

★ Shuters
TOP CLASS

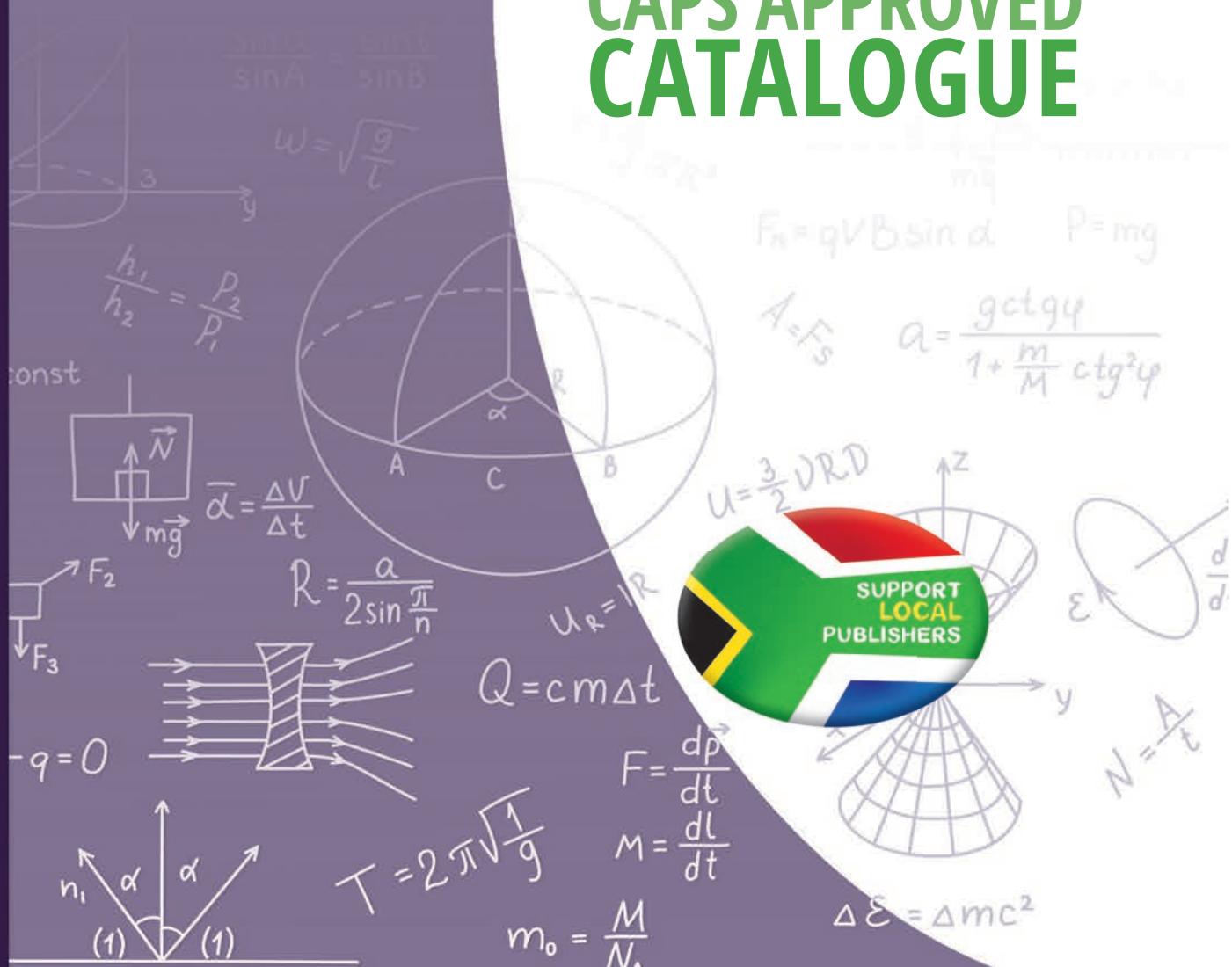
★ Shuters
TOPKLAS

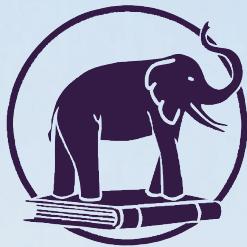
Shuters
PREMIER



Grades

10 11 12
CAPS APPROVED CATALOGUE





Shuter & Shooter

PUBLISHERS (PTY) LTD

SHUTER & SHOOTER PUBLISHERS (PTY) LTD is a proudly South African publishing company. Established as a bookstore almost 100 years ago, we began publishing IsiZulu novels, poetry and textbooks from the early 1930s.

Since then, we have been successfully producing quality literature and educational materials in all of the South African official languages, as well as for the core schools curriculum.

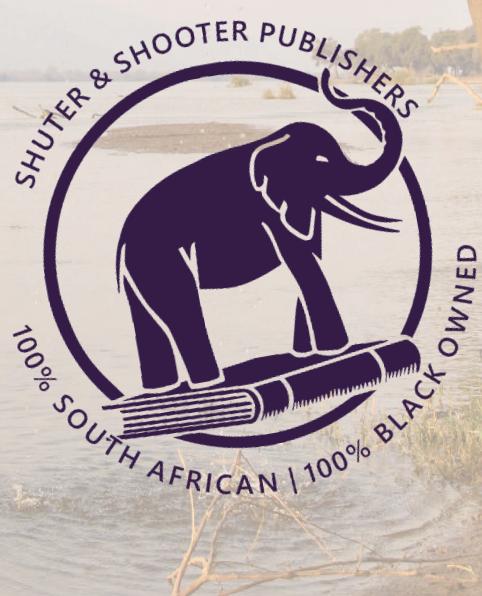
OUR CORE BUSINESS IS EDUCATION

SHUTER & SHOOTER PUBLISHERS (PTY) LTD publishes over 950 CAPS-approved titles on the Department of Basic Education's national textbook catalogue, as well as an extensive range of supplementary educational materials. After much research and development, we have also added e-learning to our impressive stable of learning and teaching support material.

2017 saw the launch of our exciting new study guide series – *Ace It!* A unique series that focuses on the different ways in which learners learn, *Ace It!* includes study tips for each learning style to help learners excel in their year-end exams.

In 2018 we published our first TVET title and have since produced titles in over 15 subject areas.

In 2018, Shuter & Shooter concluded a landmark transaction with the Zungu Investments Company (ZICO) which saw the company become one of the largest 100% black-owned educational publishers in South Africa.



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Please note: all prices quoted in this catalogue are our recommended retail prices. Discounts are applicable to trade customers and for high volume purchases. Purchases made through Government's centralised procurement model qualify for the net prices as reflected in the Department of Basic Education's nationally approved CAPS LTSM catalogue.

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Why choose our books?



TOP CLASS



TOPKLAS



PREM

Fully CAPS compliant

Lots of activities and exercises

Relevant examples throughout the books

1

2

3

Improves learner's results

Assess progress easily

Reduces the admin burden



TOP CLASS



TOPKLAS



PREM

Advantages of using our books

MIER  **TOP CLASS**

 **TOPKLAS**

Simple language,
written at the
level of the
learner

Easy to plan
lessons and
assessments

Planning
and Tracking
booklets help to
make teaching
easier

4

5

6

Helps save
planning and
preparation time

Follows the CAPS
precisely, making
teaching easier

Most of our titles
are available as
e-Books

MIER  **TOP CLASS**

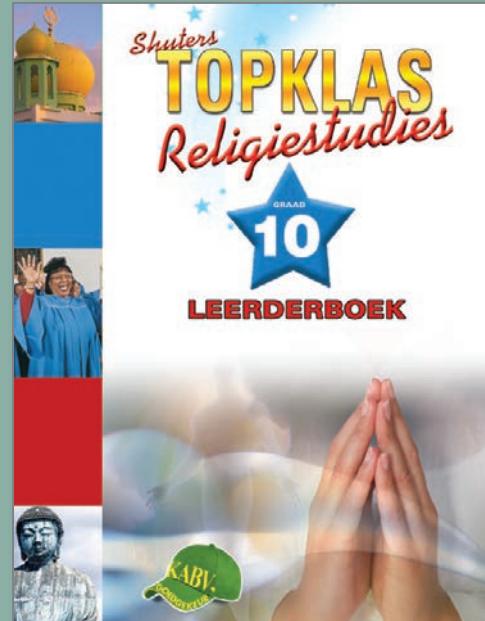
 **TOPKLAS**

All our CORE material is CAPS APPROVED

Components available

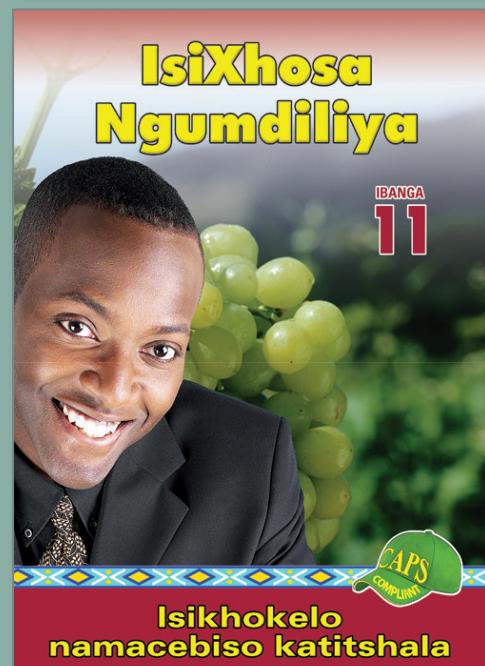
Learner's Book

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



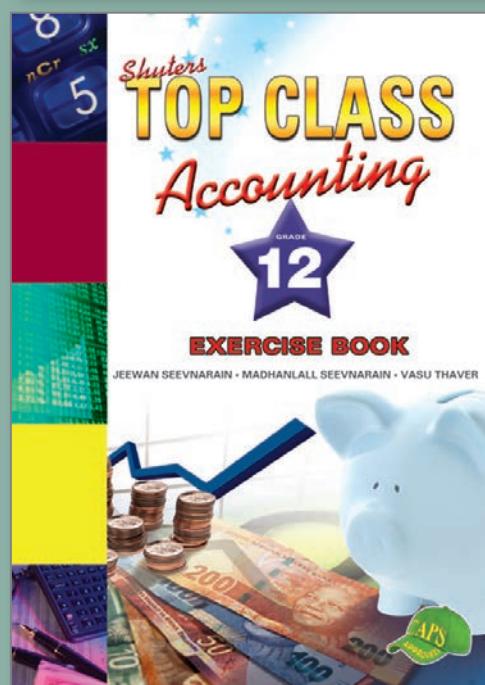
Teacher's Guide

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



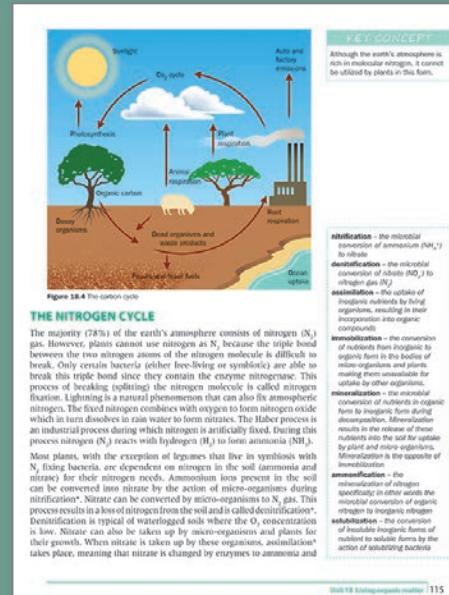
Resources

- Some series include downloadable material for enrichment
- Some series include an Exercise Book

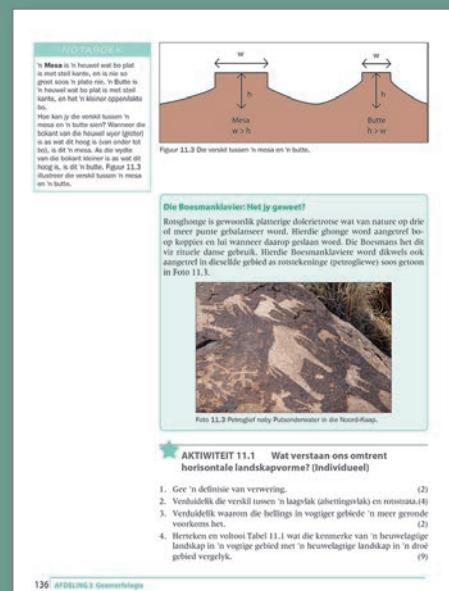


Features of our Learner's Books

Grade appropriate language



Informative, supportive artwork



Cater for diversity



Features of our Teacher's Resource Books

Provides clear guidelines to the teacher



UNIT 6
 Three weeks (11 hours)

Support and transport systems in plants

Resources Needed

A microscope prepared slides of Hellmannia stem and root, or micrographs of 12 mm long x 2.5 mm wide stem and root sections, glass slides, coverslips, microscopes, dissecting needles, methylene blue stain, iodine solution, prepared slides with xylem and phloem for micrographing, potassium hydroxide, a pair of tweezers, a hand lens, a magnifying glass, a ruler, a pencil, a sharp knife, two small needles, soft ratty woolen cloth, and a small piece of wood or metal to hold the plant upright.

ACTIVITY 6.1
 Learner's Book Page 119

★ Observe and draw cross sections of stem and root

Guidelines for the activity

- Using the microscope is an important skill in Life Sciences and the more learners practice it, the better they will become. The preferred way to carry out this activity is therefore to use prepared microscope slides of Hellmannia young stem and young root. These last for many, many years so once purchased will always be available. If it is not possible to use prepared slides then there are several alternatives. For example:
 - Use fresh material from sunflower seeds you have germinated. Unless the learners are very expert it will be quite difficult to see the details required for the activity.
 - Project micrographs and ask the learners to draw them.
 - Use micrographs on page 133 of the Learner's Book. These would be less satisfactory.
 - Use a poster of stem and root anatomy in the classroom. This would be the least satisfactory.
- The learners will be looking for the position of tissues such as endodermis, sclerenchyma, xylem and phloem so a revision of the identification of these from Unit 4 would help them.
- It is crucial that all learners can identify the epidermis, cortex, endodermis, pericycle and stele on both sections.
- Remind learners that only a plan-diagram of the arrangement of tissues is needed. This is like a map where the tissues are to be found. No cells should be drawn. You could ask learners to read the notes on biological drawing on page xiv in the Learner's Book.
- Learners can use the information in the Learner's Book to prepare their table of differences between a root and a stem.
- Depending on the quality of the images used, the learners should notice most of these differences.

54 TOP CLASS LIFE SCIENCES

Wide range of assessment activities



SUMMATIVE EXERCISE

1. The durations that Nito and Mani do homework during one school week are recorded and represented in Table 1.

Table 1: Hours that Nito and Mani do homework

Days of the week	Monday	Tuesday	Wednesday	Thursday	Friday
Hours that Nito does homework	2	3	2.5	3	1
Hours that Mani does homework	6	2.5	4	3	0

a) Identify the independent and dependent variables in Table 1.
 b) Identify the values of the dependent and independent variables for which the two relationships in Table 1 are equal. Explain what this means.
 c) How many hours did Nito spend on homework on Tuesday?
 d) How many hours did Mani spend on homework on Friday?
 e) How many hours did Mani spend on homework from Monday to Friday?
 f) On which day did Nito spend 2.5 hours on homework?
 g) On how many days did Mani spend more than 3 hours on homework?
 h) On which day/s did Nito and Mani spend exactly the same time on homework?

2. Chole decides to sell chocolates at the school's Entrepreneur's Day. The graph in Figure 1 represent the relationship of her income and expenditure.

Chole buys the chocolates for R3.00 each and she has to pay a fixed amount for using one of the school's tables for the day. She decides to sell the chocolates for R5.00 each.

Figure 1:

a) Identify the independent and dependent variables in Figure 1.
 b) Identify the values of the dependent and independent variables for which the two relationships in Figure 1 are equal. Explain what this means.
 c) How much did Chole have to pay in use to the school's table?
 d) What will Chole's income be if she sells 3 chocolates?
 e) What will be the total expenditure if Chole sells 14 chocolates?
 f) In how many chocolates will Chole sell to make a profit?
 g) Describe the difference in steepness of the two relationships.
 h) Will Chole make a profit or a loss if she sells 9 chocolates?

Term 1: Section 1 23

Additional Photocopyable material



► Worksheets maybe photocopied.

Strand 1 Life at the molecular, cellular and tissue level
Unit 5 Organs
Worksheet 5.5

1.1 The diagram below shows a cross section of a dicotyledonous leaf. Complete the diagram by writing down the label of each part in the space provided. (15)

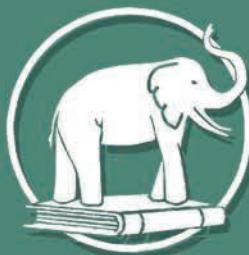
1.2 The diagram below shows part of an epidermal strip of the lower epidermis. Complete the diagram by writing down the label of each part in the space provided. (6)

[21]



Most of our titles are also available
as e-Books

The image shows a person's hands holding a black tablet. The screen of the tablet displays the cover of a digital book titled "TOP CLASS Accounting" by Shuter & Shooter, featuring a blue star with the number "12". Below the tablet, a purple smartphone is shown from a top-down perspective. The screen of the smartphone displays the "SHUTERS e-LEARNING" logo, which consists of the word "SHUTERS" above a large stylized lowercase "e", and "LEARNING" below it, all contained within a purple rounded rectangular frame.



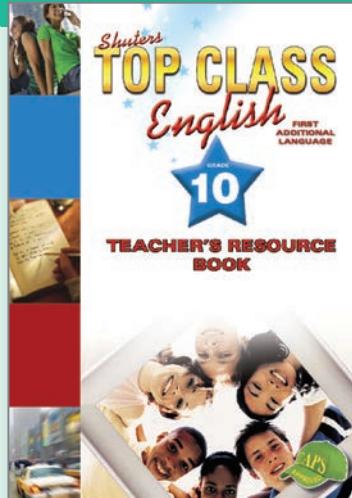
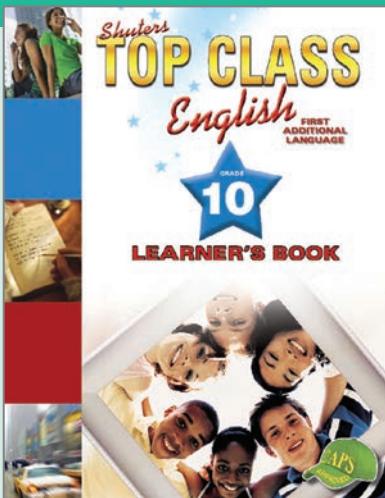
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GRADE 10 ENGLISH

SHUTERS TOP CLASS ENGLISH

FIRST ADDITIONAL LANGUAGE



**Shuter's
TOP CLASS**

LEARNER'S BOOK

9780796044358

TEACHER'S GUIDE

9780796044365

- BULLYING**
- (c) Chatting in a group and trying to exclude someone from the group.
- (d) Hiding someone's possessions often or for long periods of time, especially when they are not looking, for example, calculating their pocket money etc.
- (e) Taking a cell phone video of someone and then sharing it 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 give you a new cell phone.
- (h) Lying to your parents about what your **sibling** has done to you to get into trouble.
- (i) Wrongly blaming someone in class for something you have done to get 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, powerless, frightened, scared, helpless, intimidated, aggressive, violent, angry, embarrassed, humiliated, shy, cowardly, rejected, lonely, hurt, miserable, suicidal, anxious, shocked, depressed, frustrated, mocked, teased, spiteful, nasty, jealous, catty, apologetic, sorry, guilty, innocent, gossip, rumour, prejudice, peer pressure

ASSESSMENT
TASK
8

NOTE PAD

Guidelines for reading

Learner's
Book

★ ACTIVITY 10.2 Preparing to read

Choose a text on the topic of bullying which you will practise reading in class. Your reading should take 1-2 minutes.

Look in books, newspapers and magazines for texts related to this topic. Here are some possible ideas:

- How do schools deal with bullying?
- Ways to help bullies and victims

ACTIVITY 10.2

★ Preparing to read



Assessment:
Formal Assessment Task 8

- Tell learners that they will need to choose a text on the topic of bullying to read to the class.

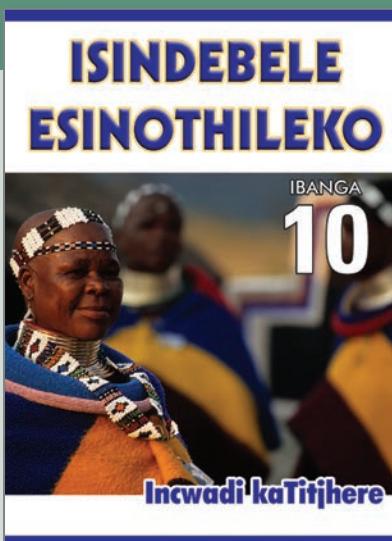
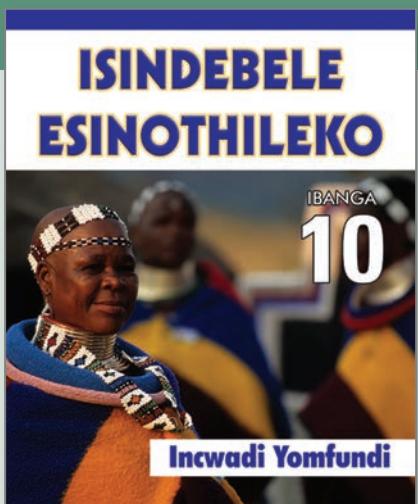
Teacher's
Guide

- Unit 1: Heroes
 Unit 2: Teens and cell phones
 Unit 3: On the move
 Unit 4: Wild characters
 Unit 5: Music for the soul
 Unit 6: Inventors and inventions
 Unit 7: Myths, legends and folktales
 Unit 8: The funny side of life
 Unit 9: Gender Issues
 Unit 10: Bullying
 Unit 11: Our sick planet

GRADE 10

- Unit 12: Communications dotcom
 Unit 13: Who's the boss?
 Unit 14: Survival
 Unit 15: What is the truth?
 Unit 16: Fun and games
 Unit 17: Let's celebrate!
 Unit 18: Revision
 Work Schedule – Teaching Plan
 Formal assessment tasks, answers and rubrics
 Glossary of Terms

IBANGA 10 ISINDEBELE ISINDEBELE ESINOTHILEKO



LEARNER'S BOOK

9780796055859

TEACHER'S GUIDE

9780796055866

THEMU 3 IHLELO LOKUFUNDISA			
	Ukukhuluma	Ukufunda nokubukela	Ukutloka
28	<p>Engiselelweko/ engakalungiselelwe</p> <ul style="list-style-type: none"> Amatshwayo nemithetho Ukulama, ukurhubulula, ukuhlela nokwethula <p>Isikhathi: I-iri-1</p>	<p>Ukutlowa kxesirhunyezo</p> <p>Zemitiolo: hlathulula imibono, ilizwi, isikhulumi, illimi begodu nesitayela, ukukhethwa kwamagama enovelini/ emdlalweni/ eendatjaneni ezifitjhani/ kumafilimi/kumtlolo-ndabuko begodu neenkondlo</p> <p>Isikhathi: ama-iri ama-4</p>	<p>1 x I-Eseyi: ecc ehlathululako/epi.</p> <p>Indlela yokutlo</p> <ul style="list-style-type: none"> Ukuhlela, ukuthathlabeja, ukubyelela umtlamo, ukeditha nokwethula. Isakhiwo/Amatshwayo wetheksti ekhethiweko. Ukubunjwa komutjho Ukutlowa kwsigaba Ukukhethwa kwamagama Irejista, isitayela nephimbo Imithetho yelimi Isikhathi: ama-iri ama-4
	<p>Ukulalela ngokuzwisa (umbiko, uhlaziya nokukhuthaza)</p> <p>Isikhathi: I-iri-1</p>	<p>Isifundo sokuzwisa Ukuqakatheka kwelimi ngokuqophefela</p> <p>Zemitiolo: Amatshwayo aqakathekileko wenovela/iindatjana ezifitjhani/amafilimi/ umdlalo/zobukghwari bomlomo begodu neenkondlo</p> <p>Isikhathi: ama-iri ama-4</p>	<p>Amatheksti wokuthintana Umbiko/irvyu/i-athikili lephepha-ndaba/i-athikili yemagazini</p> <p>Indlela yokutlo</p> <ul style="list-style-type: none"> Ukuhlela, ukuthathlabeja, ukubyelela umtlamo, ukeditha nokwethula. Isakhiwo/Amatshwayo wetheksti ekhethiweko. Ukubunjwa komutjho Ukutlowa kwsigaba Ukukhethwa kwamagama Irejista, isitayela nep' Imithetho yelimi <p>Isikhathi: ama-iri ama-4</p>

Imisebenzi elungiselelweko yokub!

Ilmsebenzi P

Incwadi
kaTitjhore

Yama-33 Neyan! ULALELA NOKUKHULUMA

Ekupheleni kwesifundo abafundi kufanele bakghone:

- Ukuocisana ngokudhegana.
- Ukuveza amaphuzu aqakatheloko.
- Ukulawuleka lokhana usihlalo akhulumu nabo.
- Ukuhlonipha isikhathi.

1.1. INGCOCO YEPHANELI

Ukucooca ngephaneli

- Isikhulumi ngasinye sikhuluma ngephaneli elithile ngesilokolo.
- Ukusejenzisa kwemithetho yemithjhwanu.

Imisebenzi kasihlalo

- Ukwenza kulawuleke.
- Ukupatha isikhathi.
- Ukutjheja i-ajenda.
- Ukukhuthaza ukuzibandakanya.
- Ukungathathi ihlangothi.
- Ukwenza iimphakamiso nanyana amavowudu.

Lokhana abafundi bacoca ngephaneli kufanele kube nosihlalo ozokulawula ikambiso yengoco. Kufanele akghone ukulawula iirkhulumi zirikelane ithuba lokukhuluma, bawazi nokutjheja ukulandelwa kweleka esetjenziswako. Kufanele angathathi ihlangothi. Ukulawula ukuvezwa kweempifikamiso nanyana amavowudu.



Umsebenzi

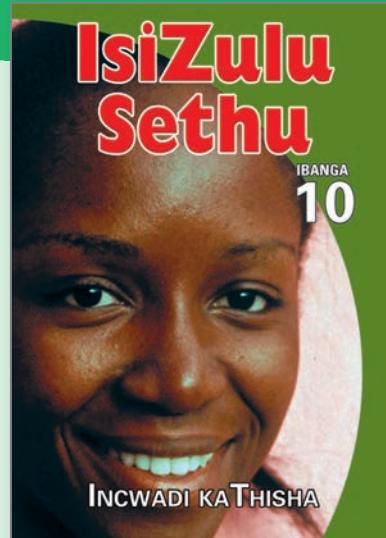
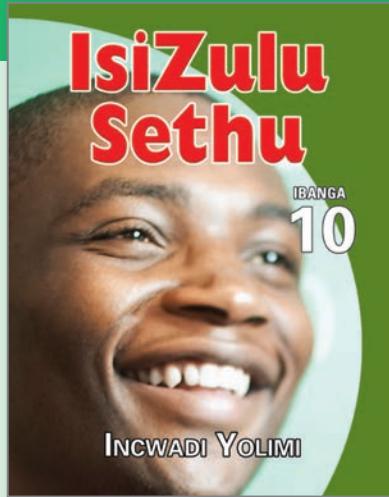
Wokuthi abafundi basebenzia iindakamizwa begodu baphathe neleki. Abafundi abacocisane ngesilokolo lesi bathole iinsombul."

Incwadi
Yomfundi

IBANGA 10

- Ukonga nokukhuthaza
- linkolelo
- Zomnotho nerhwebo
- Ubujamo bepilo

IBANGA 10 ISIZULU ISIZULU SETHU



LEARNER'S BOOK
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TEACHER'S GUIDE
9780796053244

ekilasini. Ngesikhathi wethula . . .
pawu zenganekwane.
lezi zibonelo zemibhalo eziandelayo usho ukuthi zim
le impendulo yakho.

B

Wasuka Wasuka!	Nank' amangebezana
Ugege!	Enhla kwembiz'enkulu
Wagay'umcaba!	Thath'abe mabili
Ugege!	Ushiy'abemathathu
Wavub' amasi!	Ushiyel'umntwana
Ugege!	Owa mntwana Owa!
Wahlal' phansi!	Owa mntwana Owa!
Ugege!	
Wazitika wazitika!	
Ugege!	
Wabanjw' ukhezo!	
Ugege!	



2. Inovel

- Inovel iwuholobo lombhalo wesimanje.
- Ihlukaniswa ngezahluko eziningi ezidingga indaba eyodwa.
- Amanovel ahlukaniswa ngalokho axoxa ngakho okuba yindikimba.

ISIBONELO

- Uthando
- izimpilo
- umbhonyo
- kudo
- usana kwabantu

Incwadi
Yolimi



ngokuhuluma
duqikelewe
la akakhumbuze abafundi ngokumele bakuqikelele ukuze balala
kuqondisa.
mbi kokulalela
lelele ngokuhlela isimo sengqondo ukuze umqondo ulungele
ngokuhuluma.
ntshisekelo yokulalela.
o yokulalela.
alele
va isihloko sendaba, bikezela ngokuzoxoxwa ngako endabenzi.
kulalele uthole amaphuzu abalulekile noma asemqoka.
emqoka wabhale ngamagama akho abe nomqondo
na anzima akudidayo ukuze uwabuze ekugcineni.
hi ukubikezela kwakho kushaye emhloeni noma
ngaloku ongakuzwisisanga.
ngokade ukulalele.
aphuzu owabhalile.
ziye obukulalele.
ebenzi ezothuthukisa imicabango.
okwethuliwe usuthole nezimpendulo zikathisha.

okwenziwa

ndundi bazolalelisa le ndatshana
obafundela yona baqikelele amaphuzu
lelele nasekela indaba.
ebenzisa umfundu oyedwa ofunda
nde yonke indaba ukuze lesi
henduki isifundo sokufunda.
dule imibuzo

Okuzdingeka IsiZulu
Sethu Incwadi Yom'

Incwadi
kaThisha

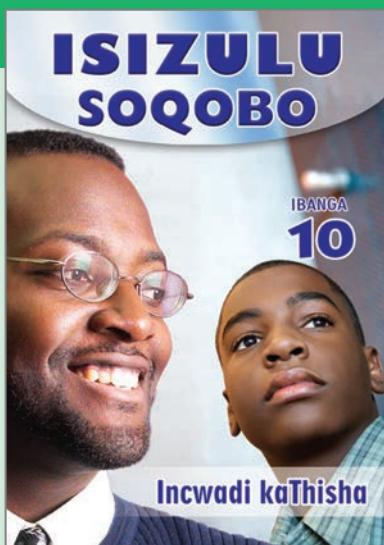
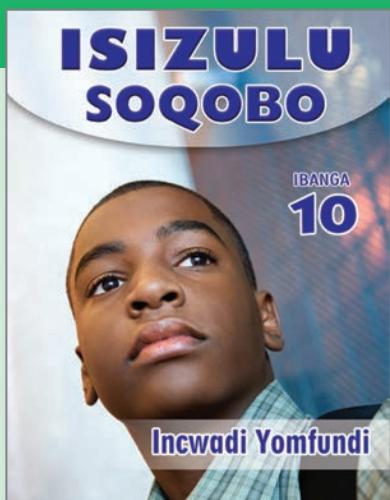
IBANGA 10

- Indali
- Ukuzinakekela
- Ukuzihlonipha
- Ukulobola
- Ukunakekela imfuyo
- Amakhono
- Amagugu Ethu
- Ukuhlonipha
- Ukuvota
- Amalungelo ethu
- Ziyashintsha izinto
- Ezomnetho

- Ukuzithuthukisa
- Ukunakekelwa kwemvelo
- Umculo
- Izifo
- Ezemidlalo
- Umendo

Wonke amayunithi anengxenye yalokhu:
Isifundo 1: Ukulalela Nokuhuluma
Isifundo 2: Ukufundu Nokubukela
Isifundo 3: Ukubhala Nokwethula

IBANGA 10 ISIZULU ISIZULU SOQOBO



LEARNER'S BOOK
9780796054418

TEACHER'S GUIDE
9780796054425

...eni, usebenza kahle. Umenyiwe esike
uzela abafundi bebanga le-12 ngokubaluleka kwe...

