

Grades

10 11 12

CAPS APPROVED CATALOGUE



TOP CLASS



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Tota

Masihambisane



**Hi Nwa
Hi Kolwa**

IsiZulu Sethu

**IsiXhosa
Ngumdiliya**

**ISIZULU
SOQOBO**

**Sichumile
ISIXHOSA**

**SISWATI
SETFU**

**Sediba
sa thuto**



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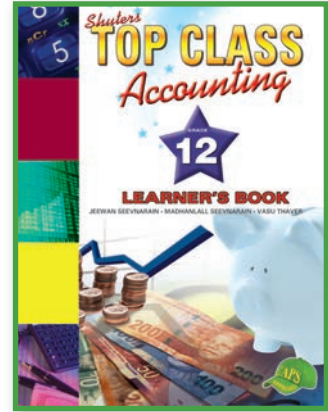
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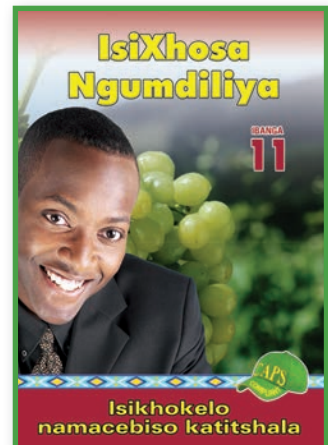


2

Lots of activities and exercises

3

Relevant examples throughout the books



4

Simple language, written at the level of the learner



5

Easy to plan lessons and assessments

6

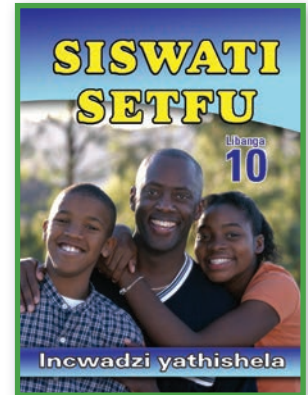
Planning and Tracking Booklets help to make teaching easier

Advantages of using our books



1

Improves learner's results

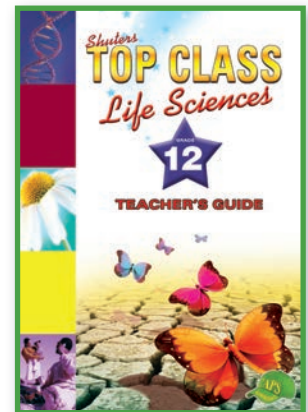


2

Assess progress easily

3

Reduces the admin burden

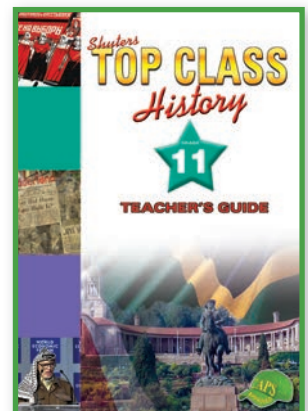


4

Helps save planning and preparation time

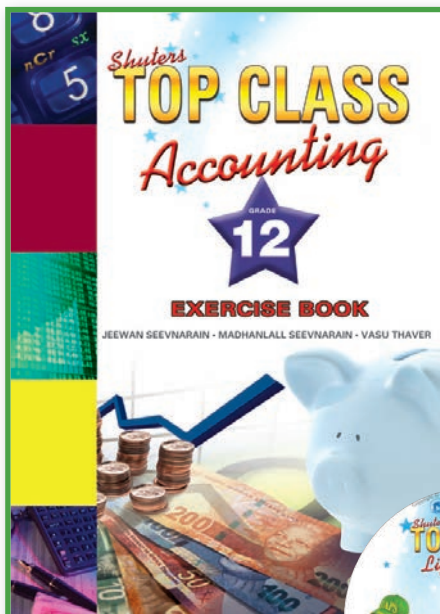
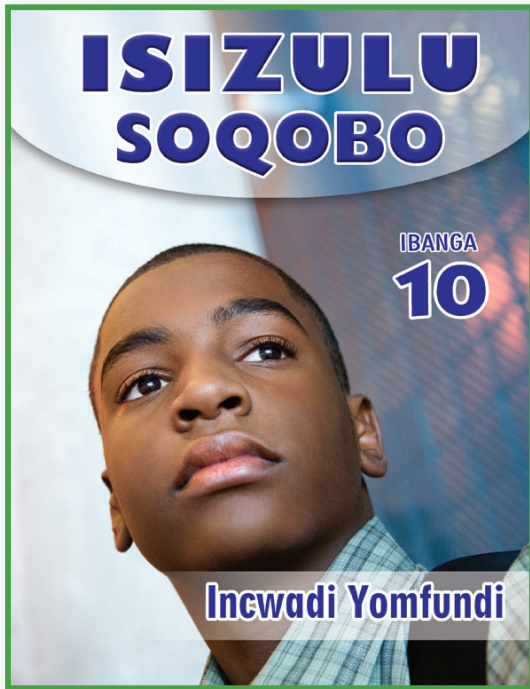
5

Follows the CAPS precisely, making teaching easier



6

Most of our titles are also available as e-Books



Learner's Book

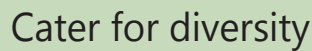
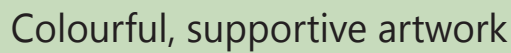
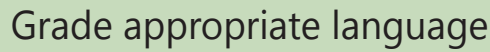
- Provides learner-centred and practical activities
- Varied texts and activities to engage the learners
- Colourful and supportive artwork to promote visual literacy.

Teacher's Guide

- A practical, week-by-week, teaching programme for all four terms
- Formal Assessment Tasks aligned to the Curriculum and Assessment Policy Statement (CAPS)
- Photocopiable resource material

Resources

- Some series include a CD with resource materials
- Some series include an Exercise Book



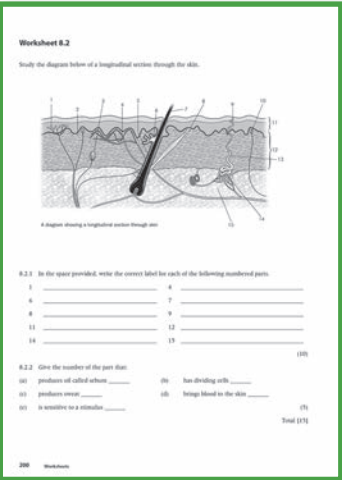
Features of our Teacher's Guide



Clear guidelines to the teacher



Assessment tasks



Additional photocopiable material

Checklist for choosing the best textbooks



Item 1

Fully CAPS compliant..... ☐

Item 2

Language at the correct level..... ☐

Item 3

Illustrations support the text..... ☐

Item 4

All components are clearly linked ☐

Item 5

Provides opportunities for expanded learning ☐

Item 6

Practical and user-friendly layout ☐

Item 7

Provides a carefully scaffolded learning experience ☐

Item 8

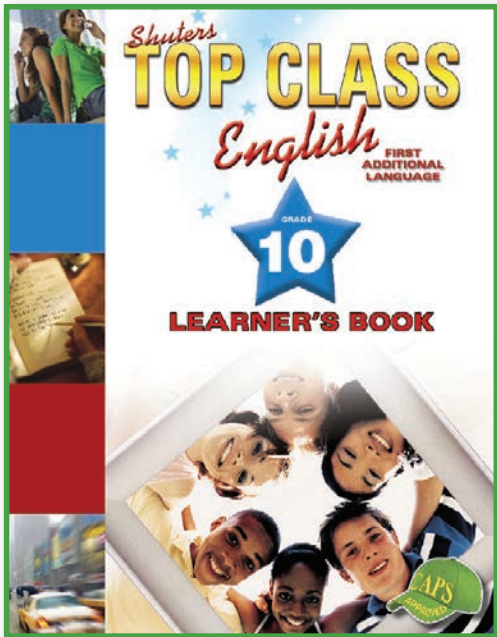
Fully representative of our diverse country ☐

Item 9

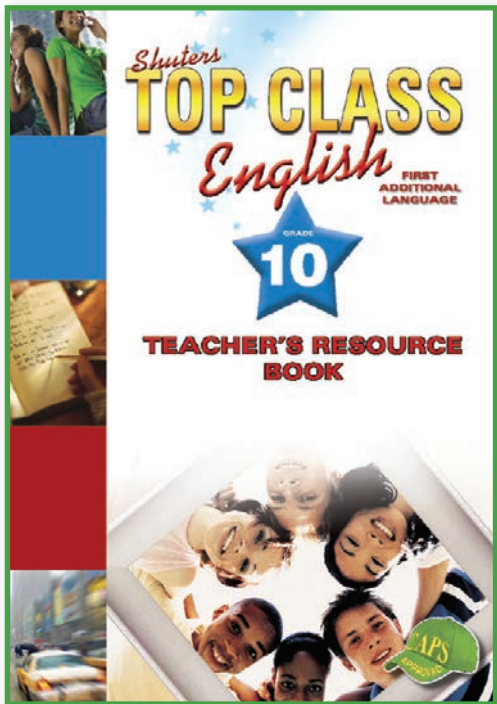
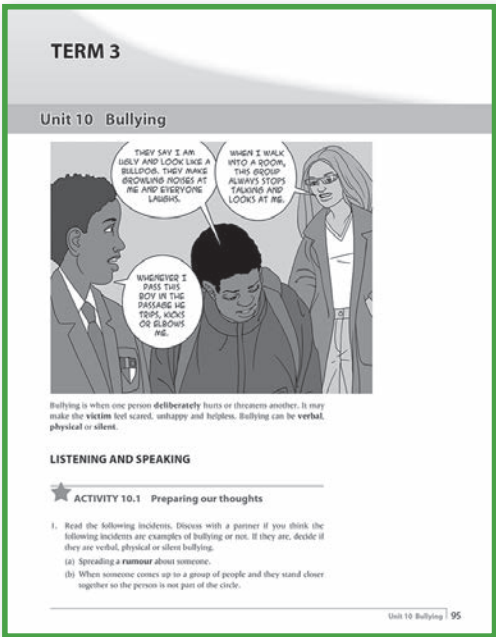
Provides plenty of opportunity for assessment..... ☐

Item 10

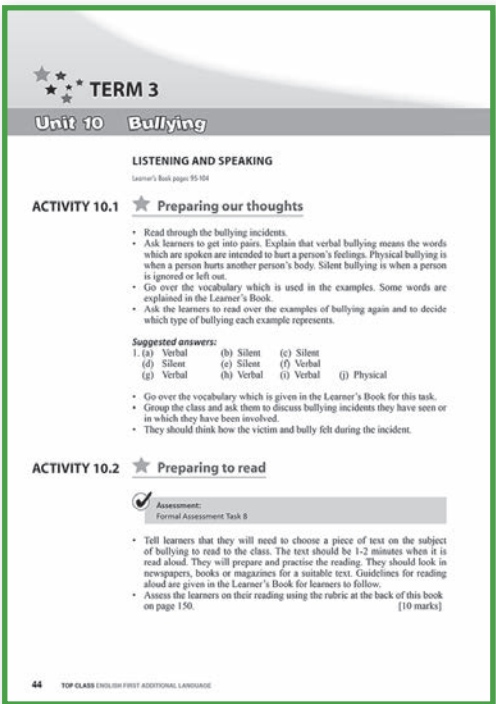
Appropriate examples throughout the book..... ☐



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eternally – an adjective meaning to do something forever – the person or animal suffering

verbal – using words

rumour – a story people tell to others, not knowing if it is true or not

peer – someone similar in age to a group of people

chores – duties one has to do, for example: washing dishes, feeding out the rabbit

sibling – brother or sister

(c) Chaining in a group and then going silent when a **peer** enters a room.

(d) Hiding someone's possessions often and then putting them back when they are not looking, for example, calculator, book, cell phone, lunch etc.

(e) Taking a cell phone video of someone and then sending it on without their permission.

(f) Loudly inviting some peers to a party while not inviting others.

(g) Telling your parents you will not do your **chores** unless they buy you a new cell phone.

(h) Lying to your parents about what your **sibling** has done to get him into trouble.

(i) Wrongly blaming someone in class for something you have done so he gets punished and you don't.

(j) Hitting your younger sibling.

2. In groups, discuss incidents of bullying which you have seen or which have happened to you. Think of how the bully and the victim may have felt during these incidents.

This vocabulary may help you express yourself more clearly:

powerful, powerful, frightened, scared, helpless, intimidated, aggressive, violent, angry, embarrassed, humiliated, shy, severely, reject, lonely, hurt, miserable, suicidal, anxious, shocked, depressed, frustrated, annoyed, mistreated, selfish, snappish, jealous, cruel, apologetic, sorry, guilty, innocent, guilty, runner, prejudiced, poor pressure

ASSESSMENT
100
8

NOTE PAD

Here are guidelines for reading aloud:

- Choose an extract which you like and understand
- Read it over a few times and look up any words you do not understand in the dictionary. Practice difficult words.
- Read aloud and clearly with expression.
- Look up at your audience while reading. This eye contact is important.
- Change your pace (speed) to suit the extract and keep the audience's attention.
- Practice by reading aloud to a partner and ask for advice.
- Read it many times so you know parts of it off by heart. This will help you when you need to look at your audience.

96 | TERM 3

ACTIVITY 10.3 ★ **Listening for viewpoints**

- Explain to the learners how to fill in the table in their books. Under the column 'Name' they should write the name of the person reading. Under the column 'Topic' they should record the title or main ideatopic of the text. Under the column, 'View on bullying', they should write a sentence or key words summing up the writer's view on bullying.

READING AND VIEWING

ACTIVITY 10.4 ★ **Reading an argument**

- Read the extract from the Children's Rights Centre.
- Draw attention to the words written in bold font. Their explanations are given in the word box.

Suggested answers:

- Bullies and victims both need help as the bullies' level of violence may increase as they mature and they could cause serious bodily harm, and the victims need help as they can be badly hurt, traumatised and become suicidal.
- Teasing is funny to the person teasing and the person being teased. It does not hurt but makes a person laugh. Bullying is when a person tries to hurt another person by what they say or by what they do. They might say something nasty, ignore the person all the time, or hit and hurt the person.
- The answer depends on the reasons given by the learner. A suggested answer is that it would have been worse and less informative as the difference between teasing and bullying is important to understand as bullies often use the excuse that they were only teasing when they were in fact hurting the victim. The author highlights the important differences between the two and also states that teasing can become bullying in some cases.
- Learners should complete the stereotypes and then there should be some discussion around their answers. The words bias, generalisation, prejudice and stereotype should be reinforced in the discussion.

ACTIVITY 10.5 ★ **Reading further**

- Explain the words written in bold font in the extract. Their meanings are given in the Learner's Book.
- Read the extract from the novel "Breaking Point".

Suggested answers:

- Paul was tripped three times on Wednesday.
- Hu's locker was messed up and his possessions were damaged.
- "annihilated"
- Paul's books were new as he describes them as "My-fresh-from-the-bookstore texts".
- On the Friday, Paul's combination lock on his locker was switched so he could not open his locker.
- Old Carlos worked as a janitor.
- Paul says he could hardly understand his accent and his English is incorrect.
- (a) What is your combination?
(b) Have you not got your combination?
(c) It works now.
- It begins at Paul's school (Gate High School) and then moves to his home.

Unit 10: Bullying 45

GRADE 10

Work Schedule – Teaching Plan

TERM 1

Unit 1: Heroes

Unit 2: Teens and cell phones

Unit 3: On the move

Unit 4: Wild characters

Unit 5: Music for the soul

TERM 2

Unit 6: Inventors and inventions

Unit 7: Myths, legends and folktales

Unit 8: The funny side of life

Unit 9: Gender Issues

TERM 3

Unit 10: Bullying

Unit 11: Our sick planet

Unit 12: Communications dotcom

Unit 13: Who's the boss?

Unit 14: Survival

TERM 4

Unit 15: What is the truth?

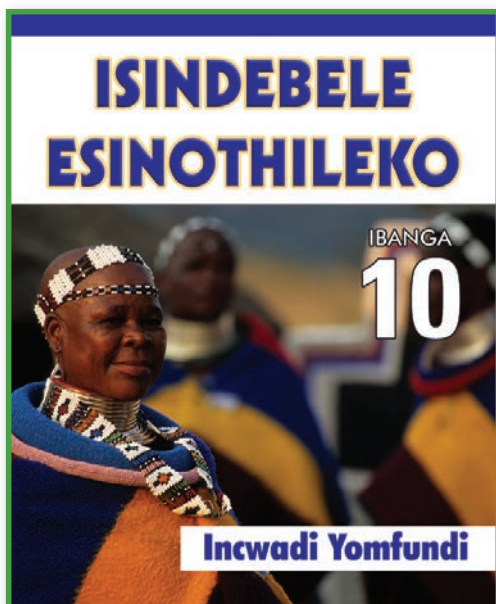
Unit 16: Fun and games

Unit 17: Let's celebrate!

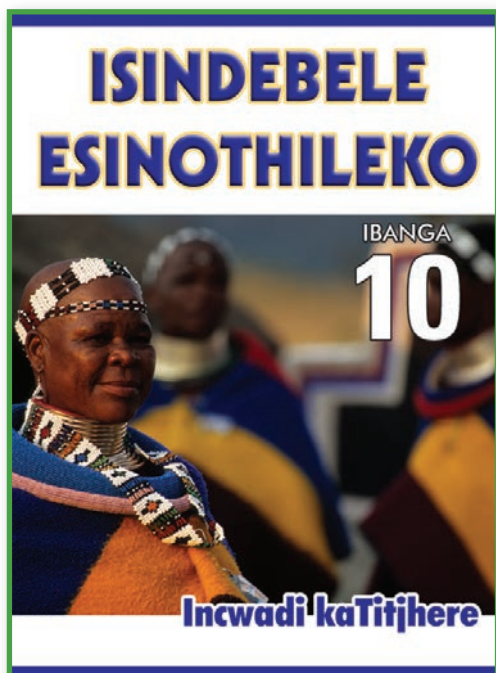
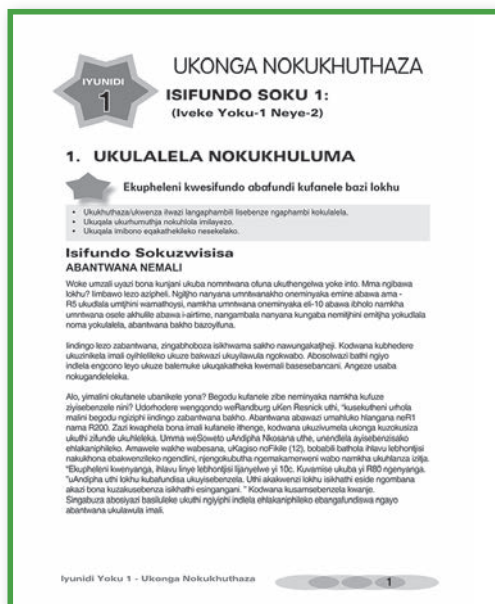
Unit 18: Revision

Formal assessment tasks, answers and rubrics

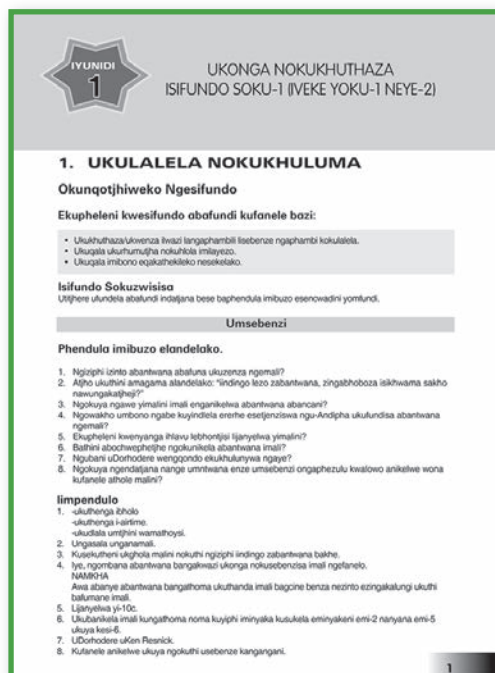
Glossary of Terms



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2. UKUFUNDA NOKUBUKELA

Ekupheleni kwesifundo abafundi kufanele bazi

- Ukwenzisa khatshululo yehlelali.
- Ukugqala khatshululo yemagama angakujijiyelaki kanye neentombe ngokusebenzisa amalahono nokugqhedha amagama kanye namahanga yamagama.
- Ukusebenzisa amalahono yokuqinisekisa ukufihlangeniswa, ukufheja ukufunda ngokuzisekisa, ukufhelela belu lokufunda ihlelali ebudisi, ukufunda ngokufheja nalufutheko, ukugqala ihlazi lethekisi mayelana nrelezi engingazi, ukubiza ngokuphendula imibuzo lokusuka phasi ukuya phezulu inqenozo, ukufunda ukubona ihleli imbongo esakubhekilelo, ukufheja ikhorho lamagama kanye nezakhiwo zeli begodu namahawayo semeli.
- Ukwenzisa amandoli mayelana ukuthunyezisa kanye nokusalela imbongo.

2. 1. Qalisisa isithombe esingenzazi bese ufunda isigqethana esilandelako ukwazi ukuphendula imibuzo engenzi.

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Yunidi 1 Youku 1 - Ukonga Nokukhuthaza

1
2
3

- Ukufakwa kwesigaba.
- Ukufakwa kwamagama.
- Ingisa, isilayela ngombho.
- Imithetho yelimi.

A. Incwadi Yobungani

Uthetho uphuhlathulela abaland ngomhobo ethukeneko yokuthintana. Kufanele agandelele amaphuzo aqakathekilele ukokufakha kwencwadi ewandeni.

Umbonbenzi

Akha ulingo ke naye uzifotile yakho incwadi ozayifotile umaumakho umbaw bonyana akuphe isipheliso ngombana isikhosiso senzi akizubakhi namhambolokuphikwapha ewandeni. Mkhonje umbonbenzi umbonbushuleli ngokuphakambela kwesibhambo lakho lokuya ewandeni ngombana kungokokulomha naye usiya ewandeni.

NAMBOHA

Tikela umgankhono umfanelo lthudu emundweni zakhe ngombana azabe atfola imfundo zakhe zebanga lufunzi naye. Umkhazibane umntu azine anezimbali lokuphumelela emundweni zakhe zebanga alufundeki. Ubude bencwadiakho bungazi ngaphasi kwexhasi ewoddu gowu bungezi ikhasi nezisiqu. Lokhu kukakha hlangana isiphando nendawo sele isiphelo.

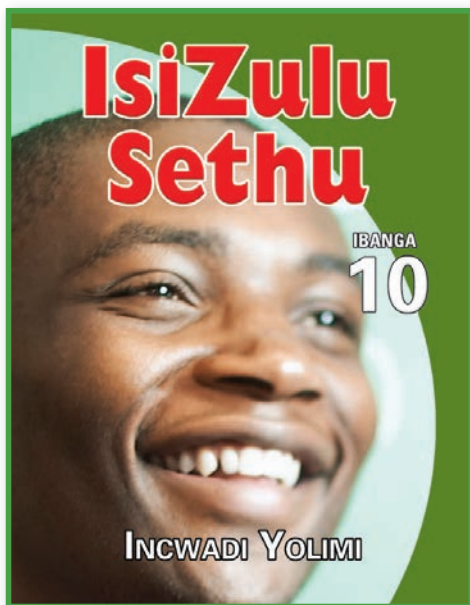
YELELA! Incwadi ayithonywe ekhasini elingakotilelawo litho.

Isibonelo Serubrigi Yakutshwanya Incwadi

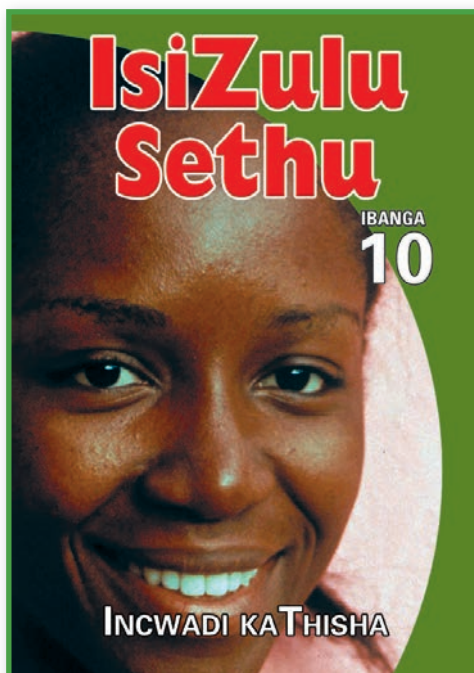
	Okumamkelwekoko, usakufakha nasekhasini (ezilomilelo e6-18)
Incwadi 1: Akakuphu meteli 0 – 29%	0 – 5 ukamato kwazi lombolo abuzine ngizane. ukufakha komandzi kwazine kufakha umfundo umgankhono. ukufakha ukumamkelwethona kwamaphuzo nemibono. kunemibono namaphuzo amezane akhali nasekhasini. ukufakathi lupha afakha bewathakufakha khona. Umfundo wethulwa ngokuzenzimisi eliphasi khulu. ukufakathandeni imithetho ethukeneko kizole mntu.
Incwadi 2: Izinga eliphakathi 30 – 39%	65 – 7 unamandzi lombolo elazenzimisi eliphasi. imiphando isingakha kwazi imiphando khulu lombolo.
Incwadi 3: Izinga eliphakathi naphakathi 40 – 49%	

IBANGA 10

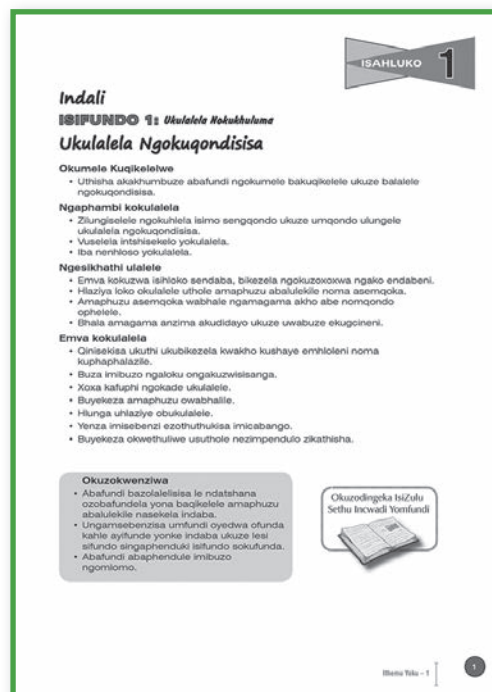
1. Ukonga nokukhuthaza



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IBANGA 10

Umsebenzi

1. Phendula le mibuzo
 - a. Buyini ubuciko bomdono?
 - b. Buhlukaniswe kangaki ubuciko bomdono. Nikeza izinhlobo zazo.
2. Ake uyofuna inganekwane eyodwa nesiphichaphichwane esinodwa ubuye nakho unokwethula ekuseni. Ngokuthuthi wethula inganekwane yakho gqelela izimpawu zinganekwane.
3. Bhokisisa lezi zibonelo zemibhalo ezilandelayo usho ukuthi zizihlombi usekele impendulo yakho.

A
Wasuka Wasuka!
Ugeqe!
Wagay'umcab!
Ugeqe!
Wavab'amas!
Ugeqe!
Wahla! phansi!
Ugeqe!
Wavuka wavuka!
Ugeqe!
Wabanjwe! ukhuzo!
Ugeqe!

B
Nank' arangebezana
Enhla kwemib'enkulu
Thath'abe mabili
Ushay'abemashu
Ushay'umswana
Owa mswana Owat!
Owa mswana Owat!



2. Inoveli

- Inoveli iwuhlobo lombhalo wesimanje.
- Ibhukaniwa ngezibhalo eziningi ezidinga indaba eyodwa.
- Amanoveli abhukaniwa ngalokho axoxa ngakho okuba yindikimba.

ISIBONELO

- Ubando
- izimpi
- uphenyo
- umlando
- ukufundisa kwabantu



3. Umdlalo

- Umdlalo lombhalo wesimanje.
- Ubhukaniwa ngezinkundla eziba nezigawu.
- Umdlalo ubhalwa ngezinhloso ezahlukeni eziboleka ekutheni kube nezinhlobo ezihlukeni nomdalo.

12

ISIZULU SETHU - INCWADI YOLIMI Ibang 10

abakhunjuzwe ngalezi zimpawu ezingavela ephaphandabeni.

- Isihloko - sibhalwa ngamagama apamile amakhulu kunamanye amagama.
- Isihlokwana - sibhalwa sigame ngamagama angaphansana ngokuphulu kunalawa esihloko.
- Isihloko esichaza indaba ngamafuhande-kuba isihlokwana esivumongo wesiqeshana.
- Isithombe - sigamisa elwenzekayo kulowo mdlalo siyeze okuthile okuhambelana/okuhambisana nokwethulayo.
- Omakheke - bagcizelela okuthile okungaba yisihloko sendaba noma amagama okanye umi zvela emhlabeni wesizulu.
- Okubhalwayo: izinhlobo zisethenziswa uma kunamaphuzu abalwayo.

Umsebenzi

A. Le imibuzo evulelekile, abafundi abakhuthazwe ukucwaninga ngaphambi kokuba baphendule.

- a) Inoveli eniyifunda kulo nyaka inezahuko ezingaki?
- b) Nikeza igama lomdlalo wehlelelweni ovutandayo.
- c) Bhokisisa izimwadi zolimi hvesizulu ezibekelwe ukufundwa kulo nyaka ukuthi zizihlobo luni.
- d) Bhokisisa le ndaba elandelayo ecashunwe ephaphandabeni utomule izimpawu zemibhalo etholakala khona.

B. Ukufundwa Kwemibhalo

Isidingo sokufunda imibhalo

- Sifundela ukuzithokozisa.
- Sifundela ukuthola ulwazi jikelele.
- Ukuzithokozisa ikhono lakho lokufunda nokubhala.
- Ukuvazi ukusombulula izinkinga ohlangabezana nazo empilweni.
- Ukuthola ulwazi ongasebenzisa ukuthatha izinqumo.
- Ukusukwazi ukufunda ugeleze kodwa ube ukhomphe laphumuzi.
- Ukwandisa ulwazi magama.
- Ukuthola ulwazi, usukompo nenqubo yezinye izizwe.

Izindlela zokufunda

- Ukufunda uphumele abanye belisele.
- Ukufunda buphili.

Okumele kugashelwe uma kufundwa

- Ukufunda kuzwakale.
- Ukunakekela izimpawu.
- Ukuphimsa kahle amagama.
- Ukufunda ngesivini esivumelekile.
- Ukugcizelela amagama lapho kudingeka khona ukugaphela ukwehla nokwenyuka kwezwi.
- Ukufunda ungakhombi.

- Abafundi abafunda umhlabo owordwa abazikhethela wona balandele okumele bokuqaphele uma kufundwa.

Ilizwe Yoku - 1

13

1. Indali
2. Ukuzinakekela
3. Ukuzihlonipha
4. Ukulobola
5. Ukunakekela imfuyo
6. Amakhono
7. Amagugu Ethu
8. Ukuhlonipha
9. Ukuvota
10. Amalungelo ethu
11. Ziyashintsha izinto
12. Ezomnotho
13. Ukuzithuthukisa
14. Ukunakekelwa kwemvelo
15. Umculo
16. Izifo
17. Ezemidlalo
18. Umendo

Wonke amayunithi anengxenywe yalokhu:

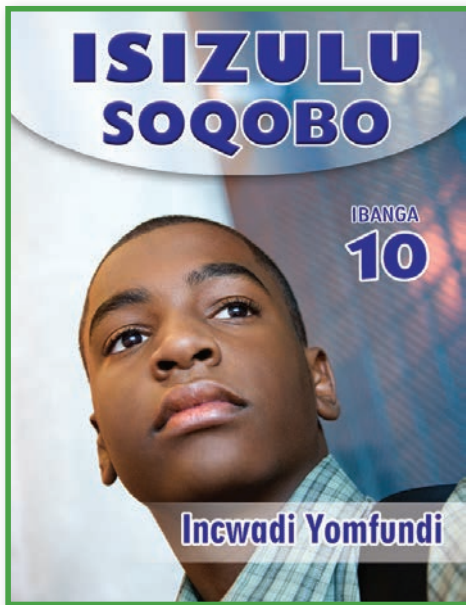
Isifundo 1: Ukulalela Nokukhuluma

Isifundo 2: Ukufunda Nokubukela

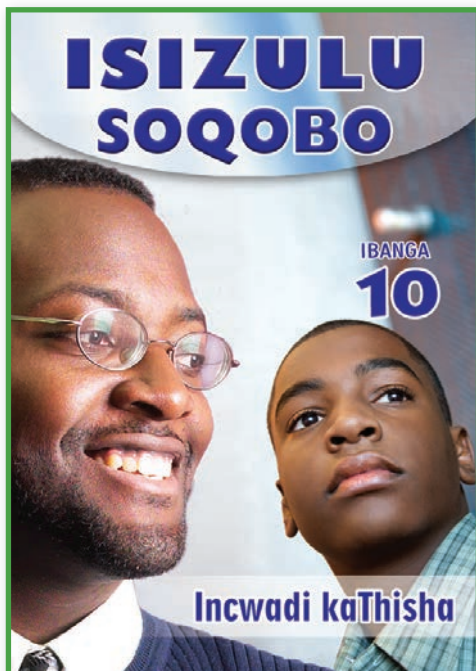
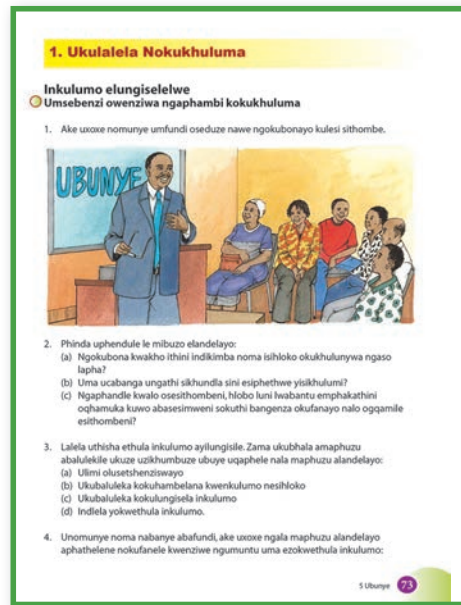
Isifundo 3: Ukubhala Nokwethula

Incwadi kathisha inalokhu:

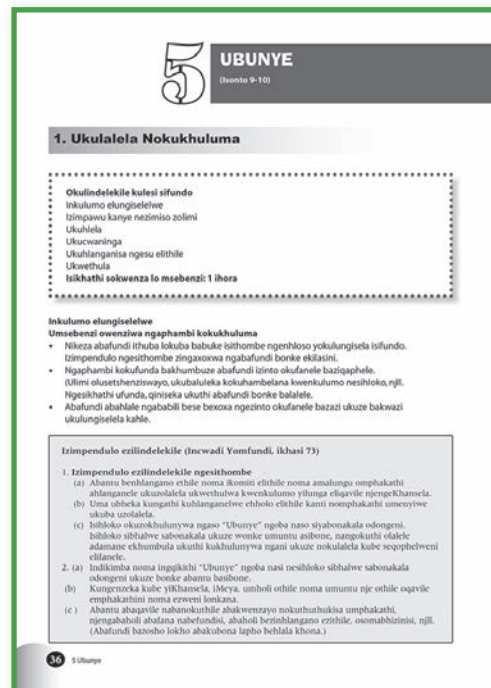
- Ukuhlola OLimini LwasEkhaya
- Uhlelo Lokuhlola
- Ukuhlelwa Kwamaphepha Okuhlola
- UkuModareytha



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Umsebenzi

(i) Lungisa ukwethula inkulomo ngalesi sikhokho esilandelayo, usebenzisa uhwazi olulandelayo.

Ungadlale esikoloni, usebenza kahle. Umeyiwe esikoloni owarufunda kuno ukuba ukopaguguzela abafundi bebanga le-12 ngokubalekela kwemfundo nokaziphatha kahle.

Hlela inkulomo engathatha imizuzu ethi ayibe 4-5.

(ii) Uthisha uzokwenza ithuba lokuba abone ubhalo obubhawhe phambi kokufunda, besebhi, njll. ukuze agciniseke ukuthi unzufungelele kahle.

(iii) Uyomkeza ithuba lokwethula inkulomo yakho ngathisha wakho.

Khumbula: Okubalulekile ngenkulomo elungiselelwe:

(i) Ukufungiselela

(ii) Ukucwaninga ngesikhokho ukuze uthole uhwazi olufanele.

(iii) Ukusebenzisa irejista nesitayela esifanele isimo, indawo, inhloso.

(iv) Ikhono lokwethula inkulomo.

2. Ukufunda Nokubukela

Ukufingqa

Umsebenzi owenziwa ngaphambi kokufunda

1. Ake ugijimise amehlo kulo mbhalo osekhazini 77 bese uphendula imibuzo elandelayo:

(a) Ikhona yini indaba ehambelana nesikhokho salo mbhalo owake wayifunda?

(b) Ngolwazi osukutholile ungathi hlobo luni lo mbhalo lolu?

(c) Yimaphi amagama othe uma uthi hlamuzi, wabona sengathi awuwajwayele?

(d) Ngolwazi oluthole ezifundweni ezedule, ungasho yini ukuthi lethekisthi eyikantise izigathshana ngoba kukhona amaphuzo athile ashilwoyo?

(e) Lokhu kwahlukanisa izigaba, ngabe kunamphumela muni ekunikezeni umqondo wendaba?

5 Ubunye

Izimpendu kanye nezimiso zolimi

- Lokhu ukuthola ngaphansi kokwethula.
- Xoxisana nabafundi ngakho lokhu khona bezokwazi ukuthi le nkulomo ihluke ngani kweninye imibhalo.

Ukufungiselela - ukucwaninga, ukuhlela, nokuhlukanisa ngesu elithile

- Ngalesi sikhathi bexosa abafundi, naye uyobe uhambe phakathi kwabo ukuze ubasize (izikhokwana eziku-ii-vi).
- Uma seziphelele isikhathi usungabuye futhi ubachazele ubhekise khona ezincwadini zabo zolimi.

Ukuzifolanga ukukhuluma

- Bachazele ukuthi bangazifungiselela kanjani – xoxani ngalokhu okubhawhe ezincwadini zabo kanye nokunye obona ukuthi kungabazisa.

Ukwethula

- Xoxa nabafundi ngokwethulwa kwenkulomo nezinto ezibalulekile.
- Yalela abafundi ukuba balalele omunye umfundi efunda indaba efundwe ekuqaleni. Inhloso eyokulalela bese besho ukuthi lokhu okufundwe ngakho kuvela kanjani kuleyo nkulomo.
- Hlela isimo sokuba ikhosi liseke ngalokhu ebelikubhekela. Ungasiza uma isidingo sivela.

Umsebenzi

- Bafundele izikhokho neminye imithetho ehambisana nomsebenzi ukuze uginiseke ukuthi wonke umuntu uyayazi into ayoyenza. Khumbula ukubazisa abafundi ukuthi umsebenzi unovuna nini.
- Vumelana nabafundi ngosuku okungethulwa ngalo sakulingisa inkulomo yabo abayoyifungisele.

2(a) Ukufunda Nokubukela

Okulandelelele kulesi sifundo

Ukufingqa

Ukufundwa kwemibhalo

Isikhathi sokwenza lo msebenzi: 4 amahora

Ukufingqa

Umsebenzi owenziwa ngaphambi kokufunda

- Nikeza abafundi isikhathi esyimizuzu ephakathi kweshumi neshumi nanlanu benza lo msebenzi osekuqaleni.
- Abafundi ungabonikeza ithuba lokuba bavakashelwe abanye ukuze bezwe ngezimpembo zabo.

5 Ubunye

IBANGA 10

Uhlelo Lomsebenzi

1. Ezomndeni
2. Ezokuxhumana
3. Ubungani
4. Ezempilo
5. Ubunye

Amathaskhi (1-4)

6. Ezokuphepha
7. Ezokuthuthukisa umphakathi
8. Ubuntu
9. Ezemidlalo

Amathaskhi (5-7)

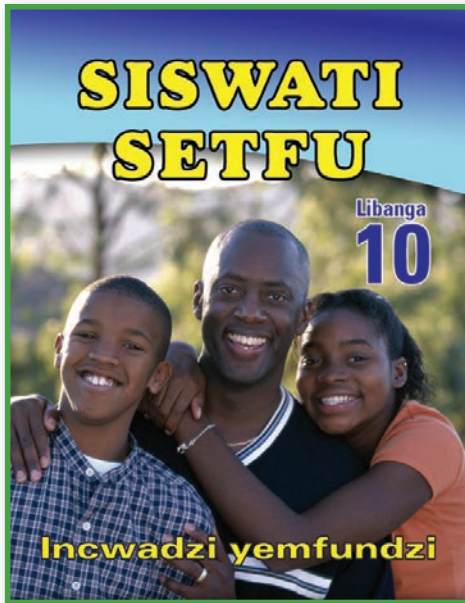
10. Ubunye
11. Amanzi
12. Ezasemandulo
13. Ezemvelo
14. Ubunye

Amathaskhi (8-9)

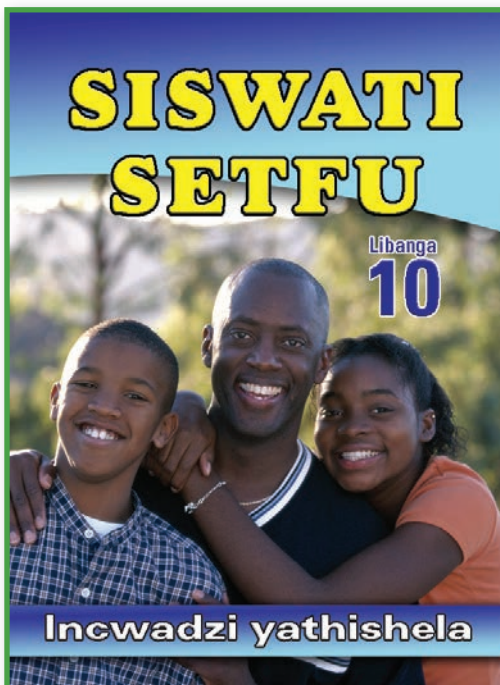
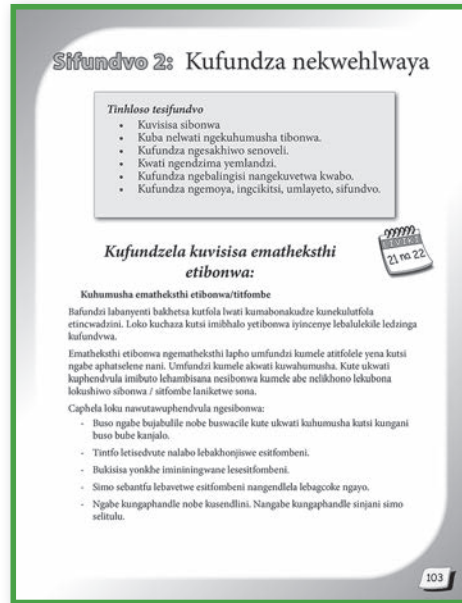
15. Ezokuphepha nokuvikeleka
16. Ezokuthuthukisa umphakathi
17. Ezemvelo
18. Ezemisebenzi

Amathaskhi (10-11)

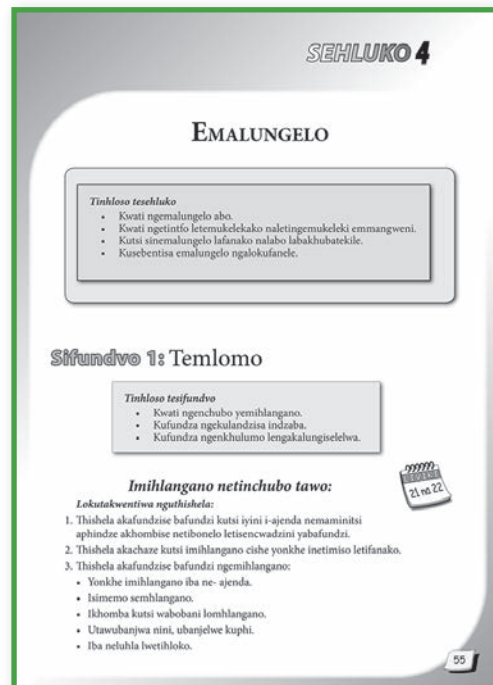
Ukuhlola okumiselwe imigomo



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Umsebenzi

Bafundi beseKuhuphekeni High School, bafuna emalungelo abo enkholo.

Sifuna inkholo yetfu phambili!!!!



Bukisisa lesibonwa lesingenhla bese uphendvula imibuto letawulandzela

1. Utsini umsetfosisekelo waseNingizimu Afrika mayelana nemalungelo ekuthandza kwebafundi etikolweni ngekhetinkholo tabo?
2. Shono kutsi wena ulandzela yiphi inkholo?
3. Wena ukubona kukahle kutsi bafundi bathandaze ngetinkholo tabo etikolweni?
4. Yini loyifundzako ngekweluhlaka kwetinkholo? Phawula.

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Inoveli:



Inoveli yindzaba leneluchungechunge lwetehlalalo, nobe emakhasi lamanyenti lendlula emdlalo. Loko kubangelwa kutsi umbhali uchaza yonkhe into ngalokubhele nkwati lwakhona laba lunyenti.

Sakhwiso senoveli

Sakhwiso senoveli sinetifulo, ludweshu, sicakaka, luvufondzaba, lupholavufondzaba nesiphetho.

Sibekandzaba

Lapha kuphindze kwetfule umlingisi lomkhulu nenkinga labokene nayo Sibekandzaba sinetifule indzawo, sikhatsi njengekutsi indzaba yenteka ebusika nobe ehlolo, etikhatini sasendvulo nobe temphilo. Sibekandzaba ngiso lesingeniswa kutsi kwentekani, indzaba yenteka lupho nendzawo, bohani laba labatintekano. Sibekandzaba setfula sinomhlalo kutsi bantfu lekukhulunywa ngabo endabeni batiphilisa ngani njengekutsi bafayile nobe bayalima, njll. Singeniso lesikahle ngieshehako.

Ludweshu

Kukhona ludweshu hwangaphandle kulapho balingsi bacabana bodwa kungaba ngilababli nobe ngetulu korakoko. Kantsi ludweshu lwangekutsi kalapho umlingisi aba nemicangalo leshayisako ngekutsi kwakhe.

Kubhehetheteka kweludweshu

Kubhehetheteka kweludweshu kucala ngemva kweludweshu. Lapha kucabana kuya ngemadla kubalingisi kumekutsi ludweshu, kwenta indzaba ichubede phambili. Kucabana kwebalingisi kayachubeka kutatfakisika indzaba iye phambili.

Sicakaka

Kulapho tinto seticangene nekunehalingisi labenta lokutsi kuzama kasombulala inkanga lekona, tinto setiya ngekunzaba. Sicakaka senteka lapho indzaba seyicondre esicongweni nobe kuluvufondzaba. Kutsiwa sicakaka nge nobe tinkanga tiya ngekuvandza ekhatsi kwebalingisi. Tinto seticangene kahulu kubalingisi, kudzingeka kutsi kube nesicombulalo sinye lesitawuphumela.

Luvufondzaba

Lapha kulapho kwenteka sigameko lesikhulu kumekutsi tigeameko letisendabeni. Indzaba isuke seyisicongweni nakuhlabana kuyahliswa.

Lipholavufondzaba

Lapha indzaba seyicondre esiphethweni lapho tinto tiya ngekuvandza nesicakaka

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- Nguleso siboko sinemuntfu lotawukhuluma ngaso.
4. Thishela akafundise bafundi ngemsebenzi wasihlalo.
 5. Kukhumbuta ngemsebenzi yanobhala:
 - Kunika emalunga emaninisi emhlangano lowendlalile.
 - Kufundza emaninisi emhlangano lowendlalile.
 - Kulungisa emaphutha.
 - Kubhala emaninisi emhlangano.
 - Kubhala tincumo letisatfwe, lokumele kwenkutsi kwentiva ngubani.
 6. Kukhumbuta ngemsebenzi yemalunga:
 - Lilunga libhalisa ligama lalo netinombolo tekuchumana.
 - Nguleso naledo lilunga kumele libambe lichaza.
 - Ayalalela ahlalikele ute ovalwe ngalokusemsetfweni umhlangano.
 - Lilunga liphakamisa sanda bese shilalo ulinika lifuba, lente siphakamiso, alimane likhulume.
 - Lilunga liyasekela siphakamiso nobe liiphikise.
 - Kuyavotwa uma kudzingeka kutsatfwe tincumo ngekvoto.
 7. Kukhumbuta ngenchubo.
 8. Kunika bafundi umsebenzi wekventa luvawano bese babamba umhlangano.

Lokutakwentiwa bafundi:

1. Kulalela, babhale emanotsi nemibuto ngaloko labafuna kukubuta.
2. Kubuta imibuto lapho bangevisti khona.
3. Kwenta luvawano nekubamba umhlangano.



Umsebenzi

Sikolwa senu shilala sinibambela imiphumela yekuphela kwemnyaka. Hlalani phasi ngemalunga etikomisi nhlale indlela leningaphuma ngayo kutelungu yekuhleleka kwebafundi kuletsa emabhuku esikolwa.

Kulandzisa indzaba:

Lokutakwentiwa ngutshela:

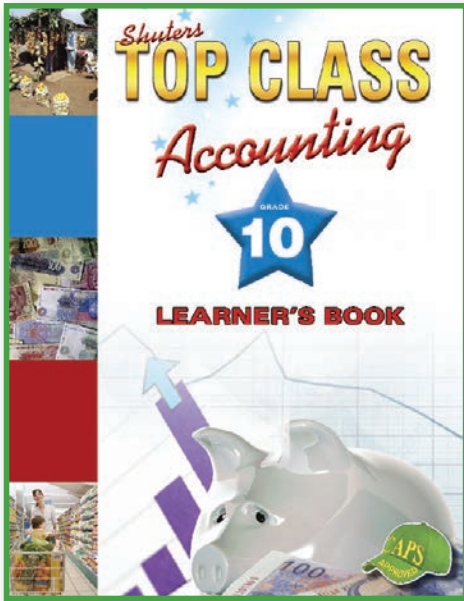
1. Thishela akabute bafundi kutsi bayati yini ngekulandzisa indzaba.
2. Thishela akachaze ngekulandzisa indzaba abe asebenzisa sibonelo sendzaba lesicwadiyini yefundisi.
3. Thishela akajele bafundi babuke sibonelo sendzaba bese ubabuta ngetimphavu tendzaba.

