

★ *Shuters* **TOP CLASS**

★ *Shuters* **TOPKLAS**

*Shuters* **PREMIER**



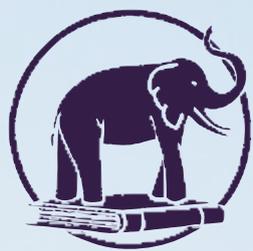
Grades

**10 11 12**

**CAPS APPROVED  
CATALOGUE**



**SUPPORT  
LOCAL  
PUBLISHERS**



# 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?

*Shuters*  
★ **TOP CLASS**

*Shuters*  
★ **TOPKLAS**

*Shuters*  
**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

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★ **TOPKLAS**

*Shuters*  
**PREM**

MIER *Shuters* ★ TOP CLASS *Shuters* ★ 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



Helps save planning and preparation time

Follows the CAPS precisely, making teaching easier

Most of our titles are available as e-Books

MIER *Shuters* ★ TOP CLASS *Shuters* ★ TOPKLAS

All our CORE material is CAPS APPROVED

## Components available

### Learner's Book

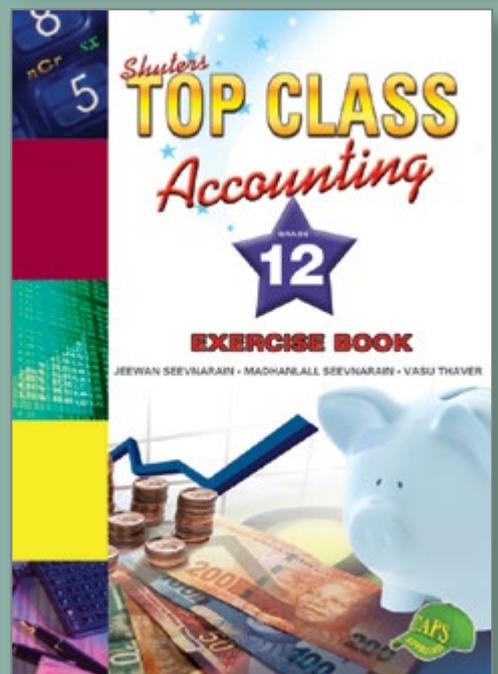
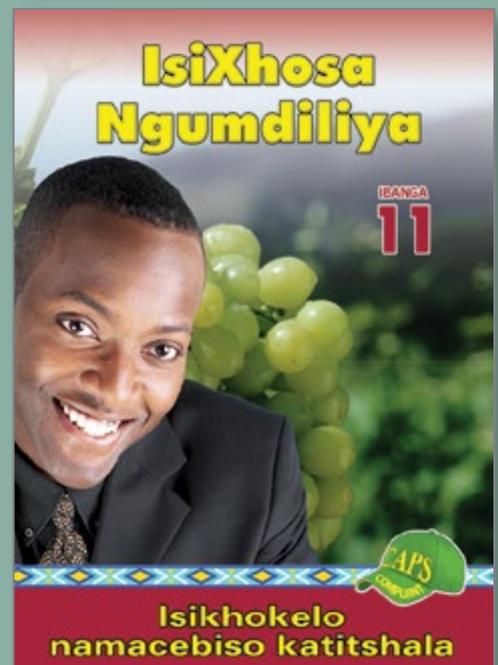
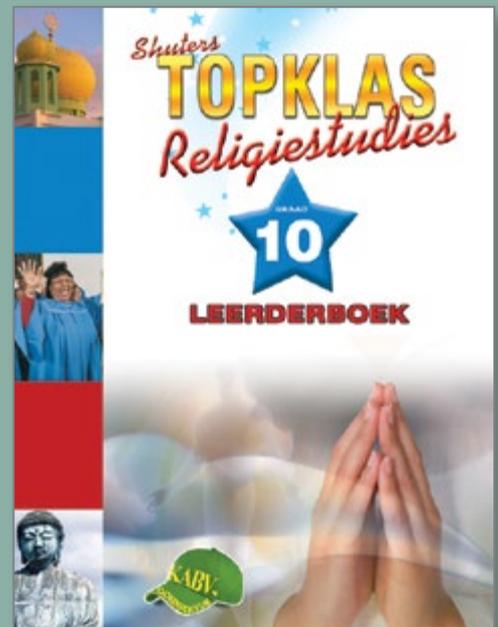
- Provides learner-centred and practical activities
- Varied texts and activities to engage the learners
- Colourful and supportive artwork to promote visual literacy

### 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)
- Photocopiable resource material

### Resources

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





# Features of our Teacher's Resource Books

Provides clear guidelines to the teacher



Wide range of assessment activities



Additional Photocopiable material



**UNIT 5** Support and transport systems in plants

**Reference Number:** 5.1.1

**ACTIVITY 6.1** ★ Observe and draw cross sections of stem and root

**Objectives for the activity:**

- Using the microscope as an important skill in life sciences and many learners grapple with a microscope, the more proficient they will become. The preferred way to carry out this activity is to allow for one prepared microscope slide of Helianthus young stem and young root. These for the more experienced and confident will always be available, if it is not possible to use prepared slides then there are several alternatives. For example:
  - Use both Helianthus and another species you have prepared. Unless the learners are very expert it will be quite difficult to see the details required for the activity.
  - Project micrographs and all the learner's to draw them.
  - Use the micrographs on page 110 of the Learner's Book. These would be less satisfactory.
  - Use a number of stems and root anatomy in the classroom. This would be the best satisfactory arrangement.
- The learners should be able to perform a number of practical techniques, including the use of a microscope and a hand lens as a function of the identification of these from Unit 4 would help the learners.
- The teacher should ensure that all learners can identify the epidermis, cortex, endodermis, pith and vascular bundles.
- Encourage learners that only a part of the stem of Helianthus is needed. This will be a mix of where the tissues are to be found. The cells should be drawn. You could ask learners to use the notes on the back of the page to draw 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 **WORKSHEETS AND ANSWERS**

**SUMMATIVE EXERCISE**

1. The observations that Mimi and Masi did on homework during one school week are recorded and represented in Table 1.

**Table 1: Hours that Mimi and Masi did homework**

Days of the week	Monday	Tuesday	Wednesday	Thursday	Friday
Hours that Mimi did homework	2	3	2.5	3	2
Hours that Masi did homework	4	3.5	3	3	4

(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 Mimi spend on homework on Tuesday?

(d) How many hours did Masi spend on homework on Friday?

(e) How many hours did Masi spend on homework from Monday to Friday?

(f) On which day did Mimi spend 2.5 hours on homework?

(g) On how many days did Masi spend more than 3 hours on homework?

(h) On which days did Mimi and Masi spend exactly the same time on homework?

2. Other students will check out the school's Entrepreneur's Day. The graphs in Figure 1 represent the relationships of her income and expenditure.

Other buys the checkouts for R100 each and she has to pay a fixed amount for every one of the school's visitors for the day. Her receipts are as follows for R5,000.

**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 Other have to pay to see the school's visitors?

(d) When will Other's income be R100 with 5 checkouts?

(e) When will Other's total expenditure be R100 with 10 checkouts?

(f) How many checkouts must Other sell to make a profit?

(g) Describe the difference in intercepts of the two relationships.

(h) Will Other make a profit if she sells 10 checkouts?

55 **Page 1 Section 1**

► **Worksheets maybe photocopied.**

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

5.1 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. (20)

5.2 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)

56



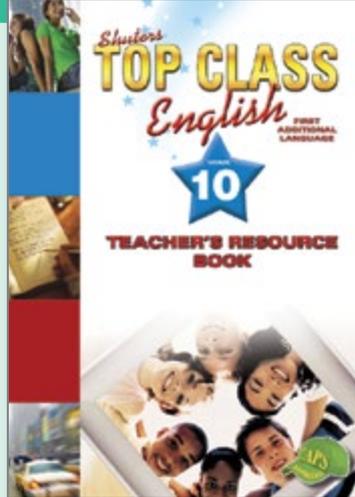
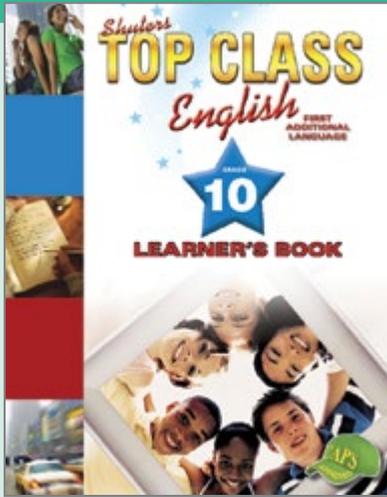
Most of our titles are also available  
as e-Books



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# SHUTERS TOP CLASS ENGLISH FIRST ADDITIONAL LANGUAGE



Shuters  
**TOP CLASS**

LEARNER'S BOOK  
9780796044358

TEACHER'S GUIDE  
9780796044365

(c) Chatting in a group and trying to get someone to do something for them.

(d) Hiding someone's possessions often when they are not looking, for example, calculators, mobile phones, etc.

(e) Taking a cell phone video of someone and then showing it to others without their permission.

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

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

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

(i) Wrongly blaming someone in class for something you have done and then getting 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, teased, mocked, spiteful, nasty, jealous, cruel, apologetic, sorry, guilty, innocent, gossip, rumour, prejudice, peer pressure*

**ASSESSMENT TASK 8**

**★ ACTIVITY 10.2 Preparing to read**

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

Look in books, newspapers and magazines for texts on bullying. Here are some possible ideas:

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

Learner's Book

**Bullying**

**LISTENING AND SPEAKING**  
Learner's Book pages 95-104

**★ ACTIVITY 10.1 Preparing our thoughts**

- Read through the bullying incidents.
- Ask learners to get into pairs. Explain that verbal bullying means the words which are spoken are intended to hurt a person's feelings. Physical bullying is when a person hurts another person's body. Silent bullying is when a person is ignored or left out.
- Go over the vocabulary which is used in the examples. Some words are explained in the Learner's Book.
- Ask the learners to read over the examples of bullying again and to decide which type of bullying each example represents.

**Suggested answers:**

1. (a) Verbal (b) Silent (c) Silent  
(d) Silent (e) Silent (f) Verbal  
(g) Verbal (h) Verbal (i) Verbal (j) Physical

- Go over the vocabulary which is given in the Learner's Book for this task.
- Group the class and ask them to discuss bullying incidents they have seen or in which they have been involved.
- They should think how the victim and bully felt during the incident.

**★ ACTIVITY 10.2 Preparing to read**

**Assessment:**  
Formal Assessment Task 8

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

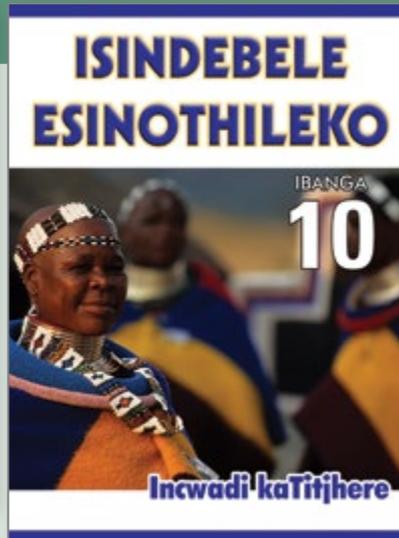
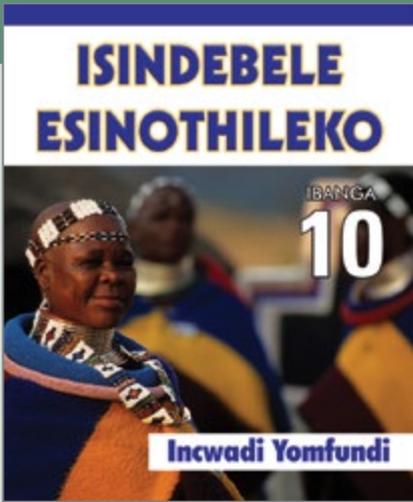
Teacher's Guide

**GRADE 10**

- 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

- 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



Shutters  
**TOP CLASS**

LEARNER'S BOOK  
9780796055859

TEACHER'S GUIDE  
9780796055866

ITHEMU 3 IHLELO LOKUFUNDISA		
Nokukhuluma	Ukufunda nokubukela	Ukutlola
<p>ingiselelweko/engakalungiselelwa</p> <ul style="list-style-type: none"> <li>Amatshwayo nemithetho</li> <li>Ukutlola, ukurhubhulula, ukuhlela nokwethula</li> </ul> <p>Isikhathi: I-iri-1</p>	<p>Ukutlola kwesirhunyezo</p> <p>Zemittolo: hlatlulula imibono, ilizwi, isikhulumi, ilimi begodu nesitayela, ukukhethwa kwamagama enovelini/emdlalweni/ eendatjani ezifitjani/ kumafilimi/kumtolo-ndabuko begodu neenkondlo</p> <p>Isikhathi: ama-iri ama-4</p>	<p>1 x I-Eseyi: e... ehlathululako/ep...</p> <p><b>Indlela yokutlola</b></p> <ul style="list-style-type: none"> <li>Ukuhlela, ukuthathabele ukubuyelela umtamo, ukuditha nokwethula.</li> <li>Isakhiwo/Amatshwayo wetheksti ekhethiweko.</li> <li>Ukubunjwa komutjho</li> <li>Ukutlola kwesigaba</li> <li>Ukukhethwa kwamagama</li> <li>Irejista, isitayela nephimbo</li> <li>Imithetho yelimi</li> <li>Isikhathi: ama-iri ama-4</li> </ul>
<p>Ukulalela ngokuzwisisa (umbiko, uhlaziya ngokukhuthaza)</p> <p>Isikhathi: I-iri-1</p>	<p>Isifundo sokuzwisisa Ukuqakatheka kwelimi ngokukhuthaza</p> <p>Zemittolo: Amatshwayo aqakathekileko wenovela/iindatjana ezifitjani/amafilimi/ umdialo/zobukghwari bomlomo begodu neenkondlo</p> <p>Isikhathi: ama-iri ama-4</p>	<p><b>Amatheksti wokuthintana Umbiko/irivyu/i-athikili lephepha-ndaba/i-athikili yemagazini</b></p> <p><b>Indlela yokutlola</b></p> <ul style="list-style-type: none"> <li>Ukuhlela, ukuthathabele, ukubuyelela umtamo, ukuditha nokwethula.</li> <li>Isakhiwo/Amatshwayo wetheksti ekhethiweko.</li> <li>Ukubunjwa komutjho</li> <li>Ukutlola kwesigaba</li> <li>Ukukhethwa kwamagama</li> <li>Irejista, isitayela nephimbo</li> <li>Imithetho yelimi</li> </ul> <p>Isikhathi: ama-iri ama-4</p>

Incwadi kaTitjhere

**UKULALELA NOKUKHULUMA**

Ekupheleni kwesifundo abafundi kufanele bakghone:

- Ukuocisana ngokudihagana.
- Ukuveza amaphuzu aqakathekileko.
- Ukulawuleka lokhana usihlalo akhuluma nabo.
- Ukukhulupha isikhathi.

**1.1. INGCOCO YEPHANELI**

**Ukucoca ngephaneli**

- Isikhulumi ngasinye sikhuluma ngephuzu elithile ngesihloko.
- Ukusebenziswa kwemithetho yemithetho

**Imisebenzi kasihlalo**

- Ukwenza kulawuleke.
- Ukuphatha isikhathi.
- Ukutjheja i-ajenda.
- Ukukhuthaza ukuzibandakanya.
- Ukungathathi ihlangothi.
- Ukwenza imphakamiso nanyana amavowudu.

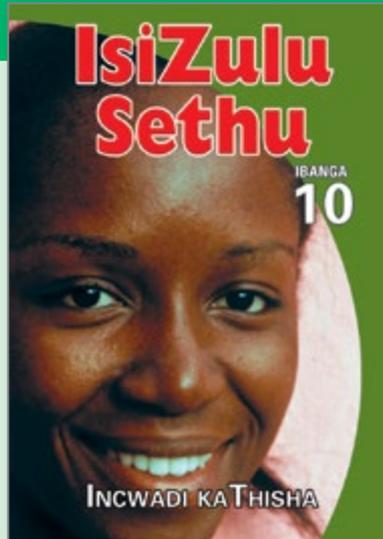
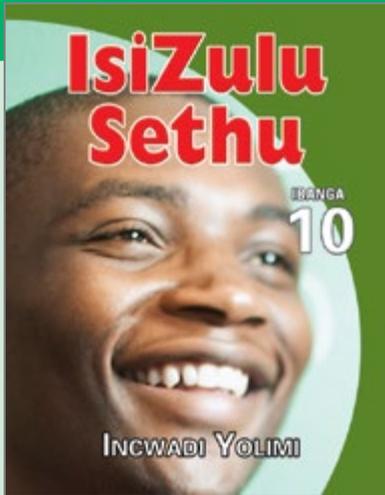


Lokhana abafundi baocca ngephaneli kufanele kube nosihlalo ozokulawula ikambiso yengcoco. Kufanele akghone ukulawula inkhulumi zinikilane ithuba lokukhuluma, bakwazi nokutjheja ukulandelwa kwenda esetjenziswako. Kufanele angathathi ihlangothi. Ukulawula ukuveza kweemphakamiso nanyana amavowudu.

**Umsebenzi**

Incwadi Yomfundi

- IBANGA 10**
1. Ukonga nokukhuthaza linkolelo
  2. Zomnotho nerhwebo
  3. Ubujamo bepilo



LEARNER'S BOOK  
9780796053237

TEACHER'S GUIDE  
9780796053244

...ekilasini. Ngesikhathi wethula...  
...awu zengane kwane.  
...lezi zibonelo zemibhalo ezilandelayo usho ukuthi zini...  
...le impendulo yakho.

**B**

...suka 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' ukhezol!	
Ugege!	

**2. Inoveli**

- Inoveli iwuhlobo lombhalo wesimanje.
- Ihlukaniswa ngezahluke eziningi ezidingida indaba eyodwa.
- Amanoveli ahlukaniswa ngalokho axoxa ngakho okuba yindikimba.

**ISIBONELO**

- Uthando
- izimpi
- umhanyo
- ...do
- ...kana kwabantu

**Okwenziwa**

...fundi bazolalelisa le ndatshana  
...bafundela yona baqikelele amaphuzu  
...lekile nasekela indaba.  
...benzisa umfundi oyedwa ofunda  
...nde yonke indaba ukuze lesi  
...henduki isifundo sokufunda.  
...tule imibuzo

**Okuzodingeka IsiZulu Sethu Incwadi Yom...**

**Incwadi Yolimi**

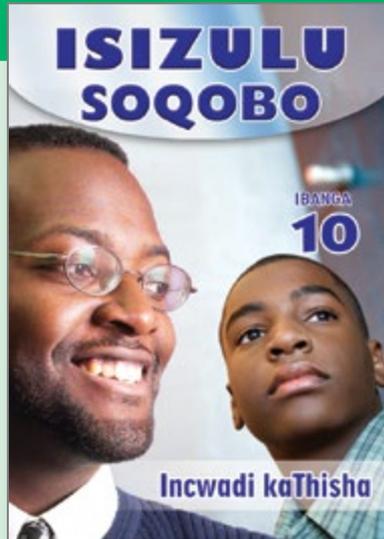
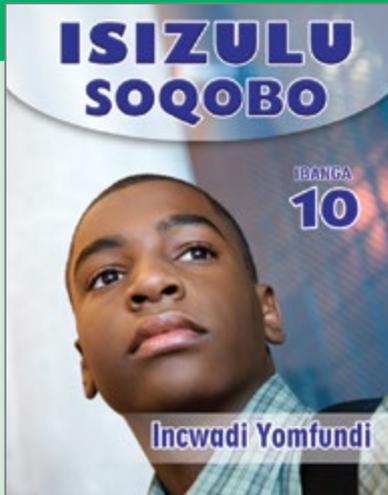
**Incwadi kaThisha**

IBANGA 10

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

Wonke amayunithi anengxenye yalokhu:  
Isifundo 1: Ukulalela Nokukhuluma  
Isifundo 2: Ukufunda Nokubukela  
Isifundo 3: Ukubhala Nokwethula

# IBANGA 10 ISIZULU ISIZULU SOQOBO



LEARNER'S BOOK  
9780796054418

TEACHER'S GUIDE  
9780796054425

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

ilela inkulumo engathatha imizuzu ethi ayibe 4-5.  
Uthisha uzokwenza ithuba lokuba abone uhlaka olubhalwe phar...  
lwesibili, njll. ukuze aqiniseke ukuthi uzilungiselele kahle.

(iii) Uyonikezwa ithuba lokwethula inkulumo yakho nguthisha

**Khumbula:** Okubalulekile ngenkulumo

- Ukulungiselela
- Ukucwaninga ngesihloko ukuze utho
- Ukusebenzisa irejista nesitayela esifa
- Ikhono lokwethula inkulumo.

**2. Ukufunda Nokubukela**

**Ukufingqa**  
...sebenzi owenziwa ngaphambi kokufunda

...ugijimise amehlo kulo mbhalo osekhasini 77 bese uphendul...

...yini indaba ehambelana nesihloko salo mbhalo...  
...sulutholile ungathi hlobo luni lo mbhalo...  
...othe uma uthi halam...

Incwadi  
Yomfundi

**EZOMNDENI**  
(Isonto 1-2)

**ukulela Nokukhuluma**

...ulindelekile kulesi sifundo

...kulalela nokuqondisisa

Ukuthola ulwazi  
Ukuhlola  
Ukuncoma

**Isikhathi sokwenza lo msebenzi: 1 ihora**

**Ukulalela ngokuqondisisa**  
**Msebenzi 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 uhla lwamagama okuzofanele bakhethe kulo amagama aphilhelene nobuhlobo. Indaba abazoyilalela esihloko sithi, "Kuyomenywa umndeni." Babuze ukuthi le ndaba abazoyilalela ngokubona kwabo ngabe izobe ikhuluma ngani. Umfundi ngamunye akabhale ephepheni izibongo ahlobene nazo. Umdlalo abazowudl... funde nabo ezincwadini zabo ukuthi bazowudlala kanjani. Umfundi abahlale ngababili bese benza umsebenzi ngamagama asemabhokisini n... wa ezincwadini zabo zolimi.