...lala inkulumo engathatha imizuzu ethi ayibe 4-5.

- (i) Uthisha uzokwenza ithuba lokuba abone uhlaka olubhalwe phar
lwesibili, njll. ukuze aqiniseke ukuthi uzungiselele kahle.
- (ii) Uyonikezwa ithuba lokwethula inkulumo yakho nguthishwa
- (iii) Uyonikezwa ithuba lokwethula inkulumo yakho nguthishwa

...ulindelekile kulesi sifundo
kulalela nokuqondisisa
Ukuthola ulwazi

Ukuhlola
Ukuncoma
Isikhathi sokwenza lo msebenzi: 1 ihora

Akala Nokukhuluma

Jmsebenzi owenziwa ngaphambi kokulalela

Nika abafundi isikhathi sokuba babuke isithombe ngokusihlaziya ukuthi ingabe kwenzekani kuso. Mhlawumbe kungaba isikhathi esithi asibe yimizuzu emibili. Ngesikhathi besibuka ababale nabo eyabo imicimbi abayaziyo engahlanganisa izihlobo. Kukhona uhlala lwamagama okuzofanele bakhethe kulo amagama aphaethelene nobuhlobo Indaba abazoyilalela esihloko sithi, "Kuyomenywa umndeni." Babuze ukuthi le ndaba abazoyilalela ngokubona kwabo ngabe izobe ikhuluma ngani. Umfundu ngamunye akabhale ephepheni izibongo ahlobene nazo. Umdlalo abazowudlu funde nabo ezincwadini zabo ukuthi bazowudlala kanjani. Indi abahlale ngabibili bese benza umsebenzi ngamagama asemabhokisini niva ezincwadini zabo zolimi.



- Khumbula:** Okubalulekile ngenkulumo
- Ukulungiselela
 - Ukucwaninga ngesihloko ukuze utho
 - Ukusebenzisa irejista nesitayela esifa
inhoso.
 - Ikhono lokwethula inkulumo.

2. Ukufunda Nokubukela

Ukufunda Nokubukela

Ukufunda Nokubukela

Ukufunda Nokubukela uigijimise amehlo kulo mbhalo osekhasini 77 bese uphendul...

Incwadi
Yomfundi

ezilindelekile (Incwadi Yomfundi, ikhasi 2, 3)

thelene nobuhlobo:

Incwadi
kaThisha

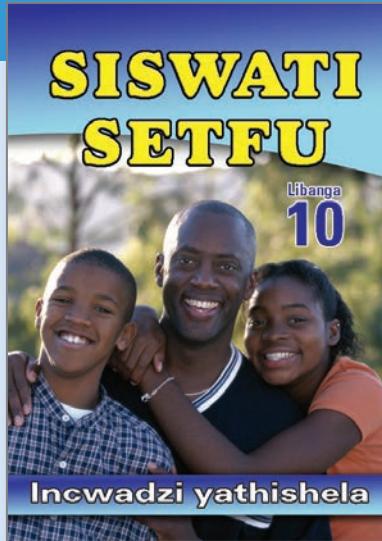
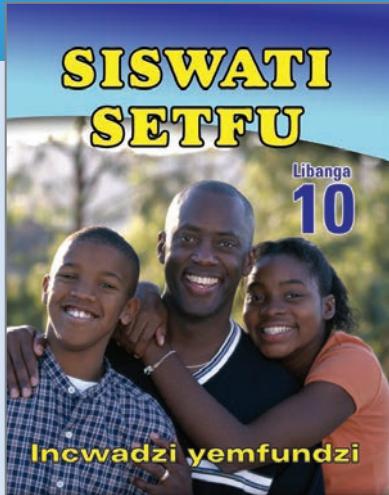
Uhlelo Lomsebenzi

- Ezomndeni
- Ezokuxhumana
- Ubungani
- Ezempiilo
- Ubunye Amathaskhi (1-4)
- Ezokuphepha
- Ezokuthuthukisa umphakathi
- Ubuntu
- Ezemidlalo Amathaskhi (5-7)

IBANGA 10

- Ubunye
 - Amanzi
 - Ezasemandulo
 - Ezemvelo
 - Ubunye Amathaskhi (8-9)
 - Ezokuphepha nokuvikeleka
 - Ezokuthuthukisa umphakathi
 - Ezemvelo
 - Ezemisebenzi Amathaskhi (10-11)
- Ukuhlola okumiselwe imigomo

LIBANGA 10 SISWATI SISWATI SETFU



LEARNER'S BOOK
9780796057846

TEACHER'S GUIDE
9780796057853

AVO 2: Kufundza nekwehi.

Tinhloso tesifundvo

- Kuvisisa sibonwa.
- Kuba nelwati ngekuhumusha tibonwa.
- Kufundza ngesakhiwo senoveli.
- Kwati ngendzima yemlandzi.
- Kufundza ngebalingsi nangekuvetwa kwabo.
- Kufundza ngemoya, ingcikitsi, umlayeto, sifundvo.



Kufundzela kuvisisa ematheksthi etibonwa:

Kuhumusha ematheksthi etibonwa/titfombe

Lokutakwentiwa nguthishela:

- Thishela akabute bafundzi kutfola kutsi bayati ngetinhlobo tematheksthi. Nguti tinhlobo tematheksthi lotatiko?
- Thishela akasebentise sibonelo sesibonwa kubachazela kutsi tibonwa ngematheksthi lanjani.

Thishela akafundzise ngalokumele kucashelwe nakuphendvulwa ngesibonye. Bukisia yonkhe iminininingwane lesesitfombeni.

Ngabe sebantu lebavetwe esitfombeni nangendlala lebagcoke ngayo.

Ngabe bujabulile nobe buswacile kute ukwati kuhumusha kubebukwe kanjalo.

Ngabe sebantu lebakhonjiswe esitfombeni.

Ngabe nobe kusendlini. Nangabe!

Incwadzi
Yathishela

AVO 2: Kufundza nekwehi.

Tinhloso tesifundvo

- Kuvisisa sibonwa
- Kuba nelwati ngekuhumusha tibonwa.
- Kufundza ngesakhiwo senoveli.
- Kwati ngendzima yemlandzi.
- Kufundza ngebalingsi nangekuvetwa kwabo.
- Kufundza ngemoya, ingcikitsi, umlayeto, sifundvo.



Kufundzela kuvisisa ematheksthi etibonwa:

Kuhumusha ematheksthi etibonwa/titfombe

Bafundzi labanyenti bakhetsa kutfola lwati kumabonakudze kunekulutfolo etincwadzini. Loko kuchaza kutsi imibhalo yetibonwa iyincenze lebalulekile ledzinga kufundvwa.

Ematheksthi etibonwa ngematheksthi lapho umfundzi kumele atitfolele yena kutsi ngabe aphatselene nani. Umfundzi kumele akwati kuwahumusha. Kute ukwati kuphendvula imibuto lehambisana nesibonwa kumele abe nelikhono lekubona lokushiwo sibonwa / sitfombe laniketwe sona.

Caphela loku nawutawuphendvula ngesibonwa:

- Buso ngabe bujabulile nobe buswacile kute ukwati kuhumusha kutsi!
- Buso bube kanjalo.

Incwadzi
Yemfundzi

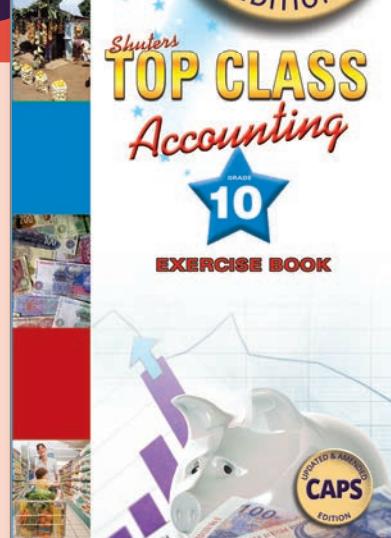
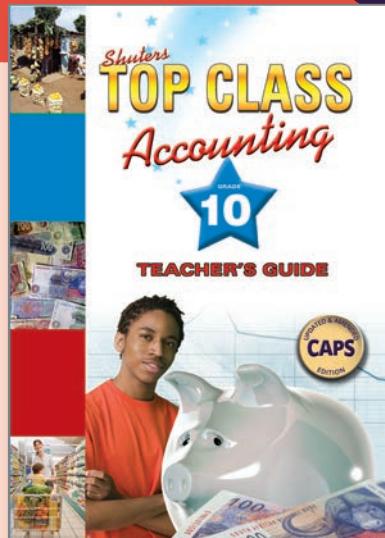
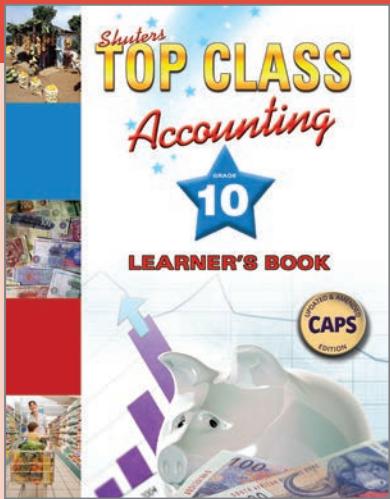
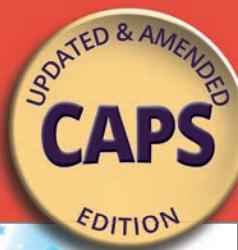
Ngabe sebantu letisedvute nalabo lebakhonjiswe esitfombeni.
Ngabe sebantu lebakhonjiswe esitfombeni.
Ngabe sebantu lebakhonjiswe esitfombeni.

LIBANGA 10

- Tidzakamiva
- Emasiko
- Tekuchumana
- Emalungelo
- Temphilo
- Temnotfo
- Tibonelo temibuto

GRADE 10 ENGLISH ACCOUNTING

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TEACHER'S GUIDE
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EXERCISE BOOK
9781485809722

TERM 1

Unit 1 - Informal or indigenous bookkeeping systems

★ Activity 1.1

Learner's Book:
Page 2

1	$20 - 2 = \text{R}18$
2	$18/3 = \text{R}6$
3	$600/50 = 12 \text{ cents}$
4	Nil because aunt works at Makro
5	$20 - 12 = 8 \text{ cents}$
6	$8 \times 50 \times 3 = \text{R}12$

Activity 1.2

Learner's Book:
Page 3

Teacher's Guide

long to the business
debit side
on the credit side
any item of value which is invested by the owner in the
example, Capital.
s equity increases on credit side
owner's equity decreases on debit side
es comprises all amounts owing by the business to other businesses
liability increases on credit side
liability decreases on debit side
ome is made up of all cash received by the business for services rendered
d goods sold

- Income increases owner's equity on credit side
- Income decreases owner's equity on debit side

Expenses consists of payments of services and consumables needed in the
business

- Expenses decreases owner's equity on the credit side
- Expenses increases owner's equity on the debit side

6. ACCOUNTING EQUATION

The accounting equation is based on the principle of double entry system which says that one account must be debited and the other credited. When you analyse the transactions you must ask yourself the following questions:

- Which are the two accounts that are affected/involved?
- Is it an asset, liability, owner's equity, income or expense?
- Are amounts increasing or decreasing?

Transactions using the Accounting Equation.

Learner's Book
As a sales assistant in a toy shop. He lost his job and was given R100 by staff. The amount paid out to him, is an expense.

NOTE
The above is sufficiently summarised by the following Pneumonic
ADILOCI – Assets debit to increase, Liabilities and Owner Equity credit to increase. Such can be further extended to include expenses and income
ICED – Income credit and expenses debit to increase

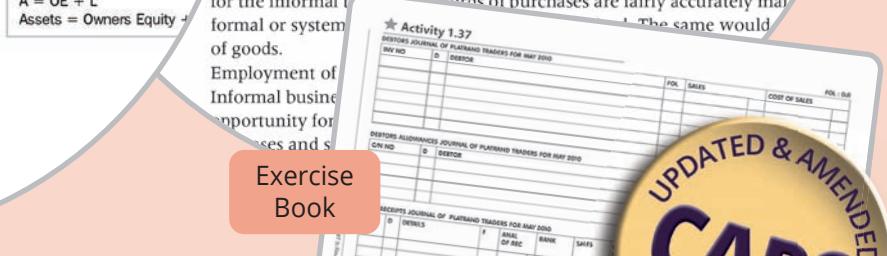
NOTE
Accounting Equation
 $A = OE + L$
Assets = Owners Equity

Exercise Book

GRADE 10

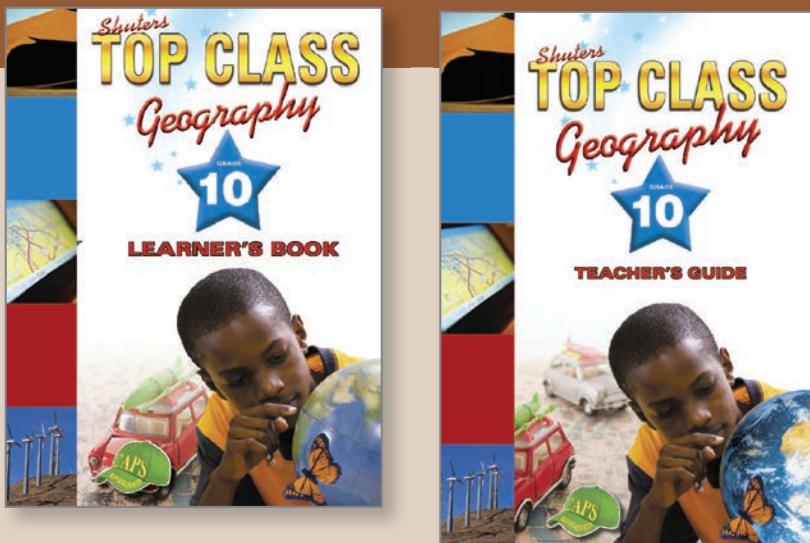
- Informal or Indigenous Bookkeeping Systems
- Ethics
- Generally Accepted Accounting Principles
- Internal Control
- Financial Accounting of a Sole Trader
- Value Added Tax (VAT)
- Wages and Salaries
- Trial Balance

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



GRADE 10 ENGLISH

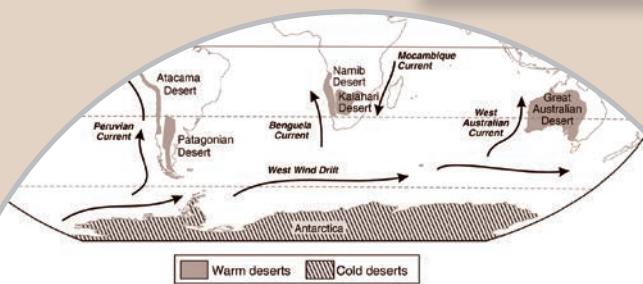
SHUTERS TOP CLASS GEOGRAPHY



Shuter's TOP CLASS

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TEACHER'S GUIDE
9780796044167



26 World's deserts

According to United Nations Environment Programme (UNEP), deserts have warmed-up from 1976 to 2000 at an average rate of 0.2-0.8°C/decade. This is an overall increase of 0.5-2°C which is much higher than the average global temperature increase of 0.45°C for the same period.

Changes in desert temperatures and rainfall

Desert	Observed Changes 1976 - 2000		Projected changes 2071-2100	
	Surface temp (°C/decade)	Rainfall (%/decade)	Surface temp (°C/decade)	Rainfall (%/decade)
Namibia	-	-	+4	-20
Peru	+0.8	-12	+4	+10
Argentina	-0.4	-	+3	-5
Chile	+0.8	-	+6	+15
Australia	-	-	+3	-10
USA	-	-	+2	-5

Learner's Book

NOTE PAD

How deserts are formed

Deserts are formed in areas where descending air (high pressure areas) descends air warms and dries, reducing the chance of rainfall. Low rainfall results in sparse vegetation (desert). Sparse vegetation cover:

- causes land temperatures to rise; hot land surface heats the air in contact with it further.
- allows wind to erode the topsoil. There are no roots to hold the soil in place.

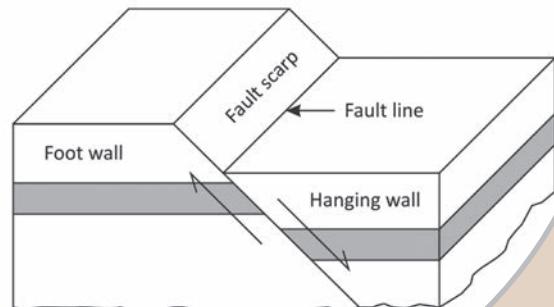
arid – very dry oases

ACTIVITY 14.1

Learner's Book page 174

★ Identifying faults and resulting landforms

When the internal stress of a rock is overcome and the rock breaks, this is called fracturing. The fault plane is the surface of movement of a fault.



A normal fault occurs through forces of tension.
A reverse fault occurs through forces of compression.

Teacher's Guide

GRADE 10

Geographical skills and techniques

- Mapwork skills
- Topographical maps
- Aerial photographs and orthophoto maps
- Geographical Information Systems
- Using atlases
- Fieldwork
- The Atmosphere**
- The composition and structure of the atmosphere
- Heating of the atmosphere
- Moisture in the atmosphere

Reading and interpreting synoptic weather maps

Geographical skills and techniques

Geomorphology

- The structure and changing landforms of the Earth
- Continental drift and plate tectonics
- Faulting and folding
- Earthquakes
- Volcanoes
- Geographical skills and techniques
- Population**
- Population distribution and density

Population structure

Population growth

Population Movements

HIV and AIDS

Water resources in the World and South Africa

Water in the world

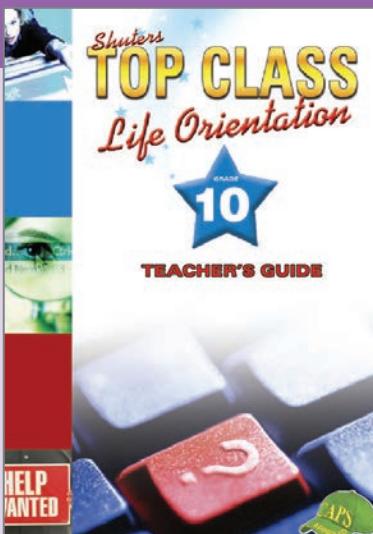
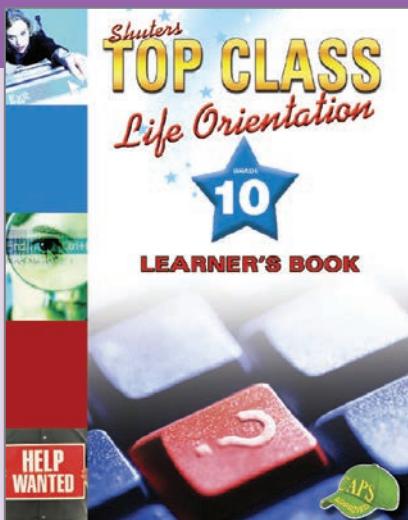
The world's oceans

Water management in South Africa

Floods

Formal Assessment exemplars

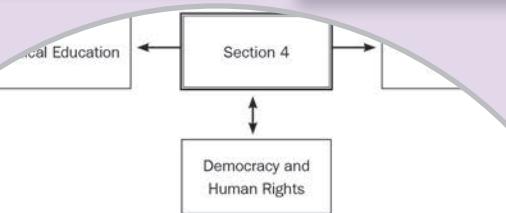
Extra resources



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Unit 11 Careers and career choices

JOB MARKET TRENDS* AND 'READING' THE JOB MARKET

The working world is changing all the time as consumer habits change, technology advances and work done by humans is automated. While new jobs develop in response to a changing world, some jobs are being replaced by technology and machines.

Which job will guarantee me an income for a long period of time?

existing in reality but outer software to ?

- It is difficult to say which jobs will be in demand five years from today. It will help to:
 - look in the newspaper and on the Internet to see what jobs are currently available
 - stay informed of current events in order to 'read' the job market and keep up with job market trends
 - keep **upgrading your skills**
 - become the best in your field of work.

World job market trends: Jobs on the decline

It is predicted that the demands for certain jobs will decrease. Here are some examples:

Jobs involving manual labour where machines can do the work include many categories, from the cashiers and bank tellers who are being replaced by computer systems to internet banking and auto-pay centres to manufacturing units that are replacing human beings.

Learner's Book

SESSION 28 1 hour

JOB MARKET TRENDS AND 'READING' THE JOB MARKET

Begin by asking the class which jobs they think will always be there. These would be jobs such as teachers, doctors, nurses, lawyers, dentists, etc. Ask them what jobs like plumbers. Then ask them what jobs they can think of that did not exist when their parents and grandparents were growing up. They could identify jobs such as communications, or computer technicians, for example. Explain to the class that the demand for jobs will change according to technological advances and other factors. It is important that they stay aware of job market trends so that they can choose careers in fields where there is a demand for workers.

through the tips on page 152 of the Learner's Book on how to ensure that they have a job for a long period of time.

World job market trends: Jobs on the decline

African countries in Africa operate in a labour-intensive environment, but elsewhere in the world, certain jobs are on the decline owing to increased mechanisation and automation. Read through the text that explains the reasons for the decline in these countries.

Youth African job market trends: Scarce skills

Shortages of skilled people

Activity 11.1 ★ Why aren't there enough?

Learners will work in groups for questions 1 to 4 of this activity.

Once they have discussed the reasons for the shortages, learners can suggest ideas as to what could be done to remedy the situation. Encourage a short class discussion where they share their ideas. Ask one person to present the ideas.

Teacher's Guide

- Self-awareness, self-esteem and self-development
- Careers and career choices
- Democracy and human rights
- Physical Education: Physical fitness and safety
- Study skills
- Social and environmental responsibility
- Physical Education: Indigenous games
- Development of the self in society
- Careers and career choices
- Physical Education: Recreation and relaxation activities
- Careers and career choices
- Democracy and Human Rights
- Physical Education: Traditional and non-traditional sports

GRADE 10

Formal Assessment exemplars

Glossary

Additional Resources

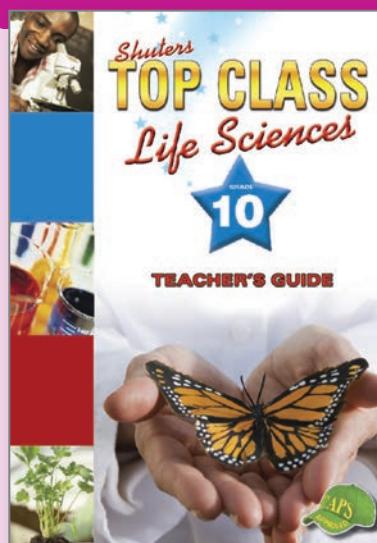
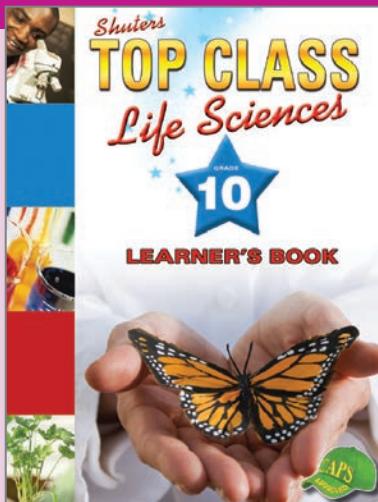
- The Learner's Book is divided into four sections, each covering a term's work, as described in the CAPS document for Life Orientation. The Physical Education programme is included at the end of each section as a separate unit. Each Physical Education unit is divided into weeks for ease of application.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

GRADE 10 ENGLISH

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LIFE SCIENCES

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Interest

Xylem tissue (wood) can be very resistant to fire and disease. Some old trees continue to grow a very long time. The oldest living organism in the world is a tree known as 'Methuselah', a Bristlecone Pine tree that is 4 765 years old and still growing! The largest living organism is a Sequoia tree known as 'General Sherman' that is nearly 100m tall and has a mass of more than 1 256 metric tons.

You will need:

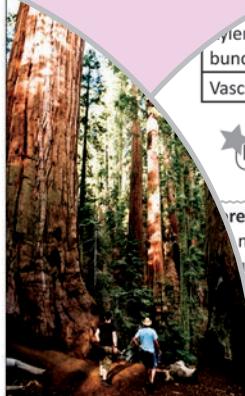
a mature carrot
a knife.

Cardinal – lengthwise

Learner's Book

- Xylem cells are dead and contain no cytoplasm so a continuous flow of water can move up them.
- Cell walls contain lignin which is waterproof so water cannot move out of the cells.
- Lignin makes the cell walls very strong so the xylem cells do not collapse. The strong xylem tissue can support the plant and withstand the suction pressure of the continuous flow of water up the xylem cells.

Figure 4.11 Large trees like these are mostly made up of xylem tissue



ACTIVITY 4.1 Study the xylem in a root

A carrot is a large root that is easier to observe than most roots.

1. Cut a carrot across the top and look for the central xylem ground tissue. It is difficult to see the phloem because it is squashed.
2. Draw a diagram to show a cross section of a carrot root.
3. When you have finished your diagrams, try to pull the ground tissue away from the xylem so that you can look at the lateral roots that are formed.

ACTIVITY 6.2

Learner's Book Page 116

Investigate a cut tree stump

Guidelines for the activity

1. It would be useful to know the whereabouts of a newly cut tree. If this is not possible, you could use a slice of wood from a tree that you could keep this slice of wood at school so that you can discuss secondary thickening.

Teacher's Guide

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

GRADE 10

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

The chemistry of life
Cells: the basic units of life
Cell division: mitosis
Plant and animal tissues
Organs
STRAND 2: Life processes in plants and animals
Support and transport systems in plants

Support systems in animals
Transport systems in mammals (human)

STRAND 3: Environmental studies

Biosphere to ecosystems

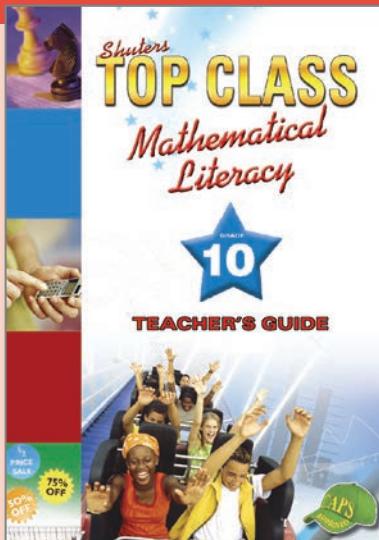
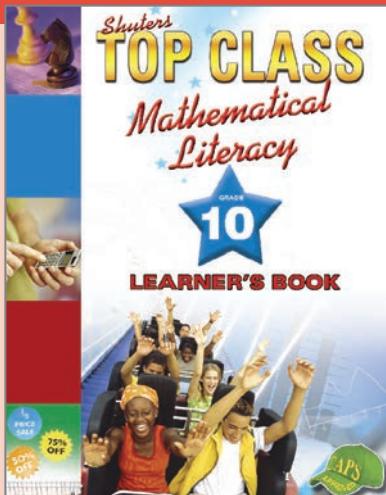
STRAND 4: Diversity, change and continuity

Biodiversity and classification
History of life on Earth

GRADE 10 ENGLISH

SHUTERS TOP CLASS

MATHEMATICAL LITERACY



Shuter's TOP CLASS

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...with respect to Category D.
water usage in Category D.
usage in kℓ with respect to Category E.
cost for water usage in Category E.
the total amount of water used in kℓ in Categories A to E to verify that
need 67kℓ.
Now calculate the total cost (excluding VAT) of Mrs KJM Thabethé's water bill for
September 2010.

Distance, time and speed rates

Kilometres per hour (km/h) or metres per second (m/s) are both units used when we measure the rate of speed.

During a typical trip from, say, home to school in a minibus taxi or car, the vehicle will undergo a series of changes in its speed.

In other words, there will be times when the car speeds up and slows down as it moves up and down hills, gets stuck in traffic, and reaches intersections.

Because of this, we therefore speak of "Average Speed", which is a measure of the distance travelled over a given period of time.

To solve these problems, we use a simple formula:
 $\text{speed} = \frac{\text{distance}}{\text{time}}$

And:
 $\text{distance} = \text{speed} \times \text{time}$.

We can write this formula in two other ways: $\text{time} = \frac{\text{distance}}{\text{speed}}$

Learner's Book

NOTE
A rate is a constant rate because it doesn't change (although it may change before becoming constant again).
A rate is not a constant rate because, as indicated above.

At the beginning of December, the price of Barbie dolls increased by 5% to make bigger profits before the end of the year. In the middle of January, there is a sale and the unsold Barbie dolls are sold at 75% OFF!. Would you now be paying the same as if you had bought them in December? If not, would you be paying more or less? Show your working details.

- 11 Matsimela managed to sell $\frac{7}{8}$ of his vetkoekies during a Saturday morning to raise money for an educational wildlife trip for his class. What was the cost of each vetkoekie if he sold all the vetkoekies he had? (Write your answer correct to the nearest whole number.)
- 12 The price of petrol in the coast is currently R10,78. It is due to go up by 5% next month. Determine the expected price of petrol in the beginning of next month by 55 cents. Determine the expected percentage increase in the price of petrol (write the answer to the nearest whole number).
- 13 If the price of a 170 g tin of shredded tuna after a 15% discount is R1,20, determine the original price before the discount.

NIT 5 – ANSWERS TO ACTIVITIES

Activity 5.1

R8,50/litre 2 702km/h

Activity 5.2

1 (a) R 159,95 (b) 8

2 (a) R580,30 (b) 50,7 litres

3 (a) R6,70/kg for 10kg; R6,64/kg for 12,5kg. 12,5kg more cost-effective
(b) R0,05/g for 750g; R0,07/g for 400g. So 750g more cost-effective
(c) R16,75 for 2kg; R19,49 for 1kg. So 2kg more cost-effective
(d) R0,06/g for 1kg (1 000g); R0,07/g for 500g. So 1kg more cost-effective

Activity 5.3

1 (a) 9kℓ (b) R0,00
(e) 5kℓ (f) R61,80
(i) 22kℓ (j) R461,12
(l) 2057,14 (g) 15kℓ
(k) 9

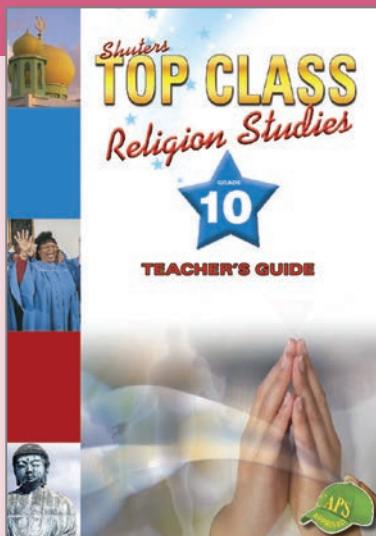
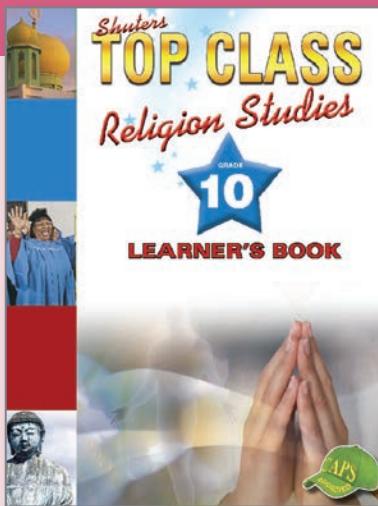
Teacher's Guide

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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TEACHER'S GUIDE
9780796044006

In both North and South America, there are many indigenous religions practised. As well as world religions like Islam, Hinduism, Christianity and Buddhism. In South America many people practise an Amerindian or 'Native American' religion. These are the religions of the indigenous people, once known as the 'Red Indians', now known as the First Nations people.

We know that in parts of South America like Brazil – and also in parts of Central America and the Indian Islands – many people practise religions which are a mix of Amerindian Religion and Christianity (Roman Catholicism) – religions like Santeria, Umbanda, Candomblé and Voodoo. In Brazil, where most of these religions are practised, as many as 40 million people are adherents of Umbanda alone.

