, test content knowledge, analytical skill, comparison and essay writing skill.	Worksheet / Textbook task: (Post-Modernism), at least 1 designer and product under each movement, test content knowledge, analytical skill, comparison and essay writing skill.	Worksheet / Textbook task (Deconstructivism) At least 1 designer and product under each movement, test content knowledge, analytical skill, comparison and	Worksheet on unseen examples of movements done in term / include comparisons. (See textbook)
	Theory										

						comparison and essay writing skill. (see textbook)			(see textbook)	essay writing skill. (see textbook)	
	Practical	Design process: Monitor individual progress on concept development. Identification of a need, a problem or an opportunity. Trends and markets Context Investigation. (E.g. mind map). Give feedback / recommendations	Design process Monitor individual progress on concept development and Business context task (Research). Research on product planned to make. Research on possible material to be used. Give feedback / recommendations	Design process Monitor individual progress on concept development and investigation of different approaches and methods and experimentation. Give feedback / recommendations	Design process Monitor individual progress on concept development and appreciation of responsible design practice. Formal drawing and production of samples, prototypes or Maquettes Give feedback / recommendations	Self-Assessment check list for Process work (Topic 1) and Business context task (Research). Evaluate the ideas generated and select the best solution. Planning, organisation and management of own work. Keeping to the time schedules. Give feedback.	Monitor individual progress on product (topic 2) development and skill. Does it present and effectively communicate a design solution. Give feedback / recommendations	Monitor individual progress on product development and skill. Does it demonstrate proficiency in materials and techniques chosen to create design solutions? Give feedback / recommendations	Monitor individual progress on product development and skill. Does the final product / service or Environmental design interpret, use and explain the choice of design elements, principles and materials. Give feedback / recommendations	Monitor individual progress on product development and skill. Does the final product/solution should show clear evidence of the design process and relevance to the brief/problem? Give feedback / recommendations	Self-assessment Check-list and reflective writing on product. Planning, organisation and management of own work. Keeping to the time schedules. Give feedback / recommendations
	SBA Formal Assessment			Business Context Task: 10 (part of Sourcebook mark)	PAT 1: Sourcebook (50) Preparation for product (Topic 2)				PAT 1: Sourcebook (50) & Product (50) = 100		THEORY TEST: 50

2020 National Revised ATP: Grade 12 – Term 2: Design

TERM 2 (39 days)	Week 1 3: 01 June – 5 June 1 (5 days)	Week 2 8 – 12 June (5 days)	Week 3 15 – 19 June (5 days)	Week 4 22 – 23 June (5 days)	Week 5 29 June – 3 July (5 days)	Week 6 6 – 10 July (5 days)	Week 7 13 – 17 July (5 days)	Week 8 20 – 24 July (5 days)
CAPS Topics	Practical & Design In a Social/Environmental And Sustainable Context	Practical & Design In a Social/Environmental and Sustainable Context	Practical & Design In a Social/Environmental and Sustainable Context	Practical & Design In a Social/Environmental and Sustainable Context	Practical & Design In a Social/Environmental and Sustainable Context	Practical & History of Design (Architecture)	Practical & History of Design (Architecture)	Proposed Internal Test
TEACHING PROGRAMME	Topic, Concepts, Skills and Values	TRADITIONAL / INDIGENOUS CRAFT: STUDY THREE two- and/or three-dimensional South African and African craft designs, past and present (could include craft centres and community projects): E.G. Beadwork, clay pots & basket work, Haldane Martin, Laduma Ngxokolo , Mielie Design, Ardmore Ceremics. The role of Indigenous craft in modern society (Social and economic relevane of applying traditional craft techniques and materials to contemporary products.				Overview of architecture in the different movements	Comparison between classical and contemporary e.g. Colosseum/modern stadium	<i>It is recommended that a test (Topic 3) is written to replace the Mid-year examination. The test may be organised at the school's leisure and not as a formal examination.</i> TERM 2 TEST TOTAL: 50 Notes on or guidelines for Theory Test: Cognitive levels: Lower order = 30%, Middle order = 40 %; Higher order = 30% Follow the structure of the final examination (except for Term 3 content) . The paper is divided into THREE sections: Section A: Design Literacy [20 marks]
		PAT 2 – Topic 1 (Process) Teacher decide on theme (Written brief) in the specialised practical option. Learners do the design process and factors influencing the process in Proses book / Brief provide learners with a pacesetter and mini-deadlines Business Context Task integrated with part of the sourcebook (10 marks) Focus for module: Career opportunities within the design discipline: range, scope, training needed, and training available • One award-winning South African designer, design agency or company • Field trip or relevant visual material to investigate career and tertiary opportunities in design	Topic 2 (Product) Design production of the product, in the specialised practical option with time management in line with given pacesetter and safe practice			NSC FINAL EXTERNAL PRACTICAL EXAMINATION (PAPER 2) - Introduction Section A: (Process) Theme set by DBE: Learners do the design process and factors influencing the process in Proses book / provide learners with a pacesetter and mini-deadlines. This will be done at school and at home. Will be assessed in Term 4 for final examination mark.		
	Requisite pre-knowledge	PRACTICAL: Advanced technical skills in specialised option THEORY: Design Analysis Skills/ Movements studied in Gr 10 & 11/Case Studios Grade 10 & 11						
Resources (other than textbook) to enhance learning	PRACTICAL: According to specialisation option, e.g. art materials and equipment t e.g. printing press, pottery oven, dark room, etc./ sourcebook/ design books and magazines/ You Tube clips/ any inspirational material THEORY: PowerPoints, design videos, trips to design shops e.g. Southern Guild, design magazines and books							

ASSESSMENT	Informal Assessment / Remediation	Theory	Worksheet / Textbook task: South African and African craft designs: E.g. Traditional Beadwork / Appl. Haldane Martin.	Worksheet / textbook task on South African and African craft designs: E.g. Traditional clay pots. Reflect on the role of Indigenous craft in modern society.	Worksheet / textbook task on Applied South African and African craft designs. / Ardmore Ceremics	Worksheet / textbook task on South African and African craft designs: E.g. basket work	Worksheet / textbook task on Applied South African and African craft designs: E.g. Miele Design	Worksheet / textbook task on Overview of architecture in the different movements	Comparison Worksheet / textbook task on Colosseum/modern stadium	-- Question 1: Analysis of unseen examples -- Question 2: Communication through design -- Question 3: Comparison between local and international design (unseen) Section B: History of Design [15 marks] -- Question 4: History of design Section C: Design in a Socio-cultural/ Environmental and Sustainable Context [15 marks] -- Question 5: Design and socio-cultural issues -- Question 6: Design and environmental / sustainable issues
		Practical	Design process: Monitor individual progress on concept development. Identification of a need, a problem or an opportunity. Trends and markets Context Investigation, (e.g. mind map). Business context task (Research). Research on product planned to make. Research on possible material to be used. Give feedback / recommendations	Design process Monitor individual progress on concept development and investigation of different approaches and methods and experimentation and appreciation of responsible design practice. Formal drawing and production of samples, prototypes or Maquettes Give feedback / recommendations.	Self-Assessment check list for Process work (Topic 1) and Business context task (Research). Evaluate the ideas generated and select the best solution. Planning, organisation and management of own work. Keeping to the time schedules. Give feedback.	Monitor individual progress on product development and skill. Does it present and effectively communicate a design solution. Does it demonstrate proficiency in materials and techniques chosen to create design solutions? Feedback.	Monitor individual progress on product development and skill. Effective use of materials, socio-cultural/environmental/sustainable consciousness. Application / choice of design elements, principles and materials. Feedback / recommendations	Design process: Monitor individual progress on concept development. Identification of a need, a problem or an opportunity. Trends and markets Context Investigation. (E.g. mind map). Give feedback / recommendations.	Design process: Monitor individual progress on concept development. Research on possible material to be used. Investigation of different approaches and methods and experimentation. Give feedback / recommendations.	
	SBA Formal Assessment	Business Context Task: 10 (part of Sourcebook mark)	PAT 2: Sourcebook (50) Preparation for product (Topic 2)			PAT 2: Sourcebook (50) & Product (50) = 100				THEORY TEST: 50
Final External Examination		PAPER 2 - Theme set by DBE: Topic 1: Schools should receive it by mid-July – Can be given to learners to start on Proses work on their own.								

2020 National Revised ATP: Grade 12 – Term 3: Design

TERM 3 (21 days)		Week 1 3 – 7 August (5 days)	Week 2 11 – 14 August (4 days)	Week 3 17 – 21 August (5 days)	Week 4 17 – 21 August (5 days)	Week 5 24 – 26 August (2 days)	Weeks 5, 6, 7,8 27 August – 23 September (20 days)	
TEACHING PROGRAMME	CAPS Topics	Practical & History of Design (Architecture)	Practical & History of Design (Architecture)	Practical & Design in a social/environmental and sustainable context	Practical & Design in a social/environmental and sustainable context	Practical & Design in a social/environmental and sustainable context	Internal Examinations	
	Topic, concepts, skills and values	Comparison between classical and contemporary e.g. Roman Forum/Modern shopping centre	Comparison between classical and contemporary e.g. places of worship, etc.	Choose ONE award-winning international designers from the list below. List of Award-winning international designers: (Choose a total of THREE) Ron Arad, Thomas Heatherwick, Tokujin Yoshioka, among others.	Choose ONE award-winning international designers from the list below.	Choose ONE award-winning international designers from the list below.	TRIAL THEORY EXAMINATION PAPER 1 1. There are SIX questions in the paper, which must be answered. 2. There are choices within some questions in the paper. The options must be read carefully. 3. The paper is divided into THREE sections: Section A: Design Literacy [30 marks] -- Question 1: Analysis of unseen examples -- Question 2: Communication through design -- Question 3: Comparison between local and international design (unseen) Section B: History of Design [30 marks] -- Question 4: History of design Section C: Design in a Socio-cultural/ Environmental and Sustainable Context [40 marks] -- Question 5: Design and socio-cultural issues -- Question 6: Design and environmental/sustainable issues	
		FINAL EXTERNAL PAPER 2: Topic 1 (Process) Theme set by DBE. Learners do the design process and factors influencing the process in Proses book. Provide learners with a pacesetter and mini-deadlines. This will be done at school and at home				FINAL EXTERNAL PAPER 2 - Theme set by DBE Section B: Topic 2 The making of the final product: The making of the final product on dates determined by school up to deadline as indicated on the paper. (Usually mid-October). School organise formal time (24 hours) to make final product (This could be sessions divided over few days) External assessment take place in Term 4.		
	Requisite pre-knowledge	PRACTICAL: Advanced technical skills in specialised option THEORY: Design Analysis Skills/ Movements studied in Gr 10 & 11/Case Studios Grade 10 & 11						
Resources (other than textbook) to enhance learning	PRACTICAL: According to specialisation option, e.g. art materials and equipment t e.g. printing press, pottery oven, dark room, etc./ sourcebook/ design books and magazines/ You Tube clips/ any inspirational material THEORY: PowerPoints, design videos, trips to design shops e.g. Southern Guild, design magazines and books							
ASSESSMENT	Informal Assessment / Remediation	Theory	Comparison Worksheet / textbook task on Roman Forum/Modern shopping centre	Comparison Worksheet / textbook task on places of worship	Worksheet / textbook task on award-winning international designers. E.g. Ron Arad. Designer’s responsibilities in relation to environmental issues and sustainable design (See textbook).	Worksheet / textbook task on award-winning international designers. E.g. Thomas Heatherwick.	Worksheet / textbook task on award-winning international designers. E.g. Tokujin Yoshioka.	
		Practical	Design process Monitor individual progress on concept development and appreciation of responsible design practice. Formal drawing and production of samples, prototypes or Maquettes. Give feedback / recommendations.	Self-Assessment check list on product development and skill. Does it present and effectively communicate a design solution. Does it demonstrate proficiency in materials	Self-Assessment check list on product development and skill. Does the final product / service or Environmental design interpret, use and explain the choice of design elements, principles and materials Does the final	Design process: Monitor individual progress on concept development. Identification of a need, a problem or an opportunity. Trends and markets Context Investigation. (E.g. mind map).	Design process Monitor individual progress on concept development and investigation of different approaches and methods and experimentation and appreciation of responsible design practice. Formal drawing and production of samples, prototypes or	

			and techniques chosen to create design solutions? No feedback / recommendations examination work.	product / service or Environmental design interpret, use and explain the choice of design elements, principles and materials. . No feedback / recommendations exam work.	Business context task (Research). Research on product planned to make. Research on possible material to be used. Give feedback / recommendations	Maquettes. Give feedback / recommendations.	
	SBA Formal Assessment						TRIAL THEORY EXAMINATION PAPER 1 100
Final External Examination	FINAL EXTERNAL PAPER 2 – Schools should receive it by mid-July Theme set by DBE: Topic 1: Schools should receive it by mid-July – Process work at school and at home / Some schools may do the 24-hour practical examination of P2 in Term 3 on dates determined by school. External assessment take place in Term 4 (100)						

2020 National Revised ATP: Grade 12 – Term 4: Design

TERM 4 (20 days)		Week 1 29 Sep - 2 Oct (5 days)	Week 2 5 - 9 Oct (5 days)	Week 3 12 – 16 Oct (5 days)	Week 4 19 – 23 Oct (5 days)	Weeks 5, 6, 7, 8, 9, 10, 11. 26 October – 9 December (33 days)
TEACHING PROGRAMME	CAPS Topics	Revision: Unseen Designs / Analysis / Communication through Design	Revision: Design movements	Revision: History of Design (Architecture)	Revision: Design in a social/environmental and sustainable context	External Examination
	Topic, concepts, skills and values	Revision	Revision	Revision	Revision	Examinations: <ul style="list-style-type: none"> • Paper 1 – Theory = 100 • Paper 2 – Practical = 100 • (PAT mark) Retrospective Exhibition = 100 • (SBA = 100)
ASSESSMENT	Informal Assessment Remediation	Use Q 1 , Q2 and Q3 from pervious question papers as revision classwork and homework tasks	Use Q 5 from pervious question papers as revision classwork and homework tasks	Use Q3 from pervious question papers as revision classwork and homework tasks	Use Q 5 and Q 6 from pervious question papers as revision classwork and homework tasks	
	Final External Examination	PAPER 2 - Theme set by DBE: Section A: Topic 1: Process work completed at school and at home during term 3. Schools do the 24-hour practical examination of P2 for Section B: Topic 2 The making of the final product on dates determined by school up to deadline as indicated on the paper. (Usually mid-October)			NCS FACE MODERATION OF Paper 2, Retrospective exhibition and SBA – as per programme determined by Provincial organisers	

12. Dramatic Arts

Revised National Teaching Plan

2020 National Revised ATP: Grade 12 – Term 1: Dramatic Arts

TERM 1 (48 days)		Week 1 15 - 17 Jan (3 days)	Week 2 20 – 24 Jan (5 days)	Week 3 27 - 31 Jan 5 days)	Week 4 3 - 7 Feb (5 days)	Week 5 10 – 14 Feb (5 days)	Week 6 17 - 21 Feb (5 days)	Week 7 24 - 28 Feb (5 days)	Week 8 2 - 6 March (5 days)	Week 9 9 - 13 March (5 days)	Week 10 16 - 20 March (5 days)		
CURRICULUM PROGRAMME	Topic 1	20th Century 'isms': 6 Hours								TASK 1: PAT 1 <ul style="list-style-type: none"> • Performance Section • Written Section TASK 2: Test			
	Topic 2:	Preparation towards Final External Performance Examination: 10 Hours											
	Topic 3						Theatre of the Absurd/Epic/Postmodern: 10 Hours						
	Topic 4:						Prescribed Play Text 1. 20th century Theatre Movements: 10 Hours						
	Concepts, Knowledge, Skills and Values (CKSV)	Topic 1: Understand the background and context of Modern drama; Evaluate how social, historical, political and economic contexts, and events such as world wars, inform theatre. CAPS p: 36 Topic 2: Refine Voice and Body skills; Apply of interpretative skills and performance techniques; Develop group dynamics and ensemble work; Demonstrate developing mastery of different styles and modes of performance. CAPS p: 37 Topic 3: Understand Theatre of the Absurd as anti-realism, Analyse the conventions of this Dramatic Theatre Movements; Demonstrate knowledge of Playwrights associated with this Dramatic Theatre Movements CAPS p: 38 Topic 4: Analyse and evaluate the Play Text in relation to the relevant Dramatic Movement. CAPS p: 41											
Requisite pre-knowledge	Grades 10 and 11 Theoretical and Practical Concepts, Skills, Content and Values												
ASSESS.	Informal Assessment Remediation	Theory & Practical	Teachers must continually engage with the learners directly, through question and answer sessions. Teachers must peruse the Learner workbooks and determine where the Curriculum gaps are and where re-teaching is required. The form of engagement either face to face or through the workbook must be either: diagnostic, formative and continuous assessment										
	SBA: Formal Assessment	The two formal Assessment tasks are reflected above in weeks 9 and 10											

2020 National Revised ATP: Grade 12 – Term 2: Dramatic Arts

TERM 2 (39 days)		Week 1 3: 01 June – 5 June 1 (5 days)	Week 2 8 – 12 June (5 days)	Week 3 15 – 19 June (5 days)	Week 4 22 – 23 June (5 days)	Week 5 29 June – 3 July (5 days)	Week 6 6 – 10 July (5 days)	Week 7 13 – 17 July (5 days)	Week 8 20 – 24 July (5 days)	
CURRICULUM PROGRAMME	Topic 5:	Prescribe Play Text 2. South African Theatre Pre-Democracy (1960-1994): 10 Hours						TASK 3: PAT 2: <ul style="list-style-type: none"> • Performance Section • Written Section 		
	Topic 2	Preparation towards Final External Performance Examination: 12 Hours								
	Topic 6:	South African Contemporary Theatre (post 1994): 8 Hours								
	Concepts, Knowledge, Skills and Values (CKSV)	Topic 4: Analyse and evaluate the South African Play Text in context CAPS p: 41 Topic 2: Refine Voice and Body skills; Apply of interpretative skills and performance techniques; Develop group dynamics and ensemble work; Demonstrate developing mastery of different styles and modes of performance; To work in collaboration CAPS p: 37 Topic 6: To examine South African Theatre post-apartheid; To examine Playwrights and groups; To identify key features and conventions of Contemporary Theatre in South Africa; To understand the purposes of Theatre in society. CAPS p: 43								
	Requisite pre-knowledge	Grade 10 and 11 Theoretical and Practical Concepts, Skills, Content and Values								
ASSESS.	Informal Assessment Remediation	Theory & Practical	Teachers must continually engage with the learners directly, through question and answer sessions. Teachers must peruse the Learner workbooks and determine where the Curriculum gaps are and where re-teaching is required. The form of engagement either face to face or through the workbook must be either: diagnostic, formative and continuous assessment							
	SBA: Formal Assessment	The is one Formal Assessment Tasks are reflected above in weeks 7 or 8. Task is no longer being done. These are the June Performance Examination and June Written Examination								

2020 National Revised ATP: Grade 12 – Term 3: Dramatic Arts

TERM 3 (21 days)		Week 1 3 – 7 August (5 days)	Week 2 11 – 14 August (4 days)	Week 3 17 – 21 August (5 days)	Week 4 17 – 21 August (5 days)	Week 5 24 – 26 August (2 days)	Weeks 5, 6, 7,8 27 August – 23 September (20 days)	
CURRICULUM PROGRAMME	Topic 7:	Prescribe Play Text 3. South African Contemporary Theatre (post-1994): 10 Hours						TASK 5: PAT 3: PERFORMANCE AND WRITTEN TASK 6: TEST TASK 7: PERFORMANCE EXAMINATION WRITTEN EXAMINATION
	Topic 2:	Preparation towards Final External Performance Examination: 14 Hours						
	Topic 8:	Revision and consolidation of the year's work: 10 Hours						
	Concepts, Knowledge, Skills and Values (CKSV)	Topic 7: To analyse and evaluate the text in terms of its genre and context CAPS p: 44 Topic 2: Refine Voice and Body skill; Apply of interpretative skills and performance techniques; Develop group dynamics and ensemble work; Demonstrate developing mastery of different styles and modes of performance; To work in collaboration. CAPS p: 42 Topic 8: CAPS p: 46						
	Requisite pre-knowledge	Grade 10 and 11 Theoretical and Practical Concepts, Skills, Content and Values						
ASSESS.	Informal Assessment Remediation	Theory & Practical	Teachers must continually engage with the learners directly, through question and answer sessions. Teachers must peruse the Learner workbooks and determine where the Curriculum gaps are and where re-teaching is required. The form of engagement either face to face or through the workbook must be either: diagnostic, formative and continuous assessment					
	SBA: Formal Assessment	The three Formal Assessment Tasks are reflected above in weeks 7 and 8						

2020 National Revised ATP: Grade 12 – Term 4: Dramatic Arts

TERM 4 (20 days)	Week 1 29 Sep - 2 Oct (5 days)	Week 2 5 - 9 Oct (5 days)	Week 3 12 – 16 Oct (5 days)	Week 4 19 – 23 Oct (5 days)	Weeks 5, 6, 7, 8, 9, 10, 11. 26 October – 9 December (33 days)
EXAMINATION	PAPER 2: PERFORMANCE EXAMINATION; FINAL NCS.NSC EXTERNAL NATIONAL EXAMINATION.				PAPER 1: WRITTEN EXAMINATION; FINAL NCS.NSC EXTERNAL NATIONAL EXAMINATION.

MINIMUM SUBJECT REQUIREMENTS TERMS 1- 4	Curriculum Coverage in HOURS	Every week, for a 5-day cycle per week, teachers MUST teach a minimum of 2 hours of Practical CKSV + a minimum of 2 hours of Theory CKSV + 1 hour minimum of rehearsals after school
	Resources & LTSM	Teaching must take place with the following resources in place: Rehearsal room/ double classroom with wooden floor, 4 wooden Cubic's, 4 flats, Textbook, DVDs of Play Texts, Play Texts, The Principal, Circuit Manager and teacher of the school must arrange the attendance of all learners of a live Professional theatre performance at a professional theatre

13. Economics

Revised National Teaching Plan

2020 National Revised ATP: Grade 12 – Term 1: Economics

TERM 1 (48 days)	Week 1 15 - 17 Jan (3 days)	Week 2 20 - 24 Jan (5 days)	Week 3 27 – 31 Jan (5 days)	Week 4 3 - 7 Feb (5 days)	Week 5 10 - 14 Feb (5 days)	Week 6 17 - 21 Feb (5 days)	Week 7 24 - 28 Feb (5 days)	Week 8 2 - 6 March (5 days)	Week 9 9 - 13 March (5 days)	Week 10 16 - 20 March (5 days)
CAPS Topics	Circular Flow		Business Cycles		Public Sector			International Trade		
Concepts, skills and values	Open Economy, Closed Economy; Role players in the economy; Injections/Leakages; Economy in equilibrium; autonomous consumption; MPC/MPS; Four-sector model; National Accounts aggregates and Conversions; The Multiplier.		Composition and features; Explanation or causes; Types of business cycles; Government policy; New economic paradigm (smoothing of cycles); Features underpinning forecasting of business cycles		Composition and necessity of the public sector; problems of public sector provisioning; objectives of the public sector; budgets; Fiscal policy (including Laffer curve) and public sector failure.			The main reasons for international trade; the Balance of Payments; Correcting the Balance of Payments surplus and deficit (disequilibria); Foreign exchange markets and Establishment of foreign exchange rates		
Requisite pre-knowledge	Factors of Production; Production Process; Roles of participants in the economy;		National Accounts; GDP, GDI, GDE (Constant vs Real GDP)		Circular flow; Participants in an economy; Formation of government (structures)			Open economy circular flow; Markets; Price formation and Market dynamics		
Resources (other than textbook) to enhance learning	You Tube Videos; Calculators; etc.		SARB Quarterly Bulletin; Calculators; Statistics South Africa data manuals (Demographic and Economic statistics).		GCIS; Auditor General's finding reports; Statistics SA data; SA Government website.			Map of the world; SARB Quarterly Bulletin; Statistics SA data manuals; You Tube videos; Examples of quasi currencies of the world; etc.		
Informal Assessment Remediation	Class tutorials; Group work; Quizzes; Class tests etc.		Class tutorials; Group work; Quizzes; class tests etc.		Informal research / survey activities; peer teaching; debates; class tutorials, class tests			Informal Surveys; class tutorials; role play activities, class tests.		
SBA (Formal Assessment)	TASK: Assignment 50 marks				TASK: Controlled Test 100 marks					

2020 National Revised ATP: Grade 12 – Term 2: Economics

TERM 2 (39 days)	Week 1 1 - 5 June (5 days)	Week 2 8- 12 June (5 days)	Week 3 15-19 June (4 days)	Week 4 22 - 26 June (5 days)	Week 5 29 June- 3 July (5 days)	Week 6 6 - 10 July (5 days)	Week 7 13 – 17 July (5 days)	Week 8 20-24 July (5 days)
CAPS topic	International Trade Policies		Dynamics of Markets: Perfect Markets		Dynamics of Markets: Imperfect markets		Dynamics of Markets: Market Failures	
Concepts, Skills and Values	Protection and Free Trade; Globalisation; Major Protocols; Export promotion; Import Substitution; Free Trade (arguments for and against); Desirable mix and Evaluation of the policies.		Perfect Competition; Industry and Individual business; Market structure; Output (profits and losses); Competition policies.		Monopolies; Duopolies; Oligopolies; Monopolistic Competition; Market Structures		Concept: Market Failures; Causes of market failure, Misallocation of resources; Consequences of market failures; Cost-benefit analysis (conserving vs using resources and public expenditure vs private expenditure)	
Requisite pre-knowledge	Economic Systems; Four-sector model; North and South Divide (Gr 11); Absolute and Comparative advantage		Price Formation concepts: Demand and Supply; Laws of supply and demand; Cost and Revenue analysis, Price Elasticity of demand theory		The Market; Cost and Revenue analysis; Price Elasticity of demand theory		The Market; Competition, PPC (efficiencies and inefficiencies), Public sector intervention	
Resources (other than textbook) to enhance learning	Map of the world; Imported and exported (by RSA) products (tangible examples to class); Newspaper articles (using USA as the current example of extreme protectionism); Video clips; etc.		Flip charts; PPT presentations; Calculators; writing board; Graph paper; News Papers (business section of the newspaper); TV coverage on market trends; Cartoons; etc.		Flip charts; PPT presentations; Calculators; writing board; Graph paper; News Papers (business section of the newspaper); TV coverage on market trends; Cartoons; etc..		Flip charts; PPT presentations; Calculators; writing board; Graph paper; News Papers (business section of the newspaper); TV coverage on market trends; Cartoons; etc..	
Informal Assessment Remediation	Informal Surveys; class tutorials; role play activities. class tests		Problem-solving based class tutorials; homework activities; debates and group discussions, class tests		Problem-solving based class tutorials; homework activities; debates and group discussions, class tests		Problem-solving based class tutorials; homework activities; debates and group discussions, class tests	
SBA (Formal Assessment)	TASK: Assignment 50 marks							

2020 National Revised ATP: Grade 12 – Term 3: Economics

TERM 3 (37days)	Week 1 3- 7 Aug (5days)	Week 2 11 - 14 Aug (4 days)	Week 3 17 - 21 Aug (5 days)	Week 4 24 - 28 Aug (5 days)	Week 5 31 Aug-4 Sept (5 days)	Week 6 7-11 Sept (5 days)	Week 7 14 - 18 Sept (5 days)	Week 8 21-23 Sept (3 days)												
CAPS topic	Economic Growth and Development	Economic and Social Indicators	Economic issues of the day: Inflation	Economic issues of the day: Environmental Sustainability	Paper 1 Macro-Economics & Economic Pursuits	Paper 2 Micro-Economics & Contemporary Economics	Trial Examination													
Concepts, skills and values	Economic growth vs. Economic development; demand side approach; supply side approach; Evaluation of the approaches; North/South divide.	The performance of the economy; economic indicators; social indicators and international comparisons	Inflation concept; types; causes and consequences; inflation problem in SA and measures to combat inflation	Environmental sustainability; measures to ensure sustainability; international agreements (inclusive of recent international agreements)	Main Topic: Macro-Economics Circular Flow Business Cycles Public Sector Foreign Exchange Markets Protectionism and Free Trade Main Topic: Economic Pursuits Growth and Development Economic and Social Performance Indicators	Main Topic: Micro-Economics Perfect Markets Imperfect Markets Market Failures Main Topic: Contemporary Economic Issues Inflation Environmental Sustainability	Marks: 150 Time: 2 Hours													
Requisite pre-knowledge	Business Cycles (Government Policy) Monetary policy, Fiscal policy, Economic growth and development, Globalisation	Economic growth and development strategies and comparisons (Grade 11)	Price Formation: Laws of demand and supply; Market aggregates (shifts in AD/AS); Phillips curve, Monetary policy, Fiscal policy	Basic economic problem; promotion or violation of human rights; Economic redress (Grade 11) Production Possibilities; Public sector involvement			Marks: 150 Time: 2 Hours													
Resources (other than textbook) to enhance learning	Newspaper Articles; TV coverage; Statistics SA data	Newspaper Articles; TV coverage; Statistics SA data	Statistics SA; SARB Quarterly Bulletin; Business Newspaper articles; You Tube Videos	SA Government Communication research articles on environment; etc.			<table border="1"> <thead> <tr> <th colspan="3">Paper 1(Macro / Economic Pursuits)</th> </tr> <tr> <th>Section A</th> <th>Section B</th> <th>Section C</th> </tr> </thead> <tbody> <tr> <td>Compulsory</td> <td>Answer Only 2</td> <td>Choose Only 1</td> </tr> <tr> <td>Q.1</td> <td>Q2-4</td> <td>Q5-6</td> </tr> </tbody> </table>		Paper 1(Macro / Economic Pursuits)			Section A	Section B	Section C	Compulsory	Answer Only 2	Choose Only 1	Q.1	Q2-4	Q5-6
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Compulsory	Answer Only 2	Choose Only 1																		
Q.1	Q2-4	Q5-6																		
Informal Assessment: Remediation	Group or peer presentations; homework exercise, class tutorials and class tests	Case study tutorials; class activities; class tests etc.	Class tutorials and Discussions / Debates, class tests	Class tutorials and Discussions / Debates, class tests	<table border="1"> <thead> <tr> <th colspan="3">Paper 2(Micro/Contemporary Issues)</th> </tr> <tr> <th>Section A</th> <th>Section B</th> <th>Section C</th> </tr> </thead> <tbody> <tr> <td>Compulsory</td> <td>Answer Only 2</td> <td>Choose Only 1</td> </tr> <tr> <td>Q.1</td> <td>Q2-4</td> <td>Q5-6</td> </tr> </tbody> </table>		Paper 2(Micro/Contemporary Issues)			Section A	Section B	Section C	Compulsory	Answer Only 2	Choose Only 1	Q.1	Q2-4	Q5-6		
Paper 2(Micro/Contemporary Issues)																				
Section A	Section B	Section C																		
Compulsory	Answer Only 2	Choose Only 1																		
Q.1	Q2-4	Q5-6																		
SBA (Formal Assessment)	Task: Case Study 50 marks				Preparation and revision for the Trial Examination		Cognitive Levels Lower Order –30% Middle Order-40% Higher Order-30%													

2020 National Revised ATP: Grade 12 – Term 4: Economics

TERM 4 (48 days)	Week 1 28 Sept- 2 Oct (5days)	Week 2 5 - 9 Oct (5 days)	Week 3 12 - 16 Oct (5 days)	Week 4 19 -23 Oct (5 days)	Week 5 26- 30 Oct (5days)	Week 6 2 -6 Nov (5 days)	Week 7 9-13 Nov (5 days)	Week8 16.-.20 Nov (5 days)	Week 9 23 -27 Nov (5 days)	Week 10 30 Nov –2 Dec (3 days)												
CAPS topic	Economic issues of the day: Tourism	Growth & Dev: Industrial Development					PAPER 1 MACRO-ECONOMICS & ECONOMIC PURSUITS MAIN TOPIC: MACRO-ECONOMICS Circular Flow Business cycles Public sector Foreign exchange markets Protectionism and Free Trade MAIN TOPIC: ECONOMIC PURSUITS Growth and development Industrial Development policies Economic and social performance indicators	PAPER 2 MICRO-ECONOMICS & CONTEMPORARY ECONOMICS MAIN TOPIC: MICRO-ECONOMICS Perfect Markets Imperfect Markets Market Failures MAIN TOPIC: CONTEMPORARY ECONOMIC ISSUES Inflation Tourism Environmental sustainability	FINAL EXAMINATION													
Concepts, skills and values	Tourism concept; reasons for growth; effects; benefits; SA profile (IKS); policy suggestions	Industrial development; regional development; SA endeavours and the appropriateness of SA strategies.							Marks: 150 Time: 2 hours													
Requisite pre-knowledge	Economic growth and development Unemployment; Poverty, Population and labour force	Economic growth and development, South African regional landscape.							<table border="1"> <thead> <tr> <th colspan="3">PAPER 1(MACRO / ECONOMIC PURSUITS)</th> </tr> <tr> <th>Section A</th> <th>Section B</th> <th>Section C</th> </tr> </thead> <tbody> <tr> <td>Compulsory</td> <td>Answer only 2</td> <td>Choose only 1</td> </tr> <tr> <td>Q.1</td> <td>Q2-4</td> <td>Q5-6</td> </tr> </tbody> </table>		PAPER 1(MACRO / ECONOMIC PURSUITS)			Section A	Section B	Section C	Compulsory	Answer only 2	Choose only 1	Q.1	Q2-4	Q5-6
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Section A	Section B	Section C																				
Compulsory	Answer only 2	Choose only 1																				
Q.1	Q2-4	Q5-6																				
Resources (other than textbook) to enhance learning	GCIS booklet; Statistics SA; Department of Trade and Industry / Tourism website; etc.	Newspaper Articles; TV coverage; Statistics SA data and provincial government communication reports.					Marks: 150 Time: 2 hours															
Informal Assessment: Remediation	Group or peer presentations; homework exercise and class tutorials, class tests	Group or peer presentations; homework exercise and class tutorials, class tests					<table border="1"> <thead> <tr> <th colspan="3">PAPER 2(MICRO/CONTEMPORARY ISSUES)</th> </tr> <tr> <th>Section A</th> <th>Section B</th> <th>Section C</th> </tr> </thead> <tbody> <tr> <td>Compulsory</td> <td>Answer only 2</td> <td>Choose only 1</td> </tr> <tr> <td>Q.1</td> <td>Q2-4</td> <td>Q5-6</td> </tr> </tbody> </table>		PAPER 2(MICRO/CONTEMPORARY ISSUES)			Section A	Section B	Section C	Compulsory	Answer only 2	Choose only 1	Q.1	Q2-4	Q5-6		
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Compulsory	Answer only 2	Choose only 1																				
Q.1	Q2-4	Q5-6																				
SBA (Formal Assessment)			Preparation and revision for the Final Examination				Final Examination															
							Cognitive levels Lower order –30% Middle order-40% Higher order-30%															

14. Electrical Technology – Digital Electronics

Revised National Teaching Plan

2020 National Revised ATP: Grade 12 – Term 1: Electrical Technology (Digital)

TERM 1 (48 days)	Week 1 15 - 17 Jan (3 days)	Week 2 20 - 24 Jan (5 days)	Week 3 27 – 31 Jan (5 days)	Week 4 3 - 7 Feb (5 days)	Week 5 10 - 14 Feb (5 days)	Week 6 17 - 21 Feb (5 days)	Week 7 24 - 28 Feb (5 days)	Week 8 2 - 6 March (5 days)	Week 9 9 - 13 March (5 days)	Week 10 16 - 20 March (5 days)
CAPS Topics	Occupational Health and Safety	Semiconductor Devices	Semiconductor Devices	Switching Circuits	Switching Circuits	Switching Circuits	Switching Circuits	Switching Circuits	Switching Circuits	Switching Circuits
Topics /Concepts, Skills and Values	<p>OHS ACT</p> <ul style="list-style-type: none"> • Definitions • Purpose of the act • General duties of employers to their employees • General duties of employers and self-employed persons to persons other than their employees • General duties of manufacturers and others regarding articles and substances for use at work • Duty to inform • General duties of employees at work •Duty not to interfere with, damage or misuse things •Functions of health and safety representatives 	<p>Introducing of Integrated Circuits</p> <ul style="list-style-type: none"> •Integrated circuits – the 741 Op-Am <ul style="list-style-type: none"> ○ Basic construction, symbol, functional operation ○ Typical operating voltages ○ Characteristics of an ideal Op-Amp & application as an amplifier ○ Gain: Open Loop and Closed Loop gain ○ Application as an inverting amplifier ○ Application as a non- 	<ul style="list-style-type: none"> • Integrated circuits – the 555 Timer <ul style="list-style-type: none"> ○ Basic construction, symbol, functional operation ○ Characteristic curves & typical operating voltages ○ Application as a timer <p>Practical: Build a clock pulse generator using a 555 Timer IC on a breadboard and display the output on an oscilloscope</p>	<p>Principle of Operation of Switching Circuits using Operational Amplifiers and Timers</p> <ul style="list-style-type: none"> - Bistable Multivibrator <ul style="list-style-type: none"> ○ Circuit diagram and operation ○ Measurement of input and output waveforms <p>Practical: Construct a Bistable Multivibrator on a breadboard using a 741 Op-Amp / 555 Timer with LEDs</p>	<ul style="list-style-type: none"> - Mono-stable Multivibrator <ul style="list-style-type: none"> ○ Circuit diagram and operation ○ Measurement of input and output waveforms <p>Practical: Construct a Mono-stable Amplifier on a breadboard using a 741 Op-Amp / 555 Timer and LEDs</p>	<ul style="list-style-type: none"> - Astable Multivibrator <ul style="list-style-type: none"> ○ Circuit diagram and operation ○ Measurement of input and output waveform <p>Practical: Construct an Astable Amplifier on a breadboard using a 741 Op-Amp / 555 Timer and show output using LEDs and the Oscilloscope</p>	<ul style="list-style-type: none"> - Schmidt Trigger <ul style="list-style-type: none"> ○ Circuit diagram and operation ○ Display the input waveform in relation to the output waveform on the Oscilloscope <p>Practical: Construct a Schmidt Trigger on a breadboard using a 741 Op-Amp</p>	<ul style="list-style-type: none"> - Comparator and Summing Amplifier <ul style="list-style-type: none"> ○ Circuit diagram and operation ○ Display the input waveform in relation to the output waveform on the Oscilloscope ○ Calculations: $V_{out} = V_{in} \times Gain$ $V_{out} = V_{in1} \times \left(\frac{R_f}{R_{in1}}\right) + V_{in2} \times \left(\frac{R_f}{R_{in2}}\right) + \dots + V_{inN} \times \left(\frac{R_f}{R_{inN}}\right)$ ○ Measurement of input and output waveforms 	<p>Practical: Construct a comparator on a breadboard using a 741 Op-Amp</p> <p>Practical: Construct a summing amplifier on a breadboard using a 741 Op-Amp</p>	<ul style="list-style-type: none"> - Differentiator and Integrator <ul style="list-style-type: none"> ○ Circuit diagram and operation ○ Display the input waveform in relation to the output waveform on the Oscilloscope ○ Influence of time constant on the output waveform <p>Practical: Construct a differentiator on a breadboard using a 741 Op-Amp</p> <p>Practical: Construct an integrator on a breadboard using a 741 Op-Amp</p> <p>PAT Simulation 1 & 2 completed</p>