...ezilindelekile (Incwadi Yomfundi, ikhasi 2, 3)

...thelene nobuhlobo:  
...ulu, umukhwe, ubabekazi, ukanina, umfo...

Incwadi  
kaThisha

## IBANGA 10

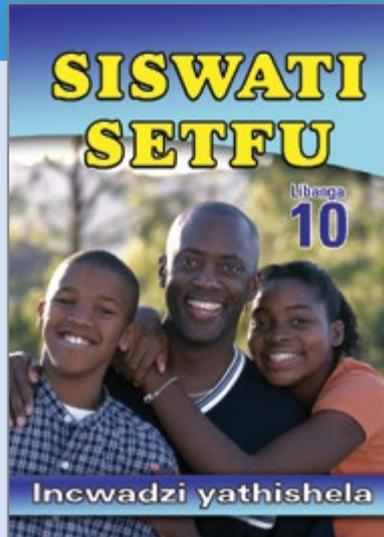
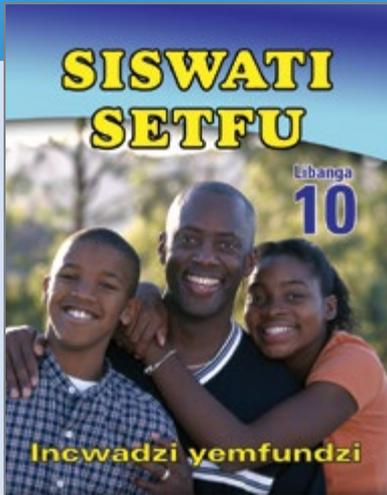
Uhlelo Lomsebenzi

1. Ezomndeni
2. Ezokuxhumana
3. Ubungani
4. Ezempilo
5. Ubunye Amathaskhi (1-4)
6. Ezokuphepha
7. Ezokuthuthukisa umphakathi
8. Ubuntu
9. Ezemidlalo Amathaskhi (5-7)

10. Ubunye
11. Amanzi
12. Ezasemandulo
13. Ezemvelo
14. Ubunye Amathaskhi (8-9)
15. Ezokuphepha nokuvikeleka
16. Ezokuthuthukisa umphakathi
17. Ezemvelo
18. Ezemisebenzi Amathaskhi (10-11)

Ukuhlola okumiselwe imigomo

# LIBANGA 10 SISWATI SISWATI SETFU



LEARNER'S BOOK  
9780796057846

TEACHER'S GUIDE  
9780796057853

## LIBANGA 10: Kufundza nekweh...

### Tinhloso tesifundvo

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



### Kufundzela kuvisisa ematheksthi etibonwa:

#### Kuhumusha ematheksthi etibonwa/titfombe

Bafundzi labanyenti bakhetsa kutfolala lwati kumabonakudze kunekulutfola etincwadzini. Loko kuchaza kutsi imibhalo yetibonwa iyincinye lebalulekile ledzinga kufundwa.

Ematheksthi etibonwa ngeamatheksthi 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...

Incwadzi  
Yemfundzi

## LIBANGA 10: Kufundza nekweh...

### Tinhloso tesifundvo

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



### Kufundzela kuvisisa ematheksthi etibonwa:

#### Kuhumusha ematheksthi etibonwa/titfombe

#### Lokutakwentiwa nguthishela:

1. Thishela akabute bafundzi kutfolala kutsi bayati ngetinhlobo tematheksthi. Nguti tinhlobo tematheksthi lotatiko?
2. Thishela akasebentise sibonelo sesibonwa kubachazela kutsi tibonwa ngeamatheksthi lanjani.

Thishela akafundzise ngalokumele kucashelwe nakuphendvulwa ngesibonwa. Bukisisa yonkhe imininingwane lesesitfombeni.

Buso sebantfu lebetwe esitfombeni nangendlela lebagcoke ngayo ngabe bujabulile nobe buswacile kute ukwati kuhumusha kutsi...

Buso bube kanjalo. Thishela ngemoya, ingcikitsi, umlayeto, sifundvo.

Buso bube kanjalo. Thishela ngemoya, ingcikitsi, umlayeto, sifundvo.

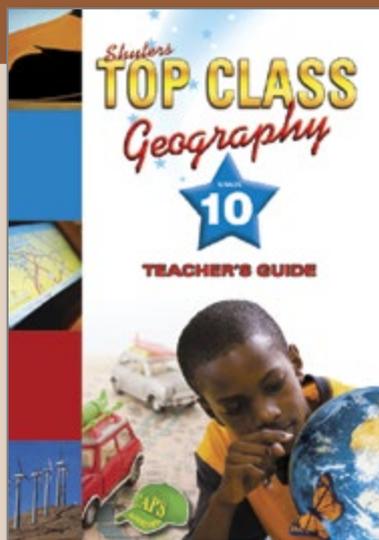
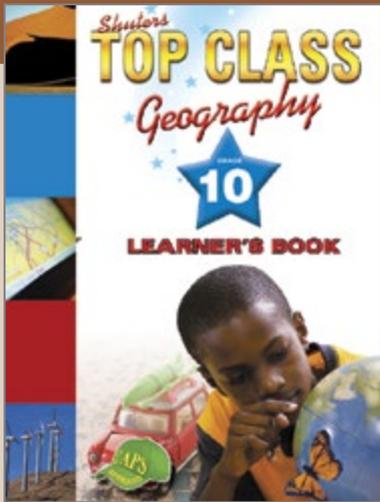
Buso bube kanjalo. Thishela ngemoya, ingcikitsi, umlayeto, sifundvo.

Incwadzi  
Yathishela

### LIBANGA 10

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

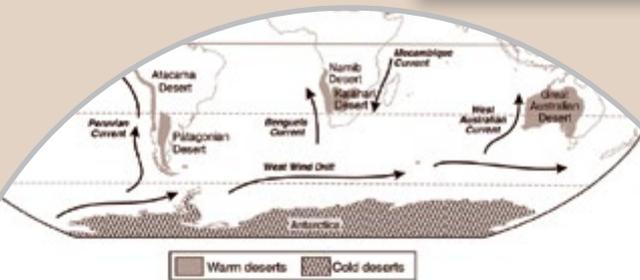




Shuters  
**TOP CLASS**

LEARNER'S BOOK  
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TEACHER'S GUIDE  
9780796044167



26 World's deserts

According to United Nations Environment Programme (UNEP), deserts 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 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)
Atacama	-	-	+4	-20
Patagonian	+0.8	-12	+4	+10
Namib	-0.4	-	+3	-5
Kalbari	+0.8	-	+6	+15
West Australian	-	-	+3	-10
Great Australian	-	-	+2	-

NOTE PAD

How deserts are formed

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

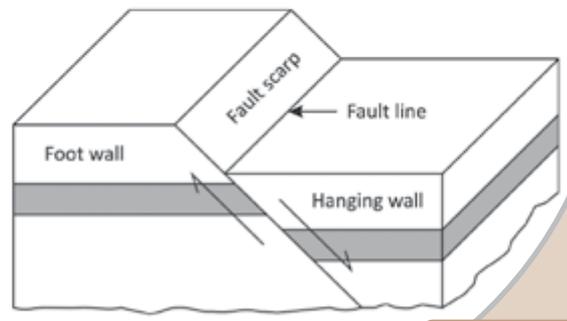
- causes land temperature to rise; hot land surface heats the air in contact with it further.
- allows wind to erode the topsoil. There are no roots to hold the soil in place.

arid - very dry  
semi-arid - less dry

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 along this stress.

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.

Learner's Book

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**

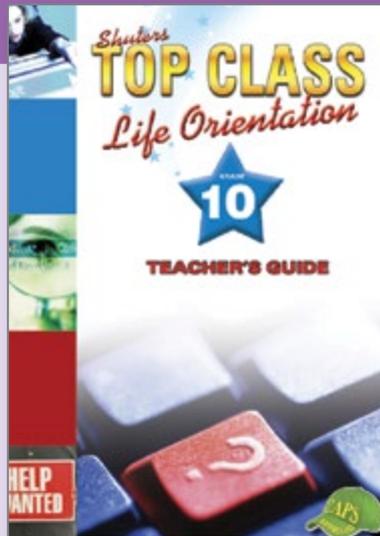
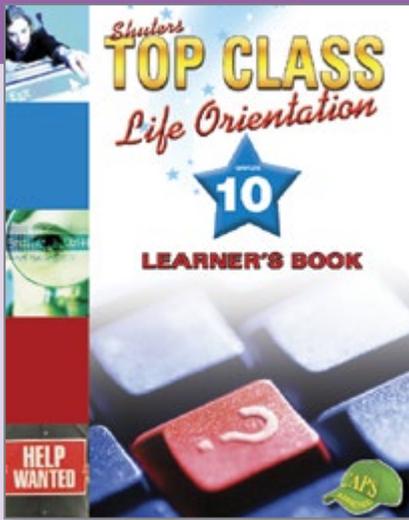
- Population distribution and density

- 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

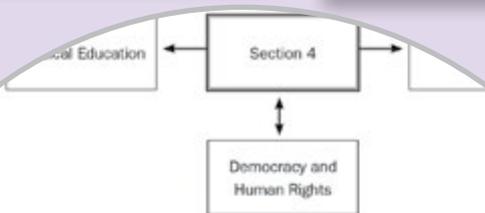
# SHUTERS TOP CLASS LIFE ORIENTATION



## Shuters TOP CLASS

LEARNER'S BOOK  
9780796044112

TEACHER'S GUIDE  
9780796044129



### 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?

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

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

### LESSON 28 1 hour

#### JOB MARKET TRENDS AND 'READING' THE JOB MARKET

Begin by asking the class which jobs they think will always be in demand. These would be jobs such as teachers, doctors, nurses, lawyers, designers, 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 in the fields of communications, or computer technicians, for example. Explain to them 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.

Use the tips on page 152 of the Learner's Book on how to ensure you find a job for a long period of time.

#### World job market trends: Jobs on the decline

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

#### South 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, ask them to make suggestions as to what could be done to remedy the shortages. Have a short class discussion where they share their ideas. Assign one person to present the ideas.

Learner's Book

Teacher's Guide

### GRADE 10

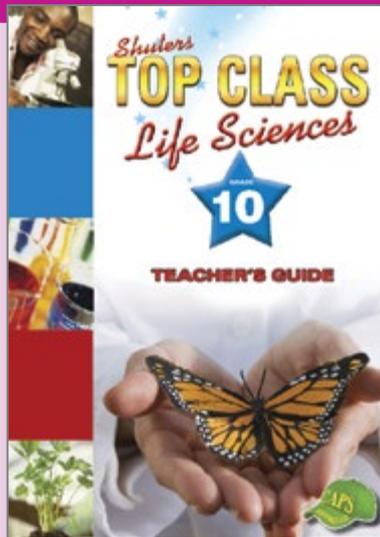
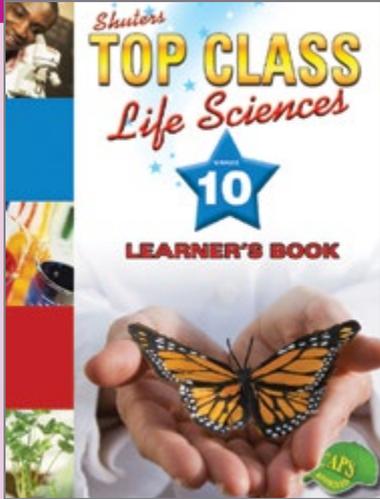
Self-awareness, self-esteem and self-development  
 Careers and career choices  
 Democracy and human rights  
 Physical Education: Physical fitness and safety  
 Study skills  
 Social and environmental responsibility  
 Physical Education: Indigenous games  
 Development of the self in society  
 Careers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

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 SHUTERS TOP CLASS LIFE SCIENCES

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TEACHER'S GUIDE  
9780796044082

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.

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

Distinct	
No pith	
No separate vascular bundles	
Vascular tissue near the perimeter	Vascular tissue in the center

**Extra Activity 6.1** Most of these differences in the table above are due to the differences between the root and the stem.

**ACTIVITY 6.2 Investigate a cut tree stump**

**Guidelines for the activity**

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

Learner's Book

Teacher's Guide

## GRADE 10

- 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

### 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

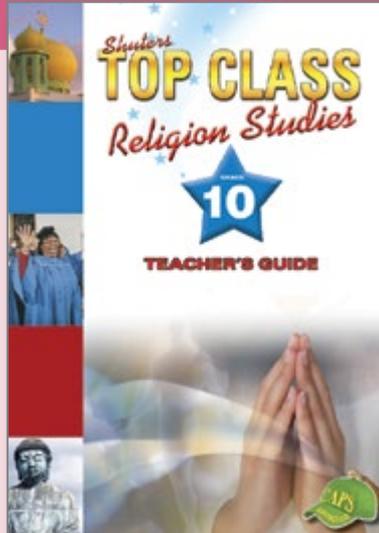
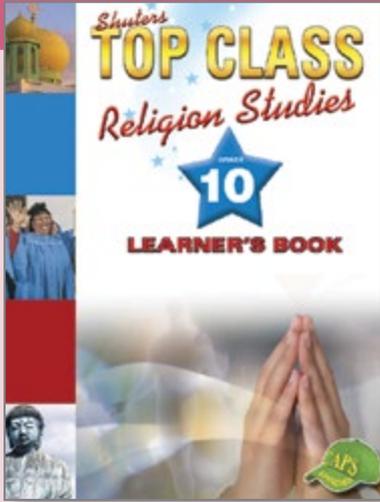
Biosphere to ecosystems

### STRAND 4: Diversity, change and continuity

Biodiversity and classification  
History of life on Earth



# SHUTERS TOP CLASS RELIGION STUDIES



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**TOP CLASS**

LEARNER'S BOOK  
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TEACHER'S GUIDE  
9780796044006

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

...know that in parts of South America like Brazil – and also in  
Indian Islands – many people practise religions which are a mix of  
Religion and Christianity (Roman Catholicism) – religions like Santería,  
Candomblé and Voodoo. In Brazil, where most of these religions are  
...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  
...46. Then work on **your own** to write answers to these questions.

...is the largest religion in South Africa.

...how many people in South Africa defined themselves as Atheists?

...second largest religion listed?

...at religion listed?

...stafarianism not mentioned?

...ist be listed?

Learner's  
Book

...purses from the learners.  
...ations of land for religious sites.

**Assessment plan (informal)**  
**Type:** Formative  
**Method:** Teacher

**Collecting, recording and reporting evidence:** Take in the learn...  
and mark their answers to Activity 1.15. Award a total of six marks  
correct answer. Discuss the assessments with the learners and rec...  
in your record book.

**Think about**

A population census is an  
important process of colle...  
and analysing economic, s...  
and other information abou...  
population. This data is us...  
future national and local pl...  
for example, housing, scho...  
roads. Information about r...  
membership is also gathe...  
from a census. The 2011  
In South Africa was the t...  
census conducted unde...  
democracy.

**communist** – a fol...  
system of soci...  
derived from...  
Marx (see...  
and Se...

**Additional activity**

...me of your learners struggle to read maps and charts you could give the...  
...ed help as follows:

...ask them to look at a map and identify some of these features: continer...  
...ountries that are in the news, main rivers or mountains, where they liv...  
...Cut out tables or charts with statistical data from the newspaper and g...  
...identify main features and details from them.  
...Repeat these kinds of activities a few times over the next few weeks...  
...become more confident.

**Problems in using statistics**

★ **How reliable are statistics?**  
...earner'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

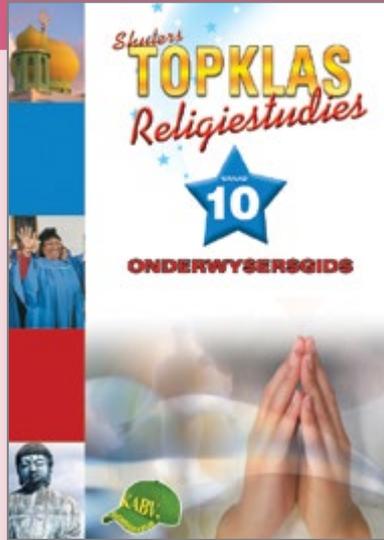
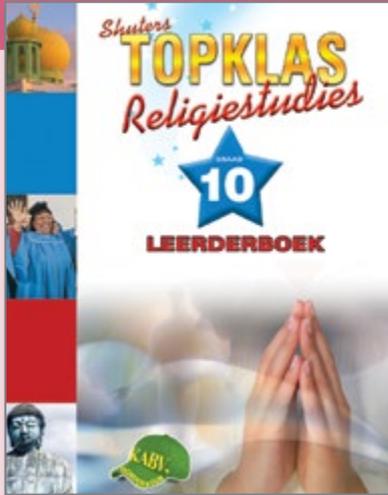
### Common features of religions

- 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



Shuters  
**TOPKLAS**

LEERDERBOEK  
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ONDERWYERSGIDS  
9781485813606

...weet van watter religie ons p...  
...gekonsentreer is, sal jy nuuskierig wees...  
...religieë begin het. Dit gaan ons nou in besonderhe...  
...nou is dit vir ons nodig om verder terug te gaan in tyd...  
...hoe religie as 'n dimensie van die menslike geskiedenis in...  
...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...  
en 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 ge...  
het, of waar ook al op die strand, of in 'n donderstorm. Vertel jou maat...  
die ervaring.

- Hoe het dit jou laat voel?
- Waaroor het dit jou laat dink?

Waar eindig die ruimte?  
Ek wonder hoeveel sterre is daar?  
Mense is so klein in vergelyking!  
Hoe ver weg is die sterre?

verskynsels – verskillende dinge wat gebeur; fenomeen

...jou voor daar is geen boeke...

Leerderboek

INHOUD	
<b>KWARTAAL 1</b>	
Verskeidenheid religieë	Inleiding tot Religiestudies; Eenheid 1. Vernaamste ontwikkeling van religieë; ontwikkelings in Suid-Afrika en die wêreld
	Eenheid 2 Die interafhanklikheid van religie en sosiale faktor
	Eenheid 3 Invloed en aanpassing tussen religieë
	Eenheid 4 Onderskeid tussen belangrike konsepte in religie
	Eenheid 5 Benaderings wat op interreligieuse dialoog gemik is
Gemeenskaplike faktore van religie as 'n generiese en unieke verskynsel	Eenheid 6 Simbole
<b>Formele assesseringstake</b>	
Wek-uitgebreide skryfwerk	Aktiwiteit 1.9 en p 21
<b>KWARTAAL 2</b>	
Gemeenskaplike faktore van religie as 'n generiese en unieke verskynsel	Eenheid 1 Teorieë oor religie
	Eenheid 2 Die rol en aard van vertelling en mite in religie
Orsag oor religie en oorlog	Eenheid 3 Onderhoude oor genderkwessies
<b>Formele assesseringstake</b>	
Brongebaseerde taak	Aktiwiteit 2.11
<b>Hersiening en halfjaarlikse eksamens</b>	
<b>KWARTAAL 3</b>	
Gemeenskaplike faktore van religie as 'n generiese en unieke verskynsel	Eenheid 1 Tipes rituele en hulle rol in religieë
	Eenheid 2 Konsepte
	Eenheid 4

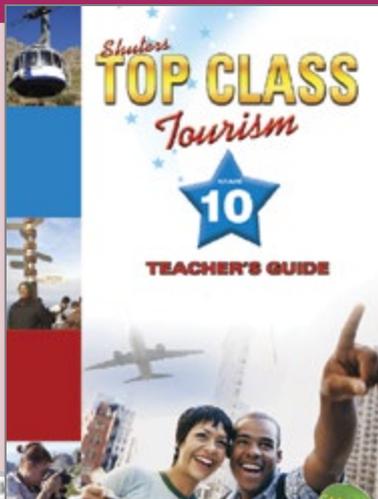
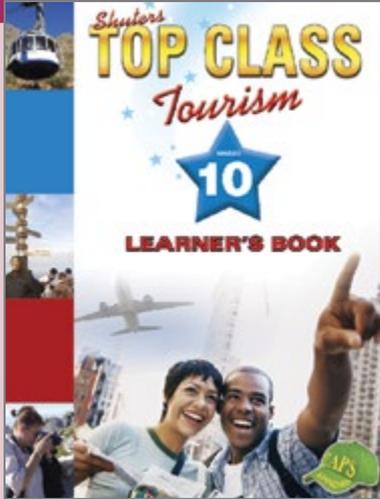
Onderwysersgids

**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

# SHUTERS TOP CLASS TOURISM



## Shuters TOP CLASS

LEARNER'S BOOK  
9780796044235

TEACHER'S GUIDE  
9780796044242

Information	Information on 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

### Activity 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 an 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 tourists visit.

Let us take a closer look at the public sector.

#### The public sector

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

Appreciate the importance of tourism in South Africa and its role throughout the tourism industry. Identify the different parts of the tourism industry and how they relate to each other.

#### Expanded opportunities:

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

#### Remediation:

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

#### Social needs and inclusivity:

Ensure that all learners have access to resources.

### Activity 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 they label the parts in the diagram.

Learners will be able to find the information easily in the Learner's Book and assist any learners that seem to be struggling.

