

How do you eat an elephant? One bite at a time.

Subject	What to Study
English	<p><u>SEPTEMBER TRIAL EXAM</u> <u>Paper 1: Language, Comprehension and summary(70)</u> Question 1 Comprehension- 30 marks Question 2 Summary- 10 marks (paragraph form) Question 3 Advertisement – 10 marks Question 4 Cartoon – 10 marks Question 5 Language editing – 10 marks</p> <p>Study ALL the aspects of language as we have done in your language book. Also use your language textbook to study all the language rules on pages 211-219, 181. Also work out old exam papers. Check the memos to see what is expected in an answer.</p> <p><u>Paper 2: Literature(80)</u> <u>Section A: Poetry- Seen And Unseen</u> Questions 1-4 = Seen Poetry. Answer any TWO poems (20) Question 5 = Unseen Poem. (10) <u>Section B: Life of Pi (25)</u> Question 6: Essay Question OR Question 7: Contextual Question <u>Section C: Hamlet (25)</u> Question 8: Essay Question OR Question 9: Contextual Question</p> <p>NOTE: In Section B and C answer ONE essay and ONE contextual question. If you answer the essay question in Section B answer the contextual question in Section C and visa versa.</p> <p>Also work out old exam papers. Check the memos to see what is expected in an answer</p>

Paper 3: Creative Writing (100)

Section A: Essay (50)

Section B: Transactional 2x25 (50)

Afrikaans

SEPTEMBER-EKSAMEN, 2020

Vraestel 1: 80

Leesbegrip (Leesstuk en grafiese teks) - 30 punte

Opsomming – 10 punte

Taal – 40 punte

LEER: Woordsoorte (meervoude, verkleining, trappe van vergelyking, intensiewe vorm), bywoorde, telwoorde, voorsetsels, sinonieme, antonieme, homonieme, afkortings, direkte en indirekte rede, ontkenning, lydende en bedrywende vorm, soorte sinne (stelsinne, vraagsinne, bevelsinne), leestekens, voegwoorde, spotprente, teikengroep, tye (teenwoordige, verlede, toekomstige tyd), idiome, ensovoorts. JY MOET ALLES LEER! (Kyk ok weer na die ou vraestelle, ook dié wat ons in die klas uitgewerk het.)

Vraestel 2: 70

Fiela – 35 punte (Hele drama)

Gedigte – 35 punte (al 10 gedigte)

Rondom my, Palimpses, Huiskat, Boekmerk, Ek het 'n huisie by die see, Die nuwe kind, Pryslied, Die robot in Eersteaan, 10 Haikoes, Die boodskapper

(Jy gaan 2 van die 10 gedigte kry. Geen keuses. Leer alles!) – 35 punte

Vraestel 3: Kreatiewe skryfwerk (100)

Afdeling A: Opstel (50)

Afdeling B: Lang transaksionele skryf (30)
Formele) brief, Dialoog, Resensie, Huldeblyk

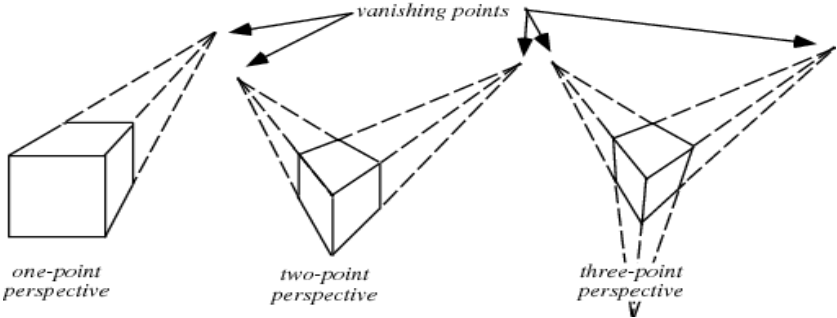
Afdeling C: Kort transaksionele skryf (20)
Dagboekinskrywing, Instruksies, Uitnodiging