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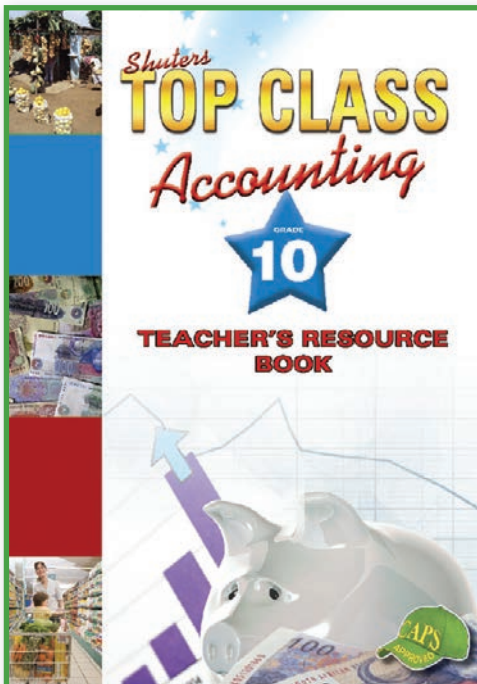
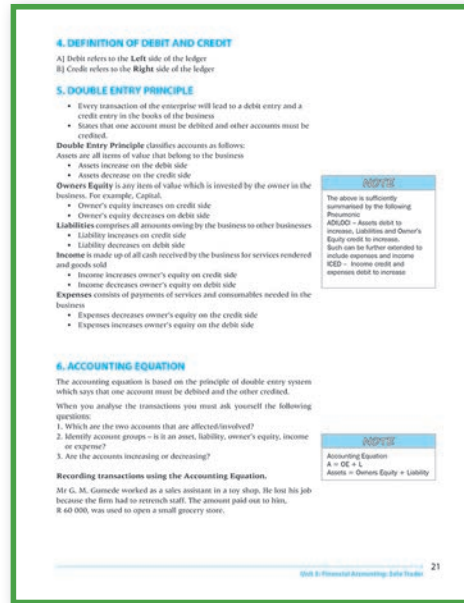
4. Thishela akafundise ngetimphavu netimiso tekulandzisa indzaba:
 - Sibekandzaba salendzaba lelandzawo asihhe, sichazwe kahle sihambisane nemoya walendzaba. Ngabe yindzaba lefutsako nobe lehlekisako nobe ledzabukisako.
 - Kusebenzisa lwemi loluhlekile.
 - Kusebenzisa emakhono ekucoca njengekubambisa emehlo kutetamelilwati, kuphakamisa, kunyakatisa umtimba.
5. Thishela akafundise ngekuhlela kucwaningo kuhlembisa nekutwela:
 - Akucace kusukela ekucaleni kutsi indzaba yakho inesakhwiso (setfulo, umtimba nesiphetho)
 - Tigameko atibe ngugetihahlo letenta indzaba ichubekile embili.
 - Asibe nato tonkhe tinsita lesitatidzinga, nelwati lolwanele lwendzaba leecocwa.
 - Ingcikitsi ayicace, balaleli nababutwa bakhono kusho kutsi lendzaba ikhuluma ngani.
 - Sizatfu sekucoca lendzaba.
 - Lwati lolwanele ngetetamelilwati.
6. Thishela akafundise ngekwetwela indzaba:
 - Ciniseka kutsi tetsamelilwati thileti kamandzi tikhulekile, tiyalangatelela
 - Sibekandzaba sakho asivete umoya wendzaba.
 - Siyahabisa uma silandzisa indzaba, silingisa tento balingsi lapho kufanele khona, uma kunesilwane, sibenta singakhulumi njengebantfu.
 - Kuphindzaphindza lokutsi kwenta tetsamelilwati nato trimbandzakanye ekucoceni lendzaba. Utra nato setingenelela lapho kuphindzaphindwa khona nobe thilabele uma kunengoma letise.
 - Coca ngalokushelako kukhombisa hwti lwendzaba.
 - Kuchumana ngemehlo kanye nekunyakatisa tinto temtimba.
 - Kwehla nekwenyaka kwetivi kubahlekile.
 - Sebenzisa livi.
 - Lingisa imisi futi ibhe.
 - Ungaletsa tinto ngeliphimbo
 - Landzisa nge titekuyitfoko
 - Sebenzisa kuti
 - 7. Thishela akalan tonkhe timiso.
 - 8. Thishela akanik bafundi bavisi

LIBANGA 10

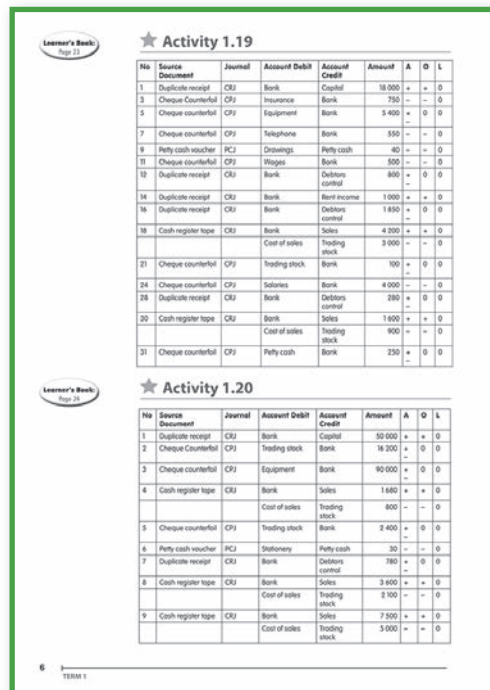
1. Tidzakamiva
2. Emasiko
3. Tekuchumana
4. Emalungelo
5. Temphilo
6. Temnotfo
7. Tibonelo temibuto



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Spelt 8: Financial Accounting: Jule Trader 21

- Informal or Indigenous Bookkeeping Systems
- Ethics
- Generally Accepted Accounting Principles
- Internal Control
- Financial Accounting of a Sole Trader
- Value Added Tax (VAT)
- Wages and Salaries
- Trial Balance

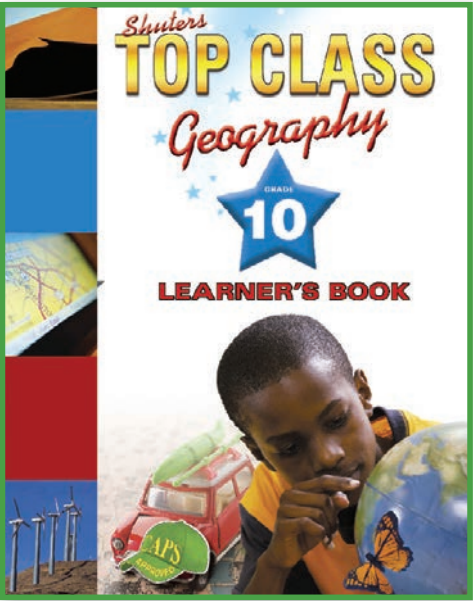
Revision Exercises

Project for Term Two

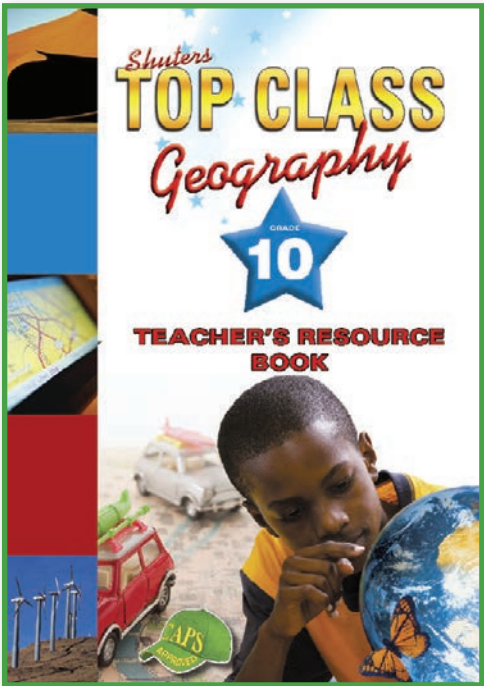
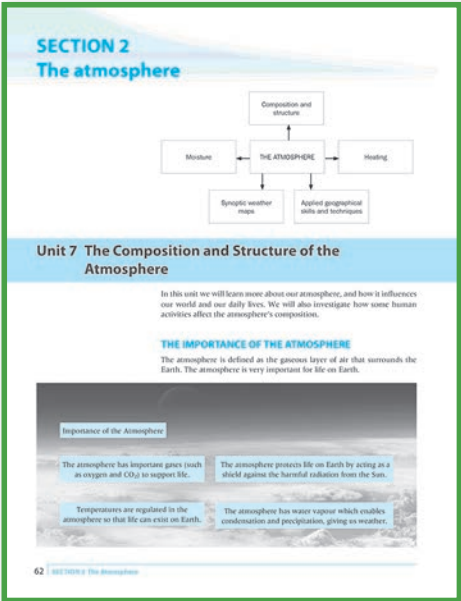
- Financial Statements of a Sole Trader
- Analysis and Interpretation of Financial Statements
- Cost Accounting
- Budgeting
- Examination Papers
- Inclusivity and Equity in the Classroom

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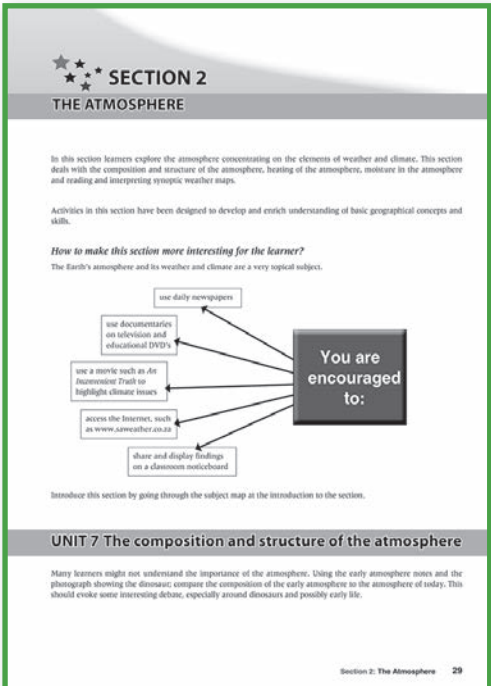
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COMPOSITION OF THE ATMOSPHERE

Our atmosphere is composed of various gases and particles of dust. These gases can be divided into two groups depending on their amount found in the atmosphere. Gases which occur in a fixed amount are known as permanent gases.

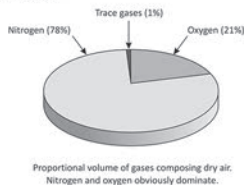


Figure 1: Permanent Gases in the atmosphere

Figure 1 shows the permanent gases found in the atmosphere. These proportions always remain the same. Thus the major components are nitrogen (78%), oxygen (21%) and other trace gases*, such as Argon. The amounts of the variable* gases found in the atmosphere vary over time and location. These are shown in Table 1.

Variable gases	Examples
Gases from pollution	Carbon dioxide, carbon monoxide and sulphur dioxide.
Atmospheric gases	Water vapour, ozone and helium.
Particulate* matter	Dust, volcanic ash, soot

Table 1

OTHER GASES

Carbon dioxide (CO₂) is a trace gas* comprising less than 0.04% of the atmosphere. During photosynthesis plants produce energy and give off oxygen as a waste product. During respiration they give off carbon dioxide.

Carbon dioxide is also emitted from motor vehicles, industrial processes, volcanoes and hot springs.

Water vapour is the gaseous phase of water. It can be produced from the evaporation of liquid or the sublimation* of ice. It is lighter than air and is an important greenhouse gas.

Ozone (O₃) is a form of gaseous oxygen. Ozone is the lower atmosphere may harm the respiratory systems of animals and harm sensitive plants. However the ozone layer in the upper atmosphere is beneficial. Ozone is present throughout the Earth's atmosphere.

Helium is colourless, odourless, tasteless and non-toxic. It has the lowest boiling and melting points of the elements.

Carbon monoxide (CO), also called carbonic oxide, is a colourless, odourless and tasteless gas, slightly lighter than air. It is toxic to humans and animals. It comes when there is not enough oxygen to produce carbon dioxide (CO₂). For example from a car engine burning petrol or an internal combustion engine* in a confined space. Carbon monoxide is released from natural chemical reactions or volcanoes and forest fires.

Sulphur dioxide (SO₂) is produced by volcanoes and various industrial processes. The combustion* of coal and petroleum generates sulphur dioxide. Oxidation* of SO₂ can lead to the formation of sulphuric acid and acid rain.

Trace gas - a gas which makes up less than 1% by volume of the Earth's atmosphere.

variable - can be changed

particulate - tiny solid particles of solid matter suspended in a gas or liquid.

continued on next page

Unit 7 The Composition and structure of the atmosphere 63

GRADE 10

SECTION 1 Geographical skills and techniques

- Unit 1 Mapwork skills
- Unit 2 Topographical maps
- Unit 3 Aerial photographs and orthophoto maps
- Unit 4 Geographical Information Systems
- Unit 5 Using atlases
- Unit 6 Fieldwork

SECTION 2 The Atmosphere

- Unit 7 The composition and structure of the atmosphere
- Unit 8 Heating of the atmosphere
- Unit 9 Moisture in the atmosphere
- Unit 10 Reading and interpreting synoptic weather maps
- Unit 11 Geographical skills and techniques
- SECTION 3 Geomorphology
- Unit 12 The structure and changing landforms of the Earth

- Unit 13 Continental drift and plate tectonics
- Unit 14 Faulting and folding
- Unit 15 Earthquakes
- Unit 16 Volcanoes

- Unit 17 Geographical skills and techniques
- SECTION 4 Population
- Unit 18 Population distribution and density
- Unit 19 Population structure
- Unit 20 Population growth
- Unit 21 Population Movements
- Unit 22 HIV and AIDS

SECTION 5 Water resources in the World and South Africa

- Unit 23 Water in the world
- Unit 24 The world's oceans
- Unit 25 Water management in South Africa
- Unit 26 Floods

Formal Assessment exemplars
Extra resources

ACTIVITY 7.1

Learner's Book page 65

★ The composition of the Earth's atmosphere

1. a. Most of the Earth's gases are found in the troposphere. (1)
- b. Gravity keeps them in this layer of the atmosphere. Without gravity the atmosphere would float off into deep space. (1)
2. a. Oxygen (O₂) is a life sustaining gas; nearly all living things need it to stay alive. In plants and animals when combined with other chemicals it produces energy needed for life processes. (2)
- b. Water (H₂O) is a vital substance on Earth, because every living thing consists of it. Water is used in our homes for different household chores, and by hydro-electric power stations to generate electricity. (2)
- c. Carbon dioxide (CO₂) in the Earth's atmosphere helps regulate temperature and absorb infra-red radiation from the sun. It is also important for plants during photosynthesis and oxygen cycle. (2)
3. Life on Earth would be dangerous without Nitrogen (N₂) and Argon because being non-combustible they prevent:
 - a. natural wild fires from burning up the atmosphere
 - b. meteorites burning up the atmosphere
 - c. lightning bolts being kilometres in width and setting fire to the atmosphere
 - d. petrol from our motor cars setting the atmosphere alight
 - e. spontaneous combustion of lifeforms. (4)
4. a. Ultra-violet radiation (1)
- b. Ozone layer helps to filter and stops UV-rays from reaching the Earth's surface. (1)
5. The most important variable gases are carbon dioxide and water vapour. (2)
6. The early atmosphere did not support life on Earth because it consisted mainly of nitrogen and carbon dioxide but there was no oxygen. To ensure that the atmosphere could sustain life on Earth the liberation (giving off) of oxygen during the process of photosynthesis should have happened. Thus plants needed to grow and populate the early Earth's surface. (4)

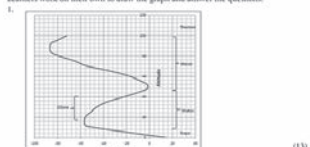
Layers of the atmosphere should be taught using a diagram showing the structure of the atmosphere. Figure 2 shows the layers and must be understood in terms of Table 3.

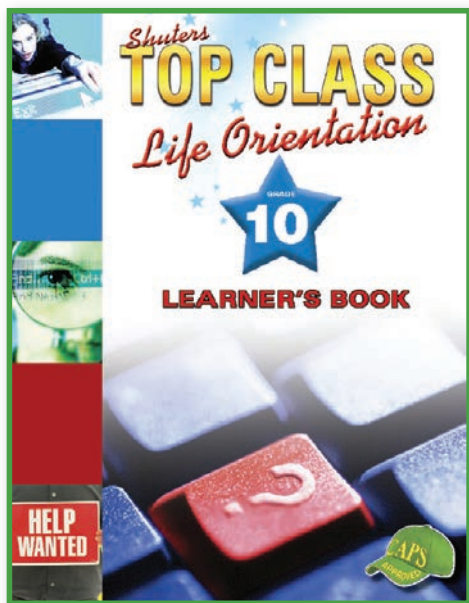
ACTIVITY 7.2

Learner's Book page 70

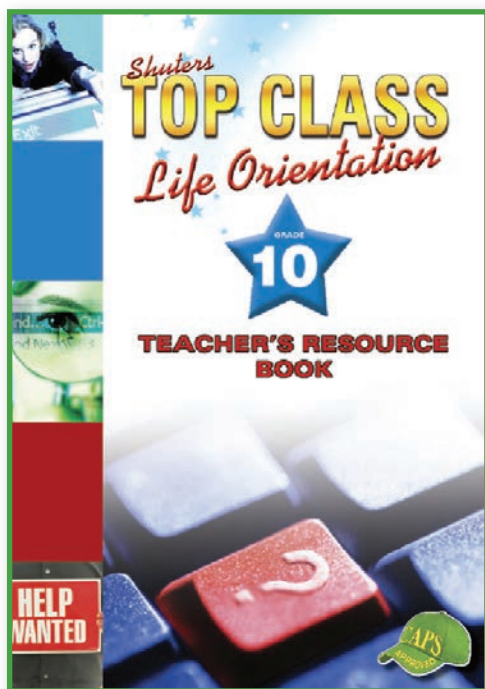
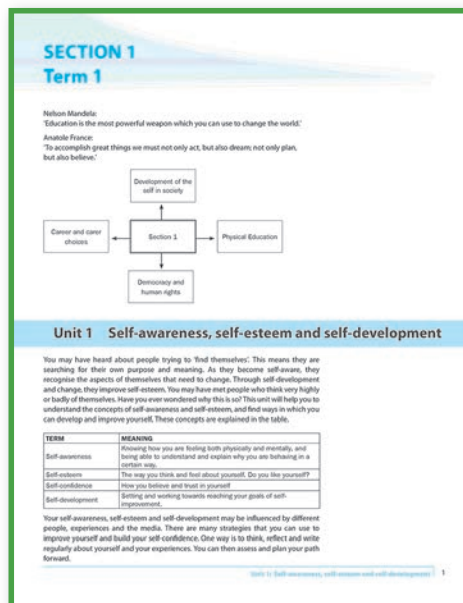
★ The layers of the atmosphere

Learners work on their own to draw the graph and answer the questions.





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What is a warm-up?

A warm-up is the first phase of the workout. The exercise is at a low level of intensity. Warming up increases your body temperature and your muscle temperature. It prepares the muscles for more strenuous activity.

Dynamic warm-up

A dynamic warm-up means actions with big movements. While you are doing your dynamic warm-up, sing a song with rhythm, this adds to team work. The following activity describes a warm-up.

ACTIVITY 1: Dynamic warm-up routine

The whole class must carry out the routine described below.

- Warm up first by taking a slow, gentle run around the field. Jog or run in groups and encourage one another to keep up with the group.
- Form a line. You could do this in groups.
- Carry out each of the eleven exercises illustrated below. Your teacher will place a beacon 10 metres away. When you get there, turn and repeat the exercises back to your starting line.

POSTURE AND BREATHING

- Check that there is enough space between learners.
- Breathe in through your nose and out through your mouth while exercising.
- Keep a good posture to support your lower back. Tummy pulled in and your shoulders (and upper shoulders) back and down, neck relaxed.

EXERCISE 1 - walk on tip toes.

EXERCISE 2 - walk on your heels.

EXERCISE 3 - walk, holding your legs out in front of you, knees straight.

EXERCISE 4 - jog, holding your bottom with your hands.

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LESSON 11 1 hour

You may wish to use part of this lesson to hear the remainder of the oral from the previous activity, but make sure that you have sufficient time for the content of this lesson and for preparing the learners for their essays.

Transformation

Begin the lesson by stressing again the importance given to Human Rights in our country. You could initiate a discussion on which rights the learners consider to be the most important. Then look at the public holidays and the rights that they commemorate. Do they coincide with the rights identified by the learners? Ask them to identify the articles of the Bill of Rights that are commemorated in the various public holidays.

South African initiatives and campaigns

Ask the learners to read through the text dealing with the various initiatives and campaigns and ask them which they have heard of. Discuss the purpose and effectiveness of these campaigns. Learners should also discuss the organisations listed in the Note Pad on page 33 of the Learner's Book.

Activity 3.7 ★ Human rights watchdog *LB pg 34*

This task should be done individually and handed to you for marking. Go through the instructions for the activity carefully with the learners and make sure that they understand exactly what is required.

Planning of the essay is important. Encourage the learners to make notes on the information they will include in each section of the essay.

Remind them that a good essay has a general introduction and a conclusion that rounds the essay off in a satisfactory way. They should also be aware of the people who will be reading the essay, and should use appropriate formal language.

The essay could be prepared in class and finished for homework.

Unit 4 Physical Education: Physical fitness and safety

Introduction

Each Physical Education lesson has been planned to be 50 minutes. Ten minutes will be needed for learners to get changed into Physical Education kit or comfortable clothing. They will need about five minutes before the lesson and five minutes after the lesson. This brings each lesson to a total of 60 minutes. You might need to adjust the lesson times to fit your school timetable.

Lesson	70 Pages	LB Pages	Week	Hours	Resources needed
Warm-up and cool-down	11	35	1	1	Beacons
Fitness testing	12	42	2	1	Stopwatch or wrist watch
Walking and running programme	12	47	3	1	Markers or beacons
Aerobics class	13	49	4	1	Whistle, music player, CDs
Physical fitness and movement performance	14	51	5	1	Whistle, music player, CDs
Aerobics	15	53	6	1	Whistle, music player, CDs

SAFETY TIPS

- Check that learners carry out the activities safely.
- Encourage learners to wear sunblock cream on the tops of the sun are dangerous.

REMEDIATION

Encourage learners to participate but do not force learners. Learners who struggle with activities can be allowed to do a modified or shorter version or set of activities until they become fitter.

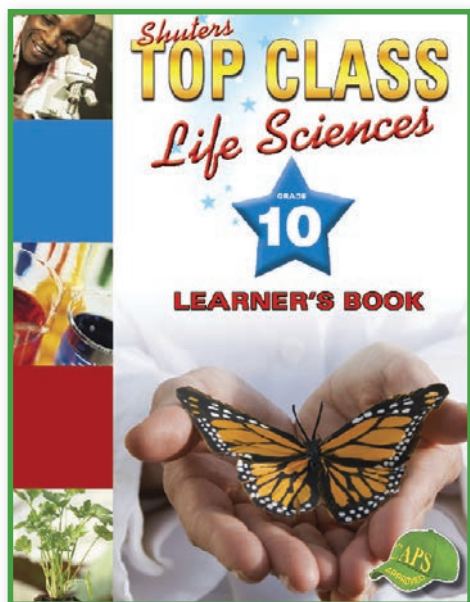
10 TOP CLASS LIFE ORIENTATION

GRADE 10

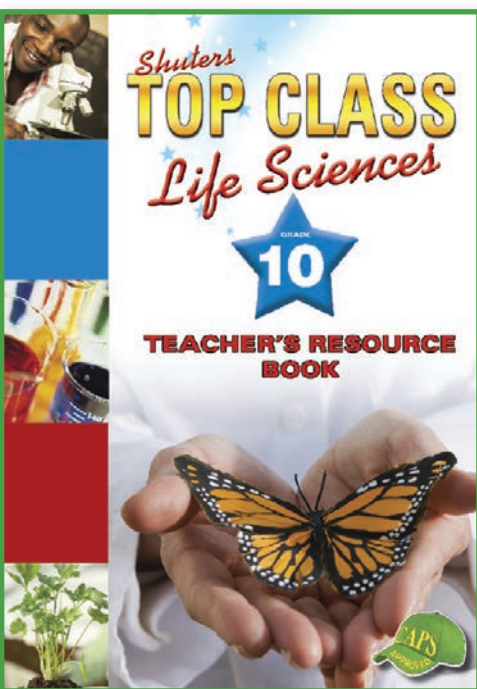
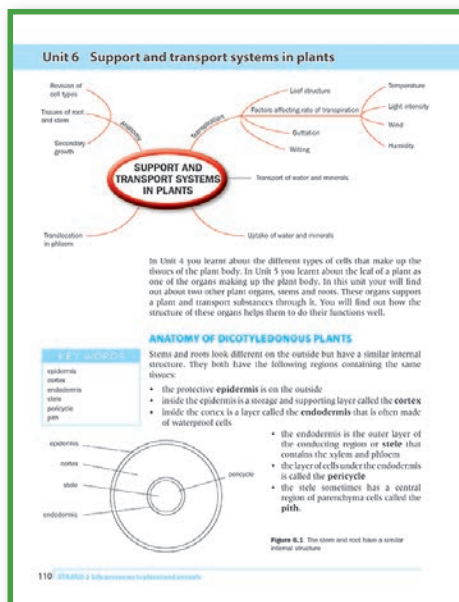
- Unit 1 Self-awareness, self-esteem and self-development
 - Unit 2 Careers and career choices
 - Unit 3 Democracy and human rights
 - Unit 4 Physical Education: Physical fitness and safety
 - Unit 5 Study skills
 - Unit 6 Social and environmental responsibility
 - Unit 7 Physical Education: Indigenous games
 - Unit 8 Development of the self in society
 - Unit 9 Careers and career choices
 - Unit 10 Physical Education: Recreation and relaxation activities
 - Unit 11 Careers and career choices
 - Unit 12 Democracy and Human Rights
 - Unit 13 Physical Education: Traditional and non-traditional sports
- Formal Assessment exemplars
- Glossary
- Teacher's Resources

Life Orientation Grade 10

The Learner's Book is divided into four sections, each covering a term's work, as described in the CAPS document for Life Orientation. The Physical Education programme is included at the end of each section as a separate unit. Each Physical Education unit is divided into weeks for ease of application. In the Teacher's Guide, hour-long lessons allow teachers to make adjustments for different timetabling.



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GRADE 10

- An introduction to Top Class Life Sciences
- Grade 10 Work Schedule (Year Plan)
- Specific Aims in Life Sciences.
- Assessment requirements
- Inclusivity and equity in the classroom
- Working with mind maps
- Worksheets
- Exemplar Life Sciences Grade 10 Examination Memorandum

STRAND 1: Life at the molecular, cellular and tissue level

Unit 1 The chemistry of life

Unit 2 Cells: the basic units of life

Unit 3 Cell division: mitosis

Unit 4 Plant and animal tissues

Unit 5 Organs

STRAND 2: Life processes in plants and animals

Unit 6 Support and transport systems in plants

Unit 7 Support systems in animals

Unit 8 Transport systems in mammals (human)

STRAND 3: Environmental studies

Unit 9 Biosphere to ecosystems

STRAND 4: Diversity, change and continuity

Unit 10 Biodiversity and classification

Unit 11 History of life on Earth

The structure of the cells in different tissues of the root is related to their function.

- The epidermis of a young root is very thin. Many epidermal cells have special extensions called **root hairs**. Root hairs increase the surface area through which water can be absorbed. They lie between the closely packed soil particles, which helps with the absorption of water into the root and holds the plant more firmly in the soil.
- There is no collenchyma or sclerenchyma in roots because they are supported by the soil. The xylem in the centre also helps to support them.
- The vascular tissue of **xylem and phloem** is in the centre of the root and surrounded by a more distinct **endodermis** than that in stems. The endodermis acts like a waterproofing sheath but has passage cells that allow water to pass through from the cortex to the xylem.
- The cortex is very wide. It stores lots of nutrients such as starch and protects the vascular tissue in the middle.
- The xylem and phloem are on different radii in roots. Compare this to the stem in Figure 6.3.



Figure 6.6 In roots the xylem and phloem are on different radii

NEW WORDS

- structure
- function
- root hairs
- vascular tissue
- xylem
- phloem
- endodermis

THE SCIENCE OF

- a microscope
- prepared slides of a transverse section
- a L.A. through a root and a L.A. through a stem, if available and/or
- micrographs of a L.A. through a root and a L.A. through a stem.

ACTIVITY 6.1 Observe and draw cross sections of stem and root



Figure 6.7 A micrograph of a transverse section of a sunflower root

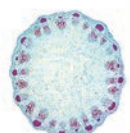


Figure 6.8 A micrograph of a cross section of a sunflower stem

Unit 6: Support and transport systems in plants 113

Stem	Root
Collenchyma under epidermis	No collenchyma under epidermis
Xylem on phloem on same radius	Xylem and phloem on different radii
Sclerenchyma cap on vascular bundles	No sclerenchyma cap on vascular bundles
Cortex narrow	Cortex wide
Endodermis not distinct	Endodermis very distinct
Very wide pith	No pith
Xylem and phloem together in small bundles	No separate vascular bundles
Vascular tissue near the perimeter	Vascular tissue in the centre.

Extra Activity 6.1 Most of these differences in the table above are related to the different functions of the root and the stem.

More information

The monocotyledonous stem is very different to the dicotyledonous stem because the vascular bundles have no cambium, there is a ring of sclerenchyma around each vascular bundle, the vascular bundles are not in a ring but are scattered throughout the stem, there is no separation of cortex and pith since there is no endodermis. Learners might have noticed these points if they have tried Extra Activity 6.1.

Secondary growth Learner's Book Page 116

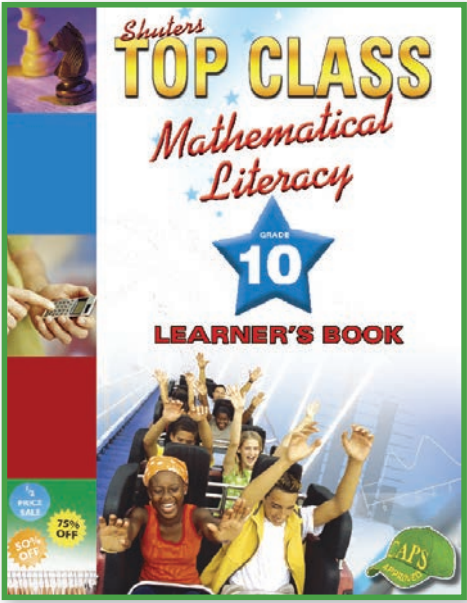
It is commonly thought that small plants do not have secondary growth. You could point out to the learners that even a short-lived annual will have secondary growth in its stem because the primary tissues are not strong enough to support an adult plant with flowers and fruits. The adult plant needs more conducting tissue than primary growth provides.

ACTIVITY 6.2 **★ Investigate a cut tree stump** Learner's Book Page 116

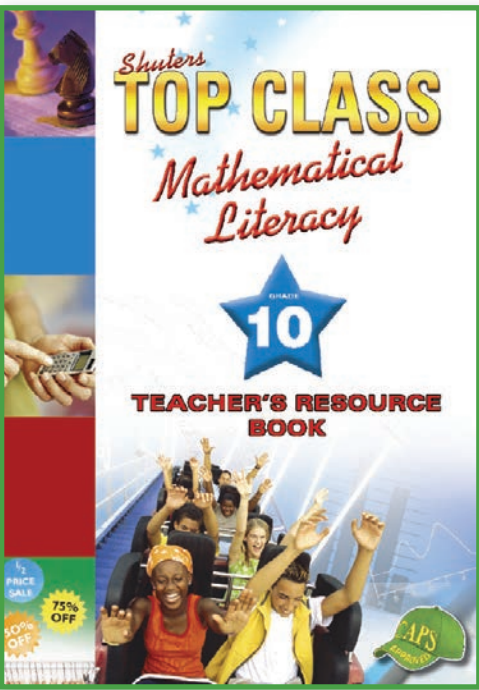
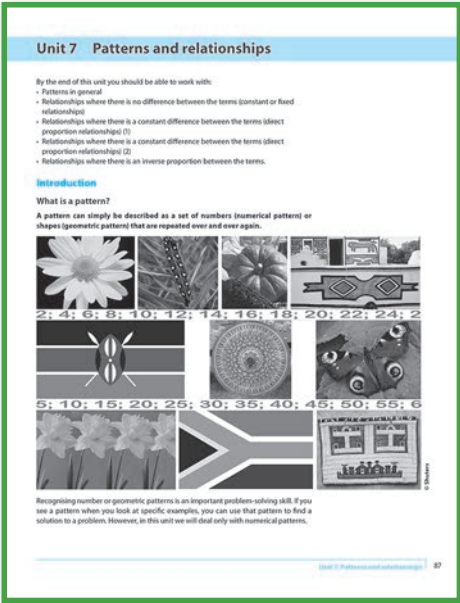
Guidelines for the activity

- It would be useful to know the whereabouts of a newly cut tree stump for this activity. If this is not possible, you could use a slice of wood from a tree that still has its bark. You could keep this slice of wood at school so that you could show it to the learners whenever you discuss secondary thickening or do this activity. Even a branch that is more than four or five years old will show the annual rings.
- The diagram of a four-year-old stem on page 116 in the Learner's Book will help the learners to find the structures named in Number 2.
- The number in brackets after each answer is the mark that could be allocated to it if you wanted to assess the learner's work. The answers to the questions in Number 2 are: (a) This is unlikely because the primary tissues are quickly squashed when secondary growth starts (2). (b) The learners will have to count the rings carefully (1). (c) Careful measurement is required here and the answers will vary from tree to tree. The phloem will always be the smallest proportion and the xylem nearly always the largest (2). (d) Neither the cambium nor the cork cambium will be visible to the naked eye. Firstly, they are only one layer of cells so will be very small. Secondly, they are very soft tissue that will be torn by the cutting action when they are exposed (4). (e) They will not. Secondary medullary rays are formed when a new cambium cell buds off parenchyma instead of xylem. If this happens when the plant is three years old, the medullary ray will not go back into the first two years of wood (2). (f) Depending on the age of the tree, the learners may find a central core of wood that is different to the outer wood (1). (g) The heartwood is usually a darker colour than the sapwood (1). (h) It would look more or less the same. The arrangement of tissues in the stem is caused by the circle of cambium. A similar circle will be formed during secondary growth in the root. The primary tissues may look different, but they will all be squashed and invisible in an older root (2).

Unit 6: Support and transport systems in plants 55



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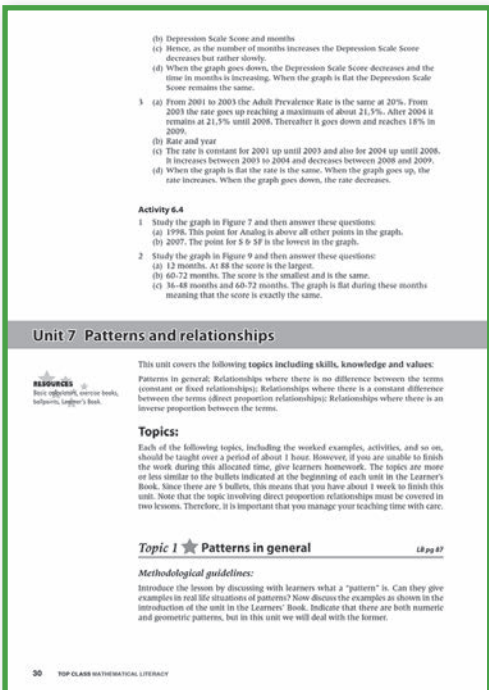


Table 1 Monthly salary of teacher

Month	1	2	3	4	5	6	7	8	9	10	11	12
Salary	R7 250	R7 250	R7 250	R7 250	R7 250	R7 250	R7 250	R7 250	R7 250	R7 250	R7 250	R7 250

There are two quantities or variables in the table, namely, month and salary.

Month represents the "term number".

Salary represents the "values" of the terms.

These two variables are related to each other because at the end of each month, the teacher gets a fixed salary of R7 250.

Since the salary is constant or fixed for 12 months, we say that there is no difference between the terms in the relationship.

In other words, Table 1 is an example of a constant or fixed relationship since there is no difference between the terms in the relationship.

(a) Complete the table by writing down Terms 7, 8 and 9.

Answer: Term 7 (month 7) is R7 250; Term 8 (month 8) is R7 250; Term 9 (month 9) is R7 250.

(b) Write down a rule to predict the next term.

Answer: If we subtract Term 1 from Term 2, or Term 2 from Term 3, or Term 3 from Term 4, etc., in each case, the difference is 0.

Therefore, the rule is: add 0 (zero) to the previous term to get the next term.

(c) If the teacher gets no salary increase for 6 months after having worked for 12 months, what will be the value of Term 15 (i.e. salary in month 15)?

Answer: R7 250

(d) Give a reason for your answer in (c).

Answer: There is no increase in salary, which means that the difference in the terms is still 0.

ACTIVITY 7.2 Practise what you have learned

1 Mrs Mambule has just bought a kitchen suite from Superb Furnishers. After having paid a deposit, Superb Furnishers calculated that she would pay a monthly instalment of R201,56. Table 2 shows the amount she has to pay at the end of each month over a period of 24 months.

Unit 7: Functions and relationships 89

Use worked example 1 to discuss with learners the meaning of the concept with respect to numeric patterns.

Give learners exercises from Activity 7.1 to check their understanding. Let them do as many of the exercises in pairs whilst checking their work for progress. Give homework at the end of the lesson.

Topic 2 ★ Relationships where there is no difference between the terms (constant or fixed relationships) LR pg 88

Methodological guidelines:

Recap and revise work from the previous lesson.

Now in this lesson we look at relationships where there is no difference between the terms, i.e. constant or fixed relationships. Use worked example 2 to convey the meaning of this concept. You can ask learners to give more real life examples of such relationships.

Give learners 1 exercise from Activity 7.2 as class work. Monitor how they perform and check progress individually as they work. Give the other exercise from Activity 7.2 as homework.

Topic 3 ★ Relationships where there is a constant difference between the terms (direct proportion relationships) LR pg 90

Methodological guidelines:

Recap and revise work from the previous lesson.

Now in this lesson we look at relationships where there is a constant difference between the terms, i.e. direct proportion relationships. Use worked example 3 to convey the meaning of this concept. The example is very detailed so it is important that you go through each and every question carefully. Do all the questions because they are critical for learners to learn the various concepts discussed in the answers.

Give learners 1 exercise from Activity 7.3 as class work. Monitor how they perform and check progress individually as they work. Give the other exercise from Activity 7.3 as homework.

Topic 4 ★ Relationships where there is a constant difference between the terms (direct proportion relationships) (contd.) LR pg 92

Methodological guidelines:

This is a continuation of the previous lesson. First recap and revise the concepts learned in the previous lesson. Check the homework exercises that they have completed correctly.

Discuss with learners the notion of linear and direct proportion relationships. Now use worked example 4 to look at how we describe features of patterns and relationships using words and formulae.

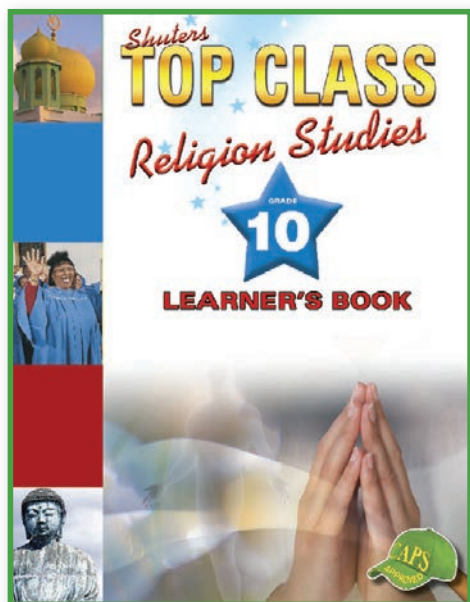
Give learners 1 exercise from Activity 7.4 as class work. Monitor how they perform and check progress individually as they work. Give the other exercise from Activity 7.4 as homework.

Term 1: Section 2 31

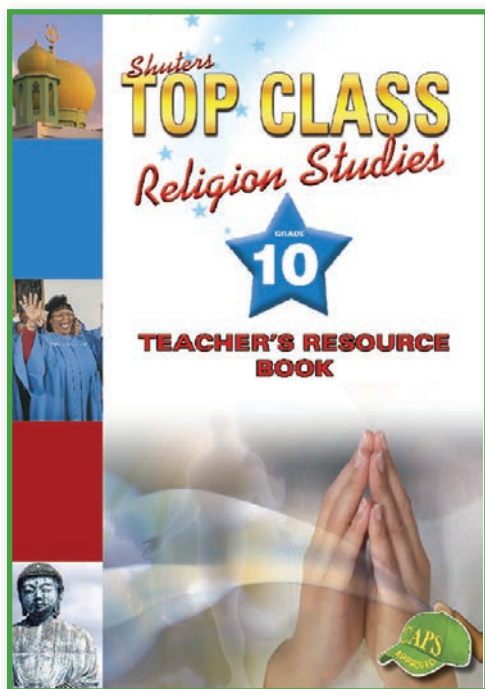
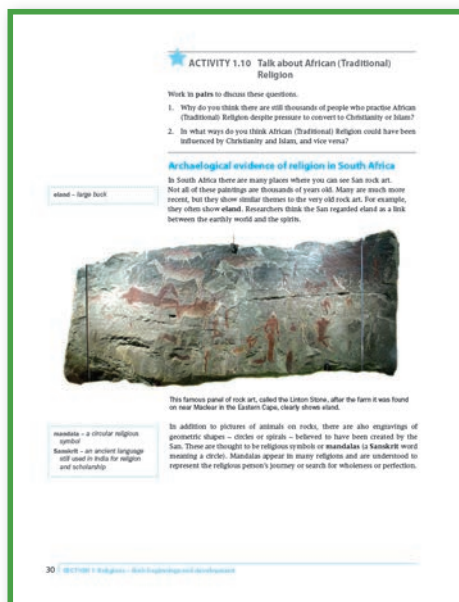
GRADE 10

- Grade 10 Work schedule (Year Plan)
- Inclusivity and equity in the classroom
- Working with study maps
- Formal Assessment exemplars

- Section 1 Numbers and calculations with numbers
- Section 2 Patterns, relationships and representations
- Section 3 Measurement (1)
- Section 4 Finance (1)
- Section 5 Measurement (2)
- Section 6 Maps, plans and other representations of the physical world (1)
- Section 7 Probability
- Section 8 Finance (2)
- Section 9 Measurement (3)
- Section 10 Maps, plans and other representations of the physical world (2)
- Section 11 Finance (3)
- Section 12 Data handling

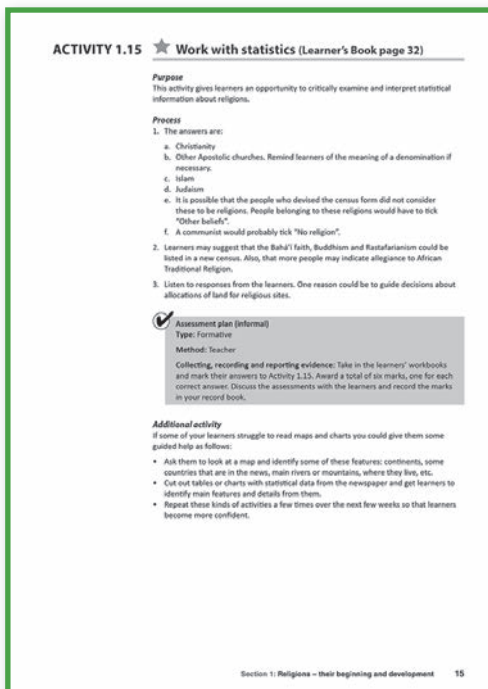


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GRADE 10

SECTION 1 Religions – beginnings and development

- Unit 1 Clusters of religions
- Unit 2 The beginnings of religions
- Unit 3 The origins of religions in South Africa
- Unit 4 Statistical spread of religions
- Unit 5 Research principles in Religion Studies
- Unit 6 Investigating religious rituals

SECTION 2 Ways of interacting between religions

- Unit 1 Defining religion
- Unit 2 Ways of relating to one another
- Unit 3 Investigating inter-religious relationships

SECTION 3 Common features of religions

- Unit 1 Aspects in understanding religions
- Unit 2 Origins of religions
- Unit 3 Common dimensions in all religions
- Unit 4 Social forms in religions
- Unit 5 Religious formations and institutions
- Unit 6 Leadership roles in different religions
- Unit 7 Topical issues in South Africa

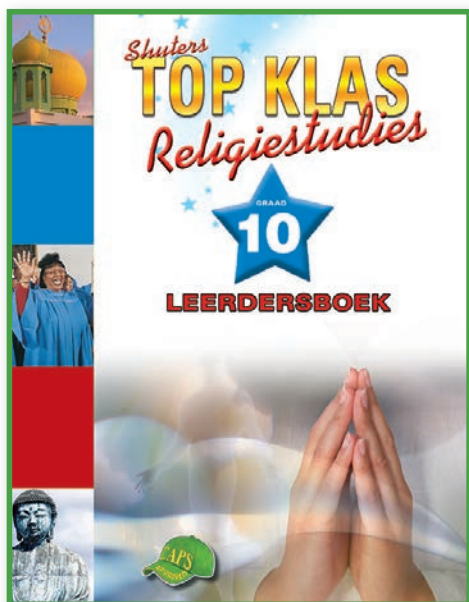
SECTION 4 Topical issues in society

- Unit 1 Topical issues in Africa and the world
- Unit 2 Principles of ethical decision-making
- Unit 3 What religions teach about economic matters
- Unit 4 A critical analysis of the relationship between religion and economics

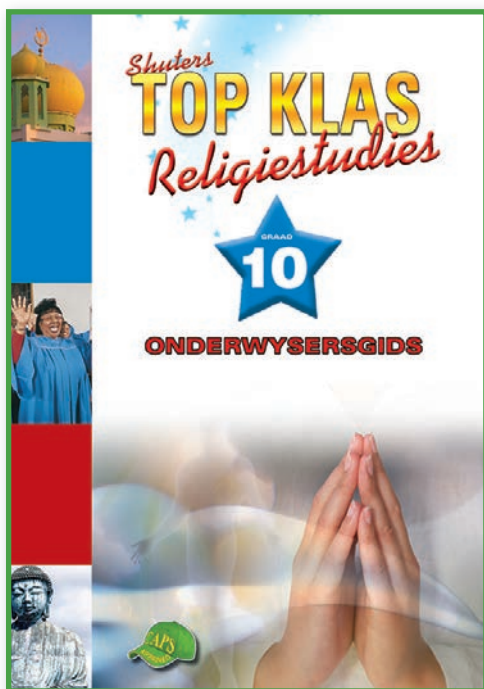
Teacher resources

Teacher support (photocopiable materials)

Glossary of terms



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“Mense wat Hindoelike dinge, so byvoorbeeld, opmerkings en kommentare maak.”



“Hy is ‘n Arabier, so hy moet dalkes ‘n Moslem sekerlik wees.”

Die is die sterings wat mense maak. Gewoonlik, normaal studeer jy dit nie aan nie?

partysie – inligting wat op ‘n manier versprei word wat opvallend anders is van ander maniere van verspreiing. Dit is ‘n manier om te kommunikeer en te versprei.

partysie – inligting wat op ‘n manier versprei word wat opvallend anders is van ander maniere van verspreiing. Dit is ‘n manier om te kommunikeer en te versprei.

partysie – inligting wat op ‘n manier versprei word wat opvallend anders is van ander maniere van verspreiing. Dit is ‘n manier om te kommunikeer en te versprei.

AKTIWITEIT 1.15

Werk met statistiek (Leerdersboek bladsy 32)

Doel

Die aktiwiteit bied leerders ‘n geleentheid om statistiese inligting oor religie krities te ondersoek en te interpreteer.

Proses

1. Die antwoorde is:

a. Die Christendoms
b. Ander Apostoliese kerke. Hiermee leerders aan die betekenis van ‘n denominasie, indien nodig.
c. Islam
d. Jodisme
e. Dit is moontlik dat die mense wat die samestelling opgestel het, nie so religieus beskou het nie. Mense wat tot die religie behoort het, sou “ander oortuigings” moes gemaak het.
f. ‘n Kennis van die sulha “Gaan religieus” gemaak het.

2. Leerders mag suggereer dat die Baha’i-oortuiging, Boeddhisme en Rastafarianisme in ‘n nuwe sinne aangee kan word. Ook dat meer mense getrouheid aan Tradisionele Afrikaanse mag aanvaar.

3. Luister na die reaksies van die leerders. Een rede kan wees om besluite oor die toekoms van grond vir religieuse tereine te rig.

Assesseringplan (informeel)

Tipe: Vormend

Metode: Onderwyser

Insameling, rekonstruksie en rapportering van bewyse: Neem die leerders se werkbokke in en sien hulle antwoorde op Aktiwiteit 1.15 na. Ken ‘n totaal van ses punte toe, een vir elke korrekte antwoord. Bespreek die assessering met die leerders en teken die punte in u boek aan.

Bykomende aktiwiteit

As sommige van u leerders sukkel om kaarte en grafieke te lees, kan u hulle soos volg ‘n bietjie help:

- Vra hulle om na ‘n kaart te kyk en sommige van die kenmerke te identifiseer: vastelande, sommige lande wat in die suid, hoofriviere van berg, waar hulle woon, ens.
- Knip tabelle of kaarte met statistiese data uit die koersant en laat leerders hoofkenmerke en besonderhede daarop identifiseer.
- Verhaal die sport aktiwiteit ‘n paar keer vir die volgende paar weke sodat leerders meer vertroue kan kry.