	<ul style="list-style-type: none"> •Report to inspector regarding certain incidents •Victimization forbidden •Offences, penalties and special orders of court <p>Safety Revision</p> <ul style="list-style-type: none"> •Unsafe actions •Unsafe conditions •Dangerous practices •Risk analysis •Human rights in the workplace •Work ethics •Revision of emergency procedures (Grade 10) <p>Practical: Use personal protection equipment (During practical sessions)</p> <p>Practical: Clean the workshop (Weekly activity throughout the year)</p> <p>Chemical Safety (Printed Circuit Board manufacturing)</p> <ul style="list-style-type: none"> •Revision of Grade 10 & PCB methods and 	<p>inverting amplifier</p> <p>Calculations</p> <ul style="list-style-type: none"> - Inverting Amplifier o $V_{out} = V_{in}(-\frac{R_f}{R_{in}})$ Non-inverting Amplifier o $V_{out} = V_{in}(-\frac{R_f}{R_{in}} + 1)$ o Gain o $A_v = R_f / R_{in}$ <p>Practical: Build a non-inverting amplifier on a breadboard using a 741 Op-Amp. Use a Function Generator and Oscilloscope to show input and output waveforms</p>								
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	safety done as part of PAT Practical: Etch a PCB (Part of PAT completion during the year)									
Requisite pre-knowledge	Introduction of the OHS Act, Electrical Machinery Regulations	Introduction to Semiconductor and solid state devices	Introduction to Semiconductor and solid state devices	Electronic components and how they work	Electronic components and how they work	Electronic components and how they work	Electronic components and how they work	Electronic components and how they work	Electronic components and how they work	Electronic components and how they work
Resources (other than textbook) to enhance learning	OHS act - Safety signs in workshop First aid training manuals	741 Op-Amp, breadboard, function Generator etc	Educational videos and IT related resources. Old question papers	Educational videos and IT related resources. Old question papers	Educational videos and IT related resources. Old question papers. 741 Op Amp and 555 IC simulations	Educational videos and IT related resources. Old question papers. 741 Op Amp and 555 IC simulations	Educational videos and IT related resources. Old question papers.	Educational videos and IT related resources. Old question papers.	Educational videos and IT related resources. Old question papers. 741 Op Amp and 555 IC simulations	Educational videos and IT related resources. Old question papers.
Assessment	Informal Assessment: Remediation	Class work/case studies/worksheets/homework/ (theory and practical work)								
	SBA (Formal)	TASKS 1 and 2: PAT Simulations 1 and 2 completed			<i>Preparation for March Control Test</i>			TASK 3: Control Test (50)		

2020 National Revised ATP: Grade 12 – Term 2: Electrical Technology (Digital)

TERM 2 (39 days)	Week 1 1 - 5 June (5 days)	Week 2 8 - 12 June (5 days)	Week 3 15 - 19 June (5 days)	Weeks 4 22 - 26 June (15 days)	Week 5 29 June - 3 July (5 days)	Week 6 6 - 10 July (5 days)	Week 7 13 - 17 July (5 days)	Week 8 20 - 24 July (5 days)
CAPS Topics	Digital and Sequential Devices	Digital and Sequential Devices	Digital and Sequential Devices	Assessment	Digital and Sequential Devices	Digital and Sequential Devices	Digital and Sequential Devices	Digital and Sequential Devices
Topics /Concepts, Skills and Values	Decoders and Encoders • Seven segment displays & decoder / driver • LCD / LED displays & drivers	Practical: Connect a 7 segment display to a 4-bit BCD 7 segment display driver	Elementary principles of Combination Circuits without Memory Elements <ul style="list-style-type: none"> • Functional principles, circuit diagram and use of • Half Adder • Full Adder •Bit Parallel Binary Adder Practical: Connect a binary adder using a 4008B CMOS IC to add two four bit binary number	Simulation 3	Elementary principles of Memory Elements <ul style="list-style-type: none"> • Application of Logic gates as the building blocks for memory elements ➤ RS and the clocked RS Latch <ul style="list-style-type: none"> ▪ Logic Gate composition ▪ Block diagram symbol ▪ Operation ➤ JK Flip Flop and Clocked JK Latch <ul style="list-style-type: none"> ▪ Logic Gate composition ▪ Block diagram symbol ▪ Operation ➤ D Flip Flop and clocked D Latch <ul style="list-style-type: none"> ▪ Logic Gate composition ▪ Block diagram symbol ▪ Operation Practical: Connect a 4013B CMOS IC to form an Astable Multivibrator using a clock pulse from a function generator	Elementary principles of Counters <ul style="list-style-type: none"> • Ripple counters • Synchronous counters • Asynchronous counters • Up / Down counters • Self-stopping counters 	<ul style="list-style-type: none"> • Application of counters: counters as frequency dividers • Application of counters: Decade Counter • Application of counters: Binary Coded Decimal Counter Practical: Connect a 4017B Johnson Counter with a 555 Timer to form a counter that will light up 6 LEDs in sequence	Elementary principles of Registers <ul style="list-style-type: none"> • Shift registers – Serial Load Shift Register (Serial Input, Serial output) SISO • Serial Input – Parallel Output SIPO • Shift registers – Parallel Load Shift Register • Parallel Input – Serial Output PISO • Parallel Input – Parallel Output PIPO Practical: Connect a 4015 B CMOS IC to form SISO Shift register

Requisite pre-knowledge	Operation of basic gates, digital displays etc	Operation of basic gates, digital displays etc	Basic combination circuits		Basic combination circuits	counters	counters	counters
Resources (other than textbook) to enhance learning	Lesson plan, PowerPoint Presentation, Textbook	Equipment, Tools, Consumables.	Lesson plan, PowerPoint Presentation, Textbook Equipment, Tools, Consumables.	Equipment, Tools, Consumables.	Lesson plan, PowerPoint Presentation, Textbook Equipment, Tools, Consumables.	Lesson plan, PowerPoint Presentation, Textbook	Lesson plan, PowerPoint Presentation, Textbook Equipment, Tools, Consumables.	Lesson plan, PowerPoint Presentation, Textbook Equipment, Tools, Consumables.
Assessment	Informal Assessment: Remediation	Class work/case studies/worksheets/homework/ (theory and practical work)						
	SBA (Formal)	<p>Term 2 – None (June examination will be excluded)</p> <p>Amended PAT Guidelines to be issued by DBE</p> <p>The legislation governing workplaces in relation to COVID – 19 is the Occupational Health and Safety Act, Act 85 of 1993, as amended, read with the Hazardous Biological Agents Regulations. Section 8 (1) of the Occupational Health and Safety (OHS) Act, Act 85 of 1993, - Safe work practices are types of administrative controls that include procedures for safe and proper work used to reduce the duration, frequency, or intensity of exposure to a hazard. Examples of safe work practices for SARS-CoV-2 include. Requiring regular hand washing or using of alcohol-based hand rubs. Learners and teachers should always wash hands when they are visibly soiled and after removing any PPE. Keep safe distances and wear a mask at all times. See the document on the workshop safety measures.</p>						

2020 National Revised ATP: Grade – Term 3: Electrical Technology (Digital)

TERM 3 (21 days)	Week 1 3 - 7 Aug (4 days)	Week 2 11-14 Aug (5 days)	Week 3 17 - 21 Aug (5 days)	Week 4 24 - 28 Aug (5 days)	Week 5 31 Aug - 4 Sept (5 days)	Week 6 7-11 Sept (4 days)	Week 7 14 - 18 Sept (5 days)	Week 8 21-23 Sept (3 days)
CAPS Topics	Microcontrollers	Microcontrollers	Microcontrollers	Microcontrollers	Microcontrollers	Prep Exams	Prep Exams	Prep Exams
Topics /Concepts, Skills and Values	Introduction to Microcontrollers <ul style="list-style-type: none"> History of microcontrollers Uses of microcontrollers Hardware of Microcontrollers <ul style="list-style-type: none"> Block diagram of a microcontroller Basic function & concepts of microcontrollers What is a microcontroller? Difference between a microcontroller and a microprocessor A digital IC that can be programmed to control a process Discreet Logic vs. Integrated Logic devices Parts of a Microcontroller – Concepts only <ul style="list-style-type: none"> CPU with registers Memory Input / Output pins Timers Analog to digital converters 	Communication in a Microcontroller <ul style="list-style-type: none"> What is meant with communication in a microcontroller <ul style="list-style-type: none"> Serial vs. parallel communication Asynchronous vs. synchronous communication Communication Peripherals <ul style="list-style-type: none"> Serial Communication Interface (SCI) or Universal Asynchronous Receiver Transmitter (UART) Serial Peripheral Interface (SPI) Inter-integrated Bus (I2C) Communication protocols <ul style="list-style-type: none"> RS-232 RS-485 	Software of Microcontrollers <ul style="list-style-type: none"> Definition of an algorithm Definition of a program Relationship between algorithms and flowcharts Instruction set / Flow diagram Definition of a Flow diagram Data flow diagram symbols in PICAXE Instructions and conventions Data flow lines Legal vs. illegal data flows Conditional statement (IF statement) Looping (Repetition) Definition of debugging 	Software of Microcontrollers PICAXE <ul style="list-style-type: none"> Using PicAXE programming software Using Logicator or similar flowchart software to program PICAXE using the following functions: <ul style="list-style-type: none"> Input / Outputs Analogue to digital conversion Timers Counters Tutorials Simulating before programming Debugging a program 	Software of Microcontrollers PICAXE <ul style="list-style-type: none"> Interface Cable (USB or RS232) Programming the PICAXE <ul style="list-style-type: none"> Uploading and downloading programs from the PICAXE microcontroller 	Prep Exams	Prep Exams	Prep Exams

Requisite pre-knowledge	Basic electricity	Basic communication in a microcontroller	Basic communication in a microcontroller	Writing a PicAXE programme	Programming PicAXE and simulating the programme			
Resources (other than textbook) to enhance learning	Lesson plan, PowerPoint Presentation, Textbook and video clips	Lesson plan, PowerPoint Presentation, Textbook and video clips	Lesson plan, PowerPoint Presentation, Textbook and video clips	Lesson plan, PowerPoint Presentation, Textbook and video clips	Lesson plan, PowerPoint Presentation, Textbook and video clips			
Assessment	Informal Assessment: Remediation	Class work/case studies/worksheets/homework/ (theory and practical work)						
	SBA (Formal)	<p>Amended PAT</p> <p>The legislation governing workplaces in relation to COVID – 19 is the Occupational Health and Safety Act, Act 85 of 1993, as amended, read with the Hazardous Biological Agents Regulations. Section 8 (1) of the Occupational Health and Safety (OHS) Act, Act 85 of 1993, -</p> <p>Safe work practices are types of administrative controls that include procedures for safe and proper work used to reduce the duration, frequency, or intensity of exposure to a hazard. Examples of safe work practices for SARS-CoV-2 include. Requiring regular hand washing or using of alcohol-based hand rubs. Learners and teachers should always wash hands when they are visibly soiled and after removing any PPE. Keep safe distances and wear a mask at all times.</p> <p>See the document on the workshop safety measures.</p>					Prep Exams:200 marks	

2020 National Revised ATP: Grade 12– Term 4: Electrical Technology (Digital)

TERM 4 (21 days)		Week 1 28 Sept - 2 Oct (5 days)	Week 2 5-9 Oct (5 days)	Week 3 12 - 16 Oct (5 days)	Week 4 19 - 23 Oct (5 days)	Week 5 26 - 30 Oct (5 days)	Week 6 2 - 6 Nov (4 days)	Week 7 9 - 13 Nov (5 days)	Week 8 16 - 20 Nov (5 days)	Week 9 23 - 27 Nov (5 days)	Week 10-11 30 Nov - 9 Dec (8 days)
CAPS Topics		Microcontrollers	Microcontrollers	Microcontrollers	Revision	Revision	NCS Exams	NSC Exams	NSC Exams	NSC Exams	NSC Exams
Topics /Concepts, Skills and Values		<ul style="list-style-type: none"> Practical: Use a flow diagram to simulate a flashing LED and then program PICAXE to run as a flashing LED. Add input to start and stop flashing. Connect an Oscilloscope to the output of the PICAXE 	Practical: Use a flow diagram to simulate a Schmidt Trigger then program PICAXE to run the program. Use a potentiometer on the input to adjust the threshold and switch the output accordingly. Connect an oscilloscope to show the input and output voltages	Practical: Use a flow diagram to simulate a Pulse Width Modulator (PWM) then program PICAXE to run the program. Control an RC servo motor using the PICAXE as a PWM module. Connect an oscilloscope to show the input and output voltages Practical: Develop a solution of your own design							
Requisite pre-knowledge		Programming PicAXE and simulating the programme	Programming PicAXE and simulating the programme	Programming PicAXE and simulating the programme							
Resources (other than textbook) to enhance learning		Lesson plan, PowerPoint Presentation, Textbook	Lesson plan, PowerPoint Presentation, Textbook	Equipment, Tools, Consumables							
Assessment	Informal Assessment: Remediation	Class work/case studies/worksheets/homework/ (theory and practical work)									
	SBA (Formal)							NSC Exams			

15. Electrical Technology – Electronics

Revised National Teaching Plan

2020 National Revised ATP: Grade 12– Term 1: SUBJECT: Electrical Technology (Electronics)

TERM 1 (48 days)	Week 1 15 - 17 Jan (3 days)	Week 2 20 - 24 Jan (5 days)	Week 3 27 – 31 Jan (5 days)	Week 4 3 - 7 Feb (5 days)	Week 5 10 - 14 Feb (5 days)	Week 6 17 - 21 Feb (5 days)	Week 7 24 - 28 Feb (5 days)	Week 8 2 - 6 March (5 days)	Week 9 9 - 13 March (5 days)	Week 10 16 - 20 March (5 days)	
CAPS Topics	Safety (Generic)	RLC	RLC	RLC	RLC	RLC	Semi-conductor Devices	Semi-conductor Devices	Semi-conductor Devices	Semi-conductor Devices	
Topics /Concepts, Skills and Values	First Aid HIV/Aids Awareness OHS act Machine specific safety measures	Effect of alternating current on R, L and C components in series and parallel circuits	<ul style="list-style-type: none"> Inductive Reactance $X = 2\pi fL$ Capacitive Reactance 	<ul style="list-style-type: none"> Impedance Power Phase angle Power factor Phasor and wave representation Resonance Q factor & Bandwidth 	Calculations <ul style="list-style-type: none"> Series and parallel combination circuits containing ONE resistor, ONE capacitor and ONE inductor Frequency changes 	Phasor and wave representation <ul style="list-style-type: none"> Resonance Phasor diagram 	The Field Effect Transistor <ul style="list-style-type: none"> Basic construction, symbols, operation, characteristics Types of FET (NFET, JFET, MOSFET) Characteristic curves & typical operating voltages, Application as a switch Application as an amplifier 	Uni-junction and Darlington Transistor <ul style="list-style-type: none"> Basic construction, symbols, functional operation, characteristics Characteristic curves & typical operating voltages Application as a switch Application as saw tooth generator Application as an amplifier 	Introducing Integrated Circuits <ul style="list-style-type: none"> Integrated Circuits – the 741 Op-Amp Basic construction, symbol, functional operation, etc. Calculations <ul style="list-style-type: none"> Inverting amplifier, Non-inverting amp. Gain 	<ul style="list-style-type: none"> Integrated Circuits – the 555 Timer <ul style="list-style-type: none"> Basic construction, symbol, functional operation Characteristic curves & typical operating voltages Application as a timer 	
Requisite pre-knowledge	Introduction of the OHS Act, Electrical Machinery Regulations	The effect of AC on RLC series circuits					Introduction to Semiconductor and solid-state devices				
Resources (other than textbook) to enhance learning	OHS act - Safety signs in workshop First aid training manuals	Educational videos and IT related resources. Old question papers	Educational videos and IT related resources. Old question papers	Educational videos and IT related resources. Old question papers	Educational videos and IT related resources. Old question papers	RLC simulation “spook Box”	Educational videos and IT related resources. Old question papers	Educational videos and IT related resources. Old question papers. FET and Darlington simulations	Educational videos and IT related resources. Old question papers	Educational videos and IT related resources. Old question papers	

Assessment	Informal Assessment: Remediation	Class work/case studies/worksheets/homework/ (theory and practical work.)		
	SBA (Formal)	Task 1 & 2: PAT Simulations 1 and 2 completed	Preparation for March Control Test	TASK 3: Control Test (50)

2020 National Revised ATP: Grade 12– Term 2: SUBJECT: Electrical Technology (Electronics)

TERM 2 (39 days)	Week 1 1 -5 June (5 days)	Week 2 8- 12 June (5 days)	Week 3 15 June (4 days)	Week 4 22 - 26 June (5 days)	Week 5 29 June- 3 July (5 days)	Week 6 6 – 10 July (5 days)	Week 7 13 – 17 July (5 days)	Week 8 20-24 July (5 days)
CAPS Topics	Switching Circuits	Switching Circuits	Switching Circuits	Switching Circuits	Switching Circuits	Switching Circuits	Switching Circuits	Amplifiers
Topics /Concepts, Skills and Values	Principle of Operation of Switching Circuits using Operational Amplifiers and Timers <ul style="list-style-type: none"> Multi-vibrators ¶ Bistable Multi-vibrator <ul style="list-style-type: none"> Circuit diagram and operation Measurement of input and output waveforms 	Mono-stable Multi-vibrator <ul style="list-style-type: none"> Circuit diagram and operation Measurement of input and output waveforms. Practical: Construct a Mono-stable Amplifier on a breadboard using a 741 Op-Amp / 555 Timer and LEDs	Astable Multi-vibrator <ul style="list-style-type: none"> Circuit diagram and operation Measurement of input and output waveforms. Practical: Construct an Astable Amplifier on a breadboard using a 741 Op-Amp /555 Timer and show output using LEDs and the Oscilloscope	Schmidt Trigger <ul style="list-style-type: none"> Circuit diagram and operation Display the input waveform in relation to the output waveform on the Oscilloscope. Practical: Construct a Schmidt Trigger on a breadboard using a 741 Op-Amp	Comparator and Summing Amplifier <ul style="list-style-type: none"> Circuit diagram and operation Display the input waveform in relation to the output waveform on the Oscilloscope. Calculations, etc. 	Practical: Construct a comparator on a breadboard using a 741 Op-Amp Practical: Construct a summing amplifier on a breadboard using a 741 Op-Amp	Differentiator and Integrator <ul style="list-style-type: none"> Circuit diagram and operation Display the input waveform in relation to the output waveform on the Oscilloscope Influence of time constant on the output waveform 	Amplifier Theory <ul style="list-style-type: none"> Determination of a typical load line by means of Ohm's Law (Revision) Basic concept of class A, B and C amplifiers AB Principles of negative feedback / the Decibel and Log
Requisite pre-knowledge	Electronic components and how they work							Operating principal of the transistor as an amplifier
Resources (other than textbook) to enhance learning	Educational videos and IT related resources. Old question papers	Educational videos and IT related resources. Old question papers. 741 Op Amp and 555 IC simulations	Educational videos and IT related resources. Old question papers. 741 Op Amp and 555 IC simulations	Educational videos and IT related resources. Old question papers.	Educational videos and IT related resources. Old question papers.	Educational videos and IT related resources. Old question papers. 741 Op Amp and 555 IC simulations	Educational videos and IT related resources. Old question papers.	Educational videos and IT related resources. Old question papers.
Assessment	Informal Assessment: Remediation	Class work/case studies/worksheets/homework/ (theory and practical work)						
	SBA (Formal)	Term 2 – None (June examination will be excluded) The legislation governing workplaces in relation to COVID – 19 is the Occupational Health and Safety Act, Act 85 of 1993, as amended, read with the Hazardous Biological Agents Regulations. Section 8 (1) of the Occupational Health and Safety (OHS) Act, Act 85 of 1993, - Safe work practices are types of administrative controls that include procedures for safe and proper work used to reduce the duration, frequency, or intensity of exposure to a hazard. Examples of safe work practices for SARS-CoV-2 include. Requiring regular hand washing or using of alcohol-based hand rubs. Learners and teachers should always wash hands when they are visibly soiled and after removing any PPE. Keep safe distances and wear a mask at all times. See the document on the workshop safety measures Amended PAT Guidelines to be issued by DBE						

2020 National Revised ATP: Grade 12– Term 3: SUBJECT: Electrical Technology (Electronics)

TERM 3 (24 days)	Week 1 3 – 7 Aug (5 days)	Week 2 10 – 14 Aug (4 days)	Week 3 17 - 21 Aug (5 days)	Week 4 24 - 28 Aug (5 days)	Week 5 31 Aug – 4 Sept (2 days)	Week 6 7-11 Sept (5 days)	Week 7 14 – 18 Sept (5 days)	Week 8 21 - 23 Sept (3 days)
CAPS Topics	Amplifiers	Amplifiers	Amplifiers	Amplifiers	Amplifiers			
Topics /Concepts, Skills and Values	Resistor Capacitor Coupled Amplifier (NPN Transistor) <ul style="list-style-type: none"> • Basic operation • Circuit diagram & practical • Input and output curves • Frequency Response curve • Gain & loss in decibel calculations 	Transformer Coupled Amplifier (NPN Transistor) <ul style="list-style-type: none"> • Basic operation • Circuit diagram • Input and output curves • Frequency Response curve 	Push Pull Amplifier (NPN / PNP Transistor) <ul style="list-style-type: none"> • Basic operation • Circuit diagram & practical • Input and output curves • Frequency Response curve • Gain & loss in decibel calculations • Typical biasing 	Radio Frequency Amplifier <ul style="list-style-type: none"> • Basic operation • Circuit diagram • Input and output curves 	Radio Frequency Amplifiers <ul style="list-style-type: none"> • Frequency Response curve • Typical biasing Practical: Construct a simple RF Amplifier			
Requisite pre-knowledge	Operating principal of the transistor as an amplifier							
Resources (other than textbook) to enhance learning	Educational videos and IT related resources. Old question papers.	Educational videos and IT related resources. Old question papers.	Educational videos and IT related resources. Old question papers.	Educational videos and IT related resources. Old question papers.	Educational videos and IT related resources. Old question papers.	Educational videos and IT related resources. Old question papers.		
Assessment	Informal Assessment: Remediation	Class work/case studies/worksheets/homework/ (theory and practical work)						
	SBA (Formal)	<p align="center">Amended PAT</p> <p align="center">Prep exams:200 marks</p>						

2020 National Revised ATP: Grade 12 – Term 4: SUBJECT: Electrical Technology (Electronics)

TERM 4 (15 days)		Week 1 28 Sept – 2 Oct (5 days)	Week 2 5 – 9 Oct (5 days)	Week 3 12 - 16 Oct (5 days)	Week 4 19 - 23 Oct (5 days)	Week 5 26 – 30 Oct (5 days)	Week 6 2 - 6 Nov (5 days)	Week 7 9 - 13 Nov (5 days)	Week 8 16 - 20 Nov (5 days)	Week 9 23 - 27 Nov (5 days)	Week 10 30 Nov – 4Dec (5 days)	Week 11 7 Dec – 9 Dec (3 days)
CAPS Topics		Amplifiers	Amplifiers	Amplifiers								
Topics /Concepts, Skills and Values		Hartley Oscillator (NPN or FET Transistor) <ul style="list-style-type: none"> • Basic operation • Circuit diagram • Output waveform • Tank Circuit 	Colpitts Oscillator (NPN or FET Transistor) <ul style="list-style-type: none"> • Basic operation • Circuit diagram • Output waveform • Tank Circuit 	RC Phase Shift Oscillator (NPN or FET Transistor) <ul style="list-style-type: none"> • Basic operation • Circuit diagram • Output waveform • Tank Circuit Practical: Construct an RC Phase Shift Oscillator on a breadboard and show the output wave on an oscilloscope								
Requisite pre-knowledge		Operating principal of the transistor as an amplifier										
Resources (other than textbook) to enhance learning		Educational videos and IT related resources. Old question papers.	Educational videos and IT related resources. Old question papers.	Educational videos and IT related resources. Old question papers.								
Assessment	Informal Assessment: Remediation	Class work/case studies/worksheets/homework/ (theory and practical work)										
	SBA (Formal)	NSC Exams										

16. Electrical Technology – Power Systems

Revised National Teaching Plan

2020 National Revised ATP: Grade 12– Term 1: SUBJECT: Electrical Technology (Power Systems)

TERM 1 (48 days)	Week 1 15 - 17 Jan (3 days)	Week 2 20 - 24 Jan (5 days)	Week 3 27 – 31 Jan (5 days)	Week 4 3 - 7 Feb (5 days)	Week 5 10 - 14 Feb (5 days)	Week 6 17 - 21 Feb (5 days)	Week 7 24 - 28 Feb (5 days)	Week 8 2 - 6 March (5 days)	Week 9 9 - 13 March (5 days)	Week 10 16 - 20 March (5 days)
CAPS topic	Safety (Generic)	RLC	RLC	RLC	RLC	RLC	3-Phase AC Generation	3-Phase AC Generation	3-Phase AC Generation	3-Phase AC Generation
Concepts, skills and values	First Aid HIV/Aids Awareness OHS act Machine specific safety measures	Effect of alternating current on R, L and C components in series and parallel circuits	<ul style="list-style-type: none"> Inductive Reactance $X = 2\pi fL$ Capacitive Reactance 	<ul style="list-style-type: none"> Impedance Power Phase angle Power factor Phasor and wave representation Resonance Q factor & Bandwidth 	Calculations <ul style="list-style-type: none"> Series and parallel combination circuits containing ONE resistor, ONE capacitor and ONE inductor Frequency changes 	Phasor and wave representation <ul style="list-style-type: none"> Resonance Phasor diagram 	Principles of Three Phase AC Generation <ul style="list-style-type: none"> Distribution networks – Outline generation network to distribution network Adv. and disadvantages of single vs. three phase systems, etc. 	Three Phase Systems (3 ϕ) <ul style="list-style-type: none"> Star Delta Delta vs. Star Schematic Diagrammatic representations of three phase systems, etc. 	Power in Three Phase (3ϕ) Systems and Calculations <ul style="list-style-type: none"> Active power Reactive power Apparent power 	Introduction to Star and Delta Calculations <ul style="list-style-type: none"> Line voltage and current Phase voltage and current Losses, etc. Application of Meters in Three Phase (3ϕ) <ul style="list-style-type: none"> Wattmeter,, etc.
Requisite pre-knowledge	Introduction of the OHS Act, Electrical Machinery Regulations	Understanding the basics operating principles of resistors, capacitors and inductors	Understanding the basics operating principles of resistors, capacitors and inductors	Understanding the basics operating principles of resistors, capacitors and inductors	Understanding the basics operating principles of resistors, capacitors and inductors	Understanding the basics operating principles of resistors, capacitors and inductors	Introduction to single phase AC generation	Introduction to single phase AC generation	Introduction to single phase AC generation	Introduction to single phase AC generation
Resources (other than textbook) to enhance learning	OHS act - Safety signs in workshop First aid training manuals	You Tube video clips and related IT resources Old question papers	You Tube video clips and related IT resources Old question papers	You Tube video clips and related IT resources Old question papers	You Tube video clips and related IT resources Old question papers	RLC "spook box" simulation	You Tube video clips and related IT resources Old question papers	You Tube video clips and related IT resources Old question papers	You Tube video clips and related IT resources Old question papers	You Tube video clips and related IT resources Old question papers
Assessment	Informal Assessment: Remediation	Class work/case studies/worksheets/homework/ (theory and practical work)								
	SBA (Formal)	TASKS 1 and 2: PAT Simulations 1 and 2 completed						<i>Preparation for March Control Test</i>		TASK 3: Control Test (50)

2020 National Revised ATP: Grade 12– Term 2: SUBJECT: Electrical Technology (Power Systems)

TERM 2 (39 days)	Week 1 1 -5 June (5 days)	Week 2 8- 12 June (5 days)	Week 3 15 Apr (4 days)	Week 4 22 - 26 June (5 days)	Week 5-6 29 June- 10 July (10 days)	Week 7 13 – 17 July (5 days)	Week 7 13 – 17 July (5 days)	Week 8 20-24 July (5 days)
CAPS Topics	Three Phase Transformers	Three Phase Transformers	Three Phase Transformers	Three Phase Motors & Starters	Three Phase Motors & Starters	Three Phase Motors & Starters	Three Phase Motors & Starters	Three Phase Motors & Starters
Topics /Concepts, Skills and Values	Introduction to Three Phase (3ϕ) Transformers <ul style="list-style-type: none"> Principle of operation and connections of three phase transformers Concept and understanding of losses Three phase transformers compared to single phase transformers (delta/ star, star/delta, delta/delta, star/star) Construction of transformers Application of transformers Cooling Safety Protection 	Calculations (Balanced Loads only) <ul style="list-style-type: none"> Ratio Line and Phase current, voltage and power Power factor Power Load including losses and efficiency 	Practical: Wiring of single-phase transformers to three phase: star/star; star/delta; delta/star; delta/delta Practical: Testing transformers PAT Simulations 3 completed.	Introduction to Three Phase (3ϕ) Motors <ul style="list-style-type: none"> Three phase squirrel cage induction motor Principle of operation Construction Advantages Applications Calculations on slip, power and efficiency Characteristic curve of speed vs. torque Synchronous Speed <ul style="list-style-type: none"> What is synchronous speed? Relation of synchronous speed to generated power 	Electrical and Mechanical Aspects of Three Phase (3ϕ) Motors <ul style="list-style-type: none"> Fault-finding / Troubleshooting Motor testing Commissioning. The process involved in preparing the motor and starter to be used by the operator Practical: Conduct troubleshooting on a faulty motor and rectify the problem Practical: Conduct a motor test on a motor Practical: Commission a new motor with a starter 3ϕ Direct On Line Starter with Overload <ul style="list-style-type: none"> Function of components on diagrams Principle of operation Diagram Wiring on a panel Calculation of the overload value and setting of the overload 	3ϕ Forward and Reverse Starter with Overload <ul style="list-style-type: none"> Function of components on diagrams Principle of operation Diagram Wiring on a panel & calculation of the overload value and setting of the overload Practical: Connect a 3 ϕ Forward and Reverse Starter to a three phase motor. Set the overload. Start & stop 3ϕ Sequence Motor Control Starter with Overload (Without Timer) <ul style="list-style-type: none"> Function of components on diagrams Principle of operation Diagram Wiring on a panel 	3ϕ Sequence Motor Control Starter with Overload (With Timer) <ul style="list-style-type: none"> Function of components on diagrams Principle of operation Diagram Wiring on a panel Practical: Connect a Sequence Motor starter. Set the overload and timer. Start & stop overload and timer. Start & stop Informal Test	3ϕ Automatic Star Delta Starter with Overload <ul style="list-style-type: none"> Function of components on diagrams Principle of operation Diagram Wiring on a panel (practical) & calculation of the overload value and setting of the overload Practical: Connect a Star Delta starter to a squirrel cage motor. Set the

					Practical: Connect a DoL Starter to a motor, set the overload. Start & stop the motor	Practical: Connect a 3 Φ Sequence motor starter to a squirrel cage motor. Set the overload. Start & stop		
Requisite pre-knowledge	Introduction to single phase transformers. Introduction to magnetism	Introduction to single phase transformers. Introduction to magnetism	Introduction to single phase transformers. Introduction to magnetism	Introduction to single-phase motors and starters	Introduction to single-phase motors and starters	Introduction to single-phase motors and starters	Introduction to single-phase motors and starters	
Resources (other than textbook) to enhance learning	Video clips, laptop and a data projector	Chalkboard/ whiteboard	Practical transformers Video clips, laptop and a data projector	Three phase motors Video clips, laptop and a data projector	Video clips, laptop and a data projector A workshop with necessary equipment	Practical transformers Video clips, laptop and a data projector A workshop with necessary equipment	Practical transformers Video clips, laptop and a data projector A workshop with necessary equipment	
Assessment	Informal Assessment: Remediation	Class work/case studies/worksheets/homework/ (theory and practical work)						
	SBA (Formal)	<p>Term 2 – None (June examination will be excluded)</p> <p>Amended PAT Guidelines to be issued by DBE</p> <p>The legislation governing workplaces in relation to COVID – 19 is the Occupational Health and Safety Act, Act 85 of 1993, as amended, read with the Hazardous Biological Agents Regulations. Section 8 (1) of the Occupational Health and Safety (OHS) Act, Act 85 of 1993, - Safe work practices are types of administrative controls that include procedures for safe and proper work used to reduce the duration, frequency, or intensity of exposure to a hazard. Examples of safe work practices for SARS-CoV-2 include. Requiring regular hand washing or using of alcohol-based hand rubs. Learners and teachers should always wash hands when they are visibly soiled and after removing any PPE. Keep safe distances and wear a mask at all times. See the document on the workshop safety measures.</p>						

2020 National Revised ATP: Grade 12– Term 3: SUBJECT: Electrical Technology (Power Systems)

TERM 3 (21 days)	Week 1 3 – 7 Aug (5 days)	Week 2 10 – 14 Aug (4 days)	Week 3 17 - 21 Aug (5 days)	Week 4 24 - 28 Aug (5 days)	Week 5 31 Aug – 4 Sept (5 days)	Week 6 7-11 Sept (4 days)	Week 7 14 – 18 Sept (5 days)	Week 8 21 - 23 Sept (3 days)	Where does the exams start? Here must be only 21 days teaching	
CAPS Topics	Programmable Logic Controllers	Programmable Logic Controllers	Programmable Logic Controllers	Programmable Logic Controllers	Programmable Logic Controllers (2 days teaching & 3 days for exams)	Trial exam	Trial exam	Trial exam		
Topics /Concepts, Skills and Values	<p>Introduction to the Programmable Logic Control Device</p> <ul style="list-style-type: none"> History of the PLC (Revision of Grade 11) Hard wiring vs. Soft wiring (revision) the programmed scan cycle of a PLC (Input, process, output) (Revision) Safety and PLC devices (Revision) <p>PAT: HOD checks to see that 100% of PAT files and project are completed and assessed.</p>	<p>PLC Software and Devices</p> <p>Difference between analogue and digital Logic gates and truth tables of AND, OR, NAND, NOT, NOR inputs to a PLC (Digital)</p> <ul style="list-style-type: none"> Switches as input devices (N/O and N/C) Using sensors as input devices <p>No Theory of operation, only application of:</p> <ul style="list-style-type: none"> Proximity Temperature Light Level Overload <p>Outputs on a PLC (Transistor / Relay)</p>	<ul style="list-style-type: none"> Contactors / relays Timers (On Delay / Off Delay) Latching concepts (Interlocking / retaining circuits) Markers / Flags (Memory elements) Conversion of hard wired schematics (Control circuits) to Ladder Logic and labelling of symbols (Motor starters only) Applications of PLCs: The PLC as a motor starter (Revision) 	<p>The Variable Speed Drive as a Programmable Motor Controller (Concepts only)</p> <ul style="list-style-type: none"> Basic principle of operation Introduction to VSD Methods of speed control (Mechanical / Hydraulic / Electrical) Basic block diagram (Rectifier / Regulator / Inverter) Analog to digital conversion & digital control Types of motors used with a VSD Regenerative braking 	<p>The Variable Speed Drive as a Programmable Motor Controller</p> <ul style="list-style-type: none"> Basic applications of VSD (Fans / Pumping systems / Heating / Ventilation / Air Conditioning systems) Start-up and run profiles (With applications) (Programming – optional) 					

Requisite pre-knowledge	Control Devices using hard wiring	Logic gates and sensors	Introduction to PLC Motor starters	Motor control	Motor control					
Resources (other than textbook) to enhance learning	Video clips, laptop and a data projector	Video clips, laptop and a data projector	Video clips, laptop and a data projector PLC trainer and necessary contactors	Motor control VSD Types of motors used with VSD Video clips, laptop and a data projector	Motor control VSD Types of motors used with VSD Video clips, laptop and a data projector					
Assessment	Informal Assessment: Remediation	Class work/case studies/worksheets/homework/ (theory and practical work)								
	SBA (Formal)	Amended PAT The legislation governing workplaces in relation to COVID – 19 is the Occupational Health and Safety Act, Act 85 of 1993, as amended, read with the Hazardous Biological Agents Regulations. Section 8 (1) of the Occupational Health and Safety (OHS) Act, Act 85 of 1993, - Safe work practices are types of administrative controls that include procedures for safe and proper work used to reduce the duration, frequency, or intensity of exposure to a hazard. Examples of safe work practices for SARS-CoV-2 include. Requiring regular hand washing or using of alcohol-based hand rubs. Learners and teachers should always wash hands when they are visibly soiled and after removing any PPE. Keep safe distances and wear a mask at all times. See the document on the workshop safety measures.					Prep exams:200marks			

2020 National Revised ATP: Grade 12 – Term 4: SUBJECT: Electrical Technology (Power Systems)

TERM 4 (20 days)		Week 1 28 Sept – 2 Oct (5 days)	Week 2 5 – 9 Oct (5 days)	Week 3 12 - 16 Oct (5 days)	Week 4 19 - 23 Oct (5 days)	Week 5 26 – 30 Oct (5 days)	Week 6 2 - 6 Nov (5 days)	Week 7 9 - 13 Nov (5 days)	Week 8 16 - 20 Nov (5 days)	Week 9 23 - 27 Nov (5 days)	Week 10 30 Nov – 4Dec (5 days)	Week 10 7 Dec – 9 Dec (5 days)
CAPS Topics		Programmable Logic Controllers	Programmable Logic Controllers	Programmable Logic Controllers	Revision							
Topics /Concepts, Skills and Values		Practical: Problem solving using PLC applications: Sequence Motor Control Starter with overload and timer Do practical revision of hard wired starter before doing PLC Starter.	Practical: Problem solving using PLC applications: the Star Delta Starter Do practical revision of hard wired starter before doing PLC Starter	Practical: Problem solving using PLC applications: the Forward Reverse Three Phase Starter Do practical revision of hard wired starter before doing PLC Starter								
Requisite pre-knowledge		PLC applications: Sequence Motor Control Starter with overload and timer	PLC applications: the Star Delta Starter PLC applications: the Forward Reverse	PLC applications: the Star Delta Starter PLC applications: the Forward Reverse								
Resources (other than textbook) to enhance learning		Video clips, laptop and a data projector PLC trainer and necessary contactors	Video clips, laptop and a data projector PLC trainer and necessary contactors	Video clips, laptop and a data projector PLC trainer and necessary contactors								
Assessment	Informal Assessment: Remediation	Class work/case studies/worksheets/homework/ (theory and practical work)										
	SBA (Formal)	NSC Exams										

17. Engineering Graphics & Design (EGD)

Revised National Teaching Plan

2020 National Revised ATP: Grade 12 – Term 2: Subject: EGD

TERM 2 (39 days)	WEEK 1: 1 – 5 Jun	WEEK 2: 8 – 12 Jun	WEEK 3: 15 – 19 Jun	WEEK 4: 22 – 26 Jun	WEEK 5: 29 Jun – 3 Jul	WEEK 6: 6 – 10 Jul	WEEK 7: 13 – 17 Jul	WEEK 8: 20 – 24 Jul
CAPS Topic (Days)	PAT (3/4 days)	Isometric Drawing (11/10 days)		Solid Geometry (7 days)	Interpenetration (13 days)		PAT (5 days)	
Prescribed Content & Skills	Phase 1: Complete the Design Process requirements: <ul style="list-style-type: none"> ◆ Design brief, specifications and constraints ◆ Research conducted ◆ TWO free hand solutions ◆ Selecting best solution. 	Complex isometric drawings with isometric and non-isometric lines as well as auxiliary views, circles and sections.		Revision of the solid geometry covered in Grade 11, i.e. 1st angle views of solids or a combination of solids with holes, that are either right-regular prisms or pyramids with 3, 4, 5, 6 and 8 sides only, cylinders or cones . The axis may be perpendicular, parallel or inclined to one principal projection plane only. Include: <ul style="list-style-type: none"> ◆ Sectional views ◆ True shapes of the cut surfaces ◆ Show hidden detail 	1st angle orthographic views showing the curve of interpenetration formed between two solids or pipes joined at either 30°, 45°, 60° or 90°. <ul style="list-style-type: none"> ◆ The solids or pipes have to be right-regular geometrical prisms, with 3, 4, 5, 6 & 8 sides, and/or cylinders only. ◆ The axes of the two solids or pipes must meet in a common plane, i.e. in-line only, but the curve of interpenetration could be non-symmetrical ◆ Hidden detail must be shown The surface developments of: <ul style="list-style-type: none"> ◆ The parts of the interpenetrating solids or pipes 		Phase 2: Complete the working drawings as required by the specific scenario/PAT. <ul style="list-style-type: none"> ◆ Orthographic Drawings No 1: 3 x views ◆ Orthographic Drawing No 2: 1 x view Civil or 3 x views Mech 	
Requisite pre-knowledge	Design Process requirements	ALL the Grade 10 & 11 Isometric drawing content The ability to convert 2D views into a 3D drawing		◆ ALL the Grade 10 & 11 Solid geometry content. ◆ 1 st angle ortho. projecting	◆ ALL the Grade 11 Interpenetration content ◆ 1 st angle orthographic projecting		Content & skills for Civil/Mech working drawings	
Add, resources, other than draw. instruments & textbooks	PAT document, previous best practice examples	◆ LTSM: Own compliant notes, previous NSC questions on the specific topic/content, compliant content from TD textbooks, relevant models/physical examples ◆ ICT: Visualiser & data projector, video clips		on the specific topic/content, compliant content from TD textbooks, relevant models/physical		Previous best practice examples		
Informal Assessment	N/A	Min 7 DDEs/Tasks completed		Min 4 DDEs/Tasks completed	Min 8 DDEs/Tasks completed		N/A	
Formal Assessment (SBA & PAT)	PAT Phase 1 completed	Drawings for CD 7 (complex Isometric drawing), to be sourced from the DDEs/Tasks		Drawings for CD 8 (Solid geometry), to be sourced from the DDEs/Tasks	Drawings for CD 9 (Interpenetration & Development), to be sourced from the DDEs/Tasks		PAT Phase 2 completed	