<p>Maths Lit.</p>	<p>Standardised Test – 2 September</p> <p>September Exam Paper 1 & 2 Numbers and Operations Measurement Financial Mathematics Data Handling</p>
<p>History</p>	<p>Standardised Test 3 TRC – Source-based End of CW & Impact on SA - Essay</p> <p>September Exam Paper 1</p> <p>SECTION A: SOURCE-BASED QUESTIONS</p> <p>QUESTION 1: THE COLD WAR: THE ORIGINS OF THE COLD WAR - CUBA</p> <p>QUESTION 2: INDEPENDENT AFRICA: CASE STUDY – ANGOLA</p> <p>QUESTION 3: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s: BLACK POWER MOVEMENT</p> <p>SECTION B: ESSAY QUESTIONS</p> <p>QUESTION 4: EXTENSION OF THE COLD WAR: CASE STUDY- CHINA</p> <p>QUESTION 5: INDEPENDENT AFRICA: COMPARATIVE CASE STUDY – THE CONGO AND TANZANIA</p> <p>QUESTION 6: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s: CIVIL RIGHTS MOVEMENT</p> <p>Paper 2</p> <p>SECTION A: SOURCE-BASED QUESTIONS</p> <p>QUESTION 1: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA</p> <p>QUESTION 2: THE COMING OF DEMOCRACY TO SOUTH AFRICA AND COMING TO TERMS WITH THE PAST</p> <p>QUESTION 3: THE END OF THE COLD WAR AND A NEW WORLD ORDER, 1989 TO THE PRESENT</p> <p>SECTION B: ESSAY QUESTIONS</p> <p>QUESTION 4: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA:</p>

	<p>THE CRISIS OF APARTHEID IN THE 1980s</p> <p>QUESTION 5: THE COMING OF DEMOCRACY TO SOUTH AFRICA AND COMING TO TERMS WITH THE PAST</p> <p>QUESTION 6: THE END OF THE COLD WAR AND A NEW WORLD ORDER: THE EVENTS OF 1989</p>
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Geography	<p>PAPER 1 (Theory) 225 marks</p> <ul style="list-style-type: none"> • Topic 1 : Climate + weather • Topic 2 : Rivers • Topic 3 : Settlements • Topic 4 : Economic geography <p>PAPER 2 (Mapwork) 75 marks</p> <ul style="list-style-type: none"> • Calculations • Map interpretation • GIS
Consumer Studies	<p>Entrepreneurship Clothing Food and Nutrition Housing and Interior The Consumer</p>
Business Studies	<p>Project will be done in class. Trial exam P1(150 marks) & P2(150 marks).</p> <p>P 1- Business Environment</p> <ul style="list-style-type: none"> • Macro environment- Legislation • Business strategies • Business Sectors and their environments <p>P 1- Business operations</p> <ul style="list-style-type: none"> • Human resource function • Quality of performance (150 marks) <p>P 2- Business Ventures</p> <ul style="list-style-type: none"> • Management and leadership • Investment: Securities • Investment: Insurance and assurance • Forms of ownership • Presentation and data response <p>P 2- Business Roles</p>

	<ul style="list-style-type: none"> • Ethics and professionalism • Creative thinking and problem solving • CSR&CSI • Human Rights and inclusivity • Team performance and assessment • Conflict management <p style="text-align: right;">(150 marks)</p>

<p>Engineering graphics and design</p>	<p>Civil Drawings Ellipse Orthographic Projections Developments and Transitions</p> <p style="text-align: right;">Loci Cam Shaft Movements Solid Geometrical Drawings</p> 
<p>Design</p>	<p>Design Literacy (30 Marks) Elements of Art, Design of Principles, Visual Communication</p> <p>Design History (30 Marks) All Design Movements</p> <p>Design in Context (40 Marks) Socio-cultural, environmental and sustainable case studies</p>
<p>Computer Applications Technology</p>	<p>Theory</p> <p>Mod1.1 Computers in our Everyday Lives Mod1.2 Hardware Devices Mod1.3 Hardware Recommendations Mod1.4 Software Mod 1.5 System Software and Computer Management Mod 2.1 – Internet Services and Connections Mod 2.2 – The Dangers of Computer Crime Mod 2.3 E-Communications Mod 2.4 The Impact of Technology</p> <p>Practical <u>MS Word</u></p>