Afdeling 1: Religie – hulle ontstaan en ontwikkeling 15

GRAAD 10

AFDELING 1 Godsdienste – hulle oorsprong en ontwikkeling

- Eenheid 1 Verskillende groeperings van godsdienste
- Eenheid 2 Die oorsprong van godsdienste
- Eenheid 3 Die oorsprong van godsdienste in Suid-Afrika
- Eenheid 4 Statistiese verspreiding van godsdienste
- Eenheid 5 Navorsingsbeginsels in Religiestudies
- Eenheid 6 Onderzoek van religieuse rituele

AFDELING 2 Religieuse interaksie

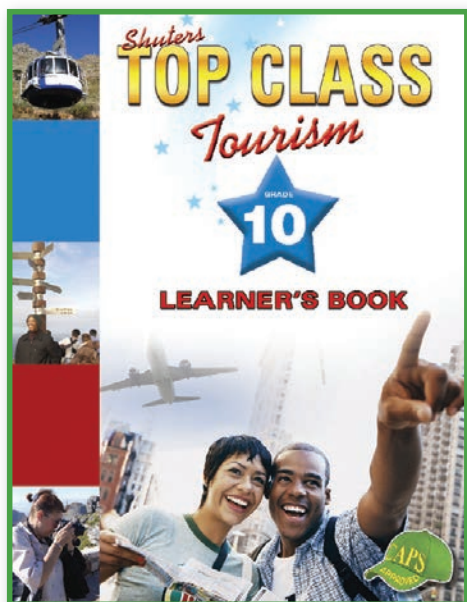
- Eenheid 1 Definisies van religie
- Eenheid 2 Religieuse interaksie
- Eenheid 3 Onderzoek interreligieuse verhoudings

AFDELING 3 Algemene kenmerke van godsdienste

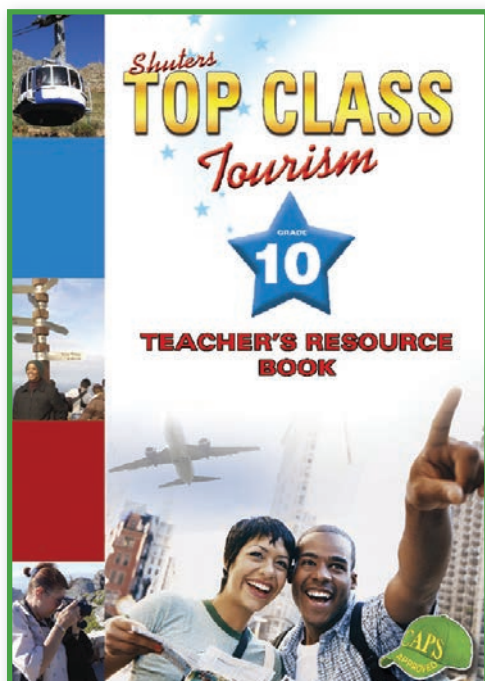
- Eenheid 1 Aspekte van begrip vir religie
- Eenheid 2 Oorsprong van godsdienste
- Eenheid 3 Hoofdimensies gemeenskaplik aan alle godsdienste
- Eenheid 4 Sosiale vorme in godsdienste
- Eenheid 5 Religieuse strukture en instellings
- Eenheid 6 Leierskapsrolle in verskillende godsdienste
- Eenheid 7 Aktuele aangeleenthede in Suid-Afrika

AFDELING 4 Aktuele aangeleenthede in die samelewing

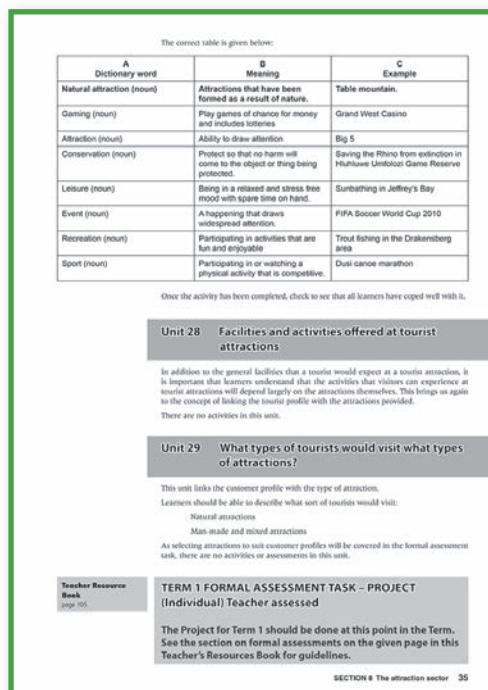
- Eenheid 1 Aktuele aangeleenthede in Afrika en die wêreld
- Eenheid 2 Beginsels van etiese besluitneming
- Eenheid 3 Wat godsdienste oor ekonomiese sake leer
- Eenheid 4 Kritiese analise van die verhouding tussen religie en ekonomie



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GRADE 10

- Section 1 An introduction to tourism
- Section 2 Types of tourists and tourist profiles
- Section 3 Different modes of transport
- Section 4 Different types of accommodation establishments
- Section 5 The South African grading system for accommodation establishments
- Section 6 Concepts, terminology and in-room technology used in accommodation establishments
- Section 7 Food and beverage establishments
- Section 8 The attraction sector
- Section 9 The structure of the South African tourism industry
- Section 10 The private sector of the South African tourism industry
- Section 11 Payment methods and technology used for payment in South Africa
- Section 12 Map terminology and map symbols
- Section 13 Different types of maps in a tourism context
- Section 14 Mapping South Africa
- Section 15 Working with a world map
- Section 16 Working with distance indicators and distance tables
- Section 17 Domestic tourism
- Section 18 Domestic tourism statistics
- Section 19 Tourist attractions in South Africa: the nine provinces
- Section 20 South African fauna and flora as a tourist attraction
- Section 21 South African National Parks
- Section 22 Sustainable tourism
- Section 23 Responsible tourism
- Section 24 Global warming and the tourism industry
- Section 25 Marketing of tourism products, services and sites
- Section 26 Culture and heritage
- Section 27 Heritage sites
- Section 28 Communication technology
- Section 29 Communication: verbal and written
- Section 30 Service excellence

Provincial Tourism Authorities	The marketing wing of the tourism industry in each province. Works closely with the NDT and with SATourism.
Regional Destination Marketing Organisations (RDMOs)	Organisations responsible for marketing certain regions in a particular province.
District Municipalities	The "mother municipality" of a number of smaller municipalities. A district municipality may manage three to six local municipalities.
Metro/Municipal Destination marketing organisations (DMOs)	Destination marketing organisations found in Metropolitan (cities) and other municipal areas responsible for marketing tourism within these Metro or municipalities in a particular province.
Local Tourism organisations (LTOs)	Bodies responsible for marketing tourism in a town or city.
Embassies	A diplomatic building where ambassadors live and work.
Statistical information	Information on statistics. Example: In tourism this can be information about the number of tourists that visited South Africa in a particular year.
SMMEs	Small, medium, and medium-sized enterprises (businesses)
Parastatals	Government controlled businesses
Enterprise	An organisation created especially to do business.
Entities	Agencies, bodies or units

Unit 30 How is the public sector of the South African tourism industry structured?

The smooth running of a country's tourism industry can never be the responsibility of only one person or organisation. The industry is simply too big. For South Africa to have a healthy tourism industry, we need a well-organised and well-managed group of partners to achieve just that.

Can you still remember why tourism is important to a country?

Tourism in South Africa can help to:

- reduce poverty
- make the economy grow faster
- help with development in our country
- assist with transformation

Tourism in South Africa is a partnership between the public sector, private sector and the communities living in the areas where tourism takes place. Let us take a closer look at the public sector.

The public sector

This refers to government and includes the national, provincial, district and local government departments. The Minister of Tourism is responsible for the government's management of tourism.

NOTE: SAC

The Tourism White Paper on the Development and Promotion of Tourism in South Africa (2004) says: "Tourism in South Africa is Government-Led, Private Sector Driven, Community Based, and Labour Intensive."

70 **SECTION 9** The structure of the South African tourism industry

SECTION 9

The structure of the South African tourism industry

Topics to be covered:

This section covers of our unit:

- **Unit 30** How is the public sector of the South African tourism industry structured?

This section deals with a section that learners may find confusing. It is important for you to be very clear on the structures that are in place.

The glossary at the beginning of this section will provide learners with valuable background information, so as to better understand the content of the unit.

Skills, knowledge and values:

Learners will appreciate the importance of co-operation, not only in the classroom, but at all levels throughout the tourism industry. They will gain knowledge of the different bodies who form part of the tourism industry and how they relate to each other.

Expanded opportunities:

If possible, arrange for speakers from some of the tourism structures to come to the school to address the learners, and explain what it is that their department does, and how it relates to other departments and sections.

Remediation:

Identify learners who might be experiencing problems with this section and decide on suitable intervention for them.

Special needs and inclusivity:

Ensure that all learners have access to resources.

Unit 30 How is the public sector of the South African tourism industry structured?

The Learner's Book clearly describes the different parts of the public sector of our tourism industry.

Make sure that learners understand each of the government departments and parastatals, and what the function of each is.

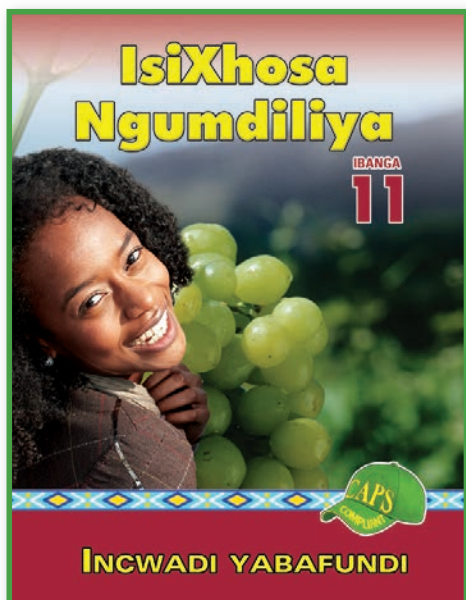
Learner's Book
page 73

Activity 30.1 The public sector (Individual) Peer assessed

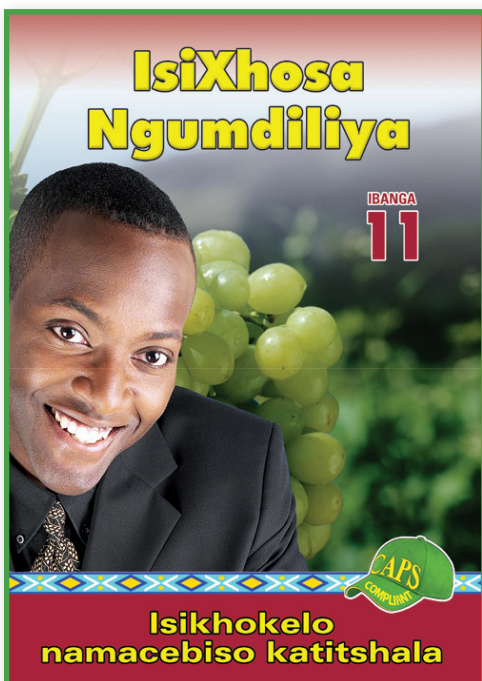
In this individual activity, learners are to copy the diagram given in the Learner's Book into their exercise books, or on to a sheet of paper, making sure that they fill in the missing gaps in the diagram.

They will be able to find the information easily in their Learner's Books. Keep an eye on the class, and assist any learners that seem to be struggling to find this information.

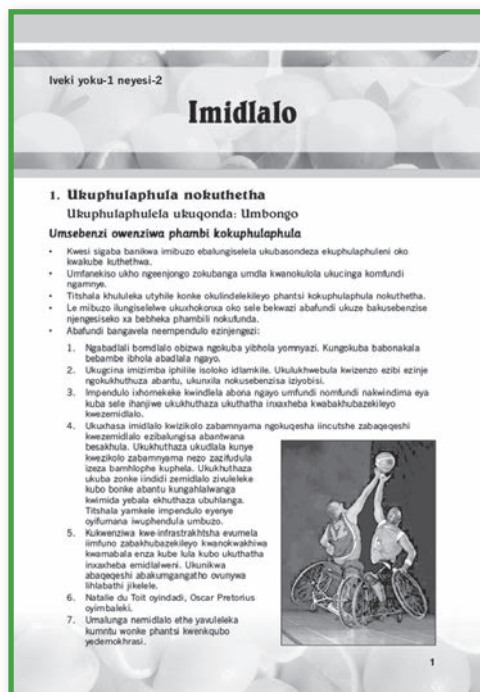
36 **SECTION 9** The structure of the South African tourism industry



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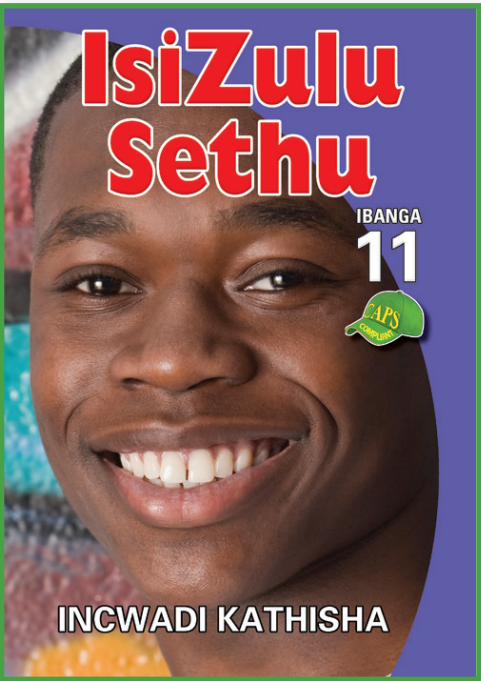


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R158.57



ISBN 9780796053268
R175.71

Umsebenzi Wokuzingiselela

Shono sizwe

- Uma ubheka kwenziwani kulesi isithombe esingezansi?
- Kungabe kudanswa mdanso luni la?
- Yimuphi umdanso okuthaba umhwele kulesi zinsuku?

Umsebenzi Owenziwa Ngaphambi Kokulalela

1. Bhelani isikhokho nigegele ukuthi le ndaba imumetheni.
2. Uhloleni umgondo wenu nungele ukulalela ngindisiselele ukuze niphendule kahle imibuzo.

Umsebenzi Owenziwa Ngesikhathi Sokulalela

Bafundi:

1. Hlaziya umyalezo wale ndatshana.
2. Zakheleni isithombe salokho okukhulunywa ngakho emgondweni.
3. Qagulani niphinde niginqiniselele okubikezelwe.

Umsebenzi Owenziwa Ngemva kokulalela

Nazophendula imibuzo ngendatshana ethi Ziyasha.

Ziyasha



Lalela ngokugondisa indatshana efundwa uthisha ukuze uthole uhwazi, uphinde uhlolisise uncome ngokuphendula imibuzo.

ITHHEMU 1 • ISAKHULU 3

Ziyasha

ITHHEMU 1 • ISAKHULU 3

Ukulalela Nokukhuluma: Umsebenzi Wokuzingiselela Ukulalela Ukugondisa	Ukufunda Nokubikelela: Umsebenzi Wokuzingiselela UkuFundisa Ukugondisa. Ukuthakisa Kwezimigama Nokusethenziswa Kolini. Amagama amagondisa, izimo zokukhuluma. Amagama agcizelelayo. Isakhiwo Zemibho Nezimiso Zokusethenziswa Kolini Ukufundisa Kwemibhala Yobudlezi: Inovel neophicaphicwano	Ukuthola Nokwehlula: Umsebenzi Wokuzingiselela Amahetha: Afula imiyalezo: Umbiko.
--	---	--

ISIFUNDO 1: Ukulalela Nokukhuluma

1. Ukulalela Ukugondisa

Ibhali lama-50 kuyalelana-52 Encwadini yomfundi.

Abafundi abakhunjuzwe ukumele bakugaphelele uma belalelele ukuze baphendule ngokuphelele.

Ukuhlolisisa

- Ukuthatha izingqomo nokunikeza ubufakazi.
- Ukugadula nokucabangela imiphumela.
- Ukugaphelela nokukhuluma iphimo, sivini nokusethenziswa kolini.

Ukuhlaziya

- Ukukhomba nokubona ulimi oluthinta imizwa njengentlosetheko, ukubala, ukuchema, ukucosisa nenikelelo ze.
- Ukuviza umehluko phakathi kweqiniso nombono.
- Ukubheka indlela ulimi olusethenziswe ngayo, ukukhetha kwamagama, isakhiwo kanye nempimiso.

Ukuncoma

- Ukuphendula edimeni zokukhuluma nathuma nabanye.
- Ukubiza imibuzo ukuze indaba igxubekelele phambili.
- Ukuphendula uqaphele ukuyakaza komzimba, ukukhuluma ngamhelo nangobuso.
- Ukukhombisa inhlomphe yokugxowa kwamaseko.

Ukuthola uhwazi

- Ukuphelela inhlolo yesikhuluma.
- Ukuviza uhwazi emantla analo.
- Ukukhetha inqanaba.
- Ukukhetha ngokugxowe elulaleni ukhombise inhloliselo.
- Ukubhala amahetha.
- Ukugxinda umyalezo wesikhuluma.

42 • INCWADI KATHISHA IBANGA 11

Imibuzo

- Kusho ukuthini ukuzibika?
- Abantu abanjani abangothemzane?
- Yishe kube kune okuhlangele labo okukhulunywa ngabo kule ndatshana.
- Kungani iziso zivele ngaphandle, imvamisa abagqoka kanjalo bathathwa kanjani emphakathini wangakani?
- Shono elinye igama elisho ukuzibika?
- Lo mdanso wokugudlana mihle noma mubi, usho ngani?
- Lo msindo wokuhayiza ungawuqathanisa namuphi umuzwa? Endabeni lbona uveza muphi umuzwa?
- Enjani ingcepu edla umnyu?
- Kuhle noma kubi ukuphila amaphizolo ebusuku? Sekela impendulo yakho.
- Uthini umbono wakho ngale ndlela yokushumana evela kule ndatshana? Sekela impendulo yakho.

ISIFUNDO 2: Ukufunda Nokubela
1. Ukufundela Ukuqondisisa

Amasu Okufundela Ukuqondisisa

Funda la masu alandelayo azokusiza ukufundela ukuqondisisa:

- Ngaphambi kokufunda: Lapha kwethulwa ithekethi**
 - Funda ngokushesha ukha phezu uqalelele ucophelele amaphuzu abalulekile eziphawini zethekethi okungaba: igama lenzwadi, izihloko, izihlokwana, imibhalo echazayo, izithombe, amagrafu, ifonti, ukubhalwa kwezimbobo, ukhuleleka kombhalo, imidwebho, amabalozwe kanye namabholokwana azeza izihlokwana.
 - Funda ngokushesha ukha phezu uqalelelele, ucophelele amaphuzu abalulekile ezingxenyeni zombhalo okungaba: ikhasi elinesihloko, uhlu oluqethekwe, izahluko, incwadi yamagama, izengezelelo kanye namantshi asezansi nekhasi achaza okuthile.
 - Bikezela usebenzisa uhazi oluthile ngesikhathi ufunda ngokushesha ukha phezu.
- Ngesikhathi ufunda: Lapha kuhunyiswa umbhalo kubhekisiwa nezimpawu zolimi.**
 - Thola ukuthi ithekethi ikhuma ngani.
 - Bheka incwadi yamagama angawayeleleke nemifanekisomqondo usebenzisa isu lokufunisele incwadi yegama.

52 INCWADI YOMFUNDO Banga 11

Okuzokwenziwa Kulesi Sifundo

- Uthola ukufundela alandelayo indatshana.
- Bazophendula imibuzo ngomdono.

Okuzodingeka

- Incwadi yomfundo.
- Ikhawinsazi.

Inqubo Yokulalela

Ngaphambi kokulalela

- Abafund' bazobheka isihloko esithi: Umndeni, baqalelele ukuthi indaba imumetheni.
- Bazofika imiqondo yabo balungele ukulalela beqondisele ukaze baphendule kahle imibuzo.

Ngesikhathi Sokulalela

- Abafund' bazobheka isihloko esithi: Umndeni, baqalelele ukuthi indaba imumetheni.
- Bazabheka isihloko esithi okukhulunywa ngakho emiqondeni yabo.
- Baqalelele baphinde baqondisele okubhekisele.

Ngemva kokulalela

Bazophendula imibuzo ngendatshana ethi Ziyasha.

Umsebenzi Wokuzilungiselela

- Abafund' bazobheka isihloko esithi: Umndeni, baqalelele ukuthi indaba imumetheni.

• Uma ubheka kwenkqubo kulesi sifundo?
 • Kungabe kudanswa mdanso muni la?
 • Yimpheleliso ekhuleni umshwele kulesi zinsuku?

Abafund' abafundisele indatshana baphendule imibuzo ngomdono.

Ungafunda ukuthi umculo. Lalela umyalezo wena osazibazisa ngokuzibika kosi. Akusho mina kuzho ingoma "Don't take my number sohangana ku-facebook".

Wawungathani wena lapho kizwa zikhulunyweka, zona zidansa rin laphela, u Di kube uyena oibekela ubaba eintombini. Ungafundisa iintombi zomculo, lapha ubheka. Zithi zizka abe eibuzwa ethi "Ngqithi wena uneprofile?". Uzwe zizama zithi "Hebo". Akusheko-ke okunye okuzolalela marja konke uyokuthola ku-

3

IBANGA 11

- Ezokuphepha
- Izidakamizwa
- Ziyasha
- Izilimi
- Ezomphakathi
- Indalo
- Ezemfundo
- Imvelo
- Ukuzimisela
- Isabelo Sezimali
- Amalungelo Ethu
- Ubuchwepheshe
- Ukuxhumana
- Ukuqwashisa
- Ukunakekelwa Kwemvelo
- Ukudla
- Ithemba
- Ukulingana

Wonke amayunithi anengxenywe yalokhu:

Isifundo 1: Ukulalela Nokukhuluma

Isifundo 2: Ukufunda Nokubukela

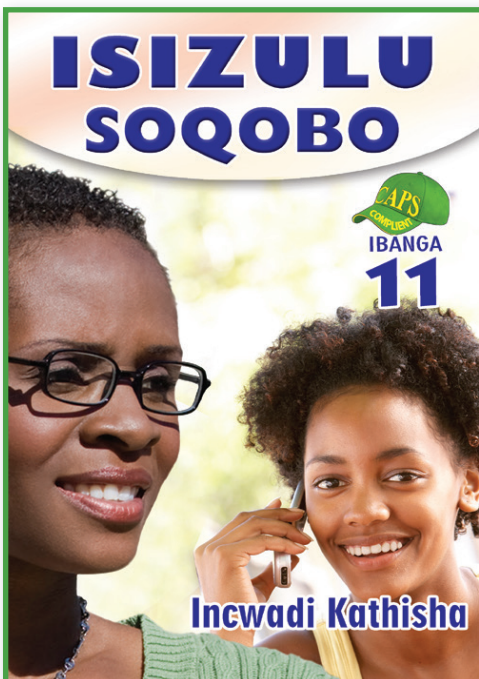
Isifundo 3: Ukubhala Nokwethula

Incwadi kathisha inalokhu:

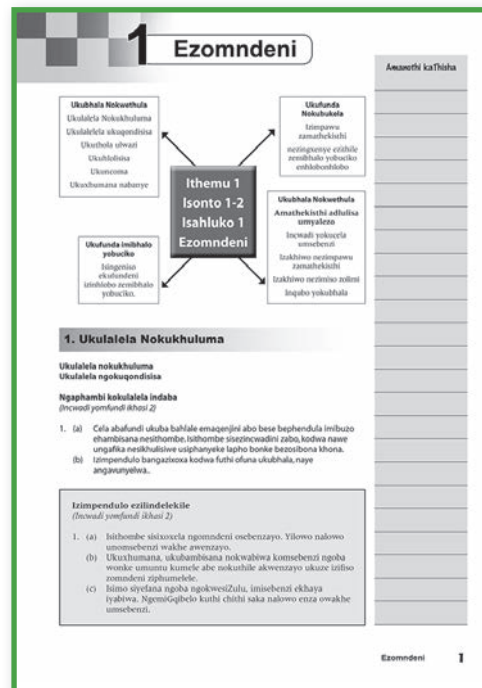
- Ukuhlola OLimini LwasEkhaya
- Uhlelo Lokuhlola
- Ukuhlolwa Kwamaphepha Okuhlola
- UkuModareytha



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IBANGA 11

Iplani yokufundisa

1. Ezomndeni
2. Ezokuxhumana
3. Abangane
4. Ezempilo
5. Ubunye
Amathaskhi (1-4)
6. Ezokuphepha
7. Ezemvelo
8. Ubuntu
9. Ezemidlalo
Amathaskhi (5-7)
10. Ezemfundo
11. Ezokuthutha
12. Ukuzilungiselela ikusasa
13. Imicimbi
14. Ezokuxhumana
Amathaskhi (8-9)
15. Ezokuphepha ezweni lakithi
16. Ezokuthuthukisa umphakathi
17. Ezemvelo
18. Ezemisebenzi
Amathaskhi (10-11)

Ukuhlola okumiselwe imigomo

iGlosari

Umsebenzi owenziwa ngemuva kokulalela nokukhuluma

3. Phendula le mibuzo elandelayo ebhekise endabeni obukade uyilale.
 - (a) Utalwa ngubani uhyawozakhe?
 - (b) Ukwenzani uhyawozakhe ayengakuthandi ngesikhathi eseyingane? Fakazela impendulo yakho ngokuziwo endabeni.
 - (c) Yikuphi akusebenza kakhulu uhyawozakhe esikhundleni samanzi?
 - (d) Ukwenzani ukudloka?
 - (e) Awubale zonke izinto umndeni wakwaMazibuko owaziwa ngazo.
4. Hlala nabanye eqenjini bese nixoxa ngalokhu okulandelayo. Uvumelekile ukubhala phansi lokho obona kubalulekile nofuna ukukhumbula.
 - (a) Isaga esithi "Impi yomndeni kayingenwa" sisishelani ngempilo yomndeni kanye nabantu jikelele?
 - (b) Yimaphi amagama asetshenzise endabeni yilowo olanda indaba akhombisa ukwedelela?
 - (c) Yikuphi okwenza lokhu kukhuluma kanye nomndeni wamagama asetshenzisiwe kuzwakale kamandli kulowo olandela? Uhlala unethemba lokuthi ngelinye ilanga, ilanga liphuma empumalanga.
 - (d) Kuqondweni ngokuthi ilanga liphuma empumalanga?
5. (a) Yimaphi umehluko ovubonayo phakathi kwala magama:
 - (i) Umndeni - ukumndeni
 - (ii) Umfana - abafana
- (b) Yimaphi amagama asetshenzise endabeni avela esithigisini? Phendula ngokuxawho la magama uvuze nokuthi aphiyo kani kanye nokuthi aphiwa kani olini avela kulo.
6. (a) Ake ugugule amabizo asesiqeshini obusilele ubuye uwabhalhe phansi bese uhlukanisa izingxanye zawo ngokwethubula ellandelayo:

Ibizo	Iligalo	Umsuka	Isiqu
Iibh. Ukusebenza	uku-	-sebenz-	-sebenza
- (c) Yini okwenza la mabizo aqale ngendlela aqale ngayo endabeni:
 - ukufunda
 - ubugcokama?

1 Ezomndeni

- (d) Amantombazane aneyawo imisebenzi, kanjalo nabafana kodwa kuleni imisebenzi yabafana yenziwa amantombazane nyanamantombazane yenziwa abafana.
- (e) Indlela yesilungu, ubuncane bejaladi, indlela okugqoke ngayo, kokuwazi izimbali oerithabha, kugera imiso, njl. Akukho zinkomo ezizogqoka, abafana abesile, akukhona manini, njl.
- (f) Bawogqela abafundi kodwa impendulo elindelekile kakhulu yilokho okuthiwa umndeni.

Ngesikhathi sokulalela nokukhuluma

(Incedi yomndeni ikhosi 3)

- Cila omnye umfundi ukuba akunde ngesikhathi abanye belalele.
- Ngesikhathi kufundwa, gqokekisa ukuthi kufundwa ngendlela, lib, ukugcoka kwezimpawu zokuloba, ukuphinda kahle amagama, njl.
- Belalele abafundi.
- Abathole ukuthi indaba ikhuluma ngani.
- Abathole umphelo wendaba babuye bawuhumsha.
- Abazame ukufenga noma ukusho kafushane umqondo wendaba.
- Ukulungela ukupendula imibuzo ezithile tinga kokuqondisa obekufundwa.

Ngemva kokulalela nokukhuluma

(Incedi yomndeni ikhosi 4)

- Yalala abafundi ukuba bafunde buthule ngqondwana.
- Bathele isikhathi esizothathwa yilo msebenzi.
- Imibuzo ayiphendulwe ngokubhala eincwadini zolimi.

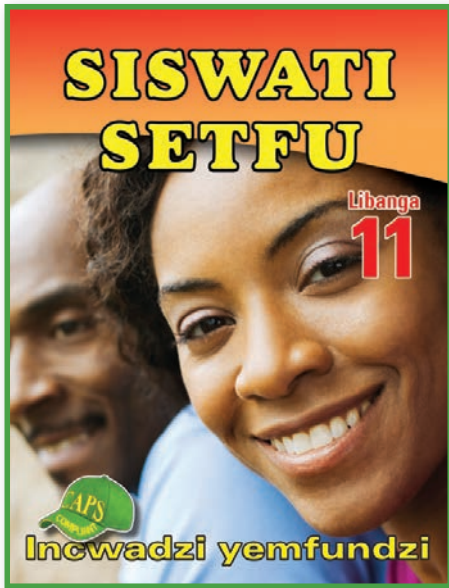
Izipendulo ezilindelekile

(Incedi yomndeni ikhosi 4)

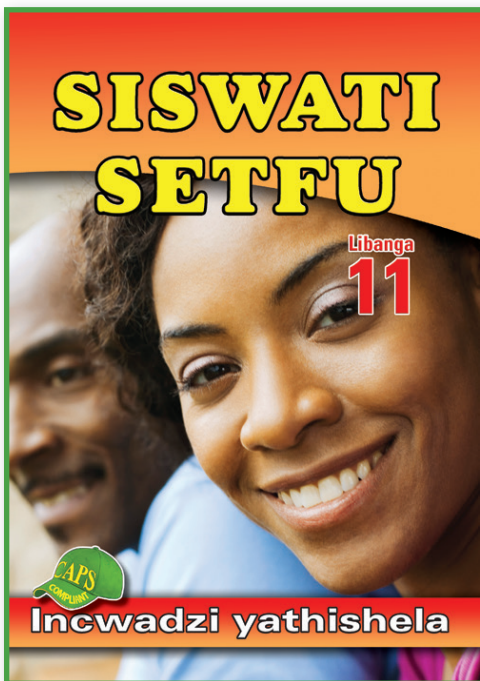
3. (a) UNyawozakhe utalwa nguMazibuko.
- (b) Ukugcoka, kuthiwa wayeyalwa emincane ejahelwa ukugcoka.
- (c) Imimoya.
- (d) Ukubalekela ukwenza into ethile ungabonwa.
- (e) Ukusebenza, ukufunda, ukukhuluma, ubugcokama.

- Yalala abafundi ukuba bahlale emaqenjini abo. Uma uhlala ungabalele abafundi ukuba bakhe amanye amaqenjini.
- Cila abafundi ukuba bazame ngempendulo zemibuzo elandelayo. Izipendulo ezithile abafunda ukukhumbula, bangaphelela.

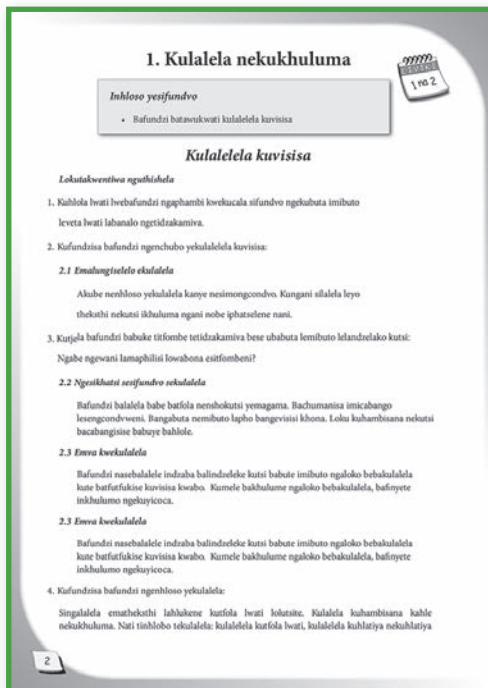
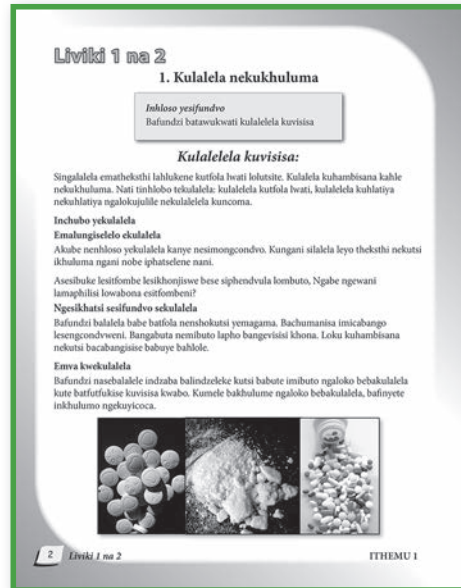
2 Mina



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R137.14





Umsebenzi

Khetha yinye incwadzi ubhale ngayo ibe ngegama lali-100-120 kuleti:

1. Sikolo sensu sibe nemiphumela lembi ebangeni lelithumi nakanye kulomnyaka lowengcile, bhala incwadzi ucele indawo yekufundza kulesinye setikolo thelumbi ufake nemlandvophilo. [25]

NOMA

2. Estitolo sase-Pick n' Pay batsi bafuna umfundzi lotavubamba ematsho ngenabohide eNgongeni. Bhala incwadzi ucele sikhundla semsebenzi ufake nemlandvophilo. [25]

4. Takhi netimiso telulwimi

Inhlalo yesifundo
Kufundza ngenabito

Titfo Tenkhulumo

Emagama eSiswati ehlukaniwe ngetinhlalo titfo tenkhulumo. Leso naleso titfo tenkhulumo sinokhulwile lesihlekile. Ngembi kwekutsi sikhokhe tincinye tesakho temagama kumele sathi titfo tenkhulumo lekumele tifundwe ebangeni lelithumi nakanye. Nati titfo tenkhulumo lekumele utati njengemfundzi welibanga lelithumi nakanye.

Libito

Libito ligama lentfo lesingayibona ngenhlo nentfo lesingekhe siyibone ngenhlo.

Tibonele:

Tintfo lesingayibona ngenhlo:

1. Ibhazi yakaMathebula ifile.
2. Badla laphutfa.
3. Sikhhele semphangele sikhulu.
4. Wewusa umfala.
5. Emantfobane ayatsandza kutfoa tinkhuni.

Tintfo lesingekhe siyibone ngenhlo:

1. Kwaba lusizi emphangeni.
2. Kulamalanga kuhusha umoya.
3. Umindvo awufuneki.
4. Inhlaphoko yakhe ayipheli.

12 Liviki 1 na 2

ITHEMU 1

Tinhlalo Temabito:

Emabitosimo

Emabitosimo ngegama etintfo longke utibone nobe uticintse kudwa utibone ngenhlo engcindo kanti emabitosimama ngegama etintfo lokwati kutibona ngenhlo, kutsintsa ngetitfo temibito.

Tibonele:

Funda lendzima, ubukisise lamagama langemabito, labhale ngalokwehlekile.

Umona avusikahle, umuntfo ulahla kudla ngoba eka kwesuta, ati kahle kuti bakhona labeva indiala. Nje buka gogo ubhile ngephasi kwansiya sikhahla, emadvo kute ulamile. Buhlungu lobu asibukisise.

Emabitosimo: umona, indiala, kwesuta, kulamba, buhlungu

Emabitosimama: kudla, emadvo, sikhahla, gogo, umuntfo

Emabitosibici

Emabitosibici ngegama lakhiwa ngegama lamabiti nobe ngetula kwalamabili lakenta ligama linye. Akhise ngetitfo tenkhulumo letingefani.



ITHEMU 1

Liviki 1 na 2 13

4. Takhi netimiso telulwimi

Inhlalo yesifundo

- Kufundza ngenabito

Titfo tenkhulumo

Emagama eSiswati ehlukaniwe ngetinhlalo titfo tenkhulumo. Leso naleso titfo tenkhulumo sinokhulwile lesihlekile. Ngembi kwekutsi sikhokhe tincinye tesakho temagama kumele sathi titfo tenkhulumo lekumele tifundwe ebangeni lelithumi nakanye. Nati titfo tenkhulumo lekumele utati njengemfundzi welibanga lelithumi nakanye.

Emabito, tento, tihlanganiso, tabito, tiphawulo, tibiti, tibanjalo.

Libito

Libito ligama lentfo lesingayibona ngenhlo nentfo lesingekhe siyibone ngenhlo.

Tibonele:

Tintfo lesingayibona ngenhlo:

1. Ibhazi yakaMathebula ifile.
2. Badla laphutfa.
3. Sikhhele semphangele sikhulu.
4. Wewusa umfala.
5. Emantfobane ayatsandza kutfoa tinkhuni.

Tintfo lesingekhe siyibone ngenhlo:

1. Kwaba lusizi emphangeni.
2. Kulamalanga kuhusha umoya.
3. Umindvo awufuneki.
4. Inhlaphoko yakhe ayipheli.

12

Umona avusikahle, umuntfo ulahla kudla ngoba eka kwesuta, ati kahle kuti bakhona labeva indiala. Nje buka gogo ubhile ngephasi kwansiya sikhahla, emadvo kute ulamile. Buhlungu lobu asibukisise.

Emabitosimo: umona, indiala, kwesuta, kulamba, buhlungu Emabitosimama: kudla, emadvo, sikhahla, gogo, umuntfo

Emabitosibici

Emabitosibici ngegama lakhiwa ngegama lamabiti nobe ngetula kwalamabili lakenta ligama linye. Akhise ngetitfo tenkhulumo letingefani.

6. Thibela unika bafundzi tintfo lababata lapho bangalavisi khona.

7. Thibela ubhokanisa bafundzi ngenembo.

8. Thibela unika bafundzi umsebenzi ngetinhlalo temabito.



Umsebenzi

Funda lethekeke lelandzelako bese uphendvula imibuto letawulandzela:

Inkhosi Gwala lengumhanya wemholi weNkatha Freedom Party (NFP)

lesihayamantfo, umnu Blessed Gwala, lebeludizwe kuti

ibekwe esihlalweni sebhukho masinyane nje ihlaselwe licambu

lebanefu labangalwa ngalesine ngensimbi yishumi ebusuku.

Loku kwentekwe ngalesikhutshi ihamba nesikhuluma sasephalamende

yavelanthe.

Lokhuluma emaphoyisa utsi emaphoyisa asaphenya

ngalesigameko sekubulawa kweNkosi Gwala. Umphakatsi uve buhlungu kakhulu

ngalesinto lesimbi sebhukho.

1.1 Tomula libitongo ethethakshi lengenla ulisebentise emshweni lotakhele

wona.

1.2 Tomula libitombi ethethakshi lengenla ulisebentise emshweni lotakhele

wona.

1.3 Kulethekshi lengenla kunelibitongca lesetjentisiwe. Tomula umsho

loisebentisi.

1.4 Tsata libitonto lesethentshi lengenla ulisebentise emshweni lotakhele

wona.

1.5 Orwebela libitosimo emshweni lolandzelako lokhihwe ethethakshi lengenla

Umphakatsi uve buhlungu kakhulu ngalesinto lesimbi sebhukho.

9. Thibela unika umsebenzi ngkulandzela letimphephulo letindzidzile.

Temphephulo letindzidzile

1.1 Batomula libitongo

Tibonele:

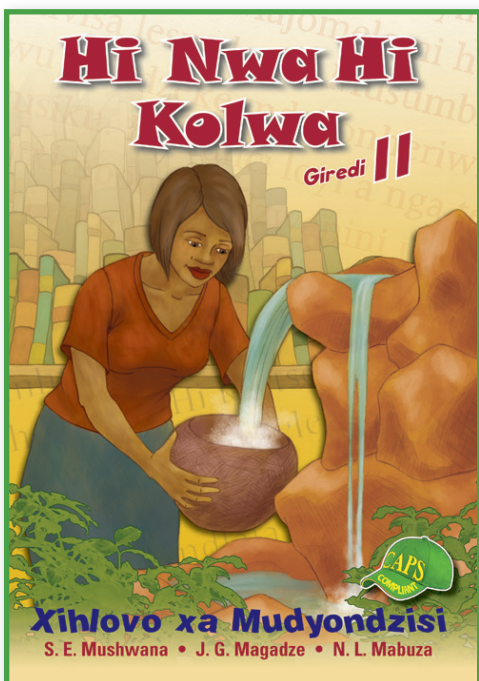
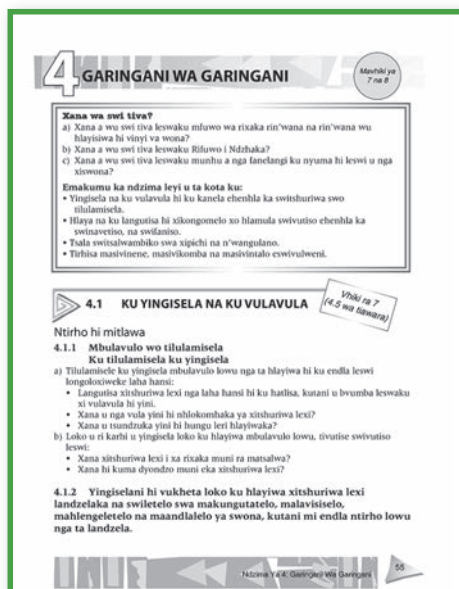
Gwala - Umona Gwala ng

LIBANGA 11

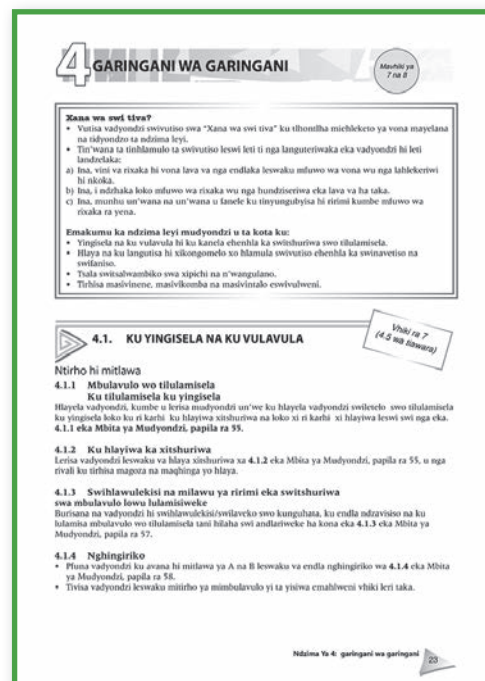
1. Tincobe tidzakamiva
2. Temasiko
3. Tekuchumana
4. Temphilo



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R137.14



GIREDI 11

Rito ro rhanga

Swikongomelo

Maandlalelo ya tidyondzo

Xedulu ya ntirho wa Lembe

Xipimamagoza

Rhubiriki yo lulamisa switshuriwa

1. Hambi yo famba enkoveni
2. Mitolovelo leyi hlaysaka rihanyu
3. Mbita ya ndhavuko ya konya
4. Garingani wa garingani
5. Swona hi swihi?
6. Vumundzuku bya mina
7. Maxelo ya hundzuke mavala
8. Hinkwerhu hi vanhu
9. A hi xiximeni
10. Ritiho rin'we a ri nusi hove
11. Ndzi pona ri ahlamile!
12. Khisimusi Bokisi!
13. Dyondzo a yi lumi
14. Nhluvuko wa magondzo
15. A hi ku dya makhondzo
16. Khwakhwa ra sekwa mavonelakule
17. Hi lwela yini?
18. Mpfuxeto na xivumbeko xa xikambelo



4.4.2 Makambebele hi ntlawa

Loko vadyondzi lava hlavurikele ku nyika mbulavulo wo tulumisela, ntlawa wa A wu ta kambela matirhele ya ntlawa wa B, kasi wa B wona wu ta kambela ya A hi ku fangha laha swi faneleke eka swibokisana swa tafula leri landzela:

SWIYENGE SWA MAKAMBELELO	INA	E: E
a) Ntlawa wu twisile leswi a wu langutswile ku swi endla.		
b) Ntlawa wu andlarike mbulavulo wa wona hi ndlela ya kona.		
c) Ntlawa wu tirhise nkarhi hi ndlela ya kona.		
d) Mbulavulo ya ntlawa a yi ri na masungulo na maheterelelo lamane.		



4.5 KU HLAYA NA KU LANGUTISA

Ntirho hi un'weun'we

4.5.1 Xivumbeko xa ntshetso

Hlaya ntshetso lowu landzela na dyondzo ya kona na ku xiyaxiya marito lama ya dzwihawike, kutani u tsala xitoveto lexi nga ehanzi ka swona:

Garingani wa garingani,
Garingani,
Garingani wa garingani,
Garingani,
Ko na swi pfuketana etloweni rin'wana,
Garingani,
Ko va na hosi leyikulu yo duma,
Leyi a yi ri na vana vanharhu.
Vana lava a va ri vanhwanyana,
Vanhwanyana lava a va ri maphyembye
Mavito ya vona a ya nga tvi hi munhu,
A ya tvi hi masaka ribona.
Hosi yo vula tswaku leyi a lavaka ku va teka,
O fanela ku bumba mavito ya vona.

Majaha yo tala ya tsandzile
Ko ta fika Gezani,
Gezani o rhwala gula ra vulombe,
O ya na nana laha vanhwanyana,

55



4.3.5.3 Makambebele

Lerisa vadyondzi ku cincana tibuku vona ta switoveto leswaku va kambelana mitirho ya vona leko u ri karhi u plonana na vona ku kuma tulumiselo ta switoveto. Endzhaku ka leswi, va lerise leswaku va lulamisa laha va tsandzilele kona hi ku tsala etibokweni ta vona ta switoveto.



4.4 KU YINGISELA NA KU VULAVULA

Ntirho hi mitlawa

4.4.1 Mbulavulo wo tulumisela

- a) Hlayela vadyondzi mitirho leyi va nyikweke ku ya yi lulamisa eka vhihi leri hundzeke ya mitlawa ya a na B.
- b) Nyika nkarhi eka vayimeri va mitlawa ku andlala mbulavulo ya vona hi ku yimela mitlawa.
- c) Nyika switro swa mitlawa nkarhi wo tano lomu swi faneleke.



4.4.2 Makambebele

Lerisa mitlawa ku kambelana mitirho ya vona, laha mitlawa wa A wu nga ta kambela matirhele ya ntlawa wa B, kasi wa B wona wu kambela matirhele ya ntlawa wa A hi ku fangha laha swi faneleke eka tafula ra 4.4.2 eka Mbita ya Mdyondzi, papila ra 65.



4.5 KU HLAYA NA KU LANGUTISA

Ntirho hi un'weun'we

4.5.1 Xivumbeko xa ntshetso

- Hlayela vadyondzi, kumbe u lerisa Mdyondzi un'we ku hlayela vadyondzi switoveto swo tulumisela ku yingisele loko ku ri karhi ku hlayela xibhuxiwa na loko xi ri karhi xi hlayela leswi ovi nga eka 4.1.1 eka Mbita ya Mdyondzi, papila ra 55.
- Lerisa vadyondzi ku hlaya ntshetso lowu landzela, dyondzo ya kona na ku xiyaxiya marito lama ya dzwihawike, kutani u tsala xitoveto lexi nga ehanzi ka swona.

4.5.2. Xivumbeko / Swihlawulekisi swa ntshetso

Buriana na vadyondzi hi Xivumbeko / Swihlawulekisi swa ntshetso tani hlaha swi andlariweke ha kona eka 4.5.2 eka Mbita ya Mdyondzi, papila ra 67.



4.5.3 Xitoveto

- Lerisa vadyondzi ku tsala xitoveto xa 4.5.3 eka Mbita ya Mdyondzi, papila ra 66.
- Maandlalelo ya tulumiselo ta vadyondzi ya ta hambana ku ya hi ku hambana ka mitshetso leyi va nga ta yi hlavula na vumibhuxi bya vona, kambe mungo wa tulumiselo ta vona wu fanele ku fambelana na lewi hlavurikele eka dyondzo ya 4.5.2 eka Mbita ya Mdyondzi, papila ra 67.

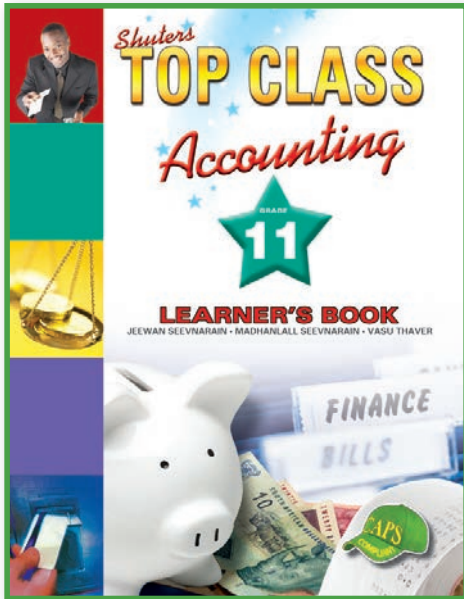


4.5.4 Makambebele

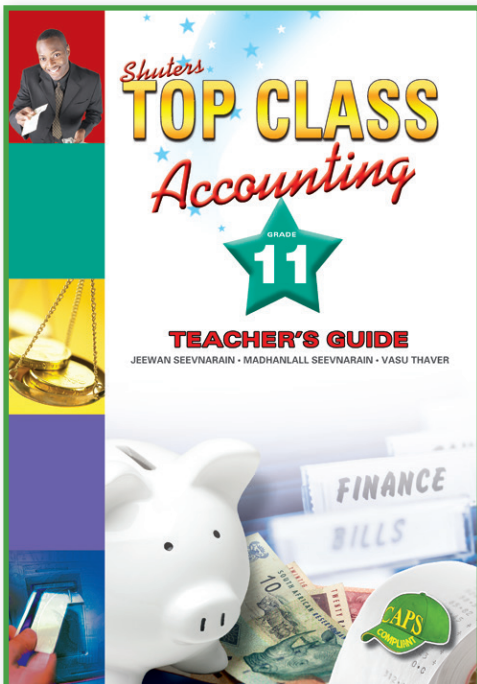
Kambela mitirho wa vadyondzi kutani vona va fanele ku lulamisa lomu va endleke kona switro ho hi ku tsala etibokweni ta vona ta switoveto.