Learner's Book

Teacher's Guide

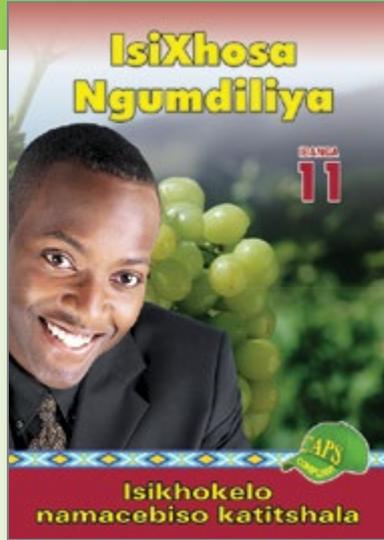
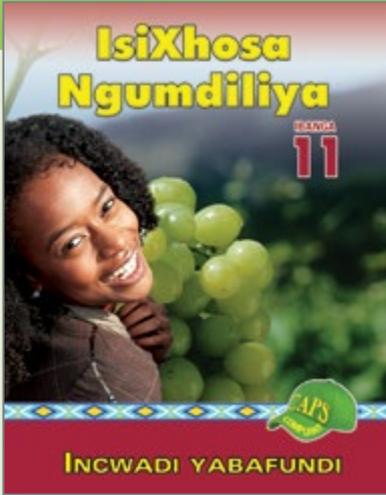
## GRADE 10

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

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

...ingqela onamba noma...  
...aphila?  
...oko, ingaba intlutha ixhaphake kweyiphi ingingqi...  
...eliso ezimbini ezenziwa kwimveliso oyixele kumbuzo wokuba...  
...toni injongo yokuba uMazi avalele imali eninzi ayifumene ngokush...  
...qwalasela kwakhona umfanekiso wesibini ohamba nencoko, kwimifuno...  
...onakalisiweyo wena ungathanda ukulima owuphi? Kuba kutheni?  
Ingaba uMazi umbona wayewulimela eyiphi injongo?  
Yintoni eyayikhuthaza uFuna ukuba abe nomdla wokuncokola nobawo uMazi?  
3. Abantu abanomona ngamasimi abo babephela besenza ntoni?

**Umsebenzi osekelwe koko ubukuphulaphule**

1. Chaza isixa somvuzo esasigcinwa nguMazi ebhankini.
2. Ukuba ubungonye wabantwana bakaMazi ubuza kwenza ntoni ukumncedisa?
3. Yintoni eyayibangela ukuqaqamba kwamathambo kaMazi?
4. Nika intsingiselo yentethwana nganye: phuma egusheni; sidlan' iindlebe; nangamso.
5. Yakha isaci ngegama ngalinye: *ibhokhwe, ihagu*.
6. Kwizivakalisi ezilandelayo yakha imo elandulayo:
  - a) Ubukhulu becala ndilima imifuno.
  - b) Ndandilondoloza ikota yomvuzo wam.
  - c) Umbona ndiwulimela ukuwutya nokondla iinkukhu neehagu.
7. Nika intsingiselo yegama ngalinye: *inkathavu, amadyongosi*.

**2. Ukufunda nokubukela**

**Ukufundela ukuqonda**

**Lindlela zokufunda okubhaliweyo**

**Imisebenzi owenziwa phambi kokufunda**

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

**Ukufunda nokubukela**

**Ukufundela ukuqonda**

**Lindlela zokufunda okubhaliweyo**

**Imisebenzi owenziwa phambi kokufunda**

...genwa kwesi siqephu sofundo, khuthaza ukuba umfundi ngamnye aseben...  
...oo wakhe, baxoxe ngemifanekiso beyidibanisa nesihloko sesi siqendu,  
...ela ukuba lukho na unxulumano kwezi zinto zombini.  
...ke titshala ukuba ingaba imiqikelelo yabo isekhondweni na xa bezama  
...nisa umba okuza kuxoxwa ngawo nomfanekiso okwesi sigaba.  
...ela neependulo ngeependulo ezahlukileyo kulo mbuzo, hlulaza ke wen...  
...ezo ucinga  
...sondele  
...ndulo eyiyo.  
...baza kuthi  
...nzi aphuma  
...pompi kwaze  
...akelwa ithumbu  
...ze aphume  
...gamanzi atshizayo,  
...kanye aphuma  
...kwizitshizisi  
...ezidityaniswa  
...koompompi zize  
...ibekwe endaweni enye  
...tsi zize zithi  
...eleza zitshize  
...awo.

**Khumbula imiba yegama nolwimi**

**Imo evumayo nelandulayo**

Qwalasela izivakalisi ezilandelayo:  
**Imizekelo:** ULikho uyafunda. **Imo evumayo.** ULikho akafundi. **Imo elandulayo.** Amakhwenkwe athengisa imifuno. **Imo evumayo.** Amakhwenkwe awathengisi imifuno. **Imo elandulayo.**

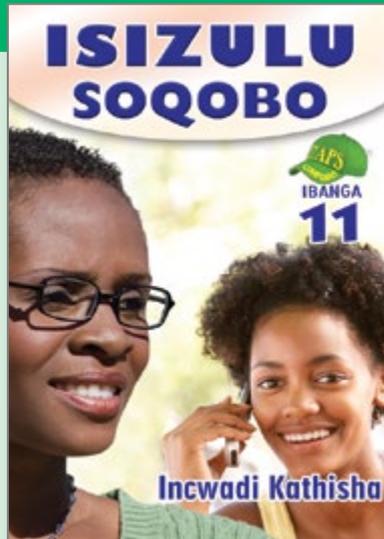
**Incwadi Yabafundi**

**Isikhokelo Namacebiso Katitshala**

- IBANGA 11**
- Imidlalo
  - Ucoceko
  - Masondle imizimba yethu
  - Nawe ungayiyi injineli?
  - Amalungelo ethu
  - Ukunonophela impilo
  - Masihlale silumkile
  - Sixabisa iinkolo zethu
  - Vuk' uzenzele
  - Imisebenzi yokuhlola esesikweni nenyanzelekileyo
  - IPHEPHA LOKU-1: Ukusetyenziswa kolwimi ngokusemholweni
  - IPHEPHA LESI-2: Uncwadi
  - IPHEPHA LESI-3: Ukubhala
  - Imibutho yokuzakha kulutsha
  - Zidle ngemvelaphi yakho
  - Ubuntu bethu
  - Indalo
  - Ufuna ukuba yintoni?
  - Funda ukuba noqoqosho
  - Masiqhagamshelane
  - Iziyobisi-umtshabalalisi
  - Siphetha unyaka
  - Iimviwo zokuphela konyaka
  - IPHEPHA LESI-4: I-orali
  - IPHEPHA LOKU-1: Ukusetyenziswa kolwimi ngokusemholweni
  - IPHEPHA LESI-2: Uncwadi
  - IPHEPHA LESI-3: Ukubhala
  - IGlosari



# IBANGA 11 ISIZULU ISIZULU SOQOBO



LEARNER'S BOOK  
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TEACHER'S GUIDE  
9780796054449

benzi ebenikade niqhathanise iziny...  
pho ungaboni kahle khona.

ni uthisha enethulela futhi enichazela isitatimende eniz...

**Imiphumela eyalowo obekade efunda ngakho-ke asikho**  
**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.  
Umgcinisikhathi kungaba omunye umfundi noma uthi...

**Izimiso zenkulumo-mpikiswano**  
Ukusetshenziswa kwephimbo ngokulehlisa ubuye ulenyus...  
Ukusetshenziswa kwejubane ngokushesha noma unense uk...  
zwakale kahle.

**Imibuzo**  
(Incwadi yomfundi ikhasi 11)

Encwadini yobungani ungabingelela ngokubiza u...  
ngegama, isithakazelo, njll. nasekuvaeliseni futhi u...  
umehluko. Amagama okudlala afana no "mfanakhithi"  
ukubabaza, "Hhayi bo!" konke lokhu akufuneki encwa...  
yomsebenzi.

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

**Ukubhalwa kwamagama**  
(Incwadi yomfundi ikhasi 11)

• Uma uchaza izigaba njengokweqiwa komugqa, amaphuzu ashiwoyo isi...  
nesigaba, kungakuhle ubhekise encwadini eyisibonelo.

**Impendulo ilindelekile**  
(Incwadi yomfundi ikhasi 11)

**Isigaba 1.** Isizathu sokubhala incwadi nokuthi usi...  
isikhangiso

**Isigaba 2.** Ukuthi wenzani manje, nokuth...  
zi...  
Uzichaza yena isimo sal...

Incwadi Yomfundi

**Chumbula:** Ungazikhumbuza ngezimp...  
kubheka icwadini yesiZulu Soqob...

Incwadi Kathisha

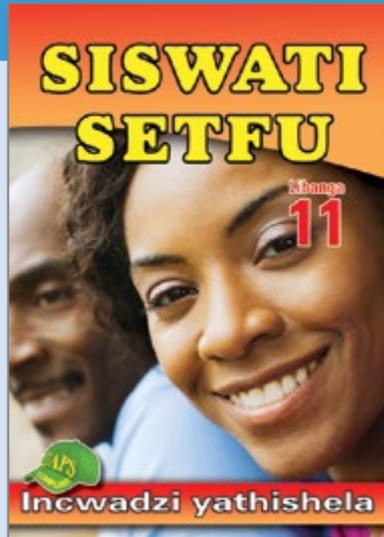
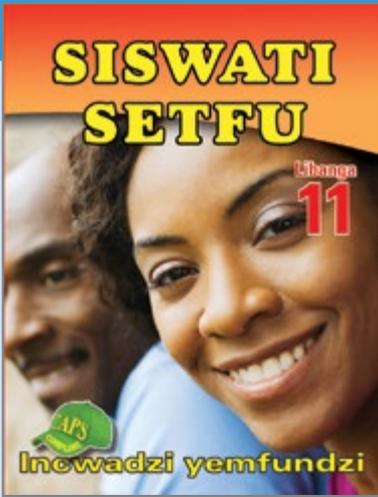
## IBANGA 11

- Iplani yokufundisa
1. Ezomndeni
  2. Ezokuxhumana
  3. Abangane
  4. Ezempilo
  5. Ubunye  
Amathaskhi (1-4)
  6. Ezokuphepha
  7. Ezemvelo

8. Ubuntu
9. Ezemidlalo  
Amathaskhi (5-7)
10. Ezemfundo
11. Ezokuthutha
12. Ukuzilungiselela ikusasa
13. Imicimbi
14. Ezokuxhumana  
Amathaskhi (8-9)

15. Ezokuphepha ezweni lakithi
  16. Ezokuthuthukisa umphakathi
  17. Ezemvelo
  18. Ezemisebenzi  
Amathaskhi (10-11)
- Ukuhlola okumiselwe imigomo  
iGlosari

# LIBANGA 11 SISWATI SISWATI SETFU



LEARNER'S BOOK  
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TEACHER'S GUIDE  
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Kufundza nekwehlwaya	Kubhalwa kwesifinyeto
<p><b>Kufundzela kuvisisa:</b> Kufufukisa silulumagama nekusetjentiswa kwelulwimi</p> <ul style="list-style-type: none"> <li>Takhiwo temisho</li> </ul> <p><b>Kufundza ngetemibhalo</b> Umdlalo: Tinhlobo temidlalo, sakhiwo semdlalo Kwabiwa kwesikhatsi: 4 ema-awa</p>	<p>Ematheksthi emibhaloni</p> <p>Inkhulumoluhlo / i-inthavulo</p> <p>Gcila kuloku lokulandzelako: i-inkhululo yekubhala Kuhlela, kwenta tinokubuyeketa, kuhlela kabusha ukulungisa emaphutsa nekwetfu</p> <p><b>Takhi netimiso tekusetjentiswa kwelulwimi</b></p> <ul style="list-style-type: none"> <li>Irejista, sitayela nelivi</li> <li>Kukhetfwa kwemagama</li> <li>Kwakhiwa kwemisho</li> <li>Kubhalwa kwetindzima</li> <li>Tiphumuti nelupelomegan</li> </ul> <p><b>Takhiwo netimphawu temibhalo lakhetsiwe</b> Kwabiwa kwesikhatsi: 4 ema-awa</p>

**Liviki 5 na 6**

**1. Kulalela Nekukhuluma**

*Inhloso yesifundvo*

- Kufundza ngekulalelela kuvisisa

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

**Kulalelela kuvisisa**

*dla imali yetintsanzane*

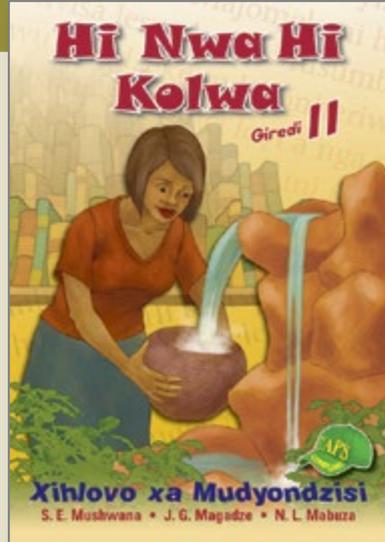
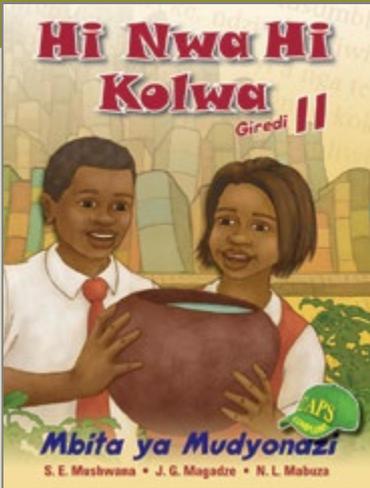
nsa kamatima bantfwana bakaNdlovu, eDayizenza ngaseThulani eNyakatfo pumalanga kulandzela kuvela kwekutsi lolomsikati wakulomndeni lobekaba bo yesibonelo sahumumende uyibhudla nelishende lakhe. Lomndeni ubuke na lenkhulu, unebantfwana labayimfica, labasiphohlongo sebashonelwe ba ali yalesibonelo sahumumende idliwa yindvodzakati yakhona kutsiwa a eBhuga eGauteng ibuya ngoba seyitawuhola imali yalabantfwana i khona newakhe umntfwana, naye ubulawa yindlala ni cina ngekutsengelwa iPizza nesinatfo ngalelon lenkhulu yalendvodzakati ikhonte kakhona eGauteng. Labantfwana

Incwadzi Yathishela

- LIBANGA 11**
- Tincobe tidzakamiva
  - Temasiko
  - Tekuchumana
  - Temphilo

Incwadzi Yemfundzi

# GIREDI 11 XITSONGA HI NWA HI KOLWA



LEARNER'S BOOK  
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TEACHER'S GUIDE  
9780796057129

akheta loko ku hlaiyiwa leswi.

olo xa le henhla xa Vangani. Ntlawa wa xikolo lexi  
wa xikolo xa Hlovani ehenhla ka nhlokomhaka leyi. Tin  
u ti nga swi kota ku tirhisana eka swa vutshunguri. Xipano  
[hlokomhaka kasi xa Hlovani xona xa yi kaneta]



**UXOTI:**

a mufambisi, vaahluli na n'wina  
ngiseri, ndza khensa ku lombiwa  
ve. Nhlokomhaka ya namuntlha yi  
fanga 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.  
twisisa leswi

**NOKI:**

Inkomu vayingiseri.  
yi twile. Xa mina hi le  
ntsena nga hi ngenhisa  
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 k

## VUMUNDZUKU BYA MINA

swi tiva?

- vadyondzi swivutiso swa "Xana wa swi tiva" ku thonthla miehleketo ya vona x
- ku vona vuenti bya vutivi bya vona.
- in'wana ta tinhlamulo ta vadyondzi ti nga katsa leswi landzelaka:
- Ina (vadyondzi va ta nyika swikombiso ku seketela tinhlamulo ta vona).
- Ina (vadyondzi va ta vula loko va tiva van'wana lava cincke mitirho evuton'wini bya vona).
- makumu ka ndzimana leyi, Mudyondzi u ta kota ku:
- Yingisela na ku vulavula hi ku teka xiave eka min'wanguano, inthavhiyu na mimbhurisano/nkanerisano.
- Hlaya na ku langutisa xitshuriwa hi xikongomelo xo hlamula swivutiso na ku twisisa vumunhuhati na ntirho wa murunguri eka tsalwa ra ntlangu.
- Tsala switsalwambiko swa n'wanguano na inthavhiyu.
- Ku tirhisa marhavi ya riendli eswivulweni hi mfanelo.

### 6.1 KU YINGISELA NA KU VULAVULA

Ntirho hi mitlawa

#### 6.1.1 Mbulavula wa N'wanguano

Ku tilulamisa ku yingisela

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

#### 2 Ku hlaya xitshuriwa

vula vadyondzi vanharhu lava nga ta yimela vavulavuri lava nga eka

mimbhurisano.

vadyondzi leswaku mbhurisano i rixaka rin'wana r

ana to fana na inthavhiyu.

hlawuriweke ku hlaya xitshuriwa

hi mitlawa xa k

Vhiki ra 11  
(4.5 wa tiawara)

Mbita ya  
Mudyondzi

Xihlovo xa  
Mudyondzisi

## GIREDI 11

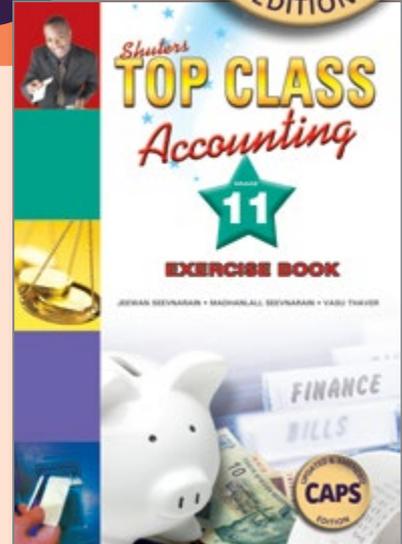
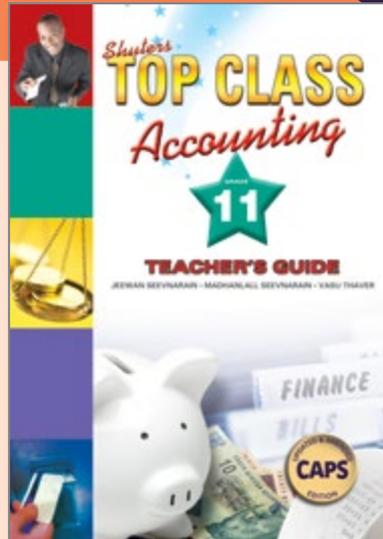
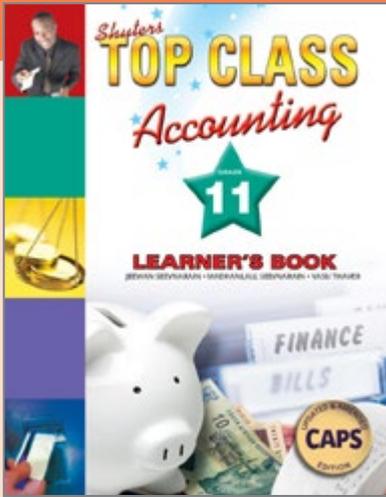
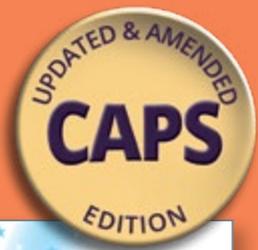
Rito ro rhanga  
Swikongomelo  
Maandlalelo ya tidyondzo  
Xedulu ya ntirho wa Lembe  
Xipimamagoza  
Rhubiriki yo lulamisa switshuriwa

1. Hambu yo famba enkoveni
2. Mitolovelo leyi 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 ahlamile!
12. Khisimusi Bokisi!
13. Dyondzo a yi lumi
14. Nhluvuko wa magondzo
15. A hi ku dya makhondzo
16. Khwakhwa ra sekwa mavonelakule
17. Hi lwela yini?
18. Mpfluxeto na xivumbeko xa xikambelo

# GRADE 11 ENGLISH ACCOUNTING

DOWNLOAD  
ADDITIONAL  
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[www.shuters.co.za](http://www.shuters.co.za)



LEARNER'S BOOK  
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TEACHER'S GUIDE  
9780796044303

EXERCISE BOOK  
9780796044747

Learner's  
Book

### 5. ANALYSIS AND INTERPRETATION OF FINANCIAL STATEMENTS

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 relationships in the market.

#### ILLUSTRATIVE EXAMPLE

The following information was extracted from the accounting records of *Agave Trade*, a business with two partners, A Chibiso and M Emaili. The financial year ends on 28 February of 2012.

#### A. Extract of Income Statement for year ended 28 February

	2012	2011
Turnover (sales) - 60% on credit	1 400 000	1 200 000
Cost of sales (60% on credit)	900 000	820 000
Gross Profit	500 000	368 000
Operating Expenses	325 000	233 000
Operating Profit	175 000	135 000
Finance Costs	40 000	30 000
Profit before tax	135 000	105 000

February	notes	2012
		548 000

Teacher's  
Guide

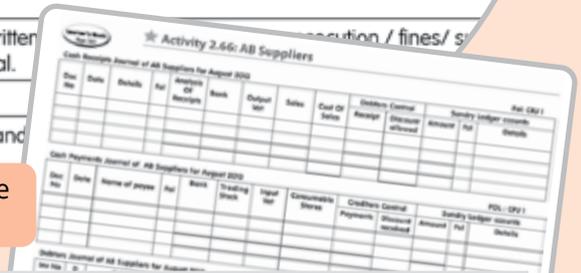
### ★ Activity 1.3

Learner's Book:  
Page 6

- 1.1 Because corruption, bribery and collusion is evident, the public service officials who are responsible for these 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.

Verbal warning, written warning, suspension / fines/ dismissal, demotion, dismissal.