2020 National Revised ATP: Grade 12 – Term 3: Subject: EGD

TERM 3 (21 teaching days)	WEEK 1: 3 – 7 Aug	WEEK 2: 11 – 14 Aug	WEEK 3: 17 – 21 Aug	WEEK 4: 24 –28 Aug	WEEK 5: 31 Aug – 4 Sept	WEEK 6: 7 – 11 Sept	WEEK 7: 14 – 18 Sept	WEEK 8: 21 –23 Sept																														
CAPS Topic (Days)	Development (9 days)		PAT (5 days)	Loci (Cam) (7 days)		PREPARATORY EXAMINATION (16 days)																																
Prescribed Content & Skills	The surface developments of: ♦ Additional examples of the parts of the interpenetrating solids or pipes ♦ Complex transition pieces NOTE: Seam allowances should be included when relevant.		Phase 3: Complete the PAT and include: ♦ Self-assess. & Deadlines ♦ Presentation	Cams in complex applications showing the following: ◊ the cam shaft and follower detail ◊ the complete displacement graph ◊ the complete cam profile ♦ The motion may be uniform and/or simple harmonic and/or uniform acceleration and retardation. ♦ The follower may be placed at any angle that reciprocates on a line which passes through the centre of the cam shaft. ♦ Emphasise direction ♦ Wedge-shaped or roller follower.		<table border="1"> <thead> <tr> <th colspan="3">PAPER 1 -CIVIL- (3 hours) In first-angle orthographic projection</th> <th colspan="3">PAPER 2 -MECHANICAL- (3 hours) In third-angle orthographic projection</th> </tr> </thead> <tbody> <tr> <td>Q 1</td> <td>Civil analytical</td> <td>± 15%</td> <td>Q 1</td> <td>Mechanical analytical</td> <td>± 15%</td> </tr> <tr> <td>Q 2</td> <td>Solid geometry and/or Interpenetration and development and/or Development of a transition piece</td> <td>± 20%</td> <td>Q 2</td> <td>Loci of a Cam</td> <td>± 20%</td> </tr> <tr> <td>Q 3</td> <td>2-point perspective drawing</td> <td>± 20%</td> <td>Q 3</td> <td>Isometric drawing</td> <td>± 20%</td> </tr> <tr> <td>Q 4</td> <td>Civil working drawing including electrical features</td> <td>± 45%</td> <td>Q 4</td> <td>Mechanical assembly</td> <td>± 45%</td> </tr> </tbody> </table>			PAPER 1 -CIVIL- (3 hours) In first-angle orthographic projection			PAPER 2 -MECHANICAL- (3 hours) In third-angle orthographic projection			Q 1	Civil analytical	± 15%	Q 1	Mechanical analytical	± 15%	Q 2	Solid geometry and/or Interpenetration and development and/or Development of a transition piece	± 20%	Q 2	Loci of a Cam	± 20%	Q 3	2-point perspective drawing	± 20%	Q 3	Isometric drawing	± 20%	Q 4	Civil working drawing including electrical features	± 45%	Q 4	Mechanical assembly	± 45%
PAPER 1 -CIVIL- (3 hours) In first-angle orthographic projection			PAPER 2 -MECHANICAL- (3 hours) In third-angle orthographic projection																																			
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Q 3	2-point perspective drawing	± 20%	Q 3	Isometric drawing	± 20%																																	
Q 4	Civil working drawing including electrical features	± 45%	Q 4	Mechanical assembly	± 45%																																	
Requisite pre-knowledge	♦ ALL the Grade 12 Interpenetration content ♦ ALL the Grade 11 Development content		Design Process requirements	ALL the Grade 11 Cam content																																		
Add, resources, other than draw. instruments & textbooks	♦ LTSM: Own compliant notes, previous NSC questions, TD textbooks ♦ ICT: Visualiser & data proj., video clips		Previous best practice examples	♦ LTSM: Own notes, previous NSC quest. ♦ ICT: Visualiser & data projector., video clips																																		
Informal Assessment	Min 7 DDEs/Tasks completed		N/A	Min 5 DDEs/Tasks completed																																		
Formal Assessment (SBA & PAT)	Drawings for CD 10 (Transition piece), to be sourced from the DDEs/Tasks		All PATs completed	Drawings for CD 11 (Cam), to be sourced from the DDEs/Tasks																																		

2020 National Revised ATP: Grade 12 – Term 4: Subject: EGD

TERM 4 (20 teaching days)	WEEK 1: 28 Sept – 2 Oct	WEEK 2: 5 – 9 Oct	WEEK 3: 12 – 16 Oct	WEEK 4: 19 – 23 Oct	WEEK 5: 26 – 30 Oct	WEEK 6: 2 – 6 Nov	WEEK 7: 9 – 13 Nov	WEEK 8: 16 – 20 Nov	WEEK 9: 23 – 27 Nov	WEEK 10: 30 Nov – 4 Dec																														
CAPS Topic (Days)	Loci (Mechanisms) (10 days)		Loci (Helix) (7 days)	REVISION (3 days)	FINAL NSC EXAMINATION (30 days)																																			
Prescribed Content & Skills	The principles of the loci of a point(s) on schematic drawings of the moving components of mechanisms. Maximum THREE points.		Principles of the helix in complex applications of: \diamond augers \diamond spiral chutes \diamond Round coil springs only \diamond Square screw thread only \diamond Single start only \diamond Right handed or left handed \diamond The direction has to be emphasised		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;">PAPER 1 -CIVIL- (3 hours) In first-angle orthographic projection</th> <th colspan="3" style="text-align: center;">PAPER 2 -MECHANICAL- (3 hours) In third-angle orthographic projection</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Q 1</td> <td>Civil analytical</td> <td style="text-align: center;">\pm 15%</td> <td style="text-align: center;">Q 1</td> <td>Mechanical analytical</td> <td style="text-align: center;">\pm 15%</td> </tr> <tr> <td style="text-align: center;">Q 2</td> <td>Solid geometry and/or Interpenetration and development and/or Development of a transition piece</td> <td style="text-align: center;">\pm 20%</td> <td style="text-align: center;">Q 2</td> <td>Loci of a Helix and/or Loci of a Cam and/or Loci of a Mechanism</td> <td style="text-align: center;">\pm 20%</td> </tr> <tr> <td style="text-align: center;">Q 3</td> <td>2-point perspective drawing</td> <td style="text-align: center;">\pm 20%</td> <td style="text-align: center;">Q 3</td> <td>Isometric drawing</td> <td style="text-align: center;">\pm 20%</td> </tr> <tr> <td style="text-align: center;">Q 4</td> <td>Civil working drawing including electrical features</td> <td style="text-align: center;">\pm 45%</td> <td style="text-align: center;">Q 4</td> <td>Mechanical assembly</td> <td style="text-align: center;">\pm 45%</td> </tr> </tbody> </table>						PAPER 1 -CIVIL- (3 hours) In first-angle orthographic projection			PAPER 2 -MECHANICAL- (3 hours) In third-angle orthographic projection			Q 1	Civil analytical	\pm 15%	Q 1	Mechanical analytical	\pm 15%	Q 2	Solid geometry and/or Interpenetration and development and/or Development of a transition piece	\pm 20%	Q 2	Loci of a Helix and/or Loci of a Cam and/or Loci of a Mechanism	\pm 20%	Q 3	2-point perspective drawing	\pm 20%	Q 3	Isometric drawing	\pm 20%	Q 4	Civil working drawing including electrical features	\pm 45%	Q 4	Mechanical assembly	\pm 45%
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Q 1	Civil analytical	\pm 15%	Q 1	Mechanical analytical							\pm 15%																													
Q 2	Solid geometry and/or Interpenetration and development and/or Development of a transition piece	\pm 20%	Q 2	Loci of a Helix and/or Loci of a Cam and/or Loci of a Mechanism							\pm 20%																													
Q 3	2-point perspective drawing	\pm 20%	Q 3	Isometric drawing							\pm 20%																													
Q 4	Civil working drawing including electrical features	\pm 45%	Q 4	Mechanical assembly	\pm 45%																																			
Requisite pre-knowledge	N/A		ALL the Grade 11 Helix content																																					
Add, resources, other than draw. instruments & textbooks	\diamond LTSM: Own compliant notes, previous NSC questions on the specific topic/content, relevant models/ physical examples \diamond ICT: Visualiser & data projector, video clips																																							
Informal Assessment	Min 6 DDEs/Tasks completed		Min 5 DDEs/Tasks completed																																					
Formal Assessment (SBA & PAT)	Drawings for CD 12 (Mechanism), to be sourced from the DDEs/Tasks		Drawings for CD 13 (Helix), to be sourced from the DDEs/Tasks																																					

18. Geography

Revised National Teaching Plan

2020 National Revised ATP: Grade 12– Term 1: Geography

TERM 1 (46 days)	Week 1 15 - 17 Jan (3 days)	Week 2 20 – 24 Jan (5 days)	Week 3 27 - 31 Jan (5 days)	Week 4 3 - 7 Feb (5 days)	Week 5 10 – 14 Feb (5 days)	Week 6 17 - 21 Feb (5 days)	Week 7 24 - 28 Feb (5 days)	Week 8 2 - 6 March (5 days)	Week 9 9 - 13 March (5 days)	Week 10 16 - 18 March (3 days)
CAPS Topics	Mid-latitude cyclones	Tropical Cyclones	Subtropical Anticyclones	Valley and urban climates	Drainage systems in SA	Fluvial Processes	Catchment /management	Mapwork techniques	Topographic maps	Assessment /consolidation
Concepts, skills and values	Cold, warm and occluded front, areas stages, characteristics, weather conditions, read of synoptic weather maps	Characteristics, areas, factors, stages, weather patterns, read of synoptic weather maps, impact, management	Location, characteristics, circulation and influence, Travelling disturbances: moisture front, line thunderstorms, coastal LP, SA Berg wind, weather maps	Aspect, anabatic and katabatic winds, inversions, frost pockets, radiation fog, influence on human activities(settlement/farming)	Drainage basin, catchment area, river system, watershed, tributary, river mouth, source, confluence, water table, surface run-off and groundwater, types of rivers, drainage patterns	Transverse longitudinal profile, fluvial landforms: meanders, oxbow lakes, braided streams, floodplain, natural leveé, waterfall, rapids, delta. River grading, rejuvenation, river capture	Importance of managing drainage basins and catchment areas; impact of people on drainage basins and catchment areas. Case study of one catchment area management strategy in SA	Application to Climatology and Geomorphology	Contours & landforms, cross sections, direction, gradient, inter-visibility, grid reference	
Requisite pre-knowledge	Gr 11: High/Low pressures, and pressure belts. Weather changes during cold fronts	Gr 11: High/Low pressures, and pressure belts	Grade 11 content regarding HP, LP and pressure belts, global circulation	Knowledge of temperatures in valley/slopes and urban/rural	Grade 9 concepts and stages of rivers.	Concepts used in Grade 9. Where and why river flows at different velocities.	Management, changes and challenges of a local/nearby stream or river	Techniques and skills Grades 9-11	Techniques and skills Grades 9-11	
Resources (other than textbook) to enhance learning	Synoptic weather maps, windy tv, weather radar app on smartphones or tablets	Synoptic weather maps, windy tv, weather radar app on smartphones or tablets	Synoptic weather maps, windy tv, weather radar app on smartphones or tablets	Topographic maps, temperature data, video clips, google search(learners)	Topographic maps, video clips, photos, google search by learners.	Topographic maps, video clips, photos, google search by learners.	Topographic maps, video clips, photos, google search by learners, case studies	Topographic maps, orthophoto maps.	Topographic maps, orthophoto maps.	
Informal assessment Remediation	3 data response tasks.	3 data response tasks.	3 data response tasks.	3 data response tasks.	3 data response tasks.	3 data response tasks.	3 data response tasks. Case studies tasks	Map work tasks. Old Paper 2 question papers.	Map work tasks. Old Paper 2 question papers.	
SBA (Formal Assessment)	Discuss research task and rubric with learners in week 1.			TASK: Research Task: Research activities	Preparation for Task 1 & Task 2.			TASK 1 Data Handling	TASK 2 Test 1	

	Learners have 3 weeks to work on task and request support if needed. Task submitted end of week 4.	steps 1-4					
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2020 National Revised ATP: Grade 12– Term 2: Geography

TERM 2 (39 days)	Week 1 1–5 JUNE (5 days)	Week 2 8 - 12 JUNE (5 days)	Week 3 15 JUNE (4 days)	Week 4 22 - 26 JUNE (5 days)	Week 5 29 JUNE - 3 JULY (5 days)	Week 6 6 - 10 JULY (5 days)	Week 7 13 -17 JULY (5 days)	Week 8 20-24 JULY (5 days)
CAPS Topics	Study of Settlements	Rural Settlements	Rural Settlement Issues	Urban Settlements and Hierarchies	Urban Structure & Patterns	Urban Settlement/GIS Issues	Urban settlement Issues/Mapwork	Urban settlement Issues
Concepts, Skills and Values	<p>Concept of settlement; site and situation; rural and urban settlements; and settlement classification according to size, complexity, pattern and function</p> <p>GIS Remote-sensing and resolution; Spatial/attribute data; vector/raster data; data standardisation</p>	<p>How site and situation affect the location of rural settlements; classification of rural settlements according to pattern and function; shapes of settlements: round, linear, T-shaped and cross-road; and land use in rural settlements</p> <p>GIS Data manipulation: data integration, buffering, querying and statistical</p>	<p>Rural-urban migration; causes and consequences of rural depopulation; case study that illustrates effects of rural depopulation and strategies to address them; and social justice issues in rural areas, such as access to resources and land reform.</p>	<p>Origin and development, urbanisation; site and situation (location); classification-function: central places, trade and transport, break of bulk points, specialised cities, junction towns gap towns.</p> <p>Concepts of urban hierarchy, central place, threshold population, sphere of influence, range; lower & higher order functions and services; lower & higher order centres.</p>	<p>Land use zones; Central business district, Rural –urban fringe, residential area, industrial zones, Transitional area concept of urban profile; factors influencing the Morphological structure of a city Street patterns, shape of the town/city.</p> <p>Topography/Ortho map Street patterns; Land use zones map interpretation</p>	<p>Models of urban structure, such as multiple-nuclei model, the modern American-western city, the Third World city and the South African city; and Changing urban patterns and land use in South African cities.</p> <p>GIS data sharing and data security; analysis; application of GIS developing a “paper GIS”</p>	<p>Recent urbanisation patterns in SA; urban issues: lack of planning, housing shortage, overcrowding, traffic congestion and service provision; informal settlements and</p> <p>Revision of all map skills and GIS Grades 12</p>	<p>Associated issues: case studies - world and SA; case studies that show how selected urban areas in SA are managing urban challenges, handling environmental, economic, and social justice concerns.</p>
Requisite pre-knowledge	<p>Grade 8 content as baseline knowledge.</p> <p>Land use in urban settlement, types of rural settlement, investigation of a settlement (project).</p> <p>Urbanisation. SA rural – urban migration (Grade 10) social issues.</p> <p>Learners' knowledge and experiences of their own settlement and surroundings.</p>							
Resources (other than textbook) to enhance learning	<p>Topographic and orthophoto maps.</p> <p>Municipal maps and street maps of local area.</p> <p>Case studies, photographs, video clips, google search by learners. Google Earth. Statistics and graphs.</p>							
Informal assessment Remediation	3 data response tasks.	3 data response tasks.	3 data response tasks.	3 data response tasks.	3 data response tasks.	3 data response tasks.	3 data response tasks.	Map work tasks. Old Paper 2 question papers.
SBA (Formal Assessment)	TASK: Research Task Research activities steps 5 and 6			Preparation for Task 3 .		TASK 3: MAP WORK		

****NB map and photo interpretation must be integrated in all topics in rural and urban settlements**

2020 National Revised ATP: Grade 12 – Term 3: Geography

****NB map and photo interpretation must be integrated in all topics in rural and urban settlements**

TERM 3 (21 days)	Week 1 3 - 7 Aug (5 days)	Week 2 10 - 14 Aug (5 days)	Week 3 17 - 21 Aug (4 days)	Week 4 24 - 28 Aug (5 days)	Week 5 31 Aug (2 days)	
CAPS Topics	Structure of the Economy/GIS	Agriculture/Mining/GIS	Secondary/Tertiary sectors/MAP	SA Industrial regions/MAP	Informal Sector/MAP	TASK 5: TRIAL EXAMINATION Marks: 225 Time: 3 hours Learners must answer any three questions.0
Concepts, Skills and Values	Economic sectors; Contribution to the South African economy: value and employment; and use of statistical and graphical information. Role of small- and large-scale farmer, main products produced: home- and export market; favourable and unfavourable factors.	Contribution to economy; food security: importance; factors; significance of Agriculture/ Mining to the development of SA; factors that favours and hinder Agriculture/Mining in SA; and a case study of one of South Africa's main minerals, Food security and food insecurity	Contribution to the SA economy; types of industries, factors influencing industrial development in SA. Tertiary: International Trade. (Exam guidelines, not CAPS)	PWV (Gauteng), Durban-Pinetown, SW Cape and Port Elizabeth-Uitenhage (Nelson Mandela Metropole): factors influencing their location; main industrial activities. Industrial development IDZ (Saldanha bay) SDI (Platinum/Richards bay) Issues, centralisation/ Decentralisation.	Concept and characteristics of informal sector employment; reasons for high informal sector employment in SA. Challenges facing SA's informal sector. Case studies.	PAPER 1
	GIS: Consolidation of GIS content and skills Grade12;	GIS: Consolidation of GIS content and skills Grade 12;	Map work: Consolidation of map skills Grades 12; map and photo interpretation; applying map-	Map work: Consolidation of map skills Grades 12; map and photo interpretation; applying map-	Map work: Consolidation of map skills Grades 12; map and photo interpretation; applying map-	Section A
Requisite pre-knowledge	Definitions of primary, secondary, tertiary and quaternary sectors	Food resources and food security done in Grade 9	Map of SA. Location of industrial regions	Grade 11: Trade and development. International trade and world markets	Contact and knowledge of informal sector like street vendors.	Question 1 • Short questions (15) Climate & weather (30) Geomorphology (30)
Resources (other than textbook) to enhance learning	Statistics, graphs	Statistics, graphs, case studies	Statistics, graphs, case studies	Statistics, graphs, case studies	Maps of SA showing location and factors influencing location. Graphs & statistics	Question 2 • Short questions (15) Climate & weather (30) Geomorphology (30)
						Question 3 • Short questions (15) Settlement Geography (30) Economic Geography (30)
						Question 4 • Short questions (15) Settlement Geography (30) Economic Geography (30)
						PAPER 2
						Marks: 75 Time: 1½ hours Learners must answer all 4 questions. Question 1 Multiple choice questions (15 marks) Question 2 Map calculations (20 marks) Question 3 Analysis and interpretation of a topographic map and a photograph, and application of theory (25 marks) Question 4 GIS (15 marks)
						Cognitive levels Lower order – 25% Middle order-50%

Informal Assessment Remediation	3 data response tasks.	3 data response tasks.	3 data response tasks.	3 data response tasks.	3 data response tasks.	Higher order-25%
SBA (Formal Assessment)	Research Task: Steps 7, 8 & 9		TASK 4: Step 10 Submit Research Task			

2020 National Revised ATP: Grade 12– Term 4: Geography

TERM 4 20 days	1: 28 Sept-2 Oct (5 days)	2: 5-9 Oct	3.: 12-16 Oct	4: 19-23 Oct	26 October - 9 Dec 2020
CAPS topic	Revision Climate & map work	Revision Geomorphology & map work	Revision Settlement & map work	Revision Econ Geography of SA & Map work	FINAL NSC EXAMINATION

19. History

Revised National Teaching Plan

2020 National Revised ATP: Grade 12– Term 1: History

TERM 1: 46 days	Week 1 15-17 Jan (3 days)	Week 2 20-24 Jan (5 days)	Week 3 27–31 Jan (5 days)	Week 4 3 - 7 Feb (5 days)	Week 5 10–14 Feb (5 days)	Week 6 17-21 Feb (5 days)	Week 7 24–28 Feb (5 days)	Week 8 2–6 Mar (5 days)	Week 9 9-13 Mar (5 days)	Week 10: 16-18 Mar (3 days)
CAPS topic	Extension of the Cold War: The Cuban Missile Crisis		The Cold War Case study: China		Civil society protests 1950s- 1990s: The US Civil Rights Movement		The US Civil Rights Movement: The Black Power Movement		Independent Africa; Case study Angola Comparative Essay Congo and Tanzania	
Concepts	Concepts: e.g. Communism, Capitalism, Containment, Brinkmanship		Concepts: e.g. Communism; Cultural Revolution;		Concepts e.g. Passive resistance; Human Rights; Racism; Boycott; Marches; Sit-ins		Concepts e.g. Black Power; Civil disobedience		Concepts: Socialism; Capitalism; Democracy; One Party State	
skills	Skills: Working with source: extraction (according to the source.../ quote evidence from the source, definitions or concepts), interpretation – comment on..., explain..., what do you think), comparison of sources, usefulness, paragraph writing skills		Skills: Essay writing: Analysing the question, write an introduction, developing a line of argument and/ or conclusion linked to the question		Skills: Essay writing: Analysing the question, write an introduction, developing a line of argument and/ or conclusion linked to the question		Skills: Working with source: extraction (according to the source.../ quote evidence from the source, definitions or concepts), interpretation – comment on..., explain..., what do you think), comparison of sources, usefulness, paragraph writing skills		Skills: Working with source: extraction (according to the source.../ quote evidence from the source, definitions or concepts), interpretation – comment on..., explain..., what do you think), comparison of sources, usefulness, paragraph writing skills	
values	Values: Human rights /Democracy/Fairness;		Values: human dignity; the achievement of equality and the advancement of human rights and freedoms. B) Non- racialism and non-sexism. c) Supremacy of the constitution and the rule of law		Values: human dignity; the achievement of equality and the advancement of human rights and freedoms. B) Non- racialism and non-sexism. c) Supremacy of the constitution and the rule of law		Values: Human rights /Democracy/Fairness		Values: Human rights /Democracy/Fairness	
Requisite pre-knowledge	Communism in Russia 1900- 1940; Capitalism in USA 1900- 1940		Communism in Russia 1900- 1940		Ideas of Race in the Late 19 th and 20 th centuries				Nationalism	
Resources (other than textbook) to enhance learning	Telematics; Tips for Success; Learners workbook; QR codes; Past exam papers http://tiny.cc/d75ifz http://tiny.cc/lz6ifz http://tiny.cc/bs6ifz http://tiny.cc/r56ifz http://tiny.cc/qg7ifz									
Informal assess; remediation	Working with sources		Construction of essay: With relevant introduction; line of argument; evidence and relevant conclusion.							

SBA (Formal Assessment)	Source based tasks/ Essay tasks: Cuban Missile Crisis / China (50)		Formal Assessment Task: Controlled Test 1: Source-based Question: Cuban Missile Crisis/ Black Power Movement Essay: China/ Civil Rights Movement = 100 Marks ANALYSIS OF RESULTS	<i>Research Task Issued</i>	Research task Independent Africa / Globalisation
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2020 National Revised ATP: Grade 12 – Term 2: History

TERM 2 (39 days)	Week 1 1 -5 June (5 days)	Week 2 8 – 12 June (5 days)	Week 3 15 – 19 June (4 days)	Week 4 22 – 26 June (5 days)	Week 5 29 June – 3 July (5 days)	Week 6 6 – 10 July (5 days)	Week 7 13 – 17 July (5 days)	Weeks 8 20 – 24 July (5 days)
CAPS Topics	Revision of skills Working with sources Analyse visual and written sources Paragraph writing Essay writing skills Focusing on informal tasks to consolidate skills. This time could also be used to consolidate work done in Term 1 where needed.	Civil Resistance in South Africa: Black Consciousness Movement	Civil Resistance in South Africa: The crisis of Apartheid: International Response	The coming of democracy to South Africa and TRC		Revision of Essay writing skills in preparation for the Task. Source-based and Essay Task Total: 100 Marks Time: 2 Hours Section A: Source-based Questions Answer ONE question Question 1 Black Consciousness Movement Question 2 Truth and Reconciliation Commission (TRC) Section B: Essays Question 3: The crisis of Apartheid: International Response Question 4: The coming of democracy in South Africa	<ul style="list-style-type: none"> • Feedback of Source-based and Essay Task. • Collection of all outstanding Tasks for Term 2 • Reading material in preparation for Term 3 	
Concepts		Concepts e.g.: Black Consciousness; Apartheid	Concepts e.g.: Boycott; disinvestment; Sanctions; trade Unions;	Concepts e.g.: democracy; reconciliation; retributive justice; restorative justice; reparation; amnesty				
Skills		Skills: Working with sources: extraction (according to the source.../ quote evidence from the source, definitions or concepts), interpretation – comment on..., explain..., what do you think), comparison of sources, usefulness, reliability, limitations, bias, ,paragraph writing skills	Skills: Essay writing: Analysing the question, write an introduction, developing a line of argument and/ or conclusion linked to the question	Skills: Understand the range of historical sources Extract and interpretation Recognising different perspective.: Different interpretations Evaluation of historical evidence. Substantiate an argument Engage critically with issues of the past. Essay writing skills: Analyse the question, write an introduction to the question, develop a sustained line of argument using historical evidence, write a conclusion linked to the introduction and question				
Values		Values: Human rights /Democracy/Fairness; human dignity; the achievement of equality and the advancement of human rights and freedoms. B) Non-racialism and non-sexism. c) Supremacy of the constitution and the rule of law	Values: Human rights /Democracy/Fairness;	Values: Human rights /Democracy/Fairness; human dignity; the achievement of equality and the advancement of human rights and freedoms. B) Non-racialism and non-sexism. c) Supremacy of the constitution and the rule of law				
Requisite pre-knowledge		Apartheid in South Africa 1940's to 1960's						

Resources (other than textbook) to enhance learning		Telematics; Past exam papers http://tiny.cc/qg7ifz http://tiny.cc/ff8ifz http://tiny.cc/zr7ifz http://tiny.cc/hr8ifz http://tiny.cc/dv7ifz				
Informal Assessment: Remediation	<ul style="list-style-type: none"> Working with sources Addressing all levels of questions Paragraph writing Essay writing skills 	<ul style="list-style-type: none"> Working with variety of historical sources and Past Papers Addressing cognitive level 1; 2; 3 questions 	<ul style="list-style-type: none"> Construction of essay: With relevant introduction; line of argument; evidence and relevant conclusion. 	<ul style="list-style-type: none"> Responding to the 3 different ways of phrasing essays: With relevant introduction; line of argument; evidence and relevant conclusion. Working with variety of historical sources. Addressing cognitive level 1; 2; 3 questions 	Revision of SB topic: Using a variety of sources to address all levels of questions	
SBA (Formal Assessment)		Check on the learners' progress of the Research Assignment		Research Assignment Due		

2020 National Revised ATP: Grade 1 2– Term 3: History

TERM 3 (21 days)	Week 1 3 – 7 Aug (5 days)	Week 2 11 – 14 Aug (4 days)	Week 3 17 – 21 Aug (5 days)	Week 4 24 – 28 Aug (5 days)	Week 5 31 Aug – 1 Sept (2 days)	Week 6 2 – 4 Sept (3 days)	Week 7 14 – 18 Sept (5 days)	Week 8 21 – 23 Sept (3 days)	
CAPS Topics	The end of the Cold War the events of 1989	REVISION OF A SOURCE-BASED TOPICS IN P2 Example BCM / TRC Last topic to be taught: A new World order: Globalisation	REVISION OF AN ESSAY TOPIC IN P1 Example: China / Civil Rights Movement OR Independent Africa: Comparative Essay	Revision of Source-based Topics in Paper 1 <ul style="list-style-type: none"> The Cuban Missile Crisis Angola Black Power Movement 	Revision of Essay Topics in Paper 2 <ul style="list-style-type: none"> International response to Apartheid The coming of democracy in South Africa The end of the Cold War and the events of 1989 	TASK 6: TRIAL EXAMINATION			
		PAPER 1							
		MARKS: 150 Learners must answer 3 questions. One source-based question; one essay question and one other source-based or essay question Source BASED QUESTION Question 1: The Cold War: Containment and Brinkmanship: The Cuban Missiles Crisis Question 2: Independent Africa case Study -Angola Question 3: Civil Society Protest from the 1950's to the 1970's: Black power Movement Essay Question Question 4: Case study: China Question 5: independent Africa; Comparative case study: The Congo and Tanzania Question 6: Civil Rights Movement				Time: 3 hours			
						PAPER 2			Time: 3hours
Concepts, Skills and	Concepts e.g.: Glasnost; Perestroika	Concepts e.g.: Globalisation; capitalism	Concepts: Socialism; Capitalism; Democracy; One Party State	Tips for Revision: <ul style="list-style-type: none"> Analysis of sources Concepts Approach to SB questions What the phrasing of the questions wants learners to do How to approach paragraph writing 	Tips for Revision <ul style="list-style-type: none"> How to analyse the essay question How to link the introduction to the question Mind map for essay planning How to develop and sustain a line of argument using the PEEL method How to write a conclusion 	Cognitive levels Lower order – 28%; Middle order- 40% Higher order- 32%			
	Skills: Essay writing: Analysing the question, write an introduction, developing a line of argument and/ or conclusion linked to the question	Skills: Different interpretations Evaluation of historical evidence Substantiate an argument Engage critically with issues of the past	Skills: Essay writing: Analysing the question, write an introduction, developing a line of argument and/ or conclusion linked to the question						
Values	Human rights /Democracy human dignity; Equality	Human rights /Democracy/ Respect	Human rights /Democracy/ human dignity; equality						
Requisite pre-knowledge	Cold War	Apartheid in South Africa	Independent Africa, Civil Rights						
Resources (other than textbook) to enhance learning	Telematics; Past exam papers http://tiny.cc/r27ifz http://tiny.cc/257ifz http://tiny.cc/d97ifz								

Informal Assessment Remediation	Construction of essay: With relevant introduction; line of argument; evidence and relevant conclusion. http://tiny.cc/hc8ifz http://tiny.cc/ujejfz	Working with variety of historical sources. Addressing cognitive level 1; 2; 3 questions Working through past papers to master skills	DBE Past Papers http://tiny.cc/s29noz		
SBA (Formal Assessment)		Task Example: Source-based Question: Truth and Reconciliation Commission and Essay: Road to Democracy	Analysis of Results for learner specific intervention Collection of outstanding Tasks	Preparation for Moderation of SBA	

2020 National Revised ATP: Grade 12 – Term 4: History

TERM 4 (20 days)	Week 1 28 Sept – 2 Oct (5 days)	Week 2 5 – 9 Oct (5 days)	Week 3 12 – 16 Oct (5 days)	Week 4 19 – 23 Oct (5 days)				
CAPS Topics	Analysis of September Exams IDENTIFYING AREAS OF WEAKNESS TO BE ADDRESSED IN THE REVISION PROGRAMME Remedial work and interventions based on the results of the Trial Exams	REVISION OF A SOURCE-BASED TOPICS IN P2: BCM / TRC / Globalisation	REVISION OF AN ESSAY TOPIC IN P1 China / Independent Africa /Civil Rights Movement	Revision of Essay Topics in Paper 2	Revision of Source-based Topics Paper 1 <ul style="list-style-type: none"> The Cuban Missile Crisis Angola Black Power Movement Tips for Revision: <ul style="list-style-type: none"> Analysis of sources Concepts Approach to SB questions What the phrasing of the questions wants learners to do How to approach paragraph writing 	FINAL EXAMINATION		
Concepts, Skills and Values		Concepts: All concepts relevant for the respective source-based topics Skills: Different interpretations Evaluation of historical evidence Substantiate an argument Comparison of information in sources Engage critically with issues of the past Values: Human rights /Democracy/	Concepts: All concepts relevant for the respective source-based topics Skills: Essay writing: Responses to the three type of essay questions: 1. Statement. Do you agree 2. Critically discuss... 3. To what extent... Values: Human rights /Democracy/ human dignity; Equality	<ul style="list-style-type: none"> International response to Apartheid The coming of democracy in South Africa The end of the Cold War and the events of 1989 Tips for Revision <ul style="list-style-type: none"> How to analyse the essay question How to link the introduction to the question Mind map for essay planning How to develop and sustain a line of argument using the PEEL method How to write a conclusion 		PAPER 1 Marks: 150 Time: 3h00 hours Learners must answer 3 questions. One source-based question; one essay question and one other source-based or essay question. Source BASED QUESTION Question 1: The Cold War: Containment and Brinkmanship: The Cuban Missiles Crisis Question 2: Independent Africa case Study -Angola Question 3: Civil Society Protest from the 1950's to the 1970's: Black power Movement Essay Question Question 4: Case study: China Question 5: independent Africa; Comparative case study: The Congo and Tanzania Question 6: Civil Rights Movement		
Resources (other than textbook) to enhance learning		http://tiny.cc/r27ifz http://tiny.cc/d97ifz	Telematics; Past exam papers	http://tiny.cc/257ifz			PAPER 2 Marks: 150 Time: 3h00 hours Learners must answer 3 questions. One source-based question; one essay question and one other source-based or essay question. SOURCE- BASED QUESTION Question 1: Black Consciousness Question 2: TRC Question 3: The end of the Cold War and the new world order: the events of 1989; Globalisation ESSAY QUESTION Question 4: International response to the crisis of Apartheid Question 5: Coming of the democracy to South Africa Question 6: The end of the Cold War and the new world order: the events of 1989	
Informal Assessment Remediation		Construction of essay: With relevant introduction; line of argument; evidence and relevant conclusion. http://tiny.cc/hc8ifz http://tiny.cc/ujeifz	Working with variety of historical sources. Addressing cognitive level 1; 2; 3 questions	Using the PEEL Method				
SBA (Formal Assessment)	Moderation of SBA	<i>Final Verification of SBA</i>						

20. Hospitality Studies

Revised National Teaching Plan

2020 National Revised ATP: Grade 12 – Term 1: Hospitality Studies

TERM 1 (46 days)	Week 1 15 - 17 Jan (3 days)	Week 2 20 - 24 Jan (5 days)	Week 3 27 – 31 Jan (5 days)	Week 4 3 - 7 Feb (5 days)	Week 5 10 - 14 Feb (5 days)	Week 6 17 - 21 Feb (5 days)	Week 7 24 - 28 Feb (5 days)	Week 8 2 - 6 March (5 days)	Week 9 9 - 13 March (5 days)	Week 10 16 - 18 March (3 days)
CAPS Topics	Nutrition and Menu planning	Nutrition and Menu planning	Food and Beverage service	Nutrition and Menu planning	Commodities	Commodities	Commodities	Commodities	Hygiene	All topics
CAPS Reference	p33	p33	p33	p33	p34	p34	p34	p34	p34	p34
Topics /Concepts, Skills and Values	<ul style="list-style-type: none"> The principles of menu planning as studied in Grades 10 and 11 Awareness of ingredients that causes allergic reactions, or are a health risk for e.g. diabetics, to be able to inform guests Planning menus for formal dinners and banquets (four courses) 	<p>Cocktail functions</p> <ul style="list-style-type: none"> Why and when are cocktail functions and finger lunches served? Advantages and disadvantages of cocktail functions and finger lunches Preparing venues for cocktail functions and finger lunches Choice of suitable snacks for cocktail functions and finger lunches Plan menus for cocktail functions and finger lunches. Number of snacks per guest 	<ul style="list-style-type: none"> Preparing venues and setting tables for formal four course dinners Opening mise-en-place (build on Grades 10 and 11), special equipment: service items and equipment to keep hot and cold Service and clearing techniques for food and beverages at formal dinners: (build on Grades 10 and 11) Closing mise-en-place <p>Handling guests</p>	<p>Costing</p> <ul style="list-style-type: none"> Calculate selling prices, Selling price includes cost of ingredients, overheads, labour and profit. Drawing up a quotation 	<p>Desserts</p> <ul style="list-style-type: none"> Refer to the food pyramid for nutritional value. Classification and description <ul style="list-style-type: none"> Hot: baked, steamed, boiled, fried, etc. Cold: custards, starch, jelly, mousse, etc. Frozen: sorbet, ice cream, etc. Hot and cold meringue as a dessert Techniques Quality characteristics of end product, Presentation: filling, glaze, toppings, sauce, decorations (chocolate and sugar work) 	<p>Gelatine</p> <ul style="list-style-type: none"> Types of gelatine available How to use gelatine Factors to ensure a successful product 	<p>Preserved food</p> <ul style="list-style-type: none"> Uses and advantages of preserved food Methods for food preservation: removing or reducing moisture; smoking; treating with additives: salt, sugar, chemicals such as benzoic acid, sodium benzoate and salicylic acid; heat treatment such as sterilisation and pasteurisation; reducing temperature and excluding oxygen. Give examples. 	<p>Vegetarian</p> <ul style="list-style-type: none"> Classification of vegetarians Reasons for being a vegetarian Refer to the food pyramid for nutritional value. The use of legumes/pulses (vegetable family that includes beans, lentils and peas as protein source), nuts and seeds, soy such as in textured vegetable protein (TVP) Preparation and cooking of legumes 	<p>Food-borne diseases (carried by food):</p> <ul style="list-style-type: none"> How do they spread? People at risk Causes/sources, incubation period, transmission possibilities in the food and beverage environment, symptoms <ul style="list-style-type: none"> Hepatitis A (infective jaundice) Gastroenteritis Cholera The HIV/AIDS and tuberculosis risk and the impact on the workforce 	<p>Review and reinforcement activities in class to assess the learners' grasp of the learning material. Working through previous question papers</p>

		<ul style="list-style-type: none"> • General rules for preparation, presentation and serving 	<ul style="list-style-type: none"> • Professional handling of guest complaints regarding kitchen production and service procedures • Handling difficult customers • Handling unforeseen circumstances that can affect production, such as electrical failure, equipment failure, water cuts, injuries, or fire 		<ul style="list-style-type: none"> • Storage conditions and temperature • Traditional desserts, such as malva, sago, bread-, and Christmas pudding 		<ul style="list-style-type: none"> • Reason why these methods preserve food • Techniques for preserving food at home for chutney, jam, chakalaka, sauces, lemon curd, fruit (crystallised, bottled) etc. • Labelling of preserved products. Ingredients indicated in descending use, date of manufacturing and other information 			
Requisite pre-knowledge	<p>Grade 10: South African Food Pyramid, principles of menu planning T1W7; T3W2, W3, W4.</p> <p>Grade 11: Significance of SA culinary uniqueness T1W1 Menu Planning: T3W3</p>	<p>Grade 10: Table setting T2W2 Grade 11: Venue and table setting T1W4</p>	<p>Grade 10: Recipes T1W5 Grade 11: Costing T1W8</p>	New content, knowledge and concepts. Determine baseline knowledge.			<p>Grade 10 Salads Grade 11 : Rice T3W6 Vegetables T3W5 Soups.T3W4</p>	<p>Grade 10 Personal Hygiene Grade 11 Food poisoning contamination T3W8</p>		
Resources (other than textbook) to enhance learning	Video clips on what a cocktail function is and the food that is being served; examples on how to cost a recipe for a cocktail function. Magazines. Mind mapping, TV shows.				You tube videos, photos from magazines; internet, newspapers and examples of different desserts, gelatine, preserved and vegetarian dishes. Newspaper articles on outbreaks.					
Assessment	Informal Assessment: Remediation	Previous question papers; worksheets; role play, quiz Class Tests								
	SBA Formal Assessment	Task 2: Project Task (25%) 100 marks			Task 3: Practical Lessons (25%) 4x Practical lessons 25 marks per lesson			Preparation and remediation in preparation of Task 1.		Task 1: March Test (50%) 100 marks