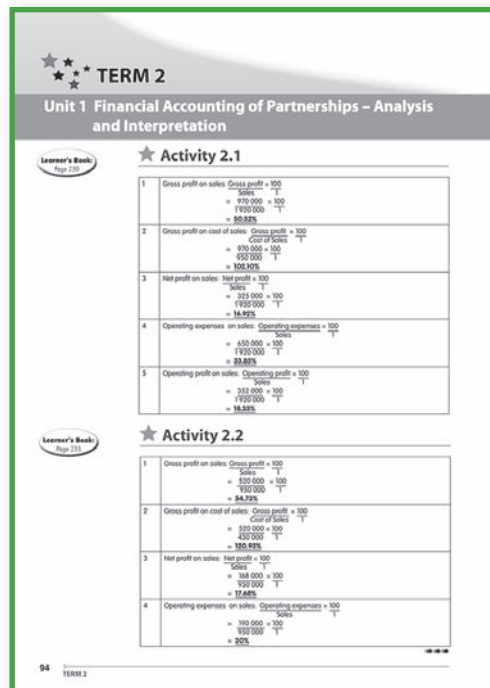
HE NWA HE KHWA GIREDI 11 XITSONGA xa Mdyondzi

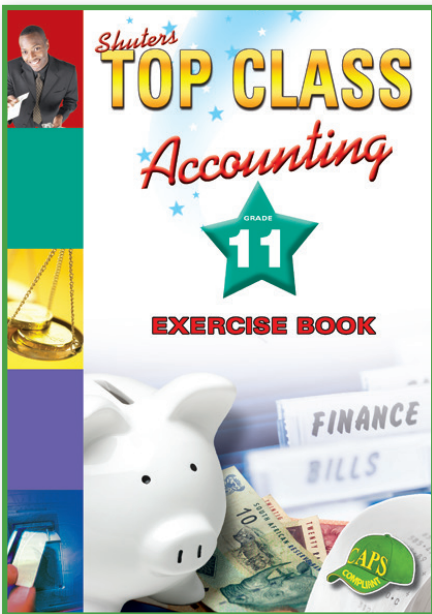


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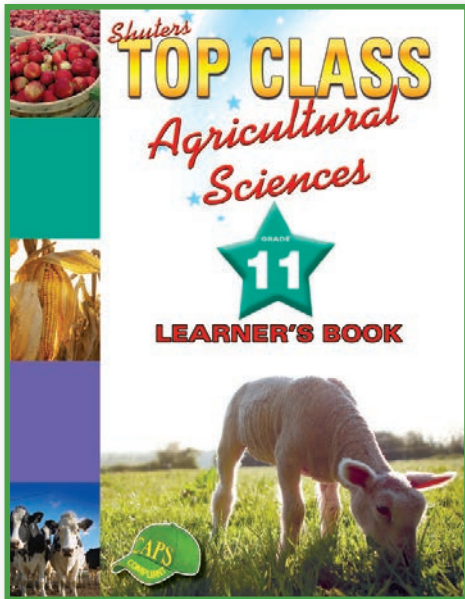




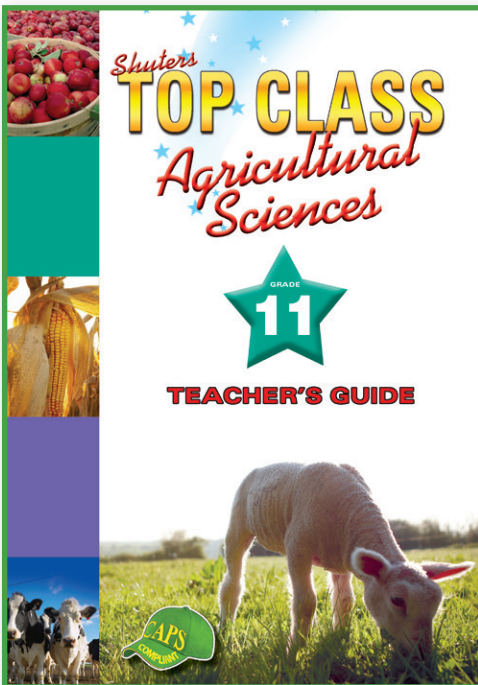
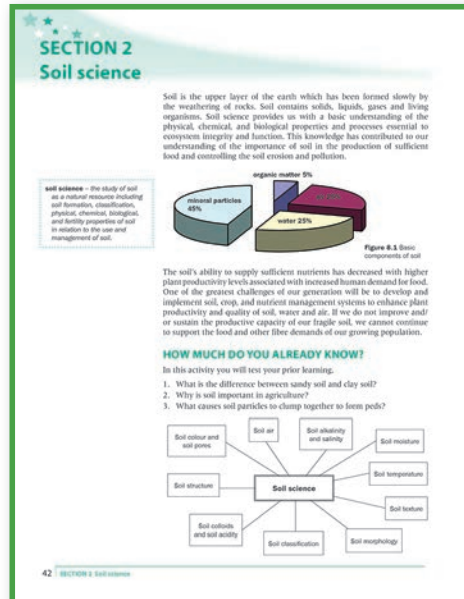
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- Financial Accounting of Partnerships – Analysis And Interpretation
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- Budgeting
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- Examination Papers

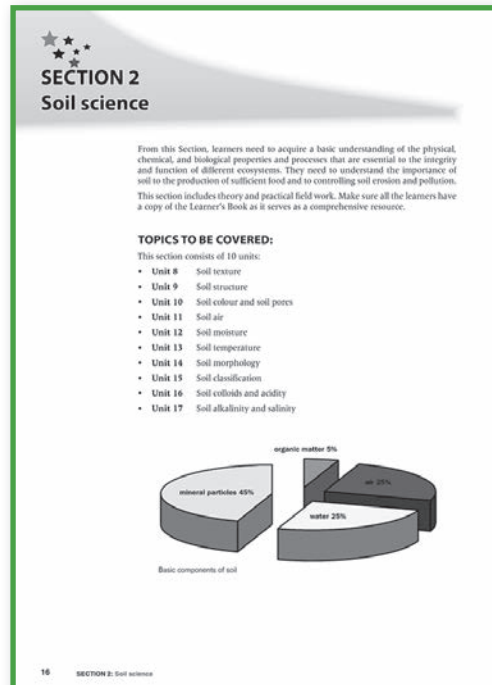
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GRADE 11

- Formal assessment requirements for Agricultural Sciences
- Inclusivity and equity in the classroom
- Integration of Agricultural Sciences with other subjects
- Working with study maps
- Sample work schedule
- Sample recording mark sheet
- Assessment plan framework
- Weighting of the cognitive levels
- Weighting grid
- Formal assessment exemplars
- Memoranda
- Glossary

Section 1: Basic agricultural chemistry

Section 2: Soil science

Section 3: Soil organic matter

Section 4: Plant nutrition

Section 5: Mineral nutrition of plants

Section 6: Inorganic and organic fertilizers

Section 7: Plant reproduction

Section 8: Plant pests and diseases

Section 9: Sustainable natural resource utilisation

Answer the following:

1. Which soil had the highest rise in water?
2. Which soil column had the medium and lowest rise in water?
3. Calculate the speed (cm/hr or mm/hr) with which water rose in the three columns.
4. Which soil column had the fastest and slowest rise?
5. Explain why the three types of soil behaved differently in height of water rise and speed of water rise?

THE MOVEMENT OF WATER THROUGH THE SOIL

Water moves in soil in three ways: saturated flow (pores completely filled with water), unsaturated flow (pores only partially filled) and vapour flow (aqueous form). These movements are summarized in Figure 12.4.

Saturated flow through soil

Saturated flow is the downward vertical movement of water due to the force of gravity in a soil in which all the pores are completely filled (saturated) with water. In vertical flow, the driving force is the difference in height of water, which acts due to the force of gravity. The rate of flow depends on:

1. **Texture:** sandy soil conducts water more rapidly than fine textured soils
2. **Structure:** stable granular structure favours rapid water flow

Unsaturated flow

Unsaturated flow is the movement of water in a soil in which all the pores are not filled with water to capacity. Water moves because of water-potential differences from an area of higher water potential (wet soil) toward areas of lower water potential (drier soil). Unsaturated flow occurs along soil surfaces, not through large pores. Unsaturated flow is driven by matric forces which are much stronger than gravity. Unsaturated flow is slow. Even though the driving force is usually greater than for saturated flow, the resistance to flow is enormous. Water will flow toward a lower (more negative) potential regardless of direction.

Vapour flow

Vapour flow occurs only in relatively dry soil where vapour pressure differences are significant. Vapour transport is from high to low vapour pressures, from warm to cold horizons and from moist to dry horizons.

SATURATED



UNSATURATED



VAPOUR



Figure 12.4 Different ways in which water moves through the soil. In the unsaturated flow, water molecules have to travel a longer distance through nonconnecting films of water as shown above.

Unit 12 Soil moisture 75

ACTIVITY 11.2 ★ Soil air

(Learner's Book pg 70)

Activity guidelines

Learners work alone to complete this activity.

Suggested answers

Question 1

Oxygen is needed for respiration by soil micro-organisms and soil roots. In respiration, carbohydrates are broken down to provide energy.

Nitrogen gas must be present for biological nitrogen fixation (BNF) to occur. However, nitrogen is usually not in short supply as the air contains almost 80% nitrogen.

Question 2

The soil contains a lot of micro-organisms. These micro-organisms are continuously using up oxygen and releasing carbon dioxide. This carbon dioxide may then accumulate in the soil when gaseous exchange between the soil and the atmosphere is very slow.

Question 3

Some practices—deep tillage, drainage of excess water, and incorporation of bulky organic residues, can improve soil aeration.

Peer assessment:

This activity offers an opportunity for peer assessment. Design a set of criteria and make sure the learners understand them. Let learners correct one another's work and then hand in the corrected papers for you to check.

Unit 12 Soil moisture

ACTIVITY 12.1 ★ Capillarity

(Learner's Book pg 74)

Resources

- Three glass tubes of the same size, open at both ends
- Three pieces of cloth and three plastic cards
- Samples of sand, silt and clay soil
- Beaker (clean, optional)
- A jar and water

The aim of this experiment is to demonstrate capillary action in sandy, clayey and loamy soils.

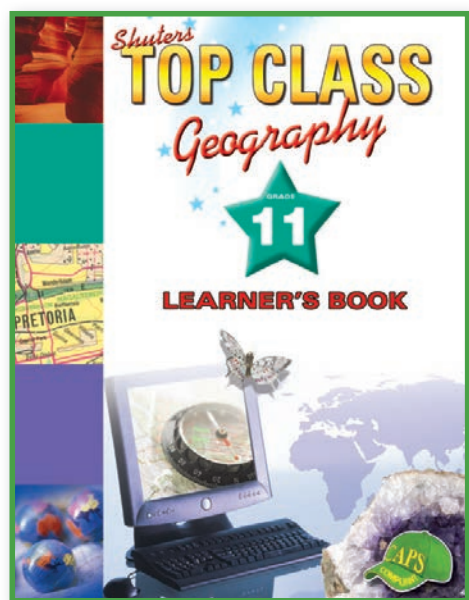
Activity guidelines

Learners work in a small group to complete this activity.

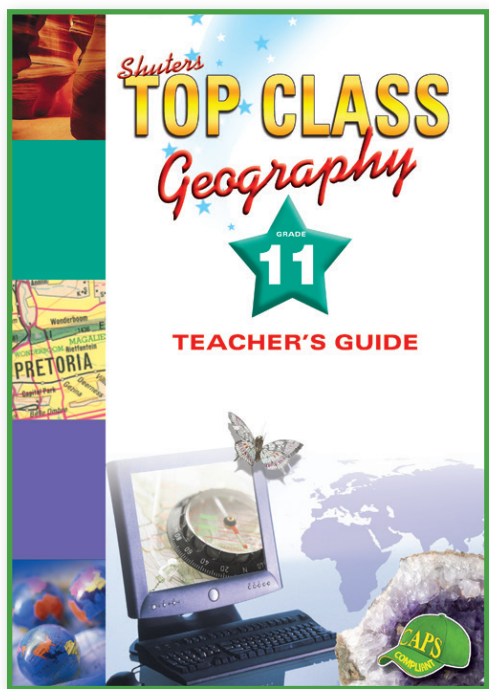
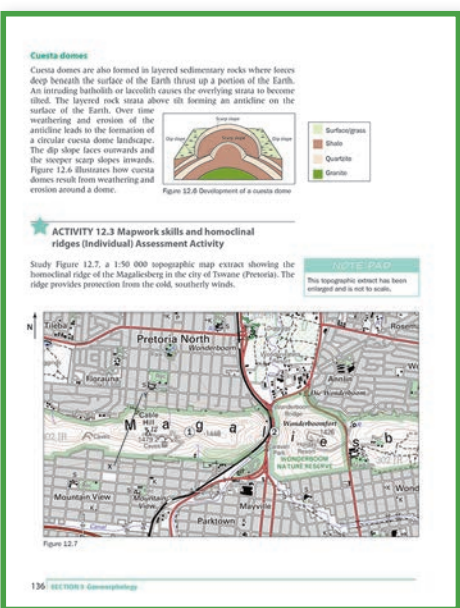
Suggested answers

Question 1, 2

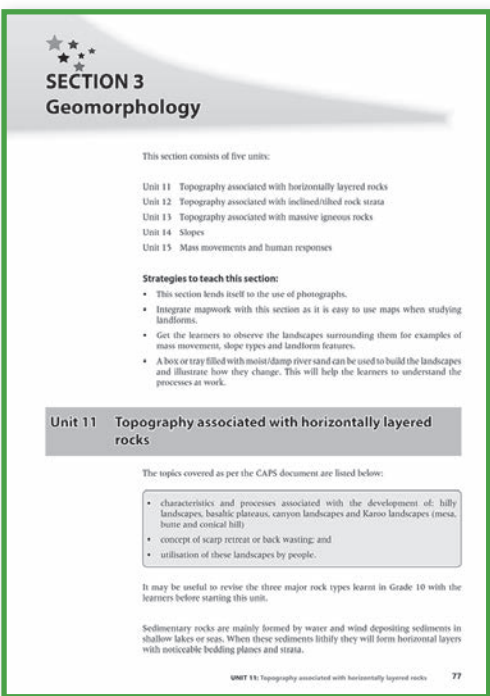
Observations: At the early stage of the rise of water in the different tubes, it is



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Unit 11 Topography associated with horizontally layered rocks

Characteristics and processes associated with the development of:
Hilly landscapes

	Wet and humid	Arid areas
Characteristics	- Slopes are rounded. - Undulating landscapes result. - Deep soils develop on slopes. - The rocks are horizontal and sedimentary and uniformly resistant to erosion. - Steep hilly landscapes develop.	- Landscapes are more rugged and angular. - Weathering and erosion of horizontal layers of rock leads to steep and uneven slopes. - Soils are coarse and thin.
Processes	- Chemical weathering is most active. - This results in decomposition of rocks by chemically changing the minerals. - The amount of rainfall determines the type of chemical weathering. - Chemical weathering includes: hydrolysis: carbon dioxide enters with rainwater to form a carbonic acid. dissolution: rock material becomes a solution like salt in water. Calcium carbonate in water forms a carbonic acid in solution. oxidation: oxygen combines with iron in a rock and rust occurs. plants and bacteria: roots can force rocks apart and allow water into the rock. Roots also release chemicals that weaken the rock. Burrowing and digging by animals allow the rock to be exposed to the elements.	- Mechanical weathering is most active because of the lack of water. - This means that there is no chemical change in the rocks. - The rock is physically broken down into smaller fragments. - Mechanical weathering includes: ice wedging: water that seeps into cracks in rocks freezes and expands. This expansion causes the rock to break apart. exfoliation: during the day, hot temperatures cause the rock to expand and at night, the cooler temperatures cause the rock to contract. This expansion and contraction weakens the rock and the outside layers fall off. sandblasting: wind carrying grains of sand can wear away the weaker layers of rock. lightning strikes: rocks are split when hit by lightning.

weathering – the breakdown of rocks into smaller pieces on or near the surface of the Earth
undulating – rising in waves

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- The gradient is gentler on the dip slope side and therefore water running down this slope will do so at a slower velocity and erode less. The scarp slope has a steeper gradient and water flowing down this side will have a greater velocity and a higher capacity to erode. (4)
- Development has taken place on the gentler foot of the scarp slope at the edge of the dam. Houses have been built up the slope of the scarp face to get a better view of the dam. But the higher slopes of the scarp face have no development as the gradient becomes too steep in this area. (4)
- Displacement along the fault line caused the ridge in the background to move northwards. (2)

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ACTIVITY 12.3 Assessment activity (Individual) Mapwork skills and homoclinal ridges

Resources
Learner's Book page 151.

Learners work on their own and hand in the completed activity for assessment.

Learners study Figure 12.7, a 1:50 000 topographic map extract showing the homoclinal ridge of the Magaliesberg in the city of Tzaneen (Pretoria). The ridge provides protection from the cold, southerly winds.

Note Figure 12.7 has been enlarged and is part of the topographic map extract on page 5.



Figure 12.7

- The Magaliesberg is an example of a homoclinal ridge.
 - Homoclinal ridge is the collective name given to slopes formed when rock layers are tilted. (2)
 - The homoclinal ridge on the map runs in an east-west direction. (2)

UNIT 12: Topography associated with inclined/tilted rocks

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GRADE 11

SECTION 1 Geographical skills and techniques

- Unit 1 Mapwork skills
- Unit 2 Topographic maps
- Unit 3 Aerial photographs and orthophoto maps
- Unit 4 Geographical Information Systems (GIS)
- Unit 5 Using atlases
- Unit 6 Fieldwork

SECTION 2 The Atmosphere

- Unit 7 The Earth's energy balance
- Unit 8 Global air circulation
- Unit 9 Africa's weather and climate
- Unit 10 Droughts and desertification

SECTION 3 Geomorphology

- Unit 11 Topography associated with horizontally layered rocks
- Unit 12 Topography associated with inclined/tilted rock
- Unit 13 Topography associated with massive igneous rocks
- Unit 14 Slopes
- Unit 15 Mass movements and human responses

SECTION 4 Development geography

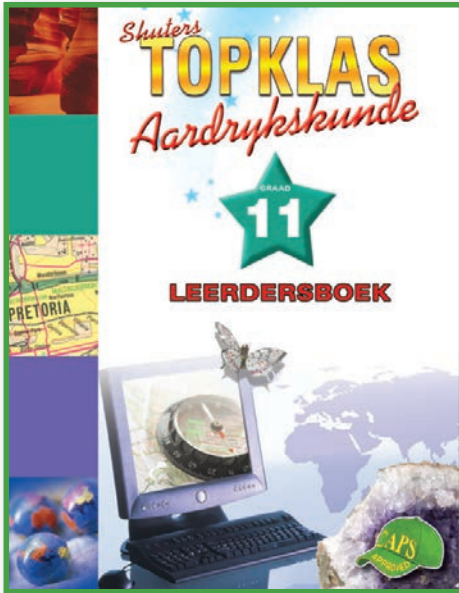
- Unit 16 The concept of development
- Unit 17 Frameworks for development
- Unit 18 Trade and development
- Unit 19 Development issues and challenges
- Unit 20 Role of development aid

SECTION 5 Resources and sustainability

- Unit 21 Using resources
- Unit 22 Soil and soil erosion
- Unit 23 Conventional energy sources and their impact on the environment
- Unit 24 Non-conventional energy sources
- Unit 25 Energy management in South Africa

Formal Assessment exemplars

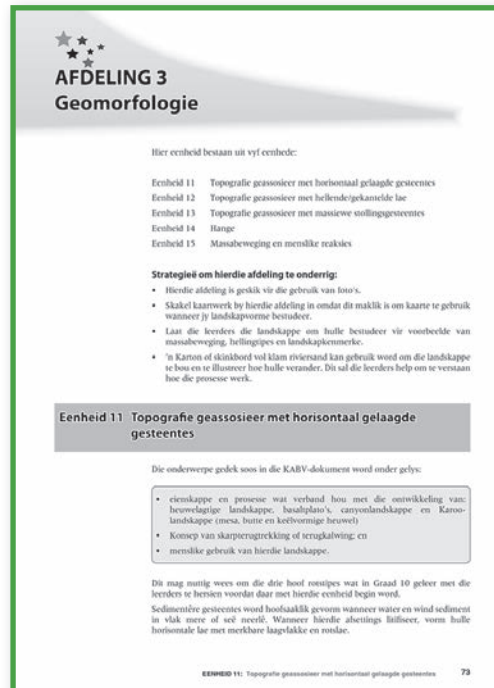
Extra resources



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NOUWBOUW

'n **Mesa** is 'n heuwel wat toe plat is met stiel hante, en is nie so groot soos 'n plateau. 'n **Butte** is 'n heuwel wat toe plat is met stiel hante, en het 'n kleiner oppervlakte.

Wat kan jy die verskil tussen 'n mesa en 'n butte sien? Wanneer die toekant van die heuwel seer gesaai is, is dit 'n mesa. As die toekant van die heuwel kleiner is, is dit 'n butte. 'n **Butte** is 'n heuwel wat toe plat is met stiel hante, en het 'n kleiner oppervlakte.

Die **Boesmansklip**: Het jy geweet?

Reghoekige is gewoonlik plattegronde dooreensne wat van nature op dele of meer jonne geborens word. Hierdie gronde word aangereit bo-op keppies en het wanneer daarop gedra word. Die Boesmans het dit vir ruime dase gebruik. Hierdie Boesmansklippe word dikwels ook aangereit in die dide gebied as renskeeninge (spoorreie) son getoon in Foto 11.3.

Foto 11.3: Potogrof van 'n Boesmansklip in die Nieuw-Karoo.

AKTiwITEIT 11.1 Wat verstaan ons omtrent horisontale landskapvorme? (Individueel)

1. Gee 'n definisie van ververing. (2)
2. Verduidelik die verskil tussen 'n laagvlak (afsettingsvlak) en rostrata. (4)
3. Verduidelik waarom die heilings in vogter gebiede 'n meer geronde voorkoms het. (2)
4. Herken en voluit Tabel 11.1 wat die kenmerke van 'n heuwelagtige landskap in 'n vogter gebied met 'n heuwelagtige landskap in 'n droe gebied vergelyk. (9)

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Stellingsgestremes wat hierdie lae sedimentêre gesteentes binnegebed in die vorm van plate, vorm ook 'n horisontale landskap wanneer dit aan ververing en erosie blootgestel word. Lawasloei (thou) oor die aandoppervlak vorm ook horisontale landskappe.

Met die verloop van tyd vind ververing en erosie op die aandoppervlak plaas en word verskillende landskappe geskep. In hierdie eersde gaan ons kyk na verskillende landskappe, naamlik heuwelagtige landskappe, basaltplate's, canyonlands en Karoo-landskappe.

Eienskappe en prosesse wat verband hou met die ontwikkeling van: heuwelagtige landskappe, basaltplate's, canyonlands en Karoo-landskappe (mesa, butte en keëlvormige heuwel)

AKTiwITEIT 11.1 Wat verstaan ons omtrent horisontale landskapvorme? (Individueel)

Hulpbronne
2. Landbouboek Streeke 530

1. Ververing is die afbreek van rose in kleiner deeltjies. (2)
2. 'n Laagvlak is die area wat meer verskillende rensies van mekaar skei en 'n stratum is 'n rensag binne dieselde rensie. (4)

Foto 11.4: Toesig op 'n rostrata met gnomiesse omtrent hante.

3. In meer humiede areas is chemiese ververing dominant wat veroorsaak dat die hange meer gerond is. Water wat op die oppervlak vloei sal ook die hange meer rond maak. (2)
4. Tabel 11.1: vergelyking van heuwelagtige landskappe se kenmerke in 'n humiede area met 'n heuwelagtige landskap in 'n droe area. (2)

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GRAAD 11

AFDELING 1 Geografiese vaardighede en tegnieke

- Eenheid 1: Kaartwerkvaardighede
- Eenheid 2: Topografiese kaarte
- Eenheid 3: Lugfoto's en ortofotokaarte
- Eenheid 4: Geografiese inligtingstelsels (GIS)
- Eenheid 5: Gebruik van atlasse
- Eenheid 6: Veldwerk

AFDELING 2 Die atmosfeer

- Eenheid 7: Die Aarde se energiebalans
- Eenheid 8: Globale lugsirkulasie
- Eenheid 9: Afrika se weer en klimaat
- Eenheid 10: Droogtes en woestynvorming

AFDELING 3 Geomorfologie

- Eenheid 11: Topografie geassosieer met horisontaal gelaagde gesteentes
- Eenheid 12: Topografie geassosieer met hellende/gekantelde lae
- Eenheid 13: Topografie geassosieer met massiewe stollingsgesteentes
- Eenheid 14: Hange
- Eenheid 15: Massabeweging en menslike reaksies

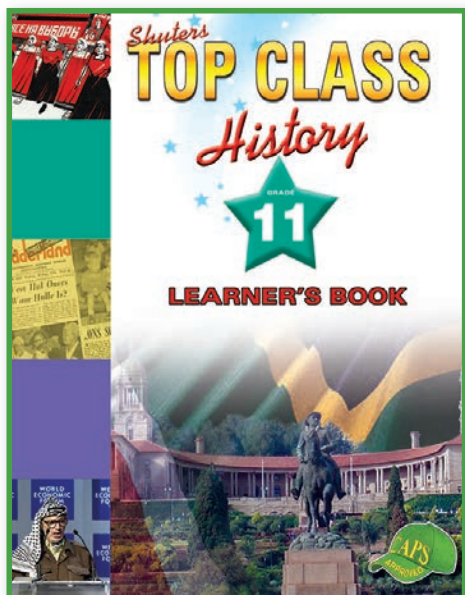
AFDELING 4 Ontwikkelingsgeografie

- Eenheid 16: Die konsep van ontwikkeling
- Eenheid 17: Raamwerke vir ontwikkeling
- Eenheid 18: Handel en ontwikkeling
- Eenheid 19: Ontwikkelingskwessies en -uitdagings
- Eenheid 20: Rol van ontwikkelingshulp

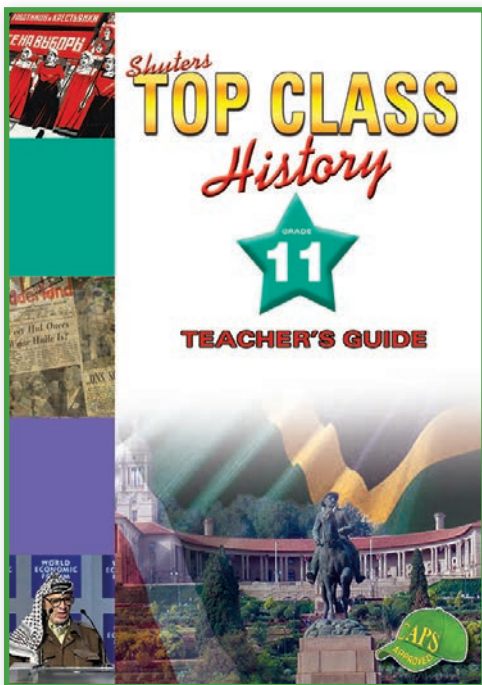
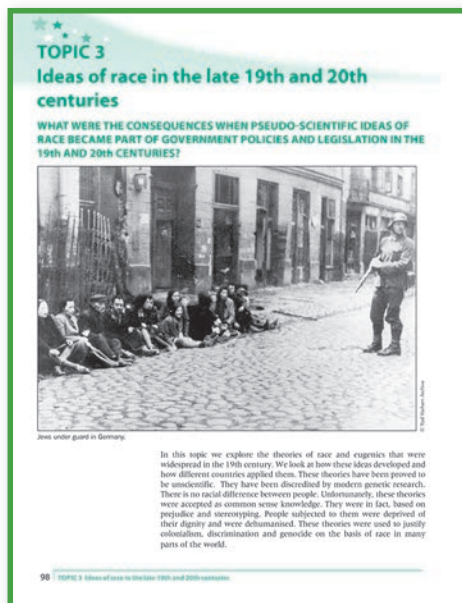
AFDELING 5 Hulpbronne en volhoubaarheid

- Eenheid 21: Gebruik van hulpbronne
- Eenheid 22: Grond en gronderosie
- Eenheid 23: Konvensionele energiebronne en hul impak op die omgewing
- Eenheid 24: Nie-konvensionele energiebronne
- Eenheid 25: Energiebestuur in Suid-Afrika

Woordelys



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Unit 5 Case study: Australia and the indigenous Australians



Australia's history of racism.

In this unit we will investigate the following:

- reasons for European ideas of superiority in the late 1800s and early 1900s
- pseudo-scientific racism
- eugenics
- racist policies in Australia in the 1920s and 1930s.

You will be required to think carefully about a number of issues that are relevant to our world today. You will be expected to express your views and to listen carefully to others. South Africa has a past filled with racism. Many people, both in our country and others are still struggling to move beyond discrimination and prejudice. Unless we confront these issues, racism will be difficult to eradicate.

Learning Objectives
Have you ever been exposed to racism? Discuss with your group.

Assessment
Evaluate – give it of

Unit 5 Case study: Australia and the indigenous Australians | 99

that there definitely are no good or bad races. No one race is better or worse than another. We all belong to the human race first. Different groups have different genetic features and cultural backgrounds.

Discussion

Discuss the following questions with the learners:

- What binds people together?
- Is it race or age or language or gender or religion or other common factors?

Remind the learners that people from all races are scattered around the world. Africans in America probably have more in common with white Americans than with Africans in parts of Africa. As their languages are different it would be difficult to communicate and find common ground. This is an important question when you start to study Nazi Germany. The Nazis attempted to link race with nation.

New concepts

Make sure that learners understand the concept of **pseudo-scientific racism**. Reasons offered as proof that some races were superior to others were not based on true scientific investigation.

Stop and think

Learner's Book page 101

Make sure that learners understand the concept of stereotyping.

- The Jewish teacher is stereotyped as he wears a yamulka on his head and glasses. He looks old and bent. The Jewish children are dark-haired. They are crying and look miserable. Some are misbehaving – The girl on the right is pulling a tongue and the boy is pulling a German girl's hair. The German children are blonde. The German Aryan teacher is depicted as blonde and good-looking. He is young and healthy. The children are all smiling and happy.
- The artist wished to portray that it is wonderful to be German. The Jews are unacceptable. He is creating a "them" – the Jews – and an "us" situation to make the Jews outcasts.

Learners read through the text and sources. In many parts of the world in the 1920s and 30s there was a belief that the European race was superior. This was based on the idea that Europeans were more technologically advanced than other groups.

ACTIVITY 5.1 Analyse attitudes of racism

Resources

1. Learner's Book page 101

Skills

- Source analysis
- Extract and interpret information

Suggested answers

- Britain, France and the United States of America. (3×1) (3)
- Source A** – British people were 'the greatest and most highly civilized people that ever the world saw'. It was 'England's destiny to pioneer progress and approach perfection'.
Source B – 'The British race is sound to the core and dry rot and dust are strangers to it.'
Source C – 'White races ... had created civilization but had degenerated as a result of intermingling with "inferior" races.' (3×2) (6)

52 TOPIC 2: Ideas of race in the late 19th and 20th centuries

GRADE 11

TERM 1

Topic 1 Communism in Russia 1900 to 1940

Unit 1 How was communism applied in Russia under Lenin?

Unit 2 How was communism applied in Russia under Stalin?

Topic 2 Capitalism in the USA 1900 to 1940

Unit 3 The Great Depression and the crisis of USA capitalism

TERM 2

Unit 4 The New Deal and the crisis of American capitalism (1933 to 1941)

Topic 3 Ideas of race in the late 19th and 20th centuries

Unit 5 Case study: Australia and the indigenous Australians

Unit 6 Case study: Nazi Germany and the Holocaust

TERM 3

Topic 4 Nationalisms – South Africa, The Middle East and Africa

Unit 7 What is nationalism?

Unit 8 Nationalism

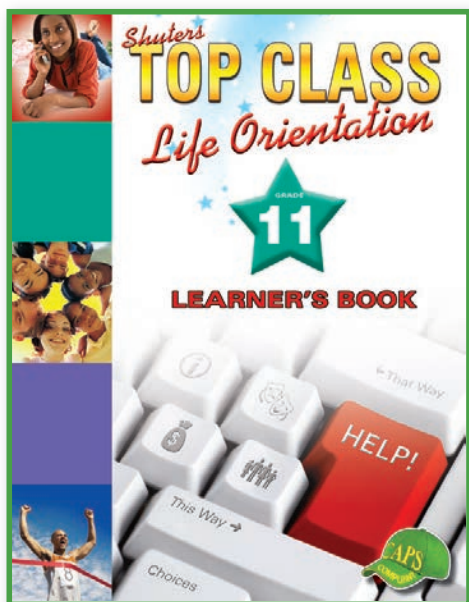
TERM 4

Topic 5 Apartheid South Africa 1940s to 1960s

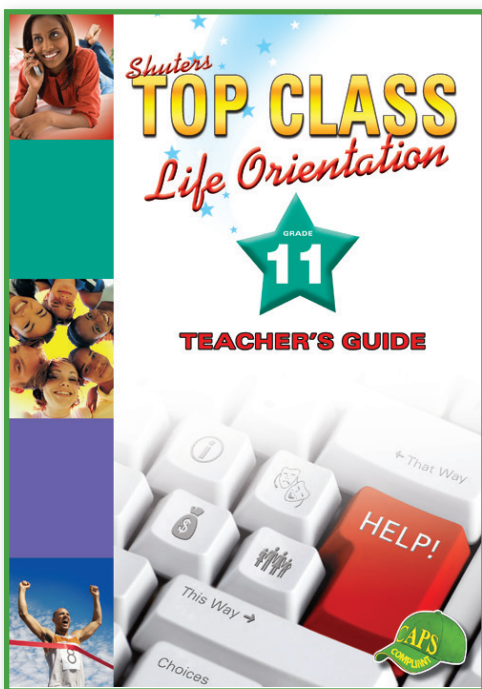
Unit 9 From Segregation to Apartheid 1920s to 1950s

Unit 10 Overcoming Apartheid

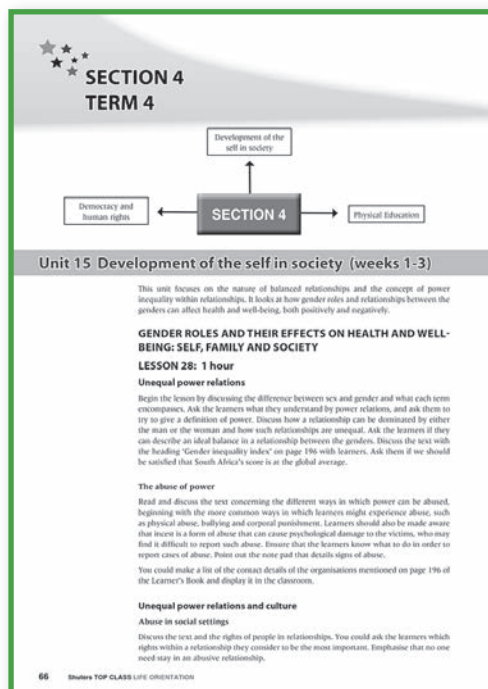
- Research or Oral History Task
- Organisation of Learning
- Rubrics
- Glossary



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GRADE 11

- Unit 1 Development of the self in society
- Unit 2 Physical Education
- Unit 3 Careers and career choices
- Unit 4 Physical Education
- Unit 5 Democracy and human rights
- Unit 6 Physical Education
- Unit 7 Study Skills
- Unit 8 Physical Education
- Unit 9 Social and environmental responsibility
- Unit 10 Physical Education
- Unit 11 Development of the self in society
- Unit 12 Physical Education
- Unit 13 Careers and career choices
- Unit 14 Physical Education
- Unit 15 Development of the self in society
- Unit 16 Physical Education
- Unit 17 Democracy and human rights
- Unit 18 Physical Education
- Information on drugs
- Information on religion and business
- Information on Physical Education: First Aid
- Glossary

Life Orientation Grade 11

The Learner's Book is divided into four sections, each covering a term's work, as described in the CAPS document for Life Orientation. The Physical Education programme is included at the end of each section as a separate unit. Each Physical Education unit is divided into weeks for ease of application.

In the Teacher's Guide, hour-long lessons allow teachers to make adjustments for different timetabling.

Const. Ernst Marula shot his girlfriend Const. Ditheko Sharji, during an argument. He then shot himself.

South African women are more likely to be killed by their own partners than women in developed countries. In South Africa, a woman is killed by a partner every six hours. In a paper delivered at the World Conference on Injury Prevention and Safety Promotion in Durban, it was revealed that the chance of a woman being murdered in South Africa was 24.7 per 100 000 women, compared with the global rate of 4 per 100 000.

Nesemah Abrahams of the Medical Research Council (MRC) said that police doctors suggested that investigation into female homicides was at times superficial. 'Of all the cases we examined, only 24% resulted in a conviction of the perpetrator', Abrahams said.

Adapted from Health and Gender Research Council

perpetrator – person responsible for an action, often a crime
heavily – understood without being seriously stated

Abuse is not always an indication that a man will turn into a murderer. Lisa Veen, of the Centre for the Study of Violence and Reconciliation, said the primary motive appeared to be sexual jealousy. A woman's risk of getting killed increased six-fold if she left a relationship.

- How were power, gender and responsibility linked in the actions of Sup. Chippo Maseana?
- What do you think should happen to Maseana?
- How could murders like this be prevented in the future?
- Why do you think that in South Africa, the murders of women are investigated 'superficially'?
- Why do you think only 24% of investigations end with the conviction of the murderer?

Sexual violence

Sexual violence is mostly perpetrated by men against girls and women. However, sexual violence against boys is also common. International studies show that approximately 20% of women and 5-10% of men report being victims of sexual violence as children.

It is extremely common for survivors of rape or childhood sexual abuse to feel responsible for what happened to them. They think they did something wrong or could have done something to prevent their violation. Rape survivors are not helped by the many people who blame the victim. People tend to say 'She's asked for it'. Children subjected to sexual abuse or incest are often threatened by their abusers who say the children's participation damns them and that they will be blamed by anyone whom they dare to tell. In fact, rape always remains the responsibility of the person who commits it, no matter what the circumstances were when the crime occurred. Child sexual abuse always remains the responsibility of the perpetrator. The child is never to blame.

Unit 18: Development of the self in society 199

ACTIVITY 15.1 ★ Gender and power relations

Resources

• Learner's Book page 198

Till death do us part

This activity could be done individually, or you could ask learners to discuss the article in pairs and then write their answers. They could share their answers in a class discussion.

Suggested answers:

- Learners will have their own opinions which should be supported with reasons. Some ideas are that Superintendent Maseana is a victim of society's view of the male in South Africa, especially the male in authority, that is, to dominate over females and not be questioned by them. He needed to show that he was in control, so much so that he had to kill anyone who stood in his way. It is possible that he could have experienced abuse.
- Learners will have their own opinions which should be supported with reasons. Some ideas are: he should lose his job, face trial and be sent to prison for a long time. He might undergo a psychiatric evaluation.
- Accept any reasonable suggestions, such as education in relationships and the responsibilities that go with them; constant monitoring of police stress levels and counselling of police; effective conviction rates and severe sentences for perpetrators.
- Again learners will have their own ideas. Possible answers are that women are often regarded as less important than men. South Africa has a patriarchal society where in some cultures women are regarded as possessions that men can treat as they wish; this type of complaint is not taken seriously by police.
- Investigations into these cases are inadequate and doctors are incomplete and unsatisfactory. This could be because the cases are not regarded as being very important and are only investigated superficially.

Sexual violence

Read and discuss the text with the learners and ask for their opinions on why people rape. Discuss the theories given in the note pad on page 199 of the Learner's Book and ask the class if they agree with them. Discuss with learners the information about attitudes to homosexuality in Africa on page 200.

ACTIVITY 15.2 ★ Case study – sexual violence

Resources

• Learner's Book page 200



Suggested homework activity

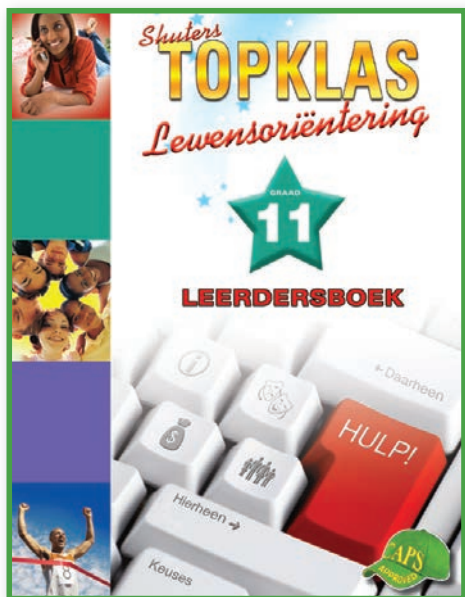
This activity can be done individually and finished for homework if there is insufficient time in the lesson.

Murder of lesbian sparks homophobia concerns

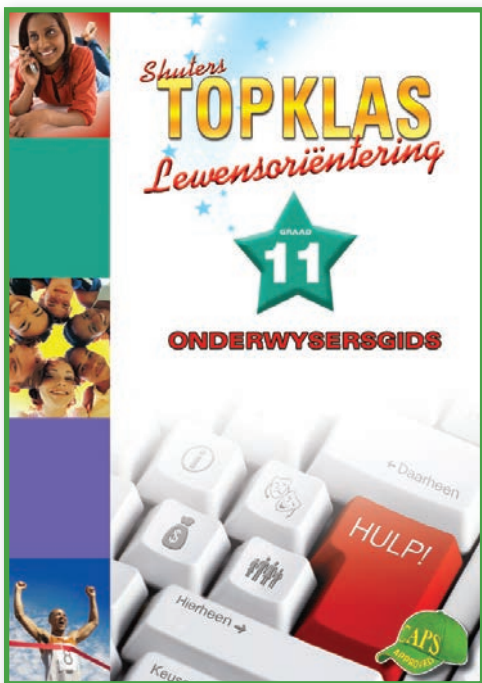
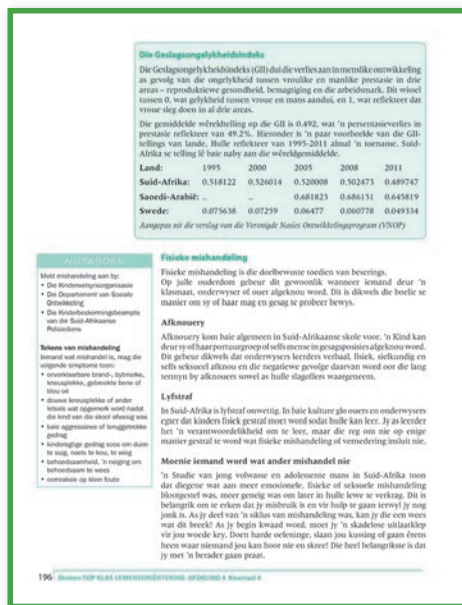
Suggested answers:

- The men saw Kaitlin's sexual orientation as a threat to male domination and their action established power over the situation. She was not behaving as a member of the female gender should, in their view. They showed no responsibility towards her as a member of the community who was entitled to her own way of living.
- Firstly it was the joint responsibility of the young men who killed her. But it could also be said to be the responsibility of a society that fosters the idea of male dominance. It is also the fault of the township society that celebrates the Constitution but does not respect the rights set out in it.
- The report thinks they can cure the women of being lesbians.
- Learners will give their own ideas, which should be supported with reasons.
- Answers will vary. The mindset of society needs to be changed and perhaps this can only be done through education. There should be later police reaction and increased patrolling. Penalties should be harsh.

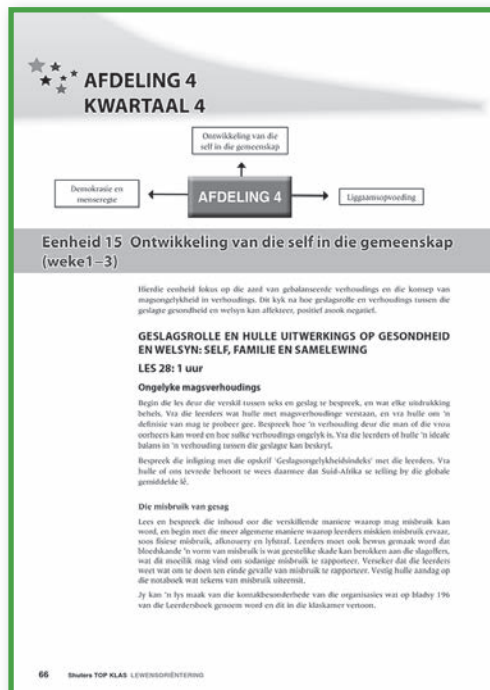
Unit 15: Development of the self in society 67



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GRAAD 11

- Enheid 1 Ontwikkeling van die self in die gemeenskap
- Enheid 2 Liggaamsopvoeding
- Enheid 3 Loopbane en loopbaankeuses
- Enheid 4 Liggaamsopvoeding
- Enheid 5 Demokrasie en menseregte
- Enheid 6 Liggaamsopvoeding
- Enheid 7 Studievaardighede
- Enheid 8 Liggaamsopvoeding
- Enheid 9 Sosiale en omgewings-verantwoordelikheid
- Enheid 10 Liggaamsopvoeding
- Enheid 11 Ontwikkeling van die self in die gemeenskap
- Enheid 12 Liggaamsopvoeding
- Enheid 13 Loopbane en loopbaankeuses
- Enheid 14 Liggaamsopvoeding
- Enheid 15 Ontwikkeling van die self in die gemeenskap
- Enheid 16 Liggaamsopvoeding
- Enheid 17 Demokrasie en menseregte
- Enheid 18 Liggaamsopvoeding

- Inligting oor dwelms
- Inligting oor godsdien en besigheid
- Inligting oor noodhulp vir liggaamsoefening
- Woordelys

Hoe om die reeks te gebruik

Hierdie boek is in vier afdelings verdeel, wat elkeen van die vier kwartale van die jaar verteenwoordig. 'n Breinkaart verskyn aan die begin van elke afdeling, en dui die onderwerpe aan wat in daardie afdeling gedek word.

Elke afdeling is in eenhede verdeel. Die lesse is dwarsdeur die boek opvolgend genummer, en aktiwiteite is opvolgend genummer, en dui die eenheidnommer asook die aktiwiteitsnommer aan.

Suid-Afrikaner vroue staan 'n goeie kans om deur hulle eie man of kind vermoor te word as vroue in ontwikkelende lande. In Suid-Afrika is daar elke ses uur 'n vrou wat deur haar man of vriend vermoor word. Volgens 'n rekenaars wat by die Wetenskapswetenskap en Bestuurswetenskap en Veiligheidsbeoordeling in Durban geleë is, is die kans dat 'n vrou in Suid-Afrika vermoor sal word 24,7 per 100 000 vroue, vergeleke met die 4 per 100 000 vroue in die res van die wêreld.

Volgens Naamah Abraham van die Mediese Navorsingsraad (MNR) dui polisieonderzoek daarop dat ondersoek op vermoorde vroue oppervlakkig was. 'n Al die gevalle was om ondersoek te word, het net 24% op 'n skuldbevinding van die oortreder* uitgegaan, sê Abraham.

Abraham van Naamah Abraham

Mishandeling is nie altyd 'n aanhouding dat 'n man in 'n moordenaar sal verander nie. Lisa Verme van die Sentrum vir die Studie van Geweld en Verontvoering sê dit blyk dat skadelike jarelange die primêre motief is. 'n Vrou se kans om vermoor te word, vermenigvuldig sewendig as sy 'n verhouding betree of haar rug daarop draai.

1. Wat was die verhouding tussen man, geslag en verantwoordelike in superintendent Chippa Matana se optrede?
2. Wat dink jy moet met Matana gebeur?
3. Hoe kan sorgvulke moorde in die toekoms voorkom word?
4. Waarom dink jy moord te moorde op vroue in Suid-Afrika 'opervlakkig' ondersoek?
5. Waarom dink jy eintyd skaap 24% van ondersoek met die skuldbevinding van die moordenaar?

Sekuele geweld

Sekuele geweld word hoofsaaklik deur mans teen meisies en vroue gepleeg. Sekuele geweld teen vroue kan egter ook algemeen word. Volgens internasionale studies supporteer sowat 20% vroue en 5-10% mans dat hulle as kinders slagoffers van sekuele geweld was.

Dit is ontsettende algemeen dat meisies wat verlig of as kind seksueel misbruik is, verantwoordelik voel vir wat met hulle gebeur het. Hulle dink hulle het iets verkeerd gedoen of kon iets gedoen het om die verkragting of misbruik te voorkom. Verkragtingsoffenders word nie geplaas deur die hanteer van die slagoffer blameer nie. Meisies is geneig om te sê: 'Sy' by het daarvoor gesaai'. Kinders wat aan seksuele misbruik of bloedkande blootgestel word, word dikwels deur die oortreder geplaas. Die ondersoekers sê dat die kinders se deelname hulle skuldig maak en dat hulle deur almal verkrag sal word met wie hulle wag om daarop te praat. Verkragting sal altyd die verantwoordelike van die verkragter bly, ongeag die omstandighede waaronder die misdaad gepleeg is. Kindersleiering sal altyd die verantwoordelike van die oortreder bly. Dit is nooit die kind se skuld nie.

Enheid 15: Ontwikkeling van die self in die gemeenskap | 199

Ongevalle magverhoudings en kultuur

Mishandeling in 'n sosiale optrede

Bespreek die seks en die regte van meisies in verhoudings. Jy kan die leerders vra waarom regte in 'n verhouding hulle as die mees belangrike beskou. Beklemtoon dat geen persoon in 'n vermenigvuldig verhouding hoër is as die ander.

AKTIWITEIT 15.1 ★ Geslag en magverhoudings

Gids

• Lektorendatiblyk 195

Tot die dood ons skei

Hierdie aktiwiteit kan alleen gegee word, of jy kan leerders vra om die artikel te parafraseer en dan hul antwoorde te skryf. Hulle kan hul antwoorde in 'n klasruimte deel.

Voorgestelde antwoorde:

1. Leerders sal hul eie mening hê, wat met redes ondersteun moet word. Sommige dink is dat superintendente Matana is slagoffer van die samewerking se sensoriese van die man in Suid-Afrika, veral die man in gras, met ander woorde om vrouens te ontbeet en die deur hulle bevestigings te word nie. Dit was vir hulle nodig om te wys dat hy in beheer was, soveel so dat hy enigeen wat in sy pad gestaan het, moes doodmaak. Dit is moontlik dat hy mishandeling ervaar het.
2. Leerders sal hul eie mening hê, wat met redes ondersteun moet word. Sommige dink is: Hy moet sy werk verloor, gevrees word en sy 'n lang tyd terug kee gesweer word. Hy kan misken 'n sekondêre evaluering ondergaan.
3. Aanvaar enige redelike voorstelle, soos opvoeding oor verhoudings en die verantwoordelike wat daarmee gepaard gaan: voldoende monitoring van die polisie se streeklake en berading van die polisie; doeltreffende loere van skuldbevinding en swaar veroordeel vir oortreders.
4. Leerders sal mekaar hul eie dinge hê. Moontlike antwoorde is dat vrouens dikwels in minder belangrik as mans gegag word. Suid-Afrika het 'n patriarchale samelewing waar vrouens in sekere kulture as heilige beskou word wat mans kan behandel nes hulle wil. Hierdie soort klag word nie ernstig deur die polisie opgevolg nie.
5. Ondersoek oor hierdie gevalle is onnodigke en dooies is onvoldoende en onbevestigend. Dit mag wees omdat die gevalle nie as baie belangrik beskou word nie en deus oppervlakkig ondersoek word.

Sekuele geweld

Lees en bespreek die inhoud met die leerders en vra hulle mening om waarom meisies verkrag. Bespreek die teorie van die outokop op bladsy 199 van die Lektorendatiblyk en vra die klas of hulle daarmee saamstem.

Bespreek met leerders die volgende ontwerpe houdings vermoor hoeskouskouslik in Afrika op bladsy 200.

AKTIWITEIT 15.2 ★ Gevallestudie – Sekuele geweld

Gids

• Lektorendatiblyk 200

Voorgestelde

• Lektorendatiblyk

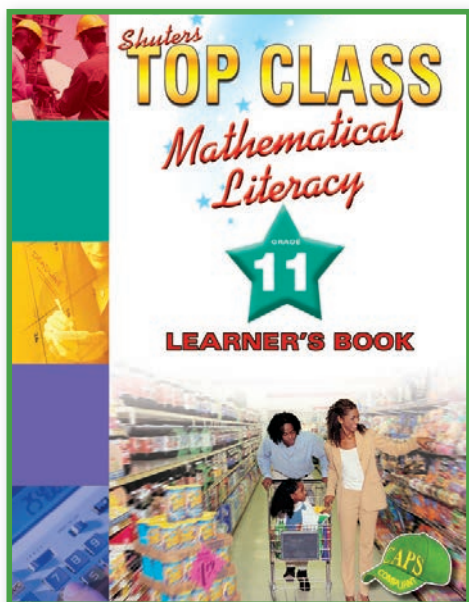
Hierdie aktiwiteit kan alleen gegee en vir buitekomme volhou word as daar nie genoeg tyd tydens die les is nie.