Exercise  
Book

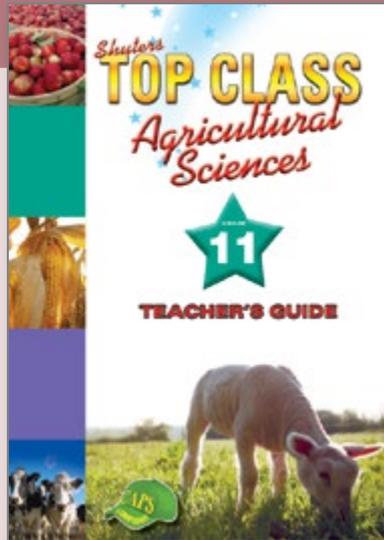
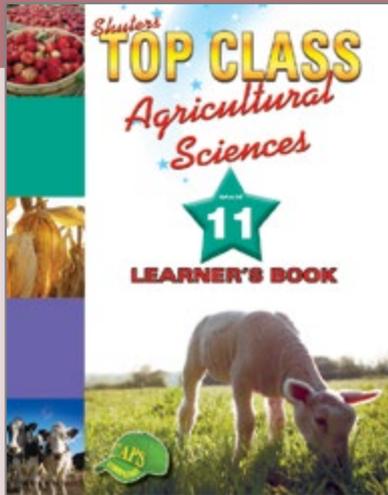


- Ethics
- Internal Control
- Reconciliations (Bank Reconciliation)
- Fixed/Tangible Assets: Acquisitions, Depreciation and Disposal
- Financial Accounting of Partnerships – Preparation
- Financial Accounting of Partnerships – Analysis and Interpretation

### GRADE 11

- 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



Shuters  
**TOP CLASS**

LEARNER'S BOOK  
9780796044419

TEACHER'S GUIDE  
9780796044426

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

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

**Figure 8.1** Basic components of soil

The soil's ability to supply sufficient nutrients has decreased plant productivity levels associated with increased human population. One of the greatest challenges of our generation will be to implement soil, crop, and nutrient management systems to increase productivity and quality of soil, water and air. If we do not, we will lose or sustain the productive capacity of our fragile soil, which is needed to 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.

1. What is the difference between sandy soil and clay soil?
2. Why is soil important in agriculture?
3. What causes soil particles to clump together to form pedregos?

Determination of clay percentage using the sausage method.

**Extension 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

**Activity guidelines**

Learners work in a small group to complete this activity.

**Suggested answers**

**Question 1**

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

Learner's  
Book

Teacher's  
Guide

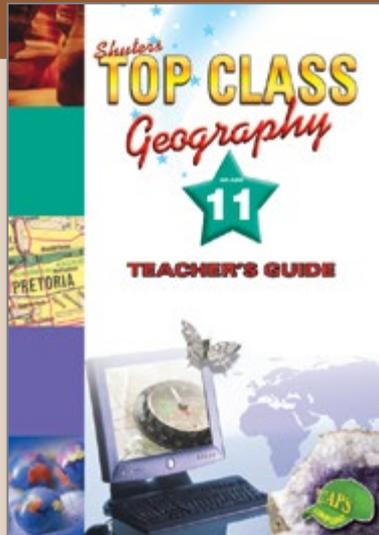
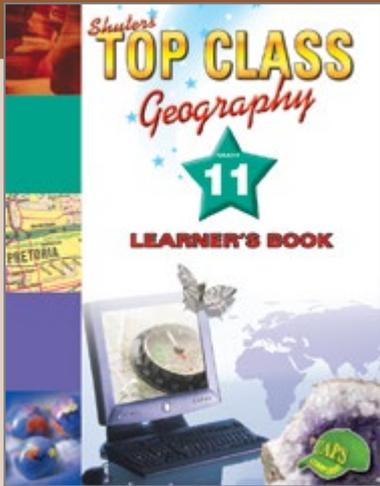
## GRADE 11

- 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

# SHUTERS TOP CLASS GEOGRAPHY



Shuters  
**TOP CLASS**

LEARNER'S BOOK  
9780796044174

TEACHER'S GUIDE  
9780796044181

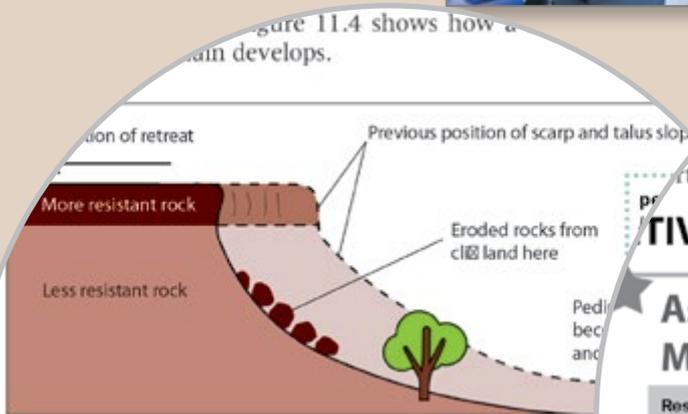


Figure 11.4 Scarp retreat and pediplain development

### FACT FILE

#### The Drakensberg

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

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

### 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). The ridge provides protection from the cold, southerly winds.

Figure 12.7 has been enlarged and is part of the topographic map extract shown in the Learner's Book.



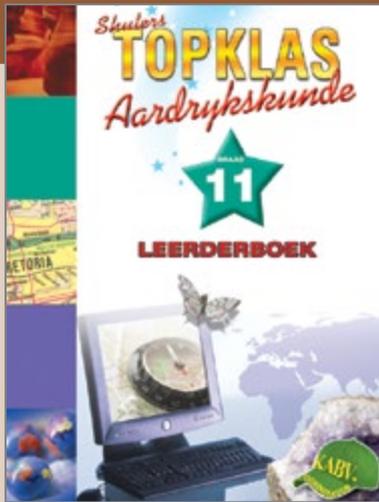
Learner's  
Book

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



Shuters  
**TOPKLAS**

LEERDERBOEK  
9780796059185

ONDERWYSERSGIDS  
9780796059192

Figuur 1.10 Ware peiling, magnetiese afwyking en magnetiese peiling.

ese peiling (MB) = Ware peiling (TB) + magnetiese afwyking (MD)

**(TIWITEIT 1.2 Berekenningsproef)** 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 gemiddelde jaarlikse verandering  $7'$  weswaarts (2000-2005)).

Begrip magnetiese afwyking. (2)

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

Gebruik die inligting in vraag 2 bo om die magnetiese peiling te bereken. (2)

[10]

**NOTABOEK**

Voorbeeld van berekening van magnetiese peiling

Indien die ware peiling (TB)  $34^{\circ}$  en die magnetiese afwyking (MD)  $22^{\circ} 48'$  is, dan is die magnetiese peiling (MB) = TB + MD =  $34^{\circ} + 22^{\circ} 48' = 56^{\circ} 48'$

2.6 **Summatiewe assessering van Kaartwerkvaardighede**

Kyk na die topografiese kaartuittreksel 2528CA Pretoria.

- Vind die heuwel met trigonometriese bakke 108 in die kaart.
  - 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 se waterloop gevorm word.
  - Dit is 'n watervaling of 'n poort.
  - Die kontoerlyne toon dat 'n watervaling 'n nou, steil insig in 'n berg is.
  - 'n Spoorlyn en 'n hoofpad is deur die watervaling gebou om Pretoria-Noord te verbind.
- Dwarsdeursnee geteken van trigonometriese bakke 7 (blok B6).

Leerderboek

Onderwysersgids

GRAAD 11

**AFDELING 1 Geografiese vaardighede en tegniese 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

**AFDELING 3 Geomorfologie**

Topografie geassosieer met horisontaal gelaagde gesteentes  
Topografie geassosieer met hellende/gekantelde lae  
Topografie geassosieer met massiewe stollingsgesteentes  
Hange

Massabeweging en menslike reaksies

**AFDELING 4**

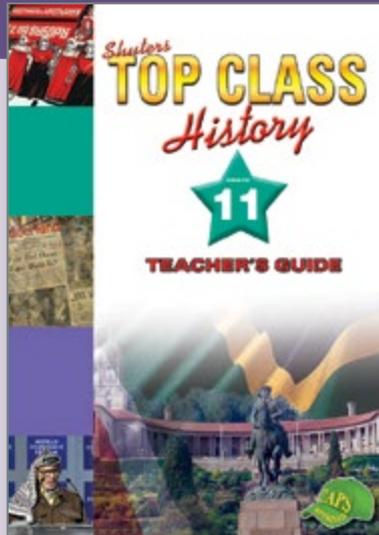
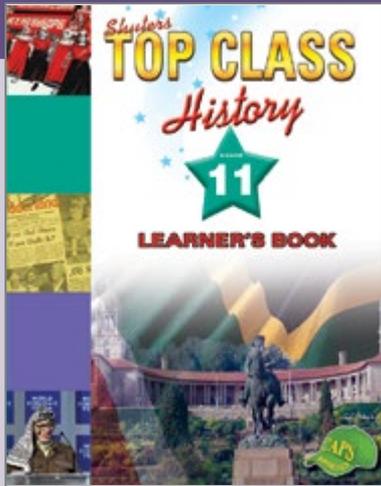
**Ontwikkelingsgeografie**  
Die konsep van ontwikkeling  
Raamwerke vir ontwikkeling

Handel en ontwikkeling  
Ontwikkelingskwessies en -uitdagings

**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

# SHUTERS TOP CLASS HISTORY



Shuters  
**TOP CLASS**

LEARNER'S BOOK  
9780796044051

TEACHER'S GUIDE  
9780796044068

...was published in...  
...new Bolshevik position:

**to know**

...ussian calendar was...  
...the Julian calendar, which...  
...different from the Gregorian...  
...calendar used in Europe. By 1918,  
...there was a difference between...  
...the two calendars of thirteen days.  
...Some books use the old calendar...  
...when giving the starting point of the...  
...February revolution – 23 February,  
...while others use the Gregorian...  
...calendar – 8 March.

- The Provisional Government...
- The bourgeois revolution should be...  
Power should pass from the middle class...  
should be done through the soviets. This...  
the basis of the new government.
- The war against Germany was imp...
- Workers and peasants should be...  
*the vanguard of the proletariat.*
- Land and factories should be...
- Bolshevik slogans – *Peace, bread...*

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

While the Tsar was able to keep power in 1905, two...  
be a different affair. Once again it was war that pl...  
in bringing about the February Revolution. Russia...  
World War (1914-1918) as an ally of Britain and France...  
Reports came through that Russia had lost several ba...  
of good leadership. As a result people demanded a mo...  
competent government.

**Rasputin**  
Born Grigory Yefimovich – Rasputin...  
disreputable\* one, as he became kn...  
strange Siberian peasant who claim...  
– a holy man. He gained...  
Tsarina as he claimed...

**Skills**

- Understand the range of sources
- Extract and interpret information
- Evaluate usefulness of sources

**Learner's Book**

...of the people living in Russia were...  
There were very few people living and working...  
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...  
he and the Tsarina were; and to impress people.

4. **Sources D and E**

a) <b>Wages</b>	Miserable, poor
<b>Accommodation</b>	Overcrowded. Ten or more people living... room. Four to a bed.
<b>Length of working day</b>	11½ hours, exclusive of meals. Often mad... work 14 to 15 hours per day.
<b>Appearance</b>	Poorly clad and emaciated.

- Conditions were appalling. Besides receiving poor wages for labour...  
were expected to live in overcrowded and unsanitary conditions...  
overworked and often appeared very thin and poorly dressed.
- Historians must be careful of a source such as Source E beca...  
one account. The writer could have had his own motive for...  
appear far worse than they actually were. Historians must che...  
sources before they draw any conclusions.

**Skills development**

**Cartoons** are an invaluable historical resource but the skill...  
to be learned. Learners will have studied several...  
studies. At Grade 11 level, cartoons can be more com...  
practised. To analyse a cartoon learners shou...  
remind them that cartoons are bi...

**Teacher's Guide**

GRADE 11

**Topic 1 Communism in Russia 1900 to 1940**

- Unit 1 How was communism applied in Russia under Lenin?
- Unit 2 How was communism applied in Russia under Stalin?

**Topic 2 Capitalism in the USA 1900 to 1940**

- Unit 3 The Great Depression and the crisis of USA capitalism
- Unit 4 The New Deal and the crisis of American capitalism (1933 to 1941)

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

- Unit 5 Case study: Australia and the indigenous Australians
- Unit 6 Case study: Nazi Germany and the Holocaust

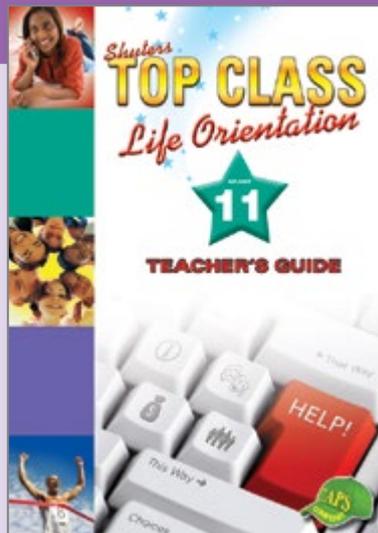
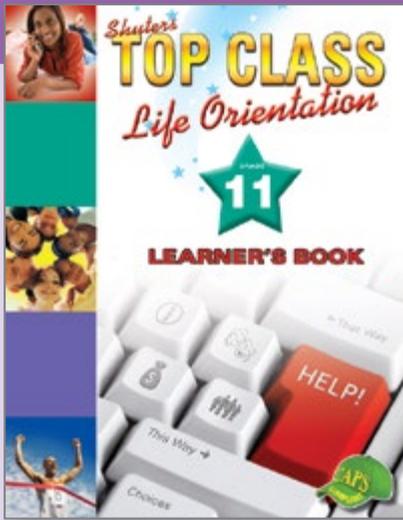
**Topic 4 Nationalisms – South Africa, The Middle East and Africa**

- Unit 7 What is nationalism?
- Unit 8 Nationalism

**Topic 5 Apartheid in South Africa 1940s to 1960s**

- Unit 9 From Segregation to Apartheid 1920s to 1950s
- Unit 10 Overcoming Apartheid
  - Research or Oral History Task
  - Organisation of Learning
  - Rubrics
  - Glossary

# SHUTERS TOP CLASS LIFE ORIENTATION



## Shuters TOP CLASS

LEARNER'S BOOK  
9780796044136

TEACHER'S GUIDE  
9780796044143

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

...the abortion in this particular article? Do you... about a 'sick' baby?

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

...cal consequences of abortion?

... refers to the practice of putting to death a person as... he or she has committed, for example murder... unishment is also known as the death penalty or... in... countries, including South Africa, no longer have the... ishment for crime. No executions have taken place... 89.

...tise of assisting or allowing a person (or an... ly because the person is very sick, in pain... ply euthanasia needs to be in the... ned process. Assisted suicide refers... and information to end his or... a doctor helps someo...

**Learner's Book**

17.4 ★ Whose...

As this is quite a difficult article and a... good idea to read it to the class.

Ask the learners to read it again to them...

Once they have written their answers, ask...

**Suggested homework activity**

...constitutional right to choose whether we want to live or no... onal right that our dignity must be respected and protected and th... life – but we also have the choice to live and die with dignity.

**NOTE PAGE**

According to Amnesty Inter... 139 countries have abolis... death penalty. In 2010, o... country, Gabon, abolishe... death penalty for all crim... ethal dose of a drug that will painlessly kill a person or animal. T... 2010, 23 countries ex... prisoners and at leas... were sentenced to... countries. More th... are currently (2... of death are...

...hanasia can be described as mercy-killing. It involves the adm... administered by a doctor, or the person concerned can be suppli... and the means of administering it themselves.

(b) The writer feels that euthanasia goes against the Hippocratic o... He also feels that legalised euthanasia would be difficult to... to abuse, as has been the case in Germany and Holl... thanasia leaves out many of the family and spir... ing of a life.

**Teacher's Guide**

### GRADE 11

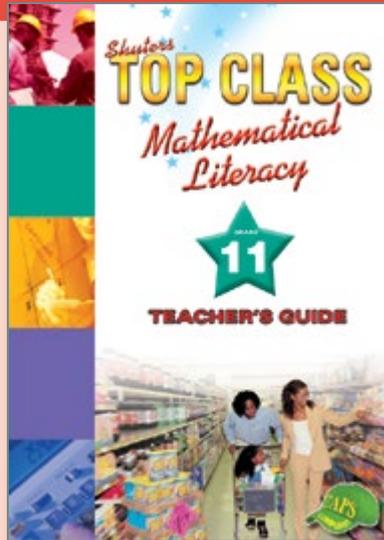
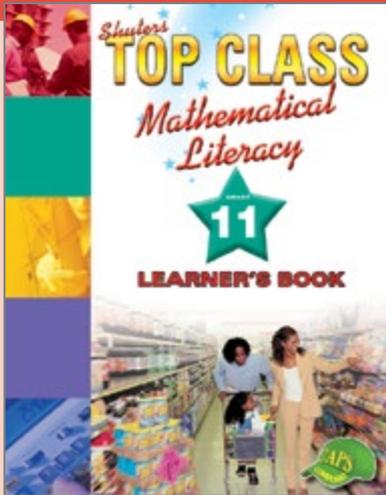
- Development of the self in society
- Physical Education
- Careers and career choices
- Democracy and human rights
- Study Skills
- Social and environmental responsibility
- Formal Assessment exemplars
- Glossary
- Information on drugs
- Information on religion and business
- Information on Physical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

#### 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.



# SHUTERS TOP CLASS MATHEMATICAL LITERACY



Shuters  
**TOP CLASS**

LEARNER'S BOOK  
9780796043931

TEACHER'S GUIDE  
9780796043948

...did Class A and Class B ...  
...class?  
...many students were absent in Class A during the ...  
What was the total number of students that were absent 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

Number of scarves	Scarfees Store	Yins Lo Store
0	0	0
1	10	15
2	20	30
3	30	45
4	40	60
5	50	75

Learner's Book

### Topics:

Each of the following topics, including ...  
be taught over a period of 1 hour. The ...  
beginning of each unit in the Learner's Book ...  
this means you can finish teaching this work ...  
5th day for revision of what has been done in ...  
of work is not exhaustive therefore you may add ...  
important that you manage carefully your teaching ...

**SOURCES**  
Exercise book, Learner's Book, Ballpoint, pencil, eraser, ruler, calculator

### 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. The worked example and the activity are based on it.

Following the introduction of the lesson, embark on worked examples. Learners are exposed to calculations of the probabilities based on the ...  
provided in Table 1. The example deals with what patients might reason ...  
of productivity and independence at different time periods and ...  
the severity of the injury.

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

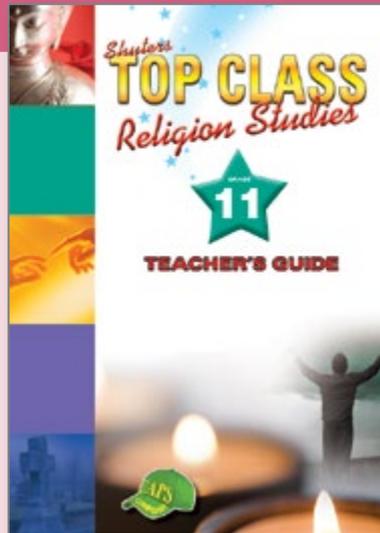
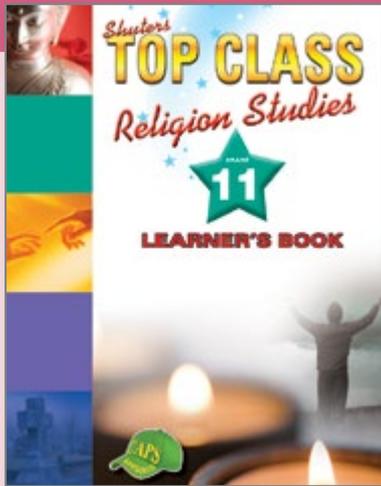
Teacher's Guide

## GRADE 11

- Grade 11 Work schedule (Year Plan)
  - Inclusivity and equity in the classroom
  - Sample lesson plan
  - Memoranda and solutions
- Section 1 Patterns, relationships and representations  
Section 2 Measurement (1)  
Section 3 Finance (1)  
Section 4 Finance (2)

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

# SHUTERS TOP CLASS RELIGION STUDIES



Shuters  
**TOP CLASS**

LEARNER'S BOOK  
9780796044013

TEACHER'S GUIDE  
9780796044020

**Interviews on gender issues**  
Weeks 5-7, 12 hours

**What is this about?**  
The story of Birgitta of Bingen, a woman who corresponded with popes, composed prayers, and wrote about religion and society.

In this unit you will develop your skills as a religion researcher by conducting an investigation into the relationship between gender and religion. This is done by conducting interviews on the topic. The steps in this unit are to set up your research, explain how to gather your information, society how to interpret and present your findings in a report which would be 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 have contributed to their religions and to the society around them. They are deeply spiritual people. And yet women are often excluded from power, leadership and authority, and even from the priesthood. Sometimes religions teach women that goodness is **submissive** and self-denying, and not about challenge and change.

**Activity 2.12 Explore how religion affects women**  
Work on your own.

- Read the following extracts from stories written by women who have experienced exclusion.
  - Identify each woman's religion and say how she feels about her experience.
  - What do all these women have in common?
  - What is your response to what they are saying?
- a. If you are part of a religious community, how do you experience your place in that community? Write something that...

Learner's Book

**SYNCRETISM**  
Most religions have been influenced in their history by other religions. When one religion borrows beliefs or practices of another religion it is known as syncretism. This can happen in two ways – either when two or more religions merge, or by incorporating beliefs from other religions into an existing religion. This can happen when a number of religions coexist in a geographical area, or when a conquering group with its religion does not eradicate the religion of the conquered people. For example, the indigenous religions of Africa and South America were not totally eradicated by the arrival of Christian missionaries in the 15<sup>th</sup> and 16<sup>th</sup> 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 a dilution of the purity of their religion, while others may see it as a natural and healthy religious belief system.