Mod3.1 Reviewing Documents
 Mod3.2 Working with long documents
 Mod 3.3 – MS Word – Integrate, check and share documents
MS Excel
 Mod4.1 Functions for Calculations
 Mod4.2 Decision making in Functions
 Mod 4.3 – Excel – Text Functions
MS Access
 Mod5.1 Revise and Improve Database knowledge and Skills
 Mod5.2 Calculations in Queries and Reports
 Mod 5.3 – Designing and Creating a Database in Access
HTML
 Mod 6.1 – HTML Web Pages including Tables

Life
 Orientation

NSC EXAM

Section A: Short answers (compulsory) Section B: two 15 mark questions (compulsory) Section C: Choose 2 out of 3 questions	Section A: MCQ, T/F, match columns Section B: Case study, source based, open ended Section C: Essay type questions
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Everything covered:

Development of the self in society

- Life skills required to adapt to change as part of ongoing healthy lifestyle choices: stressors, change and quality of life
- identify stressors: physical, emotional, social and environmental factors (abuse, vocation, life crises, personality and social pressure)
- Assess levels of stress: signs and symptoms of stress, positive stress and negative stress
- Stress management: coping mechanisms and/or management techniques, develop and implement own strategy – Conflict resolution skills: inter personal and intra personal
- initiating, building and sustaining positive relationships: importance of communication (understanding others, communicating feelings, beliefs and attitudes)
- Factors that influence effective communication: personality, attitudes and values, acceptance of responsibilities, appropriate expression of views and feelings, respect the feelings of others
- Adapting to growth and change: change in circumstances
- Transition between school and post-school destination, positive and negative aspects of change, investigation of other views, insights regarding the life cycle and related traditional practices
- Personal lifestyle plans to promote quality of life
- Human factors that cause ill-health, accidents, crises and disasters: psychological, social, religious, cultural practices and different knowledge perspectives
- 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

- Contributing factors: eating habits, lack of exercise, smoking, substance abuse and unsafe sexual behavior
- intervention strategies: prevention and control, early detection, treatment, care and support
- 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
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Democracy and Human rights

- Responsible citizenship:
 - 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
 - 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
 - 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)
 - 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

Social and environmental responsibility

- Community responsibility to provide environments and services that promote safe and healthy living:
 - Responsibilities of various levels of government: laws, regulations, rules and community services - Educational and intervention programmes; impact studies
- Formulating a personal mission statement for life based on:
 - 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:
 - Actions/behavior in life
 - immediate community and society at large

Careers and career choices

- Commitment to a decision taken: job or course application for additional or higher education skills for final action (availability of funds, completing forms, accommodation and travel arrangements), locate appropriate work or study opportunities from various sources and determine requirements for acceptance and possible challenges - Strategies to achieve goals
- Reasons for and impact of unemployment
- innovative solutions to counteract unemployment: volunteering, part-time jobs, community work, entrepreneurship and informal jobs
 - Financial and social viability of entrepreneurship and other employment options including awareness of SARS tax obligations
 - The impact of corruption and fraud on the individual, company, community and country
- Core elements of a job contract: worker rights and obligations; conditions of service
- Labor laws: Labor 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 organized labor
 - Work ethics and societal expectations
- The value of work: how work gives meaning to life

Study skills

- Reflect on the process of assessment and examination writing skills and apply these skills: revise own study skills, strategies and styles
 - Revise examination writing skills (read the question, plan the response, answer the questions, etc.)

	<ul style="list-style-type: none">• importance of School Based Assessment• Importance of obtaining the National Senior Certificate (NSC): develop a study plan for Grade 12

Your first step in a new direction, is beginning of a new adventure. However you need to make the step!