Maand van lesbeur wek kommer oor hoeskouskouslik

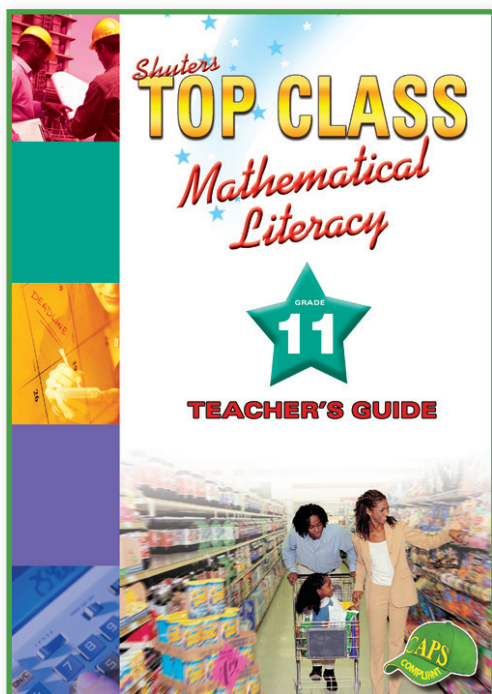
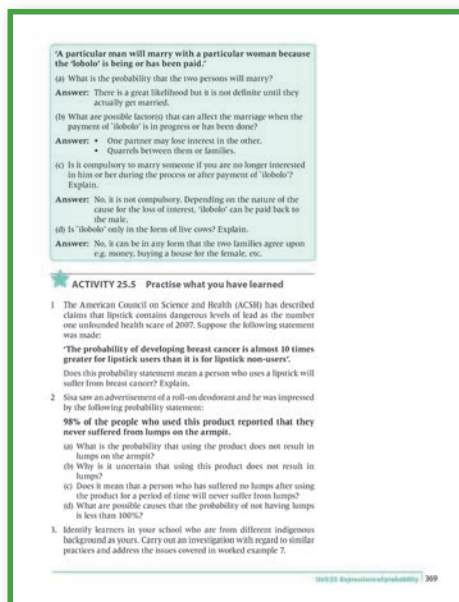
Voorgestelde antwoorde:

1. Die man het hulle te sekuele ontzake as 'n bedroging vir manlike oerheersing gegee en hulle aksies het mag oor die situasie verander. Volgens hulle het sy nie opgetree soos 'n lid van die vroulike geslag moet optree nie. Hulle het geen verantwoordelikeheid gegee tenenoor haar as 'n lid van die gemeenskap wat op haar eie lewenswyse geregtig is nie.

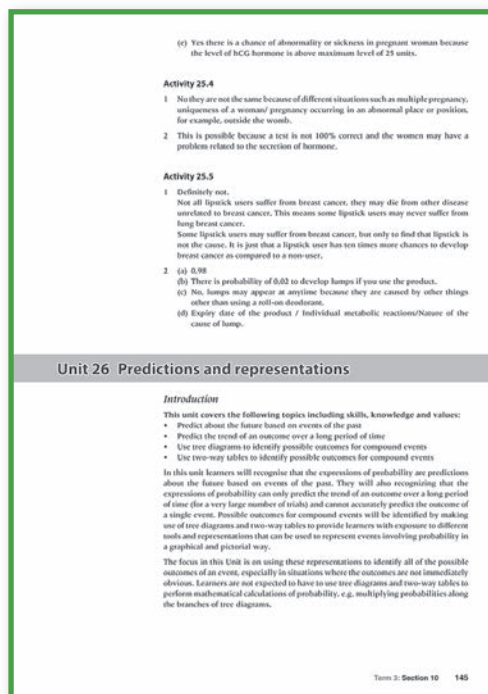
Enheid 15: Ontwikkeling van die self in die gemeenskap | 67



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(a) What can you predict about the total alcohol consumption in 2005? Explain.
 (b) What can you predict about the beer consumption in 2005? Explain.
 (c) What can you predict about the spirits consumption in 2005? Explain.
 (d) What can you predict about the wine consumption in 2005? Explain.
 (e) Do the predictions made in (a) to (d) above imply that all the individuals in US have reduced alcohol consumption? Explain.

USE TREE DIAGRAMS TO IDENTIFY POSSIBLE OUTCOMES FOR COMPOUND EVENTS

In our discussion with a learner from an adjacent school, he referred to the tree diagram of a compound event and I could not make sense out of it. Can you explain to me what it means?

When we consider probability of two or more events happening, e.g. tossing two coins, tossing a coin and throwing a dice, a drug test that produces four possible outcomes, etc., we can refer to them as compound events resulting in combined outcomes.

Oh! Now I remember with regard to the tossing of two or more coins and throwing two or more dice as we did in Grade 10, but how are tree diagrams used to represent the identification of the possible outcomes in cases like drug tests?

To enable you to understand how the tree diagrams are used to represent the identification of the possible outcomes in cases like drug tests, you should first understand well the meaning of the terms **specificity** and **sensitivity** probabilities, in addition to **false positive** and **false negative** as explained in Unit 25.

- The **specificity** of the test is defined as the probability that a person who is truly not using drugs correctly receives a negative result.
- The **sensitivity** of the test is defined as the probability that a person who is truly using drugs correctly receives a positive result.

Therefore, **specificity and sensitivity probabilities** of the test quantify the accuracy of a diagnostic test. Now consider the following worked example.

376 SECTION 10: Probability

RESOURCES
 LearningBook, learner's book, teacher's guide, activity, calculator

Topics:
 Each of the following topics, including, worked examples, activities and so on, should be taught over a period of 4 hours. The topics are similar to the bullets indicated at the beginning of each unit in the Learner's Book. Since there are 4 bullets in this unit, this means you can finish teaching this work in four days. You can then use the 5th day for revision of what has been done in the previous 4 days. This distribution of work is not exhaustive therefore you may adjust if you think it is necessary. It is important that you manage carefully your teaching time.

Topic 1 ★ Predict about the future based on events of the past LB pg 270

Methodological guidelines:
 Introduce your lesson by discussing the dialogue provided at the beginning of the Unit. Let the learners understand that some outcomes can be short term while others can be long term based. Ensure that the learners clearly understand Table 1 because the worked example and the activity are based on it.
 Following the introduction of the lesson, embark on worked examples 1 where learners are exposed to calculations of the probabilities based on the information provided in Table 1. The example deals with what patients might reasonably expect in terms of productivity and independence at different time periods after brain injury based on the severity of the injury.
 Conclude your lesson by giving the learners Activity 25.1 as classwork and/or homework. Any learners' work should be checked and necessary corrections be given while they are doing classwork.

Topic 2 ★ Predict the trend of an outcome over a long period of time LB pg 274

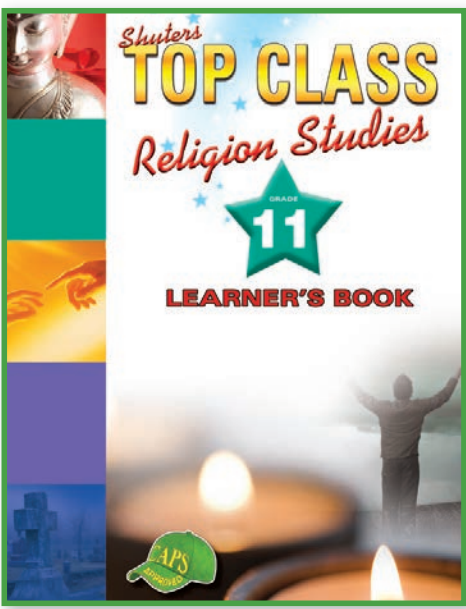
Methodological guidelines:
 The learners' homework should be checked and necessary corrections be given. Focus on those areas where learners provided incorrect procedures and solutions, i.e. where there are particular misunderstandings and misconceptions.
 Start teaching this topic by focusing on worked example 2, which is based on the interpretation of graphs to predict the trends of National Spending on Health Care Department on private spending, public spending, public health insurance and out-of-pocket spending. In the discussion of worked example, ensure that the learners understand the information provided in Figure 1, i.e. increasing and decreasing patterns, as the questions are based on this figure.
 Give Activity 26.2 as classwork and/or homework. Check learners' work and give corrections where necessary.

146 SHUTTERS TOP CLASS MATHEMATICAL LITERACY

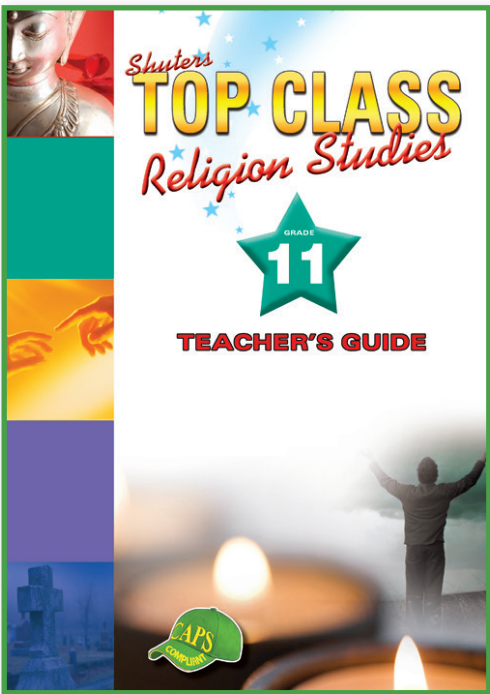
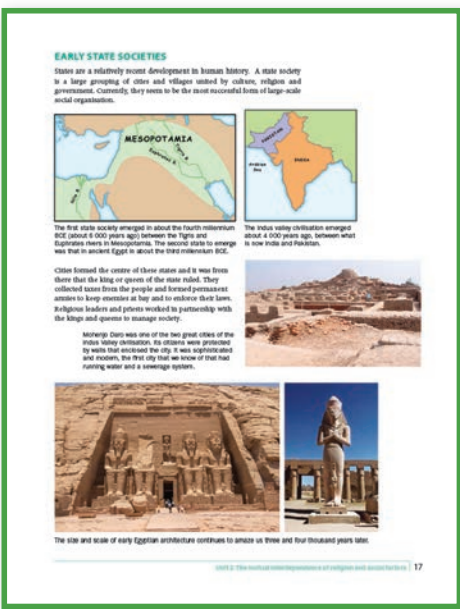
GRADE 11

- Grade 11 Work schedule (Year Plan)
- Inclusivity and equity in the classroom
- Sample lesson plan
- Memoranda and solutions

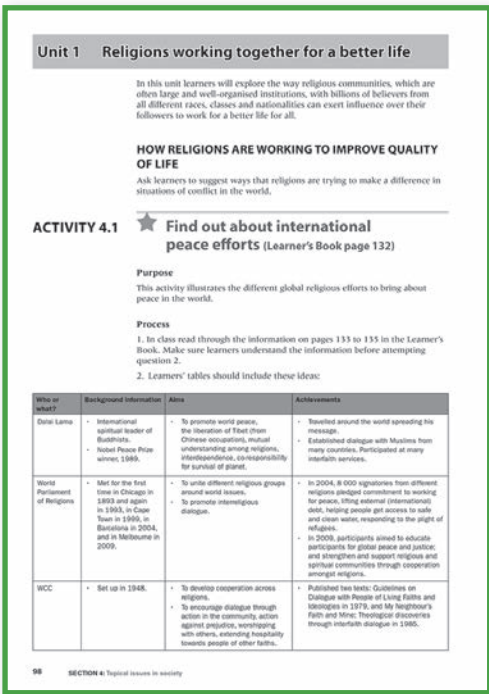
- Section 1 Patterns, relationships and representations
- Section 2 Measurement (1)
- Section 3 Finance (1)
- Section 4 Finance (2)
- Section 5 Measurement (2)
- Section 6 Maps, plans and other representations of the physical world (1)
- Section 7 Measurement (3)
- Section 8 Maps, plans and other representations of the physical world (2)
- Section 9 Finance (3)
- Section 10 Probability
- Section 11 Finance (4)
- Section 12 Data handling



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GRADE 11

Unit 3 Interviews on gender issues

Weeks 5-7, 12 hours

Think about this
Andrea Bingen, a woman at the time – she corresponded with kings and popes, composed music and wrote about religion and philosophy.



Bingen was a Benedictine abbess (head of a convent) and Christian visionary who lived between 1200 and 1270. She wrote to encourage women of her time to work towards justice and peace. "We are to be devoted with the longing for peace and make justice flourish on Earth."

exclusion – treat, exclude
exclusion – being left out
congregational – religious people coming together for religious worship

Reflecting on women's exclusion from congregational prayer in the medieval Christian Church
Quaker women argued that the exclusion of women from congregational prayer was a betrayal of the teachings of the Bible which claimed that "right to pray in the sacred space of the church."

In this unit you will develop your skills as a religious researcher through an investigation into the relationship between gender and religion. You will do this by conducting interviews on the topic. The steps in this unit will help you to set up your research, explain how to gather your information (data), and how to interpret and present your findings in a report which you will complete and hand in at the beginning of next term.

After you have worked through the unit, you will find a guide to preparing for your end-of-year examinations on page 171.

SOME THOUGHTS ABOUT GENDER AND RELIGION

There are many women in the different religious traditions who have contributed to their religions and to the society around them, and most of them are deeply spiritual people. And yet women are often excluded from religious power, leadership and authority, and even from their place of worship. Sometimes religious teach women that goodness and virtue are about being submissive and self-denying, and not about challenging unjust situations.

Activity 2.12 Explore how religions can exclude women

Work on your own.

- Read the following extracts from stories written by women about their experiences of exclusion.
 - Identify each woman's religion and say how she feels excluded.
 - What do all these women have in common?
 - What is your response to what they are saying?
- If you are part of a religious community, how do you think women experience their place in their religion?
 - Is there anything that needs to change? If so, how can this happen?

Reflecting on the poor reality for women in the Hindu religion, Rev. Mary Ann, "When my brother would go to the temple on a Sunday morning, it was something I had to do by Friday. And I would think about it...and I would have to say, and I would wonder if the walls would fall down, or I would be leaving."

82 | CAPS 11-12 | Exclusion of women from congregational prayer

Who or what?	Background information	Aims	Achievements
WCP	Founded in 1970.	To provide a forum for dialogue among different religions, and to examine solutions, e.g. world peace.	Has met every five years. Presence on every continent, including conflict areas.
Religions for Peace	An international movement working mainly among school children.	To encourage respect for people of different religions and to deal with prejudice and intolerance. To run programmes for young people and adults. To promote non-violence and conflict resolution. To encourage environmental and development education.	Israel – project called Common Values Different Sources (Jews, Muslims and Christians), a book for classroom use. Taiwan and Japan – Youth Leadership Ethics Council. Germany (England) – analysing school textbooks and how they treat different religious traditions.

Extension activity

Some learners may want to update the information on worldwide religious initiatives for a better world by, for example, finding out about the agenda for the 2014 Brussels World Parliament of Religions. They may also want to investigate South African spokespersons and initiatives by profiling, for example, Archbishop Emeritus Desmond Tutu.

ACTIVITY 4.2 ★ Read about the Gift of the Givers Foundation (Learner's Book page 136)

Purpose

In this activity learners will discuss the work done by a project that has recently been involved in humanitarian aid in many countries, including most recently, Somalia.

Process

- Learners should read the information on pages 136 and 137 of the Learner's Book on their own.
- In groups they should discuss the following questions and write their answers in their workbooks:
 - Learners should note a number of the following:
 - disaster relief including distribution of new blankets, new clothing and food parcels
 - health care clinics, feeding schemes
 - water purification and water wells
 - burnaries, educational support
 - agricultural and entrepreneurial self-help schemes, job creation
 - counselling services, a drug rehabilitation, HIV/AIDS workshops
 - skills development
 - The Gift known as Ramadan is one of the Five Pillars of Islam.
 - Learners will explain in their own words the Gift teaching that has inspired the work of Gift of the Givers. It is about living the faith, rather than just knowing about it. It is about responding with compassion to people in need in very practical ways. Some words or phrases may be quoted but learners need to make the effort to summarise it in their own words.

UNIT 4: Religions working together for a better life

99

SECTION 1 Different religions – developments and relationships between them

Unit 1 How different religions have developed

Unit 2 The way changes in religion and society influence one another

Unit 3 How religions have influenced one another

Unit 4 Important concepts in religion

Unit 5 Working towards inter-religious dialogue

Unit 6 Religious symbols

SECTION 2 Common features of religion

Unit 1 Theories about religion

Unit 2 The role of narrative and myth in religion

Unit 3 Interviews on gender issues

SECTION 3 Common and topical issues in religion and society

Unit 1 Types of rituals and their role in religions

Unit 2 Some more important concepts about faith and spirituality

Unit 3 Religion in art

Unit 4 Religion and the state

Unit 5 Religion and politics

Unit 6 Religion and the natural environment

SECTION 4 Topical issues in society

Unit 1 Religions working together for a better life

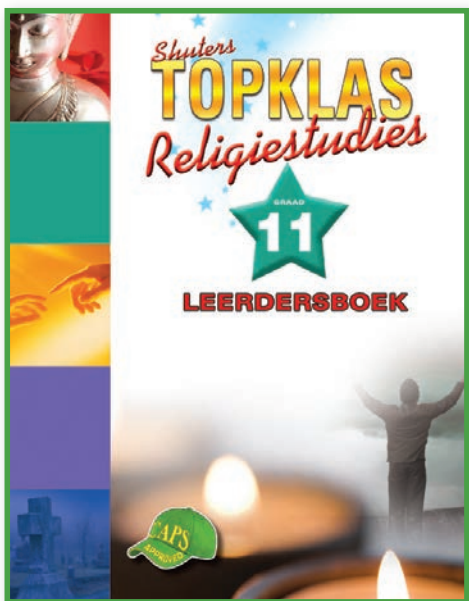
Unit 2 Religion and leisure from an ethical point of view

Teacher resources

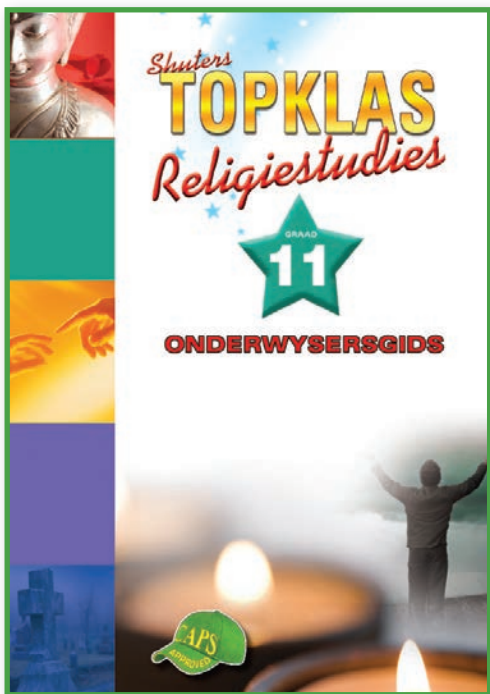
Bibliography

Glossary of terms

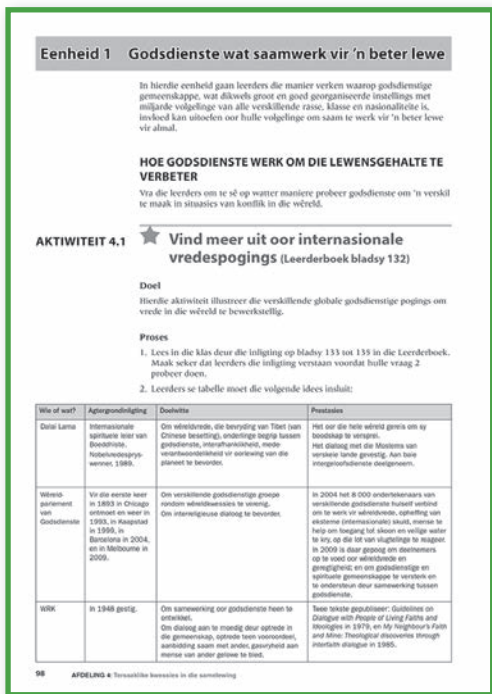
Mark record sheet

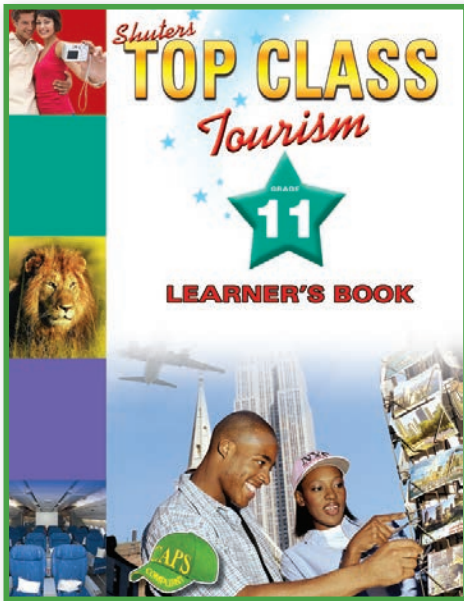


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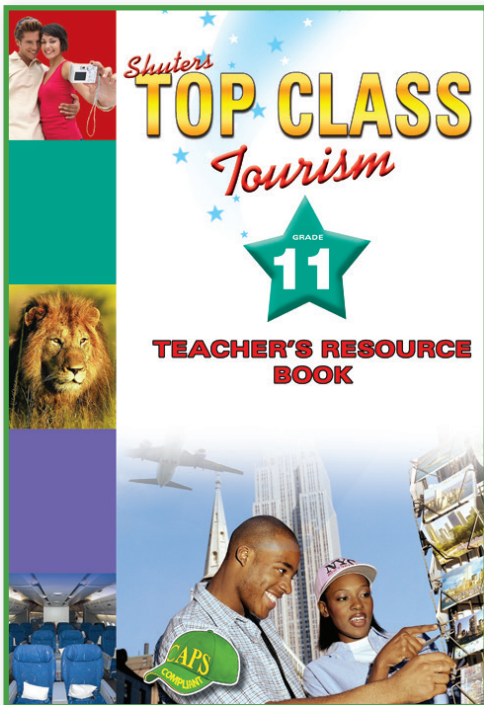


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R175.71





GRADE 11

- Section 1 Airports, airlines and airport operations
- Section 2 South Africa's international and national airports
- Section 3 Airport and aircraft terminology
- Section 4 Technology used at airports
- Section 5 The tourism bus industry
- Section 6 The tourism train industry
- Section 7 The Gautrain
- Section 8 The luxury cruise liner industry
- Section 9 Car rental
- Section 10 The Domestic Tourism Growth Strategy
- Section 11 The seven domestic travel market segments
- Section 12 South African cultural uniqueness
- Section 13 South African heritage bodies
- Section 14 Foreign exchange and its value to the South African economy
- Section 15 Regional tourism
- Section 16 SADC tourist attractions
- Section 17 The tour itinerary
- Section 18 Promotional and advertising techniques
- Section 19 The marketing budget
- Section 20 Global distribution systems and Central reservation systems
- Section 21 Customer care for foreign tourists
- Section 22 Customer complaints
- Section 23 Managing quality service
- Section 24 Job and career opportunities in tourism and related service providers
- Section 25 Entrepreneurial opportunities in tourism

a group, you will need to decide how best to present this culture. Consider things such as:

- how to decorate the stand
- how best to display clothing, food and other cultural items
- how to communicate our stories, legends and songs, and
- how to make our culture attractive to domestic and international tourists.

You may choose to display posters, basketwork, clothing, food, etc. at your stand.

Check with your teacher that all the necessary preparations have been made before the day of the cultural tourism Indaba.

Phase 3: Presentation

On the day that has been set aside for the Indaba, you will need to present your culture, based on the preparation you did in Phase 2. Your group could do this in a number of ways, for example:

- sing a song
- perform a dance
- serve samples of food
- display posters and cultural items.

Each stand will be judged by your teacher (and possibly other judges). The judges will be using the following rating scale when evaluating your stand:

1 = poor; 5 = excellent

Judging criteria	1	2	3	4	5
Is the stand attractive and eye-catching?					
Has the group been creative in presentation?					
Did the stand showcase* song and dance well?					
Did the stand showcase stories and legends well?					
Did the stand showcase food well?					
Did the stand demonstrate the clothing of the culture?					
Were other unique cultural features showcased?					
If you were a tourist, would the stand make you want to visit your province?					
Comments:					

Having examined our own province, let us now find out how South Africa's cultural uniqueness and diversity can help in promoting inbound and domestic tourism.

*showcase - display for appreciation or inspection

165 166 The tourism importance of culture in your province

ACTIVITY 44.3 ★ A provincial cultural tourism indaba (Group)

Learner's Book p. 164

You will need to manage this group activity carefully. Make sure that you allocate enough time for the following phases of the activity:

- Research
- Preparation
- Presentation

Specific instructions are given in the Learner's Book on how the activity is to take place.

Resources

Assist learners in sourcing cultural items and artefacts to decorate their stands. These could range from physical objects, to pictures, depending on the availability of items.

Judging

If possible, ask people who are active in the tourism industry to act as judges. This will help to make the activity 'come alive' for learners if they know that they will need to present to actual tourism professionals.

Another nice touch would be to approach tourism establishments in your area to see if they would agree to sponsor a small prize for the winning display like t-shirts, bags or caps.

Use the rating scale below to judge the displays:

Judging criteria	1	2	3	4	5
Is the stand attractive and eye-catching?					
Has the group been creative in presentation?					
Did the stand present song and dance well?					
Did the stand showcase stories and legends well?					
Did the stand demonstrate food well?					
Did the stand demonstrate the clothing of the culture?					
Were other unique cultural features showcased?					
If you were a tourist, would the stand make you want to visit your province?					
Comments:					

Unit 45 Using cultural uniqueness and diversity to promote inbound and domestic Tourism

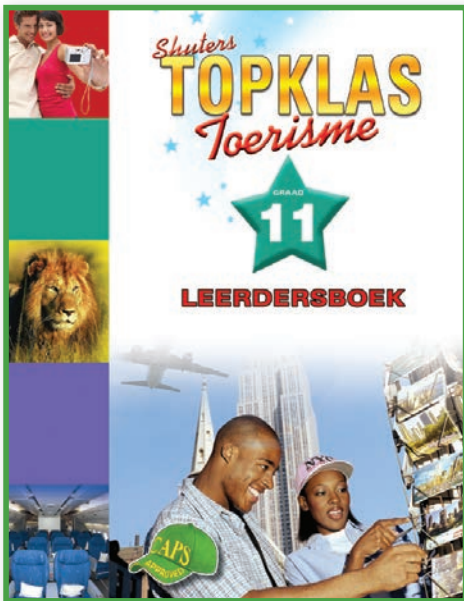
Learner's Book p. 166

This unit introduces learners to ways in which culture can be used to encourage both international and domestic tourists to visit an area.

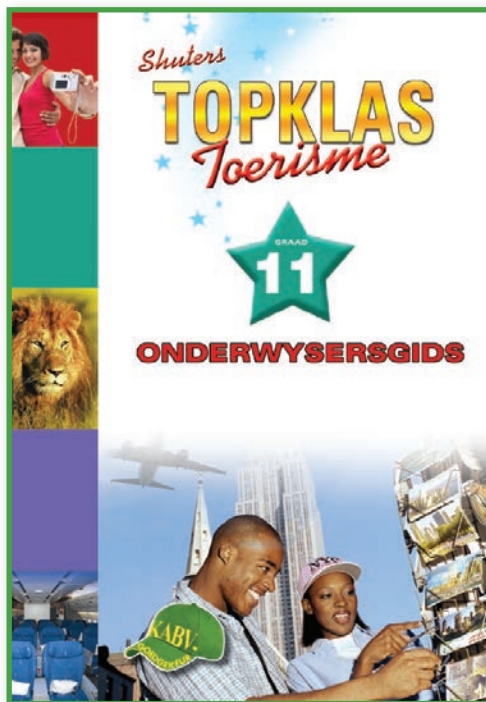
Expanded opportunities

If there is a cultural village near your school, try to organise a field trip for the learners. This will give them an opportunity to see first hand what a cultural village can offer tourists. The manager or employees could also speak to them, explaining what kind of tourists visit the village, what questions they ask, and what they are interested in.

76 SECTION 12: South African cultural uniqueness



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GRAAD 11

- Deel 1 Lughawens, lugdienste en lughawebedrywighe
- Deel 2 Suid-Afrika se internasionale en nasionale lughawens
- Deel 3 Lughawe- en vliegtuigterminologie
- Deel 4 Tegnologie wat by lughawens gebruik word
- Deel 5 Die toerismebusbedryf
- Deel 6 Die toerismetreinbedryf
- Deel 7 Die Gautrein
- Deel 8 Die luukse passasierskipbedryf
- Deel 9 Motorhuur
- Deel 10 Die groeistrategie vir plaaslike toerisme
- Deel 11 Die sewe plaaslike reismarksegmente
- Deel 12 Suid-Afrikaanse kulturele uniekheid
- Deel 13 Suid-Afrikaanse erfenisliggame
- Deel 14 Valuta en die waarde daarvan vir die Suid-Afrikaanse ekonomie
- Deel 15 Streekstoerisme
- Deel 16 SAOG se toeristebesienswaardighede
- Deel 17 Die toerplan
- Deel 18 Promosie- en reklametegnieke
- Deel 19 Die bemarkingsbegroting
- Deel 20 Wêreldverspreidingsstelsels (WVS) en Sentrale besprekingsstelsels (SBS)
- Deel 21 Kliëntediens vir buitelandse toeriste
- Deel 22 Klagtes van kliënte
- Deel 23 Bestuur kwaliteitdiens
- Deel 24 Werk- en loopbaangeleenthede in toerisme en verwante dienssektore
- Deel 25 Entrepreneursgeleenthede in toerisme

As 'n groep moet julle besluit wat die beste manier is om hierdie kultuur aan te bied. Dink aan dinge soos:

- hoe om die stalletjie te versier
- hoe om kleding, kos en ander kulture items sin besta te versoon
- hoe om ons stories, legendes en liedjies oor te dra, en
- hoe om ons kultuur vir plaaslike en internasionale toeriste aantreklik te maak

Julle kan kies om plakkaat by julle stalletjie op te plak, mandjeweerk en/of kleding en kos, ens. uit te stel.

Laat julle onderwyser sagtig dat al die nodige voorbereidings gedoen is voor die dag van die kultuurotoerisme-indaba.

Fase 3: Aanbieding

Op die dag wat vir die indaba opgety is, moet julle julle kultuur voorstel sonder gegord op die voorbereiding wat in fase 2 gedoen is. Julle groep kan dit op verskeie maniere doen, byvoorbeeld:

- sing 'n liedjie
- voer 'n dans uit
- besken hapies van die kos
- stel plakkaat en kultuurotoerisme uit.

Elke stalletjie word deur julle onderwyser (en moontlik ander beoordeelaars) beoordeel. Die beoordeelaars gebruik die volgende graderingskaal om julle stalletjie te beoordeel:

1 = swak; 5 = uitstekend					
Beoordelingskriteria	1	2	3	4	5
Is die stalletjie aantreklik en opvallend?					
Is die aanbidding van die groep kreatief?					
Het die stalletjie ook sang en dans goed uitgeleef?					
Bied die stalletjie ook stories en legendes aan?					
Stel die stalletjie kos goed uit?					
Demonstreer die stalletjie die kleeding van die kultuur?					
Word ander unieke kulturele eienskappe vertoon?					
As jy 'n toerist wou, sou die stalletjie jou die promise wil besoek?					
Aantekening:					

Standaard julle om die provinsie ondersoek het, kom ons vind uit hoe Suid-Afrika se kulturele uniekheid en diversiteit kan help om inkomende en plaaslike toerisme te bevorder.

skool - vir beoordeling of ingesluit wys

Beoordelingskriteria vir die stalletjie van kultuur en toerisme in jou provinsie 165

AKTIWITEIT 44.3 'n Provinsiale kultuurotoerisme-indaba (Groep)

Leerboek
Bladsy 354

Jy moet hierdie groepsaaktiwiteit versierig bestuur. Maak seker dat jy genoeg tyd vir die volgende tases van die aktiwiteit toewys:

- Navorsing
- Voorbereiding
- Aanbieding

Spesifieke instruksies word in die Leerboek gegee oor hoe die aktiwiteit moet plaasvind.

Hulpbronne

Help die leerders om kulturele items en artefakte te kry om hulle stalletjies te versier. Dit kan wissel van fisiese voorwerpe tot prente, afhangend van die beskikbaarheid van die artefakte.

Beoordeling

Indien moontlik, vra iemand wat aktief is in die toerismebedryf om as beoordeelaar op te tree. Dit sal help om die aktiwiteit vir die leerders 'n werklikheid te maak as hulle weet dat hulle aanbidding aan kundiges uit die toerismebedryf gemaak word.

Nog 'n goeie idee kan wees om toerisme-ondernemings in julle omgewing te nader om te kyk of hulle 'n geringe prys vir die wenstinstelling sal bly. Byvoorbeeld 'n hennie, sakke of penne.

Gebruik die graderingskaal hieronder om die instellings te beoordeel.

1 = swak; 5 = uitstekend					
Beoordelingskriteria	1	2	3	4	5
Is die stalletjie aantreklik en opvallend?					
Is die aanbidding van die groep kreatief?					
Vertoon die stalletjie ook sang en dans goed?					
Bied die stalletjie ook stories en legendes aan?					
Demonstreer die stalletjie kos goed uit?					
Demonstreer die stalletjie die kleeding van die kultuur?					
Word ander unieke kulturele eienskappe vertoon?					
As jy 'n toerist wou, sou die stalletjie verstaan dat jy jou promise wil besoek?					
Aantekening:					

Enheid 45 Gebruik kulturele uniekheid en diversiteit om inkomende en plaaslike Toerisme te bevorder

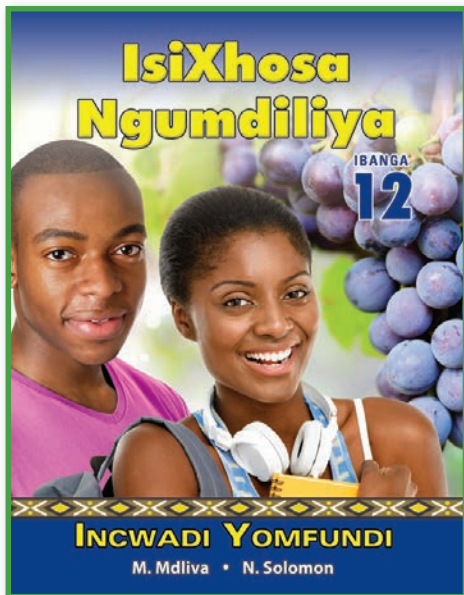
Leerboek
Bladsy 355

Hierdie eenheid stel die leerders bekend aan maniere waarop kultuur gebruik kan word om internasionale en plaaslike toerisme aan te moedig om 'n area te besoek.

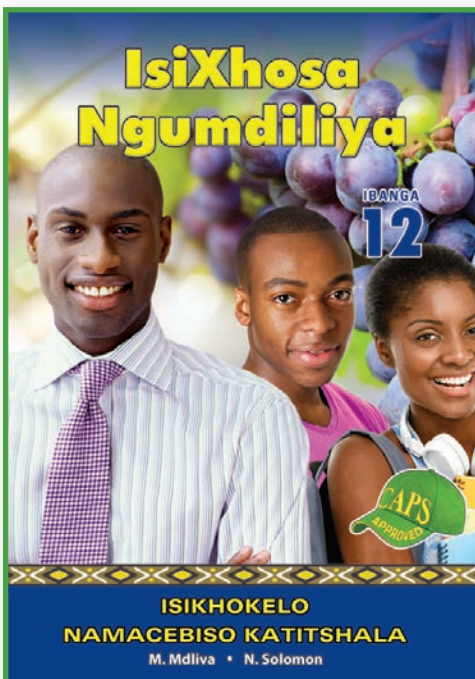
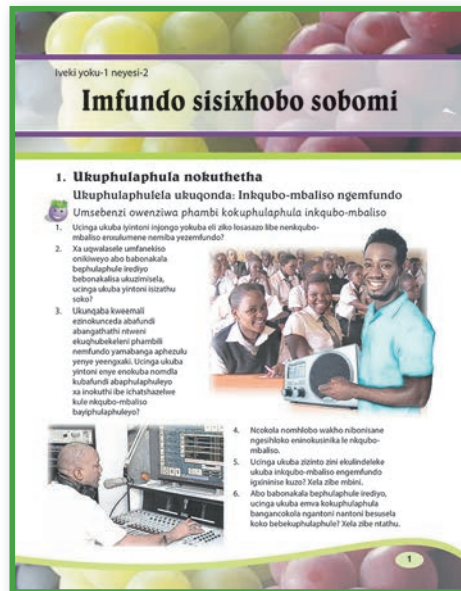
Uitgebreide geleenthede

As daar 'n kultuurotoerisme naby julle skool is, probeer om vir die leerders 'n opvoedkundige uitstapje daarheen te reël. Dit sal hulle die geleentheid gee om self te sien wat 'n kultuurotoerisme aan toeriste kan bied. Die bestuurder of werkbare kan ook met hulle gesels en verduidelik watter soort toeriste die doopie besoek, watter soort vaar hulle vry en waarin hulle belangstel.

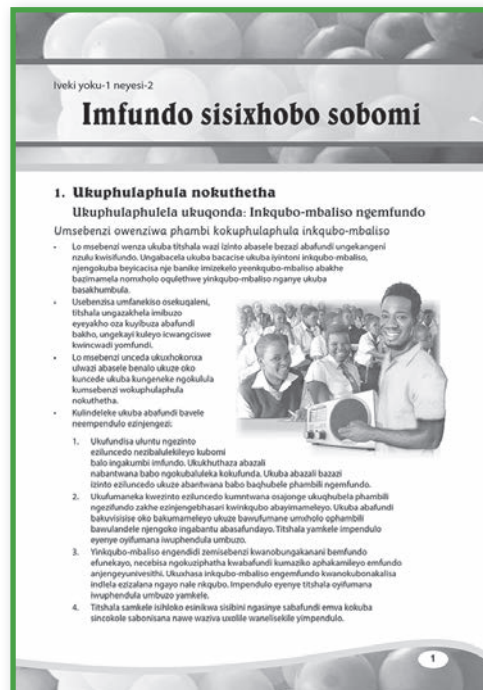
76 DEEL 12: Suid-Afrikaanse kulturele uniekheid



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R188.58



IBANGA 12

- Imfundo sisixhobo sobomi
- Imidlalo inekamva elihle
- Siyazidla ngenkcubeko yethu
- Ucoceko luyathandeka
- Ulutsha lungumqolo wezoshishino
- Ingoma ikwakukunxibelelana
- Zizamele ngoku ukuze uvune ngomso
- Inkokheli ayizibeki iyabekwa
- Thina namakhondo empangelo
- Imemorandam yemisebenzi yokuhlola esesikweni nenyanzelekileyo
- Sonke samkelekile kwimidlalo
- linkolo zethu
- Amasiko ethu kwaXhosa
- Amanzi! Undoqo kwimpilo
- Imemorandam yemisebenzi yokuhlola esesikweni nenyanzelekileyo
- Silungiselela iimviwo zokuphela konyaka
- Iimviwo zokuphela konyaka

IPHEPHA LOKUQALA: Ukusetyenziswa kolwimi ngokusemxeholweni

IPHEPHA LESIBINI: Uncwadi

IPHEPHA LESITHATHU: Ukubhala

- IGlosari

Ukuninika bulindlele ngumfundi ucebisa ngokwenzelile nokuzimela. Impembelelo ifunyanwa ngulowo usebenza nzima angayifanisa zizinto ezineqephezi eziye ziphazamise ngokuba emilem. Uqalile nge uyaka abo bakubuleleyo bazakhele amaqela okufunda kumy. Loos nje yenza ukuba umfundi osekulayo kwilindelo ezilile ancedwe ngomnye. Eneeni ukufunda kwabo ngokwamaqela kuzalikeka imtho yabadala yokuba izandla ziyahlabana. Uqalile nabo boyakhele koku kufunda kumy. Oko kunceda abo bafundi busekelo mibane ukuba bangale babhaleke baphile besitha isikulo.

Esiye ingumy siye zibe zenkubeko yokubamkela abafundi kweli banga leshumi elinambini. Isitho yokubamkela iye ithande ukugxila kwimbu enjengale; indlela eyimkelelelelo yokuphatha kumfundi, umendo wokusebenza nzima, ukugxila liphethu liphethu, ukungqongilelo ngokugqibelelelo ukuphumelela, ukusoloko-ecinga ngokhondo anqemela ukufundela eyunivesithi. Ukumanyana nokusebenza nzima kunomvuzo. Kodwa oku kuthi ukuba kugxile kakhulu kubo kusekondeleni umemvuzo, umzali nontshala. Ukusekondeleni kwabo kadala itebheziwano eluncedo kamemvuzo ukuba aqhumelele. Lolu manyano hrabantu abathathu olubungela impembelelo kwabo bafunda ibanga le-12.

1. Ingaba esi sizathulwa singantoni? (1)
 2. Uqalile ukuba ukufunda namalungu eqela kitho kungakanceda njani? (1)
 3. Ungaphumela uhlire ngofaneleko othamba nesizathulwa? (1)
 4. Yintoni ehangela umvuzo? (1)
 5. Nika itangiselo yentethisano nganye: izandla ziyahlabana, bamkhele mibane. (2)
 6. Chaza ukuba isibizo esivomela ngaphantsi sakhiwe kwisigqibo lababa sentetho: (1)
 a) Ubumbani bayaibala. (1)
 b) Impembelelo ifunyanwa ngulowo usebenza nzima. (1)
 c) Uqalile nabo boyakhele koku kufunda kumy. (1)
 d) Nika izithi zegama ngalinye kule andalelwe: umfundi, ubufila. (1)

Impembelelo yicwangciso ngoku hlobo:

Isibizo	Icala	Isisekelo	Ingcambo	Iisigqibo
Isibizo	Icala	Isisekelo	Ingcambo	Iisigqibo

2. Nika isichasi segama ngalinye: ubumbani, ubumbisa, ubukhulu. (3)
 3. Gqibezela isazi ngasinye ngokufakela igama elihlelelekyo: (1)
 a) Umkhosi amahasho. (1)
 b) Amasaxo angqetse avame, adude. (1)
 c) Into emkhathu ufana (1)
 d) Ibhwa wamangina. (1)
 e) Ukukama abolileyo. (1)

Imemorandam yovavanyo lwesiqendu

1. a) Ngamalingalelo okuqala konyaka xa konwisa izitho. (1)
 b) Ukuba bancedane omnye ancedo omnye kwilindelo asokoliswa siso. (1)
 c) Umfundi xa zibenzela ngokuzimela uyaphumelela awufakelele umemvuzo wabo ngomnye kubonakaliwe kumfandiso othamba nesizathulwa. (1)
 d) Kusebenza kakuhle ngokuzimela. (1)
 e) Kuyancedwana, bakhawuleza boyisakale kwakaminyane. (2)
 f) i) kwilindelo (1)
 ii) kwisigqibo (1)
 iii) kwiliphawuli (1)

Isibizo	Icala	Isisekelo	Ingcambo	Iisigqibo
Isibizo	Icala	Isisekelo	Ingcambo	Iisigqibo

2. ububi, ubukhulu, ubuncinane (3)
 3. a) Umkhosi ufaka amahasho. (1)
 b) Amasaxo angqetse avame, unokuba adude. (1)
 c) Into emkhathu ufana nowelwetho. (1)
 d) Ibhwa lomkhosi wamangina. (1)
 e) Ukukama amaqanda abolileyo. (1)
 4. a) Ibhafudeyi, ikeyiki, iqu, ihampe (4)
 b) Isenti (1)

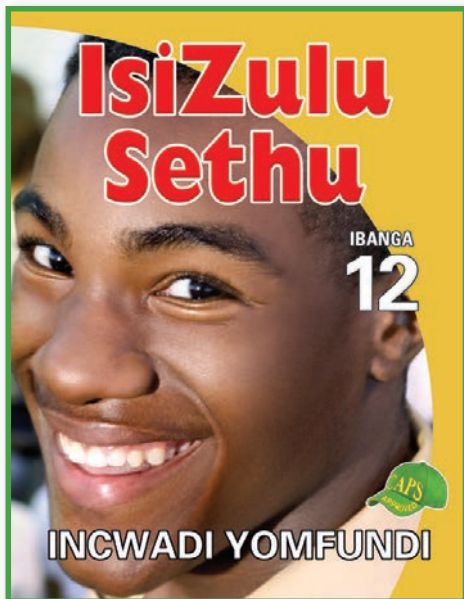
Amangaloku ewonke = 30

Ukuphetha

Ngezantsi kulandela ushwankathelo olubonisa oko kufundweyo kwesi qendu.

Imfundo sisixhobo sobomi

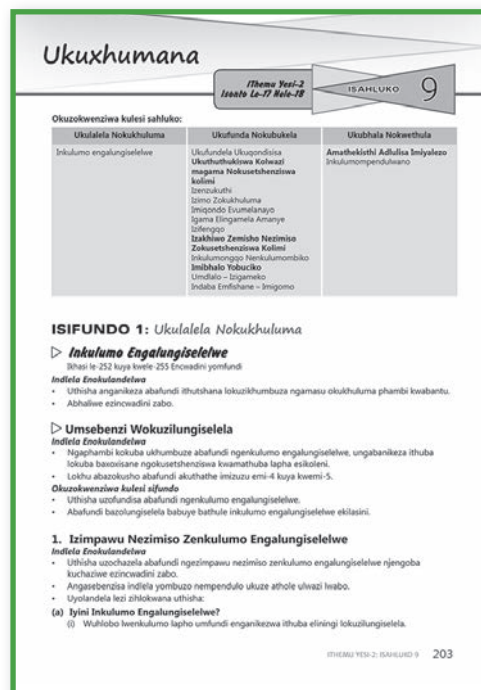
- Kufundwe ngokuphuhlisa kwinkqubo mibalo ngumfundi.
- Kufundwe ngomnye eziphambili zezitho kumfandiso emvuzo kuyaka indidi zomvuzo gabalela.
- Kufundwe ngokukhulu isizathulwa.
- Kufundwe ngokukhulu kusekondeleni yobomi.
- Kufundwe ngokukhulu zizitho.
- Kufundwe ngokukhulu ezakhiwe kwisenti.
- Kufundwe ngokukhulu ezakhiwe kwisicatho.
- Kufundwe ngokukhulu kwemvuzo.
- Kufundwe ngokukhulu kwisicatho.
- Kufundwe ngokukhulu kwisicatho.
- Kufundwe ngokukhulu kwisicatho.



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IBANGA 12

1. Ukubhajetha
2. Qwasha!
3. Imvelo
4. Isimo Somnotho
5. Imfashini
6. Intuthuko
7. Amasiko
8. Qaphelani!
9. Ukuxhumana
10. Ukongiwa Kwamanzi
11. Ezempilo
12. Ukuphathana Kwabantu
13. Ezemfundo
14. Ubuchwepheshe
15. Ezomnotho

Wonke amayunithi anengxenye yalokhu:

Isifundo 1: Ukulalela Nokukhuluma

Isifundo 2: Ukufunda Nokubukela

Isifundo 3: Ukubhala Nokwethula

Incwadi kathisha inalokhu:

- Ukuhlola OLimini LwasEkhaya
- Uhlelo Lokuhlola
- Ukuhlelwa Kwamaphepha Okuhlola
- UkuModareytha

Umsebenzi Owenziwa Ngesikhathi Sokufunda

Sebenzani ngababili

- (i) Fundani indaba, nibhale phansi amagama eningawagondi, bese nithola incacelo yawo esichazamzini.
- (ii) Bhikisani imisho ewumongo wendaba.

Funda le ndatshana elandelayo ulandela amasu okufunda amathekthi abhalwe.



Shiritha bashingthile! Uwe lo osutholaka kuzo zonke izinkundla zokuxhumana! Wayeqinisele ukuthi uma ethi umuntu ngeke 'umkhonifeme'. Bebezathi bakukhomba ngala kanti usungale nkabimalanga. Wenza kahle ube nolwazi futhi kubalulekele ukuhambisana nesikhathi. Ukuba sezintweni kuyinto enhle futhi enconekayo. Ungavumi ukuba umva kwezinye.

Izinhlobo zokuxhumana zikhula ngesivini esishezu. Kudingeka wonke umuntu azicije ukuze ahambane nesikhathi. Imisebenzi eyethukahlukene ezimbonini nekahulumeni idinga ulwazi olunzulu lokuxhumana. Alekho umuntu ozothi usemdala ngeke esakwazi ukusebenzisa izindlela ezintsha zokuxhumana. Phela uma kukhona isimo esinjalo kuyofanele lowo alalele amajika athi khumi! Ukwenta kuyakhombisa ukuthi ngeke esawenza umsebenzi ngokugcisiyo. Kuzokwakhele abaqashi igama elibi loko. Akufanele zife ngamvunye deda eskhundleni uma ungasenzi kahle. Musa ukubambela ekutheni ayikafiki iminyaka ethize. Abaqashi bachitha izimali ezishisiwe

ITHENGA 2 • ISAKHULULO 9

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- Zinike isikhathi sokuphefumula ungashefuzeli.
 - Landelisa amaphuzu ukuze inkulamo izwakale kahle.
 - Ungasebenzisa izibonelo, amathanga nokunye kokunandisa inkulamo.
 - Ungakokothi wehuke, uhlambalaze noma ubukele phansi labo abalalele.
 - Inkulamo ayifeze inhloso yomethuli wayo.
 - Phetha ngesiphetho esifanele, esinembayo nesihambisana nendaba.
 - Ungaphepha ngokufingqa inkulamo yakho, ugqizelele amaphuzu asemngqo owashilo noma uphume imisekelo kubalaleli.
- (ii) Ukuzilongela Nokwethula Kwenkulamo Engalungiselelwe
- Kufanele uqale ngokubingelela izethameli ngokwezindaba zabo ubonge nethula abakuphe lona lokwethula inkulamo.
 - Kufanele ukungena inkulamo ngesingeniso esifanele nesihayayo ukuze izethameli zibe nentshisekelo yokulalela.
 - Ungakokothi wenza iziviviso ngoba lokho kugqeda umlandla kwabalalele.

Umsebenzi 1.1

Indlela Enkulandelela

Uthisha uyochazela abafundi okulindelekele kubona uma sebenza umsebenzi. Sekunesikhathi esikoleni sokuthi abafundi abalaleli emakhasini kodwa balibele yilobu buchwepheshe ababulalele nababuchofazayo. Ucelele ukuba ucelese abafundi ngezindlela nesikhathi sokusebenza lobu buchwepheshe. Hlela inkulamo engalungiselelwe eyoyethula kubafundi.

Uma sebegedile ukwethula inkulamo abazithole ngala maphezu:

- Ucabange ngokulandelekayo?
- Kungabe ukhulume ngokuzwakalayo futhi ngokugcisezayo?
- Kungabe ubono nomzimba bekuhambelana nebhengikho?
- Kungabe bengenise kahle ngi?
- Kungabe inhloso yenkulamo ifezekile?

ISIFUNDO 2: Ukufunda Nokubukela

1. Ukufunda Ukuqondisisa

Ibhali le-255 kuya kwile-260 Encwadini yomfundi

Indlela Enkulandelela

Abafundi abakhuthazwe amasu asethenziswa ekufundeni amathekthi abhalwe njengoba esezincwadini zabo.