2020 National Revised ATP: Grade 12 – Term 2: Hospitality Studies

TERM 2 (39 days)	Week 1 1-5 June (5 days)	Week 2 8-12 June (5 days)	Week 3 15 June (4 days)	Week 4 22-26 June (5 days)	Week 5 29 June -3 July (5 days)	Week 6 6-10 July (5 days)	Week 7 13-17 July (5 days)	Week 8 20-24 July (5 days)	
CAPS Topics CAPS Reference	Commodities Choux Pastry	Commodities Meat	Commodities Meat	Commodities Pastry	Food and Beverage Service Wine	Food and Beverage Service Non-alcoholic Beverages	Food and Beverage Service	Revision	
Topics /Concepts, Skills and Values	<p align="center">ORIENTATION OF LEARNERS BY THE SCHOOL</p> <ul style="list-style-type: none"> Refer to the food pyramid for nutritional value. Ingredients and proportions Choux pastry technique Cooking methods Factors to ensure a successful product Quality characteristics of end product Products prepared from choux pastry Presentation 	<ul style="list-style-type: none"> Refer to the food pyramid for nutritional value. Types of red meat (lamb and mutton, veal and beef): identification of primary cuts on the lamb and beef carcasses Pork: characteristics of pork meat Game (venison such as kudu, springbuck; birds, such as ostrich, guinea fowl). Characteristics of game meat Offal: liver, kidney, tongue 	<ul style="list-style-type: none"> Factors influencing quality of meat Characteristics of good quality meat Storage temperature and conditions Preparation methods, cooking methods and effect of heat Identification of meat cuts Specific uses of steak (rump, T-bone, fillet, tournedos, medallions, porterhouse and club) and kebabs, crown roast, noisettes Specific cuts for stewed and braised meat and mince 	<ul style="list-style-type: none"> Refer to the food pyramid for nutritional value. Types: short (plain, sweet), puff, frozen pastry (phyllo, puff, short, purr) Ingredients and proportions Techniques and general rules for preparing pastry Uses Factors to ensure a successful product Quality characteristics of end product Storage conditions 	<ul style="list-style-type: none"> Classification of wine types, in order to give advice or assist guests <ul style="list-style-type: none"> Still wine: red, white, rosé Sparkling wines Alcohol-free, de-alcoholised and low-alcohol wines Fortified wines (sherry and port) Matching food and wine. Interpreting a wine label. Storing of wine Regulations for selling wine with meals on premises 	<ul style="list-style-type: none"> Dispensing bar beverages: waters, squashes (cordials), juices, syrups Cocktails: general rules for mixing cocktails Beverage control in the restaurant: administration, stock control 	<ul style="list-style-type: none"> Serving non-alcoholic beverages: glasses, service temperature Serving tea and coffee, dispensing bar beverages and cocktails Serving wine: basic beverage and wine list for a restaurant Red, white, sparkling wine: glasses, service temperature, serving Regulations for the sale and service 		<p align="center">Week 9 27-31 July School Holiday</p>

		Storage conditions and temperature		<ul style="list-style-type: none"> • Portion control or serving sizes • Accompaniments 				for on-premises consumption of wine with meals		
Requisite pre-knowledge		New content knowledge and concepts. Determine baseline knowledge.	Grade 10 Minced meat and sausages T3 W24					New content knowledge and concepts Determine baseline knowledge.		
Resources (other than textbook) to enhance learning		Video clips on what a cocktail function is and the food that is being served; examples on how to cost a recipe for a cocktail function. Magazines. Mind mapping, TV shows. Power point presentations You tube videos, photos from magazines; internet, newspapers and examples of different desserts, gelatine, preserved and vegetarian dishes. Newspaper articles that cover content and concepts.								
Assessment	Informal Assessment: Remediation	Frequently asked questions per topic from previous NSC question papers 2016 to date. Previous question papers; worksheets; role play, quiz Class Tests								
	SBA Formal Assessment	<p style="text-align: center;">Task 4: Practical Lessons 25%</p> <p style="text-align: center;">4 Practical lessons 25 marks per lesson</p>								

2020 National Revised ATP: Grade 12 – Term 3: Hospitality Studies

TERM 3 (21 days)	Week 1 3-7 Aug (5 days)	Week 2 11-14 Aug (4 days)	Week 3 17-21 Aug (5 days)	Week 4 24-28 Aug (5 days)	Week 5 31 Aug - 1 Sept (2 days)	Week 5 2-4 Sept (3 days)	Week 6 7-11 Sept (5 days)	Week 7 14 -18 Sept (5 days)	Week 8 21-23 Sept (3 days)		
CAPS Topics	Sectors and Careers The Hospitality Industry's contribution to the South African economy	Sectors and Careers Careers in the Hospitality Industry	Sectors and Careers Self – employment Entrepreneurship	Sectors and Careers Marketing	All topics	Internal Examination Task 5: Trial Exam (100%) 200 marks 16 days					24-25 Sept School Holiday
CAPS Reference	p37	p37	p37	p37							
Topics /Concepts, Skills and Values	<ul style="list-style-type: none"> Revenue-generating areas within an accommodation establishment (guest and function rooms; food and beverage; bars; laundry) Non-revenue generating areas within an accommodation establishment (front office; marketing; human resources; finance; laundry; maintenance; security) 	<ul style="list-style-type: none"> Ancillary or support positions in a hospitality establishment (for career opportunities) Roles and responsibilities of each The interrelationship between them: sales and marketing, finance/accounting, security, human resources 	<ul style="list-style-type: none"> Opportunities for sustainable self-employment in food and beverage Define entrepreneurship Entrepreneurial opportunities in food and beverage, such as baking, home industries, function catering, children's birthday parties, novelty cakes, meals-on-wheels etc Developing and evaluating a basic business plan for small-scale entrepreneurial opportunities 	<ul style="list-style-type: none"> Marketing concepts and terminology: 5P marketing mix (product, promotion, price, place/ point of sale, people/target market) Designing and presenting a basic marketing tool (leaflet, poster, brochure, advertisement) to promote a local hospitality product (such as a meal, function, restaurant, accommodation establishment), which may contribute to the local economy 	Review and reinforcement activities in class to assess the learners' grasp of the learning material. Working through previous question papers.						
Requisite pre-knowledge	Grade 10 Functional positions for career opportunities T4 Weeks 2-5		New content knowledge and concepts Determine baseline knowledge								
Resources (other than textbook) to enhance learning	Video clips on what a cocktail function is and the food that is being served; examples on how to cost a recipe for a cocktail function. Magazines. Mind mapping, TV shows. Power point presentations You tube videos, photos from magazines; internet, newspapers and examples of different desserts, gelatine, preserved and vegetarian dishes. Newspaper articles that cover content and concepts.										

Assessment	Informal Assessment: Remediation	Frequently asked questions per topic from previous NSC question papers 2016 to date. Previous question papers; worksheets; role play, quiz Class Tests				
	SBA Formal Assessment	Planning and preparation for implementation of the PAT schedule for individual practical examinations.	Planning and preparation for the Trial Exam.	Task 5: Trial Exam (100%) 200 marks		

2020 National Revised ATP: Grade 12 – Term 4: Hospitality Studies

Term 4 (20 days)	Week 1 28 Sept-2 Oct (5 days)	Week 2 5-9 Oct (5 days)	Week 3 12-16 Oct (5 days)	Week 4 19-23 Oct (5 days)	26 October – 9 December
CAPS Topics	Kitchen and Restaurant Operations	Kitchen and Restaurant Operations	All topics	All topics	Grade 12 NSC November Examination 33 days
CAPS Reference	Professionalism in the Hospitality industry	Computer operations in the Hospitality industry			
	p37	p37			
Topics /Concepts, Skills and Values	<ul style="list-style-type: none"> Professional appearance, attitudes, ethics and values in the preparation and service of food and beverages: Alertness, cooperativeness, honesty, integrity, etc... Employer and guest expectations in the food and beverage industry Concepts: Customer care and service excellence Reasons why service differs from one organisation to another The impact of the Service delivered by an organisation on its business profitability 	<ul style="list-style-type: none"> The use and benefit of computers in the administration of kitchen and restaurant operations, purchasing, stock control systems, electronic point-of-sales systems (POS), menu planning, menu analysis Rooms division: reservations, guest check-in and check-out Benefits: cost and time saving, better control, etc... 	Review and reinforcement activities in class to assess the learners' grasp of the learning material. Working through previous question papers	Review and reinforcement activities in class to assess the learners' grasp of the learning material. Working through previous question papers	
Requisite pre-knowledge	New content knowledge and concepts Determine baseline knowledge				
Resources (other than textbook) to enhance learning	Previous NSC and Provincial question papers				
Assessment	Informal Assessment:	Frequently asked questions per topic from previous NSC question papers 2016 to date Remediation of challenging content			
	SBA Formal Assessment	NSC November Examination			

21. Information Technology (IT)

Content Map Grade 10 – 12

2020 National Revised Teaching Plan: Grade 12 – Term 1: Information Technology (IT)

TERM 1 48 days	1: 15-17 Jan (3)	2: 20-24 Jan	3: 27-31 Jan	4: 3-7 Feb	5: 10-14 Feb	6: 17-21 Feb	7: 24-28 Feb	8: 2-6 Mar	9: 9-13 Mar	10: 16-20 Mar
CAPS topic	Data and Information Management: Database Management	Database Management Database: Design and Concept	OOP	OOP	System Technologies: Hardware	Networks E-Communication Social Implications	Extended database and programming	Extended database and programming	Software Engineering Principles + PAT	PAT
Concepts, skills and values	Caring for and managing data <ul style="list-style-type: none"> Value of data How to protect data Hacking through data <ul style="list-style-type: none"> Invalid/false data DBMS Differentiate and lists the roles of people as part of DBMS <ul style="list-style-type: none"> DBA, Programmer (roles and responsibilities) 	Explain and motivate relational database design <ul style="list-style-type: none"> Relational database overview <ul style="list-style-type: none"> Normalisation Where do un-normalized data come from? Design/entities, keys, record organisation Transaction processing Characteristics of a good database design	Develop a simple user-defined class Modifications to a class Object Instantiation Call methods	Cloud computing and virtualisation For and against	Mobile technologies Motivate why typical computer system	Networks Setting up a network Sharing concepts Remote access E-Communication Encryption SSL (private and public key) Certificates and security Social Implications Reducing the environmental impact – computer usage Ways to stay informed about computer technology Getting latest updates	Reinforce Gr 11 concept Accessing a relational database through a programming language Set up a connection Executing of various database transactions Use common dataset event handlers and methods	Develop a multi-form GUI Sharing data amongst forms Use algorithms Defensive programming techniques Text based reports Construct more complex algorithms Develop solutions for various problems	Overview and comparison of different methodologies such as waterfall, rapid application development (RAD), incremental and agile PAT: Analysis of requirements using an appropriate methodology	PAT: Analysis of requirements using an appropriate methodology
Requisite pre-knowledge	Gr 11: Database design	Gr 10&11: Programming skills and knowledge	Gr 10&11: Programming skills and knowledge	Gr 10&11: Programming skills and knowledge	Gr 11: Hardware	Gr 11: Networking knowledge	Gr 11: Knowledge and skills Database design	Gr 11: Database design knowledge and skills	Gr 10&11: PAT development knowledges and skills	Gr 10&11: PAT development skills
Resources (Not textbook) to enhance learning	YouTube, Websites, Presentations, Workshop notes									
Informal assess; remediation	1 informal assessment task	1 informal assessment task	2 informal assessment tasks	2 informal assessment tasks	1 informal assessment tasks	2 informal assessment tasks	2 informal assessment tasks	2 informal assessment tasks		
SBA (Formal Assessment)					PAT	THEORY TEST		PRACTICAL TEST		

2020 National Revised Teaching Plan: Grade 12 – Term 2: Information Technology (IT)

TERM 2 39 days	1: 1 - 5 June	2: 8 - 12 June	3: 15 – 19 June (4 days)	4: 22 – 26 June	5: 29 - 3 Jul	6: 6 - 10 Jul	7: 13 Jul – 17 July	8: 20 – 24 July
CAPS topic	System Technology: Software, and Computer Management Social Implications (8 hours → 4 hours)	2D Arrays	2D Arrays	Extend database and programming	Extend database and programming	Data and Information Management Internet Technologies: Internet and WWW Internet Technologies: Internet Service Technologies Social Implications	Software Engineering + PAT	Software Engineering + PAT
Concepts, skills and values	<p>System Technology: Software (2 hours)</p> <ul style="list-style-type: none"> Overview of cloud computing and virtualisation: <ul style="list-style-type: none"> Describe cloud computing Effect on hardware needs SaaS Virtualisation of servers Arguments for and against <p>System Technology: Computer Management (1 hours)</p> <ul style="list-style-type: none"> Factors influencing computer management Recommended management tasks for general housekeeping and to maintain data integrity and protect the system <p>Social Implications:</p> <ul style="list-style-type: none"> Computer criminals Types of cyber crime Effect of cyber crimes Computer crimes Safeguards against computer crimes, threats, and criminals 	Arrays as a data structure - Structure - Step through items	Arrays as a data structure - Fill and display: row/column labels; formatting -Basic manipulation	Design and develop a solution incorporating SQL <ul style="list-style-type: none"> Select. Distinct Insert, update, delete Where Order by Group by Special operators: Between, In, Like, Is Null, Having 	Design and develop a solution incorporating SQL <ul style="list-style-type: none"> Creating calculated fields Formatting with round, int, etc. Casting a field Creating a join query using Where Mathematical operators Aggregate functions: Sum, Average, Min, Max, Count Common date functions String functions (Length, Mid, Left, Right) Simple sub queries 	<p>Data and Information Management</p> <ul style="list-style-type: none"> Data collection -Overview and examples Data warehousing Data mining – description and purpose Location-based data <p>Internet Technologies: Internet and WWW</p> <ul style="list-style-type: none"> Trends and emerging technologies Online applications and storage Improve searching <p>Internet Technologies: Internet Service Technologies</p> <ul style="list-style-type: none"> Online applications <ul style="list-style-type: none"> Storing data Running instructions Formatting output <p>Social Implications</p> <ul style="list-style-type: none"> Explain how computers provide solutions to issues of national and international importance Describe the evolution of social networking and the effect of society List and discuss issues regarding privacy and information sharing 	Reinforce software engineering principles PAT – Continue	Reinforce software engineering principles PAT – Continue
Requisite pre-knowledge	Grade 10&11 Knowledge	Gr 10&11: Programming skills and knowledge	Gr 10&11: Programming skills and knowledge	Gr 10&11: Programming skills and knowledge	Gr 10&11: Programming skills and knowledge	Grade 10&11 Knowledge	Gr 10&11: Programming skills and knowledge	Gr 10&11: Programming skills and knowledge

	Application of all knowledge					Application of all knowledge		
Resources (Not textbook) to enhance learning	YouTube, Websites, Presentations, Workshop notes							
Informal assess; remediation	1 informal assessment tasks (integrating social implications with software and Computer Management).	2 informal assessment tasks	2 informal assessment tasks.	2 informal assessment tasks.	2 informal assessment tasks.	1 informal assessment tasks incorporating social implications.		
SBA (Formal Assessment)		PAT Phase 1			THEORY/PRACTICAL TEST			

2020 National Revised Teaching Plan: Grade 12 – Term 3: Information Technology (IT)

TERM 3 37 days	1: 03 - 07 Aug	2: 11 - 14 Aug (3h)	3: 17 - 21 Aug	4: 24 – 28 Aug	2 - 23 Sep
CAPS topic	PAT	Application Development	Application Development	IT paper 1 examination	TASK 7: TRIAL EXAMINATION
					<table border="1"> <thead> <tr> <th>PAPER 1</th> <th>PAPER 2</th> </tr> </thead> <tbody> <tr> <td> Marks: 150 – Time: 3 hours Question 1 Basic, general programming skills Question 2 Database Question 3 Object-oriented programming (OOP) Question 4 General problem-solving </td> <td> Marks: 150–Time: 3 hours Section A: Question 1 <i>Short questions (±20 marks)</i> Section B: Question 2 <i>Systems Technologies (±25 marks)</i> Section C: Question 3 <i>Communications and Network Technologies (±25 marks)</i> Section D: Question 4 <i>Data and Information Management (±25 marks)</i> Section E: Question 5 <i>Solution Development (±25 marks)</i> Section F: Question 6 <i>Integrated Scenario (±30 marks)</i> </td> </tr> </tbody> </table>
PAPER 1	PAPER 2				
Marks: 150 – Time: 3 hours Question 1 Basic, general programming skills Question 2 Database Question 3 Object-oriented programming (OOP) Question 4 General problem-solving	Marks: 150–Time: 3 hours Section A: Question 1 <i>Short questions (±20 marks)</i> Section B: Question 2 <i>Systems Technologies (±25 marks)</i> Section C: Question 3 <i>Communications and Network Technologies (±25 marks)</i> Section D: Question 4 <i>Data and Information Management (±25 marks)</i> Section E: Question 5 <i>Solution Development (±25 marks)</i> Section F: Question 6 <i>Integrated Scenario (±30 marks)</i>				
Concepts, skills and values	PAT – Finalise	Consolidate and reinforce content, concepts and skills Design and develop solutions for a variety of problems that include computational thinking and applying software engineering principles	Consolidate and reinforce content, concepts and skills Design and develop solutions for a variety of problems that include computational thinking and applying software engineering principles	[Other subjects continue normal teaching days]	Cognitive levels: Lower order – 30%; Middle order-40%; Higher order-30%
Requisite pre-knowledge	Application of all knowledge	Gr 10&11: Programming skills and knowledge	Gr 10&11: Programming skills and knowledge		
Resources	YouTube, Websites, Presentations, Workshop notes				
Informal assess; remediation	PAT	2 informal assessment tasks	2 informal assessment tasks		
SBA (Formal Assessment)		PAT	PAT		

2020 National Revised Teaching Plan: Grade 12 – Term 4: Information Technology (IT)

TERM 4 53 days	1: 28 Sep - 2 Oct (4)	2: 5-9 Oct	3. 12 - 16 Oct	4. 19 - 23 Oct	26 October – 09 December
CAPS topic	Content using Case Studies - All Topics	Content using Case Studies - All Topics	Content using Case Studies - All Topics	Content using Case Studies - All Topics IT Practical Exam	FINAL NSC EXAMINATION

22. Life Orientation

Revised National Teaching Plan

Life Orientation Grade 12 National Revised Annual Teaching Plan 2020 Term 2

TERM 2: 39 Days/ 5 = 8 weeks	Week 1 (5 days)	Week 2 (5 days)	Week 3 (5 days)	Week 4 (5 days)	Week 5 (5 days)	Week 6 (5 days)	Week 7 (5 days)	Week 8 (4 days)
CAPS Topics	Democracy and Human rights	Democracy and Human rights	Democracy and Human rights	Democracy and Human rights	Social and environmental responsibility	Social and environmental responsibility	Social and environmental responsibility	Social and environmental responsibility
Topic, Concepts, Skills and Values	<ul style="list-style-type: none"> ☐ Responsible citizenship: <ul style="list-style-type: none"> - Evaluating own position when dealing with discrimination and human rights violations, taking into account the Bill of Rights: participation in discussions, projects, campaigns, and events which address discrimination and human rights violations 	<ul style="list-style-type: none"> Evaluation regarding outcomes of campaigns and events ☐ The role of the media in a democratic society: electronic and print media - Freedom of expression and limitations - 	<ul style="list-style-type: none"> Extent to which media reporting reflects a democratic society: topics covered, positions taken by editors, space allocated to topics and geographical distribution (accessibility of information to different groups in society) 	<ul style="list-style-type: none"> - Critical analysis of media and campaigns - Coverage of sport, sports personalities, and recreation activities ☐ Ideologies, beliefs and worldviews on recreation and physical activity across cultures and genders - Critical analysis of media and campaigns - Coverage of sport, sports personalities, and recreation activities ☐ Ideologies, beliefs and worldviews on recreation and physical activity across cultures and genders 	<ul style="list-style-type: none"> Community responsibility to provide environments and services that promote safe and healthy living: <ul style="list-style-type: none"> - ☐ Formulating a personal mission statement for life based on: <ul style="list-style-type: none"> - Personal views, values, belief system, religion, ideologies, lifestyle (physical and emotional well-being), environmental responsibility, goals for studies and career choices ☐ Impact of vision on: <ul style="list-style-type: none"> - Actions/behaviour in life - Immediate community and society at large 	<ul style="list-style-type: none"> Responsibilities of various levels of government: laws, regulations, rules, and community services - Educational and intervention programmes; impact studies 	<ul style="list-style-type: none"> ☐ Formulating a personal mission statement for life based on: <ul style="list-style-type: none"> - Personal views, values, belief system, religion, ideologies, lifestyle (physical and emotional well-being), environmental responsibility, goals for studies and career choices ☐ Impact of vision on: <ul style="list-style-type: none"> - Actions/behaviour in life <ul style="list-style-type: none"> - Immediate community and society at large 	<ul style="list-style-type: none"> ☐ Formulating a personal mission statement for life based on: <ul style="list-style-type: none"> - Personal views, values, belief system, religion, ideologies, lifestyle (physical and emotional well-being), environmental responsibility, goals for studies and career choices ☐ Impact of vision on: <ul style="list-style-type: none"> - Actions/behaviour in life - Immediate community and society at large

Requisite pre-knowledge	<p>Definition of concepts: Citizenship, discrimination and human rights violation, Bill of rights, campaigns, and events, electronic and print media, freedom of expression and limitations, media campaigns, ideologies, beliefs, worldviews, Safe and healthy living, levels of government and their environmental responsibilities, personal mission statement, personal views, values, belief systems, religion, ideologies, lifestyle, vision,</p>	<p>Grade 11 related content and concepts South Africa's diverse religions and belief systems, own values and beliefs, various moral and spiritual issues and dilemmas, respect for differing opinions Environmental issues causing ill-health, inhumane farming methods, depletion of natural resources (flora and fauna), climate change, mitigation, and adaptation.</p>	<p>Understanding the different action/ command words Use the list of definition of concepts. Include key words in terms of different cognitive levels</p>
Resources	<ul style="list-style-type: none"> • Bill of rights hand out on human rights, factsheet on human rights, academic but relevant documents of the role of the media in a democratic country, list of definition of concepts. • Dictionaries, magazines, newspaper articles, DVDs, video clips, internet, past examination papers, relevant past tests items, information from NGOs, government websites etc. 		
Informal assessment	<ul style="list-style-type: none"> • Complete Class/ homework activities consisting of different questions based on the above content. • The homework must blend the questions (low-mid and higher order), worksheets are used for the completion of both the home / classwork. Marks will vary in terms of the nature of the questions. • The length will be determined by the stretch of content treated. • Various nature of questions is used: short, discursive, columns, true or false with motivation, definition of concepts, attachment of concepts to expressions, scenario based, case studies, simulations, panel discussion, practical demonstrations, etc. Both written and practical demonstrations are considered. • For practical demonstration, observation sheets must be used • After a reasonable amount of content has been treated, informal assessment must be given. • At least one informal assessment must be administered in each period. 		
Formal assessment	<p>An exemplar of a short task is on the DBE website www.education.gov.za</p>		

Life Orientation Grade 12 National Revised Annual Teaching Plan 2020 Term 3

TERM 3 21 days/5 = 4 weeks	Week 1 (5 days)	Week 2 (5 days)	Week 3 (5 days)	Week 4 (5 days)	Week 5 (1 day)				
CAPS Topics	Development of the self in society	Development of the self in society	Careers and career choices	Careers and career choices	Careers and career choices				
Topic, Concepts, Skills and Values	Human factors that cause ill-health, accidents, crises, and disasters: psychological, social, religious, cultural practices and different knowledge perspectives - Contributing factors: eating habits, lack of exercise, smoking, substance abuse and unsafe sexual behaviour - Intervention strategies: prevention and control, early detection, treatment, care, and support	- Lifestyle diseases as a result of poverty and gender imbalances: cancer, hypertension, diseases of the heart and circulatory system, tuberculosis, sexually transmitted infections including HIV and AIDS ☐☐Commitment to participate in physical activities for long-term engagement: develop an action plan - Long-term effects of participation: physical, mental, social, and emotional - Value-added benefits and diseases of lifestyle	☐☐Core elements of a job contract: worker rights and obligations; conditions of service - Labour laws: Labour Relations Act, Employment Equity Act and Basic Conditions of Employment Act - Principles of equity and redress - Recruitment process: general trends and practices - Trade unions and organised labour - Work ethics and societal expectations ☐☐The value of work: how work gives meaning to life	☐☐Core elements of a job contract: worker rights and obligations; conditions of service - Labour laws: Labour Relations Act, Employment Equity Act and Basic Conditions of Employment Act - Principles of equity and redress - Recruitment process: general trends and practices - Trade unions and organised labour - Work ethics and societal expectations ☐☐The value of work: how work gives meaning to life	☐☐Core elements of a job contract: worker rights and obligations; conditions of service - Labour laws: Labour Relations Act, Employment Equity Act and Basic Conditions of Employment Act - Principles of equity and redress - Recruitment process: general trends and practices - Trade unions and organised labour - Work ethics and societal expectations ☐☐The value of work: how work gives meaning to life				
Requisite pre-knowledge	Definition of concepts: Ill health, Lifestyle diseases, action plan, human factors causing ill-health, diseases of lifestyle, eating habits, Job contract, workers' rights, workers' obligations, conditions of service, labour laws: Labour Relations Act (LRA), Employment Equity Act (EEA), Basic Conditions of Employment Act (BCEA), equity and redress, trends of recruitment, labour unions (employer and employee organisations), ethics and societal expectations and value of work.			Grade 11 related content and concepts Balanced lifestyle, factors impacting negatively on lifestyle choices, risky behaviour, socio-economic factors, lifestyle choices, role models, nutrition, and wellbeing, Competencies, abilities, and ethics; advertisement, CV, work ethics, meetings and their management, interviews, job/ career interests, expectancy and reality, perseverance.		Understanding the different action/ command words Use the list of definition of concepts. Include key words in terms of different cognitive levels			

Resources other than the textbook	Dictionaries, magazines, newspaper articles, DVDs, video clips, internet, past examination papers and marking guidelines, relevant past tests items and marking guidelines, information from NGOs, government websites and other related websites.
Informal assessment	<ul style="list-style-type: none"> • . Complete Class/ homework activities consisting of different questions based on the above content. • The homework must blend the questions (low-mid and higher order), worksheets are used for the completion of both the home / classwork. Marks will vary in terms of the nature of the questions. • The length will be determined by the stretch of content treated. • Various nature of questions is used: short, discursive, columns, true or false with motivation, definition of concepts, attachment of concepts to expressions, scenario based, case studies, simulations, panel discussion, practical demonstrations, etc. Both written and practical demonstrations are considered. • For practical demonstration, observation sheets must be used • After a reasonable amount of content has been treated, informal assessment must be given. <p>At least one informal assessment must be administered in each period.</p>
Formal assessment	Project or Written Task

Life Orientation Grade 12 National Revised Annual Teaching Plan 2020 Term 4

TERM 20 days/ 5 = 4 weeks	Week 1 (5 days)	Week 2 (5 days)	Week 3 (5 days)	Week 4 (5 dais)	Weeks 5-10
CAPS Topics	Study skills	Study skills	Careers and career choices	Careers and career choices	
Topic, Concepts, Skills and Values	<p>▣▣Preparing for success: strategies to follow in order to succeed in the Grade 12 examination</p> <ul style="list-style-type: none"> - Revision of own study skills - Revision of examination writing skills 	<p>▣▣Preparing for success: strategies to follow in order to succeed in the Grade 12 examination</p> <ul style="list-style-type: none"> - Revision of own study skills - Revision of examination writing skills 	<p>▣▣Refinement of portfolio of plans for life after school: record of plans and progress towards achievement of those plans</p> <ul style="list-style-type: none"> - Admission requirements for degree/diploma or higher certificate for the intended field of study - Details of identified institutions that offer finance for the intended course(s): option 1 and 2 - Identified possible employment opportunities - Letters of application and responses for employment/study/bursary - A short CV, for application for part-time or full-time employment or for a bursary 	<p>▣▣Refinement of portfolio of plans for life after school: record of plans and progress towards achievement of those plans</p> <ul style="list-style-type: none"> - Admission requirements for degree/diploma or higher certificate for the intended field of study - Details of identified institutions that offer finance for the intended course(s): option 1 and 2 - Identified possible employment opportunities - Letters of application and responses for employment/study/bursary - A short CV, for application for part-time or full-time employment or for a bursary 	Final NSC examination
Requisite pre-knowledge	<p>Definition of concepts: How to succeed in grade 12, revision of own study skills, styles, methods, and strategies, Personal career portfolio, post school plans, requirement for admission to different educational fields and qualifications, application tertiary fees, application for jobs</p>			<p>Grade 11 related content and concepts Study skills, study styles, study strategy, examination writing skills, time management, Diversity of jobs, work settings, Competencies, abilities, and ethics; advertisement, CV, work ethics, meetings and their management, interviews, job/ career interests, expectancy and reality, perseverance.</p> <p>Understanding the different action/ command words Use the list of definition of concepts. Include key words in terms of different cognitive levels</p>	
Resources xtbook	Dictionaries, magazines, newspaper articles, DVDs, video clips, internet, past examination papers and marking guidelines, relevant past tests items and marking guidelines, information from NGOs, government websites, etc.				
Informal assessment	<ul style="list-style-type: none"> • Complete Class/ homework activities consisting of different questions based on the above content. • The homework must blend the questions (low-mid and higher order), worksheets are used for the completion of both the home / classwork. • Marks will vary in terms of the nature of the questions. The length will be determined by the stretch of content treated. • Various nature of questions is used: short, discursive, columns, true or false with motivation, definition of concepts, attachment of concepts to expressions, scenario based, case studies, simulations, panel discussion, practical demonstrations, etc. Both written and practical demonstrations are considered. • For practical demonstration, observation sheets must be used. After a reasonable amount of content has been treated, informal assessment must be given. • At least one informal assessment must be administered on each period. • Revision exercises including previous QPs, etc. 				
Formal assessment	End year examination				

23. Life Sciences

Revised National Teaching Plan

2020 National Revised ATP: Grade 12 – Term 1: Life Sciences

TERM 1 (46 days)	Week 1 15 - 17 Jan (3 days)	Week 2 20 - 24 Jan (5 days)	Week 3 27 – 31 Jan (5 days)	Week 4 3 - 7 Feb (5 days)	Week 5 10 - 14 Feb (5 days)	Week 6 17 - 21 Feb (5 days)	Week 7 24 - 28 Feb (5 days)	Week 8 2 - 6 March (5 days)	Week 9 9 - 13 March (5 days)	Week 10 16 - 18 March (3 days)
CAPS Topics	(National Examination Guideline pg. 5) DNA: The code of Life [12%]			(National Examination Guideline pg. 6) Meiosis [20%]		(National Examination Guideline pg. 7) Reproduction in vertebrates [24%]	(National Examination Guideline pg. 8) Human Reproduction [36%]			Consolidation/ revision
Topics /Concepts, Skills and Values	DNA: location, chromosomes, genes and extra-nuclear DNA and discovery of DNA	Structure, role and replication of DNA, DNA profiling (Extract DNA and observe and examine the threads)	RNA: Types, location, structure Genetic code Protein synthesis (transcription and translation)	Structure of a chromosome and associated terminology, process of meiosis, importance of meiosis (Observe diagrams/micrographs of cells in selected stages of meiotic division)	Abnormal meiosis and consequences, similarities and differences between meiosis and mitosis	Diversity of reproductive strategies	Structure of male and female reproductive systems, Puberty, gametogenesis	Menstrual cycle, fertilisation and development of zygote to blastocyst	Implantation, gestation and the role of the placenta	
Requisite pre-knowledge	Grade 10: Revise cell structure with emphasis on the ribosome, cytoplasm and parts of the nucleus, nucleic acids	Grade 10: Revise cell structure with emphasis on the ribosome, cytoplasm and parts of the nucleus, nucleic acids	Grade 10: Revise cell structure with emphasis on the ribosome, cytoplasm and parts of the nucleus, nucleic acids	Grade 10: Revise mitosis and cell structure with emphasis on parts of the nucleus, the centrosome and the cytoplasm	Grade 10: Revise mitosis and cell structure with emphasis on parts of the nucleus, the centrosome and the cytoplasm	(Grade 9) reproductive system, Meiosis (Grade 12)	(Grade 9) reproductive system, Meiosis (Grade 12)			
Resources (other than textbook) to enhance learning	Power Point slides and videos of DNA and RNA structure, replication and protein synthesis, Past	Power Point slides and videos of DNA and RNA structure, replication and protein synthesis, Past	Watch Telematics video on protein synthesis and mutations at: https://bit.ly/2klL83C	Mind the Gap diagrams of different stages of meiosis, Past examination papers	Watch Telematics video on Meiosis at: https://bit.ly/2klX05k	Mind the Gap Study Guide, past examination papers, videos and power points	Mind the Gap Study Guide, past examination papers, videos and power points			

		examination papers	examination papers						
Assessment	Informal Assessment: Remediation	Revision questions	Case studies and questions from past papers of DNA profiling, tests	Questions from past papers on transcription and translation, tests	Questions from past papers, tests:	Past examination paper questions especially application questions, tests	Past examination paper questions, tests	Questions from past papers, tests, scientific investigations	
	SBA (Formal)	<i>Preparation for practical task and test</i>						PRACTICAL TASK (20%) (20 - 40 marks)	TEST (10%) (minimum 50 marks)

2020 National Revised ATP: Grade 12 – Term 2: Life Sciences

TERM 2 (39 days)		Week 1: Starting 01 June (5 days)	Week 2: (5 days)	Week 3: (5 days)	Week 4: (5 days)	Week 5: (5 days)	Week 6: (5 days)	Week 7: (5 days)	Week 8: (4 days)
CAPS Topics		(National Examination Guideline pg. 9) Genetics and Inheritance [52%]				(National Examination Guideline pg. 10) Responding to the environment (humans) [64%]			(National Examination Guideline pg.12) Human endocrine system [67%]
Topics /Concepts, Skills and Values		Concepts of inheritance, Monohybrid crosses, sex determination, sex-linked inheritance	Dihybrid crosses, Blood grouping	Genetic lineages/pedigree diagrams, mutations	Genetic engineering, paternity testing and genetic links	Human nervous system – central, peripheral and autonomic, nerve, reflex arc, disorders	Human eye	Human ear	Endocrine and exocrine glands, glands, hormones and functions of hormones, Negative feedback mechanism involving TSH and thyroxin (and the result of an imbalance: thyroid disorders), Insulin and glucagon (and the result of an imbalance: diabetes mellitus)
Requisite pre-knowledge		Revise cell structure and differentiate between chromatin and chromosomes, genes and alleles	Revise format of genetic cross diagrams	Interpreting pedigree diagrams	Grade 10: revise stem cell research and cloning	Human nervous system (Grade 9)			Grade 12: Revise nervous system, human reproduction Grade 11: Revise animal nutrition
Resources (other than textbook) to enhance learning		Mind the Gap Genetic crosses, Past examination papers	Past examination papers	Past examination papers	Past examination papers, videos and power points on genetic engineering	Mind the Gap Study Guide, past examination papers, videos and power points, models of the brain, spinal cord, eye and ear Watch Telematics video on sense organs at: https://bit.ly/2lkTLv2			Mind the Gap Study Guide, past examination papers, videos and power points
Assessment	Informal Assessment: Remediation	Past examination paper questions, practice questions on genetic crosses, pedigree diagrams, scientific investigations, tests				Questions from past papers, tests, scientific investigations			
	SBA (Formal)	<i>Preparation for test</i>							TEST (10%) (minimum 50 marks) (Include practical investigation-type questions in the test)

2020 National Revised ATP: Grade 12 – Term 3: Life Sciences

TERM 3 (21 days)		Week 1 (5 days)	Week 2 (5 days)	Week 3 (5 days)	Week 4 (5 days)	Week 5 (1 days)	Trial Examination (50%) (20 days)																																									
CAPS Topics		(National Examination Guideline pg.12) Homeostasis in humans [71%]	(National Examination Guideline pg.13) Responding to the environment (plants) [75%]	(National Examination Guideline pg. 13) Evolution [79%]	(National Examination Guideline pg. 13) Evolution [84%]		<p align="center">TRIAL EXAMINATION</p> <table border="1"> <thead> <tr> <th colspan="2">PAPER 1</th> <th colspan="2">PAPER 2</th> </tr> </thead> <tbody> <tr> <td colspan="2">Marks: 150 Time: 2½ hours <i>Learners must answer all 4 questions.</i></td> <td colspan="2">Marks: 150 Time: 2½ hours <i>Learners must answer all 4 questions.</i></td> </tr> <tr> <td>TOPIC</td> <td>MARKS</td> <td>TOPIC</td> <td>MARKS</td> </tr> <tr> <td>Meiosis</td> <td>14</td> <td>DNA: Code of life</td> <td>37</td> </tr> <tr> <td>Reproduction in vertebrates</td> <td>7</td> <td>Meiosis</td> <td>14</td> </tr> <tr> <td>Human reproduction</td> <td>36</td> <td>Genetics and inheritance</td> <td>68</td> </tr> <tr> <td>Responding to the environment (humans)</td> <td>45</td> <td>Evolution (Evolution through natural selection)</td> <td>31</td> </tr> <tr> <td>Human endocrine system</td> <td>20</td> <td></td> <td></td> </tr> <tr> <td>Homeostasis in humans</td> <td>14</td> <td></td> <td></td> </tr> <tr> <td>Responding to the environment(plants)</td> <td>14</td> <td></td> <td></td> </tr> </tbody> </table> <p>Cognitive levels: Knowing Science – 40%; Understanding Science-25%; Applying scientific knowledge-20%; Evaluating, analysing and synthesising – 15%</p> <p>Note: Human Evolution and Human Impact on the Environment is removed from the Trial examination</p>		PAPER 1		PAPER 2		Marks: 150 Time: 2½ hours <i>Learners must answer all 4 questions.</i>		Marks: 150 Time: 2½ hours <i>Learners must answer all 4 questions.</i>		TOPIC	MARKS	TOPIC	MARKS	Meiosis	14	DNA: Code of life	37	Reproduction in vertebrates	7	Meiosis	14	Human reproduction	36	Genetics and inheritance	68	Responding to the environment (humans)	45	Evolution (Evolution through natural selection)	31	Human endocrine system	20			Homeostasis in humans	14			Responding to the environment(plants)	14		
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Topics /Concepts, Skills and Values		Negative feedback mechanisms – glucose, carbon dioxide, water, salts, thermoregulation	Plant hormones, plant defence mechanisms	Introduction to evolution e.g. biological evolution, hypothesis, theory. evidence for evolution and variation	Lamarckism, Darwinism and Punctuated equilibrium, Artificial selection and speciation	Reproductive isolation mechanisms, evolution in present times																																										
Requisite pre-knowledge		Homeostatic control in nutrition, gaseous exchange and excretion (Grade 11)	Hormones (Grade 12)	Revise fossil record and biogeography (Grade 10), Genetics (Grade 12)	Revise genetics and variation (Grade 12). Human skeleton (Grade 10)																																											
Resources (other than textbook) to enhance learning		Watch Telematics video on homeostasis at: https://bit.ly/2lkTLv2	Mind the Gap Study Guide, past examination papers, videos and power points	Past examination papers, videos and power points on an introduction to evolution	Watch Telematics video on natural selection, punctuated equilibrium and speciation at: https://bit.ly/2lq6LzI																																											
Assessment	Informal Assessment: Remediation	Questions from past papers, tests, scientific investigations	Past examination papers questions, tests	Past examination papers questions, tests	Questions from past papers, tests, scientific investigations																																											
	SBA (Formal)	<i>Preparation for test and trial examination</i>				TEST (10%) (minimum 50 marks) (Include practical investigation-type questions in the test)																																										