Australasia (Australia, New Zealand and the Pacific Islands)

Christianity is the dominant religion here, although because this area is not far from Indonesia and the Asian continent, there are plenty of people practising the religions found there. In Australia, the religion of the Aborigines who lived here before the settlers from Europe arrived is still practised in parts of north, west and central Australia. Islands such as Papua New Guinea also practise their indigenous religion, as well as Christianity.

ACTIVITY 1.15 Work with statistics

at the statistics from Statistics South Africa's Community Survey in 2016 page 46. Then work on **your own** to write answers to these questions.

What is the largest religion in South Africa?

How many people in South Africa defined themselves as Atheists?

What is the second largest religion listed?

Learner's Book What is the first religion listed?

What is the last religion listed?

What is the religion not mentioned?

What else might be listed?

Think about

A population census is an important process of collecting and analysing economic, social and other information about a population. This data is used for future national and local planning, for example, housing, schools and roads. Information about religious membership is also gathered from a census. The 2011 census in South Africa was the tenth census conducted under democracy.

communist – a political system of society derived from Marx (see also *Socialism*)

Additional activity

If some of your learners struggle to read maps and charts you could give them extra help as follows:

Ask them to look at a map and identify some of these features: continents, countries that are in the news, main rivers or mountains, where they live.

Cut out tables or charts with statistical data from the newspaper and get them to identify main features and details from them.

Repeat these kinds of activities a few times over the next few weeks so that they become more confident.

Problems in using statistics

How reliable are statistics?

(Learner's Book page 49)

Teacher's Guide

GRADE 10

Religions – beginnings and development

Clusters of religions

The beginnings of religions

The origins of religions in South Africa

Statistical spread of religions

Research principles in Religion Studies

Investigating religious rituals

Ways of interacting between religions

Defining religion

Ways of relating to one another

Investigating inter-religious relationships

Common features of religions

Aspects in understanding religions

Origins of religions

Common dimensions in all religions

Social forms in religions

Religious formations and institutions

Leadership roles in different religions

Topical issues in South Africa

Topical issues in society

Topical issues in Africa and the world

Principles of ethical decision-making

What religions teach about economic matters

A critical analysis of the relationship between religion and economics

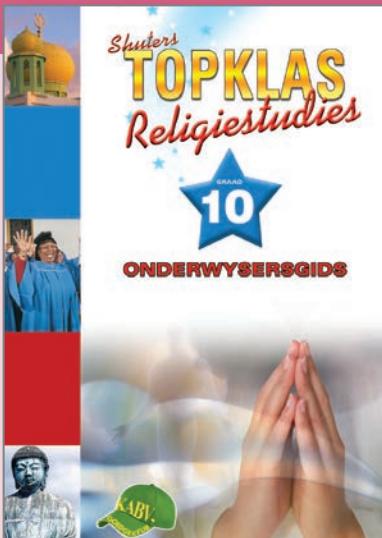
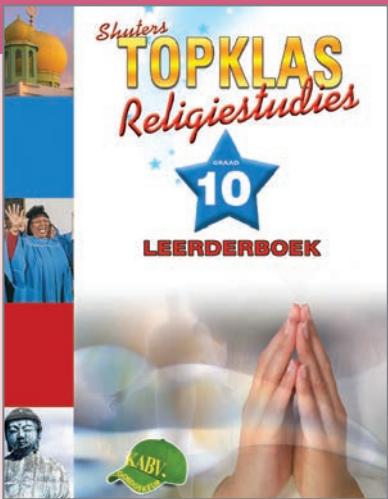
Teacher resources

Teacher support (photocopiable materials)

Glossary of terms

GRAAD 10 AFRIKAANS

SHUTERS TOPKLAS RELIGIESTUDIES



Shuters
TOPKLAS

LEERDERBOEK
9781485813590

ONDERWYSERSGIDS
9781485813606

...weet van watter religie ons P...
...e gekonsentreer is, sal jy nuuskierig wees o...
religie begin het. Dit gaan ons nou in besonderheid nou is dit vir ons nodig om verder terug te gaan in tyd o...
hoe religie as 'n dimensie van die menslike geskiedenis is het. Het mense altyd op religieuse wyses gedink?

RELIGIEUSE VRAE

Probeer om jou voor te stel hoe dit sou gewees het om baie lank gelede in vrae wat mense moontlik gevra het oor hulle ervarings van die wêreld.

AKTIWITEIT 1.2 Stel jou voor ...

1. Werk in pare. Dink aan 'n tyd toe jy in die nag na die sterrehemel gehet, of waar ook al op die strand, of in 'n donderstorm. Vertel jou maatjie ervaring.
 - a. Hoe het dit jou laat voel?
 - b. Waaroor het dit jou laat dink?



Leerderboek

...jou voor daar is geen boekie vir jou meer...'

KWARTAAL	INHOUD
KWARTAAL 1	
Verskelenheid religie	Inleiding tot Religiestudies; Eenheid 1 Vernaamste ontwikkeling van religie: ontwikkelings in Suid-Afrika en die wêreld Eenheid 2 Die interafanklikheid van religie en sosiale faktor Eenheid 3 Invloed en aanpassing tussen religie Eenheid 4 Onderskeid tussen belangrike konsepte in religie Eenheid 5 Benaderings wat op interreligieuse dialoog gemik is
Meenskaplike faktore van religie as 'n generiese en unieke verskynsel	Eenheid 6 Simbole
	Aktiwiteit 1.18, 1.1.22, 1.23
	Formele assesseringstake
Beek uitgebreide skryfwerk	Aktiwiteit 1.9 en p 21
KWARTAAL 2	
Genele kenmerke van religie generiese en unieke verskynsel	Eenheid 1 Teorieë oor religie Eenheid 2 Die rol en aard van vertelling en mite in religie Onderhoud oor religie en oor gloe heen
	Aktiwiteit 2.5, 2.6, 2.10
	Eenheid 3 Onderhoude oor genderkwessies
	Sien Kwartaal 3 Formele assesseringstake
	Formele assesseringstake
Brongebaseerde taak Hersiening en halfjaarlike eksamens	Aktiwiteit 2.11
KWARTAAL 3	
Gemeenskaplike faktore van religie as 'n generiese en unieke verskynsel	Eenheid 1 Tipies rituele en hulle rol in religie Eenheid 2 Konsepte
	Aktiwiteit 3.6
	Aktiwiteit 3.7
	Eenheid 3 Kritiese analyse en analise in kons...

Onderwysersgids

GRAAD 10

Godsdienste – hulle oorsprong en ontwikkeling

Verskillende groeperings van godsdienste

Die oorsprong van godsdienste

Die oorsprong van godsdienste in Suid-Afrika

Statistiese verspreiding van godsdienste

Navorsingsbeginsels in Religiestudies

Ondersoek van religieuse rituele

Religieuse interaksie

Definisies van religie

Religieuse interaksie

Ondersoek interreligieuse verhoudings

Algemene kenmerke van godsdienste

Aspekte van begrip vir religie

Oorsprong van godsdienste

Hoofdimensies gemeenskaplik aan alle godsdienste

Sosiale vorme in godsdienste

Religieuse strukture en instellings

Leierskapsrolle in verskillende godsdienste

Aktuele aangeleenthede in Suid-Afrika

Aktuele aangeleenthede in die samelewing

Aktuele aangeleenthede in Afrika en die wêreld

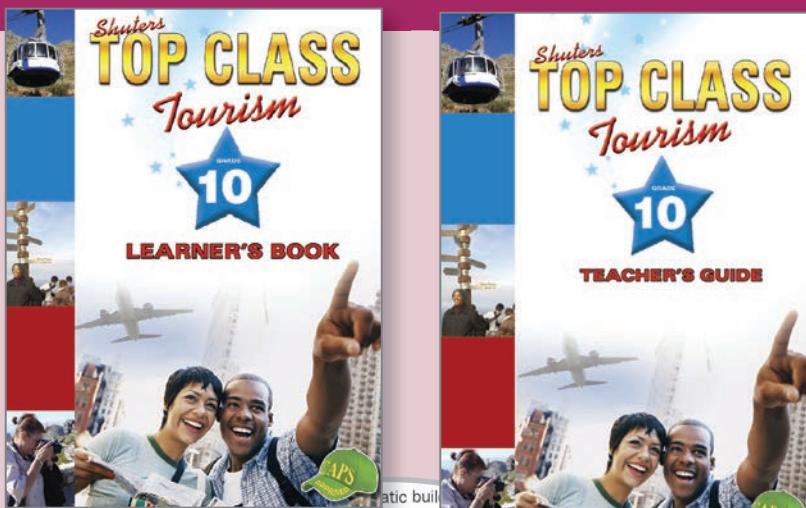
Beginsels van etiese besluitneming

Wat godsdienste oor ekonomiese sake leer

Kritiese analise van die verhouding tussen religie en ekonomie

GRADE 10 ENGLISH

SHUTERS TOP CLASS TOURISM



Shuters TOP CLASS

LEARNER'S BOOK
9780796044235

TEACHER'S GUIDE
9780796044242

Information	Information on statistics such as the number of tourists that visited South Africa.
Enterprises	Small, micro, and medium-sized enterprises
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?

NOTE PAD

The Tourism White Paper on the Development and Promotion of Tourism in South Africa (1996) says, "Tourism in South Africa is Government Led, Private Sector Driven, Community Based, and Labour conscious."

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 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** and the **communities** living in the areas where tourism occurs. Let us take a closer look at the public sector.

The public sector

This refers to government and includes the national and local government departments. The Minister is responsible for the government's management of the public sector.

Learner's Book

t 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 the tourism industry.

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

Activity 30.1 The public sector (Individual) Peer assessed

Learner's Book
page 73.

In this informal activity, learners are to copy the diagram given in their exercise books, or on to a sheet of paper, making sure there are no gaps in the diagram.

Learners will be able to find the information easily in the Learner's Book. Assist any learners that seem to be having difficulty.

Teacher's Guide

- An introduction to tourism
- Types of tourists and tourist profiles
- Different modes of transport
- Different types of accommodation establishments
- The South African grading system for accommodation establishments
- Concepts, terminology and in-room technology used in accommodation establishments
- Food and beverage establishments
- The attraction sector
- The structure of the South African tourism industry

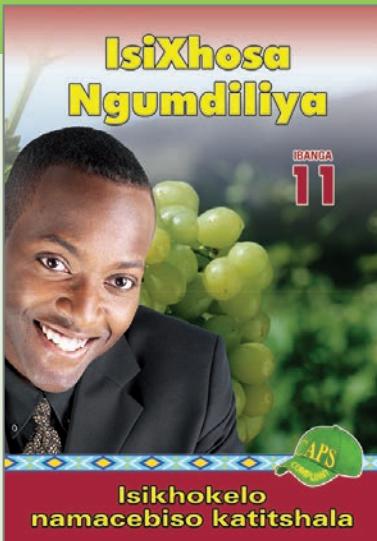
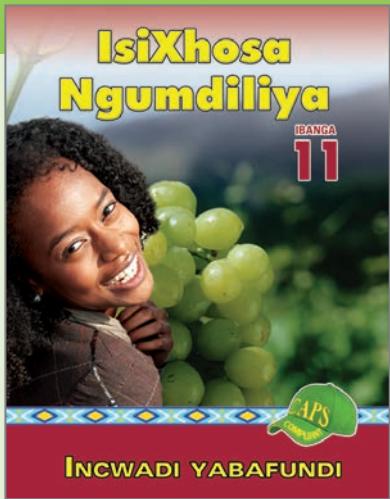
GRADE 10

- The private sector of the South African tourism industry
- Payment methods and technology used for payment in South Africa
- Map terminology and map symbols
- Different types of maps in a tourism context
- Mapping South Africa
- Working with a world map
- Working with distance indicators and distance tables
- Domestic tourism
- Domestic tourism statistics
- Tourist attractions in South Africa: the nine provinces

- South African fauna and flora as a tourist attraction
- South African National Parks
- Sustainable tourism
- Responsible tourism
- Global warming and the tourism industry
- Marketing of tourism products, services and sites
- Culture and heritage
- Heritage sites
- Communication technology
- Communication: verbal and written
- Service excellence

IBANGA 11 ISIXHOSA

ISIXHOSA NGUMDILIYA



LEARNER'S BOOK
9780796052667

TEACHER'S GUIDE
9780796052674

apnila?
ko, ingaba intlutha ixaphake kweyiphini ingqini.
eliso ezimbini ezenziva kwimveliso oyixele kumbuzo woku
oni injongo yokuba uMazi avalele imali eninzi ayifumene ngokusho
qwalasele kwakhona umfanekiso wesibini ohamba nencoko, kwimfuno
onakalisiweyo wena ungathanda ukulima cwuphi? Kuba kutheni?
Ingaba uMazi umbona wayewulimele eyiphi injongo?
Yintoni eyayikuthaza uFuna ukuba abe nomida wokuncokola nobawo uMazi?
8. Abantu abanomona ngamasimi abo babephela besenza ntoni?

Umsebenzi osekelwe koko ubukuphulaphule

- Chaza isixa somvuzzo esasigcinwa nguMazi ebankini.
- Ukuba ubungomnye wabantwana bakaMazi ubuza kwenza ntoni ukumcedisa?
- Yintoni eyayibangela ukuqaqamba kwamathambo kaMazi?
- Nika intsingiselo yentethwana nganye: *phuma egusheni; sidlan' iindlebe; nangamso.*
- Yakha isaci neggama ngalinye: *ibhokhwe, ihagu.*
- Kwizivakalisi ezilandelayo yakha **imo elandulayo**:
 - Ubukhulu becali ndilima imifuno.
 - Ndandilondoloza ikota yomvuzzo wam.
 - Umbona ndiwulimela ukutwana nokondla iinkukhu neehagu.
- Nika intsingiselo yegama ngalinye: *inkathavu, amadyongosi.*

Khumbula imiba yegrama nolwim

Imo evumayo nelandulayo
Qwalaselwa izivakalisi ezilandelayo:
Imizekelo: ULikhoxufunda. **Imo evumayo.** ULikhoxufunda. **Imo elandulayo.** Amakwenkwe athengisa imifuno. **Imo evumayo.** Amakwenkwe awathengisa imifuno. **Imo elandulayo.**

Ukufunda nokubukela

Ukufundela ukuqonda
Iindlela zokufunda okubhaliweyo
benzi owenziwa phambi kokufunda

iselelo okufunda ngeenjongo zokuqhelisa abafundi itekisi ukuze oku ku niso lolwazi abasele benalo nolo lukwitekisi.

genwa kwesi siqephufufundu, khuthaza ukuba umfundu ngamnye asebeni bo wakhe, baxo xe ngemifanekiso beyidibana nesihloko sesi siqendu, ukuva lukho na uxulumano kwezi zinto zombini.
ke titshala ukuba ingaba imiqikelelo yabo iseikhondweni na xa bezama hisa umba okuza kuxoxwa ngawo nomfanekiso okwesi sigaba.
vela neempendulo ngeempendulo ezahlukileyo kulo mbuzo, hluza ke wenzezo ucunga sondele ndulo eyijo.
baza kuthi nzi aphuma pompi kwaze akelwa ithumbuze aphume gamanzi atshizayo,
okanye aphuma kwizithizizi ezidityaniswa kompompi zize ibekwe endaweni enye ntsi zize zithi eleza zitshize lawo.

Incwadi
Yabafundi

Ukufundela ukuqonda
Iindlela zokufunda okubhaliweyo
benzi owenziwa phambi kokufunda

iselelo okufunda ngeenjongo zokuqhelisa abafundi itekisi ukuze oku ku niso lolwazi abasele benalo nolo lukwitekisi

Isikhokelo
Namacebiso
Katitshala

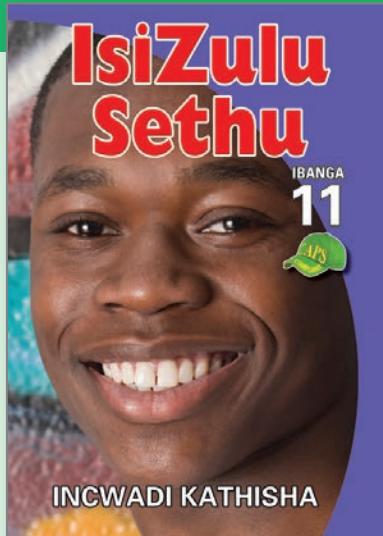
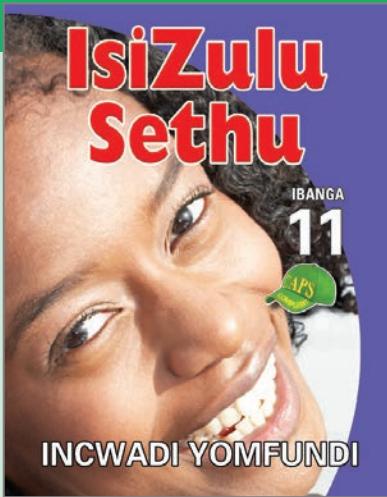
IBANGA 11

- Imidlalo
- Ucoeko
- Masondle imizimba yethu
- Nawe ungayiyo injineli?
- Amalungelo ethu
- Ukunonophela impilo
- Masihlale silumkile
- Sixabisa iinkolo zethu
- Vuk' uzenzele

- Imisebenzi yokuhlolola esesikweni nenyantelekileyo
IPHEPHA LOKU-1: Ukusetyenziswa kolwimi ngokusemxholweni
IPHEPHA LESI-2: Uncwadi
IPHEPHA LESI-3: Ukubhala
- Imibutho yokuzakha kulutscha
- Zidle ngemvelaphi yakho
- Ubuntu bethu
- Indalo
- Ufuna ukuba yintoni?

- Funda ukuba noqoqoshho
- Masiqhagamshelane
- Iziyobisi-umtshabalalisi
- Siphetha unyaka
- Imviwo zokuphela konyaka
IPHEPHA LESI-4: I-orali
- IPHEPHA LOKU-1: Ukusetyenziswa kolwimi ngokusemxholweni
IPHEPHA LESI-2: Uncwadi
IPHEPHA LESI-3: Ukubhala
- IGlosari

IBANGA 11 ISIZULU ISIZULU SETHU



LEARNER'S BOOK
9780796053251

TEACHER'S GUIDE
9780796053268

UNDODO 2: UkuFundu Nokubukela

1. Okuhunyushwa Kwamatheksthi Awazi

Umsebenzi Wokuzilungiselela
Imikhiqizo

Shono sizwe

- (i) Zakhwiwe ngani lezi zinto ezisethombeni?
- (ii) Ake nioxo ngababili ngokwakhiwa kwazo.

Ake sibheke ukuthi ukwenzenjani lokhu:

Okuhumusha

- Umfundu kumele abheke isithombe bese esichaza ngakubonayo adlulele nakuloku okungekho esithombeni. Angabeka imibono yakhe nalokho akucabangayo ngesithombe. Ngahumusha abakubona levishini, amakhompyutha, nasembihalweni efundwayo bo.

Incwadi Yomfundi



UkuFundu Nokubukela:
Umsebenzi Wokuzilungiselela
UkuFundu Nokubukela:
Ukuthuthukiswa Kolwazimaga
Nokusetsenziswa Kolimi:
Amagama Amqondomningi.
Amagama Aphikisanayo.
Izimo Zokukhuluma, Ukwenzeka
kwezinto. Amagama Anembayo.
Izikhathi.

Izakhwiwo Zemisho
Nokusetsenziswa Kolimi:
Amabizongxube.
UkuFundu Imibhalo Yobuciko:
Umdlalo Wefilimu.

Ukubhalala Nokwetile
Umsebenzi Wokuzilungiselela
Amatheksthi Adlulisa
Umyalezo:
Isibuyekezo

ISIFUNDO 1: Ukulalela Nokukhuluma

▷ Inkulumompikiswano – Ukubuyekeza

Ikhasi lama-266 kuya kwelama -268 Encwadini yomfundi.

Okuzokwenziva

- Inkulumompikiswano

Okuzodingekha:

- Incwadi yomfundi

▷ Nokubukela Nezimiso Zenkulumompikiswano

Phakathi kwamaqembu amabili ngesihloko esithile abasi
bu elihambisana nesihloko neliphikisayo.
libeke umbono walo liwusekele livez...

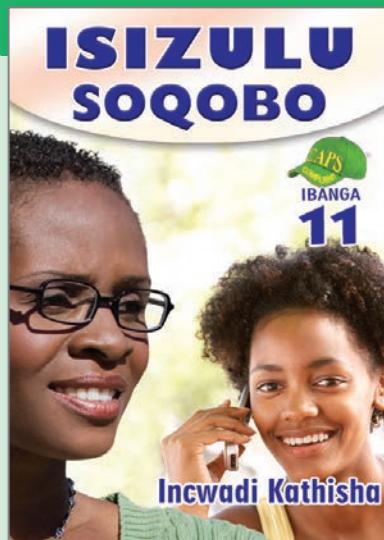
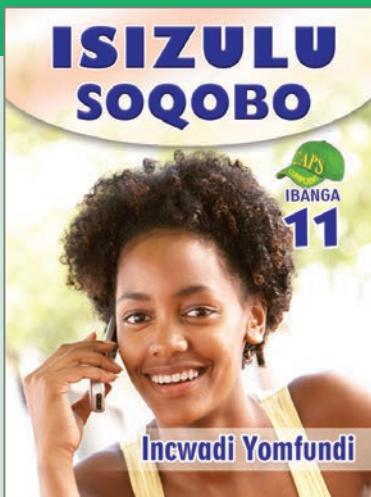
Incwadi Kathisha

IBANGA 11

1. Ezokuphepha
2. Izidakamizwa
3. Ziyasha
4. Izilimi
5. Ezomphakathi
6. Indalo
7. Ezemfundo
8. Imvelo
9. Ukuzimisela
10. Isabelo Sezimali
11. Amalungelo Ethu
12. Ubuchwepheshe
13. UkuXhumana
14. Ukuqwashisa
15. UkuNakekelwa Kwemvelo
16. UkuDla
17. Ithemba
18. UkuLingana

Wonke amayunithi anengxenye yalokhu:
Isifundo 1: Ukulalela Nokukhuluma
Isifundo 2: UkuFundu Nokubukela
Isifundo 3: Ukubhalala Nokwethula
Incwadi kathisha inalokhu:
• UkuHlolola OLimini LwasEkhaya
• Uhlelo Lokuhlolola
• UkuHlelwa Kwamaphepha Okuhlolola
• UkuModareytha

IBANGA 11 ISIZULU ISIZULU SOQOBO



LEARNER'S BOOK
9780796054432

TEACHER'S GUIDE
9780796054449

Benzi ebenikade niqhathanise izimphe ungaboni kahle khona.

Uthisha enethulela futhi enichazela isitatimende eni-

umiphumela eyalowo obekade efunda ngakho-ke asikhox umhlaba wonke ngemiphumela kamatikuletsheni,

4. Xoxani nothisha ngalokhu okulandelayo nokubalulekile mpikiswano:

Izimpawu zenkulumo-mpikiswano

Isihloko noma isitatimende okuzophiswana ngaso.

Uhlangothi oluvumelana nesitatimende.

Uhlangothi oluphikisana nesitatimende.

Umgciniikhathi kungaba omunye umfundu noma uthi-

minibuzo
(jundi ikhasi 11)

Encwadini yobungani ungabingelela ngokubiza unngegama, isithakazelo, njll. nasekuvaleiseni futhi umehluko. Amagama okudlala afana no "mfanakithi" ukubabaza, "Hhayi bo!" konke lokhu akufuneki encwa yomsebenzi.

- (b) Umbhali uyazethemba kodwa futhi uyahlonipha. Uyanco akhombise nokuzimisela.

Ukubhalwa kwamagama (Incwadi yomfundu ikhasi 11)

- Uma uchaza izigaba njengokweqiwa komugqa, amaphuzu ashiwoyo isenesigaba, kungakuhle ubhekise encwadini eyisibonelo.

Izimiso zenkulumo-mpikiswano

Ukusetshenziswa kwephimbo ngokulehlisa ubuye ulenyusincwadi yomfundu ikhasi 11

Ukusetshenziswa kwejubane ngokushesha noma unense ukuzwakale kahle.

Incwadi
Yomfundu

Khumbula: Ungazikhumbuza ngezimpakubheka icwadini yesiZulu Soqo

Impendulo ilindelekile

Isigaba 1. Isizathu sokubhala incwadi nokuthi usibisikhangiso

Isigaba 2. Ukuthi wenzani manje, nokuthi

Incwadi
Kathisha

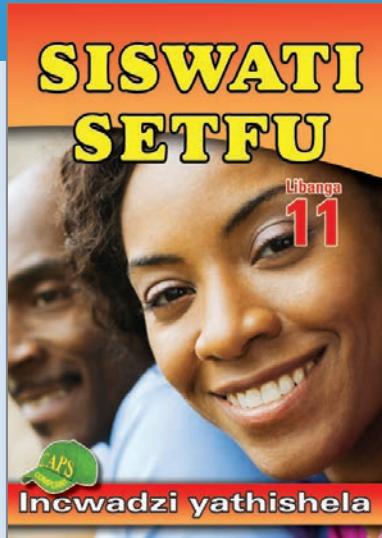
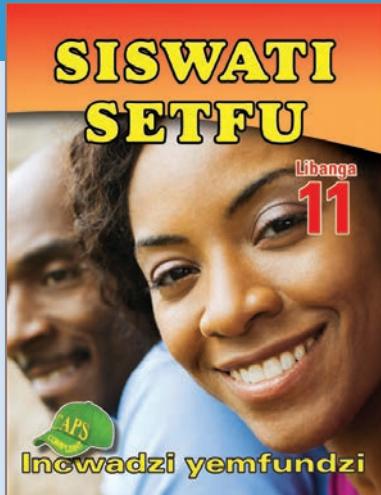
IBANGA 11

- Iplani yokufundisa
- Ezomndeni
 - Ezokuxhumana
 - Abangane
 - Ezempilo
 - Ubunye
Amathaskhi (1-4)
 - Ezokuphepha
 - Ezemvelo

- Ubuntu
- Ezemidlalo
Amathaskhi (5-7)
- Ezemfundo
- Ezikuthutha
- Ukuzilungiselela ikusasa
- Imicimbi
- Ezikuxhumana
Amathaskhi (8-9)

- Ezokuphepha ezweni lakithi
- Ezokuthuthukisa umphakathi
- Ezemvelo
- Ezemisebenzi
Amathaskhi (10-11)
- Ukuhlola okumiselwe imigomo
- iGlosari

LIBANGA 11 SISWATI SISWATI SETFU



LEARNER'S BOOK
9780796057860

TEACHER'S GUIDE
9780796057877

Liviki 5 na 6

1. Kulalela Nekukhuluma

Inhloso yesifundvo

- Kufundza ngekulalela kuvisisa

Kulalelela kuvisisa kungaphindze kwentelwe kuhlatiya. Ase silalele nasi sivisiso lesitawufundvwa nguthishela bese siphendvula imibuto letawulandzela.

Kulalelela kuvisisa

dla imali yetintsandzane

nsa kamatima bantfwana bakaNdlovu, eDayizenza ngaseThulani eNyakatfo pumalanga kulandzela kuvela kwekutsi lolomsikati wakulomndeni lobekabalo yesibonelo sahulumende uyibhudla nelishende lakhe. Lomndeni ubuke lenkhulu, unebantfwana labayimfica, labasiphohlongo sebashonelwe ba yalesibonelo sahulumende idliwa yindvodzakati yakhona kutsiwa ay eBhuga eGauteng ibuya ngoba seyitawuhola imali yalabantfwana i

ukhona newakhe umntfwana, naye ubulawa yindlala ni cina ngekutsengelwa iPizza nesinatfo ngalelor lenkhulu yalendvodzakati ikhonte kakha eGauteng. Labantfwana

Incwadzi

Yemfundzi

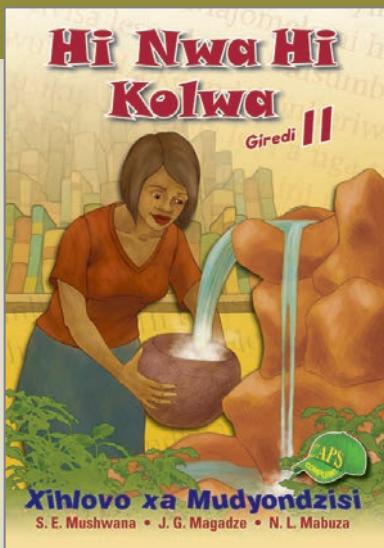
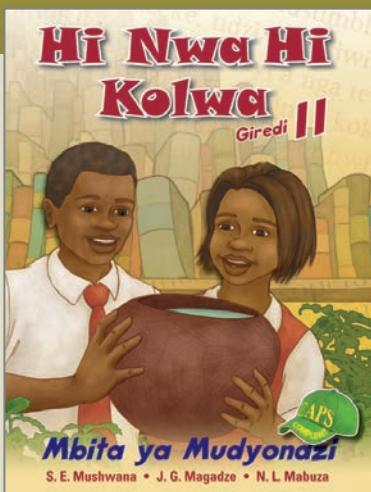
LIBANGA 11 ITHEMU 2

Arundza nekwehlwaya	Kubhla
<p>Kufundzela kuvisisa: Kutfutfukisa silulumagama nekusetjentiswa kwelulwimi</p> <ul style="list-style-type: none"> Takhiwo temisho <p>Kufundza ngetemibhalo Umdlalo: Tinhlobo temidlalo, sakhiwo semdlalo Kwabiwa kwesikhatsi: 4 ema-awa</p>	<p>Ematheksthi emibhalo</p> <p>Inkhulumoluhlolo / i-inthava</p> <p>Gcila kuloku lokulandzelako: I yekubhala Kuhlela, kwenta tini kubuyeketa, kuhlela kabusha u kulungisa emaphutsa nekwefu</p> <p>Takhi netimiso tekusettjentiswa kwelulwimi</p> <ul style="list-style-type: none"> Irejista, sitayela nelivi Kukhetfwa kwemagama Kwakhiwa kwemisho Kubhalwa kwetindzima Tiphumuti nelupelomegan <p>Takhiwo netimpawu tem lakketsiwe Kwabiwa kwemawa</p>
<p>malwa kwsifinyeto</p>	<p>Indzaba lenhla</p> <p>Gcila kuloku lokulandzelako: I yekubhala Kuhlela, kwenta tini kubuyeketa, kuhlela kabusha u kulungisa emaphutsa nekwefu</p> <p>Incwadzi Yathishela</p>

LIBANGA 11

- Tincobe tidzakamiva
- Temasiko
- Tekuchumana
- Temphilo

GIREDI 11 XITSONGA HI NWA HI KOLWA



LEARNER'S BOOK
9780796057112

TEACHER'S GUIDE
9780796057129

Akheta loko ku hlayiwa lesw.

[olo xa le henbla xa Vangani. Ntlawa wa xikolo lexi...
wa xikolo xa Hlovani ehenbla ka nhlokohmaka ley: Tin'a...
ti nga swi kota ku tirhisana eka swa vutshunguri. Xipano...
lokohmaka kasi xa Hlovani xona xa yi kaneta]



UXOTI:

la mufambisi, vaahluli na n'wina
ngiseri, ndza khensa ku lombiwa
eve. Nhlokohmaka ya namuntha yi
Vanga ta xintu na ta xilungu ti
isana eka swa vutshunguri.
wu i ntiyiso. Phela hi vulavula
ativi va vutshunguri lava
ntokoto lowu loko
nga humaka bombo.
twisia leswi

Mbita ya
Mudyondzi

NOKI:

Inkomu vayengiseri.
yi twile. Xa mina hi le
ntsena **nga** hi nghenisa
hikuva hi ntiyiso vanyan
va "doctor" va nge pfuki va
ku tirhisana. Ina, ntokoto va
kambe xana ntokoto wa le
wa le xidziveni xa mati
ke? Loko un'we a k
lowun'wana a!

VUMUNDZUKU BYA MINA

Xana wa swi tiva?

xa vadyondzi swivutiso swa "Xana wa swi tiva" ku tlhontla miehleketo ya vona x
ku vona vuenti bya vutivi bya vona.

van'wana ta tinhlamulo ta vadyondzi ti nga katsa leswi landzelaka:

Ina (vadyondzi va ta nyika swikombiso ku seketela tinhlamulo ta vona).