A Canadian theologian, Wilfred Cantwell Smith (1916–1991), has developed the idea of syncretism further when he suggests that there will be one universal religion which draws on the contributions of all religions. In Grade 10 you read about the 'Worship Service' which was created as a prayer service which draws on the religious traditions of the world as equal sources of inspiration.

**RELIGIOUS REVITALISATION**  
The word 'revitalise' means to be renewed or to give new life to something. Canadian-American anthropologist Margaret M. Keesen (1905–1995) describes five steps that take place in a religious revival.

Teacher's Guide

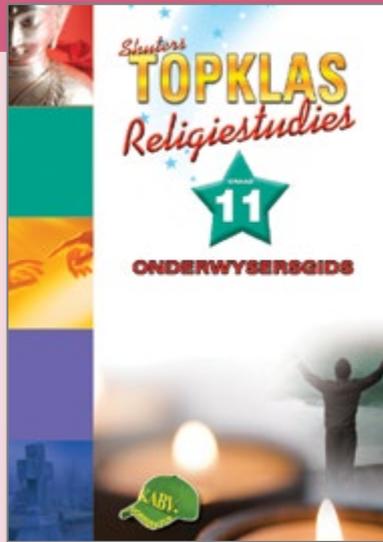
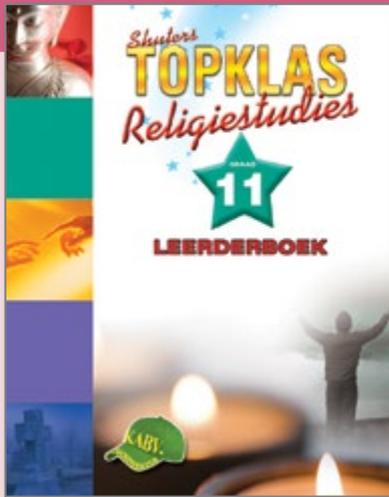
## GRADE 11

### 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



Shutters  
**TOPKLAS**

LEERDERBOEK  
9780796056603  
ONDERWYSERSGIDS  
9780796056610

... glad verloop in...  
deur verskillende stadia ontwikkel...  
ook religie. Jy sal ontdek hoe hierdie veran...  
geaffekteer het.

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

**JAGTER-VERSAMELAAR-SAMELEWINGS**

Jy weet aan die hand van werk wat jy in Graad 10 en die vo...  
gedoen het, dat mense vir die grootste gedeelte van die menslike ges...  
jagter-versamelaar- gemeenskappe geleef het, wat so ver terug as 10...  
gelede begin het. So onlangs as 11 000 jaar gelede, het mense steed...  
gemeenskappe geleef. Sels vandag is daar steeds jagter-versamela...  
(alhoewel hulle leefwyse aan die verander is), byvoorbeeld sommig...  
Australiese inboorlinge, die Inuïete van Noord-Amerika, die Ak...  
van sentraal Afrika en 'n paar San-Boesman-jagter-versam...  
suid-Afrika.

**Hoe het hulle geleef?**

Jagter-versamelaar-gemeenskappe het uit klein groepies van...  
12 en 100 verwante mense bestaan. Hulle het nomadies geleef...  
vir voedsel en die versameling daarvan namate hulle van pla...  
rondbeweeg het. Mense het gejag en die groep beskerm. Vir vo...  
vir vure versamel, kos uit die natuur soos vrugte, wortels...  
versamel, gekook en die kinders opgepas.

Hierdie mense het in grotte of eenvoudige tydelike...  
Die hele groep het versit as daar slegte weer of 'n...  
was. Daar was geen konsep van grondelenaarskap...  
rondbeweeg en voedsel en grond gedeeltes was...  
hulle 'n ander groep teëgekoms het, het hulle...  
verloorder weg te jaag.

Die groep was nie hiërargies nie.

**hiërargies** – beskryf 'n struktuur...  
van gesag of belangrikheid, van...  
die mense belangrike tot die mees...  
belangrike

**nomadies** – soos 'n nomade leef...  
in plek-tot-plek rondbeweeg en...  
hulle nie lank op enige plek vestig...  
nie, of enige permanente strukture...  
bou nie

Leerderboek

**Werkplan vir Graad 11**

INHOUD	Assessering
<b>KWARTAAL 1</b>	
Religieë	
Inleiding tot Religiestudies; Eenheid 1 Vernaamste ontwikkeling van religieë: ontwikkelings in Suid-Afrika en die wêreld	Aktiwiteit 1.1, 1.8
Eenheid 2 Die interafhanklikheid van religie en sosiale faktor	Aktiwiteit 1.7, 1.8
Eenheid 3 Invloed en aanpassing tussen religieë	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
<b>Formele assesseringstake</b>	
Werk	Aktiwiteit 1.9 en p 26
<b>KWARTAAL 2</b>	
Religieë	
Eenheid 1 Teorieë oor religie	Aktiwiteit 2.1, 2.2, 2.3, 2.4
Eenheid 2 Die rol en aard van vertelling en mite in religie	Aktiwiteit 2.5, 2.6, 2.7, 2.8, 2.9, 2.10
Eenheid 3 Onderhoue oor genderkwessies	Sien Kwartaal 3 Formele assesseringstake
<b>Formele assesseringstake</b>	
Werk	Aktiwiteit 2.11
<b>halfjaarlikse eksamens</b>	
<b>KWARTAAL 3</b>	
Werk	
Eenheid 1 Tipes rituele en hul rol in religieë	Aktiwiteit 3.1, 3.6
Eenheid 2 Konsepte	

Onderwysersgids

**GRAAD 11**

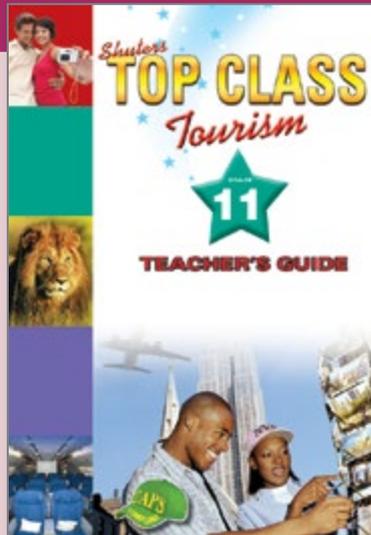
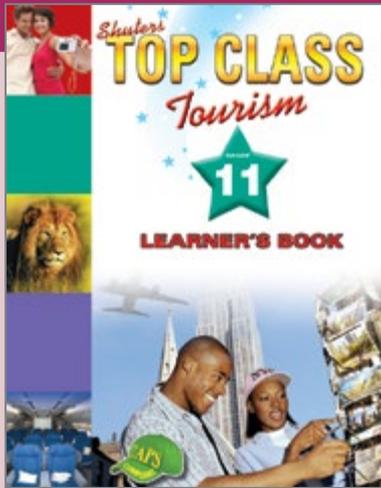
**Verskillende godsdienste – ontwikkelings en verhoudings tussen hulle**

- Hoe verskillende godsdienste ontwikkel het
- Die manier waarop veranderings in godsdienste en die samelewing mekaar beïnvloed
- Hoe godsdienste mekaar beïnvloed het
- Belangrike konsepte in godsdienste
- Strewe na interreligieuse dialoog
- Godsdienstige simbole
- Algemene kenmerke van godsdienste**
- Teorieë oor godsdienste
- Die rol van vertellings en mites in godsdienste

**Onderhoue oor geslagskwessies  
Algemene en tersaaklike kwessies in godsdienste en die samelewing**

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

# SHUTERS TOP CLASS TOURISM



## Shuters TOP CLASS

LEARNER'S BOOK  
9780796044259

TEACHER'S GUIDE  
9780796044266

...are getting onto an...  
...to a plane. At the gate, the gate attendants check the information on their boarding passes and confirm that you are on that particular flight. Then they proceed to the plane they use a skywalk\*, walk or get onto an airport...  
...at the plane entrance, flight attendants direct passengers...  
...ats. Boarding times are shown on the boarding pass, and flight attendants alert passengers when to start boarding procedures.

**Carousel**  
A carousel is usually a conveyor belt\* that carries 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

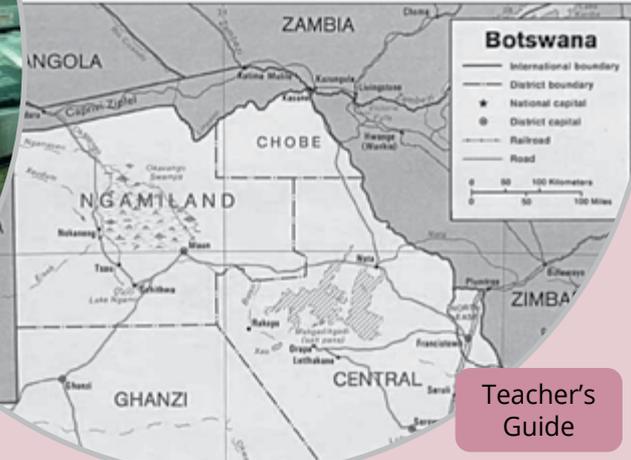
**ACTIVITY 6.1** What is this all about?  
(Individual)

...the multiple-choice questions below. Write only the letter in your...  
...ooks.  
...ndants must see everyone's ..... before they are...  
...age.

**BOTSWANA**

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

...ing Botswana there is no compulsory vaccination but one must... for malaria prophylaxis.



**Botswana**

- International boundary
- District boundary
- National capital
- District capital
- Railroad
- Road

0 50 100 Kilometers  
0 50 100 Miles

Learner's Book

Teacher's Guide

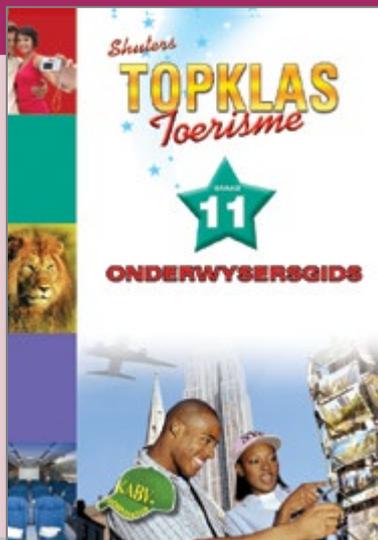
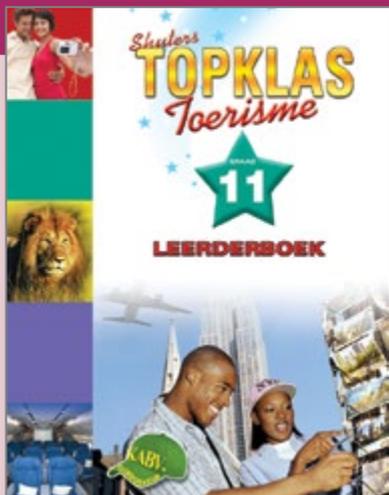
**GRADE 11**

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 (binnenlandse vlugte)

Vliegtuig kan slegs 'n sekere hoeveelheid gewig dra as gevolg van die vliegtuig se toette 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 vliegtuig mag neem nie. Dit is as gevolg van die veiligheid en sekuriteit van passasiers en die bemanning. Hierdie verbode items word bagasiebepelings genoem.

Kom ons kyk na die bagasielimiets van die Suid-Afrikaanse Lugdiens se binnelandse vlugte.

### NOTABLOK

**Handbagasie** is die bagasie wat jy toegelaat is om saam met jou in die vliegtuig te neem. Bagasie wat **ingeboek** word, word gewoeg wanneer 'n passasier by die lughawe aanmeld en na die ruim van die vliegtuig gestuur. Limiete vir bagasie word of volgens stukke (getal items wat jy mag hê) gemeet, of die gewig (die gewig van die stukke), en by sommige lugdiens 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 vlugte			
	GEWIG	AFMETINGS	STUKKE
Besigheidsklas	32kg	90 cm lank, 72 cm hoog, en 45 cm breed	2
Ekonomiese	22kg	90 cm lank, 72 cm hoog, en 45 cm breed	2

## Remediëring

Die leerders wat met die aktiwiteit sukkel toe om die regte antwoorde.

Werk deur die korrekte antwoorde saam met die klas en maak sulle werk nasien waar nodig. Help leerders wat sukkel.

## Interpretasie van lugdiens-tydroosters/skedules

Die toegang tot 'n verskeidenheid tydroosters en skedules van lugdiens se webadresse wat in die Leerdersboek aan die ei gegee word.

U help om hulpbronne te vind wat die leerders kan gebruik om te reisgeld na te slaan.

Die beste reisagente gebruik die GSA-tydskrif om inligting oor lugdiens te kry. Probeer om kopieë van hierdie tydskrif by hulle te kry. Maak elke maand 'n nuwe een en gooi die oues weg.

## Soek vir my 'n vlug (Paar)

Leerdersboek  
bladsy 22

### Assessering

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

Controleer dat die pare goed saamwerk en dat hulle die ko

U kan jy die leerders vra om die wer... die deel vorder.

Leerderboek

Onderwysersgids

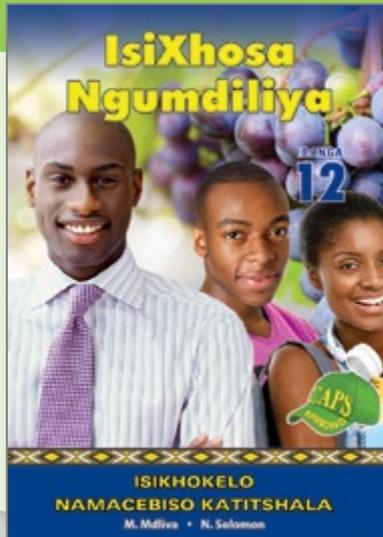
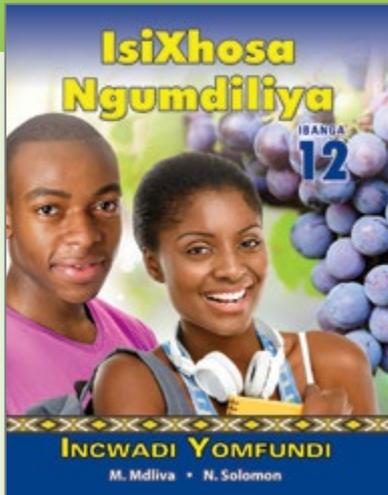
## GRAAD 11

Lughawens, lugdiens en lughawebedrywighe 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

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 ekonomie Streekstoerisme SAOG se toeristebesienwaardighede Die toerplan Promosie- en reklametegnieke

Die bemerkingsbegroting Wêreldverspreidingsstelsels (WVS) en Sentrale besprekingstelsels (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

**Imfundo sisixhobo sobomi**

**Ukuphulaphula nokuthetha**

**Ukuphulaphulela ukuqonda: Inkqubo-mbaliso ngemfundo**

**Imisebenzi owenziwa phambi kokuphulaphula inkqubo-mbaliso**

Ukuba ukuba iyintoni injongo yokuba eli ziko losasazo libe nenkqubo-mbaliso enxulumene nemiba yemfundo?

Ukwalasele umfanekiso onikiweyo abo nakala bephulaphule irediyo bebonakalisa ukusisela, ucinga ukuba yintoni isizathu sokuba kweemali ezinokunceda abafundi ukuba bafundiswe ngokufanele ngathi ntweni ekuqhubekeleni phambili kumabanga aphezulu yenye imisebenzi ezingakuba yintoni enye enokuba yingaba yabaphulaphuleyo xa inokuthi kufuneka inkqubo-mbaliso

**Ukuphetha**

Ngezantsi kulandela ushwankathelo olufundweyo kwesi siqendu.

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

**Imisebenzi**

1) kwisibalululi  
2) kwisenzi  
3) kwisiphawuli

**Imibuzo**

1) Ukuba bancedane omnye ancede omnye kwisifundo asokoliswa?  
2) Umfundi xa esebenze ngokuzimisela uyaphumelela awufezekise umsebenzi wakhe njengoko kubonakalisiwe kumfanekiso ohamba nesisicatshulwa?  
3) Kukusebenza kakuhle nangokuzimisela.  
4) Kuyancedwana, bakhawuleza boyisakale kwakamsinyane

**Imibuzo**

1) kwisibalululi  
2) kwisenzi  
3) kwisiphawuli

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**Imibuzo**

1) kwisibalululi  
2) kwisenzi  
3) kwisiphawuli

Incwadi Yabafundi

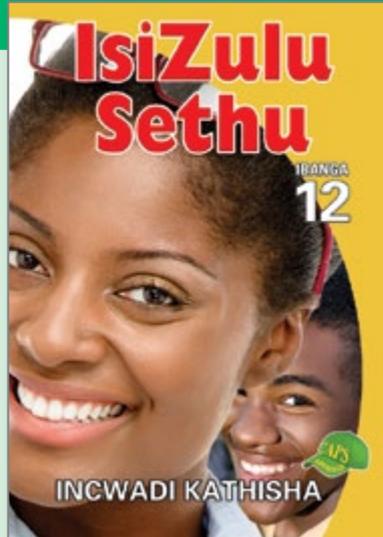
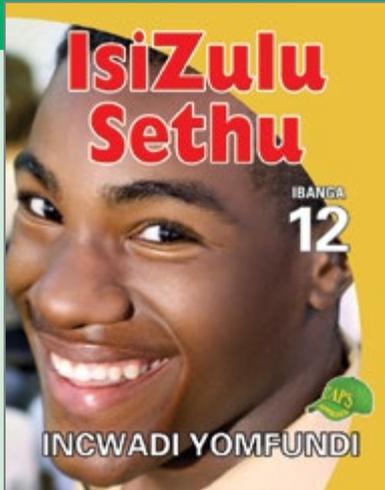
Isikhokelo Namacebiso Katitshala

## IBANGA 12

Imfundo sisixhobo sobomi  
Imidlalo inekamva elihle  
Siyazidla ngenkcubeko yethu  
Ucoceko luyathandeka  
Ulutsha lungumqolo wezoshishino  
Ingoma ikwakukunxibelelana  
Zizamele ngoku ukuze uvune ngomso  
Inkokheli ayizibeki iyabekwa  
Thina namakhondo empangelo  
Imemorandam yemisebenzi yokuhlola esesikweni nenyanzelekileyo  
Sonke samkelekile kwimidlalo

Iinkolo zethu  
Amasiko ethu kwaXhosa  
Amanzi! Undoqo kwimpilo  
Imemorandam yemisebenzi yokuhlola esesikweni nenyanzelekileyo  
Silungiselela iimviwo zokuphela konyaka  
Iimviwo zokuphela konyaka  
IPHEPHA LOKUQALA: Ukusetyenziswa kolwimi ngokusemholweni  
IPHEPHA LESIBINI: Uncwadi  
IPHEPHA LESITHATHU: Ukubhala  
IGlosari

# IBANGA 12 ISIZULU ISIZULU SETHU



LEARNER'S BOOK  
9781920605681

TEACHER'S GUIDE  
9781920605698

**Ukulalela Nokukhuluma**  
**Engalungiselelwe**

**Amasasu Okukhuluma Phambi Kwabantu**  
Ukubheke nanka amasu okukhuluma phambi kwabantu

- Khuluma ubhekise ngqo ezethamelini.
- Sebenzisa izwi ngendlela efanele.
- Yibeke ngokucacile imibono yakho, nawe uzizwe ukuthi uthini.
- Zinikeze isikhathi sokuphefumula ungahefuzeli.
- Ungaphatha nesiqeshana obhale kuso lawo maphuzu ofuna ukuzikwona.
- Sebenzisa ulimi olunembayo.
- Khumbula ukusebenzisa umzimba wakho ukugcizelela amaphuzu yiphimbo, ukukhishwa kwezwi, ivolumu, isivinini nokushoyo ngokusebenzisa ulimi olusemthethweni, ugweme ukusebenzisa ulimi l...

**Okufanele Ukuqikelele Uma Uzokhuluma Phambi Kwabantu**

- Thola isihloko ozokhuluma ngaso.
- Cwalinga amaqiniso ngaleso sihloko, ungabuzi kulabo asebenzisa ngayo, ungaya nasemtatsheni wolwazi.
- Hlela isibingelelo, isingeniso, indikimba nesiphetho.
- Qaphela uhlobo lwezethameli zakho, ukhethe amagama anembayo.
- Ungaqala nangokukhuluma uzibuka esibukweni, uwedwa.
- Lokho ukwenza unezethameli zakho ngokwengqondo.

**Umsebenzi Wokuzilungiselela**  
**Ukubona sizwe!**

maqembu nixoxisane  
enziswa kwamaselula abafundi  
khu kuzothatha imizuzu

**Ukufunda Nokubekela**

**Ukulalela Nokukhuluma**  
Inkulumo engalungiselelwe

**Ukufunda Nokubekela**  
Ukufundela Ukuqondisa  
**Ukuthuthukiswa Kolwazi magama Nokusetshenziswa kolimi**  
Izenzukuthi  
Izimo Zokukhuluma  
Imiqondo Evumelanayo  
Igama Elingamela Amanye  
Izifengqo  
**Izakhiwo Zemisho Nezimiso Zokusetshenziswa Kolimi**  
Inkulumongqo Nenkulumombiko  
**Imibhalo Yobuciko**  
Umdlalo – Izigameko  
Indaba Emfishane – Imigomo

**Ukubhala**  
**Amathekisthi Adlulisa**  
Inkulumompendlulwa

**ISIFUNDO 1: Ukulalela Nokukhuluma**

**Inkulumo Engalungiselelwe**  
Ikhasi le-252 kuya kwele-255 Encwadini yomfundi

**Hlela Enokulandelwa**  
Kathisha anganikeza abafundi ithuthshana lokuzikhumba ngamasu okukhuluma aliwe ezincwadini zabo.