2020 National Revised ATP: Grade 12 – Term 4: Life Sciences

TERM 4 (20 days)		Week 1 (5 days)	Week 2 (5 days)	Week 3 (5 days)	Week 4 (5 days)	Final NSC Examination (29 days)																																												
CAPS Topics		National Examination Guideline pg. 13) Evolution		(National Examination Guideline pg.16) Human impact on the environment	Revision: Mind the Gap Study Guide, past examination papers, videos and power points	<p align="center">FINAL NSC EXAMINATION</p> <table border="1"> <thead> <tr> <th colspan="2">PAPER 1</th> <th colspan="2">PAPER 2</th> </tr> </thead> <tbody> <tr> <td colspan="2">Marks: 150 Time: 2½ hours <i>Learners must answer all 4 questions.</i></td> <td colspan="2">Marks: 150 Time: 2½ hours <i>Learners must answer all 4 questions.</i></td> </tr> <tr> <td>TOPIC</td> <td>MARKS</td> <td>TOPIC</td> <td>MARKS</td> </tr> <tr> <td>Meiosis</td> <td>11</td> <td>DNA: Code of life</td> <td>27</td> </tr> <tr> <td>Reproduction in vertebrates</td> <td>6</td> <td>Meiosis</td> <td>12</td> </tr> <tr> <td>Human reproduction</td> <td>31</td> <td>Genetics and inheritance</td> <td>45</td> </tr> <tr> <td>Responding to the environment (humans)</td> <td>40</td> <td>Evolution (Evolution through natural selection and human evolution)</td> <td>66</td> </tr> <tr> <td>Human endocrine system</td> <td>15</td> <td></td> <td></td> </tr> <tr> <td>Homeostasis in humans</td> <td>11</td> <td></td> <td></td> </tr> <tr> <td>Responding to the environment (plants)</td> <td>11</td> <td></td> <td></td> </tr> <tr> <td>Human impact</td> <td>25</td> <td></td> <td></td> </tr> </tbody> </table> <p align="center">Cognitive levels: Knowing Science – 40%; Understanding Science-25%; Applying scientific knowledge-20%; Evaluating, analysing and synthesising – 15%</p>	PAPER 1		PAPER 2		Marks: 150 Time: 2½ hours <i>Learners must answer all 4 questions.</i>		Marks: 150 Time: 2½ hours <i>Learners must answer all 4 questions.</i>		TOPIC	MARKS	TOPIC	MARKS	Meiosis	11	DNA: Code of life	27	Reproduction in vertebrates	6	Meiosis	12	Human reproduction	31	Genetics and inheritance	45	Responding to the environment (humans)	40	Evolution (Evolution through natural selection and human evolution)	66	Human endocrine system	15			Homeostasis in humans	11			Responding to the environment (plants)	11			Human impact	25		
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Homeostasis in humans	11																																																	
Responding to the environment (plants)	11																																																	
Human impact	25																																																	
Topics /Concepts, Skills and Values		Evidence of common ancestors for living hominids, including humans	Out of Africa hypothesis	The atmosphere and climate change, water availability, water quality, Food security, Loss of biodiversity, solid waste disposal																																														
Requisite pre-knowledge		Revise genetics and variation (Grade 12). Human skeleton (Grade 10)		Human impact (Grade 11), Biodiversity (Grade 10)																																														
Resources (other than textbook) to enhance learning		Mind the Gap Study Guide, past examination papers, videos and power points		Mind the Gap Study Guide, past examination papers, videos and power points																																														
Assessment	Informal Assessment: Remediation	Questions from past papers, tests, scientific investigations		Data response questions, case studies, questions from past papers																																														
	SBA (Formal)	Preparation for Final NSC Examination																																																

24. Mathematical Literacy

Revised National Teaching Plan

2020 National Revised ATP: Grade 12 – Term 1: Mathematical Literacy

TERM 1 (46 days)	1 Week	2 Weeks	2 Weeks	2 Weeks, 1 Day	1 Week	1 Week
CAPS Topic	Conversions And Time	Financial Documents	Income and Expenditure, Cost & Selling Price, Break- Even Analysis	Data Handling	Interest And Loans	Banking
Concepts, skills and values	<p>Conversions</p> <ul style="list-style-type: none"> - Metric to Imperial - Temperature (°C to °F and vice versa) <p>Time</p> <ul style="list-style-type: none"> - Various time formats - Elapsed time - Transport time-tables 	<p>Types of documents</p> <ul style="list-style-type: none"> - Payslips, business budgets, quotations, invoices, receipts, and banking statements <p>Tariffs</p> <ul style="list-style-type: none"> - Municipal, telephones, transport, bank and parking. - Draw and interpret related graphs to all types of tariffs 	<p>Income and Expenditure</p> <ul style="list-style-type: none"> - Income and Expenditure statement and budgets for larger organisation <p>Cost and Selling price</p> <ul style="list-style-type: none"> - Investigate the running of a small business, considering - Income & Expenditure statements, budgets - Break-even analysis and cost production - Break-even analysis by drawing two or more graphs 	<p>Theory of data handling</p> <ul style="list-style-type: none"> - Developing questions, collecting data, classifying and organising data <p>Summarising data</p> <ul style="list-style-type: none"> - Measures of central tendency(mean, median and mode) - Measures of spread - quartiles and inter-quartile range - Percentiles - Impact of outlier <p>Representing data</p> <p>Multiple of data on pie charts, histograms, single bar graphs, line and broken line graphs</p> <ul style="list-style-type: none"> - Multiple bar graphs and compound or vertical stack graphs - Scatter plot graphs - Box and whisker plot graphs <p>Interpretation and analysis of data</p>	<p>Interest</p> <ul style="list-style-type: none"> - Simple and Compound Interest - Simple and compound change in graphs <p>Loans and Investments</p> <ul style="list-style-type: none"> - Loan and hire purchases - Investments with fixed deposits including stokvels, retirement annuities, pension funds and funeral plans 	<p>Banking</p> <ul style="list-style-type: none"> - Compare bank charges of different banks - Advantages and disadvantages of different types of accounts - Implications of late payments on a credit card accounts - Different ways of calculating interest
Requisite pre-knowledge	Revision of Grade 11 - work					

Resources (other than textbook) to enhance learning	Calculators	Pay slips, Quotations, Invoices, Receipts, Travel allowance claim forms, Banking documents, All tariffs statements and brochures Calculators	Calculators	Calculators	Calculators Loan statements	Bank statements Calculators
Informal assessment; remediation	Exercise on measurement		Short tests on equations, tables and graphs	Short tests on tables, graphs and documents		
SBA (Formal Assessment)	INVESTIGATION 15%		ASSIGNMENT 15%		CONTROL TEST 25%	

2020 National Revised ATP: Grade 12 – Term 2: Mathematical Literacy

TERM 2 (39 Days)	1 WEEK	1 WEEK,4 DAYS	2 WEEKS	3 WEEKS
Caps Topic	Inflation and Exchange Rates	Scale and Map Work	Measurement	Taxation
Concepts, skills and values	<p>Inflation</p> <ul style="list-style-type: none"> - Definition of inflation and inflation rate - Interpret and analyse graphs showing changes in inflation rate over time - Understand the meaning of inflation graph - Evaluate situations involving proposed price increases <p>Exchange rates</p> <ul style="list-style-type: none"> - Estimate the value of a currency in relation to other currencies - Recognise the meaning of 'strong' and 'weak' currencies - Understand the 'buying power' of a currency in another country 	<p>Work with number and bar scales</p> <ul style="list-style-type: none"> - Calculate actual distances if map/plan distance is given - Calculate map/plan distances if actual distances are given - Determine the most appropriate scale in which to draw a plan - Determine the scale of a map/plan in the form 1:..., by using measurement and calculation <p>Work with a variety of maps in order to</p> <ul style="list-style-type: none"> - Describe the position of an object in relation to another - Find locations and directions - Use grid references - Use of combination of maps - Compass directions (South, North, West, East, and also SE, NE, SW, NW, etc.) 	<p>Measuring length, weight, volume and temperature</p> <ul style="list-style-type: none"> - Calculating travel distance, time taken to complete a journey, speed, BMI - Use BMI values and Road to Health/Growth Charts - Determine the medicine dosages using formulae or growth charts - Calculation of volume, e.g. alcohol content in medicine <p>Calculating perimeter, area and volume</p> <ul style="list-style-type: none"> - Calculate and measure perimeter and area of rectangles, triangles, circles (quarter, semi and three-quarters) - Using known formulae (revision Grade 10 work) - Calculate and measure surface area of cylinders of rectangular boxes - Calculate and measure volume of cylinders - Areas and volumes of objects made up out of those listed above 	<p>VAT</p> <ul style="list-style-type: none"> - Grade 10 & 11 revision (only 1 day) <p>PAYE (Understanding of the following):</p> <ul style="list-style-type: none"> - Payslips - Gross Income - Taxable Income and Deductions - Non-taxable deductions - Net pay - Tables containing income tax brackets - IRP5 Forms - Personal tax forms to be completed by employee
Requisite pre-knowledge	Revision of Grade 11 work			Revision on VAT
Resources (other than textbook) to enhance learning	Calculators	Different types of maps, e.g. national, provincial/regional maps, strip chart, etc. Calculators	Growth charts, dosage instructions leaflets Calculators	Payslips, IRP5, Tax brochures Calculators
Informal assessment; remediation	Informal test on inflation and exchange rates	Informal test on scale and map	Informal test on measurements	
SBA (Formal Assessment)	NONE			

2020 National Revised ATP: Grade 12 – Term 3: Mathematical Literacy

TERM 3 (21 Days)	1 WEEK, 1 DAY	2 WEEK	1 WEEK
Caps Topics	Probability	Scale, Plans and Models	Revision
Concepts, skills and values	Probability, prediction and expressions <ul style="list-style-type: none"> - Expression of probability - Predictions - Representations for determining possible outcomes - Evaluating expressions of probability - Tree diagrams - Two-way tables - Evaluate validity of probability 	Plans <ul style="list-style-type: none"> - Assembly or instruction diagrams - Rough and scaled drawings - All elevations, S,N, W & E - Connection of elevations to floor plans Models <ul style="list-style-type: none"> - Use of 3-D scale models of buildings from 2-D plans - Use of 2-D scale cut-out/pictures of views of buildings 	Revision in preparation for Preparatory Examination
Requisite pre-knowledge	Revise Grade 11 work		Term 1 – 3 work
Resources (other than textbook) to enhance learning	Context within probability (weather forecast, insurance, etc.) Calculators	House plans Models Instructions of assembling Calculators	
Informal assessment; remediation	Informal assessment on probability	Informal assessment on scale, plans and models	Informal Tests
SBA (Formal Assessment)	CONTROL TEST 10%		PREPARATORY EXAMINATION 35%

2020 National Revised ATP: Grade 12 – Term 4: Mathematical Literacy

TERM 4 (20 days)	1 Week	3 Weeks
CAPS Topics	Remedial of Preparatory Examination	Revision and Preparation for Final Examination
Concepts, skills and values	Revision on all Topics	Revision on all Topics
Requisite pre-knowledge	Work from all the terms	
Resources (other than textbook) to enhance learning	All assessment tasks and past examination question papers	
Informal assessment; remediation	Informal Tests on revision	
End of year examination	FINAL NSC EXAMINATION	

25. Mathematics

Revised National Teaching Plan

2020 National Revised ATP: Grade – Term 1: Mathematics Grade 12

TERM 1 (48 days)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CAPS Topics	Number patterns, sequences and series			Euclidean Geometry				Trigonometry		
	Identify and solve problems involving number patterns that lead to Arithmetic and Geometric sequences and series, including infinite geometric series.			1. Revise earlier (Grade 9) work on the necessary and sufficient conditions for polygons to be similar. 2. Prove (accepting results established in earlier grades): <ul style="list-style-type: none"> • that a line drawn parallel to one side of a triangle divides the other two sides proportionally (and the Mid-point Theorem as a special case of this theorem); • that equiangular triangles are similar; • that triangles with sides in proportion are similar; • the Pythagorean Theorem by similar triangles; and others. 				1. Proof and use of the compound angle and double angle identities 2. Solve problems in two and three dimensions.		
SBA	Assignment				Investigation or project			Test		

2020 National Revised ATP: Grade – Term 2: Mathematics Grade 12

TERM 2 (39 days)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
19	Analytical Geometry	Functions		Functions Polynomials	Differential Calculus Including Polynomials			Finance, Growth and Decay
	<p>1. The equation that defines a circle with radius r and centre $(a;b)$.</p> <p>2. Determination of the equation of a tangent to a given circle.</p>	<p>1. Definition of a <i>function</i>.</p> <p>2. General concept of the <i>inverse of a function</i> and how the domain of the function may need to be restricted (in order to obtain a one-to-one function) to ensure that the inverse is a function.</p> <p>3. Determine and sketch graphs of the inverses of the functions defined by Focus on the following characteristics: domain and range, intercepts with the axes, turning points, minima, maxima, asymptotes (horizontal and vertical), shape and symmetry, average gradient (average rate of change), intervals on which the function increases /decreases.</p> <p>4. Revision of the exponential function and the exponential laws and graph of the function defined by $y = a^x$ where $b > 0$ and $b \neq 0$</p> <p>5. Understand the definition of a logarithm: $y = \log_b x \Leftrightarrow x = b^y$ where $b > 0$ and $b \neq 1$</p> <p>6. The graph of the function define $y = \log_b x$ for both the cases $0 < b < 1$ and $b > 1$.</p>		<p>Factorise third-degree polynomials. Apply the Remainder and Factor Theorems to polynomials of degree at most 3 (no proofs required).</p>	<p>1. An intuitive understanding of the limit concept, in the context of approximating the rate of change or gradient of a function at a point.</p> <p>2. Use limits to define the derivative of a function f at any x :</p> $f'(x) = \lim_{h \rightarrow 0} \frac{f(x+h) - f(x)}{h}$ <p>Generalise to find the derivative of f at any point x in the domain of f, i.e., define the derivative function $f'(x)$ of the function $f(x)$. Understand intuitively that $f'(a)$ is the gradient of the tangent to the graph of f at the point with x-coordinate a.</p> <p>3. Using the definition (first principle), find the derivative, $f'(x)$ for a, b and c constants:</p> <p>3.1 $f(x) = ax^2 + bx + c$</p> <p>3.2 $f(x) = ax^3$;</p> <p>3.3 $f(x) = \frac{a}{x}$ and</p> <p>3.4 $f(x) = c$.</p> <p>4. Use the formula (for any real number n) together with the rules</p> <p>4.1</p> $\frac{d}{dx} [f(x) \pm g(x)] = \frac{d}{dx} [f(x)] \pm \frac{d}{dx} [g(x)]$ <p>and</p> <p>4.2</p> $\frac{d}{dx} [kf(x)] = k \frac{d}{dx} [f(x)], \quad (k \text{ a constant})$ <p>5. Find equations of tangents to graphs of functions.</p>			<p>1. Solve problems involving present value and future value annuities.</p> <p>2. Make use of logarithms to calculate the value of n, the time period, in the equations $A = P(1+i)^n$ or $A = P(1-i)^n$.</p>

				<p>6. Introduce the second derivative of $f(x)$ and how it determines the concavity of a function.</p> <p>7. Sketch graphs of cubic polynomial functions using differentiation to determine the Coordinate of stationary points, and points of inflection (where concavity changes).</p> <p>Also, determine the x-intercepts of the graph using the factor theorem and other techniques.</p> <p>8. Solve practical problems concerning optimisation and rate of change, including calculus of motion.</p>	
SBA	Test				

2020 National Revised ATP: Grade – Term 3: Mathematics Grade 12

TERM 3 (21 days)	Week 1	Week 2	Week 3	Week 4	Week 5	
21	Finance, Growth and Decay	Statistics		Counting and Probability		
	3. Critically analyse investment and loan options and make informed decisions as to best option(s) (including pyramid).	<p>1. Revise symmetric and skewed data.</p> <p>2. Use statistical summaries, scatterplots, regression (in particular the least squares regression line) and correlation to analyse and make meaningful comments on the context associated with given bivariate data, including interpolation, extrapolation and discussions on skewness.</p>		<p>1. Revise:</p> <ul style="list-style-type: none"> • dependent and independent events; • the product rule for independent events: $P(A \text{ and } B) = P(A) \times P(B)$. • the sum rule for mutually exclusive events A and B: $P(A \text{ or } B) = P(A) + P(B)$ • the identity: $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$ • the complementary rule: $P(\text{not } A) = 1 - P(A)$ <p>2. Probability problems using Venn diagrams, tree diagrams, two-way contingency tables and other techniques to solve probability problems (where events are not necessarily independent).</p> <p>3. Apply the fundamental counting principle to solve probability problems.</p>		
SBA	Test					Trial Examinations

2020 National Revised ATP: Grade – Term 4: Mathematics Grade 12

TERM 4 (20 days)	Week 1	Week 2	Week 3	Week 4	Week 5-11	EXAM			
20			Revision		Final Examination over 6,5 weeks				
						3 hours			
SBA							PAPER 1		
							Paper 1 3 hours		
							Algebraic expressions and equations (and inequalities)	25	
							Number patterns	25	
							Functions and graphs	35	
							Finance, growth and decay	15	
Differential Calculus	35								
Counting and probability	15								
TOTAL MARK	150								
TOTAL NUMBER OF SBA TASKS 6						PAPER 2			
Term 1 Test (15%), Assignment (10%) and Investigation / Project (20%)						Paper 2 3 hours			
Term 2 Test (15%)						Euclidean Geometry and measurement	50		
Term 3 Test (15 %) and Trial (25 %)						Analytical Geometry	40		
Term 4 Final Examination						Trigonometry	40		
						Statistics	20		
						TOTAL MARK	150		

26. Mechanical Technology – Automotive

Revised National Teaching Plan

2020 National Revised ATP: Grade 12 – Term 1: Mechanical Technology: Automotive

TERM 1 (48 days)	Week 1 15 - 17 Jan (3 days)	Week 2 20 - 24 Jan (5 days)	Week 3 27 – 31 Jan (5 days)	Week 4 3 - 7 Feb (5 days)	Week 5 10 - 14 Feb (5 days)	Week 6 17 - 21 Feb (5 days)	Week 7 24 - 28 Feb (5 days)	Week 8 2 - 6 March (5 days)	Week 9 9 - 13 March (5 days)	Week 10 16 - 20 March (5 days)
CAPS Topics	Safety (Generic)	Safety (Generic)	Safety (Generic)	Tools (Specific)	Tools (Specific)	Tools (Specific)	Engines (Specific)	Engines (Specific)	Engines (Specific)	
Topics /Concepts, Skills and Values	<p>First Aid HIV/Aids Awareness</p> <p>Knowledge of basic First Aid measures</p> <p>Analyse the OHS Act and regulations where applicable to the following machines:</p> <ul style="list-style-type: none"> Grinding machines (portable, bench and surface) Cutting (drilling machines, power saw, band saw) 	<p>Analyse the OHS Act and regulations where applicable to the following machines:</p> <ul style="list-style-type: none"> Shearing machines (manual and power driven) Press machines Joining (arc, gas) Handling and usage of gas cylinders 	<p>Knowledge and application of basic workshop layouts:</p> <ul style="list-style-type: none"> Process layout Product layout <p>Referring to the OHS Act analyse the responsibilities of the:</p> <ul style="list-style-type: none"> Employer Employee 	<p>Identification and application of diagnostic equipment:</p> <ul style="list-style-type: none"> Compression tester Cylinder leakage tester 	<p>Identification and application of diagnostic equipment:</p> <ul style="list-style-type: none"> Gas analyser Computerised diagnostic scanner 	<p>Identification and application of diagnostic equipment:</p> <ul style="list-style-type: none"> Wheel balancer Wheel alignment equipment 	<p>Crankshafts:</p> <ul style="list-style-type: none"> Balancing of crankshafts Vibration damper Cylinder layouts Crank arrangements Firing orders 	<p>Describe the operating principles and construction of:</p> <ul style="list-style-type: none"> Turbochargers Super chargers 	<p>Describe the operating principles and construction of:</p> <ul style="list-style-type: none"> Turbochargers Super chargers 	
Requisite pre-knowledge	Gr 11: Basic first Aid HIV/Aids Awareness OHS act Machine specific safety measures	Gr 11: Basic first Aid HIV/Aids Awareness OHS act Machine specific safety measures	Grade 11: Basic first Aid HIV/Aids Awareness OHS act Machine specific safety measures	Tools Purpose made tooling and equipment	Tools Purpose made tooling and equipment	Tools Purpose made tooling and equipment	Identification and function of engine components	CI engines Injectors Valve assemblies	CI engines Injectors Valve assemblies	

Resources (other than textbook) to enhance learning	OHS act Safety signs in workshop First aid training manuals	OHS act Safety signs in workshop First aid training manuals	OHS act Safety signs in workshop First aid training manuals	Compression testers Cylinder leakage tester Workshop manuals with specifications	Gas analyser Computerised diagnostic scanner. Workshop manuals with specifications	Wheel balancer Wheel alignment equipment. Workshop manuals with specifications	Engines (Stripping) Sub- assemblies. Workshop manuals with Specifications	Turbochargers Super chargers Hand tools Old question papers.	Turbochargers Super chargers Hand tools Old question papers	
Assessment		Class work/case studies/worksheets/homework/ (theory and practical work)								
	SBA & PAT (Formal)	<p align="center">Assignment - 50 marks</p> <p align="center">PAT - Cylinder leakage test (Task 2), Radiator pressure test (Task 6) and Engine valves (Task 9) Any TWO</p>								

2020 National Revised ATP: Grade 12 – Term 2: Mechanical Technology: Automotive

TERM 2 (39 days)		Week 1 1 June – 5 June (5 days)	Week 2 8 – 12 June (5 days)	Week 3 15 - 19 June (4 days)	Week 4 22 - 26 June (5 days)	Week 5 29 June - 3 July (5 days)	Week 6 6 - 10 July (5 days)	Week 7 13 - 17 July (5 days)	Week 8 20 - 24 July (5 days)
CAPS Topics		Materials (Generic)	Materials (Generic)	Forces (Specific)	Forces (Specific)	Maintenance (Specific)	Maintenance (Specific)	Drive trains (Specific)	Drive trains (Specific)
Topics /Concepts, Skills and Values		Identify materials by: • Sound test • Bending test • Filing test and • Machining test	Methods of enhancing the properties of steel (only heated temperature and cooling apply): • Tempering • Case hardening • Hardening • Annealing • Normalising	Application of the following automotive calculations: • Work, Power, Torque, Compression Ratio	Application of the following automotive calculations: • Indicated Power, Brake Power, Mechanical Efficiency	Diagnose faults by using and reading test equipment: • Gas analysing • Compression test	Diagnose faults by using and reading test equipment: • Cylinder leakage • Pressure test	Describe the operational purpose and functions of the automatic gearbox: • Torque converters • Epicyclical gear trains	Describe the operational purpose and functions of the automatic gearbox: • Brake bands/locking devices • Control body (purpose only) • Gear Ratios
Requisite pre-knowledge		Properties of engineering materials	Properties of engineering materials	Automotive calculations and application	Automotive calculations and application	Purpose made tooling and equipment	Purpose made tooling and equipment	Purpose and layout of drive systems	Purpose and layout of drive systems
Resources (other than textbook) to enhance learning		Hand tools and testing equipment	Instructional videos, You-tube videos, etc.	Workshop manuals including specifications	Workshop manuals including specifications	Motor vehicle or running engines (petrol) • Gas analyser • Compression tester	Motor vehicle or running engines (petrol) • Cylinder leakage tester • Radiator pressure test	Automatic gearboxes • Torque converters • Epicyclical gear trains Hand tools	Automatic gearboxes Hand tools Old question papers
Assessment	Informal Assessment: Remediation	Class work/case studies/worksheets/homework/ (theory and practical work)							
	SBA & PAT (Formal)	NO formal test PAT - Cylinder leakage test (Task 2), Radiator pressure test (Task 6) and Engine valves (Task 9) Any One							

2020 National Revised ATP: Grade – Term 3: Mechanical Technology: Automotive

TERM 3 (37 days)		Week 1 3 – 7 Aug (5 days)	Week 2 11 - 14 Aug (4 days)	Week 3 17 - 21 Aug (5 days)	Week 4 24 - 28 Aug (5 days)	Week 5 31 Aug – 4 Sept (5 days)	Week 6 7 – 11 Sept (5 days)	Week 7 14 – 18 Sept (5 days)	Week 8 21 – 23 Sept (3 days)
CAPS Topics		Systems & Control (Specific)	Systems & Control (Specific)	Systems & Control (Specific)	Systems & Control	Systems & Control		Trial Examinations	
Topics /Concepts, Skills and Values		Steering Geometry: • Alignment to manufacturers specifications • Toe-in and toe-out • Castor and camber	Steering Geometry: • Alignment to manufacturers specifications • Kingpin inclination •Ackerman principle.	Application of wheel balancing: • Static • Dynamic	ELECTRICITY: Purpose and operation of engine management: • Petrol	ELECTRICITY: Purpose and operation of engine management: • Diesel • Catalytic converter			
Requisite pre-knowledge		Steering control Suspension layouts	Steering control Suspension layouts	Steering control Suspension layouts	Electricity conventional ignition systems	Electricity conventional ignition systems			
Resources (other than textbook) to enhance learning		Wheel alignment equipment & a motor vehicle	Wheel alignment equipment & a motor vehicle	Wheel balancer and the necessary tooling. - wheels	Motor vehicle or running engines (petrol)	Motor vehicle or running engines (diesel)			
Assessment	Informal Assessment: Remediation		Class test						
	SBA & PAT (Formal)	PAT							

2020 National Revised ATP: Grade – Term 4: Mechanical Technology: Automotive

TERM 4 (38 days)		Week 1 28 Sept – 2 Oct (5 days)	Week 2 5 – 9 Oct (5 days)	Week 3 12 – 16 Oct (5 days)	Week 4-10: 19 October – 9 December					
CAPS Topics		Systems & Control	Systems & Control	Systems & Control						
Topics /Concepts, Skills and Values		ELECTRICITY: Purpose and operation of engine management: • Speed Control systems	ELECTRICITY: Purpose and operation of engine management: • Charging systems (Alternator)	ELECTRICITY: Electrical fuel pump • Purpose and operation • Pressure control (basic)						
Requisite pre-knowledge		Functions of engine components- battery and alternator	Functions of engine components- battery and alternator	Functions of engine components – Electric fuel pump						
Resources (other than textbook) to enhance learning		Speed control systems, Hand tools You-tube videos	Alternators, Hand tools You-tube videos	Electrical fuel pumps You-tube videos						
Assessment	Informal Assessment: Remediation	Class test Class work/case studies/worksheets/homework/ (theory and practical work)								
	SBA (Formal)	FINAL EXAMINATION								

27. Mechanical Technology – Fitting and Machining

Revised National Teaching Plan

2020 National Revised ATP: Grade 12 – Term 1: Mechanical Technology: Fitting & Machining

TERM 1 (48 days)	Week 1 15 - 17 Jan (3 days)	Week 2 20 - 24 Jan (5 days)	Week 3 27 – 31 Jan (5 days)	Week 4 3 - 7 Feb (5 days)	Week 5 10 - 14 Feb (5 days)	Week 6 17 - 21 Feb (5 days)	Week 7 24 - 28 Feb (5 days)	Week 8 2 - 6 March (5 days)	Week 9 9 - 13 March (5 days)	Week 10 16 - 20 March (5 days)
CAPS Topics	Safety	Safety	Safety	Terminology (Machining Specific)					Tools (Specific)	Assessment /consolidation
Topics /Concepts, Skills and Values	First Aid HIV/Aids Awareness OHS act Machine specific safety measures	First Aid HIV/Aids Awareness OHS act Machine specific safety measures	First Aid HIV/Aids Awareness OHS act Machine specific safety measures	Lathe: • Safety measures • Taper turning • Screw cutting	Milling machine: • Safety measures • Calculations on: ➢ Centring of cutter ➢ Cutting of keyways	Indexing: Dovetail slides: • Calculation for internal and external dove tail with precision rollers	Write a Digital Read Out (DRO) Program to incorporate cutting a recess on a work piece:	Manufacturing of spur gear: • Involute gear tooth form with a module of no more than 3	Principles and functions of engineering equipment. Calculations on depth and screw thread micrometers	
Requisite pre- knowledge	Gr 11: Basic first Aid HIV/Aids Awareness OHS act Machine specific safety measures	Gr 11: Basic first Aid HIV/Aids Awareness OHS act Machine specific safety measures	Grade 11: Basic first Aid HIV/Aids Awareness OHS act Machine specific safety measures	Tools Purpose made tooling and equipment Lathe work, Taper turning & Screw cutting	Milling machine safety and parts Milling operations	Milling machine safety and parts Milling operations	Lathe work Milling operations	Milling operations	Purpose made tooling and equipment	
Resources (other than textbook) to enhance learning	OHS act Safety signs in workshop First aid training manuals	OHS act Safety signs in workshop First aid training manuals	OHS act Safety signs in workshop First aid training manuals	Lathes and tooling, Instructional videos, You-tube videos, etc.	Milling machines and tooling, Instructional videos, You-tube videos, etc.	Milling machines with dividing head and tooling, Instructional videos, You-tube videos, etc.	Lathes & milling machines with electronic DROs	Lathes & milling machines with necessary tooling Old question papers.	Old question papers	
Assessment	Informal Assessment: Remediation	Class work/case studies/worksheets/homework/ (theory and practical work)								
	SBA (Formal)	TASK 1: PAT - Phase 1						<i>Preparation for March control test</i>		TASK 2: Control Test 1 [10%SBA]

2020 National Revised ATP: Grade 12 – Term 2: Mechanical Technology: Fitting & Machining

TERM 2 (39 days)	Week 1 1 – 5 June (5 days)	Week 2 8 – 12 June (5 days)	Week 3 15 – 19 June (5 days)	Week 4 22 – 26 June (5 days)	Week 5 29 June - 3 July (5 days)	Week 6 6 - 10 July (5 days)	Week 7 13 - 17 July (5 days)	Week 8 20 - 24 July (5 days)
CAPS Topics	Forces (Specific)				Maintenance (Specidic)		Joining methods (Specific)	
Topics /Concepts, Skills and Values	Forces: Basic calculations: • System of forces (maximum of four forces) • Resultant and equilibrant	Moments: A simple supported beam with two vertical point loads and one uniformly distributed load (UDL) acting on the beam including reactions at the supports (only two)	Stress/Strain: Basic calculations on: • Stress, • Strain (Stress/Strain diagram only for mild steel), • Safety factor, • Modulus of elasticity and • Change in length.	Stress/Strain: Basic calculations on: • Stress, • Strain (Stress/Strain diagram only for mild steel), • Safety factor, • Modulus of elasticity and • Change in length.	Suitable preventative maintenance in operating systems for: Gear, Belt and Chain drives. The use of the following materials for bushes and gears: • Thermoplastic composites • Thermo-hardened composites	Minimum and maximum coefficient of friction for the following different materials: • Copper, • Cast iron, • Thermo-composites, • Stainless steel, • White metal, and • Rubber	Use basic calculations on the size of drills for bolts and nuts (ISO metric): • Root diameter • Crest diameter • Effective diameter • Pitch • Lead for multi-start screw threads	Use basic calculations on the size of drills for bolts and nuts (Square thread) • Crest diameter • Effective diameter • Pitch • Lead for multi-start screw threads • Helix angle • Following angle – cutting tool – support by means of a clear drawing • Leading angle – cutting tool - support by means of a clear drawing • Clearance angle - support by means of a clear drawing
Requisite pre-knowledge	Effects of forces Moments Basic calculations on stress				Causes of malfunction on lathes, milling machines and power tools		Drill and key sizes Semi-permanent joining	
Resources (other than textbook) to enhance learning	Old Gr. 12 text book, N3 & N4 Engineering Science and Strengths of Materials text book Beam tester, Shear tester and tensile tester				Vehicle workshop manuals, Assorted books on different materials, You-tube videos, etc.		Old question papers	Old question papers
Assessment	Informal Assessment	Class work/case studies/worksheets/homework/ (theory and practical work)						
	SBA (Formal)							

2020 National Revised ATP: Grade 12 – Term 3: Mechanical Technology: Fitting & Machining

TERM 3 (21 days)		Week 1 3 – 7 August (5 days)	Week 2 10 – 14 August (5 days)	Week 3 18 – 22 August (5 days)	Week 4 25 – 29 August (5 days)	Week 5 - 9 31 August – 23 Sept (18 days)	
CAPS Topics		Systems & Control (Specific)					
Topics /Concepts, Skills and Values		Mechanical components: Uses, functions, adv. and disadvantages of the following drive systems: • Gears • Pulleys • Belts (V- and flat) and • Chains	Basic power and velocity calculations on: • Gears – Transmission of torque and power • Gears: Angular velocity and direction of rotation – • V-belts, chains and pulleys: Linear velocity and angular velocity	Hydraulics / pneumatics Applied calculations on: • Pistons and reservoirs – hydraulic jack (ram and plunger) • The force exerted in a closed circuit	Identification and use of hydraulic components indicated by the symbols: • Motor • Pump • Filter • One-way valve • Spring-loaded double- action control valve • Pressure gauge, etc.		
Requisite pre-knowledge		Functions, adv. and disadvantages of compound drives	Velocity calculations Transfer of movement	Hydraulics / Pneumatics	Pumps – Purpose and operation of various pumps		
Resources (other than textbook) to enhance learning		Engines and components with drive systems	Gearboxes and engines with different drive systems	Hydraulics / Pneumatics testers	Instructional videos, You-tube videos, etc.		
Assessment	Informal Assessment: Remediation	Class work/case studies/worksheets/homework/ (theory and practical work)					
	SBA (Formal)	Amended PAT Guidelines to be issued by DBE					Trial Examination

2020 National Revised ATP: Grade 12 – Term 4: Mechanical Technology: Fitting & Machining

TERM 4 (20 days)		Week 1- 3 28 Sept – 16 Oct (15 days)	Week 4 19 – 23 Oct (5 days)	Week 5 - 10 26 Oct – 9 Dec (33 days)
CAPS Topics		Materials (Generic)	Remediate, revise, complete PAT	
Topics /Concepts, Skills and Values		Identify materials by: <ul style="list-style-type: none"> • Sound test • Bending test • Filing test and • Machining test Methods of enhancing the properties of steel (only heated temperature and cooling apply): <ul style="list-style-type: none"> • Tempering • Case hardening • Hardening • Annealing • Normalising 		
Requisite pre-knowledge		Properties of engineering materials		
Resources (other than textbook) to enhance learning		Hand tools and testing equipment. Instructional videos, You-tube videos, etc.		
Assessment	Informal Assessment: Remediation	Class work/case studies/worksheets/homework/ (theory and practical work)		
	SBA (Formal)			NSC Exams

28. Mechanical Technology – Welding and Metalwork

Revised National Teaching Plan

2020 National Revised ATP: Grade 12 – Term 1: Welding and Metalwork

TERM 1 (48 days)	Week 1 15 - 17 Jan (3 days)	Week 2 20 - 24 Jan (5 days)	Week 3 27 – 31 Jan (5 days)	Week 4 3 - 7 Feb (5 days)	Week 5 10 - 14 Feb (5 days)	Week 6 17 - 21 Feb (5 days)	Week 7 24 - 28 Feb (5 days)	Week 8 2 - 6 March (5 days)	Week 9 9 - 13 March (5 days)	Week 10 16 - 20 March (5 days)	
CAPS Topics	Safety	Safety	Safety	Tools and PAT	Tools and PAT	Materials and PAT	Materials and PAT	Revision and PAT	Revision Controlled Test	Revision Controlled test	
Topics /Concepts, Skills and Values	First Aid HIV/Aids Awareness OHS act Machine specific safety measures	First Aid HIV/Aids Awareness OHS act Machine specific safety measures	First Aid HIV/Aids Awareness OHS act Machine specific safety measures	Purpose-made tooling and equipment	Purpose-made tooling and equipment	Properties and Uses Methods of enhancing the properties of steel	Properties and Uses Methods of enhancing the properties of steel	Safety Tools Materials	Safety Tools Materials	(50) MARKS	
Assessment	Informal Assessment:	Classwork/case studies/worksheets/homework (theory and practice)									
	SBA (Formal)	PAT - Phase 1							Preparation for March control test	Control Test 1 [10% SBA]	

2020 National Revised ATP: Grade12 – Term 2: Welding and Metalwork

<i>TERM 2</i> (39 days)		Week 1 1Jun-5Jun (5 days)	Week 2 8Jun-12June (5days)	Week 3 15 Jun (4 days)	Week 4 22 - 26 Jun (5 days)	Week 5 29Jun-3July (5 days)	Week 6 6 - 10 Jul (5 days)	Week 7 13-17 Jul (5 days)	Week 8 20-24 Jul (5 days)
CAPS Topics (NO DEVIATIONS FROM CAPS)		Forces (Specific) and PAT	Forces (Specific) and PAT	Forces (Specific) and PAT	Forces (Specific) and PAT	Joining methods (Inspection of welds) (Specific) and PAT	Joining methods (Inspection of welds) (Specific) and PAT	Joining methods (Stresses and distortion) (Specific) and PAT	Joining methods (Stresses and distortion) (Specific) and PAT
Topics /Concepts, Skills and Values		Effects of forces moments and torques System of forces Moments, Stress and strain	Effects of forces moments and torques System of forces Moments, Stress and strain	Effects of forces moments and torques System of forces Moments, Stress and strain	Effects of forces moments and torques System of forces Moments, Stress and strain	Inspection of welds As prescribed in CAPS	Inspection of welds As prescribed in CAPS	Destructive tests Non-destructive tests Distortion and stresses Effect of temperature	Destructive tests Non-destructive tests Distortion and stresses Effect of temperature
Assessment	Informal Assessment	Classwork/case studies/worksheets/homework (theory and practice)							
	SBA (Formal)	PAT Task							

2020 National Revised ATP: Grade12 – Term 3: Welding and Metalwork

TERM 3 (21 days)		Week 1 3-7 Aug (5 days)	Week 2 10 – 14 Aug (5 days)	Week 3 17 -21 Aug (5 days)	Week 4 24-28 Aug (5 days)	Week 5 31 Aug - 4 Sept (2 days)	Week 6 7 -11 Sept (5 days)	Week 7 14-18 Sept (5 days)	Week 8 21 - 23 Sept (3 days))	
CAPS Topics (NO DEVIATIONS FROM CAPS)		Maintenance (Specific) and PAT	Maintenance (Specific) and PAT	Terminology (Development) (Specific)	Terminology (Development) (Specific) and PAT	Terminology (Development) (Specific) and PAT	Terminology (Development) (Specific) and PAT	Trial exam	Trial exam	
Topics /Concepts, Skills and Values		Maintenance on various operating systems As prescribed in CAPS	Maintenance on various operating systems As prescribed in CAPS	Marking off template by calculation only; A cone Square to round transformers (on centre) square or rectangular hoppers openings	Marking off template by calculation only; A cone Square to round transformers (on centre) square or rectangular hoppers openings	Marking off template by calculation only; A cone Square to round transformers (on centre) square or rectangular hoppers openings	Marking off template by calculation only; A cone Square to round transformers (on centre) square or rectangular hoppers openings			
Assessment	Informal Assessment: Remediation	Classwork/case studies/worksheets/homework (theory and practice)								
	SBA (Formal)	PAT Task							TRIAL EXAMINATION [15% SBA]	

2020 National Revised ATP: Grade 12 – Term 4: Welding and Metalwork

TERM 4 (20 days)		Week 1 28 Sep - 2 Oct (4 days)	Week 2 5 - 9 Oct (5 days)	Week 3 12 – 16 Oct (5 days)	Week4 19 Oct - 30 Nov (5 days)
CAPS Topics (NO DEVIATIONS FROM CAPS)		Terminology (Development)(Specific)	Terminology (Development)(Specific)	Terminology (Development)(Specific)	Exams
Topics /Concepts, Skills and Values		Marking off template by calculation only; A cone Square to round transformers (on centre) square or rectangular hoppers openings	Marking off template by calculation only; A cone Square to round transformers (on centre) square or rectangular hoppers openings	Marking off template by calculation only; A cone Square to round transformers (on centre) square or rectangular hoppers openings	
Assessment	Informal Assessment: Remediation	Classwork/case studies/worksheets/homework (theory and practice)			
	Final exams	NSC Exams			