Umsebenzi Owenziwa Ngaphambi Kokufunda

Shono Sizwele

Indlela Enkulandelela

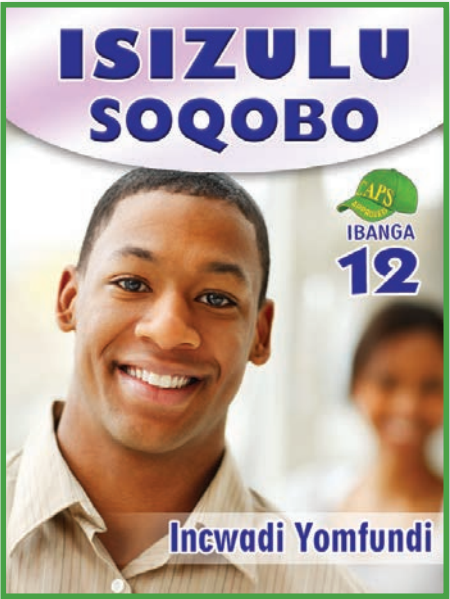
Ngaphambi kokufunda indaba, abafundi bazobuka isithombe bese bezama ukuphendula imibuzo esezincwadini zabo.

Iziphendulo Ezilindelekile

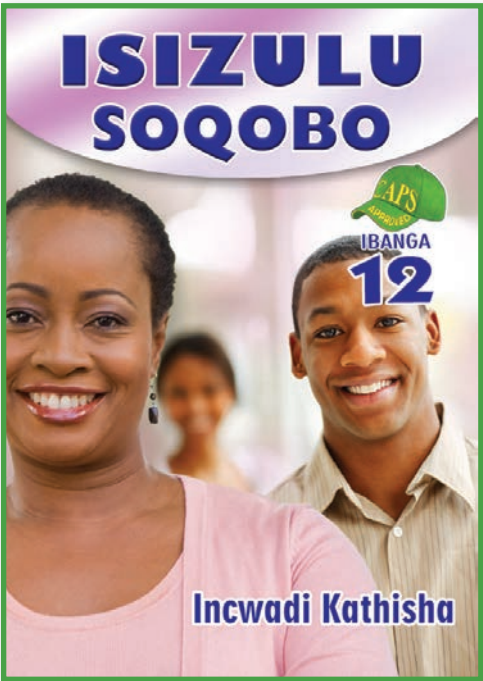
- (i) Iziphendulo ziyohluka, bazotho ihleli labo le-imeyili.
- (ii) Abasho ukuthi bakhona kwi-Twitter noma kwi-WhatsApp bako nathi bagcina nini uku-chet.
- (iii) Abasho nokuthi abaphazamiseki yini emsebenzini wesikole.

ITHENGA 2 • ISAKHULULO 9

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1. Ukulalela Nokukhuluma

Umbiko

1. Unabanye abafundi ake nziqhumbuze ngombiko ngokuhlazisa le nkulumo elandelayo ezama ukuchaza ukuthi uyini umbiko.

Inhlalo yombiko ukunikeza ulwazi ngeshloko esithile noma ngento ethile ukuze kuzikazale abantu abathile abadinga lolu lwazi. Laba bantu bangadinga lolu lwazi ukuze bathathe izinqumo ezithile kanye nokunikeza nje ulwazi ukuze abantu bahlale benolwazi ngento ethile nabangakusenzisa ngenjefa efanele uma kuba nesidingo.

2. Phindani futhi nixose kabanzi ngalokhu okulandelayo bese nizonanisa izitatimende kanye nalokho ukuchaza uhlobo lombiko.

Izitatimende	Uhlobo lombiko
(a) Lib. Amasela angene ngefasetela anibhontsha amakhompyutha ayinithapha.	Umbiko ngeshikalato esithile.
(b) Le ndlu incane kanti futhi inezimfa eziningi ngakho akufanele ibize le mali.	1. Umbiko ovezwa izinga lokusebenza nokuphumelela.
(c) Umqeqeshi webafana Bafana angalinkwa elinye ihuba ngoba ukusizile ukwababa igemba eligalele.	2. Umbiko ngokuhlola kwento ethile.
(d) Selokhu eqalile kulesi sikole uphuka kahle ubaba, sesingasho ukuthi usophumelela ukuphela konyaka.	3. Umbiko ngobunjalo bento ukuthi ingabenzeka yini noma ingenzeka yini.
(e) Akhe ithole ukuthi yini ngempela kuleyive kangaka eSisathutha Sec. School.	4. Umbiko ngaphenyo oluthile.
	5. Umbiko ngokuthi into ethile ighubeka kanjani.

20 ITHAMU YOMFUNDI - 2 Ukuphathana Kwabantu

2 Ukuphathana Kwabantu

Anaxethi kaThisha

Ukulalela Nokukhuluma

Umbiko

1. Abafundi bangahlala ngamagembu bahlazise lokho okuchilo ngombiko ezincwadini zabo. Okuyelayo lapha, inhlalo yombiko nohazisi olwehlulwa ngumbiko. Lo msebenzi bangawenza imizuzu noma emithathu.

2. Abafundi abaxone babuye bangondanisa iingqoba bekhonjivise ezincwadini zabo. Umfundi angayigamanye ayibhale ebhodini.

Izitatimende ezilandelekile
(Incwadi yomfundi ikhaz 26)

Izitatimende	Uhlobo lombiko
(a) Le ndlu incane kanti futhi inezimfa eziningi ngakho akufanele ibize kakhulu.	Umbiko ngokuhlola kwento ethile (Evaluation).
(b) Le nkundla ngeke kufadlale kuyo ngoba abafundi bazomala.	Umbiko ngobunjalo bento ukuthi ingabenzeka yini noma ingenzeka yini (Feasibility).
(c) Umqeqeshi webafana Bafana angalinkwa elinye ihuba ngoba ukusizile ukwababa igemba eligalele.	Umbiko ovezwa izinga lokusebenza nokuphumelela (Performance report).
(d) Selokhu eqalile kulesi sikole uphuka kahle ubaba, sesingasho ukuthi usophumelela ukuphela konyaka.	Umbiko ngokuthi into ethile ighubeka kanjani (Progress report).

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IBANGA 12

Iplani yokufundisa

1. Imindeneni Nezihlobo
2. Ukuphathana Kwabantu
3. Ukulwa Nobuphofu
4. Amalungelo Esintu
5. Ezemfundo
6. Ezobuciko Namasiko
7. Ezokuxhumana
8. Ezokuphepha
9. Ulimi Namasiko
10. Ukuhlola Kwamaphakathi Nonyaka
11. Ezezidingo Zomphakathi
12. Ezemidlalo
13. Ukulungiselela Ikusasa
14. Ubunye Ezizweni
15. Ukusingakuhlola
16. Ukumodereyithwa Kwama-Orali
17. Ukumodereyithwa Kwama-Orali

Amamemorandamu

Ukuhlola Kokuphela Konyaka

Iglosari

Ukuzifolonga

- Khumbulani ukuzifolonga ngaphambi kokuba nime phambi kwabanye abafundi uma senikhuluma ngesibuyikezo senu. Cijani nilingise namaphutha.

Ukwethula

- Abanye abatalele ngesikhathi iqembu ngalinye lethusa esaso isibuyikezo. Ngesikhathi belalele, ababale konke abakuphelayo ukuze kuxowwe ngakho.
- Okungabhekwa, izimparu nezimiso zolimi, ubufakazi bokucwaninga, ukuhlela, ukulungisa ngeso elithile kanye nokuzifolonga. Amakhono okukhuluma njengokukhuluma kuzwakale, ukusebenzisa izwi, ngilikhono lokubuyikeza umbhalo nokusebenzisa ulimi ngendlela.
- Uma setuphelele ukwethula, uthisha uyoninika ithuba lokuxosa nokubuz.

2. Ukufunda Nokubukela

Ukufundela ukuqondisa
Amasu asetshenziswa ematheksthini
Umsebenzi owenziwa ngaphambi kokufunda

1. Ake uhlale nomunye umfundi bese nixosa ngalesi sithombe esilandelayo nenikubonayo nithakise nakule mibuzo:
 - (a) Ngokubona kwakho leli bhildi lithombisa ukuthi kukuphi lapha?
 - (b) Unaso yini isifiso sokufika kule ndawo? Chaza impendulo yakho unike nezizathu.
 - (c) Uma usufunde wafika kule ndawo, ucabanga ukuthi kuzoyihintsha kanjani impilo yakho?
 - (d) Ake ubale ezinye izindawo ezaziyo ezifana nalezi.
 - (e) Ake ubale abanye abantu obaziyo abadlule kule ndawo nokuthi bazuzani khona.



2 Ukuphathana Kwabantu

2. Ukufunda Nokubukela

Ukufundela ukuqondisa
Amasu asetshenziswa ematheksthini
Umsebenzi owenziwa ngaphambi kokufunda
(Itheke incwadini yomfundi ihazi 33)

Injongo yomsebenzi owenziwa ngaphambi kokufunda:
Ukwethula nokuphatha abafundi ibhekshi
Ukwethula ulwazi oluhambisanayo nokuqondisa
Izindlela zokufunda ibhekshi
Ukufunda ngokunobeka ukha pherulu nangokucophelela amaphuzo abahlekile ezimpawini zenhekshi isib, imibhalo echazayo nezithombe.
Ukufunda ngokunobeka ukha pherulu nangokucophelela amaphuzo abahlekile ezimpawini zombhalo.
Ukubikezela uwebutsha ulwazi oluhambisanayo ngokufunda kufunda ngokunobeka ukha pherulu nangokucophelela amaphuzo abahlekile.

1. Yafika abafundi ukuba bakhale ngakubili bese bexosa ngesithombe esivocwadini zabo njengoba kusho. Ekusweni kwabo bazobhekisa ezintweni ezintlanu ezibalwe ezincwadini zabo. (a - e)
 - Uma sethegilele ukuxosa ngesithombe, usungathola ngokubuzo noma kusen ngamunye ukuthi yini abazomelane ngayo ngesithombe.
2. Abafundi abathole ithuba lokufunda ngokunobeka bekh gqalula. Bakhumbuze izinto okumele bazigqhele ngesikhathi befunda (a) bahlolile, (b) ifonti (c) Ukubhekisa kombhalo (d) Abalingiswa.

Umsebenzi owenziwa ngesikhathi sokufunda
(Itheke incwadini yomfundi ihazi 34)

Injongo yomsebenzi owenziwa ngesikhathi sokufunda
Kubhekisa ukuthi ibhekshi ikhuluma ngani.
Kubhekisa izincwadi zamagama angeywelele kanye nemilandelelo-mqondo kusebenziswa inu lokufundela incwadi yegama ngokubala amalunga amagama.
Kusebenziswa amasu okufunda ngokuqondisa:

- ukuzama ukulungisa nokuqhelela umqondo wesigqibo
- ukugqibezela iivivini sokufunda kulandela ubungalo behekshi
- ukubona ngayo kugqondo

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MPHATO WA 12

- Ketapele
- Moralo wa go ruta wa ngwaga
- Go rekhota kelo

Kgaolo ye nngwe le ye nngwe e lekola mabokgoni a a latelago:

- Go theeletša le go bolela
- Go bala le go bogela
- Go ngwala le go hlagiša
- Dibopego le melao ya tšhomišo ya polelo

Morero 1: Thuto le bodumedi

Morero 2: Re phela ka bogolofadi

Morero 3: Tokelo tokologong ya rena

Morero 4: Re batho ba tumelo

Morero 5: Re ikgethela bokamoso

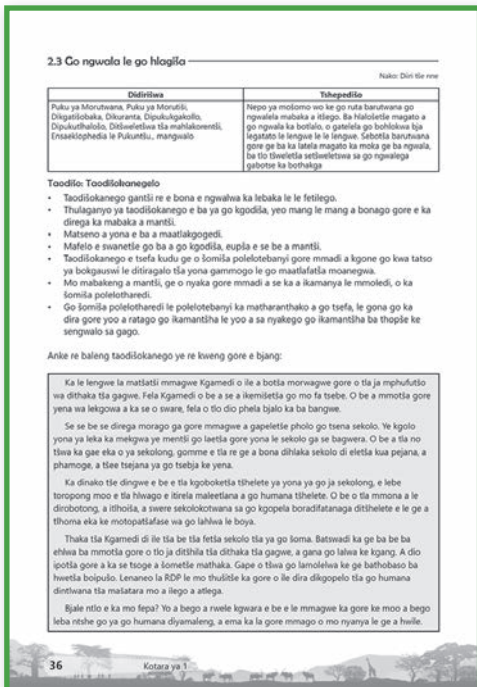
Morero 6: Bafsa ba ngwala histori

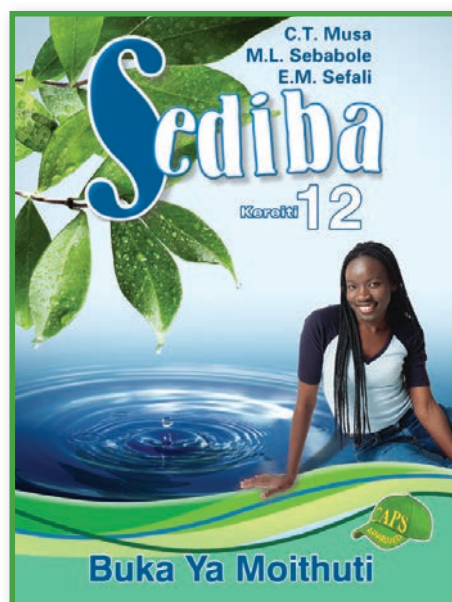
Morero 7: Theknolotši: Lefase le ka potleng

Morero 8: Basadi maloba, maabane le lehono

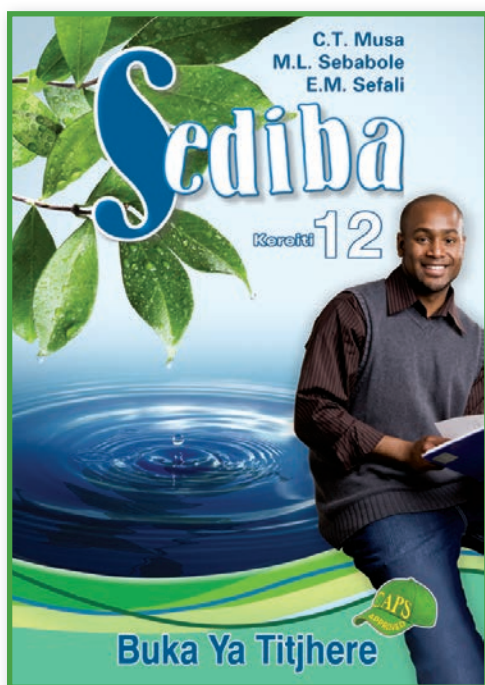
Morero 9: Setšo le bohwa

- Mešomo ya kelo ya semmušo

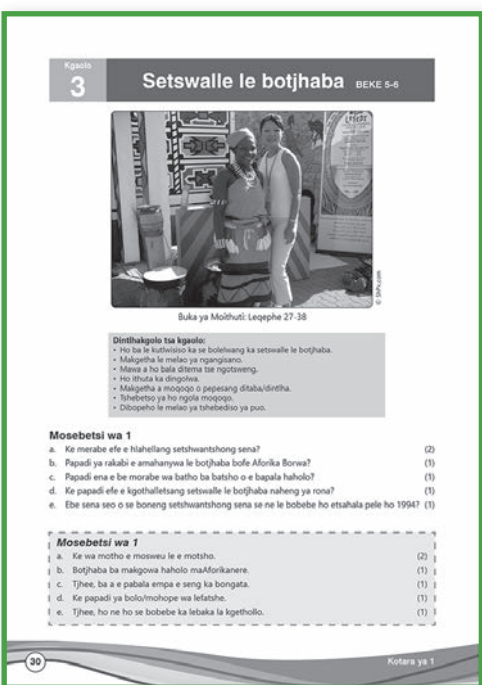




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KEREITI 12

- Moralo wa mosebetsi wa ka phaposing
- Moralo wa ho ruta

Kgaolo e nngwe le e nngwe e lekanyetsa bokgoni bo latelang:

- Ho mamela le ho bua
- Ho bala le ho boha
- Ho ithuta dingolwa
- Ho ngola le ho nehela
- Dibopeho le melao ya tshebediso ya puo

Kgaolo 1: Setjhaba sa Mookodi

Kgaolo 2: Botho le dikamano

Kgaolo 3: Setswalle le botjhaba

Kgaolo 4: Ditokelo le boahi

Kgaolo 5: Tsa dipalangwang

Kgaolo 6: Ho hloka boikarabelo

Kgaolo 7: Paballo ya tikoloho

Kgaolo 8: Tsa kgwebo

Kgaolo 9: Mahloko a re amang

Kgaolo 10: Tlhahlobo ya bohare ba selemo

Kgaolo 11: Tsa moruo

Kgaolo 12: Tsa Bodumedi le phedisano

Kgaolo 13: Bokgabo le bonono

Kgaolo 14: Mamello le takatekano

Kgaolo 15: Tlhahlobo ya boitokisetso

Kgaolo 16: Ditokelo tsa botho

Kgaolo 17: Tsebo ya sehloholo

Kgaolo 18: Tlhahlobo ya makgaolakang

- Ruburiki

Kgohlano ya ka ntle: Kgohlano ena e boelwa ke kgohlano ya ka hare ha e hlahella ho bapheletsa ba babedi kapa ho feta. Hona ho lebisa ho mammo kapa diketso tse fihlang tse bakang qabang pakeng tsa bapheletsa le mophetwa wa sehlooho. Mona ke ha mophetwa e mong a na le maitokiso a fapaneng le e mong. Hona ho bonahala ka diketso kapa dipuo tse npe.

Puo le Setaele
Mongodi e mong le e mong o na le setaele sa hae sa ho ngola. Taela ho mongodi a ngolang ka yona e mo kghehla ho ba bang. Mongodi a ka ngola jwalo ka ha eka le mophetwa wa sehlooho kapa e mong feela wa bapheletsa. Mongodi e mong a ka ngola pale ya hae e le mophethi wa tseo a di boneng, a taela tsohle le tseo batho ba di nahanneng ka pelong tsa bona.

Mosebetsi wa 4
Araba dipotso tse latelang ho tswa ho seo o qatang ho ithuta sona ka dingolwa:

- Pale ke eng? (2)
- Pale e izihethile ho karolo dife tse pedi tsa bohlokwa? (2)
- Fana ka mofuta e meraro ya bapheletsa mme o hlalose semelo sa mophetwa ka mong. (6)
- Fana ka mofuta e mmedi ya tikoloho. (2)
- Hlahisa maemo ka mehala e mmedi feela ho bontsha phapang ya tikoloho e nngwe ho e nngwe. (4)
- Tikoloho e na le tshusumetso bophelong ba mophetwa. Hlalosa ka mantsoe a hao. (2)
- Hlalosa mookotaba. (2)
- Fana ka mofuta e mmedi ya kgohlano. (2)
- Ho puo le setaele hlalosa dintsha tse mongodi a hlahelang paleng ka teng. (3)

KAPA
Ngola moqopo wa sengolwa o izihethile ho tse latelang:

- Bapheletsa (5)
- Tikoloho (5)
- Mookotaba (5)
- Kgohlano (5)
- Puo le setaele (5)

B. HO NGOLA LE HO NEHELA
Moithuti o lokela ho ngola le ho nehela moqopo o pepesang ditaba/dintsha. Moqopo ona ho hlahisa dintsha kapa thahiso/leseding ka taela e utswahalang. Ona ke moqopo oo ho ona mongodi a hlalolang kapa a nehelanang ka dintsha ka taela e otlohlileng e bontshang tatellano. Moqopo o pepesang ditaba o ngolwa ka mora dipapiso tse mme dintsha di tshetswa ka bopaki le ka dipalopalo.

Kotara ya 1 35

Mosebetsi wa 4
Araba dipotso tse latelang ho tswa ho seo o qatang ho ithuta sona ka dingolwa:

- Pale ke eng? (2)
- Pale e izihethile ho karolo dife tse pedi tsa bohlokwa? (2)
- Fana ka mofuta e meraro ya bapheletsa mme o hlalose semelo sa mophetwa ka mong. (6)
- Fana ka mofuta e mmedi ya tikoloho. (2)
- Hlahisa maemo ka mehala e mmedi feela ho bontsha phapang ya tikoloho e nngwe ho e nngwe. (4)
- Tikoloho e na le tshusumetso bophelong ba mophetwa. Hlalosa ka mantsoe a hao. (2)
- Hlalosa mookotaba. (2)
- Fana ka mofuta e mmedi ya kgohlano. (2)
- Ho puo le setaele hlalosa dintsha tse tharo tseo maongodi a hlahelang paleng ka teng. (3)

KAPA
Ngola moqopo wa sengolwa o izihethile ho tse latelang:

- Bapheletsa (5)
- Tikoloho (5)
- Mookotaba (5)
- Kgohlano (5)
- Puo le setaele (5)

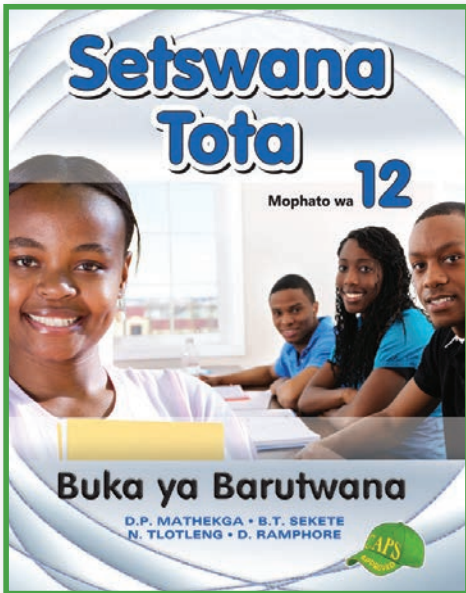
Mosebetsi wa 4

- Pale ke eng? (2)
- Tikoloho le bapheletsa. (2)
- Molvantshuwa – o na le ditabatabelo tseo a lakatsang ho di fihlela. (2)
 - Molvantshi – o sitisa ditabatabelo tsa mophetwa wa sehlooho. (2)
 - Monamodi – mophetwa ya thehang kgotso pakeng tsa batho ba babedi. (2)
- Tikoloho ya ditropong le ya mahaeng. (2)
- Mahaeng – diphokolo le ho disa/ho lema kutulo. (2)
 - Ditropong – makoloi le sephethephe/matso a mangata. (2)

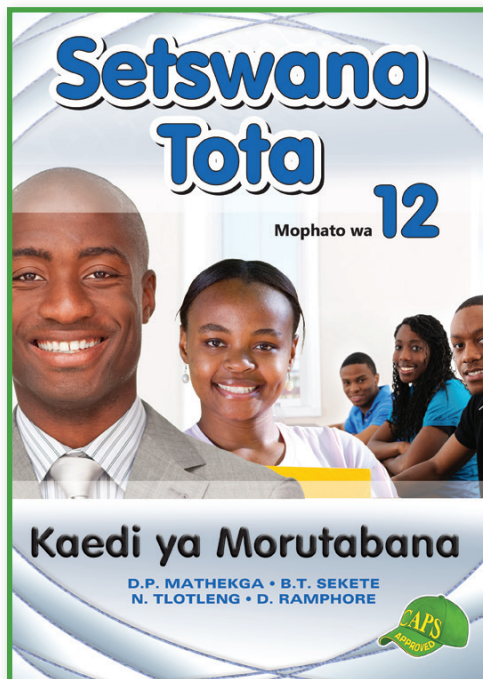
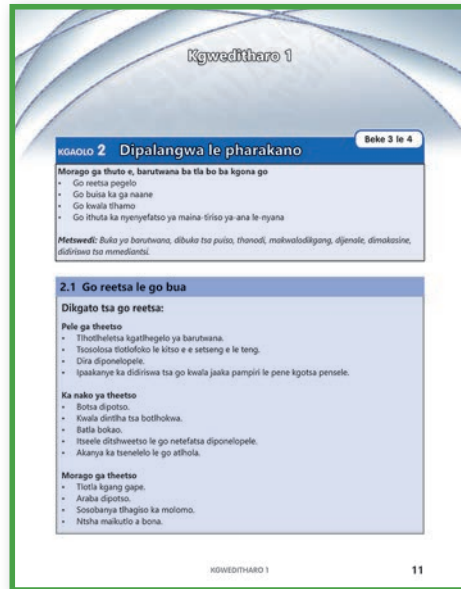
TEMOSO
Dikarabo di tla fapafapana ho ya ka mehala ya bathuti.

- Moitho o phela ho ya ka maemo le ditwaleo tsa sebaka seo. Lesotho kwana mahaeng ho aparaa dikobo le ho aloa. (2)
 - Mookotaba ke mohopolo wa sehlooho o fumanwang sengolwang. (2)
- Kgohlano ya kahare. (1)
 - Kgohlano ya kantle. (1)
- Mongodi a ka hlahella a le: (1)
 - E le mophetwa. (1)
 - E le e mong feela wa bapheletsa. (1)
 - E le mophethi wa tseo a di boneng. (1)

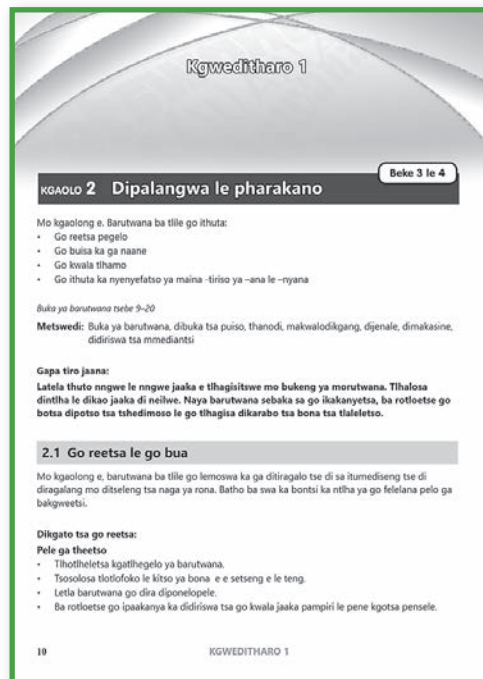
Kotara ya 1 36



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►►► Tirwana 4

Tlotla le tsala ya gago ka dipotso tse, le dumalane ka dikarabo, mme morago mongwe le mongwe a karabela ka ntsi.

1. Ke baanelwa hafe ba bararo ba ba thagelelang mo naaneng e?
2. Moanelwamogolo ke mang?
3. Neela tshobotsi ya moanelwamogolo?
4. Thagisa twelano mo naaneng e jake a thagelela.
5. A se se diilweng ke mogata Tlhogo se se se siame gore a mmusetsa mo nkgang? Tshegetsa karabo ya gago.
6. Fa o lebele, a ngaka e ne e rata ngwana wa yona?
7. Fa o ka tshole ngenwa yo o tshwanang le Tlhogo o ka dirang?
8. Naya maelelangong a senka, melemo?
9. Naya malatodi a: nthata, thokomologa, boitumelo?

Dipoego tsa puo le melawana ya tiriso:

Gaboitswe ke mosimane yo o bothale mme gape a le lenyatsa le boikgomosho. Gaboitswe o ne a rata go tsalana le batetana ba mo mtseng wa Letlhabile go fithela a gola a bo a nyala. Mo lenyatsong la gagwe o ne a sa tshomphe mosadi wa gagwe, a mo kgoba ka mafoko. Gaboitswe o ne a dia tsothe tse a lebetse seane se se reng "O se bone nong go rakalala godimo, go ya tlase ke ga yona".

Mosadi wa ga Gaboitswe o ne a ithimolotela kgwebo ya go bopa dirikwana mme a di rekisetse baagi mo mtseng. Mosadi wa ga Gaboitswe o ne a nvala diraga ka thogo a tiena ntlo le ntlo go rekisetse baagi ba mabe. Mosadi o ne a leka ka bojithe gore fa a tla ka madi a tshobolele ntlo e ba neng ba nne mo go yona. Gaboitswe o ne a sa bualelele firi e mosadi e e dirang, ya go leka go tisa lotenno mo ntong. Memele wa mosadi o ne o setse o utswile ke dithupa tse a di ilewang kwa ntle ga molato.

Tirwana 5

►►► Potso

Nyeneyatso e, e supa malutso a a ntsejang?

1. Mosadinyana yo, o mabagaga tota.
2. Fa re mosimanyana wa me o godile tthe.
3. Ba ne ba bopa dirikwana.

►►► Tirwana 6

Nyeneyatso o be o bontshe modumo o o fetogeleng:

1. mmele
2. tlhogo
3. ntlo

KGWEDITHARO 1

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►►► Tirwana 4 Potso

O ka solofela dikarabo jaana:

1. Baanelwa ba bararo fela: Mosadi, Tlhogo, Mosetsana kgotsa Iraagwe mosetsana
2. Tlhogo
3. Tlhogo o ne a tsholwa a se na mmele, e le tlhogo fela. Mme morago ga go nyala, a tswa matsoego le maoto morago ga go sama melemo.
4. Kwelano: Mmaagwe Tlhogo o ne a mmatlola mosadi. Iraagwe mosetsana e ne e le ngaka. A thusa go mo naya melemo, mme a tswa maoto le matsoego. A kgona go tihokomela mosadi le mmaagwe. Morago a tihokomologa mogatse, mme a tihokomela mmaagwe fela. Mogatse a bolelela raagwe, Tlhogo a lathegelwa ke maoto le tlhogo, a boela mo nkgwaneng gape. A opela pina ya gagwe ya ka metlha, mogatse, a mo utswile bothoko, raagwe a mo thusa gape. A boela a tihokomela lelapa la gagwe gape.
5. Ee. Mogatse Tlhogo o dirile sentle ka go mmusetsa mo nkgang ka gore o ne a sa tshole a kgathalela mogatse, a tihokomela mmaagwe le go rata basadi ba bangwe.
6. Ee. Ngaka e ne ya thusa gore Tlhogo a nne motho yo o feletseng ka go mo neela melemo ya go mo ntsha maoto le matsoego.
7. Fa nka tshola ngwana yo o tshwanang le Tlhogo, nka batla thuso kwa Lefapheng la tsa Pholo le tshetso ya ba tsa Tshireletso ya Batho ba ba sa itekanelang.
8. Senka – batla, melemo – ditlhare
9. Nthata – nthata, tihokomologa – tihokomela, boitumelo – khutsafalo.

Dipoego tsa puo le melawana ya tiriso

►►► Tirwana 5 Dikarabo: Nyeneyatso

Dikarabo di ka solofelwa jaana:

1. Lenyatsa.
2. Lerato/ go reneketsa.
3. go boka.

►►► Tirwana 6 Dikarabo

1. mmele – mmejana l e fetogetse go j
2. tlhogo – tlhogo – tlhogwana
3. ntlo – ntswana

Oketsa kitso ya barutwana ka tiriso ya puo jaana:

Gakolola barutwana gore ba ithutle ka maina, bongwe le bongwe jwa ona go tswa le kwa mephathong e e kwa tlase. Tihokomela ka nako tsothe gore barutwana ba latela thuto go ya ka dibuka tsa bona.

KGWEDITHARO 1

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MOPHATO WA 12

Kgaolo nngwe le nngwe e hlahloba dikgono tse:

- Go reetsa le go bua
- Dipopego tsa puo le melawana ya tiriso
- Go buisa le go lebelela
- Dipopego tsa puo le melawana ya tiriso
- Go kwala le go tlhagisa

Kgaolo 1: Thekenoloji

Kgaolo 2: Dipalangwa le pharakano

Kgaolo 3: Setso

Kgaolo 4: Dipolotiki

Kgaolo 5: Tsa metshameko

Kgaolo 6: Diritibatsi

Kgaolo 7: Ikonomi mo Aforika Borwa

Kgaolo 8: Tshotlakako ya basadi le bana

Kgaolo 9: Botsalano

Kgaolo 10: Tlhatlhobo ya bogare jwa ngwaga

Kgaolo 11: Bosenyi mo Aforika Borwa

Kgaolo 12: A o a moitse?

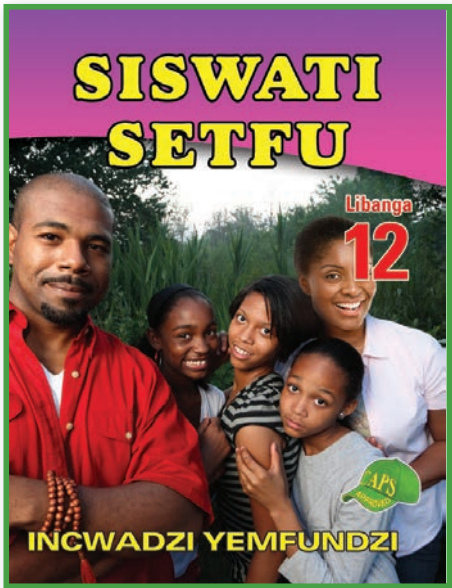
Kgaolo 13: Matsapa di a tsaya kae?

Kgaolo 14: Itse naga ya gago

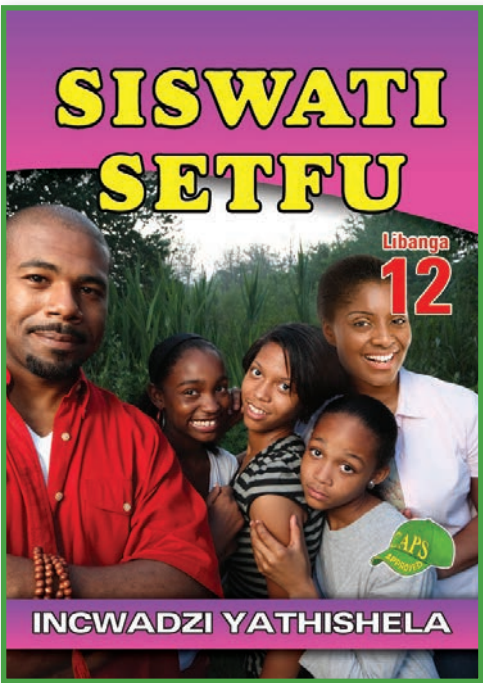
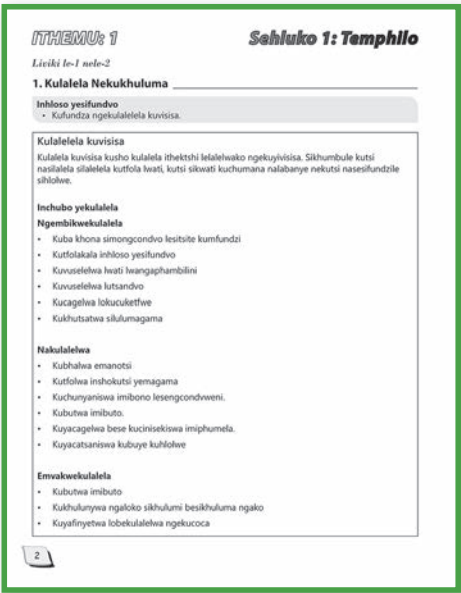
Kgaolo 15: Tlhatlhobo ya tekeletso

Kgaolo 16: Poeletso

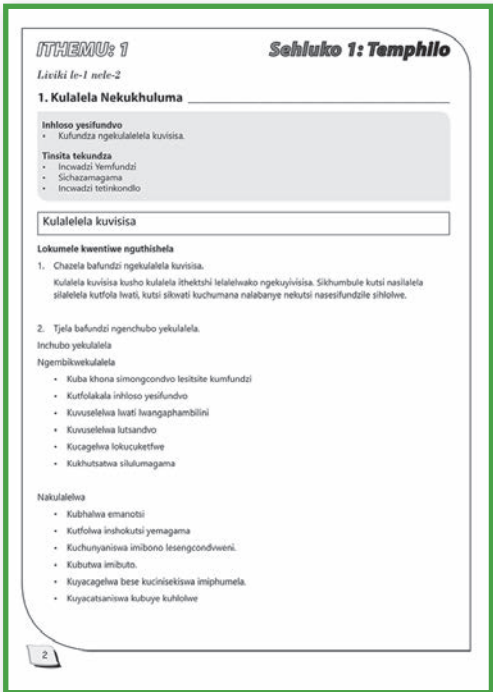
- Diruburiki



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Liivi le-3 nele-4

1. Kulalela Nekukhuluma

Tinhliso tesifundo

- Kufunda ngekuccisana
- Kufunda ngekhufundzela etulu

Kucocisana

Kucocisana kuyindlela yekuveta imiva yefu ngalesiseke sicocisana ngako. Lokucocisana kwenteka emkhatsini webantu lababli kuya etulu nobe emacenjini. Kungacocisana ngeshikho lesitote nobe ngani lenkumelene ngako.

Nasicocisana asikhulami sonke ngesikhatsi sinye. Lokhulumako simiketa indlebe bese sichubeka nenkhuluma lapho kufanele khona.

Ekuccisaneveni kwetfu singavumelana nemibono yalabanye nobe siyiphikise ngesizotsa nakufanele.

Nasibeka imibono yefu siyayisekela, sisho kutsi kungani sibeka lowo mbono. Nangabe kukhona lesingakuvusisi etingocweni sivumelekile kutsi sibute imibuto kucacisa lokutsite. Kubalulekile kutsi uma uccoca noma ufunda ulandzele indlela yekucoca nobe kufunda ngalandela.



Umsebenzi

Ngemacembu
Asencocisane ngaloko lokwenteka esifombeni.



Kufundzela etulu

Loku kusho kufundza uvakale, uphimsiele livi. Loku kufaka ekhatsi nekucoca akusho kutsi uccote umemete kodwa ubuka letetamelwani linani lato kutsi uyevakala na. Kukhona kufunda ngekhufundzela ngemuva kwalomunye, kufunda nishiyelane, kufunda nelinyenti kanye nekufunda uwekwa. Kute kuvakale loko lesiseke sikufundza, kudzingeka sibe nemakhono ekufunda lafana nalawa:

- Kwela nekwenyuka kweliphimo,
- Kufunda uvakale.

16

Nakufundwa

Asesifunde indzaba lelandzelako ngenhloso yekutofa lwati bese uphendula imibuto lelandzelako.

Indzawo Ledzinga Emanti Lahlantekile.

Indzawo yaseMbandingaba iyindzawo lapho kufunda kwakusipala waseTiboniseleni. Bantfu bakulenzawo bakhala ngekhungola kwemanti lebaswebentisa imihla ngenhla. Bakhala ngekhungola humelene wesifunda uye wakhipha imali lengangetigidi letingemashumi lamabli nemica enamandli kutsi kulungise indlela lekulandzwa ngayo emanti kodwa leyo mali yagubha umgodi yatimela.

Umgakatsi waseTiboniseleni eBuye wasusa lesikhulu sieleka washoca wacondza khona emahovisi akamasipala uyofuna kutofa kabanti kutsi imali idliwe yinja iyinyama yini? Umgawo workhwe wawala sikhatsi lesingama-ava lamane. Kute lebelubhukula lapho ngobe bekuzinjwe ngenatje netibi kanye nemathayi kushiswa kusuka intfutu ibhunya ibheke etulu, kodwa babuya ndenduku yembandingaba.

Lomonakalo lobewentwa uye wakhamletela letinye titetolo letingamgwacwani wesikontiyela. Tisibeni lebentela isikhali ifuna kuya emsebenzini betibela ngemangcoliso lebelatfwele ngemabakade. Lananye awo abewele akhagahwe phambi kweminyango yetitolo. Bekungasakalo kukhalela emanti ngoba labanye besebantjontje etitolo teMandya, bavike ngekhatsi balambile batwudlani. Akucinganga lapho, loku besekuyinsakavakela umcholo wesidwaba. Kuyasa ngoba seboyovela umgwaco. Labe linye ilanga lapho bati betama kuyibisa emahovisi akamasipala kamti akakabuti elangeni. Labahonela ilanga. Inani batfola bondlebe tikhanya ilanga bavimbe lonke libhikidi bacaphe ngicho nangetinja lewutsi nawutibwa ubone tindlebe tisi lephulephu, emehlo avutsa emalangabi, tince tisi vo, ematinyo timvemene angiphatshi phela yekulwini ungatsi lihhasi lemjako.

Bewutsi nawuyibuka uye kusuka timwele enihloko. Bakhala siyoyo babatsela ngetinhlatu tengobala bagwala titatoli. Kwela ngokuyito wabamba letamsheshela. Bewutibona ngemakapiana andiza emoyeni. Tinja tona tabadivuta basala badayake imibala. Emabholukwe kutidiphe rje. Incwadikhilohle lebebayiphetse bati bayayimkisa yasala phasi. Lenye yetinja lebebayimbe loyo loyiphette yayibuka kungatsi ifunda lombhulo lobewufundzeka kanye.

Sikhala ngekunatsi nekugeza ngenamti langcolile ngenca yemaphayigini ende ladubekile emfeleni lesivumatsiko. Sikhala ngemabholiso lasigugubekile emaphayigini etfu emanti

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Liivi le-3 nele-4

1. Kulalela Nekukhuluma

Tinhliso tesifundo

- Kufunda ngekuccisana
- Kufunda ngekhufundzela etulu

Tinsita tekufundza

- Incwadi Yemfundo
- Incwadi tetinkondlo

Kucocisana

Lokumele kwentive ngathishela

- Fundzisa balundi kucocisana.

Kucocisana kuyindlela yekuveta imiva yefu ngalesiseke sicocisana ngako. Lokucocisana kwenteka emkhatsini webantu lababli kuya etulu nobe emacenjini. Kungacocisana ngeshikho lesitote nobe ngani lenkumelene ngako.

Nasicocisana asikhulami sonke ngesikhatsi sinye. Lokhulumako simiketa indlebe bese sichubeka nenkhuluma lapho kufanele khona.

Ekuccisaneveni kwetfu singavumelana nemibono yalabanye nobe siyiphikise ngesizotsa nakufanele.

Nasibeka imibono yefu siyayisekela, sisho kutsi kungani sibeka lowo mbono. Nangabe kukhona lesingakuvusisi etingocweni sivumelekile kutsi sibute imibuto kucacisa lokutsite. Kubalulekile kutsi uma uccoca noma ufunda ulandzele indlela yekucoca nobe kufunda ngalandela.

- Nika bafundi umsebenzi labatwenta ngemacembu.



Umsebenzi likhasi 16

Ngemacembu
Asencocisane ngaloko lokwenteka esifombeni lesingeni.

Timphendvulo letindizelekile

Thishela akasebentise inibhikhi yekumakha lesekugcineni kwecwadi.

Kufundzela etulu

Lokumele kwentive ngathishela

- Fundzisa bafundi ngekhufundzela etulu.

Loku kusho kufundza uvakale, uphimsiele livi. Loku kufaka ekhatsi nekucoca akusho kutsi uccote umemete kodwa ubuka letetamelwani linani lato kutsi uyevakala na. Kukhona kufunda ngekhufundzela ngemuva kwalomunye, kufunda nishiyelane, kufunda nelinyenti kanye nekufunda uwekwa. Kute kuvakale loko lesiseke sikufundza, kudzingeka sibe nemakhono ekufunda lafana nalawa:

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Timphendvulo letindizelekile

- Sonkondlo tisi umunolo yemhlaba yinhle, yinhle kuleto tindzawo lethobisile. Ngenidela yinhle ngakhona iyamangalisa yinhle emakhondvosi, ethlanjeni, etigangeni, etintsabeni, emacentselweni kube ngabe ayikho bewungavumelani umhlaba. Netinyoni tiyayitfokotela lemumulo.
- Sonkondlo ukhuluma ngebuhle bendalo tjani, lobuhlobo live. Buhlobo bawala umhlaba tinoyini, tinamatane tiyayibala matihileli kuwo.
- Wekudvumisa/kudlala.
- Ingikitsi yindalo umlayeto kukhutsa bantfu kunakelela tjani.

3. Kubhala Nkekwekela

Tinhliso tesifundo

- Kufunda ngendzaba leveta limuva lembhali
- Kufunda ngendzaba letindizako

Indzaba leveta limuva lembhali

Lokumele kwentive ngathishela.

- Fundzisa bafundi ngendzaba leveta limuva lembhali.

Lapha umbhali uba nemibono bese unika lowo nemiva yakhe. Umbhali ngahle acacise ngetitfo letibhe, kungaba ngemaphupho, tifo, kugbala, nji.

Lokufanele kulandzelele uma ibhalwe:

- Ayicoketse lowo lembhali
- Lowo nemiva akudale lichaza letikhulu
- Incenye lenkhulu yenzabala ingachaza. Letinchazelo aticace kutsi thilose kwakha kabusha lokungondweni nobe lowo lembhali endabeni yakhe.
- Imibono/ imibhanga/lowo letifule kumele iete kwetsembeka nekulibandzakanya wena ngekwaloko.

- Chazela bafundi ngesakhivo sendzaba

Sakhivo sendzaba

Indzaba iba neshikho lesikhawakho kubhalele ngaso. Ibonakala ngetigaba letichumene. Sigaba nesigaba sakhivo imisho lembhala. Vokhise lemsho ikhuluma ngeshikho sinye lokushikho sendzaba. Indzaba iba nesinqeniso, umibhala nesiphetho. Gidinga kuba nelwazi lokunale kute sikwazi kubhala ngeshikho kumtapolwazi nasebanti.

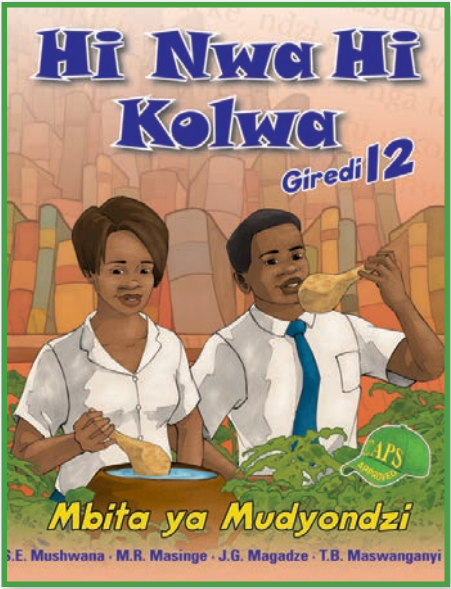
Singeniso

Singeniso siba sifaka fufu lengadzingeki. Sisifaka n

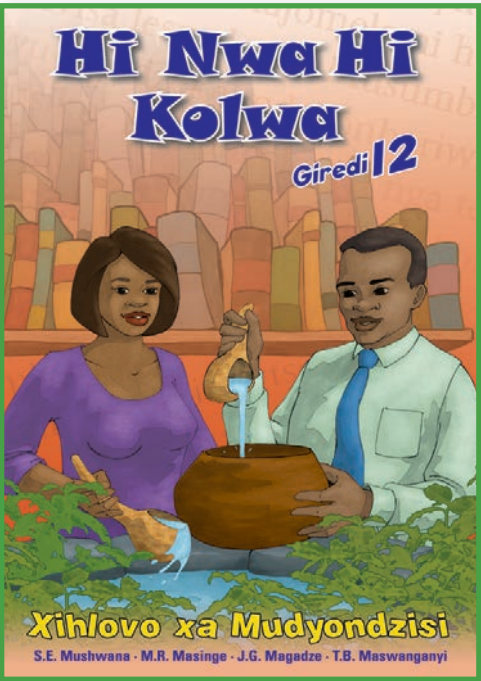
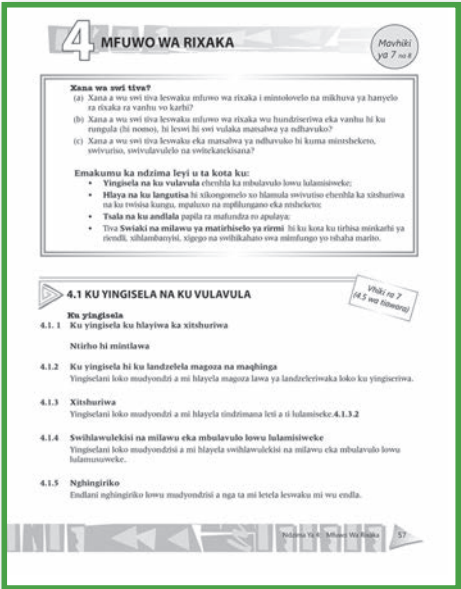
26

LIBANGA 12

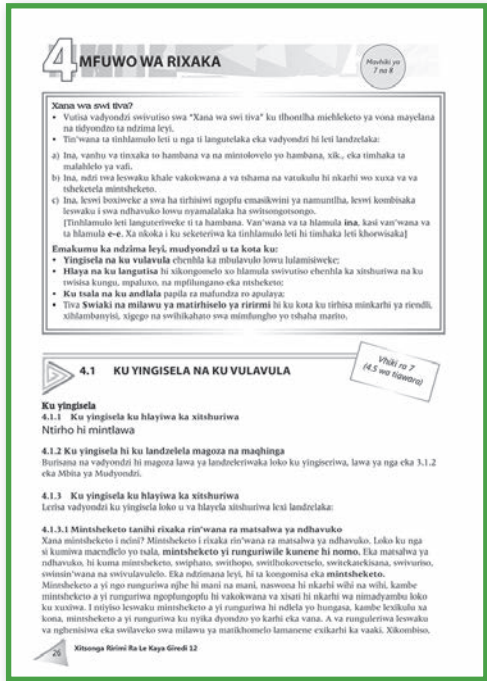
- Temphilo
- Temabhizinisi
- Tekuphepha
- Temfundzo



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R188.58





GIREDI 12

Rito ro rhanga

Swikongomelo

Maandlalelo ya tidyondzo

Rhubiriki yo hlela switshuriwa swa papila ra
3 ra ririmi ra le kaya (HI): Giredi 10-12

Rhubiriki ya makambeelo ya swa nomo

Xipimamagoza

1. Hi Tichembulela Vutivi

2. U Hanyela Mani

3. Ha Fana, A Hi Fani

4. Mfuwo Wa Rixaka

5. Swo Fana Ntsena!

6. Ku Pfuxiwa Leyi Yi Tipfuxaka

7. A Hi Hlayiseni Ntumbuluko

8. Vuvengatinxakatimbe (Zenofobiya)

9. Lovola N'wananga A Nga Heli

10. Ntwanano I Matimba

11. Timfanelo Ta Vaxavi

12. Vuxaka

13. Dyondzo I Matimba

14. Tshaku Ra Vutleketli Ra Nyuka

15. Ku Tilulamisela Xikambelo

Xigego

- Xiphemu levi dswathineke eka sirulwa xa hi i xikombiso xa xigego.
- Eka xigego ku pimanisiwa swilo swinthehi hi ku vula leswaku minchumu leyi pimanisiwaka a yi fani ntsena, kambe yo va xilo xin'we.
- Swikombiso swin'wana swa xigego hi leswi landlekaka:
 - Sawona i nhyana (Hileswaku mahanyelo ya sawona ya fana na ya nhyana).
 - Solani i ngahave (Hileswaku Solani u thekile ngopfu kumbe u na makoko).
 - Wena u nyoka (Hileswaku mahanyelo ya wena ya na vuxisi/ya bhele ngopfu).

4.6.7.2 Mimfungho yo tshaha

Eka switshuriwa swa tidondzo to hambanahambana leswi hi swi blyake, hi hlangele na mimfungho yo sala ya switshurika. Eka dyondzo leyi hi ta burisana hi matirhiselo ya mimfungho yo tshaha ("").