**Umsebenzi Wokuzilungiselela**  
abafundi ngenkul...

Incwadi  
Yomfundi

Incwadi  
Kathisha

## IBANGA 12

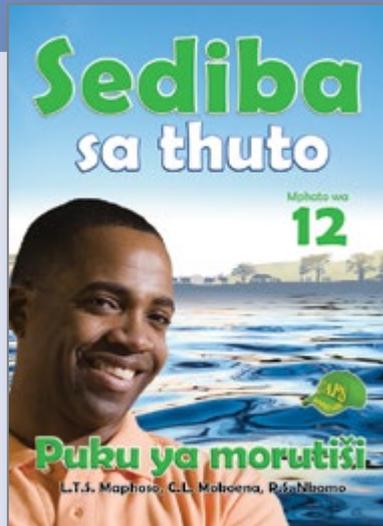
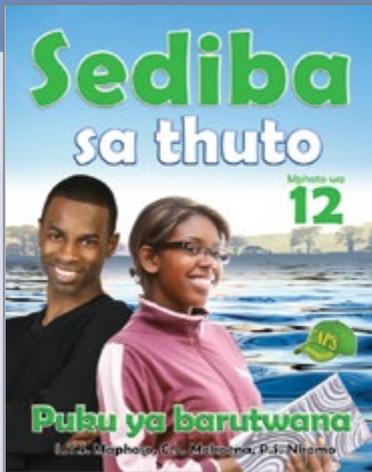
1. Ukubhajetha
2. Qwasha!
3. Imvelo
4. Isimo Somnotho
5. Imfashini
6. Intuthuko
7. Amasiko
8. Qaphelani!
9. Ukuxhumana
10. Ukongiwa Kwamanzi

11. Ezempilo
  12. Ukuphathana Kwabantu
  13. Ezemfundo
  14. Ubuchwepheshe
  15. Ezomnotho
- Wonke amayunithi anengxenyeye yalokhu:
- Isifundo 1: Ukulalela Nokukhuluma  
Isifundo 2: Ukufunda Nokubekela  
Isifundo 3: Ukubhala Nokwethula

- Incwadi kathisha inalokhu:
- Ukuhlola OLimini LwasEkhaya
  - Uhlelo Lokuhlola
  - Ukuhlelwa Kwamaphepha Okuhlola
  - UkuModareytha



# MPHATO WA 12 SEPEDI SEDIBA SA THUTO



LEARNER'S BOOK  
9781775880264

TEACHER'S GUIDE  
9781775880271

...opano ya lekgotlakeng...

13 Matšhe 2012, nako: 12h00 ka holo...

...ana wa lediri

...osela wa lediri le fehla ke -a. Moselana wa lediri o ba ka...

...wa lediri. Le se le bale 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 tšhomišo ya polelo**

**Madiri**

Madiri ke karolopolelo yeo e hlalošago mošomo woo o tšweletš...

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 tšeo...

Anke re lekolang mohlala wo o latelago:

Mošemane **o ja** ditšie. Tšona o tšile 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...

...lago gore sediri e lego Mošemane se dira eng. La bobedi ke **o tliš**

**li fula** yeo e re hlalosešago seo se dirwago ke dinku. **A rema** ke...

...e le hlaloša seo se dirwago ke selepe. Tiro yeo e dirwago, h...

...e dirwa godimo ga maina ao a itšego, e lego **dirwa**...

...lago, gomme tšona di bitšwa **didirwa** maf...

Puku ya Barutwana

**Moralo wa go ruta wa**

**mathomo ya ngwaga**

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

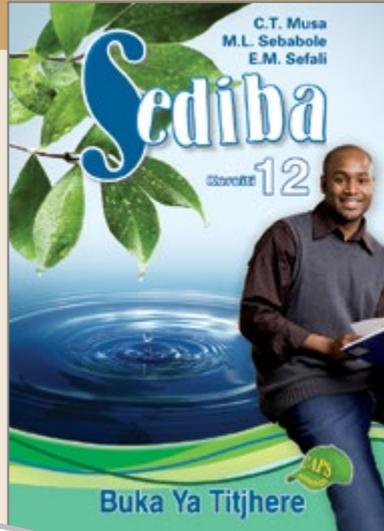
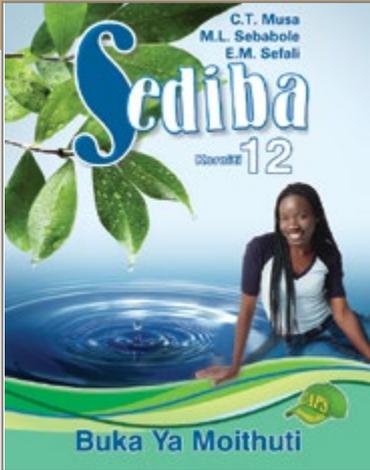
...olo	Beke	Go theeletša le go bolela	Go bala le go bogela	Go ngwala le go hlagiša
	1 le 2	Go theeletša kweišo (Tshedimošo, tekolo le kgahlego le kgokagano le ba bangwe)	Diponagalo tše bohlokwa tša ditšweletšwa: papatšo, khathune Go ithuta dingwalo/Dipuku Dingwalotšhaba	Ditšweletšwa tša tirišano: Lengwalo la segwera Dibopego le melao ya tšhomišo ya polelo
Letlakala		2	4	12
2	3 le 4	Kahlaahlo	Go balela kweišo Go ithuta dingwalo/Dipuku Tiragatšo: mehuta, baanegwa	Ditšweletšwa tša tirišano: Taodišokanego Dibopego le melao ya tšhomišo ya polelo
Letlakala		23	26	33
3	5 le 6	Go theeletša kweišo (Tshedimošo, tekolo le kgahlego le kgokagano le ba bangwe)	Go balela kweišo Go ithuta dingwalo/Dipuku Dikanegelokeletši/Diema	Ditšweletšwa tša tirišano: Athikele ya kuranta Dibopego le melao ya tšhomišo ya polelo
Letlakala		46	48	52
4	7 le 8	Polelo ya go itokišetšwa	Tlhathollo ya ditšweletšwa tša go bonwa: Papatšo Go ithuta Dingwalo/ Dipuku Kanegeletšhaba Dikoša	Ditšweletšwa tša tirišano: Lengwalo la segwera semmušo Boitsebišophelo Dibop... tšhom
Letlakala		62	66	
5			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 theeletša le go bolela
  - Go bala le go bogela
  - Go ngwala le go hlagiša
  - Dibopego le melao ya tšhomišo ya polelo

- Morero 1: Thuto le bodumedi
- Morero 2: Re phela ka bogolofadi
- Morero 3: Tokelo tokologong ya rena
- Morero 4: Re batho ba tumelo
- Morero 5: Re ikgethela bokamoso
- Morero 6: Bafsa ba ngwala histori
- Morero 7: Theknolotši: Lefase le ka potleng
- Morero 8: Basadi maloba, maabane le lehono
- Morero 9: Setšo le bohwa
- Mešomo ya kelo ya semmušo



LEARNER'S BOOK  
9781775880127  
TEACHER'S GUIDE  
9781775880134

...le Ditshomo. Ho puo ya lapo...  
...le Terama. Ho bohlokwa ho tseba phapang y...  
...ona.

mofuta wa sengolwa moo mongodi a re phetelang ditaba tsa pa...  
...ebaka le baphetwa ho phethahatsa diketsahalo tsa pale. Mme hore dit...  
...ka bokgabane mongodi o lokela ho latela metjha e itseng.

koleng makgetha a padi:

Sehlooho: Padi/Tshwantshiso \_\_\_\_\_

Diketsahalo

Sehlohlo

Mothipoloho

Phetelo

Kgolo

Sebaka/tulo

Tlhekelo

Buka ya Moithuti

...atlang a bopiw...

... wa lebitso	Setho sa puo
...weu	?
...morao	?
...modulasetulo	?
...tshwao	(3)

...ithuti ka mong o lokela ho qolla maadingwa mme a be a bontshe le...  
...ona. Ha o qeta o bontshe bonngwe le bongata ba lebitso leo. Bony...

...onang.

...a Tumelo a hlodisa ka venstere a bona tafole e kgolo e potilwe ke di...  
...g. Haufi le tafole e ne e le televeshene e kgolohadi mme leboteng h...  
...tshweu. Ha a sheba leboteng teng o ile a bona setshwantsho se tak...  
...bolo le bese e ngotsweng Bafaba Bafana.

...seratswaneng se ka hodimo ho na le mantswe ao e leng a adimilwe...  
...antswe a jwalo a bitswa maadingwa mme a se a amoheleha e le mab...  
...a: Terene ke leadingwa le tswang ho (train). Ha re le isa bongateng e...

**...etsi wa 6**

Mabitso a diboko – BoMolapo/Letsie

i. Mabitso a phelekanyetso – Puseletso (mohanyana)/Thabiso (no...  
iii. Mabitso a phoqo – Senokwane/mohlouwa

b. i. Tsela – lebitso/ tshweu – lekgethi  
ii. Moja – leetsi/morao – lehlalosi  
Modula – leetsi/setulo – lebitso  
...re – Afrikaans

Buka ya Titjhere

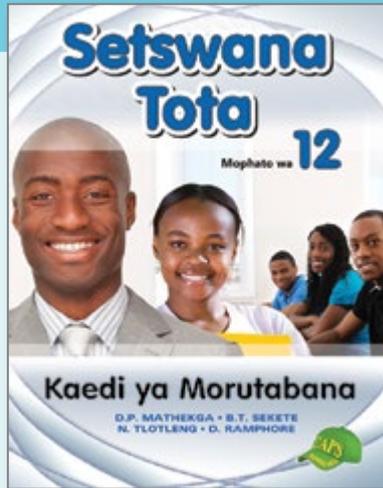
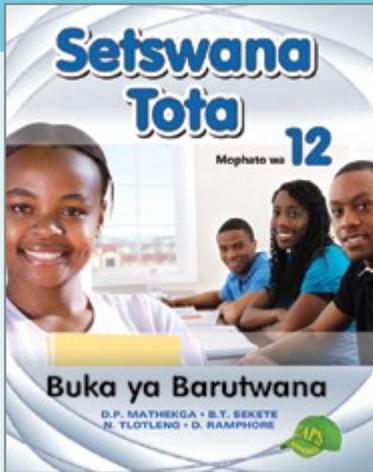
KEREITI 12

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

- Kgaolo 1: Setjhaba sa Mookodi
- Kgaolo 2: Botho le dikamano
- Kgaolo 3: Setswalle le botjhaba
- Kgaolo 4: Ditokelo le boahi
- Kgaolo 5: Tsa dipalangwang
- Kgaolo 6: Ho hloka boikarabelo
- Kgaolo 7: Paballo ya tikoloho
- Kgaolo 8: Tsa kgwebo
- Kgaolo 9: Mahloko a re amang
- Kgaolo 10: Tlhahlobo ya bohare ba selemo

- Kgaolo 11: Tsa moruo
- Kgaolo 12: Tsa Bodumedi le phedisano
- Kgaolo 13: Bokgabo le bonono
- Kgaolo 14: Mamello le takatekano
- Kgaolo 15: Tlhahlobo ya boitokisetso
- Kgaolo 16: Ditokelo tsa botho
- Kgaolo 17: Tsebo ya sehloholo
- Kgaolo 18: Tlhahlobo ya makgaolagang
- Ruburiki

# MOPHATO WA 12 SETSWANA SETSWANA TOTA



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TEACHER'S GUIDE  
9781775880417

...go kwala athikele ya makasine, jaanong ...  
...ano tse di tshwanetseng go salwa morago fa o kwala ...  
...eng ka digkato tsa go kwala tlhamo. Botsa barutwana ba se kae go naya ...  
...alanyang dikgato tseo le tsa go kwala athikele.  
...ebelelang dintlha jaaka di tihagelela mo bukeng tsa lona. Morutabana o tla le ...  
...go netefatsa fa barutwana botlhihe ba tlhaloganya.

**Tirwana 6**

Kwala athikele ya makasine e mo go yona o tsibosang barutwana ka kot  
motsoko. Sethangwa 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  
Setlhangwa sa gago se nne bolelee jwa mafoko a a kana ka 180-200 d

Buka ya Barutwana

**Dikarabo**

Dikarabo jaaana:

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

**Tirwana 3**

Kwala barutwana go lebelela ditshwantsho ka sebedi-sebedi ba buisane ka tsona,  
morago ba dire ka bongwe ka bongwe ba arabele mo dibukeng tsa bona.  
Mafela dikarabo tse di farologaneng:

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

**osi**

barutwana di ka lebega jaaana:  
ka setshwantsho A le B ka tebego ya meaparo e ba e ...  
hang 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?

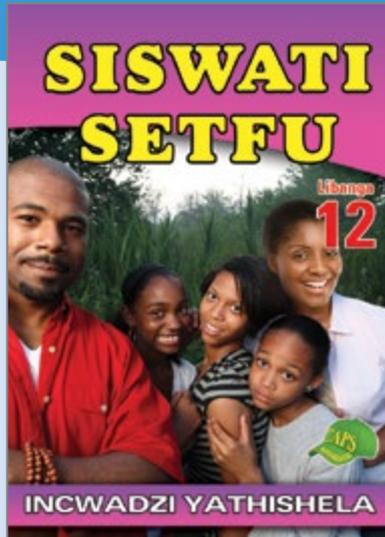
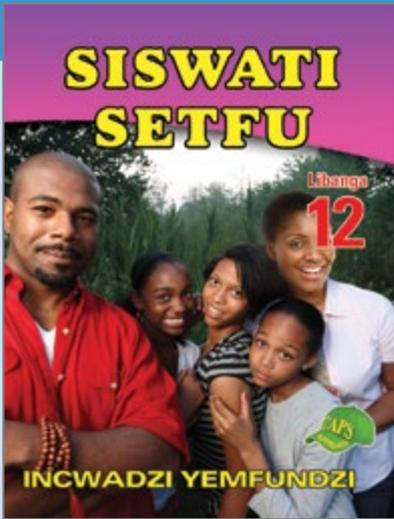
Kgaolo 14: Itse naga ya gago

Kgaolo 15: Tlhatlhobo ya tekeletso

Kgaolo 16: Poeletso

- Diruburiki

# LIBANGA 12 SISWATI SISWATI SETFU



LEARNER'S BOOK  
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## 4. Takhi Netimiso Teluwimi

- so tesifundvo  
kufundza kulungisa sipelingi kumatheksthi.  
Kufundza ngekusetjentiswa kwesiphawulo kanye nesibaluli emshweni.
- Kufundza ngetinongo, emagama lamasha lanenshokutsi lensha nemagama

### Sipelingi

#### Lokumele kwentiwe nguthishela

- Tjela bafundzi bafundze letheksthi

Asesifundze letheksthi lelandzelako bese silungisa onkhe emagama langakalandz netimiso tekupela.

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

#### Emagama

- Awunamgcondvo  
Ubayenta  
lamadzodza  
zana

#### Timphendvulo

- Awunamcondvo  
ubenta  
balamadvodza  
letigojana

ti kubalulekile kutsi nasikhuluma

Incwadzi  
Yathishela



### Umsebenti

#### Ngamunye

- Tingaki tinhlobo tetinkondlo lofundze ngato?
- Ngutiphi tinhlobo tetinkondlo temdzabu?
- Tehluka ngani tinkondlo temdzabu kutesimanje?
- Nika sibonelo senkondlo yesimanje nenkondlo yemdzabu leyentiwa kulomyaka.

### 3. Kubhala Nekwetfula

#### Tinhloso tesifundvo

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

#### tincwadzi tebungani

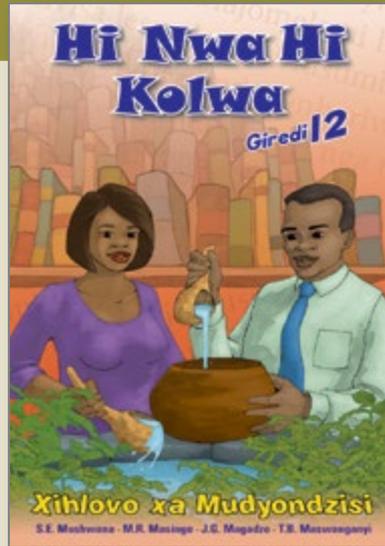
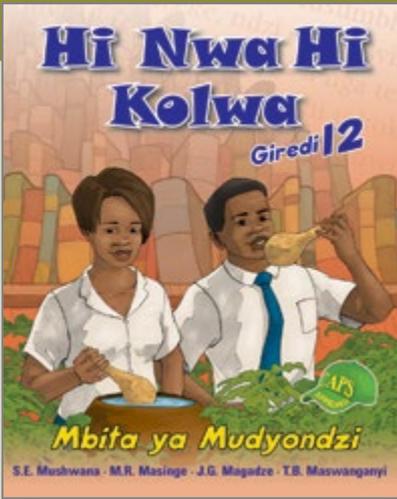
tehlukene tetincwadzi tebungani njenganat  
la nencwadzisimemo. Incwadzi

Incwadzi  
Yemfundzi

### LIBANGA 12

- Temphilo
- Temabhizinisi
- Tekuphepha
- Temfundzo

# GIREDI 12 XITSONGA HI NWA HI KOLWA



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tsalwawutitwisi  
nga laha hansi. Leri i papila ro seketela tsalwawutitwisi leri  
tekiwa eka ntiho lowu u wu kombelaka.

papila leri ro seketela tsalwawutitwisi leri nga laha henhla, i papila ro kombelaka  
eka ku leteriwa eka khohlchi ya vuphorisa:



tsalekisi swa tsalwawutitwisi na papila ro seketela  
tsalwawutitwisi ku tsariwa ntsena timhaka ta nkoaka to fana na mavito, adirese ya  
na sa-noso, rimbewu, ririmi ra le kaya, siku ro velekiwa, tidyondzo, xiyim  
tati.

na ta ntiyiso ntsena.

ta vanhu lava nga ta seketela ta vuvuvu  
tsalwawutitwisi byin'wana ka

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

## 1.6 KU TSALA NA KU ANDLALA

Papila ra mafundza ro vilela  
no hi vambirhi

1.2 Ku hlanya hi ku landzelela magoza  
erisa vadyondzi ku hlanya magoza lawa ya landzeleriwaka loko ku hlanyiwa xitshuriwa lawa ya nga  
a 1.2.2, eka Mbita ya Mudyondzi, papila ra 3.

1.3 Ku yingisela ku hlanyiwa ka xitshuriwa  
erisa vadyondzi ku hlanya xikombiso xa papila leri nga eka 1.6.3 eka Mbita ya Mudyondzi, papila ra  
va ri karhi wa xiyaxiya xivumbeko, vundzeni, ririmi, swiphemu leswi dzwihatiweke na swiletelo  
na matsalelo ya xitshuriwa xa muxaka lowu, kutani endzhaku va tsala xitoloveto xa kona.

1.4 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

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

✓ 1.6.6 Makambeleo

Xihlovo xa  
Mudyondzi

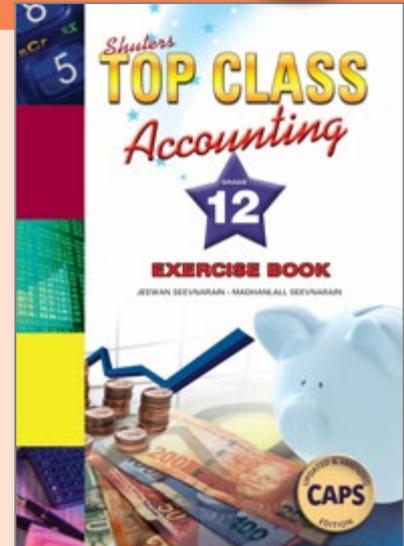
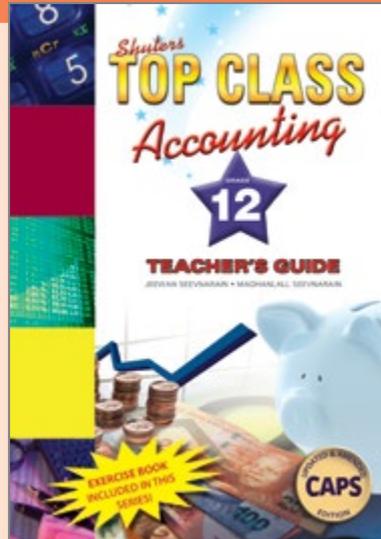
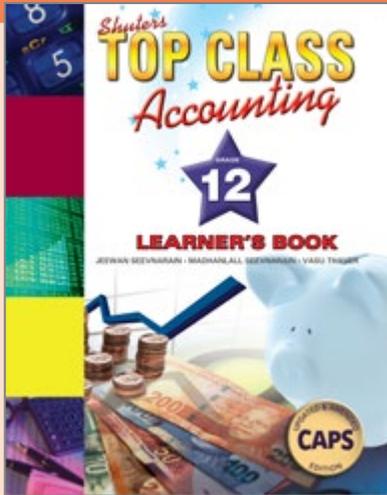
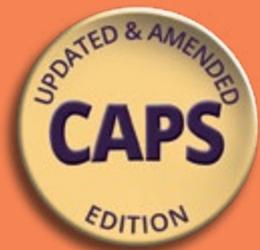
Mbita ya  
Mudyondzi

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

- GIREDI 12
5. Swo Fana Ntsena!
  6. Ku Pfuxiwa Leyi Yi Tipfuxaka
  7. A Hi Hlayiseni Ntumbuluko
  8. Vuvengatinxakatimbe (Zenofobiya)
  9. Lovola N'wananga A Nga Heli
  10. Ntwanano I Matimba
  11. Timfanelo Ta Vaxavi
  12. Vuxaka
  13. Dyondzo I Matimba
  14. Tshaku Ra Vutleketli Ra Nyuka
  15. Ku Tilulamisela Xikambelo

# GRADE 12 ENGLISH SHUTERS TOP CLASS ACCOUNTING

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Learner's  
Book

Teacher's  
Guide

**BOOKKEEPING OF COMPANIES**

**4.1. Issuing of shares at issue price:**

... issued in a company by shareholders is known as share capital. ... 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 be more than 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 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:**

Receipts Journal of Trust Limited for March 2013

Date	Particulars	Analysis of receipts	Bank	Sundry

**Accounting of Unique Ledger Accounts**

**Activity 1.1** **Learner's Book: Page 10**

No	Column A	Column B
1.1	Matching	C
1.2	Historical cost	E
1.3	Going concern	B
1.4	Prudence	F
1.5	Business Entity	A
1.6	Materiality	D

**Activity 1.2** **Learner's Book: Page 10**

- Materiality — Directors' fees must be stated separately as a substantive item and for disclosure.
- Prudence — Depreciation as an expense is overstated and this affects profits and tax.
- Materiality — A larger amount of consumable stores, therefore it should be recognised as a substantive item and for disclosure. Prudence — stock should be valued at the lower.