29. Music

Revised National Teaching Plan

2020 National Revised ATP: Grade 12 – Term 1: Music - Indigenous African Music (IAM) Stream

TERM 1 (46 days)	Week 3 15 - 17 Jan (2 days)	Week 4 20 - 24 Jan (5 days)	Week 5 27 – 31 Jan (5 days)	Week 6 3 - 7 Feb (5 days)	Week 7 10 - 14 Feb (5 days)	Week 8 17 - 21 Feb (5 days)	Week 9 24 - 28 Feb (5 days)	Week 10 2 - 6 March (5 days)	Week 11 9 - 13 March (5 days)	Week 12 16 - 20 March (4 days)
CAPS Topics	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)
Concepts, Skills and Values	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Scales / Harmonisation • Topic 3: Music and life in indigenous African societies 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Scales / Analysis of music scores • Topic 3: Music and life in indigenous African societies 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Scales / Harmonisation • Topic 3: Music and life in indigenous African societies 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Scales / Analysis of music scores • Topic 3: Music and life in indigenous African societies 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Melody writing • Topic 3: Music and life in indigenous African societies 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Harmonisation / Transposition • Topic 3: Music and life in indigenous African societies 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Harmonisation / Terminology • Topic 3: Music and Divinity 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Comp. Techniques • Topic 3: Music and Divinity 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Revision • Topic 3: Music and Divinity 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Revision • Topic 3: Music and Divinity
Requisite pre-knowledge	Grade 11 Music Literacy	Classification of instruments	Instruments used in indigenous African music	Knowledge of music concepts – texture; rhythm and metre; dynamics	Style characteristics of indigenous African music	Scales; Key signatures; Clefs	Grade 10 and 11 Music Terminology	Compositional techniques studied in Grade 11	Grade 12 work studied in Term 1	Grade 12 work studied in Term 1
Resources (other than textbook) to enhance learning	Audio examples (and music scores) of indigenous African music	Various Music Scores for analysis	Extra Notes on African Music and society	Audio examples (and music scores) of indigenous African music	Past Music GMK Question Papers	Audio examples (and music scores) of indigenous African music	Paper 2 audio resources Glossary of music terminology	Music Scores and Audio CDs	Paper 2 audio resources	Paper 2 audio resources

Assessment	Informal Assessment: Remediation	Music Theory Worksheet	GMK Worksheet: Instruments identification	Scale Test	GMK Test on indigenous African music	Technical Test – Scales and Arpeggios	Harmony worksheet	Practical application of music terminology	Writing music sequences	Theory and Harmony Test	GMK Test on Music and Divinity
	SBA (Formal)	Term 1 Topic 2 content			Term 1 Topic 3 Content			Music Comprehension PATs		TOTAL MARKS= 100	

2020 National Revised ATP: Grade 12 – Term 2: Music - Indigenous African Music (IAM) Stream

TERM 2 (39 days)		Week 23 1 – 5 June (5 days)	Week 24 8 – 12 June (5 days)	Week 25 15 – 19 June (4 days)	Week 26 22 - 26 June (5 days)	Week 27 29 June - 3 July (5 days)	Week 28 6 - 10 July (5 days)	Week 29 13 – 17 July (5 days)	Week 30 20 - 24 July (5 days)
CAPS Topics		<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)
Concepts, Skills and Values		<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Harmonisation • Topic 3: Mbhaqanga 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Harmonisation • Topic 3: Maskandi 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Melody writing • Topic 3: Maskandi 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Analysis of music scores • Topic 3: Isicathamiya 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Harmonisation / Transposing • Topic 3: Isicathamiya 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Comp. techniques • Topic 3: Malombo Jazz 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Music Terminology • Topic 3: Free Kiba 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Analysis of music scores • Topic 3: South African Music Industry
Requisite pre-knowledge		Primary and Secondary chords in root position and first inversion	Technical work – Scales and arpeggios Guitar tunings in Maskandi	Ternary form	Intervals The use of scales and modes	Four-Part chord voicing	Sequencing Repetition Inversion	Term 1 Music Terminology	Intervals Non-chordal notes Cadences
Resources (other than textbook) to enhance learning		Audio examples of Mbhaqanga music	Audio examples of Maskandi music	Audio examples of Maskandi music	Audio examples of Isicathamiya music	Music writing software – Sibelius; Finale; MuseScore etc.	Audio examples of Malombo Jazz	Glossary of Music Terminology Audio examples of Free Kiba	Internet Resources on SAMRO
Assessment	Informal Assessment: Remediation	Harmony worksheet	Harmony exercise GMK test on Mbhaqanga and Maskandi	Melody writing exercise	Harmonic Analysis of music scores	Test on selected pieces: Artists and Styles	Recognition of Compositional Techniques	Four-Part Harmony Test	Four-Part analysis
	SBA (Formal)	Term 3 Topic 2 content		Term 3 Topic 3 Content		Music Comprehension PATs		TOTAL MARKS= 100	

2020 National Revised ATP: Grade 12 – Term 3: Music - Indigenous African Music (IAM) Stream

TERM 3 (21 days)		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
CAPS Topics		<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)
Concepts, Skills and Values		<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Harmonisation / Transposing • Topic 3: Isicathamiya 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Comp. techniques, : Music Terminology • Topic 3: Malombo Jazz, Free Kiba 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Analysis of music scores • Topic 3: South African Music Industry 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Melody Writing/ Harmonisation • Topic 3: South African Music Industry 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Comp. techniques • Topic 3: Revision of Term 2 GMK
Requisite pre-knowledge		Four-Part chord voicing	Sequencing Repetition Inversion	Intervals Non-chordal notes Cadences	Grouping of notes Harmonic progression Primary and secondary chords in root position, and in first and second inversions	Mbhaqanga Maskandi Isicathamiya
Resources (other than textbook) to enhance learning		Music writing software – Sibelius; Finale; MuseScore etc.	Audio examples of Malombo Jazz and Free Kiba Glossary of Music Terminology	Internet Resources on SAMRO	YouTube links on Music Industry Music writing software – Sibelius; Finale; MuseScore etc.	Audio and Video resources
Assessment	Informal Assessment: Remediation	Test on selected pieces: Artists and Styles	Recognition of Compositional Techniques	Four-Part Harmony analysis	Melody writing in Treble and Bass Clef	Test on Mbhaqanga, Maskandi and Isicathamiya
	SBA (Formal)	Term 3 Topic 2 content	Term 3 Topic 3 Content	Music Comprehension PATs	TOTAL MARKS= 100	

2020 National Revised ATP: Grade 12 – Term 4: Music - Indigenous African Music (IAM) Stream

TERM 1 (20 days)		Week 40 28 Sept - 02 Oct (5 days)	Week 41 05 - 09 Oct (5 days)	Week 42 12 – 16 Oct (5 days)	Week 43 19 - 23 Oct (5 days)	Week 44 26 - 30 Oct (5 days)	Week 45 02 - 06 Nov (5 days)	Week 46 09 - 13 Nov (5 days)	Week 47 16 - 20 Nov (5 days)	Week 48 23 - 27 Nov (5 days)	Week 49 30 Nov - 02 Dec (3 days)
INTERNAL EXAMINATIONS											
CAPS Topics		<ul style="list-style-type: none"> Music performance and improvisation (Topic 1) Music literacy (Topic 2) General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> Music performance and improvisation (Topic 1) Music literacy (Topic 2) General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> Music performance and improvisation (Topic 1) Music literacy (Topic 2) General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> Music performance and improvisation (Topic 1) Music literacy (Topic 2) General music knowledge and analysis (Topic 3) 	Notes on or guidelines for final examinations: Based on Grade 12 Examination Guideline MUSIC PAPER 1 (120 MARKS) <ul style="list-style-type: none"> The duration of the paper is three hours. Approximately one and a half hours should be devoted to Section A (Topic 2 – Music Literacy) and approximately one and a half hours should be devoted to Sections B, and C or D or E (Topic 3 – General Music Knowledge). Music Literacy questions will focus on Music Theory, Composition and Harmony. General Music Knowledge questions will mostly refer to the elements of music: timbre (tone colour), pitch (melody, harmony, and tonality), duration (metre, rhythm, and tempo), dynamics (loudness), texture (density), form (structure), instrumentation, mood and atmosphere. Bullet form should only be used when specifically requested. Answers presented in paragraph format must be coherent and logical. Essay-type questions must include an introductory paragraph, body (containing one or more paragraphs) and a concluding paragraph. MUSIC PAPER 2 (30 MARKS) <ul style="list-style-type: none"> The duration of the paper is one and a half hours. Questions containing notation must be written in pencil and must be clear and unambiguous. MUSIC PAPER 3 (150 MARKS)					
Concepts, Skills and Values		<ul style="list-style-type: none"> Topic 1: Performance Topic 2: Revision and consolidation Topic 3: Revision and consolidation 	<ul style="list-style-type: none"> Topic 1: Performance Topic 2: Revision and consolidation Topic 3: Revision and consolidation 	<ul style="list-style-type: none"> Topic 1: Performance Topic 2: Revision and consolidation Topic 3: Revision and consolidation 	<ul style="list-style-type: none"> Topic 1: Performance Topic 2: Revision and consolidation Topic 3: Revision and consolidation 						
Requisite pre-knowledge		All term 1, 2 and 3 knowledge and skills	All term 1, 2 and 3 knowledge and skills	All term 1, 2 and 3 knowledge and skills	All term 1, 2 and 3 knowledge and skills						
Resources (other than textbook) to enhance learning		All audio excerpts Past Question Papers	All audio excerpts Past Question Papers	All audio excerpts Past Question Papers	All audio excerpts Past Question Papers						
Assessment	IAM music listening test	Past Question Papers	Jazz worksheet	Theory test	Harmony test						
	PRACTICAL ASSESSMENT										
	N/A	1. Technical Work A. Exercises: Learners to choose 10 technical exercises as follows: <ul style="list-style-type: none"> 2 major scales 	or	B. Voice: Learners to choose 10 vocal exercises Marks: 20 or C. Voice: Learners	2. Repertoire Reduced to three (3) solo pieces of 35 marks each. Strictly NO ENSEMBLE presentation. Marks: 105	3. Sight reading Marks: 10	4. Aural Marks 15	Summary Technical: 20 Repertoire: 70 Sight reading: 15 Aural: 15 TOTAL MARKS: 150			

		<ul style="list-style-type: none"> • 2 minor scales • 1 chromatic scale • 2 major appergios • 1 minor appergio • 1 diminished 7th • 1 Dominant 7th Marks: 20	to do 2 vaccais	Marks: 20					
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2020 National Revised ATP: Grade 12 – Term 1: Music - Jazz Stream

TERM 1 (46 days)		Week 3 15 - 17 Jan (2 days)	Week 4 20 - 24 Jan (5 days)	Week 5 27 – 31 Jan (5 days)	Week 6 3 - 7 Feb (5 days)	Week 7 10 - 14 Feb (5 days)	Week 8 17 - 21 Feb (5 days)	Week 9 24 - 28 Feb (5 days)	Week 10 2 - 6 March (5 days)	Week 11 9 - 13 March (5 days)	Week 12 16 - 20 March (4 days)
CAPS Topics		<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)
Concepts, Skills and Values		<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Scales / Harmonisation • Topic 3: Marabi 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Scales / Analysis of music scores • Topic 3: Marabi 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Scales / Harmonisation • Topic 3: Marabi 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Scales / Analysis of music scores • Topic 3: Kwela 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Melody writing • Topic 3: Kwela 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Harmonisation / Transposition • Topic 3: Mbhaqanga 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Harmonisation / Terminology • Topic 3: Mbhaqanga 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Comp. Techniques • Topic 3: New Jazz 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Revision • Topic 3: New Jazz 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Revision • Topic 3: New Jazz
Requisite pre-knowledge		Grade 11 Music Literacy	Instruments of Jazz	Knowledge of formal structure of jazz	Knowledge of music concepts – texture; rhythm and metre; dynamics	Style characteristics of Marabi	Scales; Key signatures; Clefs Style characteristics of Kwela	Grade 10 and 11 Music Terminology	Compositional techniques studied in Grade 11	Grade 12 work studied in Term 1	Grade 12 work studied in Term 1
Resources (other than textbook) to enhance learning		Audio examples (and music scores) of Marabi music	Various Music Scores for analysis	Extra Notes on the development of Marabi	Audio examples (and music scores) of Kwela music	Past Music GMK Question Papers	Audio examples (and music scores) of Mbhaqanga music	Paper 2 audio resources Glossary of music terminology	Music Scores and Audio CDs	Paper 2 audio resources	Paper 2 audio resources
Assessment	Informal Assessment: Remediation	Music Theory Worksheet	GMK Worksheet: Instruments of Jazz	Scale Test	GMK Test on Marabi and Kwela	Technical Test – Scales and Arpeggios	Harmony worksheet	Practical application of music terminology	Writing music sequences	Theory and Harmony Test	GMK Test on Mbhaqanga and New Jazz
	SBA (Formal)	Term 1 Topic 2 content			Term 1 Topic 3 Content			Music Comprehension PATs		TOTAL MARKS= 100	

2020 National Revised ATP: Grade 12 – Term 2: Music - Jazz Stream

TERM 2 (39 days)	Week 23 1 – 5 June (5 days)	Week 24 8 – 12 June (5 days)	Week 25 15 – 19 June (4 days)	Week 26 22 - 26 June (5 days)	Week 27 29 June - 3 July (5 days)	Week 28 6 - 10 July (5 days)	Week 29 13 – 17 July (5 days)	Week 30 20 - 24 July (5 days)	
CAPS Topics	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	
Concepts, Skills and Values	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Harmonisation • Topic 3: Early Jazz singers 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Harmonisation • Topic 3: Jazz in exile 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Melody writing • Topic 3: Jazz in exile 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Analysis of music scores • Topic 3: Jazz at home 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Harmonisation / Transposing • Topic 3: Cape Jazz 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Comp. techniques • Topic 3: Cape Jazz 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Music Terminology • Topic 3: Jazz in Recent Years 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Analysis of music scores • Topic 3: South African Music Industry 	
Requisite pre-knowledge	Primary and Secondary chords in root position and first inversion	Technical work – Scales and arpeggios Big Band instrumentation	Ternary form	Intervals The use of scales and modes	Four-Part chord voicing	Sequencing Repetition Inversion	Term 1 Music Terminology	Intervals Non-chordal notes Cadences	
Resources (other than textbook) to enhance learning	Audio examples (and music scores) of music by the early jazz singers	Audio examples (and music scores) of music by Brotherhood of Breath	YouTube links to various performances of prescribed works	Music Scores / Audio examples of music by Spirits Rejoice and Sakhile	Music writing software – Sibelius; Finale; MuseScore etc.	Audio examples of Cape Jazz	Glossary of Music Terminology / Audio examples of jazz in recent years	Internet Resources on SAMRO	
Assessment	Informal Assessment: Remediation	Harmony worksheet	Harmony exercise GMK test on early singers	Melody writing exercise	Harmonic Analysis of music score	Test on selected pieces: Artists and Styles	Recognition of Compositional Techniques	Four-Part Harmony Test	Four-Part analysis
	SBA (Formal)	Term 3 Topic 2 content		Term 3 Topic 3 Content		Music Comprehension PATs		TOTAL MARKS= 100	

2020 National Revised ATP: Grade 12 – Term 3: Music - Jazz Stream

TERM 3 (21 days)		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
CAPS Topics		<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)
Concepts, Skills and Values		<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Harmonisation / Transposing • Topic 3: Cape Jazz 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Comp. techniques, : Music Terminology • Topic 3: Cape Jazz 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Analysis of music scores • Topic 3: Jazz in Recent Years 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Melody Writing/ Harmonisation • Topic 3: South African Music Industry 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Comp. techniques • Topic 3: Revision of Term 1 GMK
Requisite pre-knowledge		Four-Part chord voicing Primary and secondary chords in root position, and in first and second inversions	Sequencing Repetition Inversion	Term 1 Music Terminology	Intervals Non-chordal notes Cadences Grouping of notes Harmonic progression	Rhythm and Metre Scales and Modes Marabi and Kwela Mbhaqanga and New Jazz
Resources (other than textbook) to enhance learning		Music writing software – Sibelius; Finale; MuseScore etc.	Audio examples of Cape Jazz Glossary of Music Terminology /	Audio examples of jazz in recent years	Internet Resources on SAMRO YouTube links on Music Industry Audio editing software	Audio examples of Marabi, Kwela, Mbhaqanga and New Jazz
Assessment	Informal Assessment: Remediation	Test on selected pieces: Artists and Styles	Recognition of Compositional Techniques	Four-Part Harmony Test	Four-Part analysis	Formal analysis
	SBA (Formal)	Term 3 Topic 2 content	Term 3 Topic 3 Content	Music Comprehension PATs	TOTAL MARKS= 100	

2020 National Revised ATP: Grade 12 – Term 4: Music - Jazz Stream

TERM 4 (20 days)	Week 40 28 Sept - 02 Oct (5 days)	Week 41 05 - 09 Oct (5 days)	Week 42 12 – 16 Oct (5 days)	Week 43 19 - 23 Oct (5 days)	Week 44 26 - 30 Oct (5 days)	Week 45 02 - 06 Nov (5 days)	Week 46 09 - 13 Nov (5 days)	Week 47 16 - 20 Nov (5 days)	Week 48 23 - 27 Nov (5 days)	Week 49 30 Nov - 02 Dec (3 days)						
	INTERNAL EXAMINATIONS															
CAPS Topics	<ul style="list-style-type: none"> Music performance and improvisation (Topic 1) Music literacy (Topic 2) General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> Music performance and improvisation (Topic 1) Music literacy (Topic 2) General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> Music performance and improvisation (Topic 1) Music literacy (Topic 2) General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> Music performance and improvisation (Topic 1) Music literacy (Topic 2) General music knowledge and analysis (Topic 3) 	<p>Notes on or guidelines for final examinations: Based on Grade 12 Examination Guideline</p> <p>MUSIC PAPER 1 (120 MARKS)</p> <ul style="list-style-type: none"> The duration of the paper is three hours. Approximately one and a half hours should be devoted to Section A (Topic 2 – Music Literacy) and approximately one and a half hours should be devoted to Sections B, and C or D or E (Topic 3 – General Music Knowledge). Music Literacy questions will focus on Music Theory, Composition and Harmony. General Music Knowledge questions will mostly refer to the elements of music: timbre (tone colour), pitch (melody, harmony, and tonality), duration (metre, rhythm, and tempo), dynamics (loudness), texture (density), form (structure), instrumentation, mood and atmosphere. Bullet form should only be used when specifically requested. Answers presented in paragraph format must be coherent and logical. Essay-type questions must include an introductory paragraph, body (containing one or more paragraphs) and a concluding paragraph. <p>MUSIC PAPER 2 (30 MARKS)</p> <ul style="list-style-type: none"> The duration of the paper is one and a half hours. Questions containing notation must be written in pencil and must be clear and unambiguous. <p>MUSIC PAPER 3 (150 MARKS)</p>											
Concepts, Skills and Values	<ul style="list-style-type: none"> Topic 1: Performance Topic 2: Revision and consolidation Topic 3: Revision and consolidation 	<ul style="list-style-type: none"> Topic 1: Performance Topic 2: Revision and consolidation Topic 3: Revision and consolidation 	<ul style="list-style-type: none"> Topic 1: Performance Topic 2: Revision and consolidation Topic 3: Revision and consolidation 	<ul style="list-style-type: none"> Topic 1: Performance Topic 2: Revision and consolidation Topic 3: Revision and consolidation 												
Requisite pre-knowledge	All term 1, 2 and 3 knowledge and skills	All term 1, 2 and 3 knowledge and skills	All term 1, 2 and 3 knowledge and skills	All term 1, 2 and 3 knowledge and skills												
Resources (other than textbook) to enhance learning	All audio excerpts Past Question Papers	All audio excerpts Past Question Papers	All audio excerpts Past Question Papers	All audio excerpts Past Question Papers												
Assessment	IAM music listening test	Past Question Papers	Jazz worksheet	Theory test							Harmony test					
	PRACTICAL ASSESSMENT															
N/A	<p>5. Technical Work</p> <p>D. Exercises: Learners to choose 10 technical exercises as follows:</p> <ul style="list-style-type: none"> 2 major scales 2 minor scales 	or	<p>E. Voice: Learners to choose 10 vocal exercises Marks: 20</p> <p>or</p> <p>F. Voice: Learners</p>	<p>6. Repertoire</p> <p>Reduced to three (3) solo pieces of 35 marks each. Strictly NO ENSEMBLE presentation. Marks: 105</p>	<p>7. Sight reading Marks: 10</p>	<p>8. Aural Marks 15</p>	<p>Summary Technical: 20 Repertoire: 70 Sight reading: 15 Aural: 15 TOTAL MARKS: 150</p>									

		<ul style="list-style-type: none"> • 1 chromatic scale • 2 major appergios • 1 minor appergio • 1 diminished 7th • 1 Dominant 7th Marks: 20		to do 2 vaccais	Marks: 20					
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2020 National Revised ATP: Grade 12 – Term 1: Music - Western Art Music (WAM) Stream

TERM 1 (46 days)	Week 3 15 - 17 Jan (2 days)	Week 4 20 - 24 Jan (5 days)	Week 5 27 – 31 Jan (5 days)	Week 6 3 - 7 Feb (5 days)	Week 7 10 - 14 Feb (5 days)	Week 8 17 - 21 Feb (5 days)	Week 9 24 - 28 Feb (5 days)	Week 10 2 - 6 March (5 days)	Week 11 9 - 13 March (5 days)	Week 12 16 - 20 March (4 days)	
CAPS Topics	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	
Concepts, Skills and Values	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Scales / Harmonisation • Topic 3: Symphony/Sonata Form 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Scales / Analysis of music scores • Topic 3: Symphony/ Sonata Form 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Scales / Harmonisation • Topic 3: Symphony/ Sonata Form • 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Scales / Analysis of music scores • Topic 3: Symphony/ Sonata Form 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Melody writing • Topic 3: Symphony/ Minuet and Trio 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Harmonisation / Transposition • Topic 3: Concert Overture/ Minuet and Trio 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Harmonisation / Terminology • Topic 3: Concert Overture / Rondo Form 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Comp. Techniques • Topic 3: Concert Overture / Revision of Form 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Revision • Topic 3: Concert Overture / Revision of Form 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Revision • Topic 3: Concert Overture / Revision of Form 	
Requisite pre-knowledge	Grade 11 Music Literacy	Development of the orchestra Instruments of the orchestra	Knowledge of formal structure of music	Knowledge of music concepts – texture; rhythm and metre; dynamics	Orchestration techniques Classical and Romantic period style characteristics	Scales; Key signatures; Clefs Concepts of formal structure of music	Grade 10 and 11 Music Terminology	Compositional techniques studied in Grade 11	Grade 12 work studied in Term 1	Grade 12 work studied in Term 1	
Resources (other than textbook) to enhance learning	Audio and Music Score of Beethoven's Symphony No. 6	Various Music Scores for analysis	Extra Notes on the development of the symphony	Past Music Theory Question Papers	Past Music GMK Question Papers	Audio and Music Score of Mendelssohn's Hebrides Overture	Paper 2 audio resources Glossary of music terminology	Music Scores and Audio CDs	Paper 2 audio resources	Paper 2 audio resources	
Assessment	Informal Assessment: Remediation	Music Theory Worksheet	GMK Worksheet: Sections of the orchestra	Scale Test	GMK Test on Beethoven's Symphony No. 6	Technical Test – Scales and Arpeggios	Harmony worksheet	Practical application of music terminology	Writing music sequences	Theory and Harmony Test	GMK Test on Mendelssohn's Hebrides Overture
	SBA (Formal)	Term 1 Topic 2 content			Term 1 Topic 3 Content			Music Comprehension PATs		TOTAL MARKS= 100	

2020 National Revised ATP: Grade 12 – Term 2: Music - Western Art Music (WAM) Stream

TERM 2 (39 days)		Week 23 1 – 5 June (5 days)	Week 24 8 – 12 June (5 days)	Week 25 15 – 19 June (4 days)	Week 26 22 - 26 June (5 days)	Week 27 29 June - 3 July (5 days)	Week 28 6 - 10 July (5 days)	Week 29 13 – 17 July (5 days)	Week 30 20 - 24 July (5 days)
CAPS Topics		<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)
Concepts, Skills and Values		<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Harmonisation • Topic 3: Opera – definition and description of the genre 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Harmonisation • Topic 3: Historical development of the opera 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Melody writing • Topic 3: Mozart's The Magic Flute 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Analysis of music scores • Topic 3: Mozart's The Magic Flute 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Harmonisation / Transposing • Topic 3: Mozart's The Magic Flute 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Comp. techniques • Topic 3: Mozart's The Magic Flute 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Music Terminology • Topic 3: Mozart's The Magic Flute 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Analysis of music scores • Topic 3: South African Music Industry
Requisite pre-knowledge		Primary and Secondary chords in root position and first inversion	Technical work – Scales and arpeggios Voice Types	Ternary form The Overture	Intervals The use of scales and modes	Four-Part chord voicing	Sequencing Repetition Inversion	Term 1 Music Terminology	Intervals Non-chordal notes Cadences
Resources (other than textbook) to enhance learning		Audio, Video and Music Score of Mozart's The Magic Flute	Audio recordings	YouTube links to various performances of prescribed work	Music Scores	Music writing software – Sibelius; Finale; MuseScore etc.	Music writing software – Sibelius; Finale; MuseScore etc.	Glossary of Music Terminology	Internet Resources on SAMRO
Assessment	Informal Assessment: Remediation	Harmony worksheet	Audio test of Voice Types Harmony exercise	Melody writing exercise	Harmonic Analysis of music scores	Test on selected arias: Characters and Voice Types	Recognition of Compositional Techniques	Four-Part Harmony Test	Four-part analysis
	SBA (Formal)	Term 3 Topic 2 content		Term 3 Topic 3 Content		Music Comprehension PATs		TOTAL MARKS= 100	

2020 National Revised ATP: Grade 12 – Term 3: Music - Western Art Music (WAM) Stream

TERM 3 (21 days)		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
CAPS Topics		<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> • Music performance and improvisation (Topic 1) • Music literacy (Topic 2) • General music knowledge and analysis (Topic 3)
Concepts, Skills and Values		<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Harmonisation / Transposing • Topic 3: Mozart's The Magic Flute 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Comp. techniques, : Music Terminology • Topic 3: Mozart's The Magic Flute 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Analysis of music scores • Topic 3: South African Music Industry 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Melody Writing/ Harmonisation • Topic 3: South African Music Industry 	<ul style="list-style-type: none"> • Topic 1: Performance • Topic 2: Comp. techniques • Topic 3: Revision of Term 1 GMK
Requisite pre-knowledge		Four-Part chord voicing Primary and secondary chords in root position, and in first and second inversions	Sequencing Repetition Inversion	Term 1 Music Terminology	Intervals Non-chordal notes Cadences Rhythm and Metre Scales and Modes Grouping of notes Harmonic progression	Beethoven's Symphony No. 6
Resources (other than textbook) to enhance learning		Music writing software – Sibelius; Finale; MuseScore etc. Audio examples	Music writing software – Sibelius; Finale; MuseScore etc. Glossary of Music Terminology	Internet Resources on SAMRO YouTube links on Music Industry	Music writing software – Sibelius; Finale; MuseScore etc. Audio editing software	Audio examples
Assessment	Informal Assessment: Remediation	Test on selected arias: Characters and Voice Types	Recognition of Compositional Techniques	Four-Part Harmony Test	Four-part analysis	Formal analysis
	SBA (Formal)	Term 3 Topic 2 content	Term 3 Topic 3 Content	Music Comprehension PATs	TOTAL MARKS= 100	

2020 National Revised ATP: Grade 12 – Term 4: Music - Western Art Music (WAM) Stream

TERM 4 (20 days)		Week 40 28 Sept - 02 Oct (5 days)	Week 41 05 - 09 Oct (5 days)	Week 42 12 – 16 Oct (5 days)	Week 43 19 - 23 Oct (5 days)	Week 44 26 - 30 Oct (5 days)	Week 45 02 - 06 Nov (5 days)	Week 46 09 - 13 Nov (5 days)	Week 47 16 - 20 Nov (5 days)	Week 48 23 - 27 Nov (5 days)	Week 49 30 Nov - 02 Dec (3 days)
						INTERNAL EXAMINATIONS					
CAPS Topics		<ul style="list-style-type: none"> Music performance and improvisation (Topic 1) Music literacy (Topic 2) General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> Music performance and improvisation (Topic 1) Music literacy (Topic 2) General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> Music performance and improvisation (Topic 1) Music literacy (Topic 2) General music knowledge and analysis (Topic 3) 	<ul style="list-style-type: none"> Music performance and improvisation (Topic 1) Music literacy (Topic 2) General music knowledge and analysis (Topic 3) 	<p>Notes on or guidelines for final examinations: Based on Grade 12 Examination Guideline</p> <p>MUSIC PAPER 1 (120 MARKS)</p> <ul style="list-style-type: none"> The duration of the paper is three hours. Approximately one and a half hours should be devoted to Section A (Topic 2 – Music Literacy) and approximately one and a half hours should be devoted to Sections B, and C or D or E (Topic 3 – General Music Knowledge). Music Literacy questions will focus on Music Theory, Composition and Harmony. General Music Knowledge questions will mostly refer to the elements of music: timbre (tone colour), pitch (melody, harmony, and tonality), duration (metre, rhythm, and tempo), dynamics (loudness), texture (density), form (structure), instrumentation, mood and atmosphere. Bullet form should only be used when specifically requested. Answers presented in paragraph format must be coherent and logical. Essay-type questions must include an introductory paragraph, body (containing one or more paragraphs) and a concluding paragraph. <p>MUSIC PAPER 2 (30 MARKS)</p> <ul style="list-style-type: none"> The duration of the paper is one and a half hours. Questions containing notation must be written in pencil and must be clear and unambiguous. <p>MUSIC PAPER 3 (150 MARKS)</p>					
Concepts, Skills and Values		<ul style="list-style-type: none"> Topic 1: Performance Topic 2: Revision and consolidation Topic 3: Revision and consolidation 	<ul style="list-style-type: none"> Topic 1: Performance Topic 2: Revision and consolidation Topic 3: Revision and consolidation 	<ul style="list-style-type: none"> Topic 1: Performance Topic 2: Revision and consolidation Topic 3: Revision and consolidation 	<ul style="list-style-type: none"> Topic 1: Performance Topic 2: Revision and consolidation Topic 3: Revision and consolidation 						
Requisite pre-knowledge		All term 1, 2 and 3 knowledge and skills	All term 1, 2 and 3 knowledge and skills	All term 1, 2 and 3 knowledge and skills	All term 1, 2 and 3 knowledge and skills						
Resources (other than textbook) to enhance learning		All audio excerpts Past Question Papers	All audio excerpts Past Question Papers	All audio excerpts Past Question Papers	All audio excerpts Past Question Papers						
		Past Question Papers	Jazz worksheet	Theory test	Harmony test						
Assessment	IAM music listening test	PRACTICAL ASSESSMENT									
	N/A	9. Technical Work G. Exercises: Learners to choose 10 technical exercises as follows: <ul style="list-style-type: none"> 2 major scales 	or H. Voice: Learners to choose 10 vocal exercises Marks: 20 or I. Voice: Learners	10. Repertoire Reduced to three (3) solo pieces of 35 marks each. Strictly NO ENSEMBLE presentation. Marks: 105	11. Sight reading Marks: 10	12. Aural Marks 15	Summary Technical: 20 Repertoire: 70 Sight reading: 15 Aural: 15 TOTAL MARKS: 150				

		<ul style="list-style-type: none"> • 2 minor scales • 1 chromatic scale • 2 major appergios • 1 minor appergio • 1 diminished 7th • 1 Dominant 7th 	<p>to do 2 vaccais</p> <p>Marks: 20</p>						
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30. Physical Sciences

Revised National Teaching Plan

2020 National Revised ATP: Grade 12 Term 1: Physical Sciences

TERM 1 (46 days)	Week 1 15 - 17 Jan (3 days)	Week 2 20 - 24 Jan (5 days)	Week 3 27 – 31 Jan (5 days)	Week 4 3 - 7 Feb (5 days)	Week 5 10 - 14 Feb (5 days)	Week 6 17 - 21 Feb (5 days)	Week 7 24 - 28 Feb (5 days)	Week 8 2 - 6 March (5 days)	Week 9 9 - 13 March (5 days)	Week 10 16 - 20 March (5 days)
CAPS Topics	PRACTICAL SKILLS (2 hrs)	MECHANICS: Momentum & Impulse (4 hrs)	MECHANICS: Momentum & Impulse (4 hrs)	MECHANICS: Momentum & Impulse (4 hrs)	MECHANICS: Vertical projectile motion (4 hrs)	MECHANICS: Vertical projectile motion (4 hrs)	MATTER & MATERIALS: Organic molecules (4 hrs)	MATTER & MATERIALS: Organic molecules (4 hrs)	MATTER & MATERIALS: Organic molecules (4 hrs)	MATTER & MATERIALS: Organic molecules (4 hrs)
Topics /Concepts, Skills and Values	Identify investigative question and state a hypothesis. Design a simple investigation. Experimental procedures. Select tools and technology to collect data. Measurement Recording of data Represent data in tables, graphs, etc. Determine accuracy and the precision of experimental results • Analyze results and identify possible sources of bias or experimental error • Recognize, analyze and	Define & calculate the momentum of a moving object: $p = mv$ Describe the vector nature of momentum & draw vector diagrams. State Newton's second law in terms of momentum: $F_{net} = \frac{\Delta p}{\Delta t}$ Calculate the change in momentum when a resultant force acts on an object. Define impulse Use the impulse-momentum theorem ($F_{net}\Delta t = m\Delta v$) in calculations for a variety of situations (one dimension).	State the principle of conservation of linear momentum. Explain what is meant by an isolated system, internal and external forces	Apply conservation of momentum to collisions of two objects (one dimension). Distinguish between elastic and inelastic collisions by calculation.	Explain what is meant by a projectile and use equations of motion to determine the position, velocity and displacement of a projectile at any given time. Sketch x vs t , v vs t and a vs t graphs for a free falling object, an object thrown vertically upwards, an object thrown vertically downwards & bouncing objects.	For given x vs t , v vs t or a vs t graphs, determine position, displacement and velocity or acceleration at any time t . For given x vs t , v vs t or a vs t graphs, describe the motion of an object bouncing, thrown vertically upwards & thrown vertically downward. Consolidation of concepts.	Define organic molecules, functional group, hydrocarbon, homologous series, saturated, unsaturated and structural isomer. Write condensed, structural & molecular formulae (max 8 C atoms, 1 functional group per molecule) for alkanes (no rings), alkenes (no rings), alkynes, alcohols, haloalkanes (no rings), carboxylic acids, aldehydes, ketones, esters Write IUPAC names for structural/ condensed structural formulae for	Write IUPAC names from structural or condensed structural formulae for compounds listed (one functional group per molecule, max. two functional groups for haloalkanes). Identify alkyl substituents (methyl- and ethyl-); max. THREE alkyl substituents. Identify compounds that are saturated, unsaturated, structural isomers (chain, positional, functional). Physical properties: boiling point,	Relationship between physical properties and strength of IMF, type of functional group, chain length and branching Combustion of alkanes in excess oxygen and use as fuels. Equation & reaction conditions for the formation of an ester and IUPAC names for reactant and products. Classify reactions as elimination, addition or substitution. Equations and reaction conditions for addition reactions of alkenes.	Equations and reaction conditions for elimination reactions: dehydrohalogenation of haloalkanes, cracking of alkanes, dehydration of alcohols Equations and reaction conditions for substitution reactions: hydrolysis of haloalkanes, halogenation of alkanes Plastics & polymers: Polymer, monomer, functional group, macromolecule Polymerization of ethane. Distinguish between condensation & addition polymers.