Emakumu ka ndzimana ley, Mudyondzi u ta kota ku:

- Yingisela na ku vulavula hi ku teka xiave eka min'wangulano, inthavhiyu na mimburisano/ nkamerisano.
- Hlaya na ku langutisa xitshuriwa hi xikongomelo xo hlamlula swivutiso na ku twisia vumunhuhati na ntirho wa murunguri eka tsalwa ra ntlangu.
- Tsala switsalwambiko swa n'wangulano na inthavhiyu.
- Ku tirhisa marhavi ya riendlis eswivulweni hi mfanelo.

6.1 KU YINGISELA NA KU VULAVULA

Ntirho hi mitlawa

6.1.1 Mbulavula wa N'wangulano

Ku tilulamisela ku yingisela

- Hlayela vadyondzi kumbe u hlawula un'we wa vona ku hlayela ntlawa swiletelo tilulamisela ku yingisela eka 6.1.1 eka Mbita ya Mudyondzi, papila ra 91.

Vhiki ra 11
(4.5 wa tiawara)

2 Ku hlaya xitshuriwa

- wula vadyondzi vanharhu lava nga ta yimela vavulavuri lava nga eka
mburisano.

vadyondzi leswaku mburisano i rixaka rin'wana r

vana to fana na inthavhiyu.

hlawuriweke ku hlaya xitshuriwa

hi mitlawa ya 11

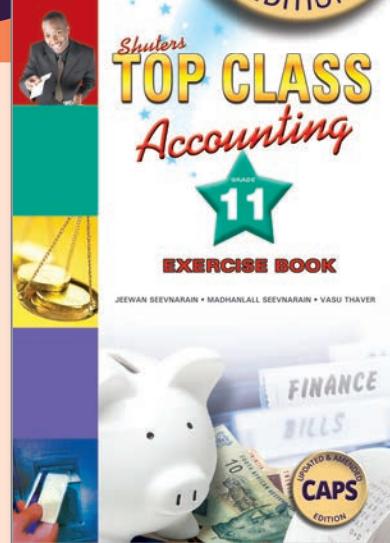
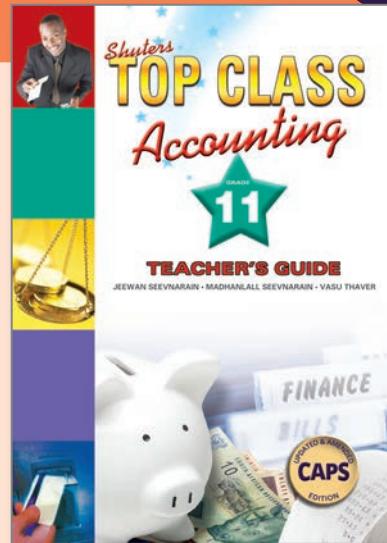
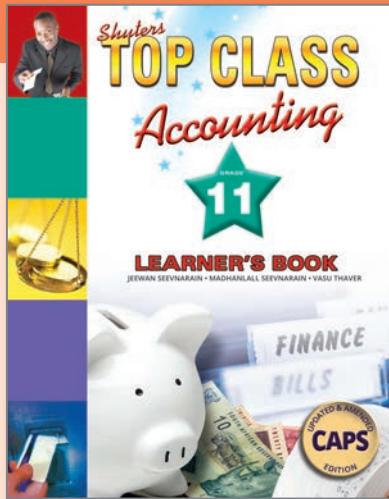
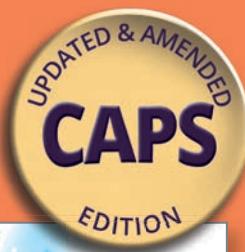
Xihlovo xa
Mudyondzisi

Rito ro rhanga
Swikongomelo
Maandlalelo ya tidyondzo
Xedulu ya ntirho wa Lembe
Xipimamagoza
Rhubiriki yo lulamisa switshuriwa

1. Hambi yo famba enkoveni
2. Mitoloveloyeleyi hlayisaka 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 ahlamil!
12. Khisimus 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. Mpfxeto na xivumbeko xa xikambelo

GRADE 11 ENGLISH ACCOUNTING

DOWNLOAD ADDITIONAL RESOURCES FROM
www.shuters.co.za



LEARNER'S BOOK
9780796044297

TEACHER'S GUIDE
9780796044303

EXERCISE BOOK
9780796044747

3. ANALYSIS AND INTERPRETATION OF STATEMENTS

Learner's Book

Ratios are amongst the most widely used tools to analyse financial statements. They indicate underlying conditions that may affect future trends. There are four broad categories, namely:

- LIQUIDITY AND EFFICIENCY
- PROFITABILITY
- SOLVENCY
- RISK AND MARKET PROSPECTS

Calculating a ratio involves simple arithmetic and requires more skill and shows the economic relations between the market.

Teacher's Guide

Any organization will be able to identify and deal with improper conduct. Such actions must adhere or face the consequences of such conduct. There is need to protect individuals who act for and on behalf of the public safety and security.

The Bill makes provision for public participation in decision making and to make provision for the authorities (Public Prosecutor/Judiciary/ etc) to conduct investigations.

★ Activity 1.3

Learner's Book:
Page 6

1.1	Because corruption, bribery and collusion is evident, the public service officials are committing violations, gross mismanagement and abuse of authority.
1.2	Each employee was not held accountable for what went on at his/her workstation.
1.3	Actions are not consistent with values, work ethic and culture of work, expectations and standards.
1.4	Operations and activities were not conducted according to rules, regulations and procedures that were set out.

ILLUSTRATIVE EXAMPLE

The following information was extracted from the accounting records of *Ame Trade*, a partnership between two partners, A Chibiso and M Emali. The financial year ends on 28 February of each year.

A. Extract of Income Statement for year ended 28 February

	2012	notes
Turnover (sales) - 60% on credit	1 400 000	15
Cost of sales (60% on credit)	900 000	82
Gross Profit	500 000	368
Operating Expenses	325 000	233 000
Operating Profit	175 000	135 000
Administrative Expenses	40 000	30 000
Net Profit	135 000	105 000

Verbal warning, written warning, demotion, dismissal.

Exercise Book

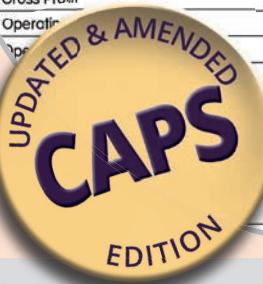
Activity 2.66: AB Suppliers											
Cash Receipts Journal of AB Suppliers for August 2013											
Doc No	Date	Details	Fiat	Analysis Of Receipts	Bank	Output Vol	Sales	Cost Of Sales	Creditors Control	Debtors Control	Standby Ledger accounts

Cash Payments Journal of AB Suppliers for August 2013											
Doc No	Date	Name of payee	Fiat	Bank	Trading Stock	Input Vol	Consumable Stores	Creditors Control	Debtors Control	Standby Ledger accounts	FOL : CPJ 1

GRADE 11

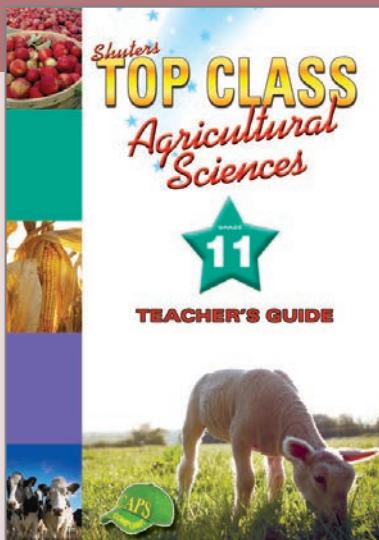
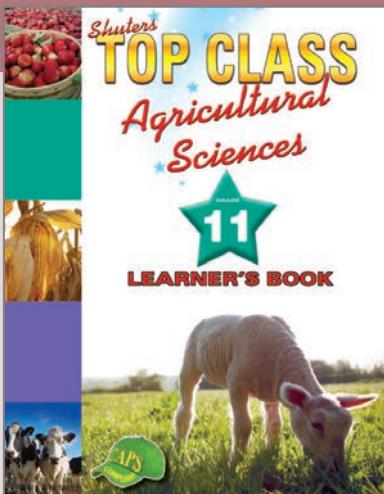
- Ethics
- Internal Control
- Reconciliations (Bank Reconciliation)
- Fixed/Tangible Assets: Acquisitions, Depreciation and Disposal
- Financial Accounting of Partnerships – Preparation
- Financial Accounting of Partnerships – Analysis and Interpretation

- Financial Accounting of Non Profit Organisations (Clubs)
- Cost Accounting
- Budgeting
- Inventory Systems
- Value Added Tax (VAT)
- Internal Control and Ethics
- Examination Papers



GRADE 11 ENGLISH

AGRICULTURAL SCIENCES



**Shuter's
TOP CLASS**

LEARNER'S BOOK
9780796044419

TEACHER'S GUIDE
9780796044426

Soil science – the study of soil is a natural resource including soil formation, classification, physical, chemical, biological, and fertility properties of soil in relation to the use and management of soil.

Soil science provides us with a basic understanding of the importance of soil in the production of food and controlling the soil erosion and pollution.

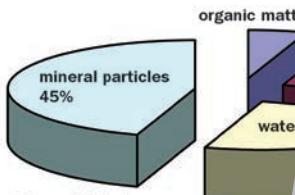


Figure 8.1 Basic components of soil

The soil's ability to supply sufficient nutrients has direct plant productivity levels associated with increased human productivity. One of the greatest challenges of our generation will be to implement soil, crop, and nutrient management systems that increase productivity and quality of soil, water and air. If we do not sustain the productive capacity of our fragile soil, we will not support the food and other fibre demands of our growing population.

HOW MUCH DO YOU ALREADY KNOW?

In this activity you will test your prior learning.

- What is the difference between sandy soil and clay soil?
- Why is soil important in agriculture?
- What causes soil particles to clump together to form pediments?

Learner's Book

Determination of clay percentage using the sausage method.

QUESTION AND/OR REMEDIATION: Suggest that learners investigate the texture of soil in their own gardens to practise analysing soil samples. Allow them to report back on what they find and bring samples to show the class.

ACTIVITY 8.2

Observing soil particles

(Learner's Book pg 47)

Resources

- Two clear glass or plastic bottles with lids e.g. cold drink bottles
- Water
- Learner's Book

Suggested answers

Question 1

d soil will settle much faster followed by silt and then clay. Sand than silt or clay grains, they are thus much heavier and drop to the bottom much quicker.

Activity guidelines

Learners work in a small group to complete this activity.

Teacher's Guide

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

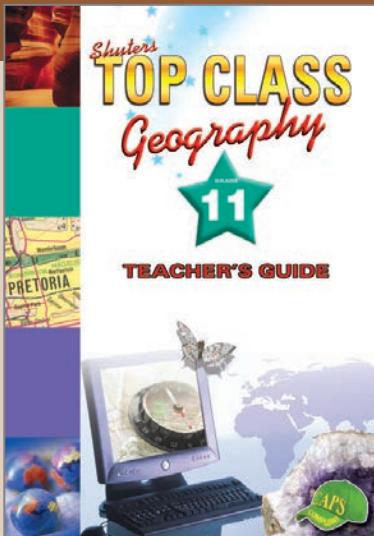
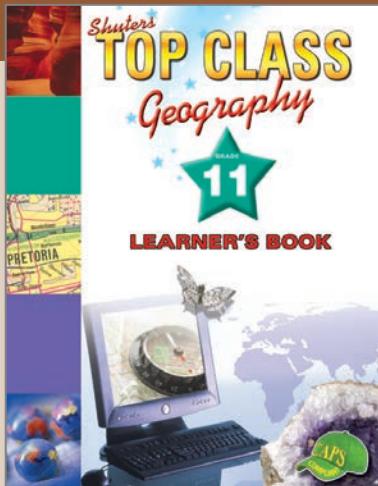
- Section 1 Numbers and calculations with numbers
- Section 2 Patterns, relationships and representations
- Section 3 Measurement (1)
- Section 4 Finance (1)
- Section 5 Measurement (2)

GRADE 11

- 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

GRADE 11 ENGLISH

SHUTERS TOP CLASS GEOGRAPHY



Shuter's TOP CLASS

LEARNER'S BOOK
9780796044174

TEACHER'S GUIDE
9780796044181

Figure 11.4 shows how a scarp develops.

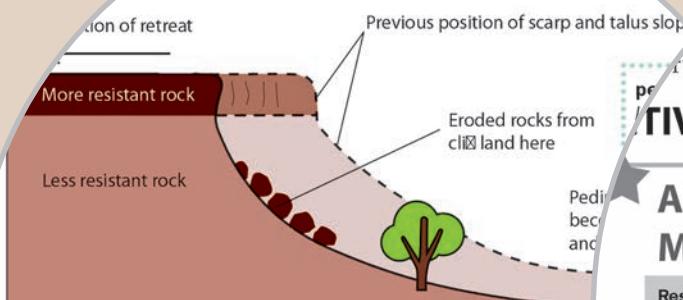


Figure 11.4 Scarp retreat and pediplain development

place on the gentler slopes have been built up the slope of the scarp face. But the higher slopes of the scarp face become too steep in this area.

placement along the fault line caused the ridge in the background to move northwards.

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 a homoclinal ridge of the Magaliesberg in the city of Tswane (Pretoria). This ridge provides protection from the cold, southerly winds.

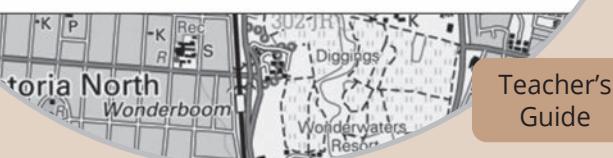
FACT FILE

The Drakensberg

The escarpment of the Drakensberg is a good example of a caprock. The Drakensberg was formed by a deep layer of Karoo basalt which covered the earlier Karoo sediments. The prominent cliffs of the Drakensberg are formed by the caprock* basaltic layer and, lower down,

Learner's Book

caprock – is a term used to describe a harder, more resistant rock layer lying on top of a softer, less resistant one



Teacher's Guide

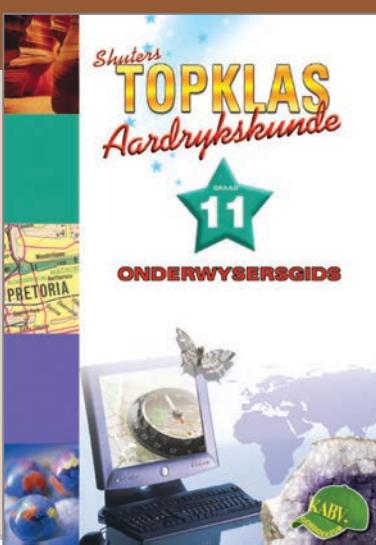
GRADE 11

- 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

GRAAD 11 AFRIKAANS

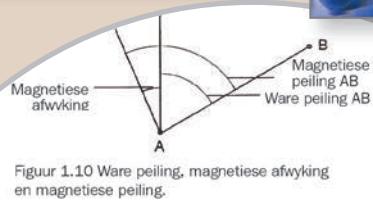
SHUTERS TOPKLAS AARDRYKSKUNDE



Shuters TOPKLAS

LEERDERBOEK
9780796059185

ONDERWYSERSGIDS
9780796059192



Figuur 1.10 Ware peiling, magnetiese afwyking en magnetiese peiling.

Ware peiling (MB) = Ware peiling (TB)
+ Magnetiese afwyking (MD)

KTIWITEIT 1.2 Bereken magnetiese afwyking (individueel)

na die magnetiese noord-inligting hieronder, geneem van die topografiese kaartuittreksel 2528CA Pretoria, en beantwoord opvolgende vrae.

Die magnetiese afwyking $16^{\circ} 47'$ wes van ware noord (Julie iddelde jaarlikse verandering $7'$ weswaarts (2000-2005).

begrip magnetiese afwyking. (2)

Inligting bo en bereken die magnetiese afwyking vir die 2013. (6)

Indien in vraag 2 bo om die magnetiese peiling te

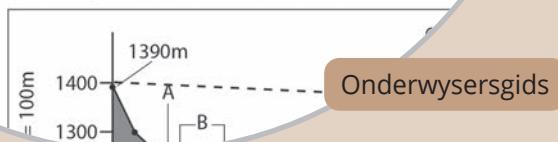
Leerderboek Leerderboek 4° is. (2)



1.2.6 ★ Summatiewe assessering Kaartwerkvaardighede m

Kyk na die topografiese kaartuittreksel 2528CA Pretoria.

- Vind die heuwel met trigonometriese baken 108 in die uitbreiding. Die hoogte van hierdie heuwel is 1365 m
 - Die hellings van hierdie heuwel is steil
 - Die kontoerlyne is naby aan mekaar.
- Vind die heuwelkenmerk wat deur die Magaliesberg snede word. Dit is 'n watergaping of 'n poort.
 - Dit is 'n watergaping of 'n poort.
 - Die kontoerlyne toon dat 'n gaping 'n nou, steil insluitende berg is.
 - 'n Spoorlyn en 'n hoofpad is deur die gaping gebou om Pretoria-Noord te verbind.
- Dwarsdeursnee geteken van trigonometriese baken 7 (blok B6).



Onderwysersgids

AFDELING 1 Geografiese vaardighede en tegnieke Kaartwerkvaardighede

Topografiese kaarte
Lugfoto's en ortofotokaarte
Geografiese inligtingstelsels (GIS)
Gebruik van atlasse
Veldwerk

AFDELING 2 Die atmosfeer

Die Aarde se energiebalans
Globale lugsirkulasie
Afrika se weer en klimaat
Droogtes en woestynvorming

GRAAD 11

AFDELING 3 Geomorfologie

Topografie geassosieer met horisontaal gelaagde gesteentes
Topografie geassosieer met hellende/gekantelde lae
Topografie geassosieer met massieve stollingsgesteentes
Hange
Massabeweging en menslike reaksies

AFDELING 4

Ontwikkelingsgeografie
Die konsep van ontwikkeling
Raamwerke vir ontwikkeling

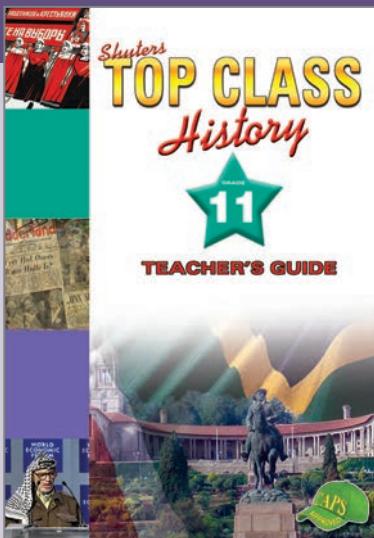
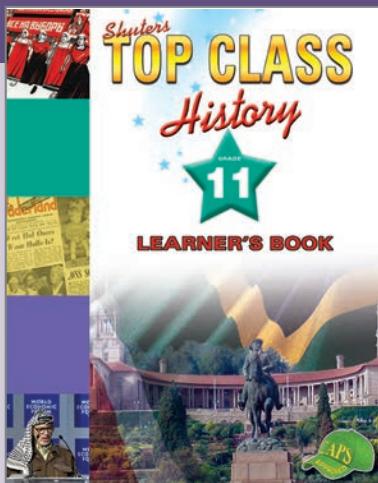
Handel en ontwikkeling
Ontwikkelingskwessies en -uitdagings

Rol van ontwikkelingshulp
AFDELING 5 Hulpbronne en volhoubaarheid

Gebruik van hulpbronne
Grond en gronderosie
Konvensionele energiebronne en hul impak op die omgewing
Nie-konvensionele energiebronne
Energiebestuur in Suid-Afrika
Woordelys

GRADE 11 ENGLISH

SHUTERS TOP CLASS HISTORY



Shuter's TOP CLASS

LEARNER'S BOOK
9780796044051

TEACHER'S GUIDE
9780796044068

was published in ...

new Bolshevik position:

- The Provisional Government was to be replaced by a soviet government.
- The bourgeois revolution should give way to the socialist revolution. Power should pass from the middle class to the working class. This should be done through the soviets. These were to be the basis of the new government.
- The war against Germany was important.
- Workers and peasants should be the *vanguard of the proletariat*.
- Land and factories should be taken from the owners.
- Bolshevik slogans – *Peace, bread, land*.

... of the people living in Russia were poor. There were very few people living and working in towns. There was very little industry and development.

3. Source C

- The monarchy was privileged and wealthy.
- The purpose of the photograph was to glorify the Tsar and his family and to impress people.

4. Sources D and E

a)	Skills	Miserable, poor
	Accommodation	Overcrowded. Ten or more people living in one room. Four to a bed.
	Length of working day	11½ hours, exclusive of meals. Often made to work 14 to 15 hours per day.
	Appearance	Poorly clad and emaciated.

- Conditions were appalling. Besides receiving poor wages for labour, workers were expected to live in overcrowded and unsanitary conditions. They were overworked and often appeared very thin and poorly dressed.
- Historians must be careful of a source such as Source E because it may not be true. One account. The writer could have had his own motive for writing it. It may appear far worse than they actually were. Historians must check other sources before they draw any conclusions.

Skills development

Cartoons are an invaluable historical resource but the skills involved in analysing them need to be learned. Learners will have studied several cartoon strips in their history studies. At Grade 11 level, cartoons can be more complex and require more skills to practise. To analyse a cartoon learners should ask themselves the following questions. Remind them that cartoons are biased.

Teacher's
Guide

The February and October Revolution – political, economic and social causes

While the Tsar was able to keep power in 1905, two years later things were a different affair. Once again it was war that played a major role in bringing about the February Revolution. Russia entered World War (1914–1918) as an ally of Britain and France. Reports came through that Russia had lost several battles and was in need of good leadership. As a result people demanded a more competent government.

Table – having a bad time

Inherited disease
Does not clot blood
Small injury can bleed

Learner's
Book

Rasputin

Born Grigory Yefimovich – Rasputin was a disreputable* one, as he became known. He was a strange Siberian peasant who claimed to be a holy man. He gained favour with the Tsarina as he claimed to be able to cure her son's condition.

Topic 1 Communism in Russia 1900 to 1940

- How was communism applied in Russia under Lenin?
- How was communism applied in Russia under Stalin?

Topic 2 Capitalism in the USA 1900 to 1940

- The Great Depression and the crisis of USA capitalism
- The New Deal and the crisis of American capitalism (1933 to 1941)

GRADE 11

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

- Case study: Australia and the indigenous Australians
- Case study: Nazi Germany and the Holocaust

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

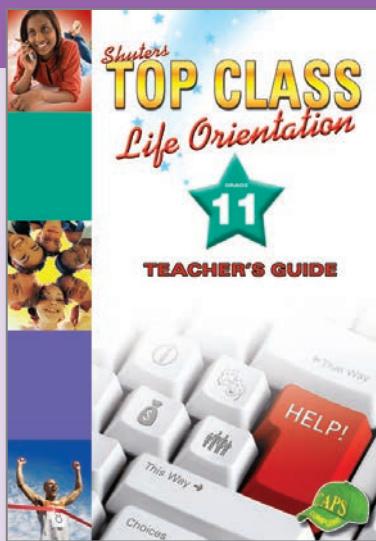
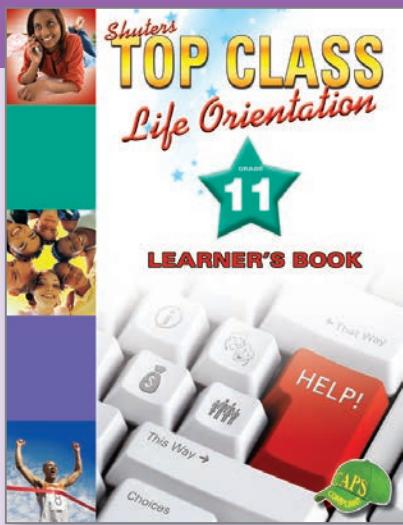
- What is nationalism?
- Nationalism

Topic 5 Apartheid in South Africa 1940s to 1960s

- From Segregation to Apartheid 1920s to 1950s
- Overcoming Apartheid
- Research or Oral History Task
- Organisation of Learning
- Rubrics
- Glossary

GRADE 11 ENGLISH

SHUTERS TOP CLASS LIFE ORIENTATION



Shuter's TOP CLASS

LEARNER'S BOOK
9780796044136

TEACHER'S GUIDE
9780796044129

What do you think has influenced your family, your religion, your belief in

abortion in this particular article? Do you think it is right to abort a 'sick' baby?

about the emotional consequences of abortion? Do women recover emotionally from abortions?

cal consequences of abortion?

the practice of putting to death a person as punishment for the crime he or she has committed, for example murder or treason. In many countries, including South Africa, no longer have the death penalty for crime. No executions have taken place since 1995.

The practice of assisting or allowing a person (or an animal) to die, usually because the person is very sick, in pain or unable to live. Euthanasia needs to be in the controlled process. Assisted suicide refers to giving help and information to end his or her own life. A doctor helps someone to die.

Learner's Book

- Nightmares
- Anxiety and depression
- Guilt and remorse
- Inability to enjoy eating, sleeping or other enjoyable activities
- Drug abuse
- Alcohol abuse
- Depression
- Suicide

Learner's Book page 220

Suggested homework activity

constitutional right to choose whether we want to live or not. It is also a constitutional right that our dignity must be respected and protected and that we have the right to life – but we also have the choice to live and die with dignity.

NOTE PAD

According to Amnesty International, 139 countries have abolished the death penalty. In 2010, only one country, Gabon, abolished the death penalty for all crimes. Euthanasia can be described as mercy-killing. It involves the administration of a lethal dose of a drug that will painlessly kill a person or animal. In 2010, 23 countries had legalised euthanasia. Prisoners and at least 13 countries were sentenced to death. More than 120 countries are currently considering the issue of death penalty.

(b) The writer feels that euthanasia goes against the Hippocratic oath of 'do no harm'. He also feels that legalised euthanasia would be difficult to control and prevent abuse, as has been the case in Germany and Holland. The writer believes that euthanasia leaves out many of the family and spiritual aspects of a life.

Teacher's Guide

- Development of the self in society
- Physical Education
- Careers and career choices
- Democracy and human rights
- Study Skills
- Social and environmental responsibility
- Formal Assessment exemplars
- Glossary
- Information on drugs
- Information on religion and business
- Information on Physical Education: First Aid
- Glossary

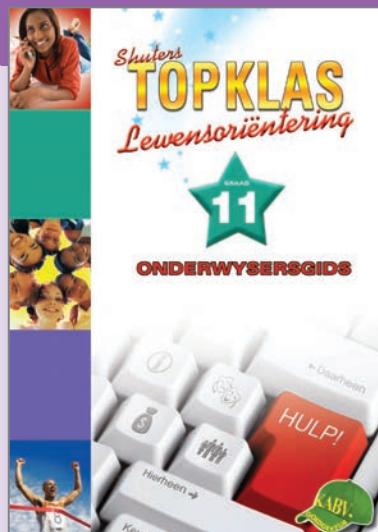
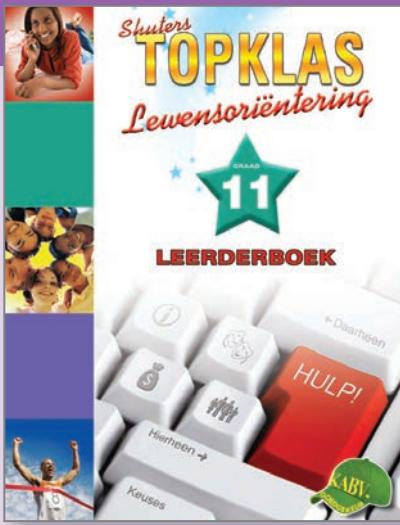
GRADE 11

How to use this series:

- 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.

GRAAD 11 AFRIKAANS

SHUTERS TOPKLAS LEWENSORIËNTERING



**Shuters
TOPKLAS**

LEERDERBOEK
9780796056580

ONDERWYSERSGIDS
9780796056597

Probleemoplossing

Was om 'n ouditeur te daar uitslae aan die einde was, het sy nie toelating tekenkundekursus by haar universiteit nie.

Wat moet ek doen?

Er alternatiewe is beskikbaar vir en wat teleurgestel is? Koukus skillende alternatiewe planne van aksie. Spreek jou groep se idees met jou edeleerders.

Want jy 'n ervaring soortgelyk aan Lindiwe s'n gehad? Wat het jy doen toe jy gedink het dat jy nie in staat sal wees om jou doelwitte bereik nie.

El jou ervaring met jou groep en vertel vir hulle wat jy daaruit leer het.

'n Erfaring wat 'n lid van jou groep gehad het en voer dit op as toneelstuk.

Waar dat jy die volgende aantoon:

• die oorspronklike doelwit?

Leerderboek • doelwit bereik het?

• wat die doelwit verander het?

• waarvan die doelwit van die verandering?



NOTABOEG

'n Bekende Amerikaanse voorvoedingswetenskapler Edward de Bono het gesê dat voorvoeding vir sy werk oor die hoofprobleemoplossing belangrik is. Hy het gevraag dat daar moet word om die hoofidees om te neem, is om te gebruik. Hier is 'n voorbeeld van 'n voorvoeding (tien stasies) die besluitvindende loopbane maak. Es is goed om al die voorvoeding te gebruik!

Loopbane en loopbaankeuses

Die verband tussen loopbaankeuse en persoonlikheidstipe

Wensdoeleenheid – kort-, medium- en langtermyn	<ul style="list-style-type: none"> Selfassessering Identifiseer kort-, medium- en langtermyn doelwitte Identifiseer eie doelwitte
Stappe in probleemoplossing	<ul style="list-style-type: none"> Groepbespreking oor probleemoplossing gevalllestudie Geskreve antwoorde op vrae oor gevalllestudies Personlike refleksie op eie verhoudings
Verander verhoudings	<ul style="list-style-type: none"> Paragraaf oor hoe eie verhoudings verander het Pare-aktiwiteit oor hoe om 'n slechte verhouding gebaseer op gevalllestudie te beëindig Groepaktiwiteit om navorsing te doen oor 'n aspek van die media en die uitwerking daarvan op verhoudings
NOTABOEG	<ul style="list-style-type: none"> Stel 'n fiksheidsoefening Persoonlike fiksheid: aanvangsassessering
Loopbane en loopbaankeuses	<ul style="list-style-type: none"> Leerders volg 'n reeks vlugheids-, soepelheid- en kragoefeninge Leerders volg 'n reeks spier- en kardiovaskuläre uithou-eofeninge
Onderwysersgids	<ul style="list-style-type: none"> Geskreve persoonlike persoonlikheid en vermoeidheid Groepaktiwiteit oor besluitvindende persoonlikheid hulle is

GRAAD 11

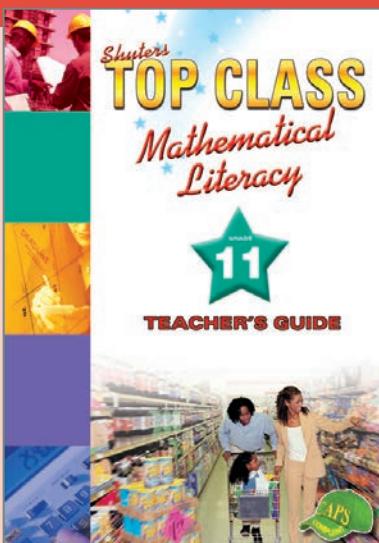
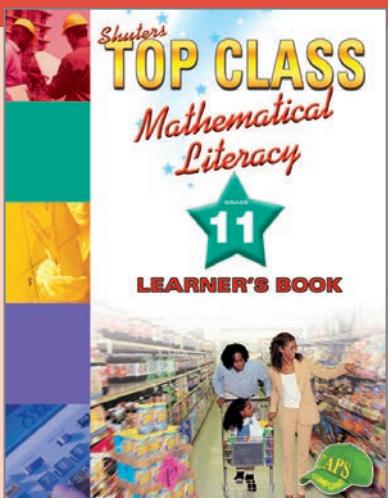
Hoe om die reeks te gebruik

- 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 en aktiwiteite is dwarsdeur die boek opvolgend genommer, en dui die eenheidnommer asook die aktiwiteitnommer aan.