- a) Mimfungho yo tshaha ("") yi tshisiwa ku vula nakambe mariso ya sirulavuri tani hileswi xi ma varitke xiswona, xik.

Manhekete u helle mshetero hi ku va a ku: "Phuu, choyoyo".

- b) Mimfungho yo tshaha ("") yi tshisiwa nakambe ku komba ku tshisiwa ka mariso ya tindini tin'wana eka ritini ro karhi, xik.

Le xikobweni hi dyondzo "Mathematics", "Biology" na Xisonga.

- c) Swikombiso swin'wana swa matirhiselo ya mimfungho yo tshaha hi leswi: Gavata u ri: "Ndi vekilele efuni".

"Xana wu kwili ntheke wa mina?", ku vutisa Tomu.

4.6.7.3 Xitoloveto

Hlamula swivutiso leswi landlekaka hi ku sala ebukwini ya wena ya switshurika.

- a) Haya switshurika leswi landlekaka, u tsvula swigiririmi, u viti nala u fihlela u vula maviso ya swona:

i) A mpyete bya nyimpha loku va n'wi helha.

ii) Tomu u na mati wa manyanya wongwe u lo rekwa eka Makhulu.

iii) Kauli wo n'wi yimela, matana leyi i mskiti.

iv) I xiranga, na matana a ya ri wi voni.

- b) Hikahana ntheke leyi landlekaka:

N'wanga a vutisa n'wampondla a ku xana wa kwili xana wa mina N'wampondla a hlamula a ku xana wa wena wa ekle kubwana leyi wa akhona yona u kwili ku ku vutisa N'wanga.

4.6.7.4 Makambeelo

Mdyondzi u ta burisana na n'wina hi tinhlamulo leyi nga towa, kutani n'wina mi ta hlamula laba mi hoxeke kona hi ku sala ebukwini ta n'wina ta switshurika.

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XITSONGA Rito ro le Kaya Giredi 12

4.6.4 Switshurika swa matalelo ya n'wanguano

Endrhaku ku hlaywa ka xitshurika, burisana na vadyondzi hi switshurika swa matalelo ya n'wanguano leswi kumekaka eka 4.6.4 eka Mbita ya Mdyondzi, papila ra 75.



4.6.5 Xitoloveto

Lerisa vadyondzi ku sala xitoloveto xa 4.6.5 eka Mbita ya Mdyondzi, papila ra 75.



4.6.6 Makambeelo

Tshisa Rhubiriki leyi tshisiwaka ku kambe switshurika, leyi nga eka mapapila yo rhanga eka buku ydeyi endrhakakaloko vadyondzi va kambe leswi mntsho ya wena hi ku tshisa makambeelo ya 1.3.6 eka Mbita ya Mdyondzi, papila ra 11.

4.6.7 Swiki na milawu ya matirhiselo ya ririmi

4.6.7.1 Xihlambanyisi na xigego

- a) Lerisa vadyondzi ku langutisa xitshurika xa n'wanguano eka 4.6.3 eka Mbita ya Mdyondzi, papila ra 74 va ri karhi va xiya swiphemu swa switshurika leswi dswathineke swi nga leswi:

Xana ximanga i ngaha?

Xi nga tiendli ku va na matimba wongwe i ngaha.

- b) Hlamusa vadyondzi leswaku haovinthehi ka swona switshurika leswi viti vutisa swigiririmi eka mivotirimi. Lexo sungula i xigego kasi levi sa vumthehi i xihlambanyisi.

- c) Hi ku leteriva hi dyondzoongo ya 4.6.7.1 eka Mbita ya Mdyondzi, papila ra 75, burisana na vadyondzi hi xihlambanyisi na xigego.

4.6.7.2 Mimfungho yo tshaha

Hi ku leteriva hi dyondzoongo ya 4.6.7.2 eka Mbita ya Mdyondzi, papila ra 76, burisana na vadyondzi hi matirhiselo ya mimfungho yo tshaha.



4.6.7.3 Xitoloveto

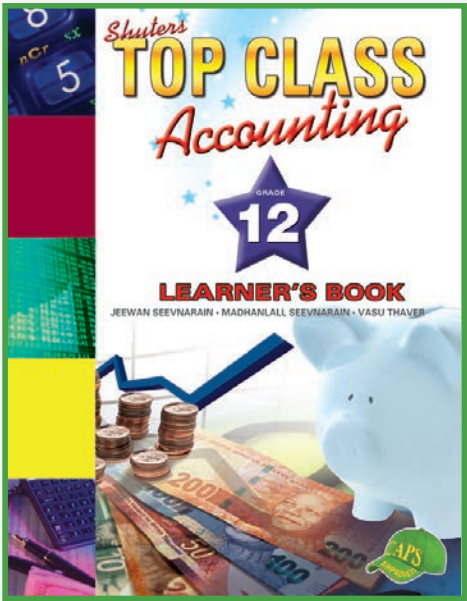
- Lerisa vadyondzi ku sala xitoloveto xa 4.6.7.3 eka Mbita ya Mdyondzi, papila ra 76.
- Tin'wana sa tinhlamulo levi u nga i langutela eka vadyondzi hi levi landlekaka:

- a) Swigiririmi na maviso ya swona:

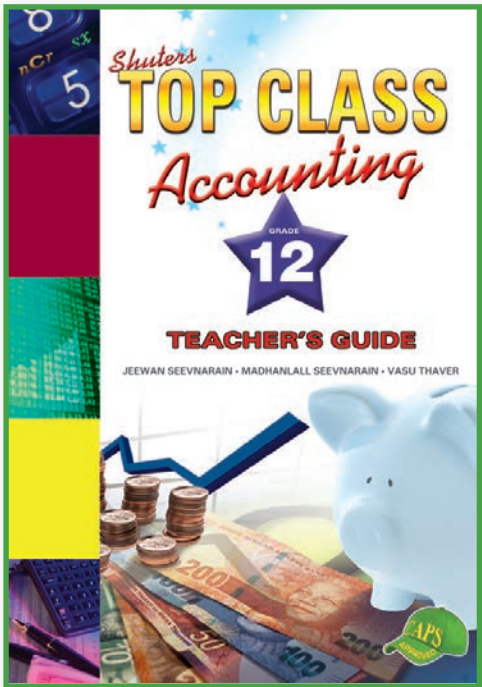
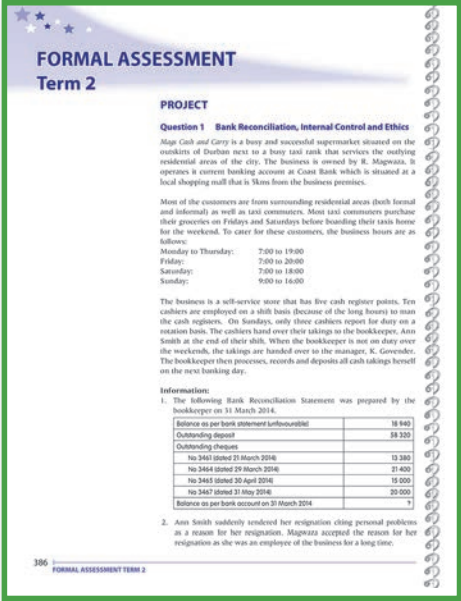
Xigiririmi	Vito
i) bya nyimpha.	xihlambanyisi.
ii) wongwe u lo rekwa ka makhulu.	xihlambanyisi.
iii) i mskiti.	xigego.
iv) i xiranga.	Xigego.



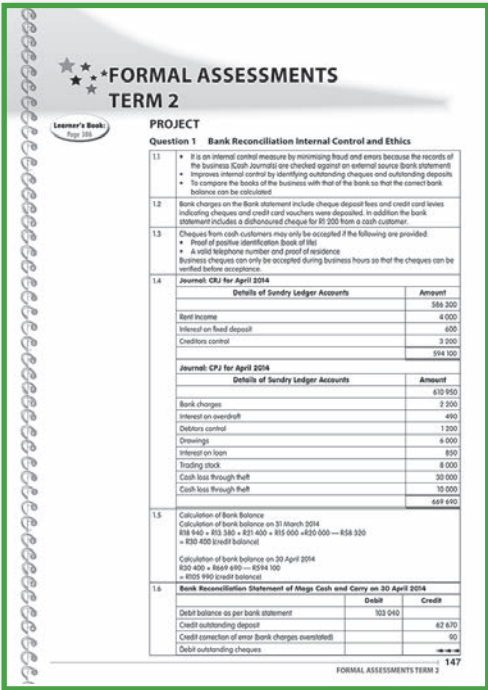
Xitsonga Rito ro le Kaya Giredi 12

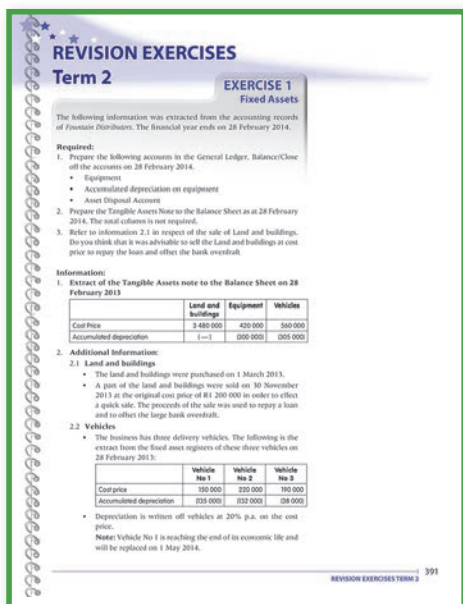


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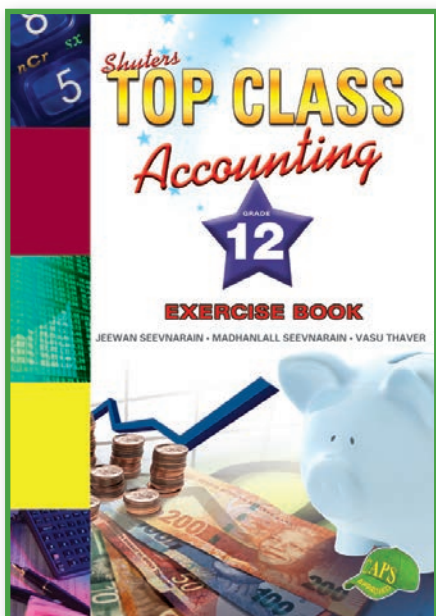
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R211.43





GRADE 12

- Financial Accounting of Companies
- Ethics
- Tangible / Fixed Assets
- Financial Accounting of Close Corporations
- Internal Control
- Inventory Systems
- Reconciliations: Bank Reconciliation; Creditors' Reconciliation; Debtors' Reconciliation
- Value Added Tax
- Cost Accounting
- Budgeting
- Examination Paper



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Activity 2.66: AB Suppliers

Cash Receipts Journal of AB Suppliers for August 2013 Fol: CRJ 1

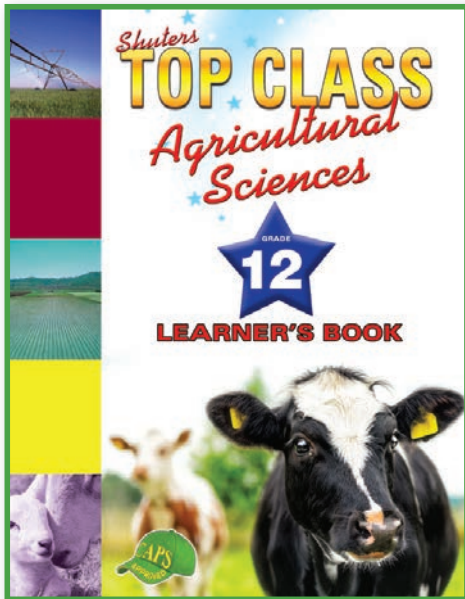
Doc No	Date	Details	Fol	Analysis Of Receipts	Bank	Output Vat	Sales	Cost Of Sales	Debtors Control	Sundry Ledger accounts
									Receipt	Discount allowed

Cash Payments Journal of AB Suppliers for August 2013 Fol: CPJ 1

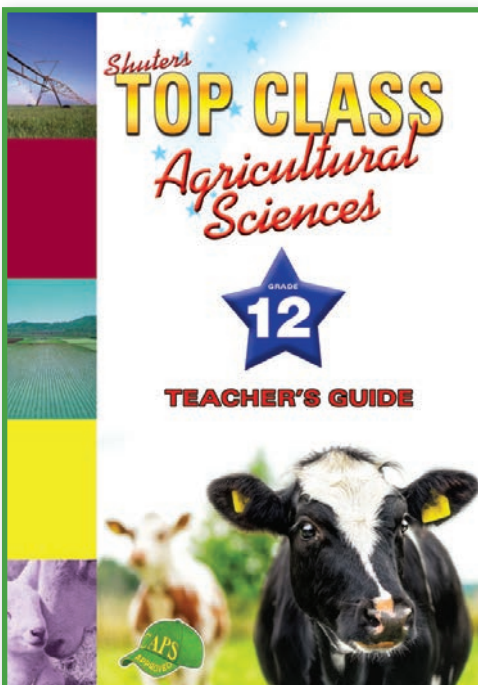
Doc No	Date	Name of payee	Fol	Bank	Trading Stock	Input Vat	Consumable Stores	Creditors Control	Sundry Ledger accounts
								Payments	Discount received

Debtors Journal of AB Suppliers for August 2013 Fol: DJR

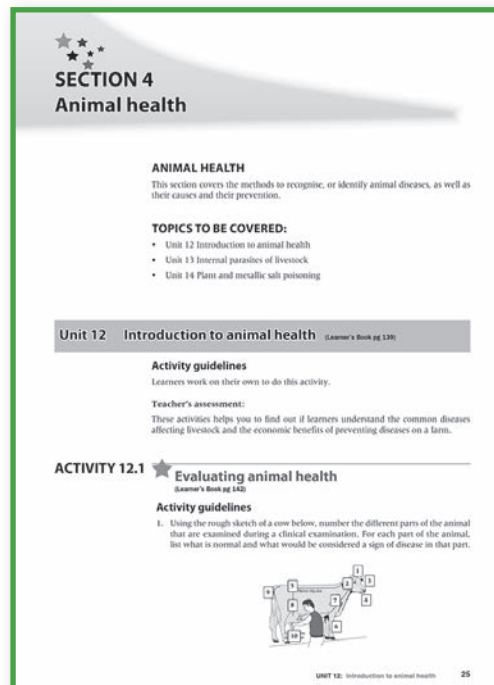
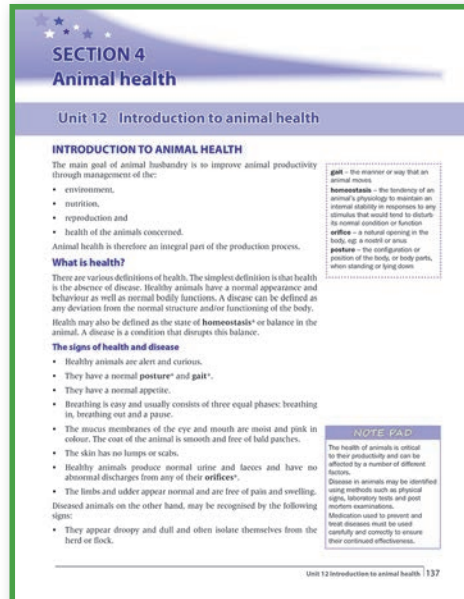
Inv No	D	Debtor	Fol	Debtors Control	Sales	Output Vat	Cost Of Sales



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GRADE 12

- Formal assessment requirements for Agricultural Sciences
- Inclusivity and equity in the classroom
- Integration of Agricultural Sciences with other subjects
- Working with study maps
- Sample work schedule
- Sample recording mark sheet
- Assessment plan framework
- Weighting of the cognitive levels
- Weighting grid
- Formal assessment exemplars
- Memoranda
- Study Map examples
- Land Bank Business Plan
- Glossary

Section 1: Animal nutrition

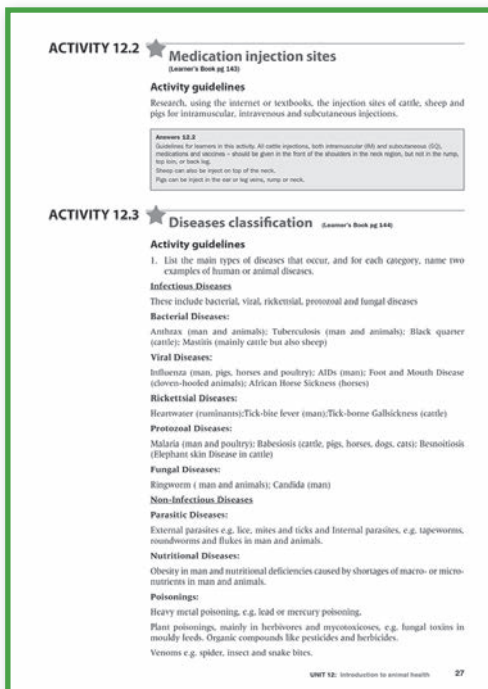
Section 2: Animal production systems

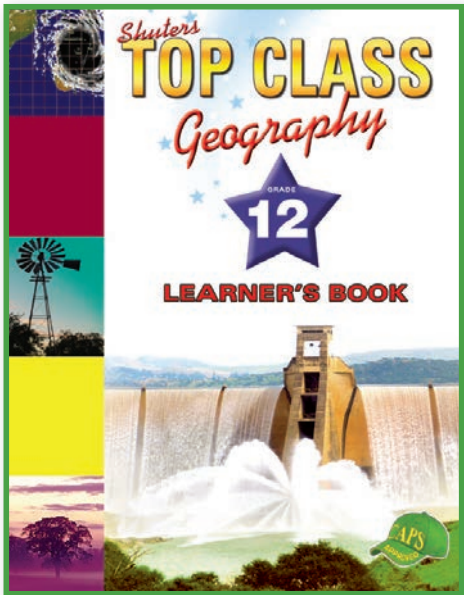
Section 3: Animal reproduction

Section 4: Animal health

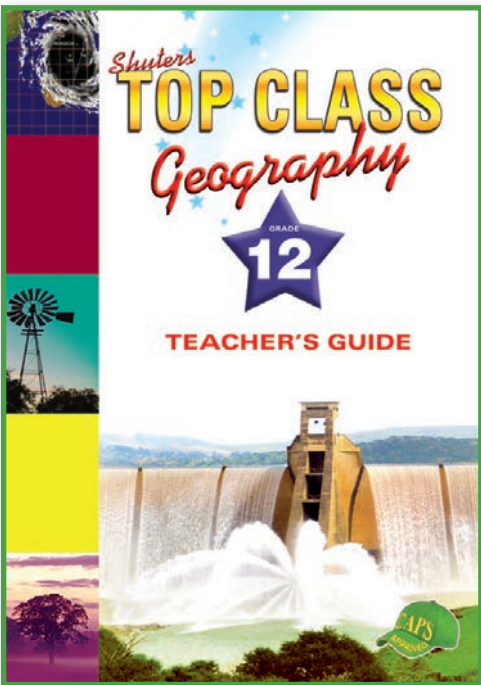
Section 5: Basic agricultural genetics

Section 6: Agricultural production factors





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Unit 8 Subtropical anticyclones and associated weather conditions

In this unit we will focus on the location of high pressure cells that affect South Africa, the general characteristics of these cells and their influence on weather and climate. We will also look at travelling disturbances associated with anti-cyclonic circulation, namely the moisture front, line thunderstorms, coastal low pressure systems and berg winds. Finally we will study satellite images and synoptic weather maps that illustrate the weather associated with subtropical anti-cyclonic conditions.

LOCATION OF THE HIGH PRESSURE CELLS THAT AFFECT SOUTH AFRICA

The high pressure cells (or anti-cyclones) that affect South Africa occur along the sub-tropical high pressure belt located at approximately 30°S. There are three high pressure cells that affect South Africa. The South Atlantic High located off the west coast of South Africa over the Atlantic Ocean, and the South Indian High located off the east coast of South Africa over the Indian Ocean. Both these cells are present all year round and affect South Africa during summer and winter. The third high pressure cell, which only affects South Africa in winter, is the Continental High - also known as the **Kalahari High**. This cell is located over the interior of South Africa.

These high pressure systems are greatly influenced by the seasonal shifts of the pressure belts and therefore their positioning and intensity will vary from summer to winter. The pressure belts shift due to the changing of the seasons. Note Unit 6 for details on the pressure belt shift.

KEYWORDS
Kalahari High: also known as the Continental High

GENERAL CHARACTERISTICS OF THESE HIGH PRESSURE CELLS

The general location of the three pressure cells over South Africa during winter and summer is illustrated in Figure 8.1.

WINTER	SUMMER
Cooler, stable, subsiding air causes the pressure cells to strengthen and they are found closer to the land. The pressure belt shift causes the cells to migrate northwards in winter.	Warmer, unstable, ascending air causes the pressure cells to weaken and they are found at a higher altitude. The pressure belt shift causes the cells to migrate southwards in summer.

Unit 8 Subtropical anticyclones and associated weather conditions | 105



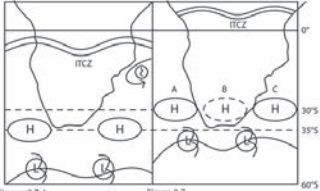
Unit 8 Subtropical anticyclones and associated weather conditions

The topics covered in the CAPS document are listed below.

- Resources**
• Learner's book page 105
- NOTE PAD**
- Source material**
It is important to look for satellite images and weather maps whenever headlines weather occurs.
Go to www.shuters.co.za or www.shuters.co.za for more information.
- Subtropical cyclones and associated weather conditions**
- Location of the high pressure cells that affect South Africa
 - General characteristics of these high pressure cells
 - Anti-cyclonic air circulation around South Africa, and its influence on weather and climate
 - Travelling disturbances associated with anti-cyclonic circulation: Moisture front, line thunderstorms, coastal low pressure systems and South African berg winds.

ACTIVITY 8.1 How anticyclonic circulation affects South Africa's climate (Individual)

1. Learners refer to Figures 8.7 A and B, which show the seasonal shift of pressure belts.



Figures 8.7 A and B
1.1 A South Atlantic High ✓✓
B Kalahari/Continental High ✓✓
C South Indian High ✓✓
1.2 Learners copy Table 8.1. They compare the seasonal latitudinal positions of the features shown in Figures 8.7 A and B.

Feature	Summer	Winter
ITCZ	South of the equator 5° S ✓	North of the equator 5° N ✓
Sub-tropical	Situated below 30° S at 15° S ✓	Situated at approximately 30° S ✓
high pressure belt	Situated at approximately 60° S ✓	Situated at about 40-45° S ✓
Polar low pressure belt		

54 SECTION 2: Climate and weather

★ ACTIVITY 8.2 Berg winds (Individual)

Read the extract titled: It's Fire and Wind Season in the Berg.

It's Fire and Wind Season in the Berg

Strong winds occur in the Drakensberg from August to October. This is accompanied by many fires, which are fuelled by the wind and the dryness. A major fire broke out at Cathedral Peak on Wednesday around 02:00 on 2 September 2009 and it was finally extinguished after 21 hours. The wind speed allegedly reached 120 km/h. No one was injured in the fire, though two British tourists were evacuated as a precaution.

NASA's satellite image (Photograph 8.3) reveals very smoky conditions over the Drakensberg on 2 September in the afternoon.



Photograph 8.3 Fire plumes over Ranthofole

1. Explain what is understood by the term 'berg wind'. (4)
2. State when berg winds are most likely to occur. (2)
3. Outline the synoptic conditions necessary for berg wind formation. (8)
4. Draw a cross section to explain how berg winds form along the east coast of South Africa. (6)
5. In which direction are the winds blowing in Photograph 8.4? (2)
6. Discuss the impact the berg winds would have had on the farming community and the environment in the Cathedral Peak area. (8)

[34]

Unit 8 Subtropical anticyclones and associated weather conditions | 115

GRADE 12

SECTION 1 Geographical skills and techniques

- Unit 1 Mapwork techniques
- Unit 2 Topographic maps
- Unit 3 Aerial photographs and orthophoto maps
- Unit 4 Geographical information systems (GIS)
- Unit 5 Using atlases

SECTION 2 Climate and weather

- Unit 6 Mid-latitude cyclones
- Unit 7 Tropical cyclones
- Unit 8 Subtropical anticyclones and associated weather conditions
- Unit 9 Valley climates
- Unit 10 Urban climates

SECTION 3 Geomorphology

- Unit 11 Drainage systems in South Africa
- Unit 12 Fluvial processes
- Unit 13 Catchment and river management

SECTION 4 Rural settlement and urban settlement

- Unit 14 Study of settlements
- Unit 15 Rural settlement
- Unit 16 Rural settlement issues
- Unit 17 Urban settlement
- Unit 18 Urban hierarchies
- Unit 19 Urban structure and patterns
- Unit 20 Urban settlement issues

SECTION 5 Economic geography of South Africa

- Unit 21 Structure of the economy
- Unit 22 Agriculture
- Unit 23 Mining
- Unit 24 Secondary and tertiary sectors
- Unit 25 Strategies for industrial development
- Unit 26 The informal sector

SECTION 6 Revision and sample formal assessment

Region: VAN REENEN									
Date	Temperature (°C)	Humidity (%)	Wind Direction	Wind Speed	FDI	FDI Colour	FDI-Rain	FDI-Rain - Colour	
2012-08-28	24°C	30%	North Westerly	27 km/h	65	ORANGE	65	ORANGE	
2012-08-29	28°C	20%	North Westerly	27 km/h	73	ORANGE	73	ORANGE	
2012-08-30	27°C	20%	North Westerly	28 km/h	66	ORANGE	66	ORANGE	
2012-08-31	28°C	20%	South Westerly	18 km/h	68	ORANGE	68	ORANGE	

Table 8.2.5

Region: PMB INTERIOR									
Date	Temperature (°C)	Humidity (%)	Wind Direction	Wind Speed	FDI	FDI Colour	FDI-Rain	FDI-Rain - Colour	
2012-08-28	25°C	30%	North Westerly	18 km/h	61	ORANGE	61	ORANGE	
2012-08-29	28°C	35%	North Westerly	18 km/h	60	YELLOW	60	YELLOW	
2012-08-30	29°C	40%	North Westerly	9 km/h	62	YELLOW	62	YELLOW	
2012-08-31	24°C	40%	North Westerly	9 km/h	51	YELLOW	51	YELLOW	

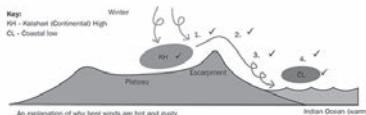
Table 8.2.6

★ ACTIVITY 8.2 Berg winds (Individual)

Resources

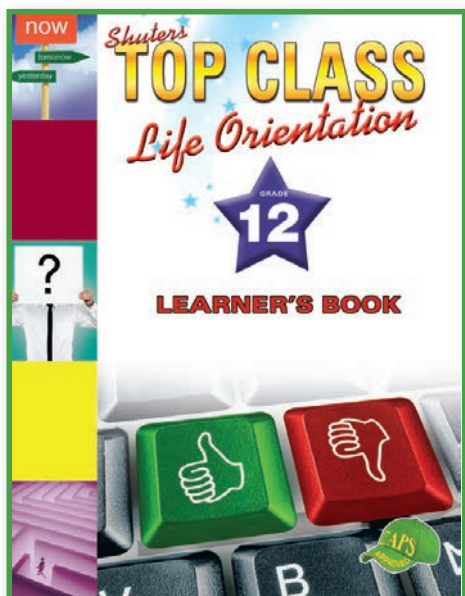
• Learner's book page 125

1. Berg winds are hot, dry winds. ✓✓ They move down the escarpment from the interior of South Africa. These winds are gusty ✓✓ and often assist runaway veld fires that can cause serious damage and loss of lives. (4)
2. The winds occur in the winter months from April to October. ✓✓ The source refers to the months in which they are common in the Drakensberg: August to October. (2)
3. Conditions necessary for the formation of a berg wind:
 - the Kalahari/continental high present over the interior ✓✓
 - a travelling mid-latitude cyclone ✓✓
 - a coastal low located along the coastline ahead of the cold front ✓✓
 - a steep pressure gradient from the high pressure area ✓✓ (Kalahari High) towards the low pressure area (coastal low).
4. Cross section to explain how berg winds form along the east coast of South Africa. (8)

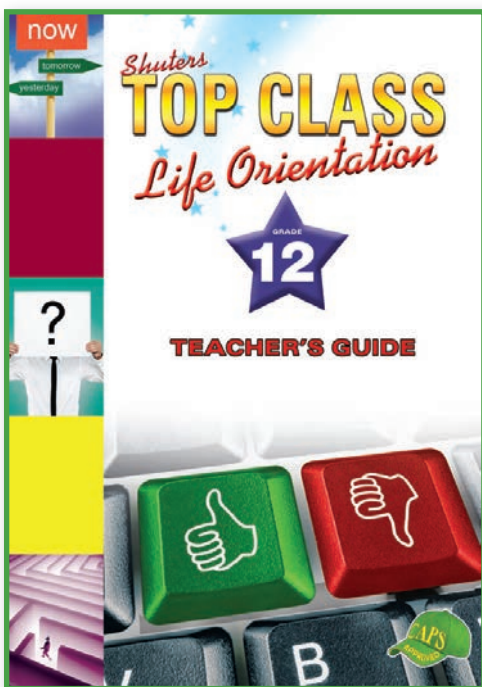
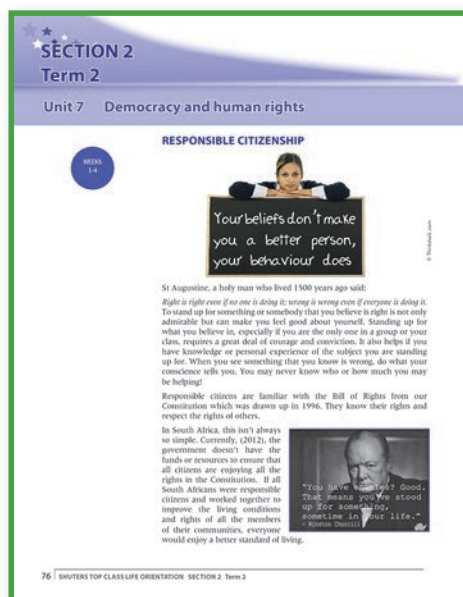


- (1) Stable, subsiding air is forced to descend the escarpment slopes (from an area of high pressure towards the coastal low).
- (2) Air is heated up adiabatically and becomes drier as the temperature rises.

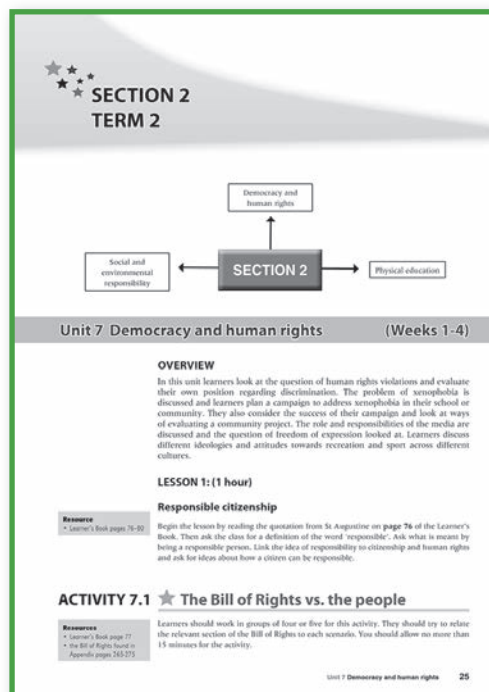
58 SECTION 2: Climate and weather



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GRADE 12

- Unit 1 Development of the self in society
- Unit 2 Physical education
- Unit 3 Study skills
- Unit 4 Physical education
- Unit 5 Careers and career choices
- Unit 6 Physical education
- Unit 7 Democracy and human rights
- Unit 8 Physical education
- Unit 9 Social and environmental responsibility
- Unit 10 Physical education
- Unit 11 Development of the self in society
- Unit 12 Physical education
- Unit 13 Careers and career choices
- Unit 14 Physical education
- Unit 15 Study skills
- Unit 16 Physical education
- Unit 17 Careers and career choices
- Unit 18 Physical education

- Year planner
- Action plan for Physical activity
- Summary of the Employment Equity Act
- Strategies for achieving success in the exams
- Revision of own study skills
- Physical education: First Aid
- Glossary

Life Orientation Grade 12

The Learner's Book is divided into four sections, each covering a term's work, as described in the CAPS document for Life Orientation. The Physical Education programme is included at the end of each section as a separate unit. Each Physical Education unit is divided into weeks for ease of application.

In the Teacher's Guide, hour-long lessons allow teachers to make adjustments for different timetabling.

Evaluation regarding outcomes of campaigns and events

In order to evaluate the outcomes of a campaign you need to know what those expected outcomes are. This means that you need to list what you expect to achieve by carrying out the campaign.

- Your outcomes should be measurable - you should be able to count or measure what you have achieved. For example, in a campaign against xenophobia, one of your objectives might be: *to raise awareness among 150 learners by distributing pamphlets.*
- Your outcomes should have timeframes or deadlines - by when will you have achieved them. For example: *pamphlets will have been distributed to 150 learners by 11 March.*
- Your outcomes must be realistic and achievable. For example:

An unrealistic outcome would be: *We will wipe out xenophobia in our school.* A realistic one would be: *We will reduce xenophobic attitudes by 40% by the end of the year.*

Your evaluation should not only assess whether the outcomes have been reached but should also assess the process of implementation which should be inclusive and not negatively affect human rights.

★ ACTIVITY 7.4 Taking part in a campaign against Xenophobia - mini-project (part 2)

After you have implemented your idea, you will evaluate the success of your project and write your campaign report. It will help if you make notes as your campaign progresses. You will need to list your intended outcomes so that you can evaluate whether they have been achieved or not.

Use the criteria provided in the table on page 82 to structure your report. Your format, written report will include information on where the campaign succeeded and where it failed and why. Be aware that aspects of your campaign failing won't automatically mean a poor mark. You are assessed on your insights into why something works or does not work. Any good evaluation includes ways in which things may be improved in future campaigns.

Unit 7: Democracy and human rights | 81

ACTIVITY 7.4 ★ Taking part in a campaign against Xenophobia - mini-project (part 2)

Resource
Learner's Book page 81

Suggested homework activity

Make sure that the learners know what is expected of them in writing their report and doing the evaluation. Ask them to read the instructions and guidelines in the Learner's Book very carefully and to study the criteria by which they will be assessed. Keep a copy of the assessment criteria below, which you might also want to display on the class notice board so that learners can keep focused on the criteria while they are planning their campaign.

Although the project will be done as a group, the learners should write their reports and evaluations individually.

Give the learners a date for handing in their evaluations - a week after the implementation of their campaign should be sufficient time.

Teacher assessment

Criteria	Marks
Learner has included:	
1. an introduction and explanation of the background to the campaign	
2. an explanation of which common beliefs and stereotypes will be targeted	
3. a description of the methods and reasons for addressing xenophobia in this particular school and/or community	
4. a description of the steps and processes carried out (including dates, times, places, and the role each group member played)	
5. a detailed evaluation of the campaign including a list of intended outcomes	
6. whether or not each outcome has been achieved reasons for the achievement or non-achievement of each outcome	
7. recommendations for learners who may carry out this or similar campaigns in the future	

Evaluating a community project or campaign

Read through the text on pages 82-85 in the Learner's Book on evaluating a community project. Explain to the class that this will help them in their evaluation of their campaign, but it will be particularly helpful when they are doing the main project set for this term.

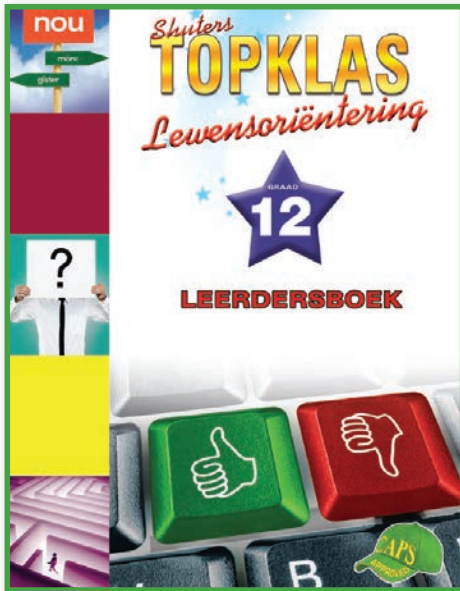
ACTIVITY 7.5 ★ Evaluation regarding outcomes of campaigns and events

Resource
Learner's Book page 83

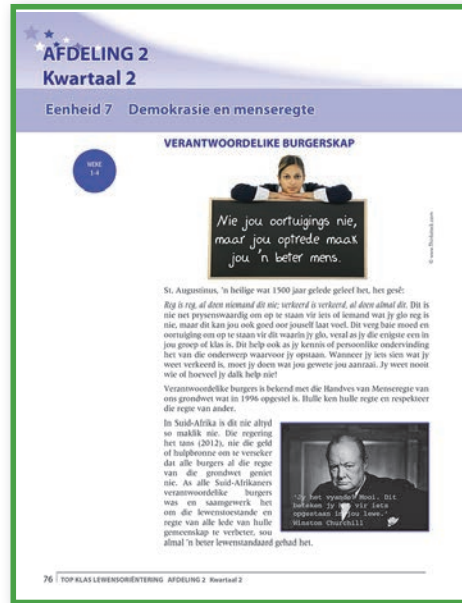
Go through the example of a community project evaluation (The Hallelujah Shelter for Abused Women) on pages 84-85 of the Learner's Book before answering the questions in the activity as a class discussion.

When learners give their ideas and opinions make sure that they substantiate the points they make.

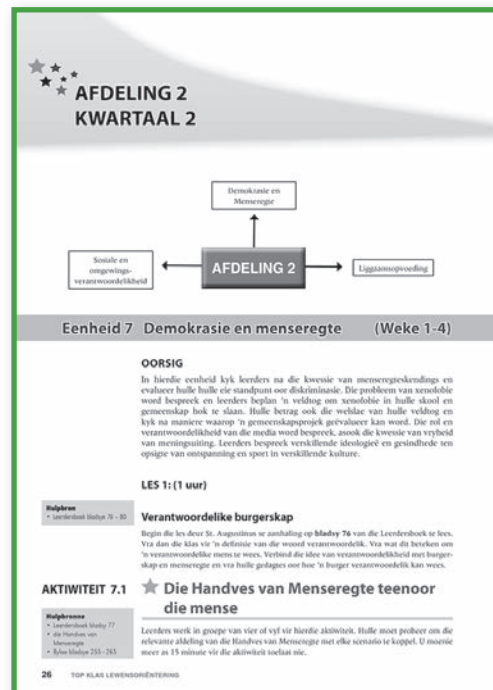
Make sure that learners complete this activity with enough time left in the lesson for you to go through the formal assessment project for this term.



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GRAAD 12

Evaluering van uitkoms van veldtogte en gebeure

Om die uitkoms van die veldtog te evalueer, moet jy weet wat die verwagte uitkoms is. Dit beteken dat jy 'n lys moet maak van wat jy verwag om deur hierdie veldtog te bereik.

- Julle uitkoms moet meetbaar wees – julle moet kan sê of meet wat julle bereik het. Byvoorbeeld, in 'n veldtog teen sensibele kan een van julle doelwitte wees, om *bevoegd te stel* onder 150 leerders daar *pamflette te versprei*.
- Julle uitkoms moet tydens of voor 'n tydperk wees. Byvoorbeeld, julle moet julle doelwitte bereik teen 31 Maart onder 150 leerders versprei.
- Julle uitkoms moet realisties en bereikbaar wees. Byvoorbeeld: 'n Oorsakelelike uitkoms sal wees: *Om gaan sensibele in 'n skool uitrol*. 'n Realistiese uitkoms is: *Om gaan sensibele goedkeure van die einde van die jaar met 40% verminder*.

Jou evaluering moet nie net meet of die uitkoms bereik is nie, maar moet ook die implementeringproses meet wat inklusief moet wees en nie net negatiewe negatiewe moet betreklik nie.

AKTiwiteit 7.4 Deelname aan 'n veldtog teen Xenofobie – mini-projek (Deel 2)

Nadat julle julle idee in werking gestel het, gaan julle die sukses van die projek evalueer en julle veldtogseffekte skryf. Dit sal help om julle aanreikinge maak namate julle veldtog vorder. Julle moet julle beoogde uitkoms neerskryf sodat julle kan evalueer of dit bereik is of nie.

Gebruik die kriteria wat op die tabel op Maat 82 voorskyn in om julle veldtog te struktureer.

Julle formele, gekorende veldtog gaan inligting insluit oor die gebiede waar die veldtog suksesvol was, en waar dit misluk het en waarom. Omtrent, die aspekte waar julle veldtog misluk het, beskeen nie dat julle eksperimente slegte punte gaan kry nie, en die aspekte waar julle veldtog suksesvol was, waarborg nie 'n goeie punt nie. Julle word gerooster op julle langte waarom en werk of nie werk nie. Enge goeie evaluering skat munters in waarom dinge in toekomstige veldtogte verbeter kan word.

Eenhed 7 Demokrasie en menseregte | 81

- EENHEID 1 Selfontwikkeling in die samelewing
- EENHEID 2 Liggaamsopvoeding
- EENHEID 3 Studievaardighede
- EENHEID 4 Liggaamsopvoeding
- EENHEID 5 Loopbane en loopbaankeuses
- EENHEID 6 Liggaamsopvoeding
- EENHEID 7 Demokrasie en menseregte
- EENHEID 8 Liggaamsopvoeding
- EENHEID 9 Sosiale en omgewings-verantwoordelikheid
- EENHEID 10 Liggaamsopvoeding
- EENHEID 11 Selfontwikkeling in die samelewing
- EENHEID 12 Liggaamsopvoeding
- EENHEID 13 Loopbane en loopbaankeuses
- EENHEID 14 Liggaamsopvoeding
- EENHEID 15 Studievaardighede
- EENHEID 16 Liggaamsopvoeding
- EENHEID 17 Loopbane en loopbaankeuses
- EENHEID 18 Liggaamsopvoeding

- Aksieplan vir fisiese aktiwiteite
- Opsomming van die Wet op Gelyke Indiensneming
- Strategieë om sukses in die eksamen te behaal
- Hersiening van eie studievervaardighede
- Noodhulp vir liggaamsopvoeding
- Woordelys

Hoe om die reeks te gebruik

Hierdie boek is in vier afdelings verdeel, wat elkeen van die vier kwartale van die jaar verteenwoordig. 'n Breinkaart verskyn aan die begin van elke afdeling, en dui die onderwerpe aan wat in daardie afdeling gedek word.

Elke afdeling is in eenhede verdeel. Die lesse is dwarsdeur die boek opvolgend genummer, en aktiwiteite is opvolgend genummer, en dui die eenheidnommer asook die aktiwiteitsnommer aan.

Memorandum: Formele Assesering Kwartal 2: Projek (80 punte)

Betrokkenheid by en evaluering van 'n gemeenskapprojek of -veldtog.

Besker die res van die les daaronder om die projek aan die leerders te verduidelik, sodat dit 'n volledige goet deel van hulles punte vir die jaar sal wees. Maak seker dat hulles versag word.

Hulle mag op hulles eie of as 'n groep werk vir die projek, maar hulles gaan op die einde punte kry vir die veldtog en evaluering van hulles self skryf. Maak seker dat die leerders weet hoe om hulles projek korrek voor te stel, 'n inboudingsaam te stel en 'n bibliografie korrek skryf te stel.

Dit is nuttig om met die klas ooreen te kom oor dinge waarmee die verskillende dele van die projek afgehandel moet wees en ingesig moet word, sodat die leerders dit nie eers op die reppende dinge en dan hulles halfjaarstamme moet skryf nie.

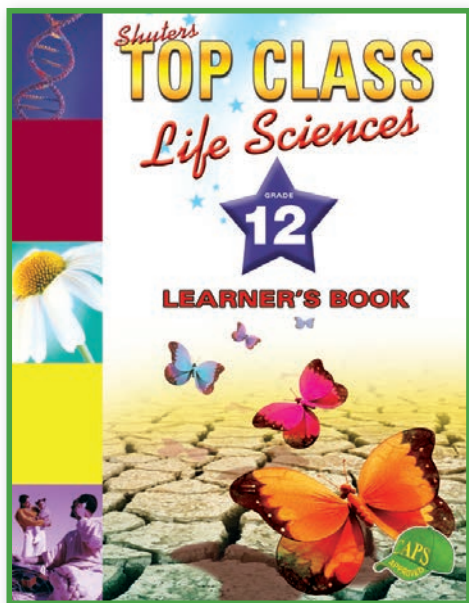
U kan die volgende reël gebruik om die projek te assesser.

Kriteria	Puntetoewysing
Voorlegging	
1. Projek gekies om sterk ingesig in te korrigeer volgende	2
2. Treflikheid met naam, graad, datum	4
3. Inhoudsgedragte soos afdelings- en paragraafopsette	3
– Afdelings aangedui	
– Paragraafopsette ingesig	
– Bladsynummers saam ooreen	
4. Bibliografie	1
Inhoud	70

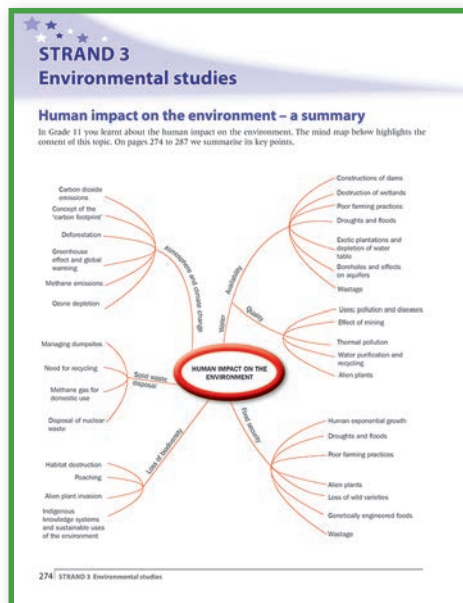
Fase 1: Projekevaluering

1	2	3	4	5	6	7
A. Die projek en leerder se betrokkenheid moet duidelik wees. Inligting en versagte moet. (10 punte)	B. Die projek en leerder se betrokkenheid moet duidelik wees. Inligting en versagte moet. (10 punte)	C. Die projek en leerder se betrokkenheid moet duidelik wees. Inligting en versagte moet. (10 punte)	D. Die projek en leerder se betrokkenheid moet duidelik wees. Inligting en versagte moet. (10 punte)	E. Die projek en leerder se betrokkenheid moet duidelik wees. Inligting en versagte moet. (10 punte)	F. Die projek en leerder se betrokkenheid moet duidelik wees. Inligting en versagte moet. (10 punte)	G. Die projek en leerder se betrokkenheid moet duidelik wees. Inligting en versagte moet. (10 punte)
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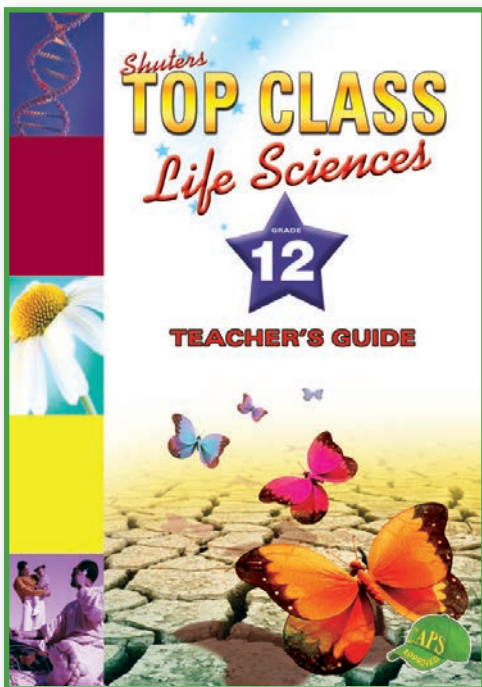
Formele Assesering: Memorandum Voorbeeld Halfjaarstamme Kwartal 2 33



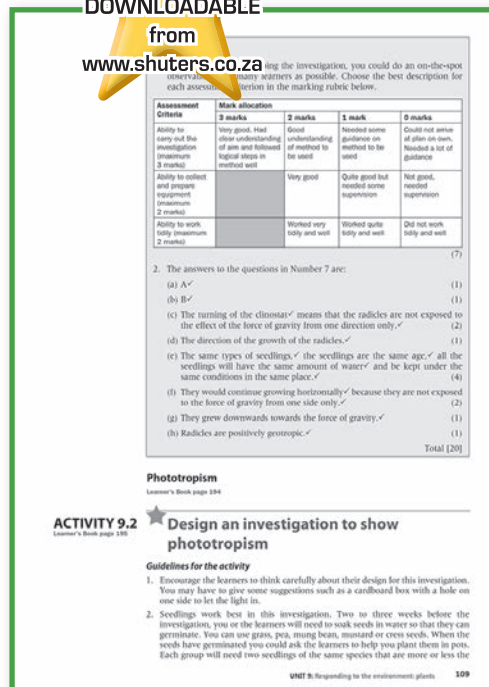
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Question 3

3.1 Why are landfill sites the best way of getting rid of solid waste? (2)

3.2 Describe three ways in which landfill sites may affect people's health or damage the environment. (9)

3.3 Suggest two reasons why a landfill site should not be close to a city. (4)

3.4 Describe four features that a well-managed landfill site should have. (8)

3.5 Suggest three ways in which people could reduce the amount of solid waste sent to a landfill site. (6)

3.6

3.6.1 What is nuclear waste? (3)

3.6.2 Nuclear waste cannot be disposed of in landfill sites. Discuss why this is so and how nuclear waste should be safely disposed of. (9)

Total [41]

Question 4

4.1 Describe what each of the following are: (2)

4.1.1 An aquifer (2)

4.1.2 An artesian well (4)

4.1.3 A borehole (2)

4.1.4 The water table (2)

4.2 Explain the difference between a confined aquifer and an unconfined aquifer. (2)

4.3 Discuss the main problems associated with boreholes in South Africa. (8)

Total [20]

Question 5

Study the graph below.

A graph showing the amount of carbon dioxide in the air measured at Mauna Loa, Hawaii.

288 STRAND 3 Environmental studies

Strand 3 Environmental studies

Learner's Book page 274

Organisms interact with other organisms and with the environments in which they live. This section is structured in such a way that learners must explore the impact of people on their environments (global, international and local). Learners are encouraged to look for, and suggest solutions to local environmental problems. The intention is that the behaviour of the learners will be modified to become more sensitive to environmental issues.

Human impact on the environment – a summary

Learner's Book page 275

A summary on the human impact on the environment is provided on pages 274 to 287 in the Learner's Book.