TERM 1 (46 days)		Week 1 15 - 17 Jan (3 days)	Week 2 20 - 24 Jan (5 days)	Week 3 27 – 31 Jan (5 days)	Week 4 3 - 7 Feb (5 days)	Week 5 10 - 14 Feb (5 days)	Week 6 17 - 21 Feb (5 days)	Week 7 24 - 28 Feb (5 days)	Week 8 2 - 6 March (5 days)	Week 9 9 - 13 March (5 days)	Week 10 16 - 20 March (5 days)
		evaluate alternative explanations for the same set of observations	Impulse and safety considerations.					compounds from above series.	melting point, vapour pressure		
Requisite pre-knowledge		N/A	Newton's laws of motion		Equations of motion	Equations of motion		Chemical bonding Valency	Intermolecular forces	IUPAC naming, writing different formulae.	IUPAC naming, writing different formulae.
Resources (other than textbook) to enhance learning		CAPS Text books	Mind the Gap Study guides YouTube & Mindset videos phet simulations Previous question papers	Apparatus: Conservation of momentum Mind the Gap Study guides YouTube & Mindset videos phet simulations Previous question papers	Mind the Gap Study guides YouTube & Mindset videos phet simulations Previous question papers	Mind the Gap Study guides YouTube & Mindset videos phet simulations Previous question papers	Mind the Gap Study guides YouTube & Mindset videos Previous question papers	Mind the Gap Study guides YouTube & Mindset videos Previous question papers	Mind the Gap Study guides YouTube & Mindset videos Previous question papers	Mind the Gap Study guides YouTube & Mindset videos Previous question papers	Mind the Gap Study guides YouTube & Mindset videos Previous question papers
Assessment	Informal Assessment: Remediation	Homework	Homework	Homework	Homework Informal test	Homework	Homework Informal test	Homework Informal test	Homework	Homework Informal test	Homework
	SBA (Formal)(Any ONE of the two formal practicals)	None	None	Formal practical: Conservation of linear momentum	None	None	None	None	Formal practical: Preparation of an ester	None	Control test

2020 National Revised ATP: Grade 12 – Term 2: Physical Sciences

TERM 2 (39 days)	Week 1 (5 days)	Week 2 (5 days)	Week 3 (5 days)	Week 4 (5 days)	Week 5 (5 days)	Week 6 (5 days)	Week 7 (5 days)	Week 8 (4 days)
CAPS Topics	MECHANICS: Work, energy and power (4 hrs not 5 hrs)	MECHANICS: Work, energy and power (4 hrs not 5 hrs)	WAVES, SOUND & LIGHT: Doppler Effect (4 hrs not 6 hrs)	CHEMICAL CHANGE: Rate and extent of reaction (4 hrs)	CHEMICAL CHANGE: Chemical equilibrium (4 hrs)	CHEMICAL CHANGE: Chemical equilibrium (4 hrs)	CHEMICAL CHANGE: Acids and bases (4 hrs)	CHEMICAL CHANGE: Acids and bases (4 hrs)
Topics /Concepts, Skills and Values	<ul style="list-style-type: none"> Define the work done on an object. Draw force diagram & free-body diagrams. Calculate the net work done on an object. Distinguish between positive work and negative net work done on the system. State the work-energy theorem. Apply the work-energy theorem on horizontal, vertical and inclined planes. Define conservative and non-conservative forces and give examples. 	<ul style="list-style-type: none"> State the principle of conservation of mechanical energy. Solve problems using the equation $W_{nc} = \Delta E_k + \Delta E_p$ Show that E_{mech} is conserved in absence of non-conservative forces. Define power and calculate the power involved when work is done. Perform calculations using $P_{ave} = FV_{ave}$ when an object moves at a constant speed along a rough horizontal surface or a rough inclined plane. Calculate the minimum power required of an electric motor to pump water from a borehole of a particular depth at a particular rate using $W_{nc} = \Delta E_k + \Delta E_p$. 	<ul style="list-style-type: none"> State the Doppler effect and explain (using illustrations) the change in pitch observed when a source moves toward or away from a listener (sound and ultra sound). State applications of the Doppler effect. Solve problems using $f_L = \frac{v \pm v_L}{v \pm v_S} f_s$ when EITHER source or listener moves. With light, explain 'red shifts' & use the Doppler Effect to explain why we conclude that the universe is expanding. 	<ul style="list-style-type: none"> Explain what is meant by reaction rate & list factors which affect reaction rate. Collision theory - how various factors affect the rate. Define the term catalyst and explain how it increases reaction rate. Experimental techniques for measuring the rate of a given reaction. Graphs of distribution of molecular energies to explain how a catalyst & temperature affect rate. 	<ul style="list-style-type: none"> Explain: open & closed systems; reversible reactions; dynamic equilibrium List the factors which influence the position of an equilibrium. State Le Chatelier's principle and use it to explain changes in equilibria. Explain the use of rate & equilibrium principles in the Haber & Contact process. Interpret simple graphs of equilibrium. 	<ul style="list-style-type: none"> List the factors which influence the value of the equilibrium constant K_c. Write an expression for the equilibrium constant from a given equation. Perform calculations based on K_c values. Explain the significance of high and low values of the equilibrium constant. 	<ul style="list-style-type: none"> Define acids and bases according to Arrhenius and Lowry-Brønsted. Distinguish between strong and weak acids/bases with examples. Distinguish between concentrated and dilute acids/bases. Identify conjugate acid-base pairs for given compounds. Write neutralisation reactions of common laboratory acids and bases. Perform calculations based on titration reactions & motivate choice of an indicator. 	<ul style="list-style-type: none"> Determine the approximate pH of salts in salt hydrolysis. Explain the pH scale and calculate pH values of strong acids and strong bases. Define the concept of K_w and explain the auto-ionisation of water. Compare the K_a and K_b values of strong and weak acids and bases. Compare strong and weak acids by looking at pH, conductivity & reaction rate.
Requisite pre-knowledge	<ul style="list-style-type: none"> Gravitational potential and kinetic energy Equations of motion 	<ul style="list-style-type: none"> Gravitational potential and kinetic energy Equations of motion 	<ul style="list-style-type: none"> Wave properties: frequency, wavelength, amplitude 	<ul style="list-style-type: none"> Writing of formulae and balanced equations Energy in chemical reactions – gr 11 	<ul style="list-style-type: none"> Writing of formulae and balanced equations Energy in chemical reactions – gr 11 	<ul style="list-style-type: none"> Writing of formulae and balanced equations Energy in chemical reactions – gr 11 	<ul style="list-style-type: none"> Writing of formulae and balanced equations Stoichiometry 	<ul style="list-style-type: none"> Writing of formulae and balanced equations Stoichiometry

		<ul style="list-style-type: none"> Newton's 2nd law of motion 	<ul style="list-style-type: none"> Newton's 2nd law of motion 	<ul style="list-style-type: none"> Graphical representation of waves 			<ul style="list-style-type: none"> Stoichiometry 		
Resources (other than textbook) to enhance learning		<ul style="list-style-type: none"> March Question paper Mind the Gap Study guides YouTube & Mindset videos pHET simulations Previous question papers 	<ul style="list-style-type: none"> Mind the Gap Study guides YouTube & Mindset videos pHET simulations Previous question papers 	<ul style="list-style-type: none"> Mind the Gap Study guides YouTube & Mindset videos pHET simulations Previous question papers 	<ul style="list-style-type: none"> Mind the Gap Study guides YouTube & Mindset videos pHET simulations Previous question papers 	<ul style="list-style-type: none"> Apparatus: Chemicals and apparatus for experiment below. Mind the Gap Study guides YouTube & Mindset videos Previous question papers 	<ul style="list-style-type: none"> Mind the Gap Study guides YouTube & Mindset videos Previous question papers 	<ul style="list-style-type: none"> Apparatus: Chemicals and apparatus for experiment below. Mind the Gap Study guides YouTube & Mindset videos Previous question papers 	<ul style="list-style-type: none"> Apparatus: Chemicals and apparatus for experiment below. Mind the Gap Study guides YouTube & Mindset videos Previous question papers
Assessment	Informal Assessment: Remediation	<p>Corrections of March control test</p> <p>Homework</p>	Homework	Homework	Homework Practical: Effect of temperature and concentration on the rate of reaction between Na ₂ S ₂ O ₃ and HCl	Homework Practical: Demonstrate factors that influence the equilibrium of CoCl ₂ & H ₂ O. (demo)	Homework	Homework Practical: Titration of oxalic acid against NaOH to determine the concentration of NaOH. Informal test	Homework Informal test
	SBA (Formal)	None	None	None	None	None	None	None	None

2020 National Revised ATP: Grade 12 – Term 3: Physical Sciences

TERM 3 (21 days)	Week 1 (5 days)	Week 2 (5 days)	Week 3 (5 days)	Week 4 (5 days)	Week 5 (1 day)	Trail Examination Week
CAPS Topics	ELECTRICITY & MAGNETISM: Electric circuits (4 hrs)	ELECTRICITY & MAGNETISM: Electrical machines (4 hrs)	ELECTRICITY & MAGNETISM: Electrical machines (4 hrs)	MATTER & MATERIALS: Optical phenomena and properties of materials (4 hrs)	MATTER & MATERIALS: Optical phenomena and properties of materials (1 hr)	Trial Examination
Topics / Concepts, Skills and Values	<ul style="list-style-type: none"> Solve problems involving current, voltage and resistance for circuits containing arrangements of resistors in series and in parallel (maximum four resistors). Explain the term internal resistance. Solve circuit problems using $\mathcal{E} = V_{\text{load}} + V_{\text{int resistance}}$ or $\mathcal{E} = IR_{\text{ext}} + Ir$. Solve problems, with internal resistance, for circuits containing arrangements of resistors in series and in parallel (maximum four resistors). 	<ul style="list-style-type: none"> Energy conversion in generators & use principle of electro-magnetic induction to explain how generators work. Examples of uses of AC & DC generators & functions of components. Energy conversion in motors & use motor effect to explain how motors work. Explain functions of components of motors & give examples of uses of motors. 	<ul style="list-style-type: none"> State the advantages of alternating current. Sketch graphs of voltage vs time and current vs time for an AC circuit. Solve problems using $I_{\text{rms}} = \frac{I_{\text{max}}}{\sqrt{2}},$ $V_{\text{rms}} = \frac{V_{\text{max}}}{\sqrt{2}},$ $P_{\text{ave}} = I_{\text{rms}}^2 R,$ $P_{\text{ave}} = \frac{V_{\text{rms}}^2}{R},$ $P_{\text{ave}} = I_{\text{rms}} V_{\text{rms}} = \frac{1}{2} I_{\text{max}} V_{\text{max}} \text{ (for a purely resistive circuit).}$ 	<ul style="list-style-type: none"> Describe the photoelectric effect and state its significance. Define threshold frequency, f_0 and the work function, W_0. Perform calculations using the photo-electric equation: $E = W_0 + E_{k\text{max}}$, where $E = hf$ and $W_0 = hf_0$ and $E_{k\text{max}} = \frac{1}{2} m(v_{\text{max}})^2$ 	Explain the effect of intensity and frequency on the photo-electric effect.	All topics Term 1-3
Requisite pre-knowledge	Electric circuits from grade 11	<ul style="list-style-type: none"> Electromagnetic induction Hand rules for direction of induced current. 	Electrical power	<ul style="list-style-type: none"> Wave properties: frequency, wavelength, amplitude Graphical representation of waves 	<ul style="list-style-type: none"> Wave properties: frequency, wavelength, amplitude 	Basic concepts from grades 10-12 on Mechanics, Waves Sound Light, Electricity and Magnetism, Matter and Materials, Chemical Systems, Chemical Change.
Resources (other than textbook) to enhance learning	<ul style="list-style-type: none"> Mind the Gap Study guides YouTube & Mindset videos pHET simulations Previous question papers 	<ul style="list-style-type: none"> Mind the Gap Study guides YouTube & Mindset videos pHET simulations Previous question papers 	<ul style="list-style-type: none"> Mind the Gap Study guides YouTube & Mindset videos pHET simulations Previous question papers 	<ul style="list-style-type: none"> Mind the Gap Study guides YouTube & Mindset videos pHET simulations Previous question papers 	<ul style="list-style-type: none"> Mind the Gap Study guides YouTube & Mindset videos pHET simulations Previous question papers 	<ul style="list-style-type: none"> Mind the Gap Study guides YouTube & Mindset videos pHET simulations Previous question papers

Assessment	Informal Assessment: Remediation	Homework Practical: Internal resistance of a battery and equivalent resistance of resistors in series & parallel	Homework Practical: Functioning of a simple electric motor (demonstration)	Homework Informal test	Homework	Homework	None
	SBA (Formal)	None	None	None	None		Trial Examination

2020 National Revised ATP: Grade 12 – Term 4: Physical Sciences

TERM 4 (20 days)		Week 1 (5 days)	Week 2 (5 days)	Week 3 (5 days)
CAPS Topics		MATTER & MATERIALS: Optical phenomena and properties of materials (2 hr) CHEMICAL CHANGE: Electrochemical reactions (2 hrs)	CHEMICAL CHANGE: Electrochemical reactions (4 hrs)	CHEMICAL SYSTEMS: Fertiliser industry (4 hrs)
Topics /Concepts, Skills and Values		Optical phenomena and properties of materials <ul style="list-style-type: none"> Emission and Absorption Spectra Electrochemical reactions <ul style="list-style-type: none"> Oxidation & reduction in terms of electron transfer & oxidation numbers. Oxidising & reducing agents in terms of oxidation and reduction. Anode and cathode in terms of oxidation and reduction. Define a galvanic cell in terms of self-sustaining electrode reactions i.e. conversion of chemical energy to electrical energy. Function of salt bridge, movement of ions, direction of electron flow in external circuit, half-reactions at each electrode & the overall cell reaction. Predict in which half-cell oxidation / reduction takes place. Use cell notation or diagrams to represent a galvanic cell. 	<ul style="list-style-type: none"> Calculate emf for a galvanic cell. V_{cell} decreases as [product ions] increases and [reactant ions] decreases. When equilibrium is reached, $V_{cell} = 0$ (the cell is 'flat'). Define electrolytic cells: electrode reactions are sustained by a supply of electrical energy i.e. electrical energy converted to chemical energy. Give and explain the relationship between current and the rate of the reaction. Use half-reactions, cell reactions & schematic diagrams to describe the following electrolytic cells: decomposition of $CuCl_2$; electroplating (e.g. the refining of copper); chlor-alkali industry; recovery of aluminium metal Risks to the environment of the chloroalkali-industry & recovery of Al. Consolidation 	Chemical Systems <ul style="list-style-type: none"> For plants: 3 non-mineral nutrients (C, H & O) & 3 primary nutrients (N, P & K). Explain why fertilisers are needed & explain the function of N, P and K. Interpret the N:P:K fertiliser ratio and perform calculations based on the ratio. Processes in fertiliser industry: N_2 - fractional distillation of liquid air; H_2 - from coal & steam; Haber process; Ostwald process; Contact process; NH_4NO_3; $(NH_4)_2SO_4$ Processes in fertiliser industry cont. Evaluate the use of inorganic fertilisers on humans and the environment. Define eutrophication and discuss alternatives to inorganic fertilisers Revision and consolidation of topics
Requisite pre-knowledge		Redox reactions	Potential difference, current, resistance, power	<ul style="list-style-type: none"> Writing of formulae and balanced equations.
Resources (other than textbook) to enhance learning		<ul style="list-style-type: none"> Mind the Gap Study guides YouTube & Mindset videos pHET simulations Previous question papers 	<ul style="list-style-type: none"> Mind the Gap Study guides YouTube & Mindset videos pHET simulations Previous question papers 	<ul style="list-style-type: none"> Mind the Gap Study guides YouTube & Mindset videos pHET simulations Previous question papers
Assessment	Informal Assessment: Remediation	Homework	Homework Informal test	Homework
	SBA (Formal)	None	None	None

31. Religion Studies

Revised National Teaching Plan

2020 National Revised ATP: Grade 12 – Term 2: Religion Studies

TERM 2 39 Days	WEEK 1 (5 days)	WEEK 2 (5 days)	WEEK 3 (5 days)	WEEK 4 (5 days)	WEEK 5 (5 days)	WEEK 6 (5 days)	WEEK 7 (5 days)	WEEK 8 (4 days)
Core Topics	Topical issues in society	Topical issues in society	Common features of religion as a generic and unique phenomenon	Common features of religion as a generic and unique phenomenon	Common features of religion as a generic and unique phenomenon	Common features of religion as a generic and unique phenomenon	Common features of religion as a generic and unique phenomenon	Common features of religion as a generic and unique phenomenon
	Development of a strategy to solve a major social problem: <ul style="list-style-type: none"> • Main elements of Identifying and analysing the problem • Outlining and considering the religious sources available • Outlining practical steps to be taken to reach a solution 	Specialisation in one religion <ul style="list-style-type: none"> • Role of media in influencing public opinion on religion: <ul style="list-style-type: none"> - Religious issues reported on in the media - The different media presenting information on religion - Link between distinct media and different religions - Message conveyed about religion in the various media and how this influences public opinion 	Religious teachings: a variety of their roles in different religions: <ul style="list-style-type: none"> • The difference between the concept of teaching and the concepts of belief, doctrine, dogma, parable, myth and ideology 	The central teachings in one religion: <ul style="list-style-type: none"> • Core teachings including the following components: <ul style="list-style-type: none"> the nature of divinity, the nature of the world, the nature of humanity with reference to community and the individual, the place and responsibility of humanity in the world, the origin and the role of evil, the overcoming of evil, life after death 	The central teachings in one religion: <ul style="list-style-type: none"> • Specialisation in one religion 	Normative sources in various religions: <ul style="list-style-type: none"> • Occurrence of the following normative sources in several religions: <ul style="list-style-type: none"> - contemporary inspiration, - oral tradition and - sacred books • The origin and development of normative sources in different religions 	Normative sources in various religions: <ul style="list-style-type: none"> • Occurrence of the following normative sources in several religions: <ul style="list-style-type: none"> - contemporary inspiration, - oral tradition and - sacred books • The origin and development of normative sources in different religions 	Normative sources in various religions: <ul style="list-style-type: none"> • Occurrence of the following normative sources in several religions: <ul style="list-style-type: none"> - contemporary inspiration, - oral tradition and - sacred books • The origin and development of normative sources in different religions
Foundational knowledge	Concept Skills and Values Definitions of key *concepts Grade 10 and 11 Religion Studies related content and concepts Understanding the different action/command verbs							
Resources (other than textbook) to enhance learning	<ul style="list-style-type: none"> • Graphic organizers to enhance thinking skills: e.g. KWHL chart for baseline assessment and/or consolidation after lesson. Other types: as a concept definition map, discussion map, for notetaking, summaries, to organize ideas, etc. • Dictionaries, religions' reference books, textbook, magazines, resource persons • Internet/Case Studies/Scenarios that are *current and up-to-date*/Newspaper articles/DVD's/Role Play activities/Presentations by learners/Video clips/DVDs/PowerPoint Presentations/Guest speakers on a subtopic *as per CAPS content per term*/Power Posters/Stimuli, e.g. picture(s)/Google classroom/ Kahoot/Social media platforms/Objects/material for demonstrations (to accommodate kinaesthetic learning style)/Organisations/NGOs • Past exam papers to consolidate content 							

Informal Assessment Remediation	<ul style="list-style-type: none"> Content related questions from past exam papers for consolidation/Quick Tests: 5 – 10-mark towards the end of a lesson/week/every second week, e.g. worksheet quiz/short questions/definition of concepts/matching columns/true or false with motivation/quizzes on Kahoot Short open-book tests/Tests on paragraph/essay writing*/Analyse difficult concepts/Practical demonstrations 	
Formal assessment	No formal assessment	Monitoring Class work

2020 National Revised ATP: Grade 12 – Term 3: Religion Studies

TERM 3 21 Days	WEEK 1 (5 day)	WEEK 2 (5 day)	WEEK 3 (5 day)	WEEK 4 (5 day)	WEEK 5 (1 day)
CAPS TOPICS	Common features of religion as a generic and unique phenomenon	Common features of religion as a generic and unique phenomenon	Research into and across religions	Research into and across religions	
Topic, Concepts, Skills and Values	Interpreting one normative source: <ul style="list-style-type: none"> The hermeneutical principles of interpreting the normative sources in any one religion Actual interpretation of one important normative source in any one religion: African oral and written tradition, the Bible, the Quran, the Tanah, the Vedas, the Kita-l-Aqdas and the Pali Canon 	Analysis of secular worldviews with reference to the definition of religion and universal dimensions of religion: <ul style="list-style-type: none"> atheism, agnosticism, humanism and materialism The origin, purpose and influencing factors behind at least two worldviews Specialisation in one religion 	Religion and the natural sciences: Examine the relationship between religion and the natural sciences with reference to views of creation and evolution.	Religious freedom, human rights and responsibilities: <ul style="list-style-type: none"> Sources available in different religions pertaining to religious freedom, human rights and responsibilities Religious teachings pertaining to morality and ethics in modern society Practical involvement of different religions in promoting religious freedom, human rights and responsibilities 	START TRIAL EXAMINATION
Foundational knowledge	Concept Skills and Values Definitions of key *concepts Grade 10 and 11 Religion Studies related content and concepts Understanding the different action/command verbs				
Resources (other than textbook) to enhance learning	<ul style="list-style-type: none"> Graphic organizers to enhance thinking skills: e.g. KWHL chart for baseline assessment and/or consolidation after lesson. Other types: as a concept definition map, discussion map, for notetaking, summaries, to organize ideas, etc. Dictionaries, religions' reference books, textbook, magazines, resource persons Internet/Case Studies/Scenarios that are *current and up-to-date*/Newspaper articles/DVD's/Role Play activities/Presentations by learners/Video clips/DVDs/PowerPoint Presentations/Guest speakers on a subtopic *as per CAPS content per term*/Power Posters/Stimuli, e.g. picture(s)/Google classroom/ Kahoot/Social media platforms/Objects/material for demonstrations (to accommodate kinaesthetic learning style)/Organisations/NGOs Past exam papers to consolidate content 				
Informal Assessment Remediation	<ul style="list-style-type: none"> Content related questions from past exam papers for consolidation/Quick Tests: 5 – 10-mark towards the end of a lesson/week/every second week, e.g. worksheet quiz/short questions/definition of concepts/matching columns/true or false with motivation/quizzes on Kahoot Short open-book tests/Tests on paragraph/essay writing*/Analyse difficult concepts/Practical demonstrations 				
Formal assessment	PROJECT OR TASK		Monitoring Class work		
	TRIAL EXAMINATION				

2020 National Revised ATP: Grade 12 – Term 4: Religion Studies

TERM 4 20 Days	WEEK 1 (5 day)	WEEK 2 (5 day)	WEEK 3 (5 day)	WEEK 4 (5 day)	
CAPS TOPICS	Variety of religions	Topical issues in society	Research into and across religions	Common features of religion as a generic and unique phenomenon	
Topic Concepts skills and values	Consolidation of work: <ul style="list-style-type: none"> • Conceptual distinctions • Internal differentiations • Unique features of various religions • Roles of various religions • History and present dynamics of inter-religious relationships in South Africa 	Consolidation of work: <ul style="list-style-type: none"> • Religious freedom, human rights and responsibilities • Social problems in South Africa and the world • Media coverage on issues with religious relevance 	Consolidation of work: <ul style="list-style-type: none"> • Religion in areas of recent conflict in South Africa and the world • Religion and the natural sciences 	Consolidation of work: <ul style="list-style-type: none"> • The role of teaching in a variety of religions • Interpreting normative sources • The central teachings of one religion 	
Foundational knowledge	Concept Skills and Values Definitions of key *concepts Grade 10 and 11 Religion Studies related content and concepts Understanding the different action/command verbs				
Resources (other than textbook) to enhance learning	<ul style="list-style-type: none"> • Graphic organizers to enhance thinking skills: e.g. KWHL chart for baseline assessment and/or consolidation after lesson. Other types: as a concept definition map, discussion map, for notetaking, summaries, to organize ideas, etc. • Dictionaries, religions' reference books, textbook, magazines, resource persons • Internet/Case Studies/Scenarios that are *current and up-to-date*/Newspaper articles/DVD's/Role Play activities/Presentations by learners/Video clips/DVDs/PowerPoint Presentations/Guest speakers on a subtopic *as per CAPS content per term*/Power Posters/Stimuli, e.g. picture(s)/Google classroom/ Kahoot/Social media platforms/Objects/material for demonstrations (to accommodate kinaesthetic learning style)/Organisations/NGOs • Past exam papers to consolidate content 				
Informal Assessment Remediation	<ul style="list-style-type: none"> • Content related questions from past exam papers for consolidation/Quick Tests: 5 – 10-mark towards the end of a lesson/week/every second week, e.g. worksheet quiz/short questions/definition of concepts/matching columns/true or false with motivation/quizzes on Kahoot • Short open-book tests/Tests on paragraph/essay writing*/Analyse difficult concepts/Practical demonstrations 				
Formal assessment	FINAL EXAMINATION				

32. Technical Mathematics

Revised National Teaching Plan

2020 National Revised ATP: Grade – Term 2: Technical Mathematics Grade 12

TERM 1 (46 days)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CAPS Topics	Complex numbers			Analytical Geometry		Functions: Polynomials		Differential Calculus		
	<ol style="list-style-type: none"> There are numbers other than those studied in earlier grades called imaginary numbers and complex numbers. Add, subtract, divide, multiply and simplify imaginary numbers and complex numbers. Solve equations involving complex numbers. 			Use a two-dimensional Cartesian co-ordinate system to determine: <ul style="list-style-type: none"> the equation of a circle with centre at the origin (centre is (0;0)); the equation of a tangent to a circle at a given point on the circle; and point/s of intersection of a circle and a straight line. 		<ol style="list-style-type: none"> An intuitive understanding of the concept of a limit. Differentiation of specified functions from first principles. Use of the specified rules of differentiation. The equations of tangents to graphs. The ability to sketch graphs of cubic functions. 		<ol style="list-style-type: none"> Practical problems involving optimisation and rates of change (including the calculus of motion). Basic integration. 		
SBA	Test					Investigation or project		Assignment		

2020 National Revised ATP: Grade – Term 2: Technical Mathematics Grade 12

TERM 2 (54 days)	Week 1 - 3			Week 4 - 5		Week 6 - 8			27-31 July School Holiday	
19	Integration			Analytical Geometry		Euclidean Geometry				
	Understand the concept Integrate the following functions: <ul style="list-style-type: none"> • kx^n • $\frac{k}{x}$ • ka^{nx} 	Integrate polynomials consisting of terms of the forms <ul style="list-style-type: none"> • kx^n • $\frac{k}{x}$ • ka^{nx} 	Applying integration to determine the magnitude of an area by a curve and the x axis or by a curve	Equation of the circle Equation of the tangent to the circle	Point of intersection of circle and straight line Plotting of ellipse	Revise earlier work on the necessary and sufficient conditions for polygons to be similar	Introduce and apply the following theorem <ul style="list-style-type: none"> • That a line drawn parallel to one side of a triangle divided the other two sided proportionally • That equiangular triangles are similar; and 	That triangles with sides in proportion are similar		
SBA	Assignment			Assignment						

2020 National Revised ATP: Grade – Term 3: Technical Mathematics Grade 12

TERM 3 (54 days)	Week 1 - 2	Week 3 - 5			Week 6 - 7	Week 8 - 9
37	Euclidean Geometry	Trigonometry			Revision	
	Continuation and consolidation from term 2	Applying trigonometric identities	Sine, Cosine and Area rule	Solving problems in 2 and 3 dimensions	Grade 11 and 12 Work	
SBA	Test					Trial Examinations

2020 National Revised ATP: Grade – Term 4: Technical Mathematics Grade 12

TERM 4 (47 days)	Week 1	Week 2	Week 3	Week 4	Week 5-11	EXAM	
	Revise Paper 1 Work	Revise Paper 2 Work	Revise Paper 1 Work	Revise Paper 2 Work	Final Examination over 6,5 weeks	3 hours	
SBA						PAPER 1	
						Paper 1 3 hours	
						Algebraic expressions and equations (and inequalities, logs and complex numbers)	50
						Functions and graphs Finance, growth and decay Differential Calculus and Integration	35 15 35
					TOTAL MARK	150	
TOTAL NUMBER OF SBA TASKS 6						PAPER 2	
Term 1 Test (10%), Assignment (10%) and Investigation / Project (20%)							
Term 2 Assignment (10%), Assignment (10%)							
Term 3 Test (10 %) and Trial (30 %)							
Term 4 Final Examination							
						Paper 2 3 hours	
						Euclidean Geometry	40
						Analytical Geometry	25
						Trigonometry	50
						Mensuration, Circles, angles and angular movement	35
						TOTAL MARK	150

33. Technical Sciences

Revised National Teaching Plan

2020 National Revised ATP: Grade 12 Term 1: Technical Sciences

TERM 1 (46 days)	Week 1 15 - 17 Jan (3 days)	Week 2 20 - 24 Jan (5 days)	Week 3 27 - 31 Jan (5 days)	Week 4 3 - 7 Feb (5 days)	Week 5 10 - 14 Feb (5 days)	Week 6 17 - 21 Feb (5 days)	Week 7 24 - 28 Feb (5 days)	Week 8 2 - 6 March (5 days)	Week 9 9 - 13 March (5 days)	Week 10 16 - 18 March (3 days)
CAPS Topics	MECHANICS: Newton's laws of motion	MECHANICS: Newton's laws of motion	MECHANICS: Newton's laws of motion	MECHANICS: Momentum & impulse	MECHANICS: Momentum & impulse	MECHANICS: Momentum & impulse	MECHANICS: Work, energy & power	MECHANICS: Work, energy & power	MECHANICS: Elasticity	MECHANICS: Elasticity
Topics /Concepts, Skills and Values	<ul style="list-style-type: none"> State Newton's first law of motion. Define inertia. Define mass as a measure of the inertia of a body. Give examples to illustrate Newton's first law. Define acceleration as the rate of change of velocity. $a = \frac{\Delta v}{\Delta t}$ State Newton's second law of motion. $F_{net} = ma$ 	<ul style="list-style-type: none"> Use $F_{net} = ma$ to solve problems in the context of technology. Do not include pulley problems and lift problems. 	<ul style="list-style-type: none"> State Newton's third law of motion. Give examples to illustrate Newton's third law; action-reaction force pairs. 	<ul style="list-style-type: none"> Define momentum; $p = mv$ Use $p = mv$ to solve problems in the context of technology. Define the impulse of a force. $Impulse = F_{net}\Delta t$ The impulse is equal to the change in momentum: $F_{net}\Delta t = \Delta p$ OR $F_{net}\Delta t = m\Delta v$ 	<ul style="list-style-type: none"> Use the equations of momentum to solve problems in the context of technology. Define a net force as the rate of change in momentum. $F_{net} = \frac{\Delta p}{\Delta t}$ Give applications of impulse and momentum in road safety. 	<ul style="list-style-type: none"> State the law of conservation of momentum. Explain the concepts elastic and inelastic collision. Use conservation of momentum to solve problems in technology. 	<ul style="list-style-type: none"> Define work and know work is a scalar. Use $W = F\Delta x \cos\theta$ to solve problems involving work, force and displacement. No work is done when F acts at right angles to the direction of motion. Define energy as the capacity to do work. State the principle of conservation of mechanical energy. Use $E_M = E_k + E_p$ to solve problems in one dimension. 	<ul style="list-style-type: none"> Define power and use practical units of power in technology, e.g.: • 1 kW=1 000 W • 1 horse power (hp) = 746 W When an object travels at a constant velocity: $P = Fv$ Solve power problems including conversions of practical units. 	<ul style="list-style-type: none"> Define a deforming and restoring force. Define elasticity and plasticity and distinguish between perfectly elastic and perfectly plastic bodies with examples. Define the elastic limit. Define stress and use the equation $\sigma = \frac{F}{A}$ in calculations. Define strain. In symbols: $\epsilon = \frac{\Delta l}{L}$ 	<ul style="list-style-type: none"> State Hooke's law, $= \frac{\sigma}{\epsilon}$, K a constant, and use it in calculations.
Requisite pre-knowledge	<ul style="list-style-type: none"> Scalars & vectors Motion in 1D Forces 	<ul style="list-style-type: none"> Scalars & vectors Motion in 1D Forces 	<ul style="list-style-type: none"> Scalars & vectors Motion in 1D Forces 	<ul style="list-style-type: none"> Scalars & vectors Forces Motion in 1D 	<ul style="list-style-type: none"> Scalars & vectors Forces Motion in 1D 	<ul style="list-style-type: none"> Scalars & vectors Forces Motion in 1D 	<ul style="list-style-type: none"> Work & energy E_p, E_k & E_M Gravity Scalars, vectors and 	<ul style="list-style-type: none"> Work & energy E_p, E_k & E_M Gravitational acceleration 	<ul style="list-style-type: none"> Area Gravitational acceleration 	<ul style="list-style-type: none"> Area Gravitational acceleration

TERM 1 (46 days)		Week 1 15 - 17 Jan (3 days)	Week 2 20 - 24 Jan (5 days)	Week 3 27 - 31 Jan (5 days)	Week 4 3 - 7 Feb (5 days)	Week 5 10 - 14 Feb (5 days)	Week 6 17 - 21 Feb (5 days)	Week 7 24 - 28 Feb (5 days)	Week 8 2 - 6 March (5 days)	Week 9 9 - 13 March (5 days)	Week 10 16 - 18 March (3 days)
								<ul style="list-style-type: none"> components of vectors Newton's two 	<ul style="list-style-type: none"> Scalars, vectors and components of vectors Newton's two 		
Resources (other than textbook) to enhance learning		<ul style="list-style-type: none"> Question bank such as previous papers or study guides Videos 	<ul style="list-style-type: none"> Question bank such as previous papers or study guides Practical apparatus Simulations Videos 	<ul style="list-style-type: none"> Question bank such as previous papers or study guides Practical apparatus Simulations Videos 	<ul style="list-style-type: none"> Question bank such as previous papers or study guides Videos 	<ul style="list-style-type: none"> Question bank such as previous papers or study guides Videos 	<ul style="list-style-type: none"> Question bank such as previous papers or study guides Practical apparatus Simulations Videos 	<ul style="list-style-type: none"> Question bank such as previous papers or study guides Videos 	<ul style="list-style-type: none"> Question bank such as previous papers or study guides Videos 	<ul style="list-style-type: none"> Question bank such as previous papers or study guides Practical apparatus Simulations Videos 	<ul style="list-style-type: none"> Question bank such as previous papers or study guides Practical apparatus Simulations Videos
Assessment	Homework	<ul style="list-style-type: none"> Homework 	<ul style="list-style-type: none"> Homework Informal experiment: Relationship between a and m for constant F_{net}. 	<ul style="list-style-type: none"> Homework Informal test 	<ul style="list-style-type: none"> Homework 	<ul style="list-style-type: none"> Homework 	<ul style="list-style-type: none"> Homework Informal experiment: Conservation of momentum during a collision Informal test 	<ul style="list-style-type: none"> Homework 	<ul style="list-style-type: none"> Homework Informal experiment: Determine the power output of an individual Informal test 	<ul style="list-style-type: none"> Homework 	<ul style="list-style-type: none"> Homework Informal experiment: Hooke's law Informal test
	None	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Formal experiment: Relationship between acceleration and net force for constant mass. 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Control test

2020 National Revised ATP: Grade 12 – Term 2: Technical Sciences

TERM 2 (39 days)	Week 1 (5 days)	Week 2 (5 days)	Week 3 (5 days)	Week 4 (5 days)	Week 5 (5 days)	Week 6 (5 days)	Week 7 (5 days)	Week 8 (4 days)
CAPS Topics	Corrections of March Control test MECHANICS: Viscosity (1 h) & hydraulics (3 h)	MECHANICS: Hydraulics (2 h) MATTER & MATERIALS: Electronic properties of matter (2 h)	MATTER & MATERIALS: Electronic properties of matter (2 h) Organic chemistry (2h)	MATTER & MATERIALS: Organic chemistry	MATTER & MATERIALS: Organic chemistry	MATTER & MATERIALS: Organic chemistry (2 h) WAVES & SOUND: Light (2 h)	WAVES & SOUND: Light	WAVES & SOUND: Electromagnetic radiation
Topics /Concepts, Skills and Values	Viscosity <ul style="list-style-type: none"> Define viscosity. Discuss the effect of temperature on viscosity in technology. Discuss motor oil viscosity grades. Hydraulics <ul style="list-style-type: none"> Define thrust and pressure and how they are related: $p = \frac{F}{A}$ Use the above equation in calculations. Use conversions between practical units of pressure in calculations: <ul style="list-style-type: none"> 1 atmosphere = $1,01 \times 10^5$ Pa 1 bar = 10^5 Pa 1 torr = 133 Pa Define fluid pressure ($p = \rho gh$) and use the equation in calculations. 	Hydraulics <ul style="list-style-type: none"> State Pascal's law. Discuss the use of hydraulics in technology e.g. car lifts, jacks, hydraulic brakes, dentists' chairs, etc. Apply $\frac{F_1}{A_1} = \frac{F_2}{A_2}$ where $A_2 > A_1$ in hydraulic lifts. Use this equation to calculate force, area and radius of pistons. Electronic properties of matter <ul style="list-style-type: none"> Define a semiconductor with examples. (No band theory). Define intrinsic semiconductors and doping. Describe n-type and p-type semiconductors. 	Electronic properties of matter <ul style="list-style-type: none"> Discuss the construction and working of a p-n junction diode. Study the characteristics of p-n junction diode. Organic chemistry <ul style="list-style-type: none"> Define organic molecules. Write molecular formulae and structural formulae for organic compounds of up to six carbon atoms for alkanes, alkenes, alkynes, alkyl halides, aldehydes, ketones, alcohols, carboxylic acids and esters. 	<ul style="list-style-type: none"> Define the terms functional group, homologous series, saturated and unsaturated hydrocarbons and isomers. Give the IUPAC names when given the formulae or vice versa for the above homologous series. 	<ul style="list-style-type: none"> Compare physical properties (boiling point, melting point, vapour pressure and viscosity) of different homologous series. Write balanced equations using molecular and structural formulae for oxidation, substitution, addition, halogenation and hydrohalogenation. 	Organic chemistry: <ul style="list-style-type: none"> Describe the terms polymer, macromolecule, chains and monomers. Define plastics and polymers and discuss the industrial use of polythene. Light <ul style="list-style-type: none"> Discuss the laws of reflection. Define refraction and discuss the laws of refraction. Define total internal reflection and the critical angle. Demonstrate the total internal reflection of light. Give uses of total internal reflecting prisms. 	<ul style="list-style-type: none"> Define dispersion of light. Discuss frequency and wavelength of the various components of light. Discuss the transmission of light through convex and concave lenses. Discuss applications of convex and concave lenses 	<ul style="list-style-type: none"> Define an electromagnetic wave and discuss its properties. Discuss the electromagnetic spectrum in terms of frequency and wavelength. Give the uses of electromagnetic radiation. Define a photon and give its energy as $E = hf$. Use $E = hf$ to do calculations..
Requisite pre-knowledge	<ul style="list-style-type: none"> Vectors & scalars Density 	<ul style="list-style-type: none"> Vectors & scalars Density Conductors & insulators 	<ul style="list-style-type: none"> Conductors & insulators Periodic table 	<ul style="list-style-type: none"> Chemical bonding Periodic table 	<ul style="list-style-type: none"> Chemical bonding Periodic table Balancing of equations 	<ul style="list-style-type: none"> Chemical bonding Periodic table Geometry 	<ul style="list-style-type: none"> Geometry 	<ul style="list-style-type: none"> Waves

		<ul style="list-style-type: none"> • Periodic table • Atomic structure 	<ul style="list-style-type: none"> • Atomic structure • Chemical bonding • Periodic table 						
Resources (other than textbook) to enhance learning	<ul style="list-style-type: none"> • Question bank such as previous papers or study guides • Videos 	<ul style="list-style-type: none"> • Question bank such as previous papers or study guides • Videos 	<ul style="list-style-type: none"> • Question bank such as previous papers or study guides • Practical apparatus • Simulations • Videos 	<ul style="list-style-type: none"> • Question bank such as previous papers or study guides • Videos 	<ul style="list-style-type: none"> • Question bank such as previous papers or study guides • Videos 	<ul style="list-style-type: none"> • Question bank such as previous papers or study guides • Practical apparatus • Simulations • Videos 	<ul style="list-style-type: none"> • Question bank such as previous papers or study guides • Practical apparatus • Simulations • Videos 	<ul style="list-style-type: none"> • Question bank such as previous papers or study guides • Videos 	
Assessment	Informal Assessment: Remediation	<ul style="list-style-type: none"> • Corrections of March control test • Homework 	<ul style="list-style-type: none"> • Homework • Informal test 	<ul style="list-style-type: none"> • Homework • Informal experiment: Characteristics of a p-n junction diode • Informal test 	<ul style="list-style-type: none"> • Homework 	<ul style="list-style-type: none"> • Homework • Informal test 	<ul style="list-style-type: none"> • Homework • Informal experiment: Position of the image in a flat mirror • Informal experiment: Path of a light ray through a glass block 	<ul style="list-style-type: none"> • Homework 	<ul style="list-style-type: none"> • Homework • Informal test
	SBA (Formal)	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None

2020 National Revised ATP: Grade 12 – Term 3: Technical Sciences

TERM 3 (21 days)	Week 1 (5 days)	Week 2 (5 days)	Week 3 (5 days)	Week 4 (5 days)	Week 5 (1 day)	Trial examination weeks
CAPS Topics	ELECTRICITY & MAGNETISM: Electrostatics	ELECTRICITY & MAGNETISM: Electrostatics (spend 2 h) Electric circuits (spend 2 h)	ELECTRICITY & MAGNETISM: Electric circuits	ELECTRICITY & MAGNETISM: Electromagnetism	ELECTRICITY & MAGNETISM: Electromagnetism	Trial exam
Topics / Concepts, Skills and Values	<ul style="list-style-type: none"> Define a capacitor and give examples of uses in technology. Define capacitance of a capacitor and use $C = \frac{Q}{V}$ in calculations. Express capacitance also as $C = \frac{\epsilon_0 A}{d}$ and use it in calculations. 	<p>Electrostatics</p> <ul style="list-style-type: none"> Continue with capacitance calculations. Discuss the factors affecting capacitance. <p>Electric circuits</p> <ul style="list-style-type: none"> Define power and do calculations using: $P = \frac{W}{\Delta t}$ $P = \frac{V^2}{R}$ $P = VI$ $P = I^2 R$ SI unit for power is W. 	<ul style="list-style-type: none"> Use kWh as practical unit of power. Determine the power dissipated in bulbs connected either in series or parallel, or both series and parallel. The heat produced in a resistor in a circuit is given by $W = I^2 R \Delta t.$ Use $W = I^2 R \Delta t$ in calculations. 	<ul style="list-style-type: none"> A current carrying conductor produces a magnetic field around it. Determine the direction of the magnetic field around a current-carrying conductor. Draw the magnetic field lines around a straight current carrying wire and a current-carrying loop (single) of wire. Define electromagnetic induction, magnetic flux and magnetic flux density ($\Phi = BA$) and use the equation in calculations. 	<ul style="list-style-type: none"> Continue with electromagnetic induction, etc. 	<ul style="list-style-type: none"> All topics Terms 1-3
Requisite pre-knowledge	<ul style="list-style-type: none"> Electric fields Charges Forces 	<ul style="list-style-type: none"> Ohm's law Unit conversion 	<ul style="list-style-type: none"> Ohm's law Unit conversion 	<ul style="list-style-type: none"> Electric fields Magnetic fields 	<ul style="list-style-type: none"> Electric fields Magnetic fields 	<ul style="list-style-type: none"> Basic concepts from grades 10-12 on Mechanics, Waves Sound Light, Electricity and Magnetism, Matter and Materials, Heat and Thermodynamics, Chemical Change.
Resources (other than textbook) to enhance learning	<ul style="list-style-type: none"> Question bank such as previous papers or study guides Videos 	<ul style="list-style-type: none"> Question bank such as previous papers or study guides Videos 	<ul style="list-style-type: none"> Question bank such as previous papers or study guides Practical apparatus Simulations Videos 	<ul style="list-style-type: none"> Question bank such as previous papers or study guides Videos 	<ul style="list-style-type: none"> Question bank such as previous papers or study guides Videos 	<ul style="list-style-type: none"> Study guides You Tube & Mindset videos pHET simulations Previous question papers
Assessment Informal Assessment: Remediation	<ul style="list-style-type: none"> Homework Informal test 	<ul style="list-style-type: none"> Homework Informal test 	<ul style="list-style-type: none"> Homework Informal test 	<ul style="list-style-type: none"> Homework 	None	None