GRADE 11 ENGLISH

SHUTERS TOP CLASS

MATHEMATICAL LITERACY



Shuter's TOP CLASS

LEARNER'S BOOK
9780796043931

TEACHER'S GUIDE
9780796043948

In Grade 10, learners did Class A and Class B in their English class.

How many students were absent in Class A during term 1? What was the total number of students that were absent in Class B on Friday?

USING GRAPHS TO SOLVE PROBLEMS



Many different types of graphs can be used to represent relationships.

In this part of the topic you will learn how to use graphs to solve problems.

In Grade 10 you learned that data can be represented as line graphs, broken line graphs, single bar graphs, histograms and pie charts.

Worked example 5

Number of scarves and cost

Alanis wants to buy scarves as gifts for her friends. She can buy scarves from Scarfees Store or from Yins Lo Store.

The graphs in Figure 7 represent the relationships between the number of scarves and the total cost.

Figure 7

Scarftees

Yins Lo

Learner's Book

Teacher's Guide

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

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 before starting the worked example and the activity are based on it.

Following the introduction of the lesson, embark on worked examples. In these examples, learners are exposed to calculations of the probabilities based on the data provided in Table 1. The example deals with what patients might reasonably expect in terms of productivity and independence at different time periods after an injury, based on the severity of the injury.

Lesson by giving the learners Activity 25. Learners' work should be checked and corrected.

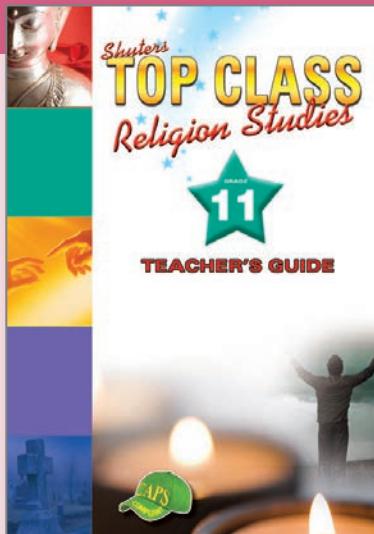
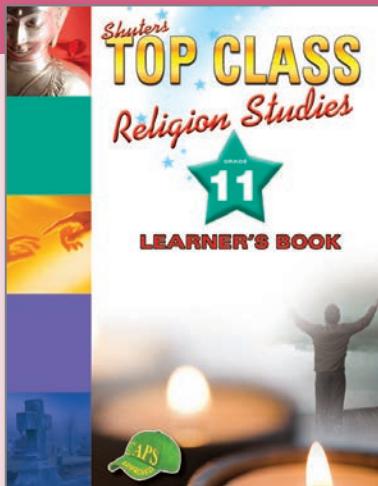
- Grade 11 Work schedule (Year Plan)
- Inclusivity and equity in the classroom
- Sample lesson plan
- Memoranda and solutions

- Section 1 Patterns, relationships and representations
- Section 2 Measurement (1)
- Section 3 Finance (1)
- Section 4 Finance (2)

GRADE 11

- | | |
|------------|---|
| 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 |

SHUTERS TOP CLASS RELIGION STUDIES



Shuter's TOP CLASS

LEARNER'S BOOK
9780796044013

TEACHER'S GUIDE
9780796044020

Interviews on gender issues

Weeks 5-7, 12 hours

out this
head of Bingen
for a woman at
the corresponded
and popes, composed
d wrote about religion and
phy.

gard of Bingen was a
fictive abbess (head of a
t) and Christian visionary
between 1098 and
she wrote to encourage
her time to work towards
peace: "May you be
the longing for
the justice blossom



Learner's
Book

In this unit you will develop your skills as a religion researcher by conducting interviews on the topic. The steps in this unit involve setting up your research, explaining how to gather information, society and how to interpret and present your findings in a report within the natural environment.

After you have worked through the unit, you will find your mid-year examinations on page 171.

SOME THOUGHTS ABOUT GENDER

There are many women in the different religions who contributed to their religions and to the society around them. They are deeply spiritual people. And yet women are often denied power, leadership and authority, and even from within. Sometimes religions teach women that goodness means being submissive and self-denying, and not about challenging.

Step 2: When there are changes in society or natural environment, and these make a few members uncomfortable and start to question their worldview or religious beliefs.

Step 3: When many people start to feel uncomfortable, and to realise that their religious or cultural practices and beliefs are no longer making sense in their lives.

When changes occur in the or cultural 'these' ways any

Activity 2.12 Explore how religious women

Work on your own.

1. Read the following extracts from stories written by women about experiences of exclusion.
 - a. Identify each woman's religion and say how she feels.
 - b. What do all these women have in common?
 - c. What is your response to what they are saying?
2. a. If you are part of a religious community, reflect on how it experience their place in their religion.

...this something that

SYNCRETISM

Most religions have been influenced in their history by other religions. When one religion adopts beliefs or practices of another religion it is known in two ways – either when two or more religions merge or by incorporating beliefs from other religions into one. This can happen when a number of religions coexist in a geographical area and a conquering group with its religion does not eradicate the religion of the conquered people. For example, the indigenous religions of Central America and South America were not totally eradicated by the Spanish Christian missionaries in the 15th and 16th centuries. African religions are sometimes considered to be a blend of Protestant Christianity and traditional African beliefs.

Some religious people are critical of syncretism and see it as threatening the purity of their religion, while others may see it as making their religion more attractive.

A Canadian theologian, Wilfred Cantwell Smith (1916–2001) explored the idea of syncretism further when he suggests that there will be a universal religion in the future when there will be one universal religion which will incorporate the contributions of all religions. In Grade 10 you read about the Universal Worship Service which was created as a prayer service that includes the religious traditions of the world as equal sources of spiritual strength.

RELIGIOUS REVITALISATION

The word 'revitalise' means to be renewed or made better. Canadian-American anthropologist Eric Wolf (1995) describes five steps that take place during religious revitalisation.

Teacher's
Guide

GRADE 11

Different religions – developments and relationships between them

- How different religions have developed
- The way changes in religion and society influence one another
- How religions have influenced one another
- Important concepts in religion
- Working towards inter-religious dialogue
- Religious symbols
- Common features of religion**
- Theories about religion
- The role of narrative and myth in religion

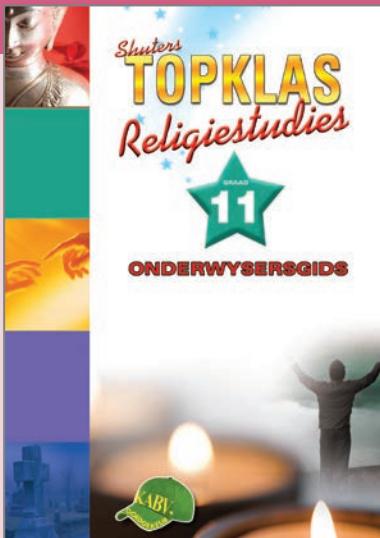
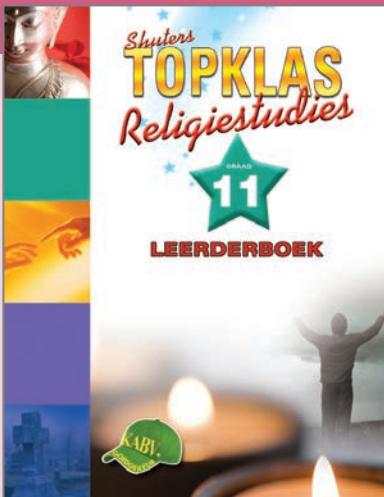
Interviews on gender issues

Common and topical issues in religion and society

- Types of rituals and their role in religions
- Some more important concepts about faith and spirituality
- Religion in art
- Religion and the state
- Religion and politics
- Religion and the natural environment
- Topical issues in society**
- Religions working together for a better life
- Religion and leisure from an ethical point of view

GRAAD 11 AFRIKAANS

SHUTERS TOPKLAS RELIGIESTUDIES



Shutters TOPKLAS

LEERDERBOEK
9780796056603

ONDERWYSERSGIDS
9780796056610

...gaan verloop van religie deur verskillende stadia ontwikkel, ook religie. Jy sal ontdek hoe hierdie veranderinge geaffekteer het.

Ons sal begin met die vroeëste vorm van menslike versamelaars – en sosiale en religieuse ontwikkelings van postmoderne gemeenskappe wat vandag bestaan.

nomadies – soos 'n nomade leef, in plek-tot-plek rondbeweeg en neem nie lank op enige plek vestig nie, of enige permanente strukture bou nie.
hiërgaries – beskryf 'n struktuur van gesag of belangrikheid, van die minst belangrike tot die mees belangrike



Leerderboek

JAGTER-VERSAMELAAR-SAMELEWINGS

Jy weet aan die hand van werk wat jy in Graad 10 en die voorligtinge het, dat mense vir die grootste gedeelte van die menslike gesag jagter-versamelaar-gemeenskappe geleef het, wat so ver terug as 10 000 jaar gelede begin het. So onlangs as 11 000 jaar gelede, het mense steeds gemeenskappe geleef. Selfs vandag is daar steeds jagter-versamelaars (alhoewel hulle leefwyse aan die verander is), byvoorbeeld sommige Australiese inboorlinge, die Innuëte van Noord-Amerika, die Akwah aborigines van sentraal Afrika en 'n paar San-Boesman-jagter-versamelaars in suider-Afrika.

Hoe het hulle geleef?

Jagter-versamelaar-gemeenskappe het uit klein groepies van tussen 12 en 100 verwante mense bestaan. Hulle het **nomadies** gesig om vir voedsel en die versameling daarvan namate hulle van plek tot plek rondbeweeg het. Mans het gejag en die groep beskerm. Vroue en kinders was vir vure versamel, kos uit die natuur soos vrugte, wortels, spesial versamel, gekook en die kinders opgepas.

Hierdie mense het in grote of eenvoudige tyldeleenthuisse gewoon. Die hele groep het versit as daar slechte weer of ander gevare was. Daar was geen konsep van grond-eienaarskappy nie. Hulle was rondbeweeg en voedsel en grond gedeel wanneer hulle 'n ander groep tegekom het, hoewel dit 'n meer voorloorder weg te jaag.

Die groep was nie hiërgaries nie.

KRPLAN VIR GRAAD 11

INHOUD	ASSESSERING	
KWARTAAL 1		
Inleiding tot Religiestudies; Eenheid 1 Vernaamste ontwikkeling van religie: ontwikkelings in Suid-Afrika en die wêreld		
Eenheid 1 Die interafhanklikheid van religie en sosiale faktor	Aktiwiteit 1.1, 1.6	
Eenheid 2 Die invloed en aanpassing tussen religie	Aktiwiteit 1.7, 1.8	
Eenheid 3 Invloed en aanpassing tussen religie	Aktiwiteit 1.10, 1.11, 1.12	
Eenheid 4 Onderskeid tussen belangrike konsepte in religie	Aktiwiteit 1.13, 1.14	
Eenheid 5 Benaderings wat op interreligieuse dialoog gemik is	Aktiwiteit 1.15, 1.16, 1.17	
Eenheid 6 Simbole	Aktiwiteit 1.18, 1.19, 1.20, 1.21, 1.22, 1.23	
Formele assesseringstake		
werk	Aktiwiteit 1.9 en p 26	
KWARTAAL 2		
Eenheid 1 Teorie oor religie	Aktiwiteit 2.1, 2.2, 2.3, 2.4	
Eenheid 2 Die rol en aard van vertelling en mitte in religie	Aktiwiteit 2.5, 2.6, 2.7, 2.8, 2.9, 2.10	
Eenheid 3 Onderhoude oor genderkwessies	Sien Kwartaal 3 Formele assesseringstake	
Formele assesseringstake		
taak	Aktiwiteit 2.11	
KWARTAAL 3		
Eenheid 1 Tipes rituele en hulle rol in religie	Aktiwiteit 3.1, 3.6	
Eenheid 2 Konsepte		

Onderwysersgids

GRAAD 11

Verskillende godsdienste – ontwikkelings en verhoudings tussen hulle

Hoe verskillende godsdienste ontwikkel het
Die manier waarop veranderings in godsdienst en die samelewing mekaar beïnvloed
Hoe godsdienste mekaar beïnvloed het
Belangrike konsepte in godsdienst
Streewe na interreligieuse dialoog
Godsdienstige simbole

Algemene kenmerke van godsdienst

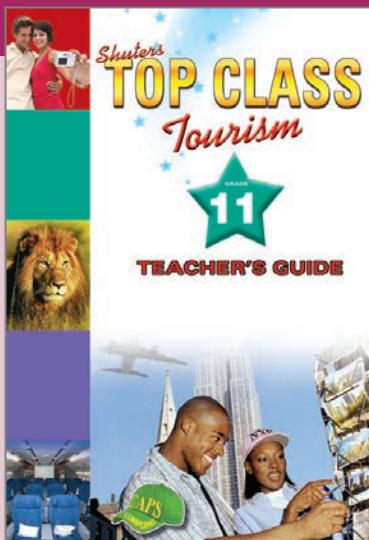
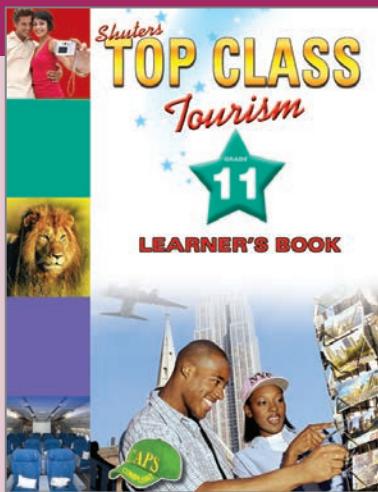
Teorieë oor godsdienst
Die rol van vertellings en mites in godsdienst

Onderhoude oor geslagskwessies Algemene en tersaaklike kwessies in godsdienst en die samelewing

Soorte rituele en hul rol in godsdienst
'n Paar belangrike konsepte oor geloof en spiritualiteit
Godsdienst in kuns
Godsdienst en die staat
Godsdienst en politiek
Godsdienst en die natuurlike omgewing
Tersaaklike kwessies in die samelewing
Godsdienste wat saamwerk vir 'n beter lewe
Godsdienst en ontpansing uit 'n etiese oogpunt

GRADE 11 ENGLISH

SHUTERS TOP CLASS TOURISM



Shuter's TOP CLASS

LEARNER'S BOOK
9780796044259

TEACHER'S GUIDE
9780796044266

...are getting onto aircraft. Passengers go to a gate where they give their flight information on their boarding passes and confirm that they will be on that particular flight. Then they proceed to the plane. Once at the plane entrance, flight attendants direct passengers to their seats. Boarding times are shown on the boarding pass, and flight attendants alert passengers when to start boarding procedures.

carousel

carousel is usually a conveyor belt* that tries checked luggage to the baggage claim area where passengers can then pick up their baggage.

9. Baggage claim area

This is the point at the end of a flight where passengers can pick up the baggage they checked into the luggage hold at the end of a flight. To help passengers find the carousel where they can fetch their luggage, display boards in the baggage claim area indicate the flight number and where the flight came from.

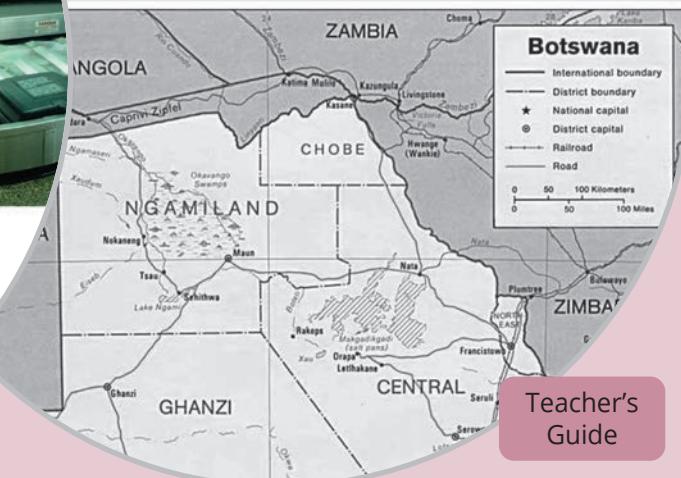


A carousel

In Botswana, a prosperous and democratic country, Botswana is known for its wilderness, world-class wildlife viewing and friendly visitors. Stretching its time from 30° E. The Okavango Delta, Moremi Game Reserve and National Park are deservedly famous for their spectacular landscapes and for their lovely landscapes. However, owing to the growing popularity and its high cost structure, it has become difficult to afford a top-class Botswana safari.

Visiting Botswana there is no compulsory vaccination but one must take a yellow fever or malaria prophylaxis.

BOTSWANA



ACTIVITY 6.1 What is this all about? (Individual)

Learner's
Book

Teacher's
Guide

Answer the multiple-choice questions below. Write only the letter in your book.
Passengers must see everyone's before they are allowed on the plane.

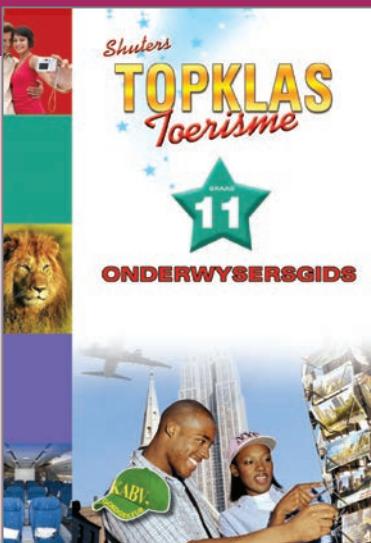
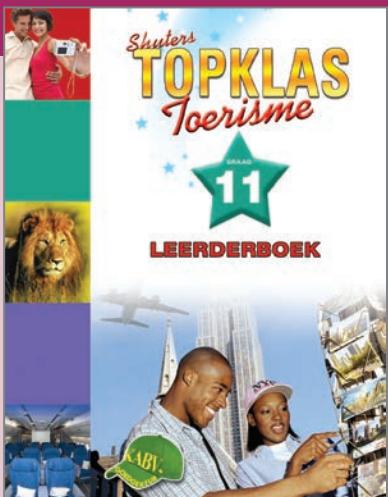
- Airports, airlines and airport operations
- South Africa's international and national airports
- Airport and aircraft terminology
- Technology used at airports
- The tourism bus industry
- The tourism train industry
- The Gautrain
- The luxury cruise liner industry
- Car rental

- The Domestic Tourism Growth Strategy
- The seven domestic travel market segments
- South African cultural uniqueness
- South African heritage bodies
- Foreign exchange and its value to the South African economy
- Regional tourism
- SADC tourist attractions
- The tour itinerary
- Promotional and advertising techniques

- The marketing budget
- Global distribution systems and Central reservation systems
- Customer care for foreign tourists
- Customer complaints
- Managing quality service
- Job and career opportunities in tourism and related service providers
- Entrepreneurial opportunities in tourism

■ GRAAD 11 AFRIKAANS

SHUTERS TOPKLAS TOERISME



Shuters
TOPKLAS

LEERDERBOEK
9780796058867

ONDERWYSERSGIDS
9780796058874

Bagasielimiete (binnelandse vliegtuie)

Die lugtug kan slegs 'n sekere veiligheid gewig dra as gevolg van die bagasie en die vlugmeganika. Dit is daarom lugdienste beperkings plaas op die hoeveelheid bagasie wat 'n passasier kan hê.

Daar is sekere items wat jy nie aan boord die vliegtug mag neem nie. Dit is as gevolg van die veiligheid en sekuriteit van passasiers en die bemanning. Hierdie verbode items word bagasiebeperkings genoem.

Kom ons kyk na die bagasielimiet van die Suid-Afrikaanse Lugdiens se binnelandse vliegtuie.

NOTABLOK

Handbagasie is die bagasie wat jy toegelaat is om saam met jou in die vliegtug te neem. Bagasie wat **ingeboek word**, word geweeg wanneer 'n passasier by die lughawe aanmeld en na die ruim van die vliegtug gestuur. Limiete vir bagasie word óf volgens stukke (getal items wat jy mag hê) gemeet, óf die gewig (die gewig van die stukke), en by sommige lugdienste word die gewig sowel as die getal stukke in ag geneem. **Oorgewigbagasie** is bagasie wat die gewiglimiet oorskry en bykomende geld word per kilogram betaal.

SAL binnelandse vliegtuie

	GEWIG	AFMETINGS	STUKKE
Besigheidsklas	32kg	90 cm lank, 72 cm hoog, en 45 cm breed	2
Domiese	22kg	90 cm lank, 72 cm hoog, en 45 cm breed	2

8 kg, 23 cm breed, 52 cm lank en 40 cm hoog (besigheidsklas). Die 8 kg-gewiglimiet sluit handsakke in. Die 22 kg-gewiglimiet sluit handtassen en trekkeraars uit. Die bagasie moet maklik in die vliegtug inpas.

Leerderboek

Remediëring

Geef die leerders wat met die aktiwiteit sukses toe om die regte antwoorde.

Werk deur die korrekte antwoorde saam met die klas en maak soos moontlik werk nasien waar nodig. Help leerders wat sukses.

Interpretasie van lugdiens-tydroosters/skedules

Ontdekking tot 'n verskeidenheid tydroosters en skedules van lugdiens. Geef die lugdienste se webadresse wat in die Leerdersboek aan die einde van die geleerdeksels gegee word.

Hulpbronne gebruik om te help om hulpbronne te vind wat die leerders kan gebruik om te reisgeld na te slaan. Die meeste reisagente gebruik die GSA-tydskrif om inligting oor lugdiens te kry. Probeer om kopieë van hierdie tydskrif by hulle te kry en gebruik elke maand 'n nuwe een en gooi die oues weg.

Soek vir my 'n vlug (Paar)

Leerdersboek bladsy 22

Afasessering

Die leerders gebruik die voorbeeld van 'n lugdiensskedule in die leerdersboek om die vrae te beantwoord.

Ontroleer dat die pare goed saamwerk en dat hulle die klas kan toon.

Die leerders kan jy die leerders vra om die werk wat hulle die deel vorder.

Onderwysersgids

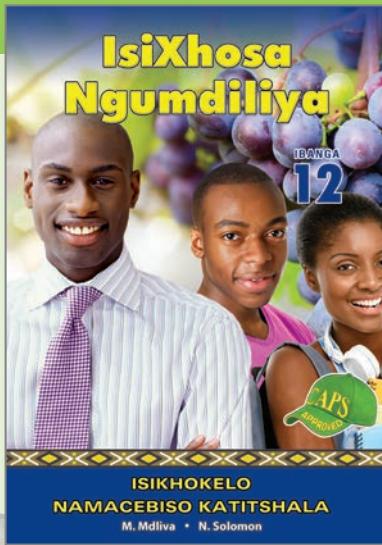
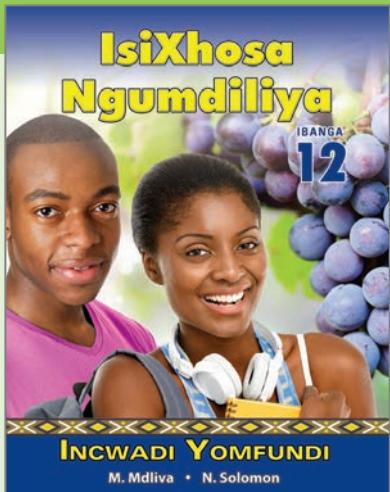
Lughawens, lugdienste en lughawebedrywighede Suid-Afrika se internasionale en nasionale lughawens Lughawe- en vliegtuigterminologie Tegnologie wat by lughawens gebruik word Die toerismebusbedryf Die toerismetreinbedryf Die Gautrein Die luukse passasierskipbedryf Motorhuur

GRAAD 11

Die groeistrategie vir plaaslike toerisme Die sewe plaaslike reismarksegmente Suid-Afrikaanse kulturele uniekheid Suid-Afrikaanse erfenisliggame Valuta en die waarde daarvan vir die Suid-Afrikaanse ekonomiese Streekstoerisme SAOG se toeristebesienswaardighede Die toerplan Promosie- en reklametegnieke

Die bemarkingsbegroting Wêreldverspreidingsstelsels (WVS) en Sentrale besprekingsstelsels (SBS) Kliëntediens vir buitelandse toeriste Klagtes van kliënte Bestuur kwaliteitdiens Werk- en loopbaangeleenthede in toerisme en verwante dienssektore Entrepreneursgeleenthede in toerisme

IBANGA 12 ISIXHOSA ISIXHOSA NGUMDILIYA



LEARNER'S BOOK
9781920605964

TEACHER'S GUIDE
9781920605971

Endo sisixhobo solum

Kuphulaphula nokuthetha

Kuphulaphulela ukuqonda: Inkqubo-mbaliso ngemfundo

Nsebenzi owenziwa phambi kokuphulaphula inkqubo-mbaliso

Ukuba iyintoni injongo yokuba eli ziko losasazo libe nenqubo-mbaliso enxulumene nemiba emfundo?

Qwalasele umfanekiso onikiwego abo nakala bephulaphule irediyo bebonakalisa misela, ucinga ukuba yintoni isizathu

A kweemali ezinokunceda abafundi thi ntweni ekuhubekeleni phambili amabanga aphezulu yenye ea ukuba yintoni enye enokuba labaphulaphuleyo xa inokuthi nkqubo-mbaliso

Incwadi
Yabafundi



- a) Ngamalungiselelo okuqala konyaka xa kuvulwa izikolo.
 b) Ukuqa bancedane omnye ancede omnye kwisifundo asokoliswa
 c) Umfundu xa esebezeni ngokuzimisela uyaphumelela awufezekise un-wakhe njengoko kubonakalisiwe kumfanekiso ohamba nesicatshulwa.
 d) Kukusebenza kakuhle nangokuzimisela.
 kuyancedwana, bakhawuleza boyisakale kwakamsinyane
- kwisibalulli
 - kwisenzi
 - kwisiphawuli

	Iceba	Isisekelo	Ingambu	Isi
i)	u-	-m(u)-	-fund-	-i
ii)	u-	-bu-	-vil-	-a

bulula, ubuncinane khosi udla amahashe.
 oxoxo angeze avume, unonkala adude.
 o emkhitha ufana nowehashe.
 wa lomhlizi wamanqina.
 kufukama amaqanda abolileyo.
 ibafudeyi, ikeyiki, ijusi, ihempe isenzi

Am

Ukuphetha

Ngezantsi kulandela ushwankathelo o' kufundiwego kwesti siqendu.

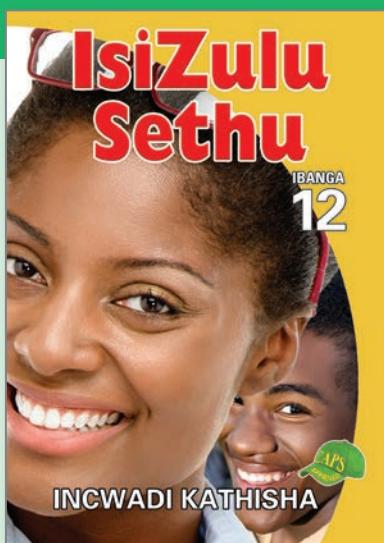
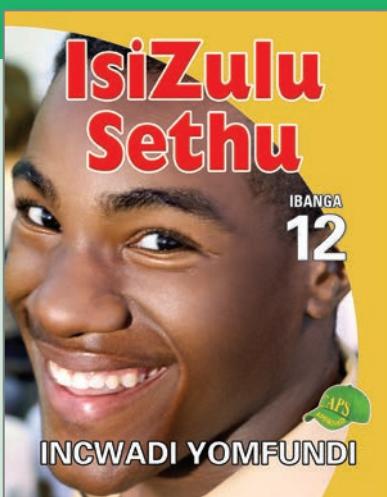
Isikhokelo
Namacebiso
Katitshala

IBANGA 12

Imfundo sisixhobo sobomi
 Imidlalo inekamva elihle
 Siyazidla ngenkubeko yethu
 Ucoceko luyathandeka
 Ulutsha lungumqolo wezoshishino
 Ingoma ikwakukunxibelelana
 Zizamele ngoku ukuze uvune ngomso
 Inkokheli ayizibeki iyabekwa
 Thina namakhondo empangelo
 Immemorandum yemisebenzi yokuhlolola esesikweni
 nenyantelekileyo
 Sonke samkelekile kwimidlalo

linkolo zethu
 Amasiko ethu kwaXhosa
 Amanzi! Undoqo kwimpilo
 Immemorandum yemisebenzi yokuhlolola esesikweni
 nenyantelekileyo
 Silungiselela iimviwo zokuphela konyaka
 Iimviwo zokuphela konyaka
 IPHEPHA LOKUQALA: Ukusetyenziswa kolwimi
 ngokusemxholweni
 IPHEPHA LESIBINI: Uncwadi
 IPHEPHA LESITHATHU: Ukubhala
 IGlosari

IBANGA 12 ISIZULU ISIZULU SETHU



LEARNER'S BOOK
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9781920605698

Ukulalela Nokukhuluma

Engalungiselelwé

Asu Okukhuluma Phambi Kwabantu

Asu ubheke nanka amasu okukhuluma phambi kwabantu

- Khuluma ubhekise ngqo ezethamelini.
- Sebenzisa izwi ngendlela efanele.
- Yibeke ngokucacile imibono yakho, nawe uziwe ukuthi uthini.
- Zinikeze isikhathi sokuphefumula ungahefuzeli.
- Ungaphatha nesiqeshana obhale kuso lawo maphuzu ofuna ukuzik wona.
- Sebenzisa ulimi olunembayo.
- Khumbula ukusebenzisa umzimba wakho ukugcizelela amaphuzi yiphimbo, ukukhishwa kwezwi, ivolumu, isivinini nokushoyo ngo!
- Sebenzisa ulimi olusemthethweni, uweme ukusebenzisa ulimi lwo.

Okufanele Ukuqikelele Uma Uzokhuluma Phambi Kwabantu

- Thola isihloko ozokhuluma ngaso.
- Cwaninga amaquiniso ngaleso sihloko, ungabuza kulabo asebenol ngaso, ungaya nasemtsheni wolwazi.
- Hlela isibingelelo, isingeniso, indikimba nesiphetho.
- Qaphela uhlöbo iwezethameli zakho, ukhethe amagama anembayo.
- Ungaala nangokukhuluma uzbuka esibukweni, uwedwa.
- Lokho ukwenza unezethameli zakho ngokwengqondo.

Umsebenzi Wokuzilungiselela

Wono sizwe!

Incwadi Yomfundu

Ukufunda Nokubukela

Amathekisthi Adlu

Inkulumopendulwa

Ukubhala Nokwethula

Isifundo 1: Ukulalela Nokukhuluma

Inkulomo Engalungiselelwé

Ikhasi le-252 kuya kwele-255 Encwadini yomfundu

Ukulela Enokulandelwa

Ithisha anganikeza abafundi ithutshana lokuzikhumbuza ngamasu okukhuluma aliwe ezincwadini zabo.

Ukubhala Nokwethula

Ukubhala Nokwethula abafundi ngenkulu

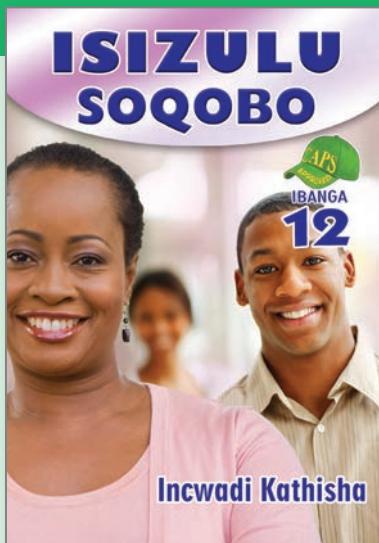
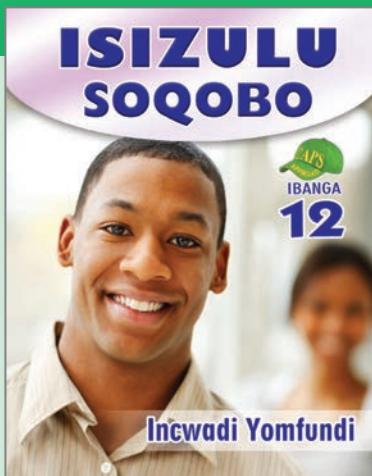
Incwadi Kathisha

1. Ukubhajetha
2. Qwasha!
3. Imvelo
4. Isimo Somnotho
5. Imfashini
6. Intuthuko
7. Amasiko
8. Qaphelani!
9. Ukuhumana
10. Ukongwa 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
 - Ukuhlwelwa Kwamaphepha Okuhlola
 - UkuModareytha

IBANGA 12 ISIZULU ISIZULU SOQOBO



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Zokukhuluma

Nkoko

Ngoye abafundi ake nizikhumbuze ngombiko ngokuhlaziya le nkulumu. Ntshenziswa ematheksthini ia ukuchaza ukuthi uyini umbiko.