**Activity 1.3**

**Activity 2.66: AB Suppliers**

Cash Receipts Journal of AB Suppliers for August 2012

Date	Particulars	Analysis of Receipts	Bank	Output	Sales	Cost of Sales	Debitors Control	Debitors Control Receipt	Debitors Control Amount	Debitors Control Details

Cash Payments Journal of AB Suppliers for August 2012

Date	Particulars	Analysis of Payments	Bank	Input	Consumables	Creditors Control	Creditors Control Payment	Creditors Control Amount	Creditors Control Details

Exercise  
Book

## GRADE 12

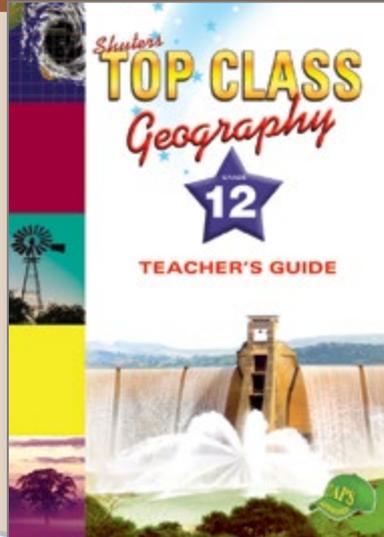
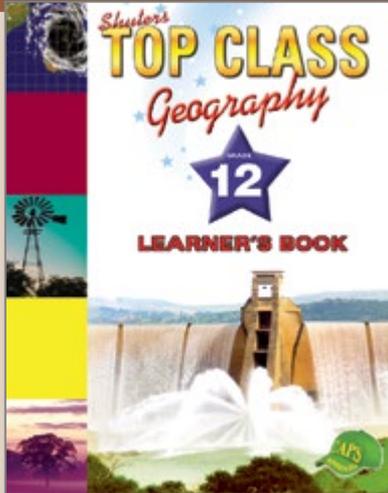
- Financial Accounting of Companies
- Ethics
- Tangible / Fixed Assets
- Financial Accounting of Close Corporations
- Internal Control
- Inventory Systems

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



# GRADE 12 ENGLISH SHUTERS TOP CLASS GEOGRAPHY

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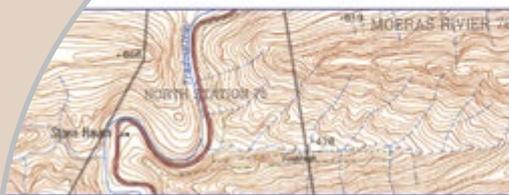
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## Drainage patterns

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



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

## NOTE PAD

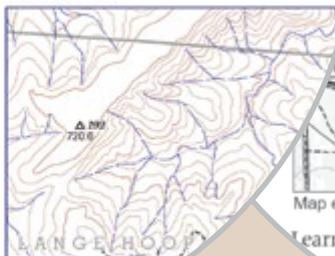
### Sinuosity ratio

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

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

A straight river has a sinuosity of 1.00, while a meandering river will have a sinuosity of greater than 1.00.

## Dendritic



- Pattern is tree-like
- 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)



Map extract 1 Rosslyn industrial area

Learners study the Map extract 1 of the Rosslyn Industrial area.

- Three essential features for locating an industrial area are:
  - Flat land
  - Access to roads
  - Access to water

## Drainage patterns on a topographic map

Learner's  
Book

Teacher's  
Guide

## GRADE 12

### 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

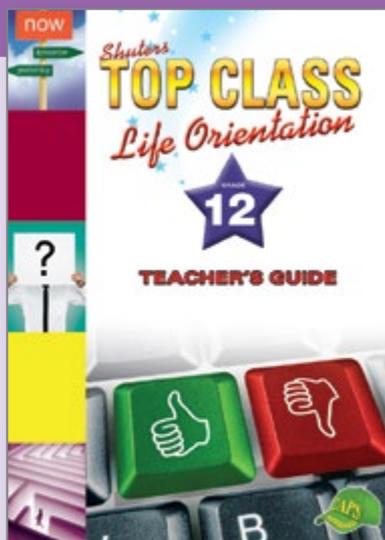
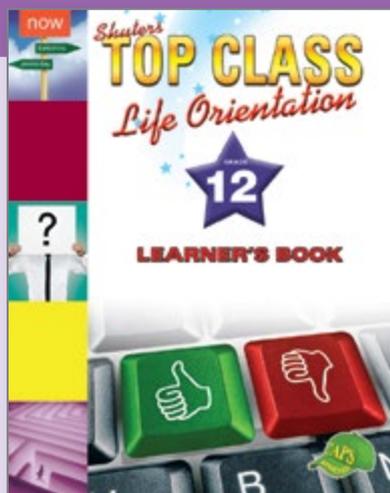
### Rural settlement and urban settlement

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**

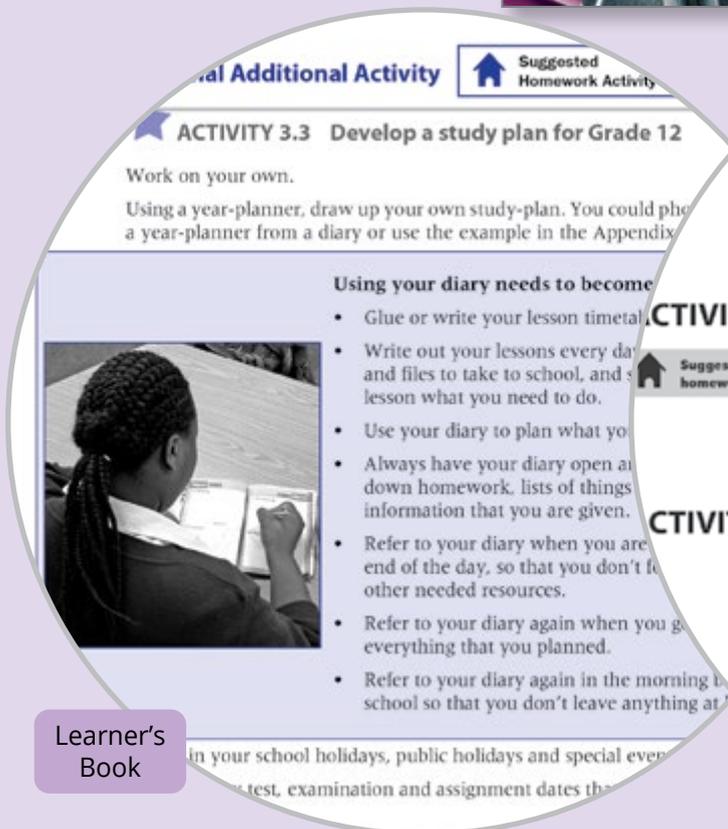
# SHUTERS TOP CLASS LIFE ORIENTATION



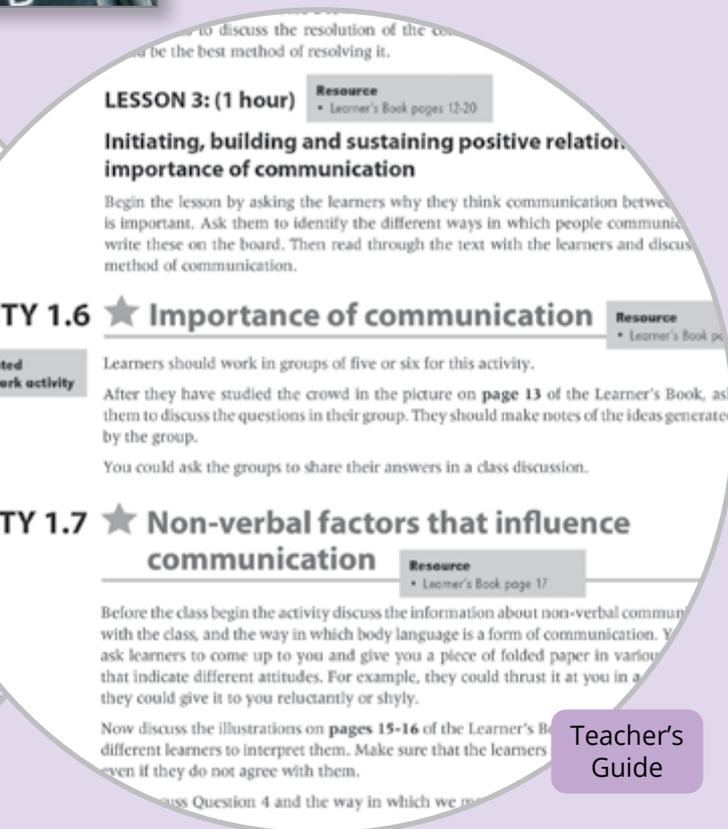
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Learner's Book



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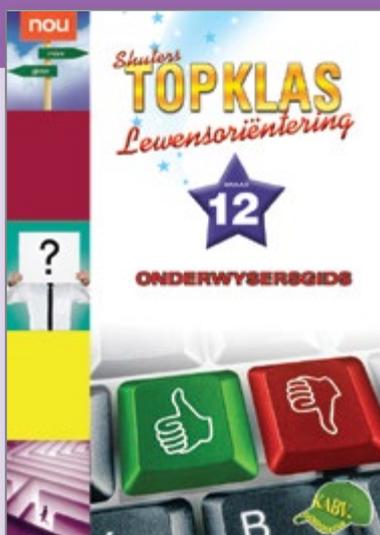
## GRADE 12

- 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.

# SHUTERS TOPKLAS LEWENSORIËTERING



Shuters  
**TOPKLAS**

LEERDERBOEK  
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ONDERWYSERSGIDS  
9781920604059

**Voorgestelde huiswerkaktiwiteit**

**AKTIWITEIT 1.1 Identifiseer jou stresfaktore**

**NOTA**  
...delike stressors  
...sors verwys na  
...k verander kan  
...eld:  
...il verlaat voordat jy  
...voltooi het; dit mag  
...gting wees, maar kan  
...msvoonuitsigte in gedrang  
...end wat jou probeer  
...deur jou gedung aan jou  
...gtinge te herinner. Jy sal  
...skynlik baat by jou vriend  
...winning en steun selfs  
...aar jy dit as stressors,  
...y kan nie jou vriend se  
...nikheid verander nie en  
...jou onder druk.  
...or jy oorweeg om van  
...ktore in jou ewe  
...at jy 'n plan het,  
...d moet wees om  
...olg daarvan te  
...wat

1. Stel 'n lys in jou werkboek op van tien faktore wat jou stres veroorsaak. Elke persoon se lys sal verskil.
2. Plaas nou die items in volgorde van die meeste stres tot die minste stresvol (nommer 10). Verskillende dinge stresvol en daarom is die regte antwoord wat vir jou geld.  
  
Hieronder is 'n lys algemene bekommertiensers. Jy mag sommige hiervan ervaar, of wat jou pla; dit hang van jou situasie af.
3. Skryf 'n kort opstel (omtrent een bladsy) en dit bespreek. Noem enige punte wat jy vrae hieronder en die notas mag jou help.
  - Waarom is veral hierdie dinge so stresvol?
  - Hoe groot is hierdie stres of verandering?
  - Hoe lank dink jy sal hierdie stres aanhou?
  - Watter van jou stresfaktore is tydelik en watter 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 jy glo dat dit buite jou beheer is.
  - Op watter manier hanteer jy tans stres (of stres te hanteer nie)?

Hoe hanteer jou familieledes stres? Hoe hanteer hulle jou stres? Hoe hanteer hulle jou stres?

Leerdersboek

**AKTIWITEIT 1.2 Assesseer jou stresvlakke**

Leersers moet die vasvrae voltooi wat in die Leerdersboek verskyn. Verduidelik die klas hoe die beoordeling werk en hoe om hulle stresvlakke te assesseer. Hulle bevindings met 'n maat bespreek.

**AKTIWITEIT 1.3 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 Leerdersboek te studeer wat stresreaksies uitbeeld. Lees en bespreek dan die lys van tegnieke om stres te verminder. Moedig die leerders aan om tegnieke te deel wat hulle nuttig gevind het om stres te verminder.

Die leerders werk dan individueel om oor tegnieke te skryf wat hulle in hulle eie lewens gebruik. Leerders hoef 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 vir vorige les geleer het.

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

**Konflikbestuur**

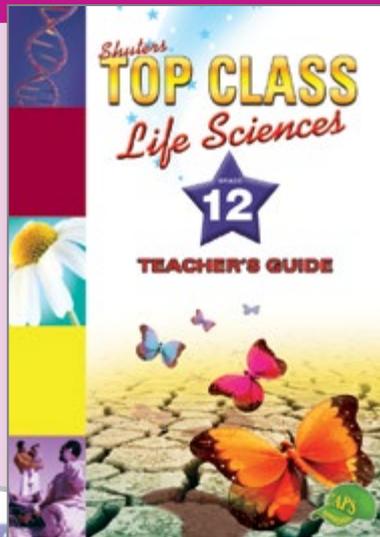
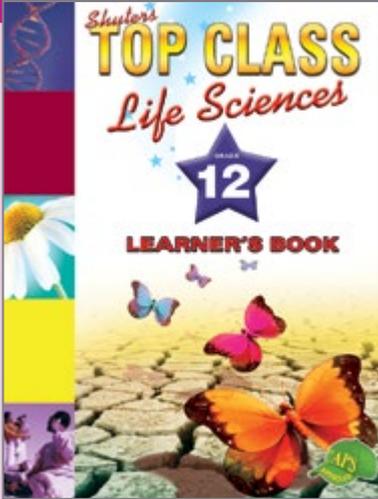
...al in pare vir hierdie aktiwiteit werk.

Onderwysersgids

**GRAAD 12**

- 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
- Woordelys

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



Shuters  
**TOP CLASS**

LEARNER'S BOOK  
9781920604509  
TEACHER'S GUIDE  
9781920604516

genous bases  
codon.

in the cytoplasm to the  
is a specific type of tRNA for

self to its own type of amino acid  
codon then finds its complementary  
it. This puts its amino acid in exactly  
the nitrogenous base sequence on the  
into the order of amino acids in the

inally, a ribosome passes along  
the mRNA and makes a protein  
by attaching the amino acids  
to each other. Each tRNA is  
then set free again and moves  
away to collect another specific  
amino acid, so that the process  
is repeated.

uring protein synthesis, the  
amino acids are linked in an  
order that corresponds to  
information on the DNA.  
Therefore, the order of the  
nitrogenous bases on the DNA  
determines the order of the amino  
acids that make a certain kind

**KEY WORDS**  
anticodon  
ribosome  
translated  
translation  
sequence of bases  
code  
genetic code

Figure 1.21 Translation of the genetic information into a particular protein

Worksheet 1.1    Worksheet 1.2

Learner's  
Book

**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 or microscope, models, charts or micrographs with the micrographs that are in the text.

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

**Assessment**

The suggested diagrams, answers and mark allocation for Number 4 are given below.

**Micrograph A:**

- 

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

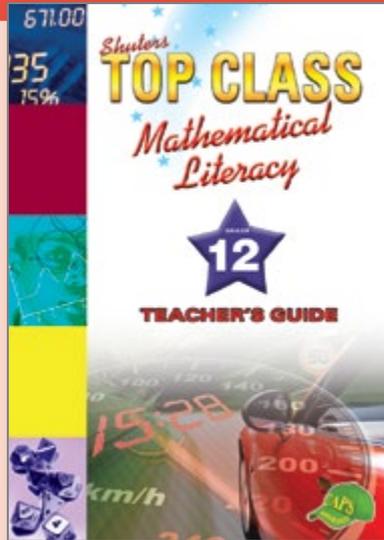
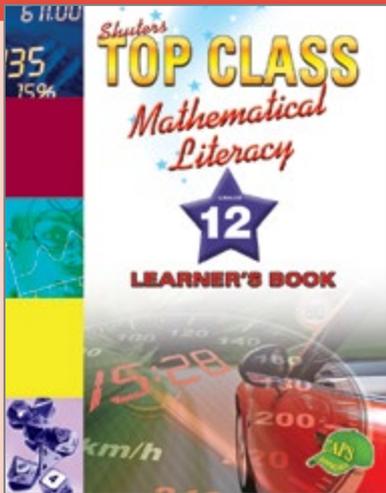
**STRAND 4 Diversity, change and continuity**

Evolution by natural selection  
Human evolution

**STRAND 3 Environmental studies**

The Assignment

# SHUTERS TOP CLASS MATHEMATICAL LITERACY



Shuters  
**TOP CLASS**

LEARNER'S BOOK  
9781920604929

TEACHER'S GUIDE  
9781920604936

...ent, excluding Optional Insurance and Club

...y Club fee

... Monthly premium for Optional Insurance

... Monthly Instalment

**Annual interest rate**

Frequency of Instalments

Number of instalments

Contract Sert Date

Contract Termination Date

(e) What is the real (total) cost of the loan?

(f) Now calculate the total amount of interest the custo  
paid by the end of the loan term.

(g) Comment on the total amount of interest paid by th  
the end of the loan term.

(h) Calculate how much interest the customer is paying

**INTERPRETING AND USING TABLES SHOW  
COMPOUNDED VALUES**

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.

Learner's  
Book

... new words like these and ...  
... as often as you can.

**enrichment**

... learner must make six triangles. The scale model of the tile must be accurat  
... constructed otherwise the activity will not be successful. Help learners who are  
... having difficulties with the construction.

Encourage the learners to think of a number of ways of doing (c). They should try  
to draw diagrams showing several different solutions.

For (d), they should think about how difficult it would be to do the different  
arrangements on the whole floor. (Some are much easier to put together than  
others.) Also encourage them to think about how the patterns would look on the  
floor: would they be good to look at, or would they look like a muddled mess of  
triangles?

Get them to compare their solutions with other learners. They could present a  
poster showing different arrangements that they have made.

**ACTIVITY 5** ★ **Vertically opposite angles**  
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.

... attempt is made to abbreviate reasons at this stage.

**ACTIVITY 6** ★ **Perpendicular and vertical lin**

... of this activity is to help the learners who do not  
... concepts perpendicular and vertical  
... to the learners, the

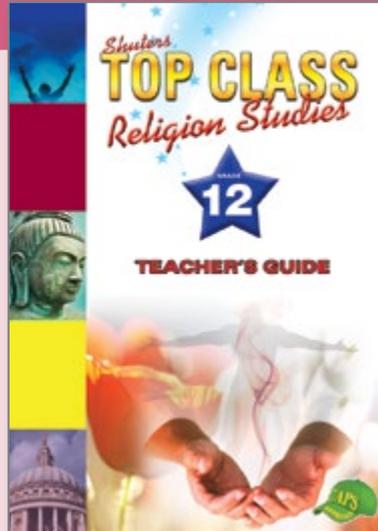
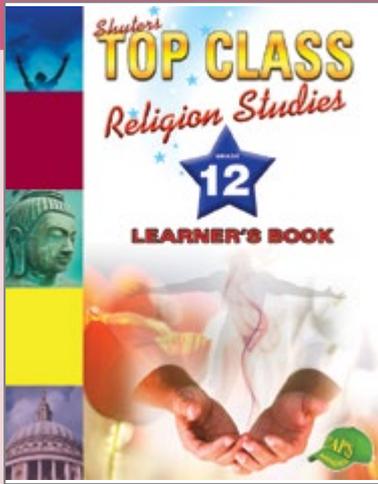
Teacher's  
Guide

**GRADE 12**

- 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)

- 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



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TEACHER'S GUIDE  
9781920604196

...not found in Tibet, the Himalayan region, Kalmykia (Russia) and north-eastern China. It has 'esoteric' means that it is quite secretive and special. Its practice is only to those who have been 'initiated' into the tradition. Practices include meditation, rituals, use of objects and chanting. There is a practice 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 Buddhist 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 Bön 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 Bön 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 7<sup>th</sup> century.

trance  
place  
panthe  
particu  
dharma  
and the  
the relig  
lineage –  
an ancestor

Dorje Sh

Learner's Book

TEACHING PLAN AND PROGRAMME FOR GRADE 12 RELIGION STUDIES

CONTENT	ASSESSMENT
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, 1.10, 1.11, 1.12, 1.13
Unit 3 Unique features of various religions	Activity 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21
Unit 4 Inter-religious relationships past and present	Activity 1.22, 1.23, 1.24, 1.25, 1.26, 1.27, 1.28, 1.29
Unit 5 Researching religion in areas of conflict	Activity 1.30, 1.31, 1.32
<b>Formal assessment tasks</b>	
<b>Source-based task</b>	p 79-83
<b>Issues in society</b>	
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
<b>Formal assessment tasks</b>	
Writing	p 141
Assessment: Papers 1 and 2	

Teacher's Guide

## GRADE 12

- 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

### Common features of religion as a generic and unique phenomenon

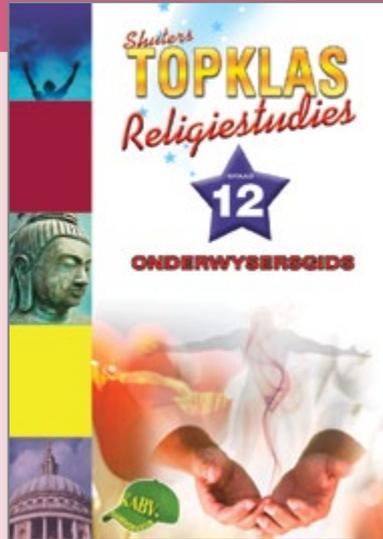
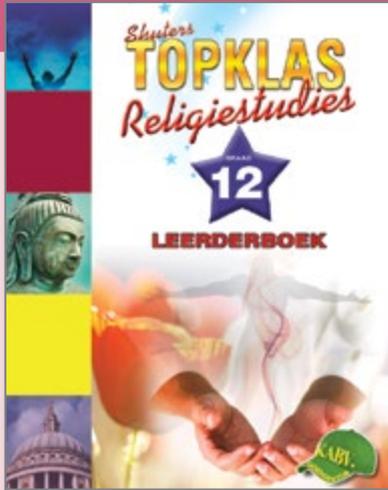
- Religious teachings in different religions
- The central teachings in Taoism
- Normative sources in different religions
- Interpreting a normative source
- Examining secular worldviews

### Research into and across religions

- Exploring religion and the natural sciences

### Topical issues in society

- Considering religious freedom, human rights, and responsibilities



Shuters  
**TOPKLAS**

LEERDERBOEK  
9781920604202

ONDERWYERSGIDS  
9781920604219

... ons land van toep...  
... minderwaardig teenoor blankes ge...  
... te wees. Dit is gebruik om die posisie van blankes...  
... te regverdig. In konteks egter het hierdie terme niks...  
... artmense nie! Dit beklemtoon hoe gevaarlik 'n verkeerde...  
... 'n gewyde teks kan wees.