	SBA (Formal)	<ul style="list-style-type: none"> None 	None	<ul style="list-style-type: none"> Formal experiment: Determine the power dissipated in bulbs connected in series and parallel. 	<ul style="list-style-type: none"> None 		Trial Examinations
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2020 National Revised ATP: Grade 12 – Term 4: Technical Sciences

TERM 4 (15 days)		Week 1 (5 days)	Week 2 (5 days)	Week 3 (5 days)
CAPS Topics		ELECTRICITY & MAGNETISM: Electromagnetism	CHEMICAL CHANGE: Electrochemical cells	CHEMICAL CHANGE: Electrochemical cells
Topics /Concepts, Skills and Values		<ul style="list-style-type: none"> State Faraday's Law ($\epsilon = -N \frac{\Delta\phi}{\Delta t}$) and do calculations using this formula. State Lenz's law and use examples from technology to demonstrate it. Define a transformer and calculate output voltage using $\frac{V_s}{V_p} = \frac{N_s}{N_p}$. Use the above equation to determine the input voltage, output voltage, and number of turns in the primary and secondary coils. A transformer that increases the voltage is called a step-up transformer. A transformer that decreases the voltage is called a step-down transformer. Define a generator and explain the basic principle of an AC generator. Explain how a DC generator works and differs from an AC generator. Define a motor and explain its basic principles. 	Electrochemical cells: <ul style="list-style-type: none"> Define an electrolytic cell and a galvanic cell. State the functions of all components of the galvanic cell. Give the half-reactions at the anode and cathode, net cell reaction and standard conditions under which a standard electrode potentials are determined. 	<ul style="list-style-type: none"> Give the half-reactions at the anode and cathode, net cell reaction. Give the standard conditions under which a standard electrode potentials are determined Describe the movement of ions through the solutions and the salt bridge. Use standard cell notation or diagrams to represent a galvanic cell. Calculate the emf of a galvanic cell using the standard electrode potential table. $Emf = E_{cathode} - E_{anode}$ Discuss the use of alternate energies and their environmental impact.
Requisite pre-knowledge		<ul style="list-style-type: none"> Electric fields Magnetic fields 	<ul style="list-style-type: none"> Redox reactions Oxidation numbers 	<ul style="list-style-type: none"> Redox reactions Oxidation numbers
Resources (other than textbook) to enhance learning		<ul style="list-style-type: none"> Question bank such as previous papers or study guides Practical apparatus Simulations Videos 	<ul style="list-style-type: none"> Question bank such as previous papers or study guides Practical apparatus Simulations Videos 	<ul style="list-style-type: none"> Question bank such as previous papers or study guides Practical apparatus Simulations Videos
Assessment	Informal Assessment: Remediation	<ul style="list-style-type: none"> Homework Informal experiment: Determine the effect of the change in magnetic field or magnetic flux in a coil Informal experiment: Demonstrate an electric motor. 	<ul style="list-style-type: none"> Homework Informal experiment: Electrolysis of copper chloride Informal test 	<ul style="list-style-type: none"> Homework Informal experiment: Determine the electrode potential of a Zn-Cu cell
	SBA (Formal)	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None

34. Tourism

Revised National Teaching Plan

2020 National Revised ATP: Grade 12 – Term 1: Tourism

TERM 1 (46 days)	Week 1 15 - 17 Jan (3 days)	Week 2 20 - 24 Jan (5 days)	Week 3 27 – 31 Jan (5 days)	Week 4 3 - 7 Feb (5 days)	Week 5 10 - 14 Feb (5 days)	Week 6 17 - 21 Feb (5 days)	Week 7 24 - 28 Feb (5 days)	Week 8 2 - 6 March (5 days)	Week 9 9 - 13 March (5 days)	Week 10 16 - 18 March (3 days)
CAPS Topics	Domestic, Regional and International Tourism	Domestic, Regional and International Tourism	Map Work And Tour Planning	Map Work And Tour Planning	Map Work And Tour Planning	Map Work And Tour Planning	Map Work And Tour Planning	Map Work And Tour Planning	Map Work And Tour Planning	Map Work And Tour Planning
CAPS Reference	p31	p31	p31	p31	p31	p32	p32	p32	p32	p32
Topics /Concepts, Skills and Values	<p>Global events of international significance:</p> <ul style="list-style-type: none"> • Concept: Global event - Sporting events: 2010 FIFA World Cup, Wimbledon, Comrades, Tour de France, Olympic Games. - Other events: G8 Summit, Summits on climate change (to be mentioned as examples, do not study the events as such). • The positive and negative impact of global events on international tourism • The impact of hosting a global event on 	<p>Political situations and unforeseen occurrences of international significance:</p> <ul style="list-style-type: none"> • Concepts: political situation and unforeseen occurrence • Examples of recent political situations, such as civil war, terrorism, general unrest • Examples of unforeseen occurrences such as tsunamis, earthquakes and other natural disasters, the global recession, diseases, accidents and economic upsets (Identify recent examples; do not study the political 	<p>Tour plans and route planning:</p> <ul style="list-style-type: none"> • Develop tour plans to suit specific tourists' profiles, available budget and time. • Route planning 	<ul style="list-style-type: none"> • Choice of transport and accommodation to suit customers' needs and preferences • Choice of tourist attractions and activities to suit tourist profiles <p><i>Resources: A colour road map of South Africa and the SADC countries, brochures of accommodation and tourist attractions, internet</i></p>	<p>Compiling a day-by-day itinerary:</p> <ul style="list-style-type: none"> • The main aspects of an itinerary (description of transport, accommodation, attractions and activities, including stops for meals) • Factors to consider when drawing up an itinerary (focus on logical planning) • Drawing up itineraries according to different scenarios <p>Example: Day, Time, * Transport, Accommodation, Attractions, Activities and Budget</p>	<p>Compiling a tour budget:</p> <ul style="list-style-type: none"> • Factors influencing the development of a budget • Develop a basic tour budget. Indicate expenses for travel, accommodation, meals, visiting tourist attractions, shopping and tips. 	<p>Health</p> <ul style="list-style-type: none"> • Concepts: World Health Organisation (WHO), health certificates, travel clinics, compulsory and recommended vaccinations • Precautions to take when travelling to high-risk destinations (<i>malaria, bilharzia, cholera areas</i>). Vaccinations required for entering/leaving areas of high risk, such as yellow fever, hepatitis • TB and HIV/Aids risks for inbound tourists • Recommended health precautions for tourists visiting health risk areas, 	<p>Travel documentation:</p> <ul style="list-style-type: none"> • Travel documents required when visiting a given country, valid passport, visa and health certificate (cholera and yellow fever). Requirements for tourists travelling between countries • How to obtain an international driver's license • Passport: requirements for obtaining a passport, completion of an application form • Visa: requirements for obtaining a visa, completion of an application form • Concepts: duty free goods, prohibited goods, 	<p>World time zones:</p> <ul style="list-style-type: none"> • Concepts: Time zone, UTC, Greenwich, hemispheres, equator and seasons, standard time, local time, the international date line, the 24-hour clock (00:00–23:59), latitude, longitude • Introduction to a world time zone map • Concept: Daylight saving time (DST). Reasons for this practice • The impact of time zones and daylight saving on travel planning and travelling 	<p>Calculations of world times when travelling between countries:</p> <ul style="list-style-type: none"> • Calculations to determine arrival time and departure time with and without DST and flying time (a time zone map must be provided. Learners are not required to know which countries apply DST) • Concepts: jet lag and jet fatigue. Symptoms of jet lag. How to minimise and ease the effects of jet lag

	<p>- domestic tourism in the host country</p> <p>- the economy of the host country</p> <ul style="list-style-type: none"> • The advantages and disadvantages for the host country (within a tourism context): <p>development in infrastructural services, investment, foreign exchange income, the multiplier effect</p> <p><i>Resources: Recent information should be accessed from the media.</i></p>	<p><i>situations and unforeseen occurrences as such).</i></p> <ul style="list-style-type: none"> • The impact of these situations and occurrences on international tourism and the economy of the affected country <p><i>Resources: Recent information should be accessed from the media.</i></p>			<p>(*times may be included, but the main focus should be on the logical spread, variety and appropriateness of activities)</p>		<p>such as bottled water, sun block, preventative medicine</p> <p>Safety</p> <ul style="list-style-type: none"> • Reasons why the safety of tourists in South Africa is important • General safety precautions for tourists: in car, in public areas / street, in hotel room, at the airport, after dark 	<p>green channel, red channel, to declare, travel allowances</p> <ul style="list-style-type: none"> • Customs regulations when departing from or arriving in South Africa. Access to and interpreting of customs information. <p><i>Resources: The GSA Travel Agents' Sales Guide, the internet</i></p>		
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TERM 1 (46 days)		Week 1 15 - 17 Jan (3 days)	Week 2 20 - 24 Jan (5 days)	Week 3 27 – 31 Jan (5 days)	Week 4 3 - 7 Feb (5 days)	Week 5 10 - 14 Feb (5 days)	Week 6 17 - 21 Feb (5 days)	Week 7 24 - 28 Feb (5 days)	Week 8 2 - 6 March (5 days)	Week 9 9 - 13 March (5 days)	Week 10 16 - 18 March (3 days)
Requisite pre-knowledge		Grade 10 Domestic Tourism Grade 11 The Domestic tourism Growth Strategy		Grade 10 Map work and Tour Planning Grade 11 Tour Itinerary							
Resources (other than textbook) to enhance learning		Grade 12 subject support packages, e.g. videos, interactive lessons, summaries, exam questions from past NSC Examination question papers (2014 – 2019)	Grade 12 subject support packages, e.g. videos, interactive lessons, summaries, exam questions from past NSC Examination question papers (2014 – 2019)	Grade 12 subject support packages, e.g. videos, interactive lessons, summaries, exam questions from past NSC Examination question papers (2014 – 2019)	Grade 12 subject support packages, e.g. videos, interactive lessons, summaries, exam questions from past NSC Examination question papers (2014 – 2019)	Grade 12 subject support packages, e.g. videos, interactive lessons, summaries, exam questions from past NSC Examination question papers (2014 – 2019)	Grade 12 subject support packages, e.g. videos, interactive lessons, summaries, exam questions from past NSC Examination question papers (2014 – 2019)	Grade 12 subject support packages, e.g. videos, interactive lessons, summaries, exam questions from past NSC Examination question papers (2014 – 2019)	Grade 12 subject support packages, e.g. videos, interactive lessons, summaries, exam questions from past NSC Examination question papers (2014 – 2019)	Grade 12 subject support packages, e.g. videos, interactive lessons, summaries, exam questions from past NSC Examination question papers (2014 – 2019)	Grade 12 subject support packages, e.g. videos, interactive lessons, summaries, exam questions from past NSC Examination question papers (2014 – 2019)
Assessment	Informal Assessment: Remediation	Expose learners to a variety of questions from past NSC Examination Papers (2014 to 2019)	Expose learners to a variety of questions from past NSC Examination Papers (2014 to 2019)	Expose learners to a variety of questions from past NSC Examination Papers (2014 to 2019)	Expose learners to a variety of questions from past NSC Examination Papers (2014 to 2019)	Expose learners to a variety of questions from past NSC Examination Papers (2014 to 2019)	Expose learners to a variety of questions from past NSC Examination Papers (2014 to 2019)	Expose learners to a variety of questions from past NSC Examination Papers (2014 to 2019)	Expose learners to a variety of questions from past NSC Examination Papers (2014 to 2019)	Expose learners to a variety of questions from past NSC Examination Papers (2014 to 2019)	Expose learners to a variety of questions from past NSC Examination Papers (2014 to 2019)
	SBA Formal Assessment	Planning and preparation for the implementation of Task 2.			Task 2: Research Project 25%		Planning and preparation for PAT 1 implementation.			Task 1: March Test 75%	

2020 National Revised ATP: Grade 12 – Term 2: Tourism

TERM 2 (39 days)	Week 1 1-5 June (5 days)	Week 2 8-12 June (5 days)	Week 3 15 June (4 days)	Week 4 22-26 June (5 days)	Week 5 29 June -3 July (5 days)	Week 6 6-10 July (5 days)	Week 7 13-17 July (5 days)	Week 8 20-24 July (5 days)	Week 9 27-31 July School Holiday
CAPS Topics	Tourist Attractions	Tourist Attractions	Tourist Attractions	Tourist Attractions	Tourist Attractions	Foreign Exchange	Domestic, Regional and International Tourism	Domestic, Regional And International Tourism	
CAPS Reference	p33	p33	p33	p33	p34	p34	p35	p35	
Topics /Concepts, Skills and Values	<p>Famous world icons and attractions: (*World heritage Sites)</p> <ul style="list-style-type: none"> • The difference between a tourist attraction and an icon • Reasons why specific tourism attractions and/or physical features are regarded as icons. The eco-nomic significance of icons for a country/area • Profile and statistics of tourists visiting these icons Study the icons listed below under the following headings: location on a world map (country, city/ town/area), reason/s why is it an icon, brief description of the icon, picture of the icon • Australia: Sydney Opera House*, Ayers Rock/Uluru-Kata Tjuta National Park* 	<p>Egypt: *The great pyramids of Giza, the Sphinx</p> <ul style="list-style-type: none"> • Germany: Berlin Wall, Black Forest • China: The Great Wall of China* • Israel: The Dome of the Rock, the Wailing Wall • Greece: The Parthenon (Athens) • India: The Taj Mahal* (Agra) • Turkey: Blue Mosque (Istanbul) 	<p>France: The Eiffel Tower, the French Riviera</p> <ul style="list-style-type: none"> • Japan: Mount Fuji • Mexico: Chichen Itza (Yucatan)* • Jordan: Petra* • Nepal: Mount Everest • Saudi Arabia: Mecca • Switzerland: The Swiss Alps (Jungfrau-Aletsch) * • Netherlands: Windmills • Peru: Machu Picchu* (Cuzcu) • Poland: Auschwitz* 	<p>Portugal: The Algarve</p> <ul style="list-style-type: none"> • Spain: Alcázar of Segovia, bullfights • Thailand: Floating markets • Russia: The Kremlin*, the Red Square* (Moscow) • United Kingdom: *Big Ben (Palace of Westminster*), Buckingham Palace, Tower of London*, Tower Bridge • United States of America: The Statue of Liberty* (New York), the Grand Canyon* (Arizona) 	<p>Factors contributing to the success of a tourist attraction:</p> <ul style="list-style-type: none"> • Excellent marketing of tourism products locally and/or internationally, sustainable and responsible management plans, efficiency and ethical behaviour of staff and management, positive experience of visitors, safety and crime prevention, general appearance and upkeep of the attraction, considering the needs of people with disabilities, universal access • Characteristics of a successful tourist attraction: actual number of visitors exceeds the target number of visitors, repeat visits; income generated exceeds target figures; positive impact on local community and environment 	<p>Foreign exchange</p> <p>The term “gross domestic product” (GDP) and its benefits to the South African economy</p> <ul style="list-style-type: none"> • The multiplier effect and link to the GDP • The concept “strong” and “weak” rand • The relative strength and relative weakness of a currency at specific times • Interpret a currency rate sheet • Convert the major currencies to South African rand and convert South African Rand into selected currencies to understand the buying power of different currencies. (Use only exchange rates expressed as 1 unit of foreign currency = value in 	<p>Forms of payment when travelling internationally</p> <p>Concepts</p> <ul style="list-style-type: none"> • Electronic fund transfers (EFT) • Telegraphic transfers (SWIFT transfers) • Bank drafts • Internet payments • Foreign bank notes (cash) • Credit cards (Visa, MasterCard, American Express, Diners Club) • Traveller’s cheques • Preloaded foreign currency debit cards such as Cash Passport card /Travel Wallet/International Travel Card Advantages and disadvantages of each form of payment 	<p>Foreign market share – statistics regarding inbound international tourism</p> <p>Interpretation of statistics with reference to:</p> <ul style="list-style-type: none"> • foreign arrivals to South Africa (land and air travel markets) and how the arrival statistics can determine foreign market share; • most visited provinces in South Africa; • length of stay in each province; • average expenditure per tourist; and • activities undertaken whilst in South Africa. <p><i>Resources: Internet, StatsSA, South African Tourism (annual tourism</i></p>	

	<ul style="list-style-type: none"> • Brazil: The Statue of Christ the Redeemer or Corcovado (Rio de Janeiro) • Canada: Niagara Falls • Italy: *Colosseum (Rome), Leaning Tower of Pisa (Piazza del uomo)*, Venice*, Vatican City 					<p>rand, i.e. 1USD = R 7, 60. Calculators may be used for calculations – rounded off to two decimals, e.g. R34, 56.)</p> <ul style="list-style-type: none"> • Differentiate between bank selling rate (BSR) and bank buying rate (BBR) • The effect of exchange rates on international tourism, affecting both inbound and outbound tourists, and how these influence travel patterns of South Africans travelling to developing countries as well as to developed countries • Fluctuations in exchange rates 		<i>reports), travel journals and magazines, provincial tourism authorities</i>	
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TERM 2 (39 days)		Week 1 1-5 June (5 days)	Week 2 8-12 June (5 days)	Week 3 15 June (4 days)	Week 4 22-26 June (5 days)	Week 5 29 June -3 July (5 days)	Week 6 6-10 July (5 days)	Week 7 13-17 July (5 days)	Week 8 20-24 July (5 days)	Week 9 27-31 July School Holiday
Requisite pre-knowledge		Grade 10 Culture and Heritage					Grade 11 Foreign exchange and its value to the South African economy, Conversion of currencies	Grade 10 Payment methods and technology for payment in South Africa	Grade 10 Domestic Tourism Statistics	
Resources (other than textbook) to enhance learning		Grade 12 subject support packages, e.g. videos, interactive lessons, summaries, exam questions from past NSC Examination question papers (2014 – 2019)	Grade 12 subject support packages, e.g. videos, interactive lessons, summaries, exam questions from past NSC Examination question papers (2014 – 2019)	Grade 12 subject support packages, e.g. videos, interactive lessons, summaries, exam questions from past NSC Examination question papers (2014 – 2019)	Grade 12 subject support packages, e.g. videos, interactive lessons, summaries, exam questions from past NSC Examination question papers (2014 – 2019)	Grade 12 subject support packages, e.g. videos, interactive lessons, summaries, exam questions from past NSC Examination question papers (2014 – 2019)	Grade 12 subject support packages, e.g. videos, interactive lessons, summaries, exam questions from past NSC Examination question papers (2014 – 2019)	Grade 12 subject support packages, e.g. videos, interactive lessons, summaries, exam questions from past NSC Examination question papers (2014 – 2019)	Grade 12 subject support packages, e.g. videos, interactive lessons, summaries, exam questions from past NSC Examination question papers (2014 – 2019)	
Assessment	Informal Assessment: Remediation	Expose learners to a variety of questions from past NSC Examination Papers (2014 to 2019)	Expose learners to a variety of questions from past NSC Examination Papers (2014 to 2019)	Expose learners to a variety of questions from past NSC Examination Papers (2014 to 2019)	Expose learners to a variety of questions from past NSC Examination Papers (2014 to 2019)	Expose learners to a variety of questions from past NSC Examination Papers (2014 to 2019)	Expose learners to a variety of questions from past NSC Examination Papers (2014 to 2019)	Expose learners to a variety of questions from past NSC Examination Papers (2014 to 2019)	Expose learners to a variety of questions from past NSC Examination Papers (2014 to 2019)	
	SBA Formal Assessment	<p>No Formal SBA Tasks to be written for Term 2. Term 2 will be devoted to teaching and learning only, to allow for consolidation and reinforcement of content</p> <p>PAT 1 (continued)</p>								

2020 National Revised ATP: Grade 12 – Term 3: Tourism

TERM 3 (21 days)	Week 1 3-7 Aug (5 days)	Week 2 11-14 Aug (4 days)	Week 3 17-21 Aug (5 days)	Week 4 24-28 Aug (5 days)	Week 5 31 Aug - 1 Sept (2 days)	Week 5 2-4 Sept (3 days)	Week 6 7-11 Sept (5 days)	Week 7 14 -18 Sept (5 days)	Week 8 21-23 Sept (3 days)
CAPS Topics	Marketing	Sustainable and Responsible Tourism	Sustainable and Responsible Tourism	Culture and Heritage	Communication and Customer Care	Trial Examination 16 days			
CAPS Reference	p35	p35	p35	p35	p35				
Topics /Concepts, Skills and Values	<p>Marketing South Africa as a tourism destination:</p> <ul style="list-style-type: none"> • The importance of marketing South Africa internationally - increase in annual volume of foreign arrivals to SA - increase in international awareness of South Africa as a travel destination • The core business of SATourism: - Marketing South Africa internationally as a tourism destination of choice - Maintaining and enhancing the standard of facilities and services for tourists - Coordinating the marketing activities of role players in the industry • Opportunities for marketing SA internationally: ITB (Berlin); World Travel Market (London) • Funding for SA Tourism’s international 	<p>The three pillars of sustainable tourism (people, profit, planet)</p> <ul style="list-style-type: none"> • Concept and background of the triple bottom line approach • Environment (planet): Good environmental practices, such as resource management (energy and water), waste management (reduce, re-use, recycle), litter control, pollution control, environmentally friendly building, promotion of indigenous flora and control of alien invasive plants in grounds and gardens • Economy (profit): The role of business. The responsible attitude of a tourism business towards the people and environment it affects. Ways to practise it: ownership, employment, procurement of local goods and services, etc. • Social (people): Considering the positive and negative effects of tourism on local 	<p>Responsible tourism and tourists</p> <ul style="list-style-type: none"> • Codes of conduct for tourist behaviour (social, economic and environmental) • How can a tourism destination attract environmentally (people, planet, profit) conscious tourists? • The contribution of FTSA towards encouraging responsible and sustainable practices • Make use of case studies of companies that practise the triple bottom-line approach <p><i>Resources: examples of company initiatives from the internet and printed media. Sources of information on responsible tourism (e.g. Responsible Tourism Handbook, FTSA website, Gauteng Responsible Tourism Handbook, etc.)</i></p>	<p>World Heritage Sites:</p> <ul style="list-style-type: none"> • Concept: World Heritage Site • The role of UNESCO: logo and main function • Types of World Heritage Sites: natural and cultural World Heritage Sites (<i>refer to sites studied under “attractions” in term 2</i>) • A description of all the World Heritage Sites in South Africa, their location on a map of South Africa, and how they meet UNESCO criteria use latest information • The value of the World Heritage Sites to South Africa’s tourism industry 	<p>Methods to obtain customer feedback and measure customer satisfaction:</p> <ul style="list-style-type: none"> • Concept: customer feedback • Purpose of obtaining customer feedback • Methods to obtain customer feedback, such as surveys, questionnaires, feedback cards, follow-up calls, SMS messages on cell phones, web-based responses • How to analyse feedback: Study and capture the feedback data to determine the extent of customer satisfaction. Identify the most common complaints. Decide on an action plan. Start the <i>intervention process</i>. • The impact of the service delivered by an organisation on its business profitability 				
						24-25 Sept School Holiday			

	<p>marketing initiatives: the role of Tourism Marketing Levy South Africa (TOMSA)</p> <ul style="list-style-type: none"> • The concept: branding – South Africa’s brand logo • Introduction to the Tourism Indaba travel trade show, and the Getaway show as opportunities to promote South Africa and the southern African region to the world <p><i>Resources: Internet, Stats SA, South African Tourism, travel journals and magazines, in-flight magazines</i></p>	<p>communities, culture and heritage.</p> <p>Corporate social investment (CSI) in tourism, such as financial or nonfinancial support given by tourism companies to health/sport/ education/youth projects</p>					
<p>Requisite pre-knowledge</p>	<p>Grade 10 Marketing of tourism products, services and sites Factors to consider during the marketing process</p> <p>Grade 11 Promotional/advertising techniques Marketing budget</p>	<p>Grade 10 Sustainable Tourism concepts Three pillars of sustainable tourism (planet, people, profit) Responsible Tourism</p>	<p>Grade 10 Culture and heritage Concepts, elements and importance of heritage, cultural and natural heritage sites. Different types of maps in a tourism context. World Heritage sites on a map of South Africa. Tourist attractions in South Africa: World Heritage Sites in South Africa</p>	<p>Grade 10 Service excellence: Concepts, importance, advantages, consequences and recommendations Communication and customer care: Verbal communication used in the tourism industry; business communication etiquette in different situations in the tourism industry; face-to-face and telephonic; landlines and cell phones</p> <p>Grade 11 Customer care for foreign tourists Customer complaints Managing quality service</p>	<p>Trial Exams 16 days</p>		

Resources (other than textbook) to enhance learning		Grade 12 subject support packages, e.g. videos, interactive lessons, summaries, exam questions from past NSC Examination question papers (2014 to 2019)	Grade 12 subject support packages, e.g. videos, interactive lessons, summaries, exam questions from past NSC Examination question papers (2014 – 2019)	Grade 12 subject support packages, e.g. videos, interactive lessons, summaries, exam questions from past NSC Examination question papers (2014 – 2019)	Grade 12 subject support packages, e.g. videos, interactive lessons, summaries, exam questions from past NSC Examination question papers (2014 – 2019)	Grade 12 subject support packages, e.g. videos, interactive lessons, summaries, exam questions from past NSC Examination question papers (2014 – 2019)		
Assessment	Informal Assessment: Remediation	Expose learners to a variety of questions from past NSC Examination Papers (2014 to 2019)	Expose learners to a variety of questions from past NSC Examination Papers (2014 to 2019)	Expose learners to a variety of questions from past NSC Examination Papers (2014 to 2019)	Expose learners to a variety of questions from past NSC Examination Papers (2014 to 2019)	Expose learners to a variety of questions from past NSC Examination Papers (2014 to 2019)		
	SBA Formal Assessment	Preparation for the Trial Examination		Submission of PAT Tasks	PAT -ready for External Moderation	Task 3: Trial Exam 200 marks		

2020 National Revised ATP: Grade 12 – Term 4: Tourism

Term 4 (20 days)		Week 1 28 Sept-2 Oct (5 days)	Week 2 5-9 Oct (5 days)	Week 3 12-16 Oct (5 days)	Week 4 19-23 Oct (5 days)	26 October – 9 December
CAPS Topics		Tourism Sectors	Tourism Sectors	Tourism Sectors	Revision	NSC Examinations 33 days
CAPS Reference		p37	p37	p37	p37	
Topics /Concepts, Skills and Values		<p>Professional image in the tourism industry: How the following factors contribute to a professional image in the tourism industry</p> <ul style="list-style-type: none"> The image of the company such as the name, logo, slogan, website, stationery, marketing material, product packaging, physical appearance of the business, environmental policies, customer service policies The image of the staff such as professional appearance, uniforms, dress code (if no uniforms are worn), personal hygiene, grooming, interaction with customers, communication skills 	<p>Conditions of employment: Basic conditions of employment in one chosen field of the tourism industry, such as airlines or hotels or national parks</p> <ul style="list-style-type: none"> The contract of employment describing basic conditions of employment, such as working hours, uniform allowances, travel benefits, leave, core duties, fringe benefits, remuneration and deductions, termination of service, professional accountability and responsibility, service ethics <p><i>Resources: Refer to the Department of Labour: Basic Conditions of Employment Act (www.labour.gov.za) for working conditions.</i></p>	<p>The purpose and value of a code of conduct:</p> <ul style="list-style-type: none"> Purpose: spells out expected conduct of staff in the performance of their duties, and guidance for staff members faced with ethical challenges Value: creates a co-operative, collaborative atmosphere, promotes integrity in the workplace. <p><i>Study examples of codes of conduct from a variety of tourism businesses.</i></p>	Review and consolidate with reinforcement activities in class to assess the learners' grasp of the learning material. Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous NSC examination question papers, etc.	
Requisite pre-knowledge		Grade 11 Job and career opportunities in the tourism industry Requirements and inherent qualities needed to work in the tourism industry				
Resources (other than textbook) to enhance learning		Grade 12 subject support packages, e.g. videos, interactive lessons, summaries, exam questions from past NSC Examination question papers (2014 to 2019)	Grade 12 subject support packages, e.g. videos, interactive lessons, summaries, exam questions from past NSC Examination question papers (2014 to 2019)	Grade 12 subject support packages, e.g. videos, interactive lessons, summaries, exam questions from past NSC Examination question papers (2014 to 2019)	Grade 12 subject support packages, e.g. videos, interactive lessons, summaries, exam questions from past NSC Examination question papers (2014 to 2019)	
Assessment	Informal Assessment: Remediation	Expose learners to a variety of questions from past NSC Examination Papers (2014 to 2019)	Expose learners to a variety of questions from past NSC Examination Papers (2014 to 2019)	Expose learners to a variety of questions from past NSC Examination Papers (2014 to 2019)	Expose learners to a variety of questions from past NSC Examination Papers (2014 to 2019)	
	SBA Formal Assessment	Preparation for the NSC Examination				

35. Visual Arts

Revised National Teaching Plan

2020 National Revised ATP: Grade 12 – Term 1: Visual Arts

TERM 1 (46 days)	Week 1 15 – 17 Jan (3 days)	Week 2 20 – 24 Jan (5 days)	Week 3 27 – 31 Jan (5 days)	Week 4 3 – 7 Feb (5 days)	Week 5 10 – 14 Feb (5 days)	Week 6 17 – 21 Feb (5 days)	Week 7 24 – 28 Feb (5 days)	Week 8 2 – 6 March (5 days)	Week 9 9 – 13 March (5 days)	Week 10 16 – 18 March (3 days)
CAPS section	Practical & Theme 1	Practical & Theme 1	Practical & Theme 1	Practical & Theme 1	Practical & Theme 1	Practical & Theme 2	Practical & Theme 2	Practical & Theme 2	Practical & Theme 2	Practical & Theme 2
Topic, concepts, skills and values	The Voice of Emerging Artists (theme 1) – Introduction of theme	The Voice of Emerging Artists (theme 1) – Overview of theme	The Voice of Emerging Artists (theme 1) – Gerard Sekoto	The Voice of Emerging Artists (theme 1) – George Pemba	Consolidation of Theme 1	SA Artists influenced by African and/or Indigenous art forms (Theme 2) – Introduction of theme	SA Artists influenced by African and/or Indigenous art forms (Theme 2) – Overview of theme	SA Artists influenced by African and/or Indigenous art forms (Theme 2) – Irma Stern	SA Artists influenced by African and/or Indigenous art forms (Theme 2) – Walter Battiss	Consolidation of Theme 1 & 2/PAT 1
	PRACTICAL: PAT 1 -Topic 1: Conceptualisation Teacher decide on theme (Written brief) in the specialised practical option. Learners do the conceptualising process in sourcebook / Brief provide learners with a pacesetter and mini-deadlines				PRACTICAL: PAT 1 - Topic 2: Artwork Learners create the artwork based on the sourcebook conceptualisation in the specialised practical option with time management in line with given pacesetter.					
Requisite pre-knowledge	PRACTICAL: Advantaged technical skills in specialised option THEORY: Visual Analysis Skills/ German Expressionism/ Knowledge of different styles, subject matter, etc.					PRACTICAL: Developed technical skills in specialised option THEORY: Visual Analysis Skills/ African Art (Grade 10)/Grade 11 studied movements to understand styles such as Surrealism, expressionism, etc. Knowledge of different styles, subject matter, etc.				
Resources (other than textbook) to enhance learning	PRACTICAL: According to specialisation option, e.g. art materials and equipment t e.g. printing press, pottery oven, dark room, etc./ sourcebook/ art books and magazines/ You Tube clips/ any inspirational material THEORY: PowerPoints, art videos, trips to art galleries and museums									
Informal assessment; remediation	Daily and individual informal assessment in practical is essential to the creative process/ class discussions and debates, plus visual literacy and other tasks for theory									
SBA (Formal Assessment)	Teachers MUST study the 2020 Visual Arts PAT Document for guidelines in managing the practical process and may use the PAT exemplar								PAT12: : Sourcebook (50) & Artwork (50) = 100	THEORY TEST: 50

2020 National Revised ATP: Grade 12 – Term 2: Visual Arts

TERM 2 39 days	Week 1 1 – 5 Jun (5 days)	Week 2 8 – 12 Jun (5 days)	Week 3 15 -19 Jun (4 days)	Week 4 22 - 26 Jun (5 days)	Week 5 29 Jun – 3 Jul (5 days)	Week 6 6 – 10 Jul (5 days)	Week 7 13 – 17 Jul (5 days)	Weeks 8 20 -24 Jul (5 days)
CAPS section	Practical & Theme 3	Practical & Theme 3	Practical & Theme 3	Practical & Theme 4	Practical & Theme 4	Practical & Theme 4	Practical & Theme 6	Practical & Theme 6
Topic, concepts, skills and values	Socio-Political Art (Theme 3) – Introduction of theme Background & overview of Resistance Art	Socio-Political Art (Theme 3) – Jane Alexander	Socio-Political Art (Theme 3) – Willie Bester	Art, craft & spiritual works mainly from rural SA (Theme 4) – Introduction/Overview	Art, craft & spiritual works mainly from rural SA (Theme 4) – Jackson Hlungwani	Art, craft & spiritual works mainly from rural SA (Theme 4) – John Muafangejo	Post-1994 Democratic Identity in SA (Theme 6)- Introduction/Overview	Post-1994 Democratic Identity in SA (Theme 6)- Churchill Madikida
	PRACTICAL: PAT 2 -Topic 1: Conceptualisation Teacher decide on theme (Written brief) in the specialised practical option. Learners do the conceptualising process in sourcebook / Brief provide learners with a pacesetter and mini-deadlines				PRACTICAL: PAT 2 - Topic 2: Artwork Learners create the artwork based on the sourcebook conceptualisation in the specialised practical option with time management in line with given pacesetter			
Requisite pre-knowledge	PRACTICAL: Advanced technical skills in specialised option THEORY: Visual Analysis Skills/ artists studied that comment on socio-political issues/ Knowledge of different styles, subject matter, etc.				PRACTICAL: Developed technical skills in specialised option THEORY: Visual Analysis Skills/ Gauguin, etc./ Knowledge of different styles, subject matter, etc.			
Resources (other than textbook) to enhance learning	PRACTICAL: According to specialisation option, e.g. art materials and equipment t e.g. printing press, pottery oven, dark room, etc./ sourcebook/ art books and magazines/ You Tube clips/ any inspirational material THEORY: PowerPoints, art videos, trips to art galleries and museums							
Informal assessm; remediation	Daily and individual informal assessment in practical is essential to the creative process/ class discussions and debates, plus visual literacy and other tasks for theory TEACHERS: At least two informal theory assessments – either short tests and/or research tasks relating to content studied and/or activities in textbook.							
SBA (Formal Assessment)						PAT 2: Sourcebook (50) & Artwork (50) = 100		

As from CAPS: Teachers may choose any **6 of the eight themes** and at least two artists with specific artworks from each theme.

1. The Voice of Emerging Artists
2. SA Artists influenced by African and/or Indigenous art forms
3. Socio-Political Art
4. Art, craft & spiritual works mainly from rural SA
5. Multi- & New Media
6. Post-1994 Democratic Identity in SA
7. Gender Issues
8. SA Architecture

For this teaching plan, certain themes and artists have been chosen, but teachers may study any 6 themes and/or make own selection of artists – they need to follow a similar week-by-week plan.

2020 National Revised ATP: Grade 12 – Term 3: Visual Arts

TERM 3 (21 days)	Week 1 3 -7 Aug (5 days)	Week 2 10 – 14 Aug (5 days)	Week 3 17 – 14 Aug (5 days)	Week 4 24 – 28 Aug (5 days)	Week 5 - 8 31 Aug – 23 Sept	
CAPS Topics	Practical & Theme 6	Practical & Theme 7	Practical & Theme 7	Practical & Theme 7	Internal Examination (Trial Examination)	<p>Eight questions in Paper 1:</p> <p>Question 1: The Voice of Emerging Artists Question 2: SA Artists influenced by African and/or Indigenous art forms Question 3: Socio-Political Art Question 4: Art, craft & spiritual works mainly from rural SA Question 5: Multi- & New Media Question 6: Post-1994 Democratic Identity in SA Question 7: Gender Issues Question 8: SA Architecture</p> <p>It is important to set a full paper including questions on themes not studied to prepare learners for answering the correct questions in November.</p>
Topic, concepts, skills and values	Post-1994 Democratic Identity in SA (Theme 6) - Conrad Botes	Gender Issues (Theme 7) - Introduction/Overview	Gender Issues (Theme 7) – Jane Alexander	Gender Issues (Theme 7) – Lisa Brice	<p align="center">PAPER 1</p> <ul style="list-style-type: none"> The time allocation for this paper is 3 hours. The examination format must consist of 8 questions. The learner will select five [5] that they have studied in Grade 12. Each question will be 20 marks with a total of 100 for the paper. All questions are to be answered in essay style, using full sentences and paragraphs according to the instructions for each question. Lists of facts must be severely penalised. Questions will consist of short and longer essay type questions. Questions would consist of visual literacy and content that has been studied. <p>Cognitive levels: Lower order = 30%, Middle order = 40%; Higher order = 30%</p>	
	PRACTICAL: Schools should receive the NCS Visual Arts November 2020 Paper 2 early in this term. Teacher must introduce theme set by DBE and facilitate Topic 1: Sourcebook. Learners must be done the conceptualisation at school and at home during this term.					
Requisite pre-knowledge	PRACTICAL: Advanced technical skills in specialised option THEORY: Visual Analysis Skills/Knowledge of different styles, subject matter, etc.					
Resources (other than textbook) to enhance learning	PRACTICAL: According to specialisation option, e.g. art materials and equipment t e.g. printing press, pottery oven, dark room, etc./ sourcebook/ art books and magazines/ You Tube clips/ any inspirational material THEORY: PowerPoints, art videos, trips to art galleries and museums					
Informal Assessment Remediation	Daily and individual informal assessment in practical is essential to the creative process/ class discussions and debates, plus visual literacy and other tasks for theory TEACHERS Must give at least two informal theory assessments – either short tests and/or research tasks relating to content studied and/or activities in textbook.					
SBA Formal Assessment					THEORY EXAMINATION (TRIAL EXAMINATION) = 100	
NCS Examination	PAPER 2 - theme set by DBE; schools receive paper early in the third term to start with Topic 1. Paper 2 Topic 1: Conceptualising in Sourcebooks – must be done at school and at home during this term					

2020 National Revised ATP: Grade 12 – Term 4: Visual Arts

TERM 4 (47 days)	Week 1 28 Sept - 2 Oct (4 days)	Week 2 5 - 9 Oct (5 days)	Weeks 3 12 - 16 Oct (5 days)	Weeks 4 19 – 23 Oct (5 Days)	24 October – 9 December
CAPS Topics	Practical & Revision	Practical & Revision	Practical & Revision	Practical & Revision	External Examination
Topic, concepts, skills and values	Presentation and Management Learners responsible with teacher to present their small exhibition.	Presentation and Management Learners responsible with teacher to present their small exhibition.	Presentation and Management Learners responsible with teacher to present their small exhibition.	Presentation and Management Learners responsible with teacher to present their small exhibition.	NOTE: There must be face moderation of the PAT (Retrospective exhibition) and Paper 2 <ul style="list-style-type: none"> • If possible it will on-site moderation of the small retrospective exhibitions of learners done by PED officials and/or appointed teachers. • Contingency plan: to use electronic platforms to do moderation; teachers must see that all learners have a simple Power Point presentation or any other online portfolio of both sourcebooks and artworks if the need arises.
SBA Formal Assessment					SBA – 350 reworked to 100
NCS Examination	NCS Visual Arts November 2020 Paper 2: Schools do the 24-hour practical examination of Topic 2: Artwork on dates determined by school up to deadline as indicated on the paper. (Usually mid-October) NCS FACE MODERATION OF Paper 2, Retrospective exhibition and SBA – Timetables compiled by PED				Paper 1 – Theory = 100 Paper 1 – Practical Examination = 100 Retrospective Exhibition = 100