Uhloso yombiko ukunikeza ulwazi ngesihloko esithile noma ngento kusizakale abantu abathile abadinga lolo lwazi. Laba bantu bangad ukuze bathathe izinqumo ezithile kanye nokunikeza nje ulwazi ulbenolwazi ngento ethile nabangalusebenzisa ngendlela efanele.

- Phindani futhi nioxo kabanzi ngalokhu okulandelayo bese nqonalokho okuchaza uhlobo lombiko.

Isitatinimende	Uhlobo lombiko
Isib. Amasela angene ngefasitela antshontsha amakhompyutha ayisithupha.	Umbiko ngesehlo
1) Le ndlu incane kanti futhi inezimfa eziningi ngakho akufanele ibize le malo.	1. Umbiko oveza izi nokuphumelela. 2. Umbiko ngokuhlola.
Incwadi Yomfundi	Incwadi Kathisha

Zokubukela

Zokubukela

Ukujwazeza abafundi itheksthini
benzi owenziwa ngaphambi kokufunda

(Eka incwadi yomfundi ikhasi 33)

Injongo yomsebenzi owenziwa ngaphambi kokulalela:

Ukwethula nokujwazeza abafundi itheksthini

Ukuvuselela ulwazi oluhambisanayo nolwaphambili

Izindlela zokufunda itheksthini

Ukufunda ngokushesha ukha phezulu nangokucophelela amaphuzu abalulekile ezimpawini zetheksti **isib.** imibhalo echazayo nezithombe.

Ukufunda ngokushesha ukha phezulu ngangokucophelela amaphuzu abalulekile ezingxenyeni zombhalo.

Ukubikezela usebenzisa ulwazi olutholakale ngenkathi kufundwa ngokushesha ukha phezulu nangokucophelela amaphuzu abalulekile.

Yalela abafundi ukuba bahlale ngababili bese bexoxa ngesithombe sisezincwadini zabo njengoba kushivo. Ekuxoxeni kwabo bazobhekisa ntweni ezinhlanu ezibaliwe ezincwadini zabo. (a – e)

Na sebeqedile ukuxoxa ngesithombe, usungathola ngokubabuza nongamunye ukuthi yini abavumelane ngayo ngesithombe.

Yalela abafundi ukuba bahlale ngababili bese bexoxa ngesithombe sisezincwadini zabo njengoba kushivo. Ekuxoxeni kwabo bazobhekisa ntweni ezinhlanu ezibaliwe ezincwadini zabo. (a – e)

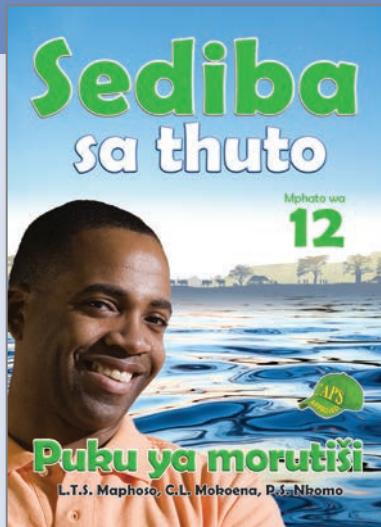
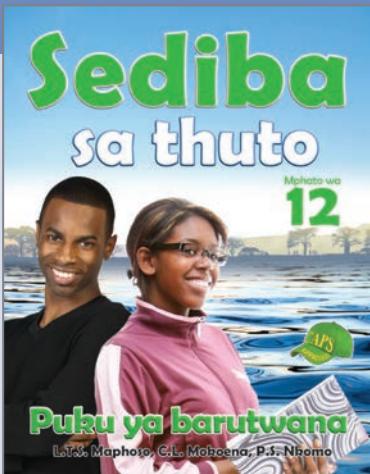
- Iplani yokufundisa
- Iminden Nezhilobo
- Ukuphathana Kwabantu
- Ukulwa Nobuphofu
- Amalungelo Esintu
- Ezemfundo
- Ezobuciko Namasko
- Ezokuxhumana

- Ezikuphepha
- Ulimi Namasko
- Ukuhlola Kwamaphakathi Nonyaka
- Ezezidingo Zomphakathi
- Ezemidlalo
- Ukulungiselela Ikusasa
- Ubunye Ezizweni

- Ukusingakuhlola
- Ukumodereythwa Kwama-Orali
- Ukumodereythwa Kwama-Orali Amamemorandamu
- Ukuhlola Kokuphela Konyaka Iglosari

MPHATO WA 12 SEPEDI

SEDIBA SA THUTO



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9781775880271

...lopano ya lekgotlakeni...
13 Matšhe 2012, nako: 12h00 ka holong...

...ana wa lediri
...sela wa lediri le fehla ke -a. Moselana wa lediri o ba ka n...
wa lediri. Le se lebale gore moselana wa lediri o ka ba le koketšo...
lediri. Lebelelang mohlala wo o latelago:

- (c) -sed- modu
- (d) -iš- koketšo
- (e) -a mafelelo a lediri

Dibopego le melao ya tšhomiošo ya polelo

Madiri

Madiri ke karolopolelo yeo e hlalošago mošomo woo o tšweletšo ke lentšu leo le laetšago modiro wo o dirwago ke sediri. Ka gon mafoko a go kwagala, ka ge ka gare ga ona go ka se be le tše...

Anke re lekoleng mohlala wo o latelago:

Mošemane o ja ditšie. Tšona o tlile le tšona ge a boa madišong. Kua nageng. Ka nako yeo ke ge yena a rema kota ka selepe seo a...

...i la rena go tšwa lefokong la mathomo go ao a filwego ka mo go...
...ago gore sediri e lego Mošemane se dira eng. La bobedi ke o tlili...
...i fula yeo e re halosetšago seo se dirwago ke dinku. A rema ke...
...e hlaloša seo se dirwago ke selepe. Tiro yeo e dirwago, h...

Puku ya Barutwana

...j ye, morutwana o tla fihlelela mabokgoni ao a latelago:

olo	Beke	Go theeleletša le go bolela	Go bala le go bogela	Go ngwala le go hlagiša
1 le 2		Go theeleletša kwešišo (Tschedimošo, tekolo le kgahlego le kgokagano le ba bangwe)	Diponagaloo tše boholokwa tša ditšweletšwa: papatšo, khathune Go ithuta dingwalo/Dipuku Dingwalotšhaba	Ditšweletšwa tša tirišano: Lengwalo la segwera Dibopego le melao ya tšhomiošo ya polelo
Letlakala		2	4	12
2	3 le 4	Kahlaahlo	Go balela kwešišo Go ithuta dingwalo/Dipuku Tiragatšo: mehuta, baanegwa	Ditšweletšwa tša tirišano: Taodišokanego Dibopego le melao ya tšhomiošo ya polelo
Letlakala		23	26	33
3	5 le 6	Go theeleletša kwešišo (Tschedimošo, tekolo le kgahlego le kgokagano le ba bangwe)	Go balela kwešišo Go ithuta dingwalo/Dipuku Dikanegelokeletši/Diema	Ditšweletšwa tša tirišano: Athikele ya kuranta Dibopego le melao ya tšhomiošo ya polelo
Letlakala		46	48	52
7 le 8	Polelo ya go itokišetšwa	Tlhathollo ya ditšweletšwa tša go bonwa: Papatšo Go ithuta Dingwalo/ Dipuku Kanegelotšhaba Dikoša	Tlhathollo ya ditšweletšwa tša go bonwa: Papatšo Go ithuta Dingwalo/ Dipuku Kanegelotšhaba Dikoša	Ditšweletšwa tša tirišano: Lengwalo la segwera / semmušo Boitsebišophelo Dibopego le melao ya tšhomiošo ya polelo
		62	66	
		Išetšwe	Go ngwala kakaretšo	Puku ya Morutiši

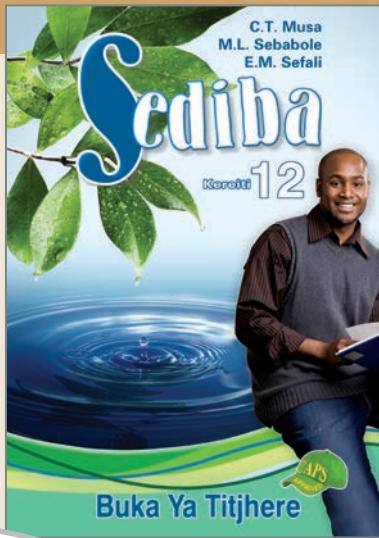
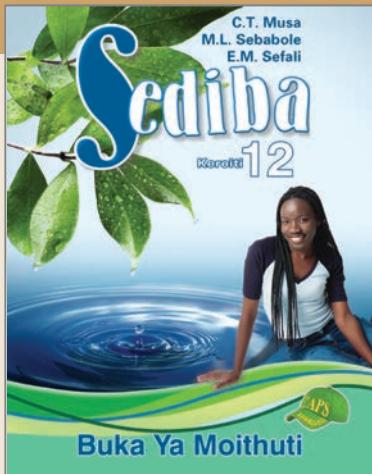
MPHATO WA 12

- Ketapele
 - Moralo wa go ruta wa ngwaga
 - Go rekhota kelo
- Kgaolo ye nngwe le ye nngwe e lekola mabokgoni a a latelago:
- Go theeleletša le go bolela
 - Go bala le go bogela
 - Go ngwala le go hlagiša
 - Dibopego le melao ya tšhomiošo 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

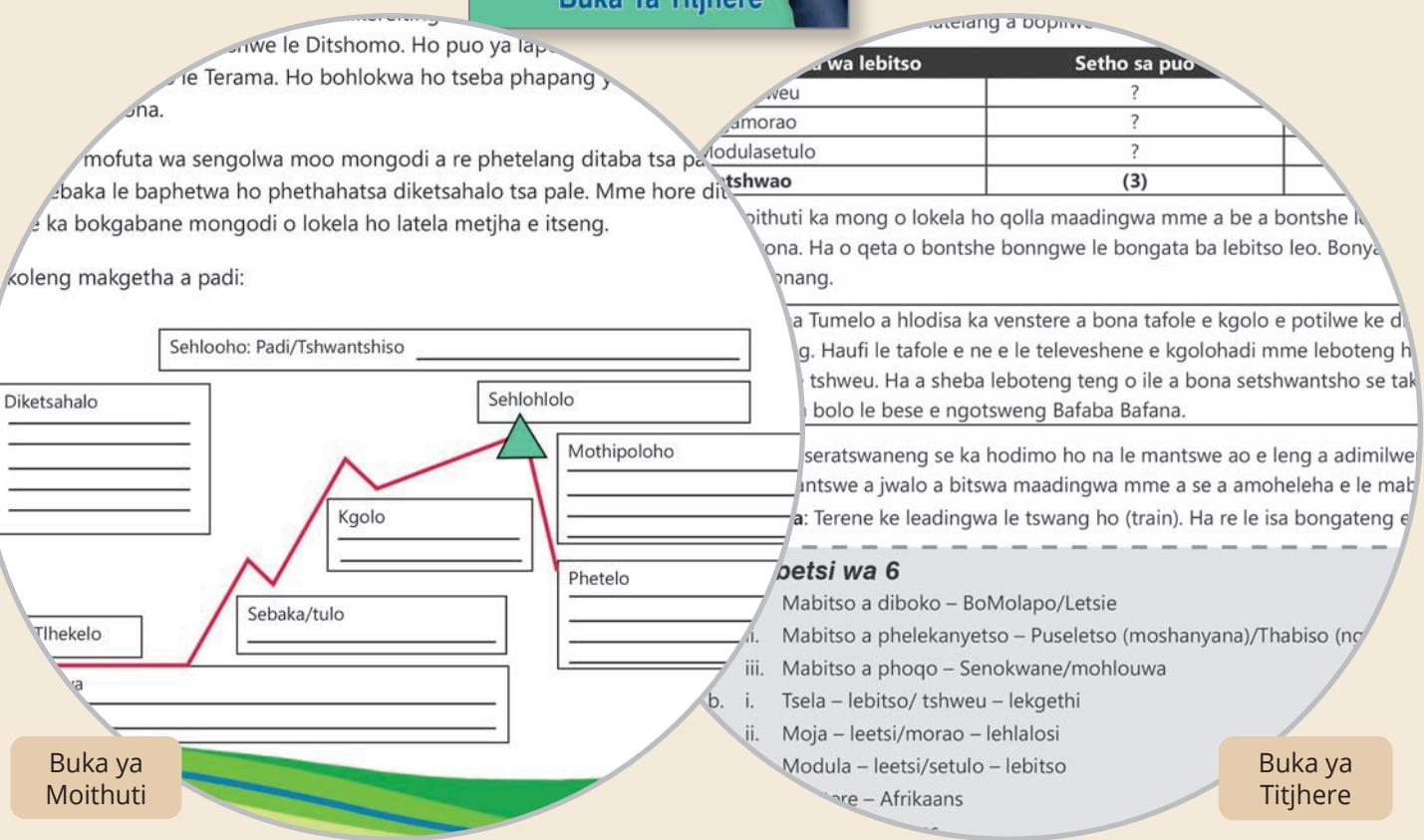
KEREITI 12 SESOTHO

SEDIBA



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TEACHER'S GUIDE
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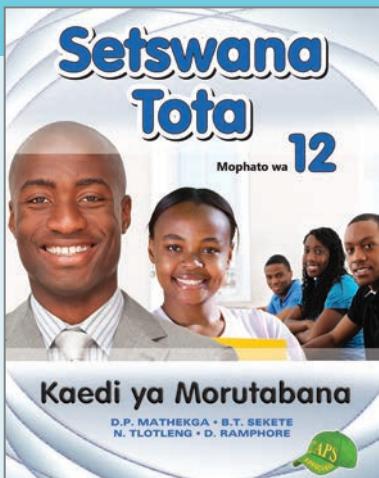
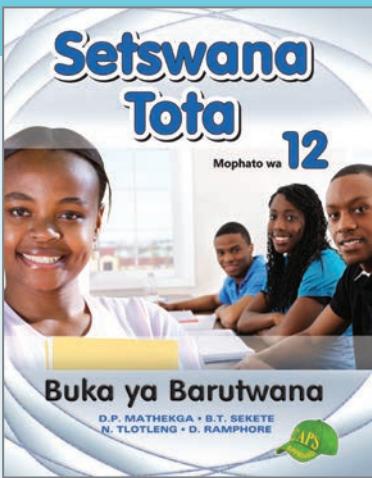
- Moralo wa mosebetsi wa ka phaposing
- Moralo wa ho ruta
- Kgaolo e nngwe le e nngwe e lekanyetsa bokgoni bo latelang:
 - Ho mamela le ho bua
 - Ho bala le ho boha
 - Ho ithuta dingolwa
 - Ho ngola le ho nehela
 - Dibopeho le melao ya tshebediso ya puo

- KEREITI 12**
- Kgaolo 1: Setjhaba sa Mookodi
 - Kgaolo 2: Botho le dikamano
 - Kgaolo 3: Setswallle 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: Tlhahlolo 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: Tlhahlolo ya boitokisetso
- Kgaolo 16: Ditokelo tsa botho
- Kgaolo 17: Tsebo ya seholoholo
- Kgaolo 18: Tlhahlolo ya makgaolakgang
- Ruburiki

MOPHATO WA 12 SETSWANA

SETSWANA TOTA



LEARNER'S BOOK
9781775880400

TEACHER'S GUIDE
9781775880417

... go kwala athikele ya makasine, jaanong ...
...aano tse di tshwanetseng go salwa morago fa o kwale.

Eng ka dikgato tsa go kwala tlhamo. Botsa barutwana ba se kae go nay
...alanyang dikgato tseo le tsa go kwala athikele.
ebelelang dintilha jaaka di tlhagelela mo bukeng tsa lona. Morutabana o tla le
go netefatsa fa barutwana botlhe ba thaloganya.

Tirwana 6

Kwala athikele ya makasine e mo go yona o tsibosang barutwana ka kot
motsoko. Setlhengwa sa gago se nne bolelee jwa mafoko a a kana ka 1'
fela.

KGOTSA

Lebelela setshwantsho se se fa tlase mme morago o kwale athikele ya
Setlhengwa sa gago se nne bolelee jwa mafoko a a kana ka 180-200 d



Buka yaya
Barutwana

Dikarabo

Dikarabo jaana:

Mafoko le dipolelwana	Dipotso di botsa ka ga:
1. Maloba	Leng
2. sentle	Jang
3. Mo lapeng la mogoloe	Kae
4. Kwa mabitleng	Kae
5. Mo malatsing a segompieno	Leng
6. Kwa Phokeng	Kae
7. Ka lenyatso	Jang
8. Badimong	Kae
9. Thata	Jang
10. Mo tlhogong	Kae

Tirwana 3

...ela barutwana go lebelela ditshwantsho ka sebedi-sebedi ba buisane ka tsona, r
...rago ba dire ka bongwe ka bongwe ba arabele mo dibukeng tsa bona.
...ofela dikarabo tse di farologaneng:

...barutwana go dira ka sebedi go lebelela ditshwantsho tse di fa godimo mme
dipotso tse di latelang.

Posi

... barutwana di ka lebega jaaana:
...ka setshwantsho A le B ka tebego ya meaparo e ba e apo
...icang ka ona.

Kaedi ya
Morutabana

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

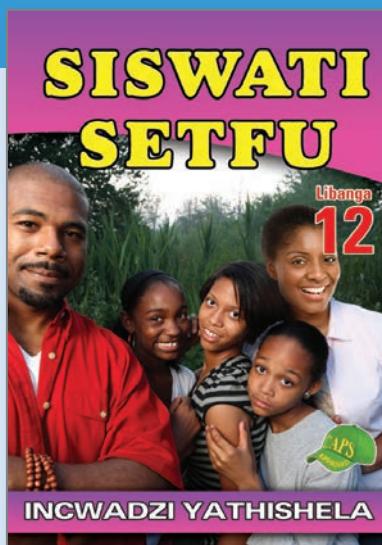
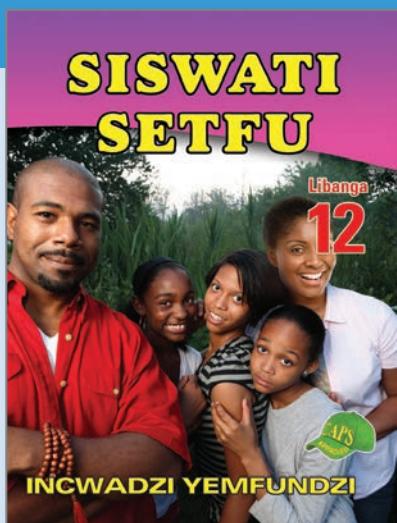
Kgaolo 3: Setso

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 mo itse? |
| Kgaolo 13: Matsapa di a tsaya kae? |
| Kgaolo 14: Itse naga ya gago |
| Kgaolo 15: Tlhatlhobo ya tekeletso |
| Kgaolo 16: Poeletso |
| • Diruburiki |

LIBANGA 12 SISWATI SISWATI SETFU



LEARNER'S BOOK
9781920605407

TEACHER'S GUIDE
9781920605414

4. Takhi Netimiso Telulwimi

Tinhloso tesifundvo

Kufundza kulungisa sipelingi kumatheksthi.

Kufundza ngekusetjentiswa kwesiphawulo kanye nesibaluli emshweni.

- Kufundza ngetinongo, emagama lamasha lanenshokutsi lensha nemagama

Sipelingi

Lokumele kwentiwe nguthishela

1. Tjela bafundzi bafundze letheksthi

Asesifundze letheksthi lelandzelako bese silungisa onkhe emagama langakalandz netimiso tekupela.

Kutsi umncane akusho kutsi awunamgcondvo lophopophele imphumelelo Loma intfombatanyana lehlala namalume wayo. Unelikhono lekuchina nekulungisa tir kahle bafati balamadzodza, aze atigcabhe nakababuka sebamamatseka sekuve

Emagama

1. Awunamgcondvo

Ubagenta

Iamadzodza

Izana

Timphendvulo

Awunamcondvo

ubenta

balamadvodza

letigojana

+tsi kabalulekile kutsi nasikhulumu



Umsebenti

Ngamunye

1. Tingaki tinhlobo tetinkondlo lofundze ngato?
2. Ngutiphi tinhlobo tetinkondlo temdzabu?
3. Tehluke ngani tinkondlo temdzabu kutesimanje?
4. Nika sibonelo senkondlo yesimanje nenkondlo yemdzabu leyentiwa kulomyaka.

Incwadzi
Yathishela

3. Kubhala Nekwetfula

Tinhloso tesifundvo

- Kufundza ngetinhlobo tetincwadzi tebungani.
- Kufundza nge- ajenda nemamintsi

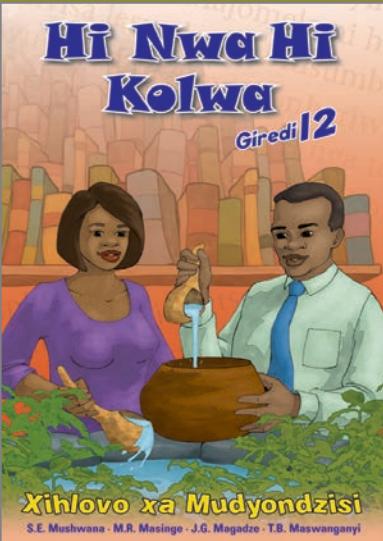
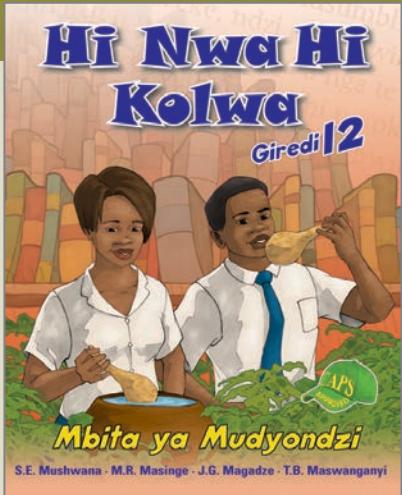
LIBANGA 12

1. Temphilo
2. Temabhzinisi
3. Tekuphepha
4. Temfundzo

4. Incwadzi tebungani

tinhloku tehlukena tetincwadzi tebungani njenganati la nencwadzisimemo. Incwadzi yemdzabu tinhlobo tetfu nje.

GIREDI 12 XITSONGA HI NWA HI KOLWA



LEARNER'S BOOK
9781920605261

TEACHER'S GUIDE
9781920605278

.wavutitivisi

ngi laha hansi. Leri i papila ro seketela tsalwavutitivisi leri
tekiwa eka ntirho lowu u wu kombelaka.
apila leri ro seketela tsalwavutitivisi leri nga laha henbla, i papila ro kombela
eka ku leteriwa eka kholichi ya vuphorisa:

P.O. Box 2017
MADIBANI
0770
11 Mudyaxihi 2012

Mulawuri
SAPS Training College
Private Bag X402
PRETORIA
0001

Nkulukumba

XIKOMBELO XO AMUKERIWA EKA KU LETERIWA EKA VUPHORISA

Ndzi kongomisa eka xinavetiso xa n'wina lexi haxiweka eka 'Munghana Lonene FM' xo tivisa majaha na vanhwana lava tsakelaka ku joyina ntirho wa Vuphorisa bya Afrika-Dzonga.

Ndzi navela ku endla xikombelo xo amukeripa eka ku leteriwa eka ntirho lowu, Ndzi jaha ra malembe ya makumembe inthlanhu. An ndzi si teka nsati.

Loko mi navela ku kuma byin'wana vuxokoxoko hi ta matikhomelo ya mina na yin'wana inigingiriko ya mina, mi nga ha kongomisa swivutsiso eka Mufambisi wa Xitichi xa Maphorisa xa Madibani.

Ndzi rhumela papila leri kum'we na tsalwavutitivisi na mina.

Hi mina

Nsayino

Bonongo Xalamuka Nkovanana

ulekisi swa tsalwavutitivisi na papila ro seketela

Iwawutitivisi ku tsariwa ntsena timhaka ta nkoka to fana na mavito, adirese ya na va poso, rimbewu, ririmbi ra le kaya, siku ro velekiwa, tidyondzo, xiyimati, a tsaleku ntiyiso ntsena.

**Mbita ya
Mudyondzi**

- 1. Rito ro rhanga
- 2. Swikongomelo
- 3. Maandlalelo ya tidyondzo
- 4. Rhubiriki yo hlela switshuriwa swa papila ra 3 ra ririmbi
ra le kaya (Hi): Giredi 10-12
- 5. Rhubiriki ya makambelelo ya swa nomo
- 6. Xipimamagoza
- 7. Hi Tichembulela Vutivi
- 8. U Hanyela Mani
- 9. Ha Fana, A Hi Fani
- 10. Mfuwo Wa Rixaka

-vuy-	-vuyelo
-dyondz-	-dyondzisa
	-is-

sala swivulwa swo hambana. Amukela tinhlamulo ta vona n...

1.6 KU TSALA NA KU ANDLALA

Papila ra mafundza ro vilela
no hi vambirhi

1.2 Ku hlaya hi ku landzelela magoza

risa vadyondzi ku hlaya magoza lawa ya landzeleriwa loko ku hlayiya xitshuriwa lawa ya nge
a 1.2.2, eka Mbita ya Mudyondzi, papila ra 3.

6.3 Ku yingisela ku hlaiya ka xitshuriwa

erisa vadyondzi ku hlaya xikombiso xa papila leri nga eka 1.6.3 eka Mbita ya Mudyondzi, papila ra
7 vi karhi ya xiayaxihi xivumbeko, vundzeni, ririmbi, swiphemu leswi dzwhatiweke na swiletelo
a matsalelo ya xitshuriwa xa muxaka lowu, kutani endzhaku va tsala xitoloveto xa kona.

4 Swiletelo swa matsalelo ya papila ra mafundza ro vilela

ana na vadyondzi hi swiletelo swa matsalelo ya papila ra mafundza ro vilela leswi nga eka
Mbita ya Mudyondzi, papila ra 18.

1.6.5 Xitoloveto

hi ku tsala xitoloveto xa 1.6.5 eka Mbita ya Mudyondzi, papila ra 19.



1.6.6 Makambelelo

obyo va vona tanihilaha swi...

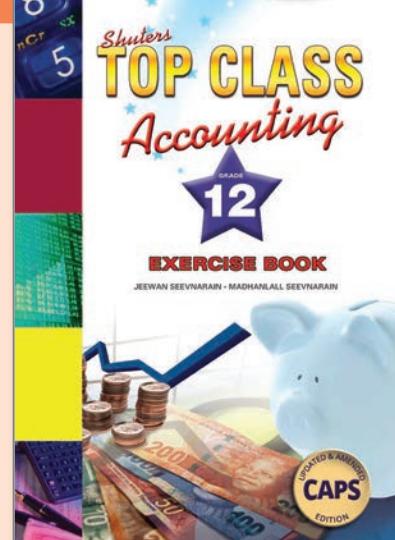
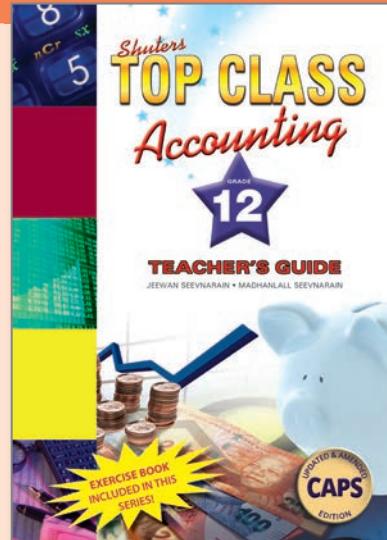
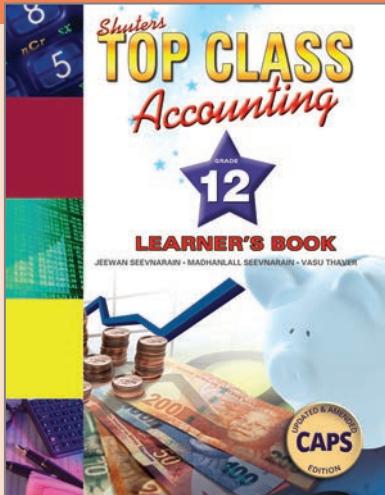
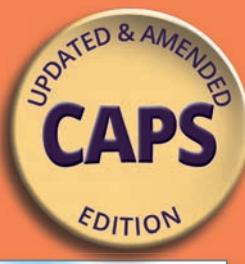
**Xihlovo xa
Mudyondzisi**

GIREDI 12

- 5. Swo Fana Ntsena!
- 6. Ku Pfuxiwa Leyi Yi Tipfuxaka
- 7. A Hi Hlayseni 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

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Learner's
Book

BOOKKEEPING OF COMPANIES

4.1. Issuing of shares at issue price:

Issuing shares in a company by shareholders is known as share capital. The maximum number of shares a company may issue, as described in its Memorandum of Incorporation, is known as its AUTHORISED SHARE CAPITAL. A company is not obliged to issue all the authorised share capital immediately. The share capital that the company issues is known as the ISSUED SHARE CAPITAL. It is logical that the number of shares issued can never exceed the number of shares authorised.

STEPS IN ISSUING OF SHARES TO THE PUBLIC:

Accounting entries to record the issue of shares:



ILLUSTRATIVE EXAMPLE

Information:

Trust Limited commenced business on 1 January 2013 with an authorised share capital of R 4 500 000 shares.

Trust Limited issued a prospectus offering for subscription 400 000 ordinary shares at R5 each on 18 January 2013 and set 1 March 2013 as the closing date for all applications.

On 1 March 2013, received all monies for shares sold. All the shares were allotted. Issued receipt no 001.

Required:

- Record the transaction in the relevant Journal.
- Post to the relevant accounts in the General Ledger.
- Show the effect of the transaction on the accounting equation.

Solution:

Cash Receipts Journal of Trust Limited for March 2013

Doc No	Date	Details	Fol	Analysis of Receipts	Bank	Sundry

Activity 1.1

Learner's Book:
Page 10

Activity 1.2

Learner's Book:
Page 10

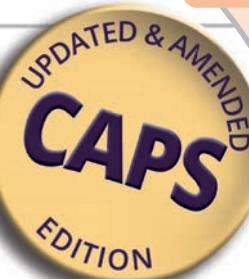
Activity 1.3

Teacher's
Guide

Activity 1.2

Learner's Book:
Page 10

Activity 1.3



Activity 1.3

Learner's Book:
Page 10

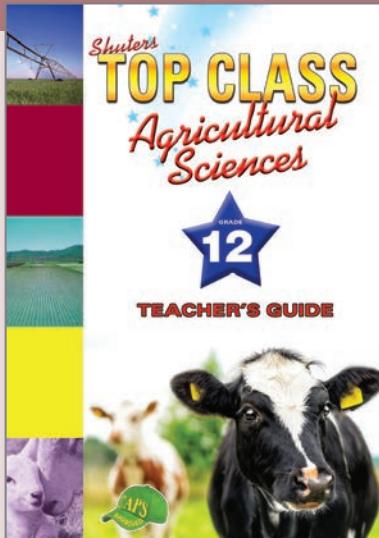
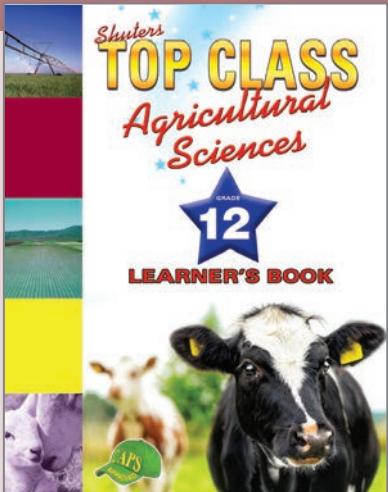
- Financial Accounting of Companies
- Ethics
- Tangible / Fixed Assets
- Financial Accounting of Close Corporations
- Internal Control
- Inventory Systems

GRADE 12

- Reconciliations: Bank Reconciliation; Creditors' Reconciliation; Debtors' Reconciliation
- Value Added Tax
- Cost Accounting
- Budgeting
- Examination Paper

GRADE 12 ENGLISH

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TEACHER'S GUIDE

9781920604011



Fig. 4.4a The dissolved urea added to the stover is then sprinkled on the residue as it is added to the pit in different patches.