Answers to the Questions on pages 287 to 289 in the Learner's Book

Question 1

1.1 Wetland✓

1.2 Food security✓

1.3 Carbon footprint✓

1.4 Monoculture✓

1.5 Desertification✓

1.6 Eutrophication✓

1.7 Ozone✓

1.8 Genetically engineered/modified food✓

1.9 Invasive alien✓

1.10 Through✓

Total [10]

Question 2

2.1 The illegal hunting/killing✓ of animals to eat✓ or sell✓. (3)

2.2 Subsistence poaching✓ is where poachers kill animals for food to eat✓. Commercial poaching✓ is where the poachers make a living✓ from selling animals mainly as food✓. Trophy poaching✓ is where the poachers make large amounts of money trading in species✓ such as rhino, elephants, cheetah, lion, leopard, zebra and tortoise✓. They usually kill the animals for certain valuable body parts that are sold overseas✓. (10)

2.3 Subsistence poaching✓ because they are killing it to eat✓ or commercial poaching✓ because they are killing to sell the bush meat✓. (4)

2.4 In danger of becoming extinct✓. (1)

2.5 Species become extinct✓ which causes loss of biodiversity✓. (2)

Total [20]

Question 3

3.1 The only requirements are land for the site✓ and transport to take solid waste to the site✓. (2)

3.2 Methane gas can build up✓ and cause fires✓ which pollute the air✓. Poisonous substances may seep into the soil✓ and contaminate the soil✓ ground water or surface water✓. They attract germ- or disease-carrying organisms✓ such as flies and rats✓ which may transfer diseases to people with whom they come into contact✓. (9)

STRAND 3 Environmental studies 349

GRADE 12

- CAPS overview
- Assessment requirements for Life Sciences
- Inclusivity
- Integration
- Information about the Teacher's Guide
- Working with mind maps
- Year Plan for Grade 12 Life Sciences
- Specific Aims in Life Sciences
- Sample lesson plan for Life Sciences
- Programme of Formal Assessment – recording sheet
- Memoranda for exemplar examination papers
- Suggested practical tasks for each Term
- Worksheets and answers

STRAND 1 Life at molecular, cellular and tissue level

Unit 1 DNA: the code of life

Unit 2 Meiosis

STRAND 2 Life processes in plants and animals

Unit 3 Reproduction in vertebrates

Unit 4 Human reproduction

STRAND 1 Life at molecular, cellular and tissue level

STRAND 4 Diversity, change and continuity

Unit 5 Genetics and inheritance

STRAND 2 Life processes in plants and animals

Unit 6 Responding to the environment: humans

Unit 7 Human endocrine system

Unit 8 Homeostasis in humans

Unit 9 Responding to the environment: plants

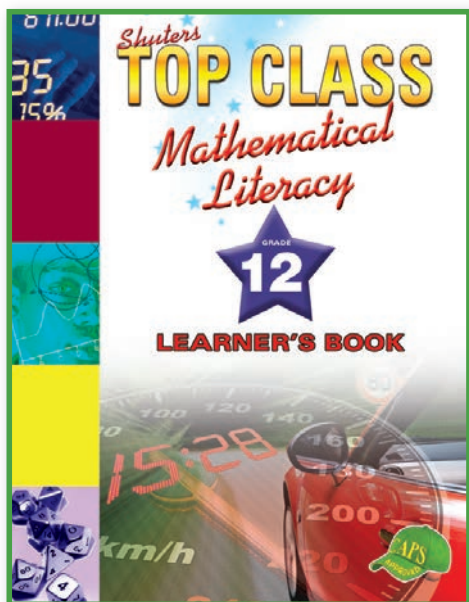
STRAND 4 Diversity, change and continuity

Unit 10 Evolution by natural selection

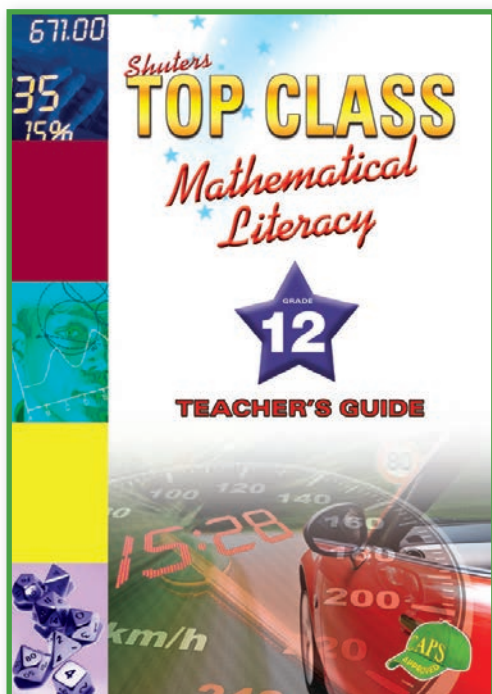
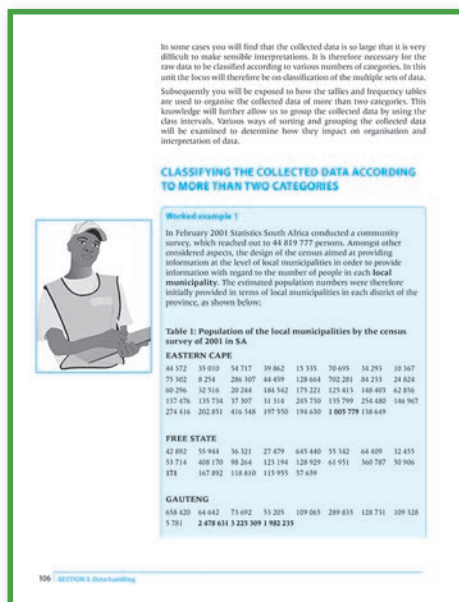
Unit 11 Human evolution

STRAND 3 Environmental studies

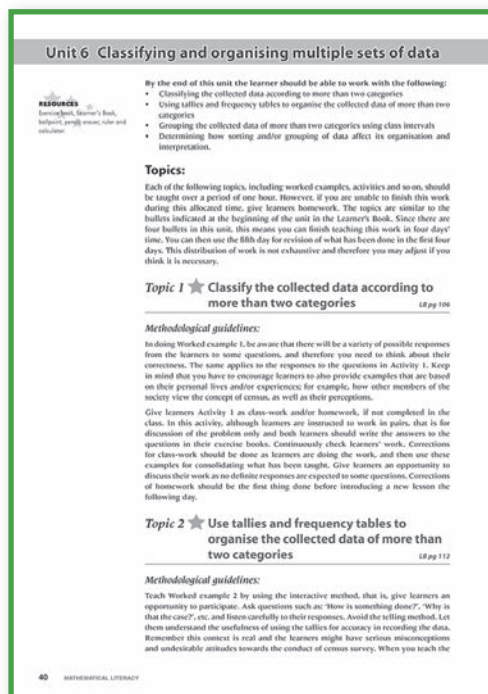
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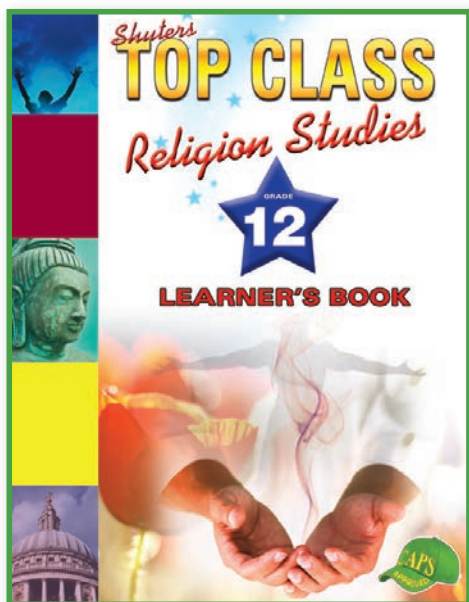


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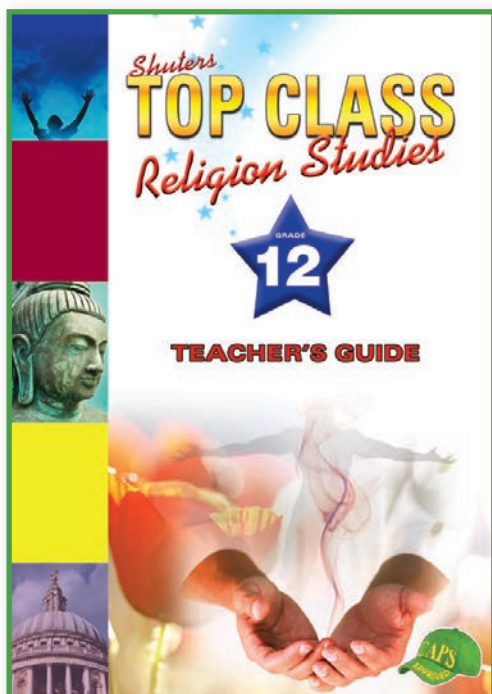


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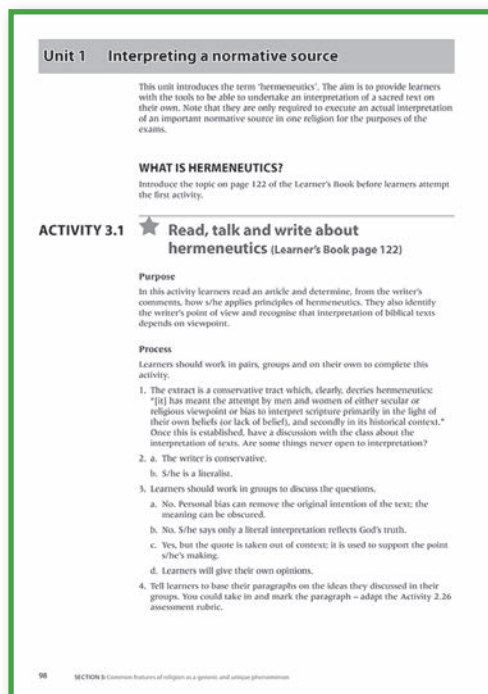




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Think about this:

The ongoing crisis in Syria began with an internal uprising against President Bashar al-Assad's government. Soon it moved from a political conflict to a religious one. Since March 2011, there has been armed conflict in Syria, with a number of countries in the region and also internationally becoming involved. The government forces are mostly Alawite Muslims, whereas the opposition is predominantly Sunni Muslim. The most prominent enemy associated with Syria is the Islamic State of Iraq and the Levant (ISIL, often also called ISIS) which is an extremist organisation notorious for its violent attacks and acts of terrorism. The war in Syria has caused more than 470 000 casualties and over five million refugees to flee the country, resulting in a humanitarian crisis.

For most of the 20th century the Balkans was a trouble spot. On the break-up of the Soviet Union in the 1990s, the Balkans fell into civil war with mostly Christian Serbs against mostly Muslim Croats, and Christians and Muslims fighting against each other. The conflict was partly based on ancient religious rivalries, which go back to the first conflicts between Christians and Muslims.

Think about this:

There are some of the most enduring conflicts involving religion, but you are encouraged to find out about others, e.g. the Taliban in Pakistan and Afghanistan, Ahmadiyya Muslims and Christians in Nigeria, or Christians and Muslims in East Timor.

Myanmar (previously known as Burma) has a history of persecution of Muslims. The majority of the inhabitants of Myanmar are Buddhist, with a Muslim minority. The largest group of Muslims in the country are the Rohingya people, and there have been the most persecuted over the years. Since 1948, many military operations have been carried out against the Rohingyas, including the burning of mosques and confiscation of their land and property. In late 2016, there was a particularly harsh crackdown on Rohingyas in the west of Myanmar. This has resulted in many human rights violations such as killings, rape and other brutal acts. Many Rohingyas have fled the country, resulting in a humanitarian crisis. In 2017, there has been widespread criticism of the actions taken by the Myanmar government, which included blocking the United Nations and organisations from providing life-saving supplies to the area.

Sri Lanka is a mainly Buddhist country. But once southern Sri Lankans identify themselves as Tamil, who are more like South Indians than Sri Lankans in belief and custom. For decades a movement called the Tamil Tigers has fought what they call a war of liberation against the Buddhist-dominated south.



70 | TOPIC 1 SECTION 1: Variety of religions and research into and across religions

Unit 3 Exploring religion and the natural sciences

This unit looks at the relationship between scientific ideas about the universe and the evolution of human beings versus religious ideas about creation. Scientists use information from observations to formulate theories about how the universe began and how human beings evolved. Their theories explicitly avoid appealing to a divine being. Scientific theories can therefore be in disagreement with religious beliefs. In this unit learners will think about what the purpose is of scientific theories and religious beliefs, and about whether or not and how the two can be reconciled.

HISTORICAL DEVELOPMENT OF THE SCIENCES

Work through the material on pages 147 and 150 of the Learner's Book with the learners. This explains the historical development of scientific thought, beginning in places like China, India, and Greece, and the later flowering of science in Europe. It corrects common misconceptions about science and printing as essentially Western inventions and introduces the discussions around the relationship between scientific and religious thought.

16th century church and astronomy – it is the Earth that moves

The beginnings of the clash between science and religion are explored by looking at the development of astronomy in the 16th century.

ACTIVITY 3.14 ★ Debate the concept of 'perfection'
(Learner's Book page 151)

Purpose

The purpose of this activity is for learners to understand that people seem to have a natural idea about what a 'perfect' thing should be or look like. For example, in many cultures people think of a circle as a more perfect shape than a random scribble. Before starting this activity, ask learners to think about when they would say something (for example, a friend or a leader) is 'perfect'. Does 'perfection' mean the same as 'it never changes'? If so, how can it be adaptable to new circumstances? In what way can something be unchanging and yet adaptable?

Process

Organise this as a classroom discussion. Here is a suggested sequence for the flow of discussion:

- Learners should begin by considering these questions: Was the Christian church at the time taking a risk by insisting that 'perfection' equated to everything travelling around the Earth in perfect circles? What was the nature of the risk? The problem when anything, not just religion, becomes inflexible in this way is that evidence can pile up which contradicts the dogmatic view. Then it may seem that the church is standing in the way of truth. And yet the church and religion in general should always stand for truth.

UNIT 3 Exploring religion and the natural sciences 113

GRADE 12

- Topic 1 Variety of religions
- Unit 1 Some important concepts
- Unit 2 Internal differentiations within religions
- Unit 3 Unique features of various religions
- Unit 4 Inter-religious relationships past and present

- Topic 4 Research into and across religions
- Unit 5 Researching religion in areas of conflict

- Topic 3 Topical issues in society
- Unit 1 How can religious people help to solve social problems?
- Unit 2 How the media influences public opinion on religion

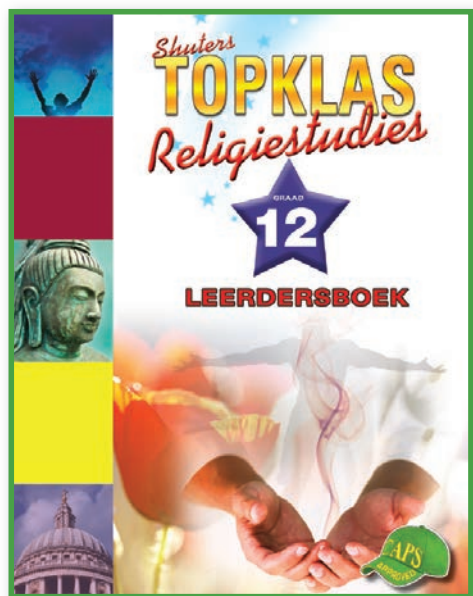
- Topic 2 Common features of religion as a generic and unique phenomenon
- Unit 3 Religious teachings in different religions
- Unit 4 The central teachings in Taoism
- Unit 5 Normative sources in different religions

- Topic 2 Common features of religion as a generic and unique phenomenon
- Unit 1 Interpreting a normative source
- Unit 2 Examining secular worldviews

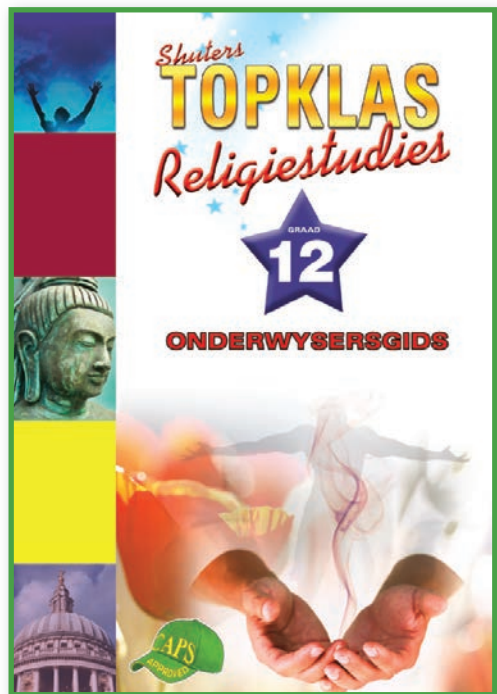
- Topic 4 Research into and across religions
- Unit 3 Exploring religion and the natural sciences

- Topic 3 Topical issues in society
- Unit 4 Considering religious freedom, human rights, and responsibilities

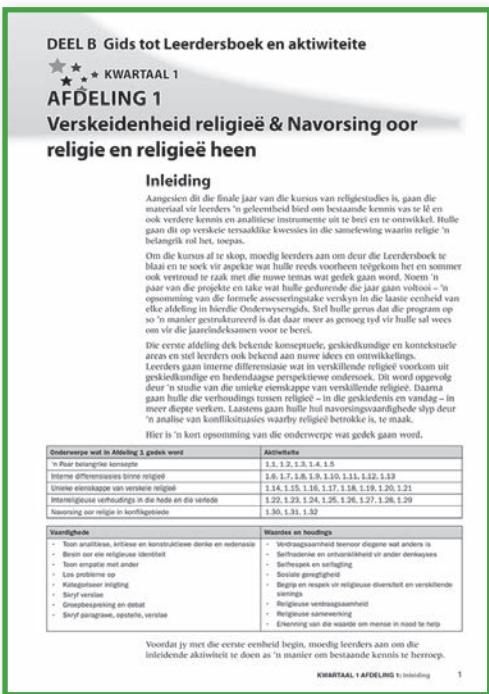
- Consolidation, revision and examination practice
- Glossary

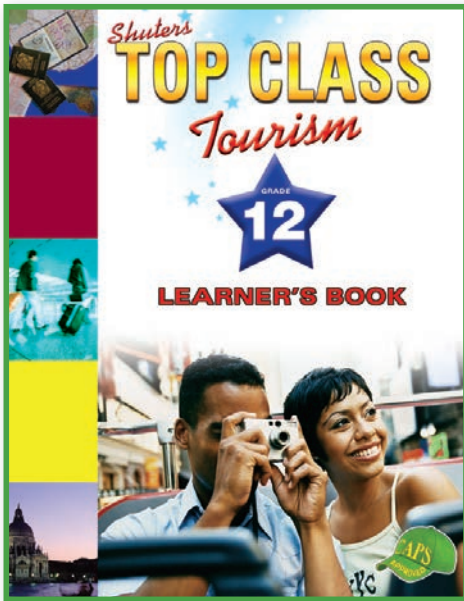


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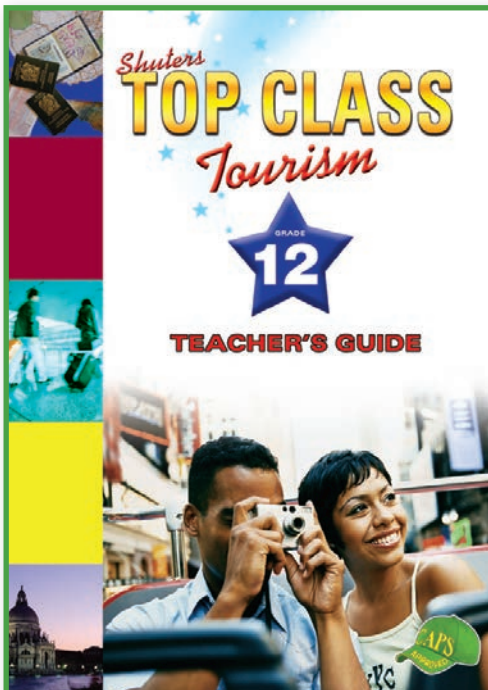
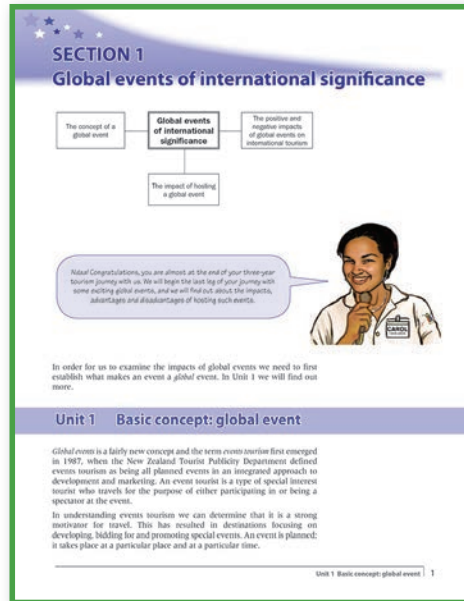


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R188.58





GRADE 12

- Section 1 Global events of international significance
- Section 2 Political situations and unforeseen occurrences of international significance
- Section 3 Tour plans and route planning
- Section 4 Compiling a day-by-day itinerary
- Section 5 Compiling a tour budget
- Section 6 Health and safety
- Section 7 Travel documentation
- Section 8 World time zones
- Section 9 Calculations of world times when travelling between countries
- Section 10 Famous world icons and attractions
- Section 11 Factors contributing to the success of a tourist attraction
- Section 12 Foreign exchange
- Section 13 Forms of payment when travelling internationally
- Section 14 Foreign market share – statistics regarding inbound international tourism
- Section 15 Marketing South Africa as a tourism destination
- Section 16 The three pillars of sustainable tourism
- Section 17 Responsible tourism and tourists
- Section 18 World Heritage Sites
- Section 19 Methods to obtain customer feedback and measure satisfaction
- Section 20 Professional image in the tourism industry
- Section 21 Conditions of employment
- Section 22 The Code of Conduct

Global events

Major events: events that are measured according to size or importance. They have the ability to yield extraordinarily large visitor volumes, media coverage, prestige and high economic value for the host destination, with such an example being the Olympic Games.

Hub-and-spoke events: events that are recurring and that have the characteristics of positioning, tradition, attractiveness, image and publicity. In some cases the event takes place in only one destination and the event becomes synonymous with the destination, such as the Rio Carnival.

Regional events: events that occur in a particular region and have appeal for that specific region, an example being the AFGON Cup.

Local events: events that occur within a particular destination. These usually have a low demand internationally. An example is a music festival such as Spitzkoppe Fest.

synonymous – one and the same.

Global event

The term MICE tourism has been used to help us describe some of the reasons why people travel. MICE tourism has become a niche market that focuses on the following reasons for people travelling:

- Meetings: refers to meetings, which can range from large corporate meetings to meetings addressing global issues such as poverty, health, etc.
- Incentives: incentive tourism are those people who are offered a reward in the form of a holiday for meeting in their place or for participating in competitions.
- Conferences: delegates attend conferences to discuss and reach agreements regarding global issues such as climate change.
- Events: this type of tourism refers to events that draw huge global interest and participation.

This makes it unique because of the interactions with the people of the host destination. The appeal of a global event is that it is never the same; one would have to be at the event to fully enjoy the unique experience. If you miss it, it is a lost opportunity.

Some of the famous global sporting events:

- 2010 FIFA World Cup (football).
- Wimbledon (tennis).
- Comrades Marathon (running).
- Tour de France (cycling).
- Olympic Games (all sporting codes).
- Formula 1 Grand Prix (motor racing).

Some of the famous non-sporting global events:

- G8 Summit (leaders of the world's eight richest nations meet to discuss issues of mutual interest).
- Summits on climate change (for example COP17 held in Durban in 2011).
- Miss Universe and Miss World (beauty pageants).
- International AIDS conferences (the 19th conference was held in New York in 2012).
- World Radio Communication conference (held in Switzerland in 2012).
- The World Economic Forum (held annually in Davos, Switzerland).

HOW DO WE DETERMINE WHETHER AN EVENT HAS THE STATUS OF BEING CLASSIFIED AS A GLOBAL EVENT?

Below are some of the criteria that can be considered when deciding whether an event is a global event or not.

- Multi-country participation (this means that many countries participate in the event, either as participants or spectators).
- Multi-country interest and attention (many countries across the world take a keen interest in the event).
- Draws large crowds from all over the world to the event and has a huge following globally.
- Global media attention both in print and electronic media.
- Large sums of money are invested in preparation for the event.

2 SECTION 1: Global events of international significance

Additional types of events

Cultural celebrations	Business and trade	Political and state
- Festivals - Carnivals - Commemorations - Religious events	- Meetings and conventions - Consumer and trade shows - Fairs and markets	- Summits - Royal occasions - Political events such as inaugurations - VIP visits

Arts and entertainment	Sport competitions	Educational and scientific	Private
- Concerts - Award ceremonies	- Amateur and professional - Spectators and participants - Recreational games for fun	- Conferences - Seminars - Clinics	- Weddings - Parties - Socials

Activity 1.1 ★ Word puzzle (Individual)

Resources
Learner's Book page 6

MEMO

2. Awards Ceremony held annually in recognition of excellent performances in the film industry.

3. This summit was held in Durban and focused on climate change.

4. Summit held in S.A. in 2002 in person on sustainable living.

5. Name the city that hosted this event in 2012.

6. Name the event that took place in the picture. Give the abbreviation.

7. Give the acronym used to describe the different types of event tourism.

8. The Cape Mosaic Festival has the potential to become this type of event.

9. These awards given in recognition to successful black entrepreneurs can be regarded as a local event for South Africa.

10. This Tourism trade show can be regarded as a regional event.

11. The Olympic Games held in London will be regarded as this type of event.

12. This Tourism trade show can be regarded as a regional event.

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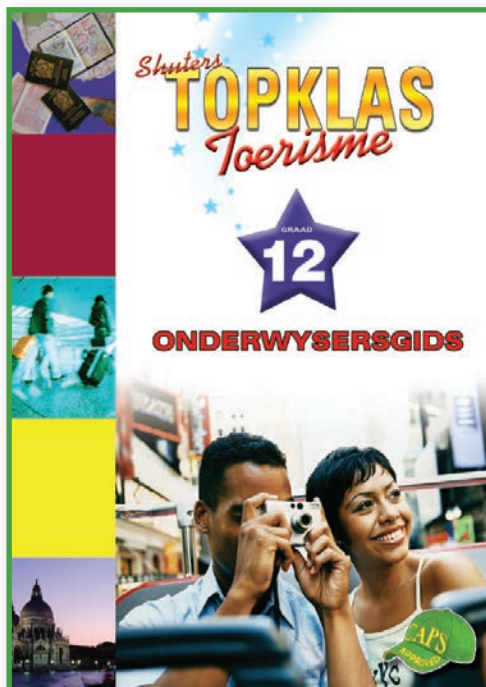
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2 SECTION 1: Global events of international significance



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GRAAD 12

- | | |
|-------------|--|
| AFDELING 1 | Wêreldgebeure van internasionale belang |
| AFDELING 2 | Politieke situasies en onvoorsiene gebeure van internasionale belang |
| AFDELING 3 | Toerplanne en roetebeplanning |
| AFDELING 4 | Die samestelling van 'n dag-vir-dag toerplan |
| AFDELING 5 | Die samestelling van 'n toerbegroting |
| AFDELING 6 | Gesondheids- en veiligheidskwessies |
| AFDELING 7 | Reisdokumentasie |
| AFDELING 8 | Wêreldtydsones |
| AFDELING 9 | Berekenings van wêreldtye wanneer tussen lande gereis word |
| AFDELING 10 | Bekende wêreldikone en attraksies |
| AFDELING 11 | Faktore wat bydra tot die sukses van 'n toeristeaattraksie |
| AFDELING 12 | Buitelandse valutaverhandeling |
| AFDELING 13 | Vorme van betaling op internasionale reise |
| AFDELING 14 | Buitelandse marktaandeel – statistiek met betrekking tot inkomende internasionale toerisme |
| AFDELING 15 | Die bemarking van Suid-Afrika as 'n toerismebestemming |
| AFDELING 16 | Die drie pilare van volhoubare toerisme |
| AFDELING 17 | Verantwoordelike toerisme en toeriste |
| AFDELING 18 | Wêrelderfenisterreine |
| AFDELING 19 | Metodes om kliëntetevredenheid te verkry en meting van kliëntetevredenheid |
| AFDELING 20 | Professionele beeld in die toerismebedryf |
| AFDELING 21 | Diensvoorwaardes |
| AFDELING 22 | Die doel en waarde van 'n gedragkode |

FUNNY FEET

Mega-beurtenisse: Dit is 'n gebeurtenisse wat op grond van grootte of belangrikheid gemeet word. Hulle het die vermoë om buitengewoon groot volumes besoekers, medaiekkings, prestasie en hoë ekonomiese waarde vir die gasheerbestemming te lok. 'n Voorbeeld is die Olimpiese Spelo.

Da maak dit uniek as gevolg van die interaksies met die mense van die gasheerbesenning. Die aantrekkingskrag van 'n wêreldgebeurtenis is dat dit nooit dieselfde is nie – jy moet die gebeurtenis bywoon om die unieke ervaring ten volle te geniet. As jy dit misloop, is dit 'n verlore geleentheid.

'n Paar beroemde wêreldwye sportgebeurtenisse:

- 2010 FIFA-Wêreldbeker (sokker)
- Wimbledon (tennis)
- Comrades Marathon (hardloop)
- Tour de France (fietsry)
- Olimpiese Spele (alle sportkodes)
- Formule 1 Grand Prix (motowedrenne)

'n Paar beroemde wêreldwye niesportgebeurtenisse:

- G8-betrande lers van die wêreld se agt rykste nasies ontmoet om kowessies van gemeenskaplike belang te bespreek).
- Betrede oor klimaatverandering (byvoorbeeld COP17 wat in 2011 in Durban gehou is).
- Mei, Hertal en Mei, Wêreld (skoonheidskonferensie).
- Internasionale VIGS-konferensies (die 19de konferensie is in 2012 in New York gehou).
- Wêreldraadskommunikasie-konferensie (in 2012 in Switserland gehou).
- Die Wêreld Ekonomiese Forum (word jaarliks in Davos, Switserland gehou).

HOE BEPAAL ONS OF 'N GEBEURTENIS DIE STATUS HET OM AS WÊRLDGEBEURTENIS GEKLASSIFISEER TE WORD?

- Multifundamente (dit betekent dat talloze landen aan de gebeurtenissen deelnemen, het zijn deelnemers of co-tuistouders).
- Multifundamentstelling – aandaad (alle landen respectievelijk de wereld stelt intentie in de gebeurtenissen belang).
- Lokt groot skates van regoor die wereld na die gebeurtenissen en het wereldwijd 'n groot gevolg.
- Wereldwijd media-aandaad in gedrukte sowel as elektroniese media.
- Groot bedrae geld word toe voorsleeding vir die gebeurtenissen besle.

2 AFDELING 1 Wereldgebeure van internationale belang

Bykomende tipes gebeurtenisse

Kulturele vieties	Salte en handel	Politiek en staats
• Feeste	• Vergaderings en konvenses	• Bedrade
• Karnavale	• Verbruikers- en handelskeuse	• Koninklike geleenthede
• Herdenkings	• Kermisse en markte	• Politieke gebeurtenisse soos • verhogings
• Godsdienstige geleenthede		• BNP-beoordele

Koms en vertrek	Sporekoms	Opryding en wenskap	Privaat
• Konsepte	• Amateurs en professionele	• Kondeerens	• Troues
• Toekenningsceremonies	• Toekouers en deelnemers	• Seminare	• Partytjies
• Ontspanningspeletjies vir die	• Ontspanningspeletjies vir die	• Klinieke	• Sosiale geleenthede

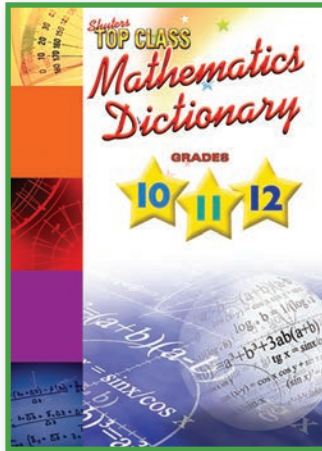
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Nasienmemorandum

[illegible]

2 AFDDELING 1: Wĳndelgelyke van internasionale belang

Resources for the FET Phase



ISBN 9781775880752 R110.24

Symbols

A symbol in Mathematics is a letter or sign which is used to represent a particular instruction, or a certain number in a concise form. Some symbols represent a phrase or group of words and as such can be read as it occurs, and in such instances the words are indicated below in single quotation marks.

Symbol	Describes ...	Examples
%	'percent' or 'out of a hundred'	Example: 20% is 25 percent or 25 out of a hundred or $\frac{25}{100}$
π	π	Example: $\pi \approx 3,14 \dots$
$\div$ or /	'divided by' or 'shared by'	Example: $8 \div 2$ or $8/2$ or $\frac{8}{2}$. All these mean '8 divided by 2' or '8 shared by 2' or 'How many 2's in 8?'
$\times$ or *	'multiplied by' or 'times'	Example: 5×9 means '5 multiplied by 9'. The other sign, * is usually used on a computer.
+	'add' or 'plus' or 'positive'	Example 1: $12 + 6$ means 'add 12 to 6' or 'add 6 to 12' or 'add 12 and 6' or '12 plus 6'. Example 2: $+3$ means 'positive 3'. (In Example 1, no sign is written behind 12, so it means 'positive 12').
-	'subtract' or 'minus' or 'negative'	Example 1: $12 - 6$ means '12 subtract 6' or 'subtract 6 from 12' or '12 minus 6'. Example 2: -1 means 'negative 1'.

5

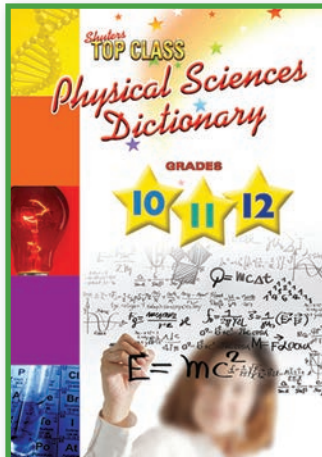
ambiguity case TRIGONOMETRY (an-big-yew-us) When drawing a triangle, by construction, given the lengths of two sides of a triangle and a non-included angle, it is possible to draw two different triangles. This possibility is known as the ambiguous case.

altitude EUCLIDEAN GEOMETRY AND MEASUREMENT (al-ti-chood) Altitude is the perpendicular distance from the base to the highest point of a geometric figure. Examples: In the two diagrams below:

(a) h is the altitude of that triangle.

(b) h is the altitude of that pyramid.

amount FINANCE, GROWTH AND DECAY The final or future value of an investment. It includes the original amount invested plus the interest earned. See also *future value*. See also *present value*.



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critical angle (See also *total internal reflection, angle of incidence*)

critiques SKILLS (fri-ti-ahd) Point out the problems.

crocodile clips APPARATUS Clips used to hold things together that look like the jaws of a crocodile.

cubic metre (m³) UNIT (T) The SI unit of volume.

Curie, Marie MATTER & MATERIALS (see ref. see ref) A French physicist (1867-1934) who, along with her husband Pierre Curie and Henri Becquerel, discovered radioactivity. (See also *radioactive decay*)

current (I) ELECTRICITY & MAGNETISM How fast charges move around a circuit; the rate of flow of charges in a circuit. For current to flow, the circuit needs to form a closed loop. $I = \frac{Q}{t}$. Current is measured in amperes (A). For example, if 16 C of charge pass a point in a circuit in 4 s, the current is 4 A. (See also *work function, photoelectric effect*)

cut-off frequency (f_c) MATTER & MATERIALS In the photoelectric effect, the minimum frequency an incident ray must have for the photoelectric effect to occur. This value is dependent on the metal involved. Another term for this is the threshold frequency. (See also *work function, photoelectric effect*)

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ultrasound WAVES, SOUND & LIGHT Ultrasound is a sound wave with a frequency that is higher than the range that the human ear can detect (> 20 kHz). It is used by humans for medical imaging, allowing doctors to see fetuses (unborn babies) in the womb. It is also used by animals such as bats and dolphins to locate prey and obstacles. These animals can hear the echoes made by ultrasonic waves reflecting off objects. This is called *sonar*. Humans also use sonar to detect objects underwater using specialised machinery. (See also *sound waves, sonar*)

ultraviolet (UV) radiation WAVES, SOUND & LIGHT Electromagnetic radiation with a slightly shorter wavelength (between 10⁻⁸ and 10⁻⁷ m) than visible light, and with a frequency around 10¹⁶ Hz. Although ultraviolet radiation is invisible to the human eye, it is present in sunlight, and is what causes sunburn and tans.

unsaturated molecule MATTER & MATERIALS An organic molecule that contains double or triple carbon-carbon bonds, because it has the potential to attach more atoms to itself by making the double or triple bond into a single bond. (See also *saturation, radicals*)

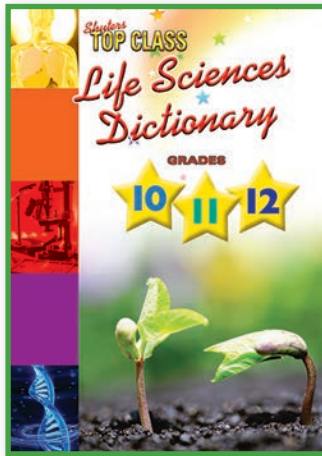
uniform acceleration MECHANICS An acceleration that does not change its magnitude or direction. (See also *acceleration*)

uniform speed MECHANICS (yoo-i-form) A speed that does not change its magnitude. (See also *speed*)

uniform velocity MECHANICS A velocity that does not change either its magnitude or its direction. (See also *velocity*)

uranium MATTER & MATERIALS A chemical element with atomic number 92. It is a radioactive metal. (See also *radioactive decay*)

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breathable LIFE PROCESSES IN PLANTS AND ANIMALS (break-ee-able) This branch of a bronchus with no cartilage rings that carries air to the alveoli.

bronchitis LIFE PROCESSES IN PLANTS AND ANIMALS (break-eye-tis) Inflammation of the bronchi of the lung.

bronchus LIFE PROCESSES IN PLANTS AND ANIMALS (break-us) One of the two main air pathways that carries air into a lung. Strengthened with C-shaped cartilage rings. (See Figure 24) (See also *trachea, tracheoles*)

Bronze Age DISCOVERY, CHANGE AND CONTINUITY The cultural period from about 3300 BCE to about 1200 BCE when copper and its alloy called bronze were used for tools and weapons. (See also *Iron Age*)

brow ridge DISCOVERY, CHANGE AND CONTINUITY A raised area of the skull bone above the eyes that makes the skull stronger.

broad spectrum antibiotic DISCOVERY, CHANGE AND CONTINUITY An antibiotic that is effective against many different bacteria. (Compare with *narrow spectrum antibiotic*)

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the outer surface of its host. (See Figure 73) (Compare with *endoparasite*)

ectothermic LIFE PROCESSES IN PLANTS AND ANIMALS An animal that gets its body heat from the surroundings, commonly known as cold-blooded. (Compare with *endothermic*)

effector LIFE AT THE MOLECULAR, CELLULAR AND TISSUE LEVELS A cell or organ (usually muscle or gland) with which an animal responds to a stimulus. (See also *receptor*)

efficient LIFE PROCESSES IN PLANTS AND ANIMALS Carries something away from a structure. For example, in the kidney.

efficient arterioles carry blood away from Bowman's capsule. (Compare with *afferent*)

effluent ENVIRONMENTAL STUDIES (ef-flu-ent) Liquid waste that is released into the environment, for example sewage or factory waste.

egestion LIFE PROCESSES IN PLANTS AND ANIMALS (see ref) Removal of the food material from the body that could not be digested or absorbed.

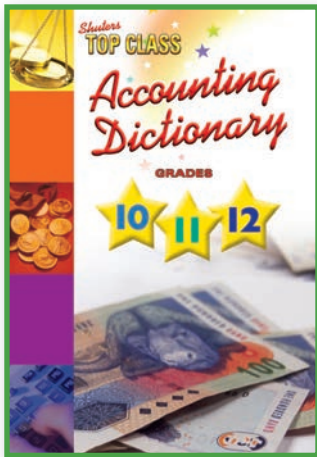
egg DISCOVERY, CHANGE AND CONTINUITY The female gamete or the structure that contains the female gamete. (See also *gamete, ovum*)

egret ENVIRONMENTAL STUDIES A white bird related to the herons that is often found feeding on insects disturbed by nearby cattle.

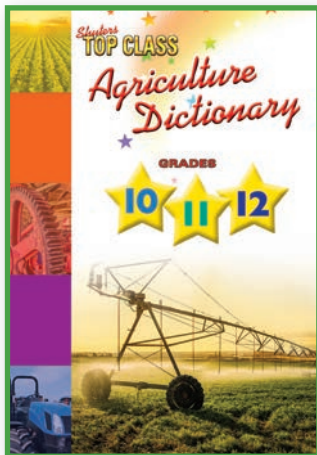
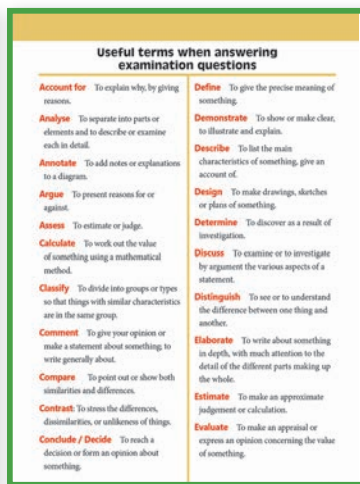
EIA ENVIRONMENTAL STUDIES Environmental Impact Assessment, which is a process in which experts

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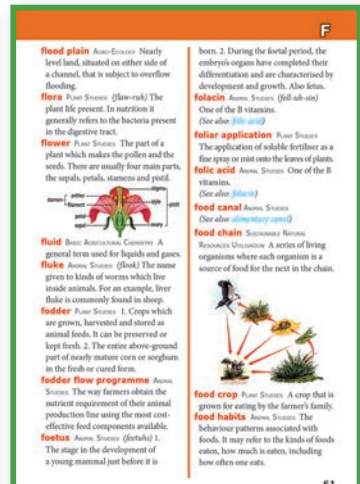
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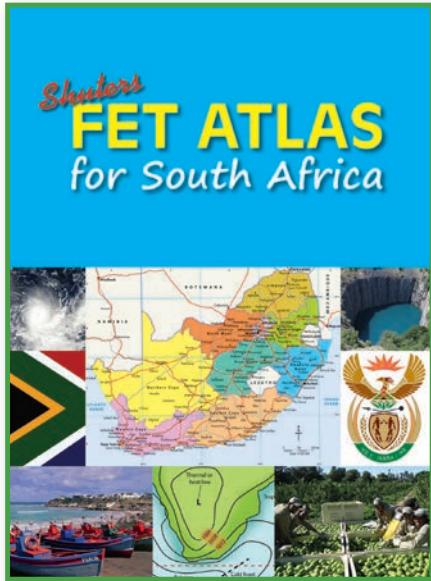
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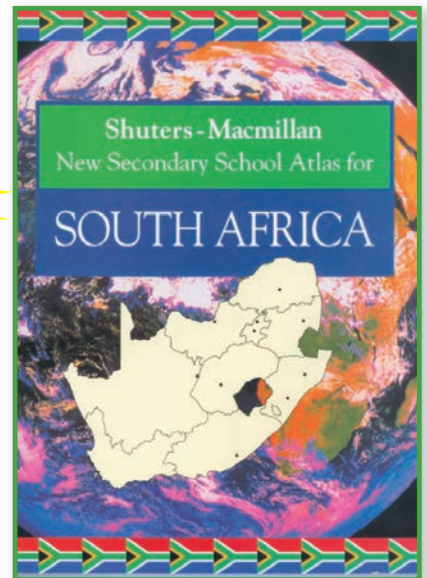
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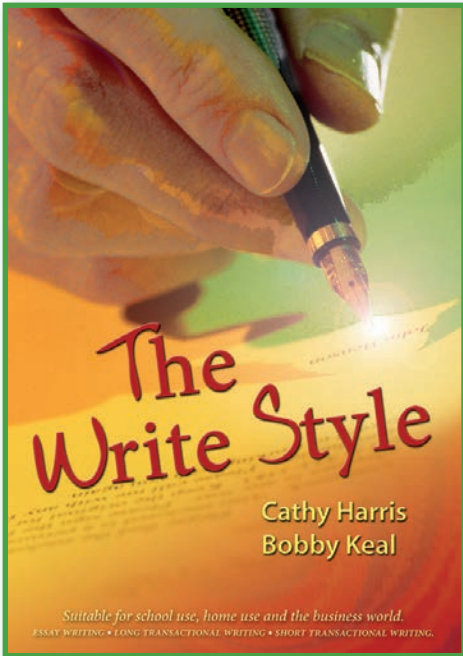
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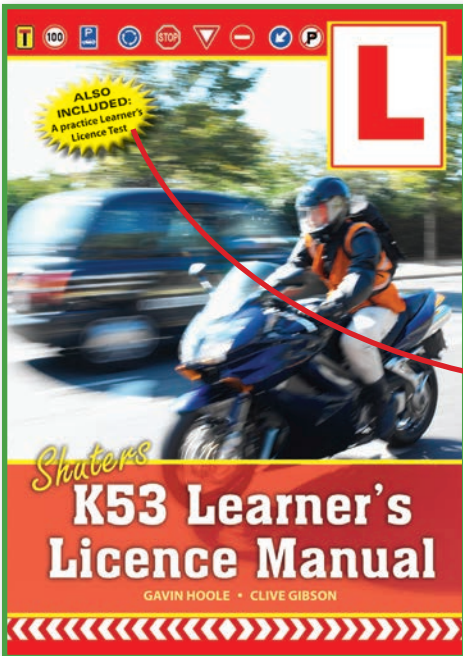
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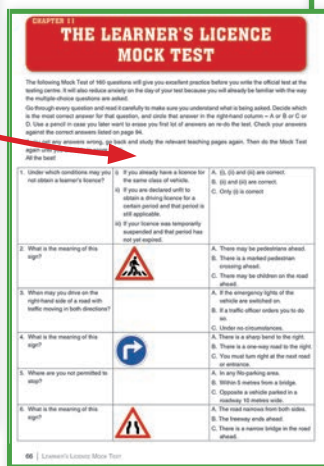


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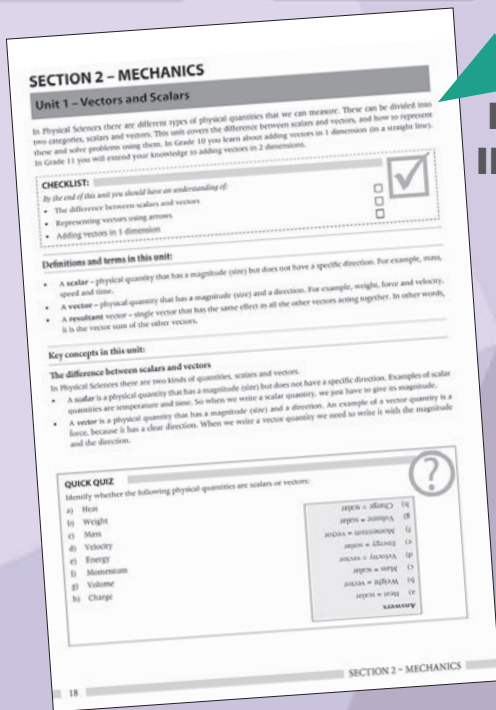
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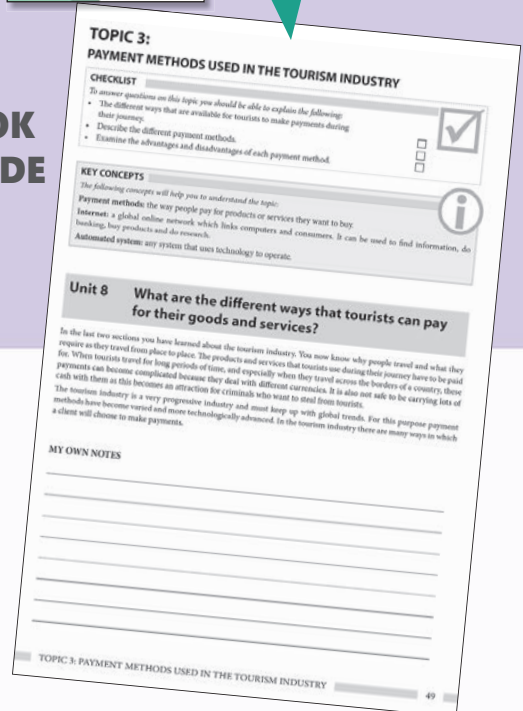
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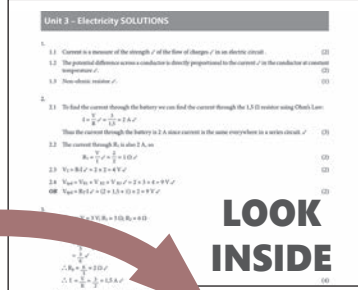
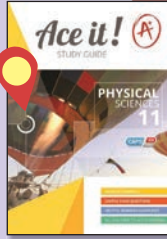
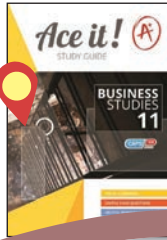
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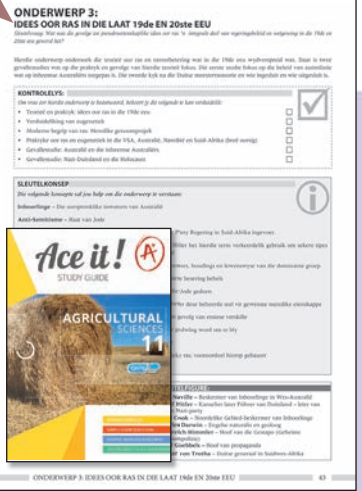
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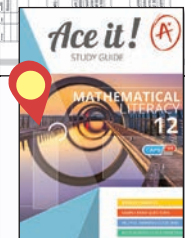
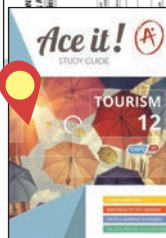
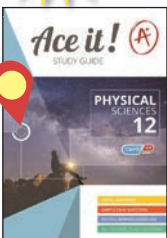
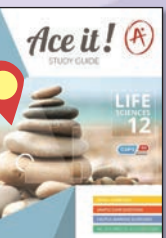
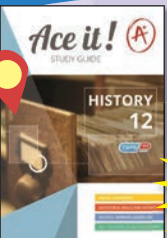
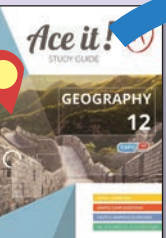
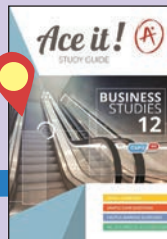
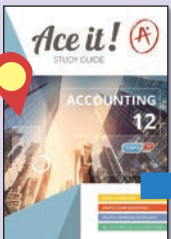
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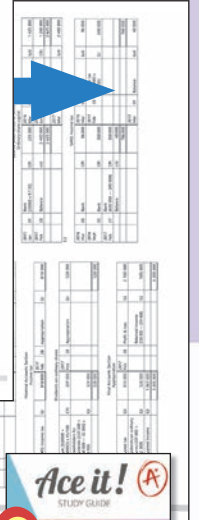
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