Fig. 4.4b Urea is weighed and dissolved in a measured quantity of water according to Table 1. A hanging scale as shown in this figure, could be used to weigh the urea. For measuring water, a measuring cylinder or any locally available material could be used.



Fig. 4.4c The stover is stamped in a pit lined with heavy plastic.

NOTE PAD

For example, if a steer consumes a feed that contains 4.5 kg of dry matter and produces faeces that contain 1.6 kg of dry matter, then:
Digestibility coefficient = feed intake - faecal output x 100/feed intake
= (4.5 kg - 1.6 kg x 100)/4.5 kg
0.64 x 100
64%

Digestibility coefficient can be rated as follows:
100% = good
= moderate
low
very poor

Learner's Book

Calculation and interpretation of the digestibility coefficient of a feed component

The digested fraction of a nutrient represents the amount of nutrient that is available for the animal to use. Coefficients of digestibility are used for determining the nutritive values of feeds, especially in mixed diets. Feed components are better digested when mixed, than when alone. When determining the digestibility of a test feed that is either a **concentrate*** or low-quality **roughage**, the test feed must be mixed with other feedstuffs to make a completely balanced feed that meets the total nutritional needs of the animals. It is then necessary to know the digestibility coefficient of the added feedstuffs, so that the digestibility of the test feed can be calculated correctly.

★ ACTIVITY 4.1 Digestibility coefficients

In this activity you will calculate the digestibility coefficients of different components of a feed. You will then calculate the proportion of feed and faeces that comprises different components.

***concentrate** – feedstuffs that have relatively high concentrations of

	Problems	Symptoms	Causes
Vitamin A	Protein, carbohydrate and fat metabolism	Slow growth, skin lesions, reduced egg production.	
Vitamin B12 and B9	B12 and B9 produce red blood cells and metabolises protein.	Slow growth, anaemia.	
Vitamin D (calciferol)	Regulate mineral elements in bones, teeth and egg shells.	Same as Ca and P.	Cod liver oil.
Vitamin E (tocopherol)	Boosts immune system.	Muscle disorders in cattle and heart disease in pigs.	Cereals, oil seeds, green feeds.
Vitamin K (phylloquinone)	Coagulates blood.	Hemorrhaging, poor reproduction.	Rumen micro organisms.

Assessment:

Activity helps you to find out how well the learners have learned the nutrients that animals require, as well as their sources.

Digestibility, feed quality, energy value and ratio

(Learner's Book pg 30)

Digestibility coefficients

(Learner's Book pg 34)

Digestibility guidelines

Learners work on their own to do this activity.

In this activity you will calculate the digestibility coefficients of different components of a feed. You will then calculate the proportion of feed and faeces that comprises different components.

The following table summarises the results (in grams) from a steer that ate 5 kg of feed and produced 9 kg of faeces daily. Calculate the digestibility coefficient for each component and answer the questions.

Teacher's Guide

GRADE 12

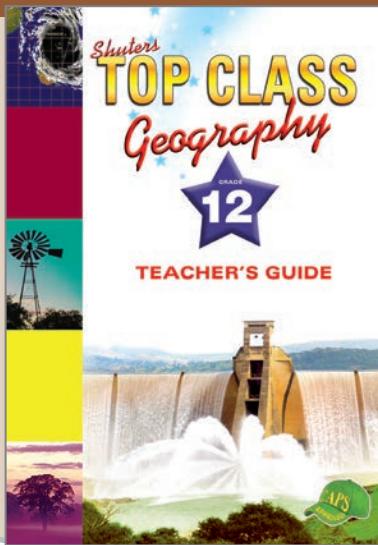
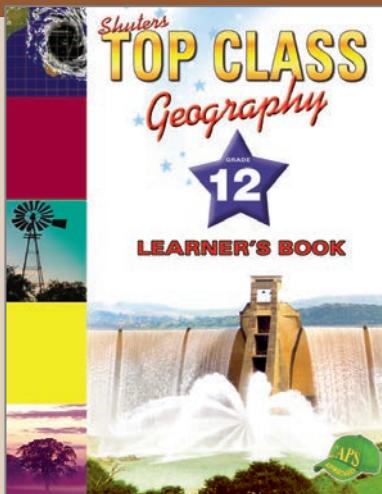
- Formal assessment requirements for Agricultural Sciences
- Inclusivity and equity in the classroom
- Integration of Agricultural Sciences with other subjects
- Working with study maps
- Sample work schedule
- Sample recording mark sheet
- Assessment plan framework
- Weighting of the cognitive levels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

GRADE 12 ENGLISH

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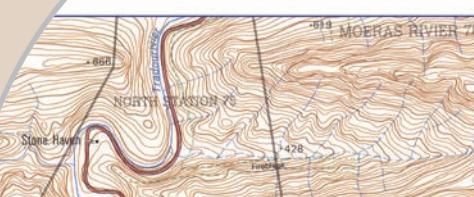


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Drainage patterns

River patterns may be found in Section 3, 1.11, a mind map, shows what the various on a topographic map.



in valleys join the main stream at right angles.
river cutting through mountain ranges, forming a poort or gap.

Drainage patterns on a topographic map

Learner's Book

NOTE PAD

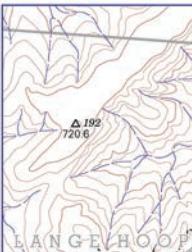
Sinuosity ratio

As very few rivers follow a straight course for any distance, we will determine the sinuosity ratio will determine the extent to which the river meanders.

$$\text{River sinuosity} = \frac{\text{river length A to B} \times 100}{\text{straight-line distance A to B}}$$

A straight river has a sinuosity of 100, while a meandering river will have a sinuosity of greater than 100.

Dendritic



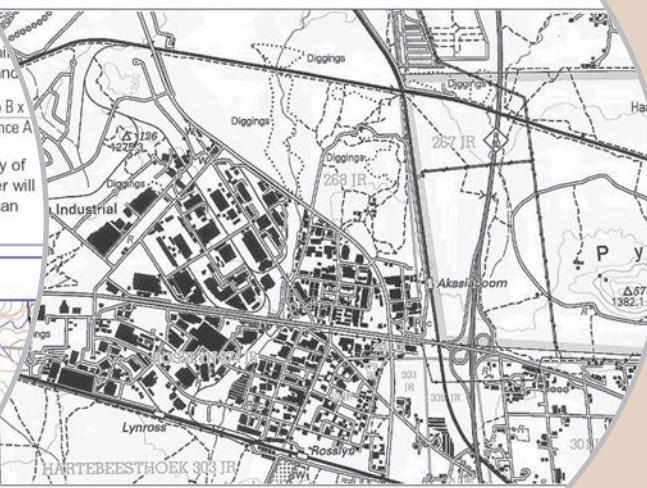
- Pattern is tree branched
- Tributaries join the main stream at right angles

ACTIVITY 1.4

Resources

- Learner's Book page 18

Looking at different land-use types on topographic maps (Individual)



Learners study the Map extract 1 of the Rosslyn Industrial area. They must identify three essential features for locating an industrial area:

Teacher's Guide

Geographical skills and techniques

- Mapwork techniques
- Topographic maps
- Aerial photographs and orthophoto maps
- Geographical information systems (GIS)
- Using atlases
- Climate and weather**
- Mid-latitude cyclones

Tropical cyclones
Subtropical anticyclones and associated weather conditions

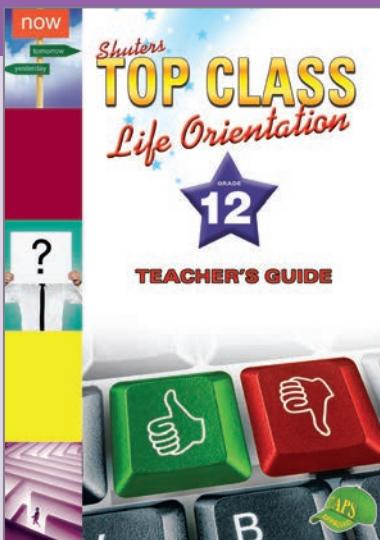
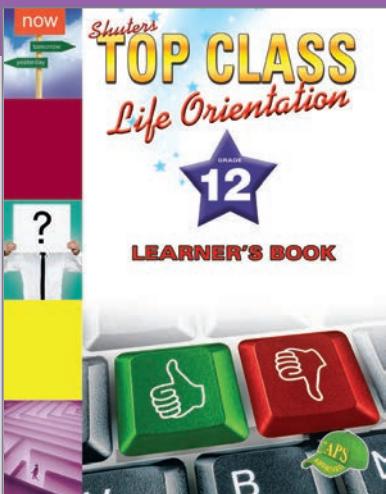
- Valley climates
- Urban climates
- Geomorphology**
- Drainage systems in South Africa
- Fluvial processes
- Catchment and river management

Rural settlement and urban settlement

- Study of settlements
- Rural settlement
- Rural settlement issues
- Urban settlement
- Urban hierarchies
- Urban structure and patterns
- Urban settlement issues

Economic geography of South Africa

- Structure of the economy
- Agriculture
- Mining
- Secondary and tertiary sectors
- Strategies for industrial development
- The informal sector
- Revision and sample formal assessment**



LEARNER'S BOOK
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TEACHER'S GUIDE
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Suggested Additional Activity

Suggested Homework Activity

ACTIVITY 3.3 Develop a study plan for Grade 12

Work on your own.

Using a year-planner, draw up your own study-plan. You could photocopy a year-planner from a diary or use the example in the Appendix.

Using your diary needs to become

- Glue or write your lesson timetable in your diary.
- Write out your lessons every day and files to take to school, and say what you need to do.
- Use your diary to plan what you do.
- Always have your diary open and down homework, lists of things information that you are given.
- Refer to your diary when you are end of the day, so that you don't forget other needed resources.
- Refer to your diary again when you get everything that you planned.
- Refer to your diary again in the morning before school so that you don't leave anything at home.



Learner's Book

in your school holidays, public holidays and special events. Test, examination and assignment dates that

Suggested Homework Activity

ACTIVITY 1.6 Importance of communication

Resource

• Learner's Book pages 12-20

LESSON 3: (1 hour)

Initiating, building and sustaining positive relationships importance of communication

Begin the lesson by asking the learners why they think communication between people is important. Ask them to identify the different ways in which people communicate. Write these on the board. Then read through the text with the learners and discuss the method of communication.

ACTIVITY 1.6 Importance of communication

Resource

• Learner's Book page 10

Learners should work in groups of five or six for this activity.

After they have studied the crowd in the picture on page 13 of the Learner's Book, ask them to discuss the questions in their group. They should make notes of the ideas generated by the group.

You could ask the groups to share their answers in a class discussion.

ACTIVITY 1.7 Non-verbal factors that influence communication

Resource

• Learner's Book page 17

Before the class begin the activity discuss the information about non-verbal communication with the class, and the way in which body language is a form of communication. You ask learners to come up to you and give you a piece of folded paper in various ways that indicate different attitudes. For example, they could thrust it at you in anger, or they could give it to you reluctantly or shyly.

Now discuss the illustrations on pages 15-16 of the Learner's Book with different learners to interpret them. Make sure that the learners even if they do not agree with them.

Teacher's Guide

GRADE 12

Development of the self in society

Physical education

Study skills

Careers and career choices

Democracy and human rights

Social and environmental responsibility

- 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

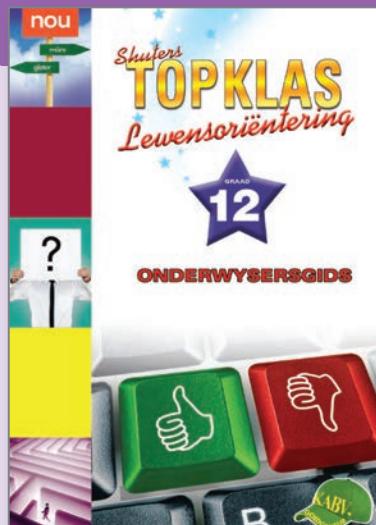
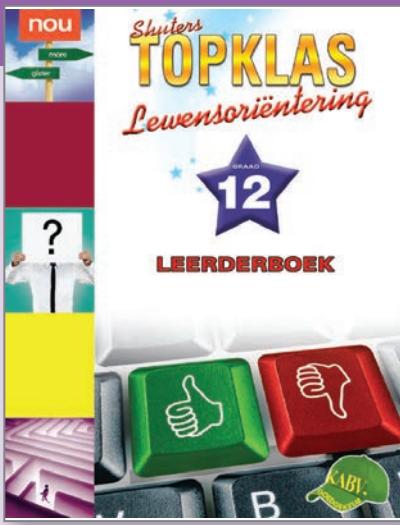
- Glossary

How to use this series:

- 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.

GRAAD 12 AFRIKAANS

SHUTERS TOPKLAS LEWENSORIËNTERING



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TOPKLAS**

LEERDERBOEK
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ONDERWYSERSGIDS
9781920604059

NOTA

delike stressors

stressors verwys na omstandighede wat jou verander kan. Soms verlaat jy jou huis en gaan jy voltooi het; dit mag nie meer gebeur nie. Maar kan jy nie meer gaan omdat jy oorweg om van jou werk te verander nie? Dan moet jy weer terug gaan na jou ouer werk. Dit kan jy nie meer doen omdat jy nie meer daarvan te baan kan.

Leerderboek

Voorgestelde huiswerkaktiwiteit

AKTIWITEIT 1.1 Identifiseer jou stresfaktore

- Stel 'n lys in jou werkboek op van tien faktore wat jou stres veroorsaak. Elke persoon se lys sal verskil.
- Plaas nou die items in volgorde van die meeste stresvol tot die minste stresvol (nommer 10). Verskillende mense kan verskillende stresvol en daarom is die regte antwoord afhanklik van wat vir jou geld.

Hieronder is 'n lys algemene bekommernisse wat deel uitmaak van die leefstyl van tieners. Jy mag sommige hiervan ervaar, of nie. Hierdie lys word hieronder en die notas mag jou help om jou stresfaktore te identifiseer.

- Waarom is veral hierdie dinge so stresvol?
- Hoe groot is hierdie stres of veranderingsveld?
- Hoe lank dink jy sal hierdie stres aanhou?
- Watter van jou stresfaktore is tydelik en watter is permanent wees?
- Tot watter mate is elkeen van hierdie stresfaktore beheerbaar?
- Hoe kan jy meer beheer oor hierdie omstandighede?
- As jy nie beheer oor hierdie stresfaktore kan, waarom glo dat dit buite jou beheer is?
- Op watter manier hanteer jy tans stres (of nie stres te hanteer nie)?

Hoe hanteer jou familieledere hierdie omstandighede? Wat sal hulle lewe? Daaroor kan jy jou werkboek gebruik.

Hulpbron

Leerderboek bladsye 4 – 7

AKTIWITEIT 1.2

AKTIWITEIT 1.3

Hulpbron

Leerderboek bladsye 8 – 12

Assesseer jou stresvlakke

Leerders moet die vragen voltooi wat in die Leerderboek verskyn. Verdien punte vir elke correcte antwoord. Vra die klas hoe die beoordeling werk en hoe om hulle stresvlakke te assesseer. Hulle moet die vrae in die Leerderboek gebruik om hulle te help.

Streshantering

Voordat die leerders met hierdie aktiwiteit begin, moet u eers die konsep van positiewe en negatiewe stres met hulle bespreek. Vra die klas om die illustrasie op bladsy 5 van die Leerderboek te studeer wat stresreaksies uitbeeld. Lees en bespreek dan die lys met tegnieke om stres te verminder. Moedig die leerders aan om tegnieke te deel wat hulle gevind het om stres te verminder.

Die leerders werk dan individueel om oor tegnieke te skryf wat hulle in hulle eie lewe kan gebruik. Leerders hoe nie te deel wat hulle skryf nie, aangesien dit persoonlik is.

LES 2: (1 uur)

Konflikhanteringsvaardighede: interpersoonlik en intrapersoonlik

Begin die les deur die leerders te herinner aan die belangrikheid van effektiewe kommunikasie; beide nieverbaal en verbaal. Vra vir hulle om saam te vat wat hulle vorige les geleer het.

Vra die klas wat hulle onder konflik verstaan en skryf party van die antwoord. Vra vir hulle om maniere voor te stel waarop konflik opgelos kan word. Vra vir hulle om maniere voor te stel waarom effektiewe kommunikasie moontlik tydens konflikoplossing is.

Konflikbestuur

Begin die les deur die leerders te herinner aan die belangrikheid van effektiewe kommunikasie; beide nieverbaal en verbaal. Vra vir hulle om saam te vat wat hulle vorige les geleer het.

Onderwysersgids

Sal in pare vir hierdie aktiwiteit werk.

Selfontwikkeling in die samelewing
Liggaamsopvoeding
Studievaardighede
Loopbane en loopbaankeuses
Demokrasie en menseregte
Sosiale en omgewings-verantwoordelikheid

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

GRAAD 12

Hoe om die reeks te gebruik

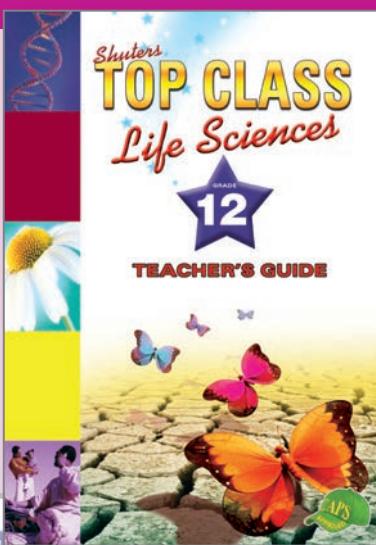
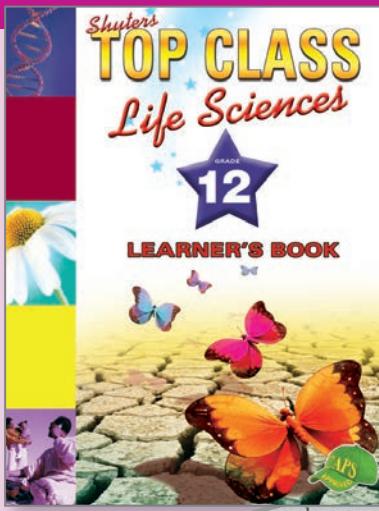
- Hierdie boek is in vier afdelings verdeel, wat elkeen van die vier kwartale van die jaar verteenwoordig.
- 'n Breinkaart verskyn aan die begin van elke afdeling, en dui die onderwerpe aan wat in daardie afdeling gedek word.
- Elke afdeling is in eenhede verdeel. Die lesse en aktiwiteite is dwarsdeur die boek opvolgend genommer, en dui die eenheidnommer asook die aktiwiteitnommer aan.

GRADE 12 ENGLISH

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ACTIVITY 2.1

Learner's Book page 26

Observe and draw cells in stages of meiotic cell division

Guidelines for the activity

- The learners should revise the process of meiosis using the diagrams in the text before identifying the stages of meiotic division.

It would be very valuable for the learners to use at least two diagrams to observe meiosis, for example, slides and micrographs, slides and models and micrographs.

Encourage the learners to compare stages they can see on slide microscopes, models, charts or micrographs with the micrographs in the text.

The suggested diagrams and answers for the questions on the micrographs in Number 4 are in the 'Assessment' below.

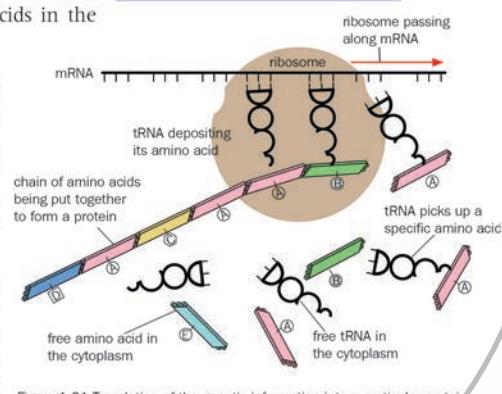


Figure 1.21 Translation of the genetic information into a particular protein

Learner's Book

Worksheet 1.1

Worksheet 1.2

Teacher's Guide

GRADE 12

- Assessment requirements for Life Sciences
- Inclusivity / Integration
- Year Plan for Grade 12 Life Sciences
- Specific Aims in Life Sciences
- Sample lesson plan
- Programme of Formal Assessment – recording sheet
- Memoranda for exemplar examination papers
- Suggested practical tasks per term
- Worksheets and answers

STRAND 1 Life at molecular, cellular and tissue level

DNA: the code of life

Meiosis

STRAND 2 Life processes in plants and animals

Reproduction in vertebrates

Human reproduction

STRAND 1 Life at molecular, cellular and tissue level

STRAND 4 Diversity, change and continuity

Genetics and inheritance

STRAND 2 Life processes in plants and animals

Responding to the environment: humans

Human endocrine system

Homeostasis in humans

Responding to the environment: plants

STRAND 4 Diversity, change and continuity

Evolution by natural selection

Human evolution

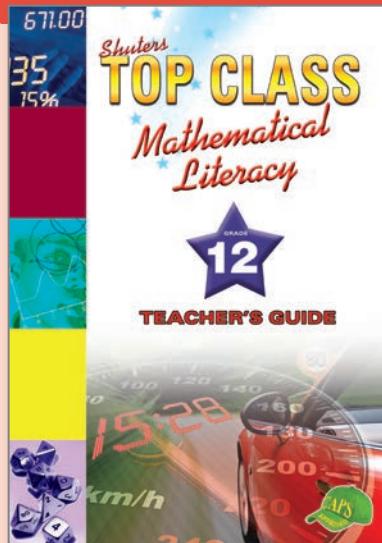
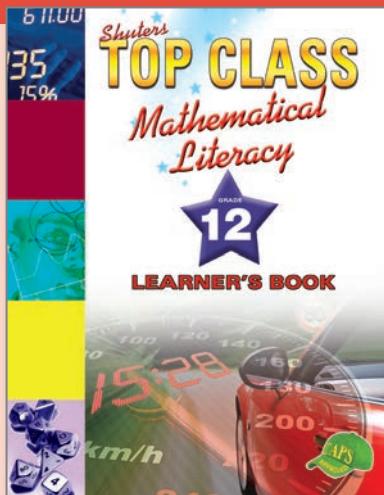
STRAND 3 Environmental studies

The Assignment

GRADE 12 ENGLISH

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MATHEMATICAL LITERACY



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Excludes VAT, delivery, insurance and club fees.

Monthly Club fee
Monthly premium for Optional Insurance
Total Monthly Instalment

Annual interest rate

Frequency of Instalments

Number of instalments
Contract Start Date
Contract Termination Date

- (e) What is the real (total) cost of the loan?
- (f) Now calculate the total amount of interest the customer paid by the end of the loan term.
- (g) Comment on the total amount of interest paid by the end of the loan term.
- (h) Calculate how much interest the customer is paying

INTERPRETING AND USING TABLES SHOW COMPOUNDED VALUES



Learner's Book

We have already explained that compound interest is realised when someone reinvests any interest they gained back into the original investment.

In other words, over time, when you invest money in a bank with compound interest you will make much more money than investing it at simple interest.

ACTIVITY 5

Learner's Book page 145

Remind learners that unless they construct and measure accurately in Question 1, they will not be able to draw the correct valid conclusions.

In Question 2 the learners are guided towards informally "proving" that the vertically opposite angles are equal using what they know about pairs of adjacent angles on a straight line.

The worked example between Questions 2 and 3, provides a model to help the learners to answer the questions which follow, but accept any correct explanation. An attempt is made to abbreviate reasons at this stage.

★ Vertically opposite angles

★ Perpendicular and vertical lines

Teacher's Guide

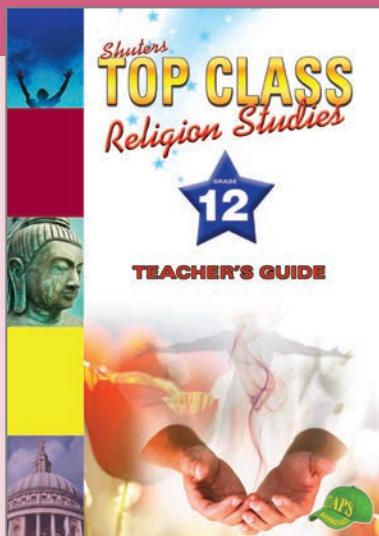
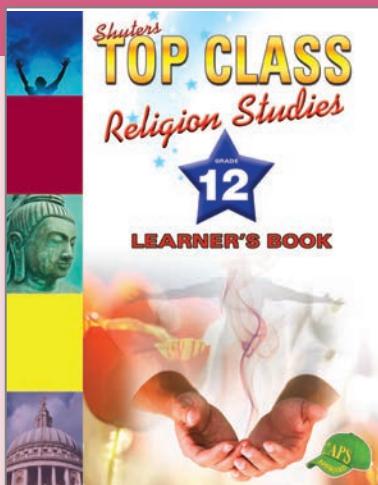
- Grade 12 Work schedule (Year Plan)
- Inclusivity and equity in the classroom
- Memoranda and solutions

- Section 1 Measurement (1)
- Section 2 Finance (1)
- Section 3 Data handling
- Section 4 Finance (2)

GRADE 12

- | | |
|------------|---|
| Section 5 | Maps, plans and other representations of the physical world (1) |
| Section 6 | Measurement (2) |
| Section 7 | Finance (3) |
| Section 8 | Maps, plans and other representations of the physical world (2) |
| Section 9 | Probability |
| Section 10 | Maps, plans and other representations of the physical world (3) |

SHUTERS TOP CLASS RELIGION STUDIES



Shuter's TOP CLASS

LEARNER'S BOOK
9781920604189

TEACHER'S GUIDE
9781920604196

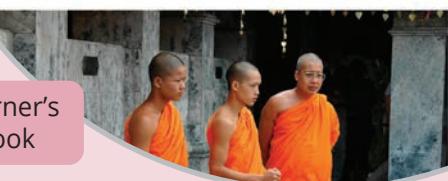
... or found in Tibet, the Himalayan region, Kalmykia (Russia) and north-eastern China. It has 'esoteric' means that it is quite secretive and special. Its only to those who have been 'initiated' into the tradition, include meditation, rituals, use of objects and chanting. There wherein lost or hidden ancient scriptures are recovered by masters, often using methods like **trances** to recover such wisdom. Buddhists use ritual and chanting in addition to a systematic teaching of their doctrine and principles.

With other schools of Mahayana, Tibetan Buddhism believes in a **pantheon** of Buddhas, bodhisattvas, and **dharma** protectors. But it also has a number of unique beliefs, including:

- belief in the reincarnation of **lineages** of certain lamas (teachers) such as the Dalai Lama;
- belief that a Buddha can be shown in human form, such as in the person of Padmasambhava, the saint who brought Tibetan Buddhism to the Himalayan mountains in Asia.

Dharma protectors are mythic and often fearsome figures incorporated into Tibetan Buddhism from various sources including Hinduism and the Bon religion. They are pledged to protecting and upholding the dharma. A town or district may have its own dharma protector with its own local mythology. The Bon religion – the oldest spiritual tradition of Tibet – has its roots in pre-Buddhist religious practices and was partly absorbed by the Mahayana branch of Buddhism introduced in the 7th century.

Learner's Book



TEACHING PLAN AND PROGRAMME FOR GRADE 12 RELIGION STUDIES

CONTENT		ASSESSMENT
into and religions	Introduction to final year of Religion Studies; Unit 1 Some important concepts	Activity 1.1, 1.2, 1.3, 1.4,
	Unit 2 Internal differentiations within religions	Activity 1.6, 1.7, 1.8, 1.9, 1.11
	Unit 3 Unique features of various religions	Activity 1.14, 1.15, 1.16, 1.17, 1.20, 1.21,
	Unit 4 Inter-religious relationships past and present	Activity 1.22, 1.23, 1.24, 1.25, 1.26, 1.28, 1.29
	Unit 5 Researching religion in areas of conflict	Activity 1.30, 1.31, 1.32
Formal assessment tasks		
Source-based task		p 79-83
the religions in society	Unit 1 How can religious people help to solve social problems?	Activity 2.1, 2.2, 2.3a, 2.3b, 2.4
	Unit 2 How the media influences public opinion on religion	Activity 2.6, 2.7, 2.8, 2.9
	Unit 3 Religious teachings in different religions	Activity 2.10, 2.11, 2.12,
	Unit 4 The central teachings of Taoism	Activity 2.16, 2.17, 2.18
	Unit 5 Normative sources in various religions	Activity 2.22, 2.23
Formal assessment tasks		
Writing		p 141
Evaluation: Papers 1 and 2		

Teacher's Guide

GRADE 12

Common features of religion as a generic and unique phenomenon

Religious teachings in different religions

The central teachings in Taoism

Normative sources in different religions

Interpreting a normative source

Examining secular worldviews

Research into and across religions

Exploring religion and the natural sciences

Topical issues in society

Considering religious freedom, human rights, and responsibilities

- Consolidation, revision and examination practice
- Glossary

Variety of religions

Some important concepts

Internal differentiations within religions

Unique features of various religions

Inter-religious relationships past and present

Research into and across religions

Researching religion in areas of conflict

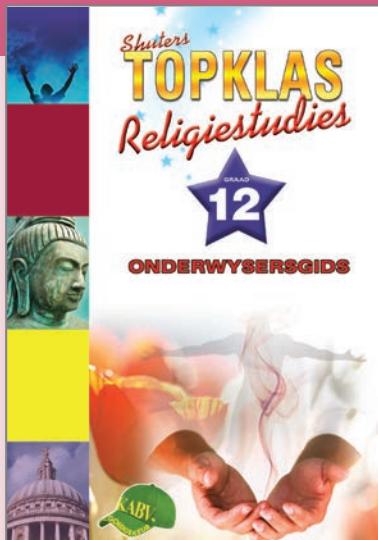
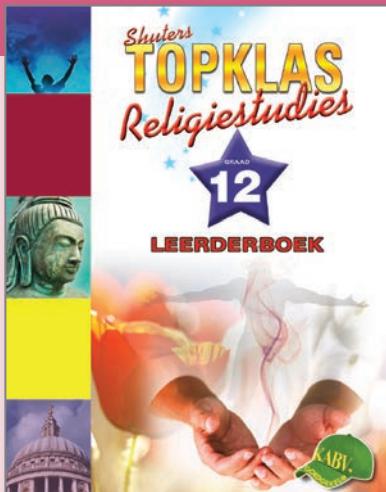
Topical issues in society

How can religious people help to solve social problems?

How the media influences public opinion on religion

■ GRAAD 12 AFRIKAANS

SHUTERS TOPKLAS RELIGIESTUDIES



Shuters TOPKLAS

LEERDERBOEK
9781920604202

ONDERWYSERSGIDS
9781920604219

... ons land van toepassing. ... minderwaardig teenoor blanke geseksualiseerde wees. Dit is gebruik om die posisie van blanke geseksualiseerde wees te regverdig. In konteks egter het hierdie terme nie enkelwegweg nie! Dit beklemtoon hoe gevaelik 'n verkeerde lees van 'n gewyde teks kan wees.

... die twee kragte wat aan. Sommige voorbeeld word opgevoer; ander kan begrippe insluit soos liefde, oorvloed, hard en sag, en so meer.

2. Leerders werk in pare.

Maar hoe kan iets uit niks kom? Daar moet 'n skepper wees.



Aktiwiteit 3.8 Lees oor die resultaat van 'n verkeerd Bybelse interpretasie

it is uit die webtuiste, Ekklesia, 'n VK-gebaseerde diens wat radikale theologiese idees in die openbare

dinksrum – 'n spesifieke adviseur
jurielid – lid van 'n beraadslagkommisie wat 'n besluit moet neem

Tao bring die Een voort. Die Een bring Twee voort. Die Twee bring die Drie voort. En die Drie bring huisend dinge voort.”
Tao-te-Ching

Doodstraf-besluit omgeskep nadat jurielede Bybeltekste verkeerd interpreteer

Leerderboek

NVerdeelde Hooggereghof in die VS het die doodstraf vir 'n veroordeelde verdienaar verwerp nadat die jurielede die beraadslagtinge uit die Bybeltekste in een en 'n slotsom bereik

– “n oog vir 'n oog, maar nie” – eerder as 'n bevele op dieselfde manier as wat hulle oor die hoof word oor.

Maar die skepper is almagtig – Hy hoef nie gesake te word nie.

Onderwysersgids

Verskeidenheid godsdienste

'n Paar belangrike konsepte

Interne differensiasie binne godsdienste

Unieke eienskappe van verskeie godsdienste

Interreligieuse verhoudings in die hede en die verlede

Navorsing oor godsdienst in konflikgebiede

Aktuele aangeleenthede in die samelewing

Hoe kan religieuse mense help om sosiale probleme op te los?

Hoe die media openbare mening oor religie beïnvloed

GRAAD 12

Religieuse leerstellings in verskillende godsdienste
Die sentrale leerstellings in Taoïsme

Normatiewe bronre in verskillende godsdienste

Algemene kenmerke van godsdienste as 'n generiese en unieke verskynsel

Interpretasie van 'n normatiewe bron

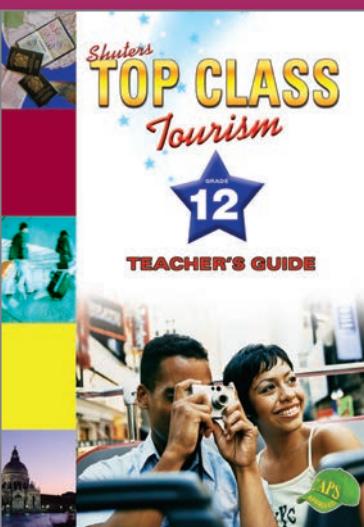
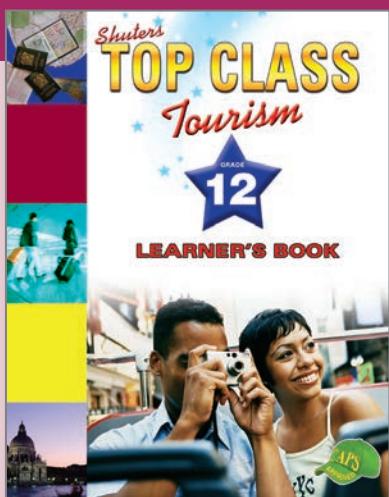
Analise van sekulêre wêreldebekouings

Verken godsdienst en die natuurwetenskappe
Oorweging van geloofsvryheid, menseregte en verantwoordelikhede

Woordelys

GRADE 12 ENGLISH

SHUTERS TOP CLASS TOURISM



Shuter's TOP CLASS

LEARNER'S BOOK
9781920605063

TEACHER'S GUIDE
9781920605070

Marketing – when we decide to go to places they have heard about and experiences at the suggestion from friends, family and acquaintances.

1. TRANSPORT

Most tourists will only decide to go on a journey when they know where they want to go. In other words they choose their host destination before any other factors come into play. The choice of destination comes with much research, and also marketing, and is sometimes influenced greatly by **word of mouth***.

Once the tourists know **where** they want to go, they will decide **when** they want to travel. Here again the type of tour will influence when they choose to travel, e.g. people going on holiday can choose to go anytime, but many opt to go during school holidays or long weekends.



Learner's Book

1. Our specific needs – (e.g. Where are we going?; How are we getting there?)
2. What are we going to do? (e.g. Attractions and activities of international significance)

How to use this Teacher's Guide

Introductory pages

As you may have noticed, in this Guide gives some important CAPS requirements that the teacher bear in mind when teaching this information on formal assessment while the required tasks, tests and sample papers are given in the end of this Guide. There are also hints and tips on equity in the classroom, integrating as how the learners can work with maximum benefit from the study material at the end of each section in their Learner's Book.

Section guidelines

The year's work is divided into Sections (there are 12 Sections, each divided into chapters), and each section deals with one CAPS topic in depth in the Learner's Book. The teacher is offered methods to teach each section in this Guide. Hints are given to the teacher for each section, as well as sample

Teacher's Guide

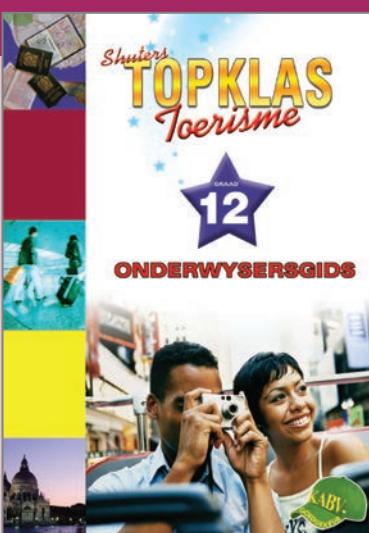
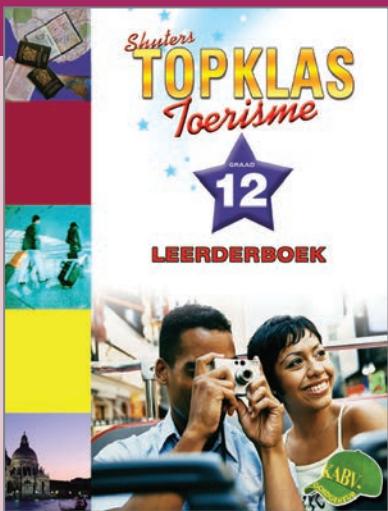
Global events of international significance
Political situations and unforeseen occurrences of international significance
Tour plans and route planning
Compiling a day-by-day itinerary
Compiling a tour budget
Health and safety
Travel documentation
World time zones

Calculations of world times when travelling between countries
Famous world icons and attractions
Factors contributing to the success of a tourist attraction
Foreign exchange
Forms of payment when travelling internationally
Foreign market share – statistics regarding inbound international tourism

Marketing South Africa as a tourism destination
The three pillars of sustainable tourism
Responsible tourism and tourists
World Heritage Sites
Methods to obtain customer feedback and measure satisfaction
Professional image in the tourism industry
Conditions of employment
The Code of Conduct

GRAAD 12 AFRIKAANS

SHUTERS TOPKLAS TOERISME



Shutters TOPKLAS

LEERDERBOEK
9781920605087

ONDERWYSERSGIDS
9781920605094

Maak dit uniek deur die volgende te doen:

gasheerbestemming: Dit is 'n bestemming wat op grond van groot belang is vir 'n land en die gemeent word. Hulle moet daarom buitengewoon groot aandag aan die gasheerbestemming te lok. 'n Voorbeeld is die Olimpiese Spele.

sieke gebeurtenisse: Dit is 'n gebeurtenis wat herhaal word en die geskappe van tradisie, aantreklikheid, prestige en publieksiteit het. In sommige valleie vind die gebeurtenis slegs 'n bestemming plaas en word **noniek*** met die bestemming, soos die Rio-karnaval.

- 'n Paar beroemde wêreldwye sportgebiede**
- 2010 FIFA-Wêreldbeker (sokker)
 - Wimbledon (tennis)
 - Comrades Marathon (hardloop)
 - Tour de France (fietsry)
 - Olimpiese Spele (alle sportkodes)
 - Formule 1 Grand Prix (motor)

Begin hierdie eenheid deur die kennisgeving hierdie teken te gebruik om die benadering tot volhoubare toerisme te leer. (Onthou dat hierdie onderwerp later in die jaar meer uitgebrei sal word.)

Gebruik dit as 'n beginpunt om die negatiewe en positiewe impak van die gebeurtenisse te bespreek. Dit is belangrik om die eie ervarings te gebruik om hulle te help om sekere hulle byvoorbeeld wat hulle met die Sokker Wêreldbeker geniet het nie.

AKTIWITEIT 2.1

HOE BEPAAL ONS OF 'N GEBEURTEINIS AS WÊRELDGEBEURENTIE IS?

Hulpbronne
Leerdersboek bladsy 10

★ Gevallestudie van twee gebeurtenisse (Pare)

Nasienmemorandum

1.

Gevallestudie 1	Gevallestudie 2
Gebeurtenis	Gebeurtenis

sinoniem – presies dieselfde

FUNKY FEIT

MICE-toerisme word gebruik om mense te help om 'n paar van die beskryf waarom mense reis. Toerisme het 'n nismark geword om die volgende redes om te reis:

(Meetings, Incentives, Conventions en Sales): hierdie geselskappe van groot vergaderings tot vergaderings soos

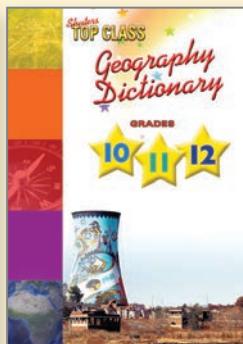
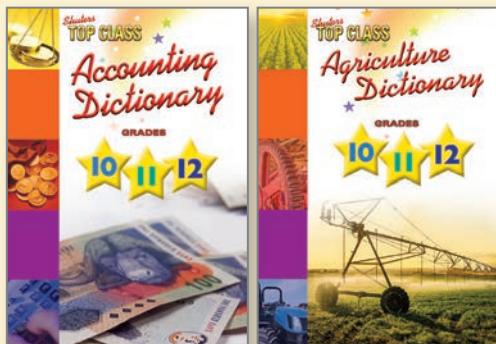
Leerdersboek

Wêreldgebeure van internasionale belang
Politieke situasies en onvoorsiene gebeure van internasionale belang
Toerplanne en roetebeplanning
Die samestelling van 'n dag-vir-dag toerplan
Die samestelling van 'n toerbegroting
Gesondheids- en veiligheidskwessies
Reisdokumentasie
Wêreldtydsones

Berekenings van wêreldtye wanneer tussen lande gereis word
Bekende wêreldkone en attraksies
Faktore wat bydra tot die sukses van 'n toeristeattraksie
Buitelandse valutaverhandeling
Vorme van betaling op internasionale reise
Buitelandse markaandeel – statistiek met betrekking tot inkomende internasionale toerisme
Die bemarking van Suid-Afrika as 'n toerismebestemming

Die drie pilare van volhoubare toerisme
Verantwoordelike toerisme en toeriste
Wêrelderfenisterreine
Metodes om kliëntterugvoering te verkry en meting van kliënttevredenheid
Professionele beeld in die toerismebedryf
Diensvooraardes
Die doel en waarde van 'n gedragsskode

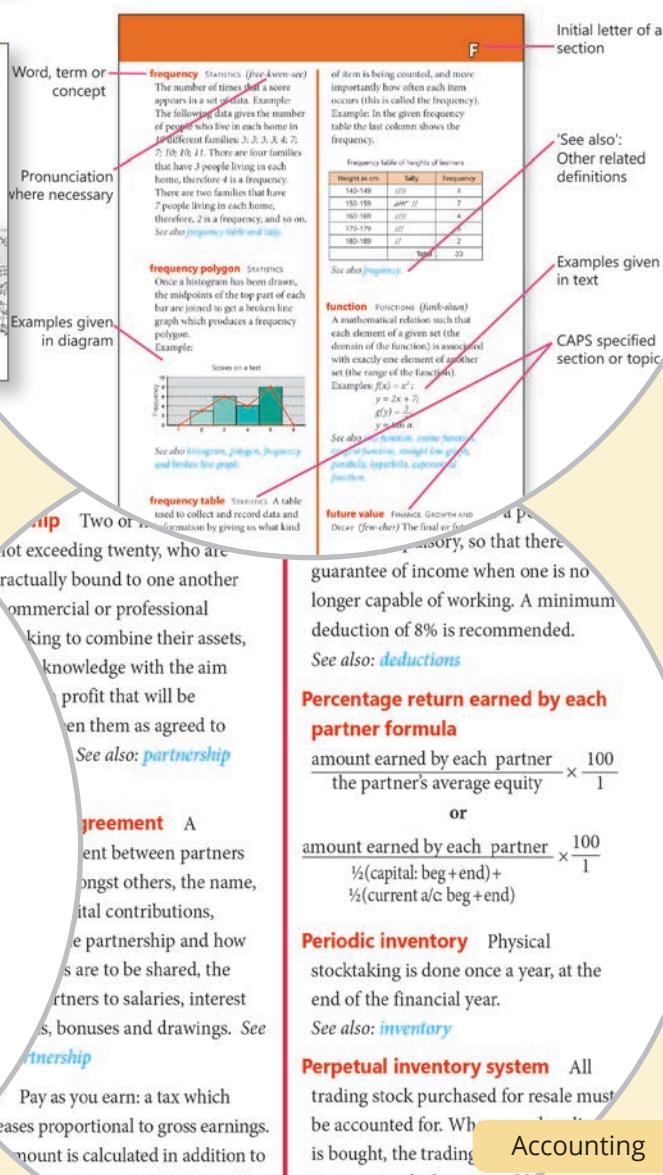
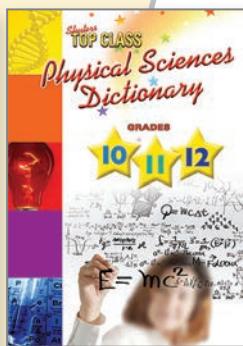
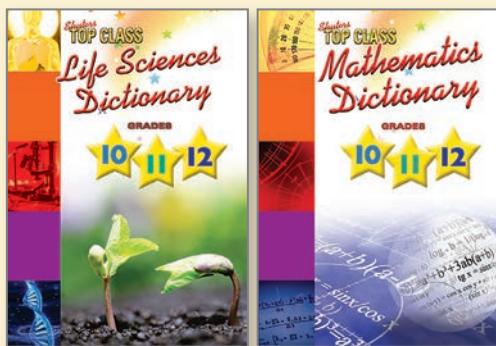
RESOURCES FOR THE FET PHASE



Shuter's TOP CLASS dictionaries provide comprehensive, cross-referenced, illustrated definitions and additional resources.

The **TOP CLASS 10-12 dictionary** is designed to be a gateway of discovery through and learning of Mathematics. It is easy and informative. Relevant terms, words and information that are covered in the Curriculum Assessment and Policy Statement (CAPS) are contained in the dictionary, together with helpful explanations, definitions, examples, and illustrations and schematic diagrams, where necessary, all of these to help you understand the concepts better.

Entries in the dictionary are in alphabetical order, and look like this:



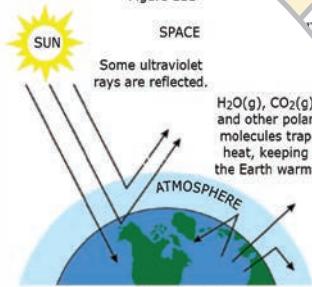
gravitational force MECHANICS The force of attraction that exists between objects that have mass. The magnitude of the gravitational force is calculated using Newton's Law of Universal Gravitation.
(See also: *Newton's Law of Universal Gravitation*)

gravitational potential energy MECHANICS The potential energy that an object has because it has been lifted up in a gravitational field. The higher the height, the greater the potential

mass m , at height h , the potential energy is $E_p = mgh$ where g is the acceleration due to

rays pass through space and mostly trapped by the atmosphere so doesn't vanish into space.

Figure 111



group 18 elements MATTER & MATERIALS The noble gases. These elements are usually not very chemically reactive. This is because their outermost electron energy levels are completely filled.
(See also: *electron configuration*)

Figure 112



partnership Two or more people not exceeding twenty, who are contractually bound to one another commercially or professionally, seeking to combine their assets, knowledge with the aim of profit that will benefit them as agreed to.

See also: *partnership*

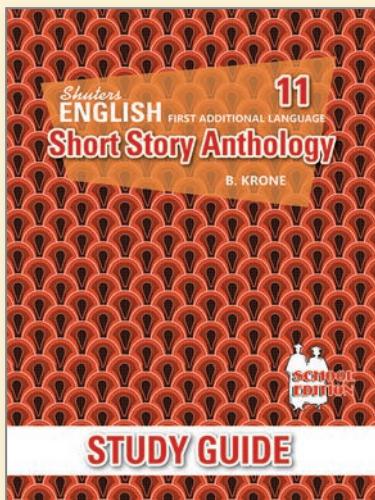
partnership agreement A document between partners amongst others, the name, capital contributions, the partnership and how profits are to be shared, the partners to salaries, interest rates, bonuses and drawings. See also: *partnership*

pay as you earn: a tax which increases proportional to gross earnings. The amount is calculated in addition to the sum amount of SITF payable.

SHUTERS TOP CLASS SUBJECT DICTIONARIES FOR THE FET PHASE

ACCOUNTING	9780796059291
AGRICULTURE	9781485828235
GEOGRAPHY	9781485828242
LIFE SCIENCES	9781775880790
MATHEMATICS	9781775880752
PHYSICAL SCIENCES	9781775880776

RESOURCES FOR THE FET PHASE



- Covers all the short stories in the prescribed anthology
- Classic and contemporary works
- Authors from South Africa and the rest of the world
- Introductions, annotations and footnotes
- Contextual and other questions for each story
- Detailed marking guidelines.

Mantis and the moon

Written by Poland

Interesting facts

The San people, from whom this story originates, were known to one another by their clan names and had a collective name for themselves. The following names have been given to them by outsiders:

- The name Bushmen comes from the Afrikaans word *Bosjeman* (People of the bushes). Some groups used this name as derogatory, but other groups prefer this term.
- Recently the San descendants in the Drakensberg agreed to adopt the name *Abathwa* which means 'people'.
- The name San is a Khoikhoi word meaning *Outsider*. This remains the most commonly used name for the group of people.

Summary

This has been written in the tradition of a creation story that tries to explain the origins of a natural phenomenon. In this case it explains why the mantis looks as if it is praying. The mantis was proud: he wished to be worshipped like a god, although in reality he 'was just an insect.' He wished to ride the moon and look down on the earth and have the other animals look up at him full of reverent awe. The moon, however, was impossible to capture; it rose at different times of day and night and it changed shape constantly. The mantis, however, was **consumed** by his desire and tried everything he could.

I to climb the camelthorn tree when he saw a small insect sitting in its branches. But he overbalanced and fell onto the branches of a baobab. He crawled up the baobab tree, but in spite of his best efforts he fell again and again and became smaller and smaller until he was nothing but a tiny out-of-stick and dried-up worm. When that

to him. To this day the children of the mantis sit with their front legs held up in prayer to the moon who forgave their small, proud ancestor.

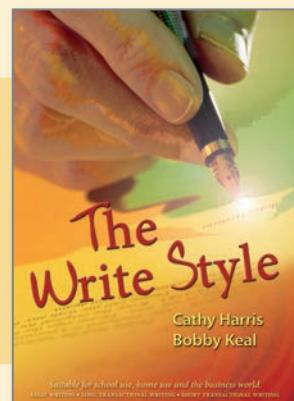
Setting

- Like many folktales it makes use of a timeless setting
- Dry desert-like landscape: camelthorn trees, baobab, 'empty watercourses', 'dry ground'; the vast dry plains of the *Heikum* (a San group who lived near Namibia)
- San setting: references to San hunting tools: a bow and arrow; a noose made from dry grass; a sling made from sinew and stone; a sharpened stake

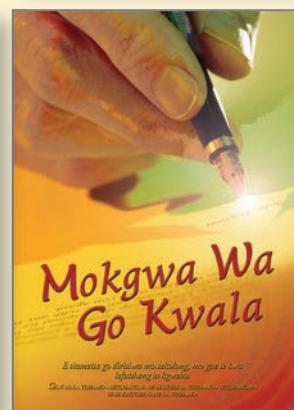
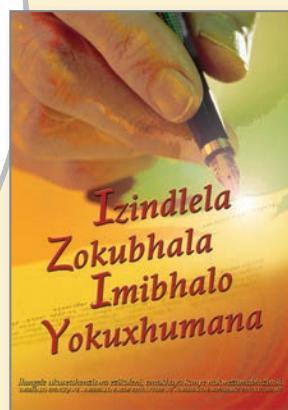
Characters

Mantis – a small insect with big ambitions; wants to be a god; consumed by his ambition; determined; proud but ever

Themes



How to write essays, long and short transactional texts, a variety of letters and more. This manual teaches all the literary skills you will need.



Example text:

STRUCTURE

Sets the scene:
Who: I
Where: parking lot, mall
When: Saturday lunchtime
Skinny jeans

'PARKING UP THE WRONG TREE'

The parking lot was still full by the time I walked out of the mall that Saturday lunchtime. I was looking forward to getting home and enjoying a cool dip in the pool. My feet were killing me after a morning trawling the clothing stores – Edgars, Mr Price, and eventually Truworths, before I found the new skinny jeans I had lined up as a reward for myself after having lost those last three pesky kilograms.

When I reached the tree beneath which I had parked in a tiny scrap of shade, the last thing I expected was to see two strange men sitting inside my car. My heart immediately started racing and I felt a knot form in my stomach. I took a deep breath and tried to remove the fear lock that had formed in my throat as I realised they were fiddling around with my car door handle, trying to remove the gear lock.

LANGUAGE

Past tense is used to recount events: was; walked

Use of direct speech

SHUTERS ENGLISH SHORT STORY ANTHOLOGY STUDY GUIDE Gr. 11

9780796074300

THE WRITE STYLE

(ENGLISH)

9780796042262

IZINDLELA ZOKUBHALA IMIBHALO YOKUXHUMANA

(ISIZULU)

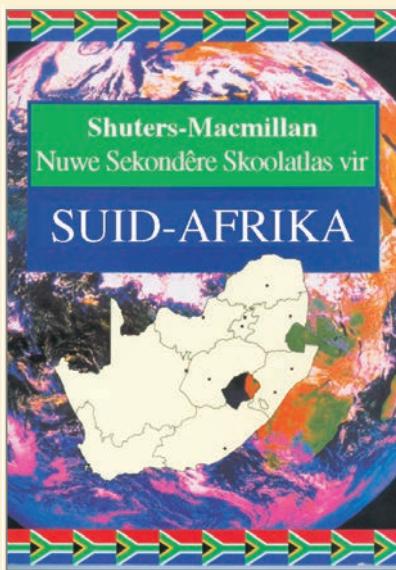
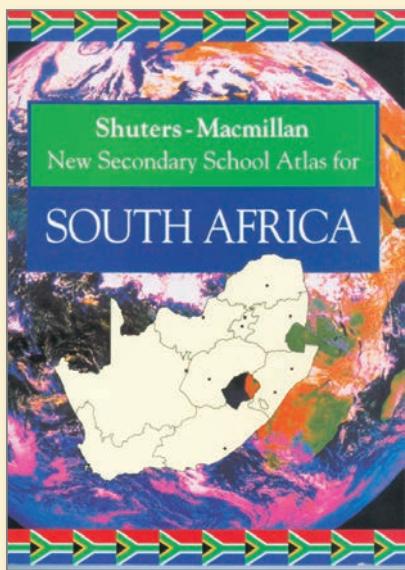
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MOKGWA WA GO KWALA

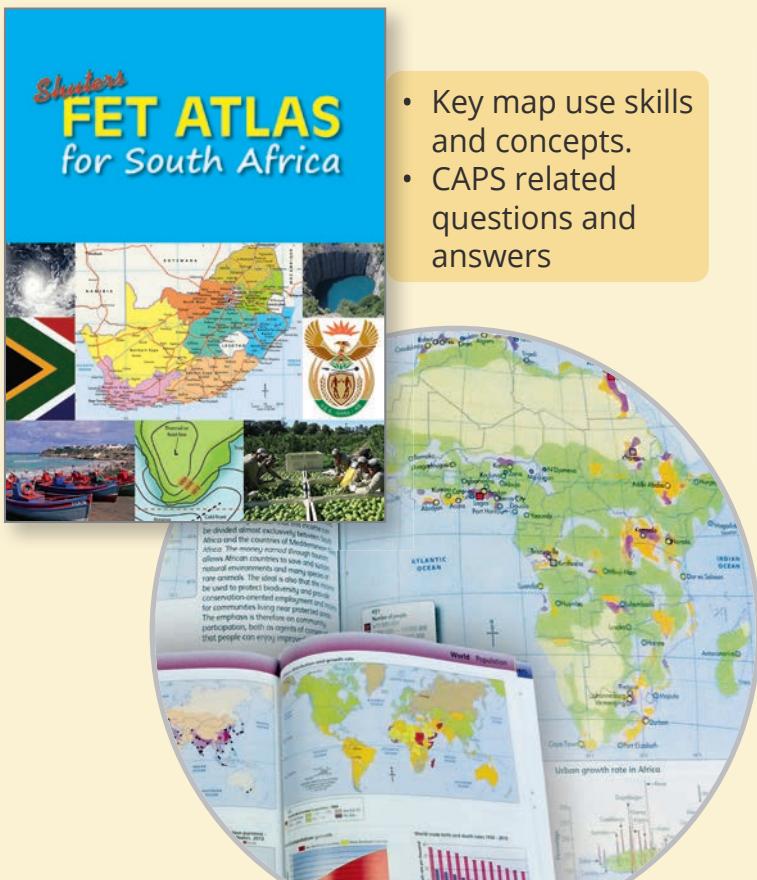
(SETSWANA)

9780796038616

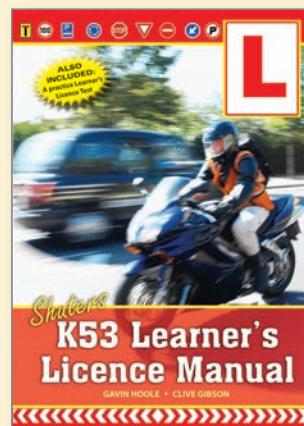
RESOURCES FOR THE FET PHASE



Map projections, symbols and scale, how an atlas is made, South African history, transport, minerals, population, urbanisation, health and welfare, Southern Africa, Africa, the world, and more.



- Key map use skills and concepts.
- CAPS related questions and answers



Road signs, road markings, driving tips and annotated mock Learner's Licence test.



SHUTERS-MACMILLAN NEW SECONDARY SCHOOL ATLAS FOR SOUTH AFRICA

9780796008350

SHUTERS MACMILLAN NUWE SEKONDERE SKOOLATLAS VIR SUID-AFRIKA

9780796009869

SHUTERS FET ATLAS FOR SOUTH AFRICA

9780796079381

SHUTERS K53 LEARNER'S LICENCE MANUAL

9780796043672

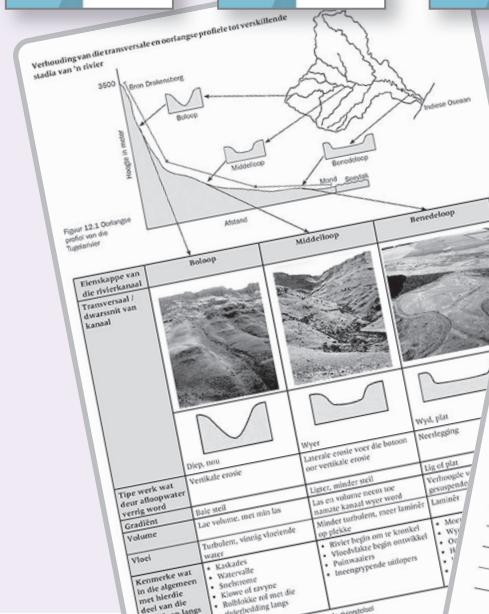
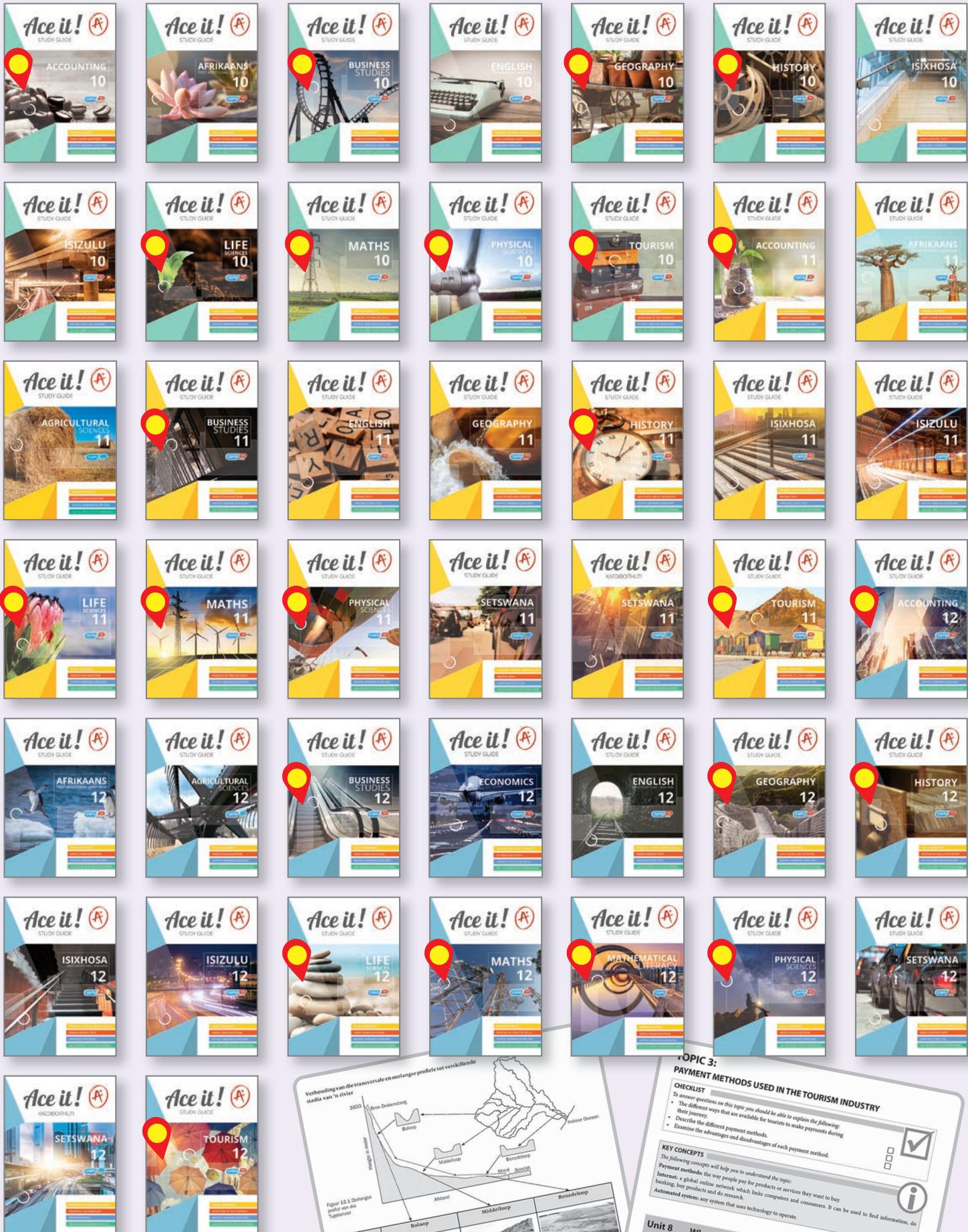


- Makes learning and revision for the year-end examinations simple and easy
- Uses easy-to-understand language
- Information is presented in a variety of ways using diagrams, tables, summaries and worked examples
- Complex concepts are unpacked and simplified
- CAPS and IEB aligned, so no matter what textbook is being used in class, the study guides are a very useful additional resource to help learners pass their exams
- Written by subject experts
- Covers all aspects of the syllabus

- Special emphasis is placed on the main problem areas in each subject, where learners traditionally struggle
- Provides ample opportunity for learners to practise their skills and test their knowledge
- Focuses on the different learning styles and includes study tips to help learners excel
- The guides can be used in the classroom as an additional revision tool for the teacher, or independently by the learner
- Helps learners master the subject content and Ace their exams!

ALL BOOKS EXCEPT THOSE WITHIN THE RED BOX

TITLE	GRADE 10	GRADE 11	GRADE 12	LANGUAGE
ACCOUNTING	9781920356095	9781920356590	9781920356613	ENGLISH
ACCOUNTING EXERCISE BOOK	9780796093318	9780796093325	9780796093332	ENGLISH
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