**Aktiwiteit 3.8 Lees oor die resultaat van 'n verkeerde**  
**Bybelse interpretasie**

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

dinkskrum - ...  
... wat advies en...  
... spesifieke aa...  
... jurielid - lid...  
... beraadslag...  
... op 'n besluit...

**Doodstraf-besluit omge...**  
**nadat jurieledede Bybelteks**  
**verkeerd interpreteer**

'n Verdeelde Hooggeregshof in die VS...  
... het die doodstraf vir 'n veroordeelde...  
... denaar verwerp nadat die jurieledede...  
... die beraadslaging verse uit...  
... boek en 'n slotsom bereik...  
... word o...

... "n oog vir 'n oog, maar...  
... nie" - eerder as 'n bevel...  
... op dieselfde manier...  
... as wat hulle o...

Leerderboek

... die twee kragte wa...  
... an. Sommige voorbeelde word op...  
... gegee; ander kan begrippe insluit soos lief...  
... oorvloed, hard en sag, en so meer.

2. Leerders werk in pare.

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

Tao bring die Een voort. Die Een bring die Twee voort. Die Twee bring die Drie voort. En die Drie bring die Duizend dinge voort."  
Tao-te-Ching

Maar die skepper is almagtig - Hy hoef nie geskape te word nie.

Ek stem saam met ander wanne...

Onderwysersgids

**GRAAD 12**

**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 godsdiens in konflikgebiede

**Aktuele aangeleenthede in die samelewing**

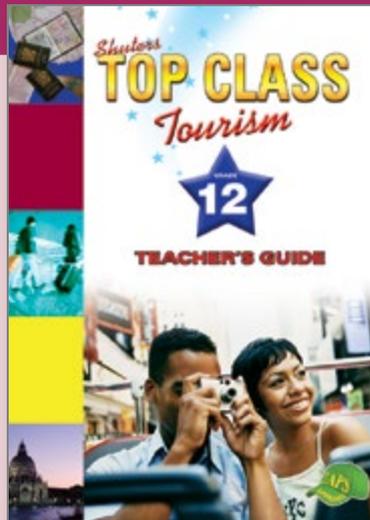
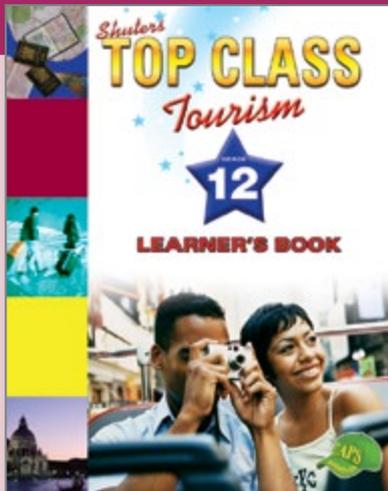
- Hoe kan religieuse mense help om sosiale probleme op te los?
- Hoe die media openbare mening oor religie beïnvloed

- Religieuse leerstellings in verskillende godsdienste
- Die sentrale leerstellings in Taoïsme
- Normatiewe bronne in verskillende godsdienste

**Algemene kenmerke van godsdienste as 'n generiese en unieke verskynsel**

- Interpretasie van 'n normatiewe bron
- Analise van sekulêre wêreldbeskouings
- Verken godsdiens en die natuurwetenskappe
- Oorweging van geloofsvryheid, menseregte en verantwoordelikhede
- Woordelys

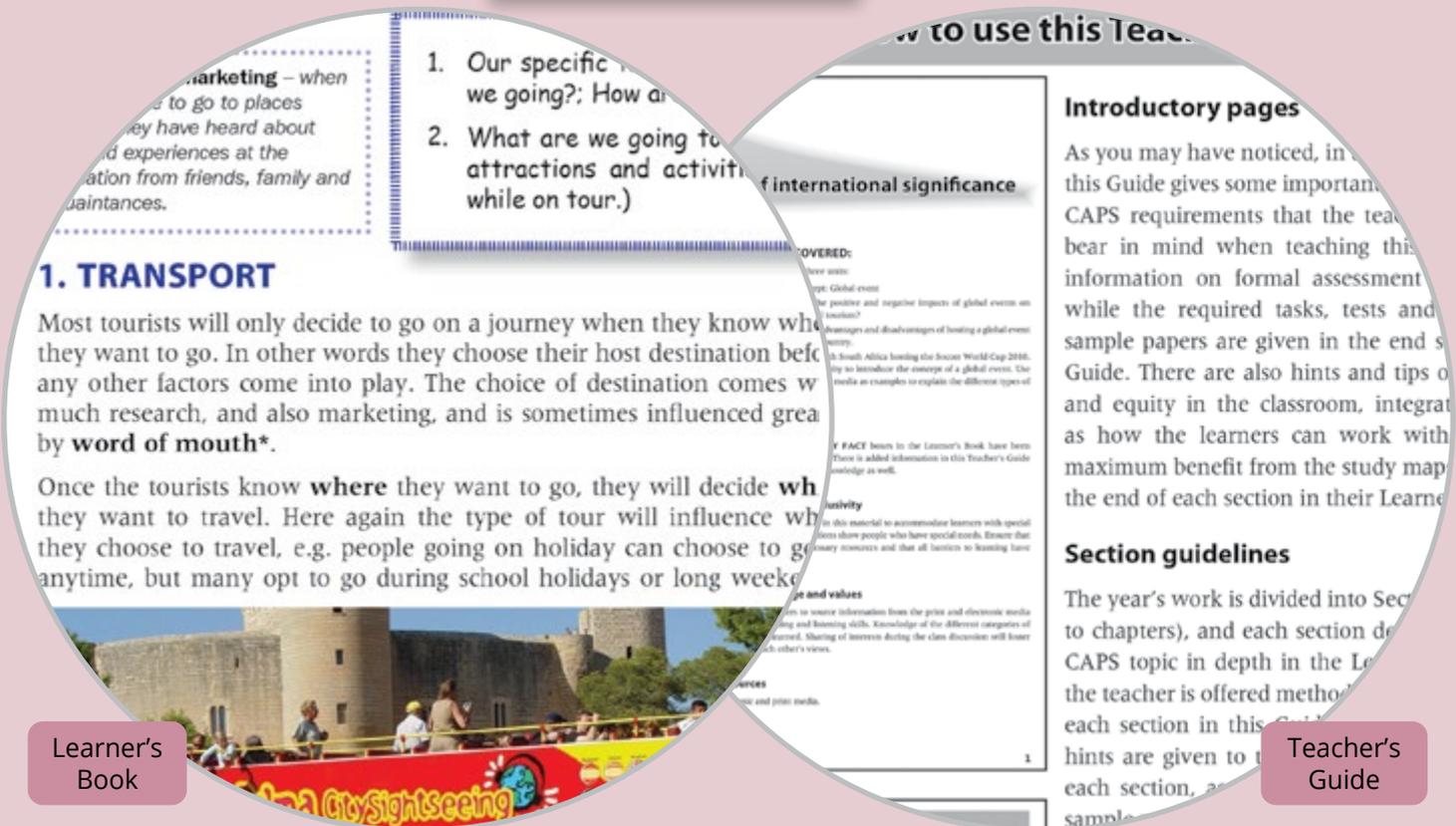
# SHUTERS TOP CLASS TOURISM



## Shuters TOP CLASS

LEARNER'S BOOK  
9781920605063

TEACHER'S GUIDE  
9781920605070



Learner's Book

Teacher's Guide

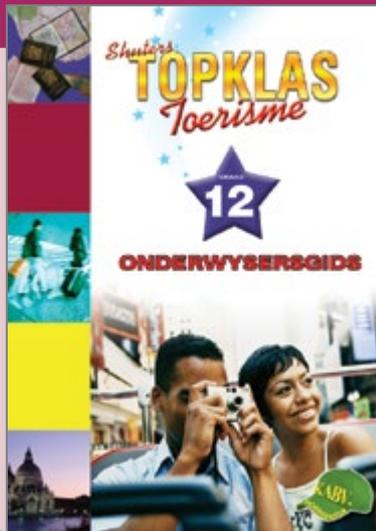
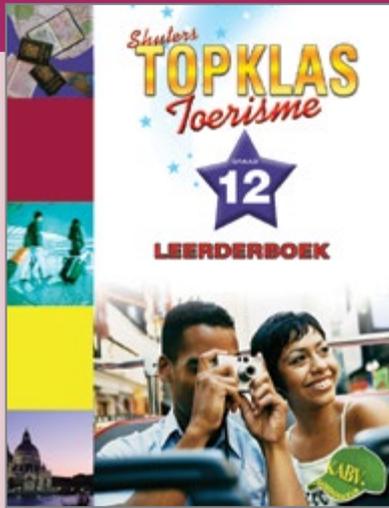
### GRADE 12

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

# SHUTERS TOPKLAS TOERISME



Shutters  
**TOPKLAS**

LEERDERBOEK  
9781920605087

ONDERWYSERSGIDS  
9781920605094

**FEIT**

Dit is op grond van grootte gemeet word. Hulle om buitengewoon groot besoekers, mediadekking, en hoe ekonomiese waarde gasheerbestemming te lok. 'n wêreld is die Olimpiese Spele.

**Wêreldgebeurtenisse:** Dit is gebeurtenisse wat herhaal word en die belang van tradisie, aantreklikheid, en publisiteit het. In sommige gevalle vind die gebeurtenis slegs een bestemming plaas en word 'nasioniem' met die bestemming, soos Rio-karnaval.

**sinoniem** – presies dieselfde

**FUNKY FEIT**

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

(a) (aantrekkings): hierdie is 'n verskeie van groot belang tot vergaderings en konferensies soos

gasheerbestemming. Die aanname is dat dit nooit dieselfde is nie – jy sal 'n unieke ervaring ten volle te geniet. 'n geleentheid.

**'n Paar beroemde wêreldwye sportgebeurtenisse:**

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

**AKTIWITEIT 2.1**

**★ Gevallestudie van twee gebeurtenisse (Pare)**

**Nasiemmemorandum**

1.

Gevallestudie 1	Gevallestudie 2
<b>Inkomste</b>	
Gebeurtenis word verkry deur gebeurtenisse aan te bied	
voordele	
ontwikkelende lande	
waardigheid	Sport is die besigheid
kleiner inkomste genereer	Meganisme
die gebeurtenis voor te berei	

Leerderboek

Onderwysersgids

**GRAAD 12**

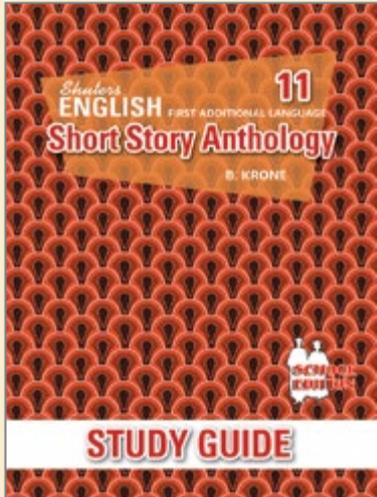
Wêreldgebeure van internasionale belang  
 Politieke situasies en onvoorsiene gebeurtenisse van internasionale belang  
 Toerplanne en roetebeplanning  
 Die samestelling van 'n dag-vir-dag toerplan  
 Die samestelling van 'n toerbegroting  
 Gesondheids- en veiligheidskwessies  
 Reisdokumentasie  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

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

Die drie pilare van volhoubare toerisme  
 Verantwoordelike toerisme en toeriste  
 Wêrelderfenisterreine  
 Metodes om kliëntetevredenheid te verkry en meting van kliëntetevredenheid  
 Professionele beeld in die toerismebedryf  
 Diensvoorwaardes  
 Die doel en waarde van 'n gedragkode



# 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**

**White Poland**

**Interesting facts**

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

1. The name Bushmen comes from the Afrikaans word *Bosjeman* (People of the bushes). Some people use this name as derogatory, but other groups prefer this term.
2. Recently the San descendants in the Drakensberg agreed to adopt the name *Abathwa* which means 'People of the Mountains'.
3. 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 the day and night and it changed shape constantly. The mantis, however, was consumed by his desire and tried to climb the camelthorn tree when he saw it. He fell from its branches. But he overbalanced and moved to the branches of a baobab tree, but in spite of his best efforts he fell away and became smaller and smaller until he was just a stick and dried up. 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, a noose made from dry grass; a sling made from sinew and stone; a sharpened stake

**Characters**

**Mantis** – a small insect with big ambitions; a god; consumed by his ambition; determined; proud but eventually humbled

**Themes**

**1. NARRATIVE**

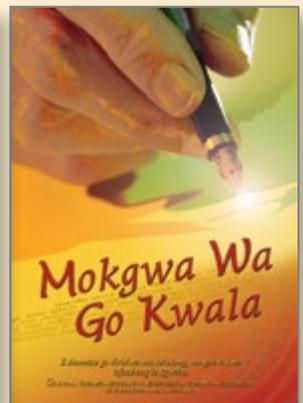
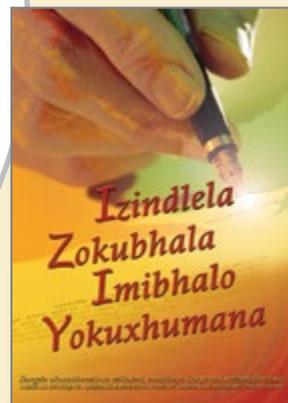
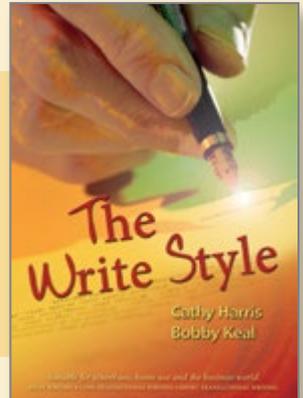
A narrative essay is to entertain the reader by telling a story. It is best to focus on a 'moment' of time. Due to length restrictions. It is not a summarised novel. The reader's interest will be maintained by focusing on a limited number of characters within a single setting. Writing from personal experience makes the story more relatable, and is encouraged. The characteristics of a narrative essay are as follows:

- It tells a story
- It is normally written in the past tense
- It requires an introduction, a body consisting of paragraphs, and a conclusion
- The introduction sets the scene and captures the reader's attention
- Characters are developed
- Detailed description is given of people, places, objects, and actions
- Direct speech can be used to add interest and develop characters
- A problem or difficulty is introduced
- It develops tension as it builds to a climax
- The problem is typically resolved
- The conclusion could either resolve the issue, or leave the reader reflecting.

**Example text:**

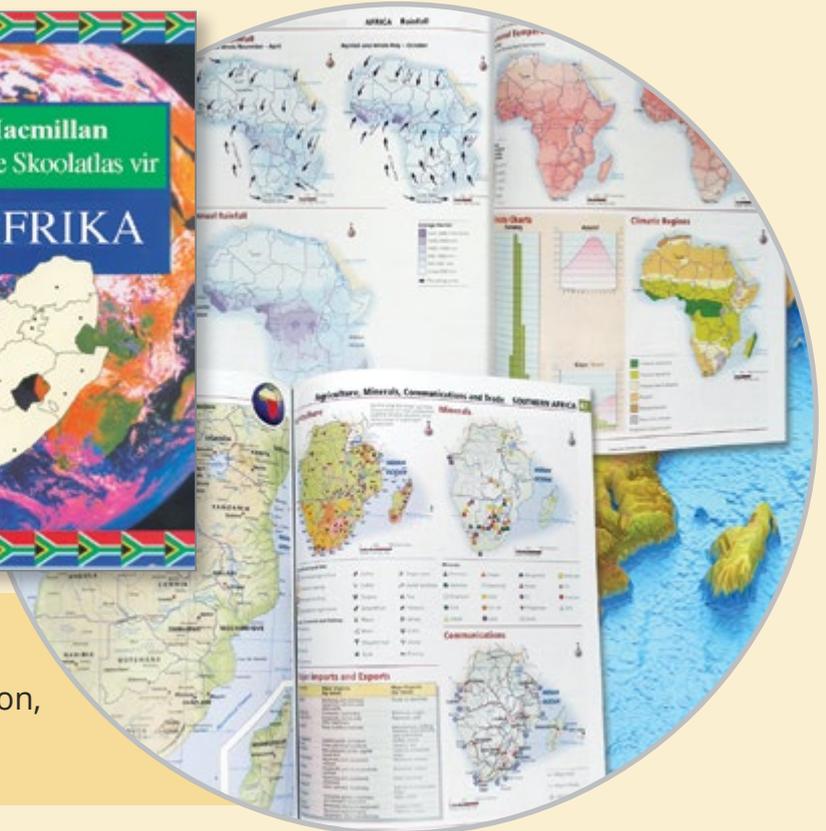
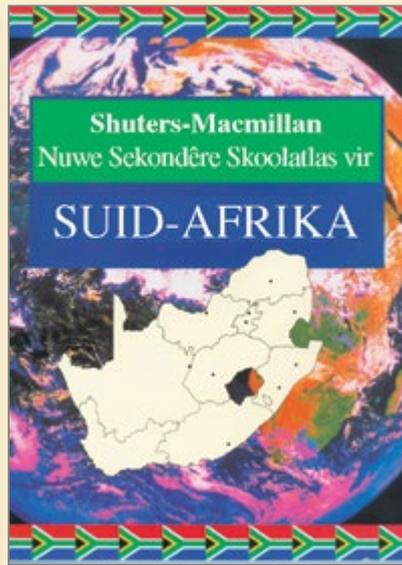
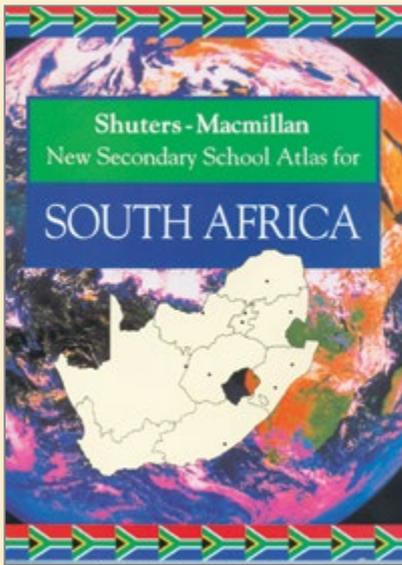
STRUCTURE	'PARKING UP THE WRONG TREE'	LANGUAGE
Sets the scene: Who: I Where: parking lot mail When: Saturday oh time skinny jeans	The parking lot was still full by the time I walked out of the mail that Saturday lunchtime. I was looking forward to getting home and enjoying a cool dip in the pool. My feet were killing me after a morning trawling the clothing stores – Edgars, Mr Price, and eventually Truworhs, before I found the new <i>skinny jeans</i> I had lined up as a reward for myself after having lost those last three pesky kilograms.	Past tense is used to recount events: was; walked
	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 jumped into my throat as I realised they were fiddling around with the gear lock to remove the gear lock.	Use of direct speech: 'I was looking forward to getting home and enjoying a cool dip in the pool.'

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.

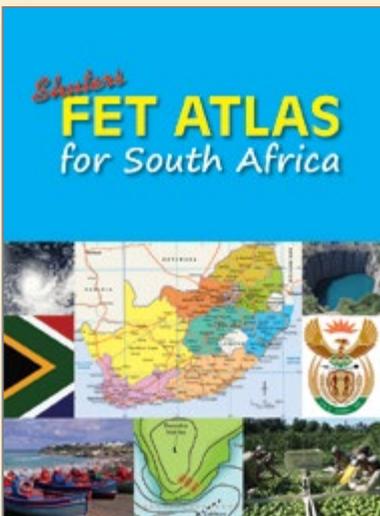


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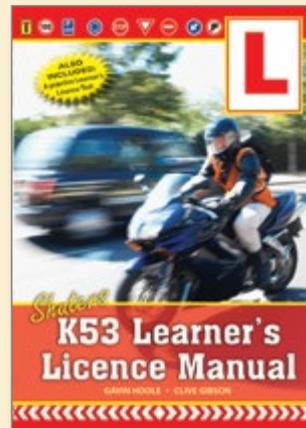
# RESOURCES FOR THE FET PHASE



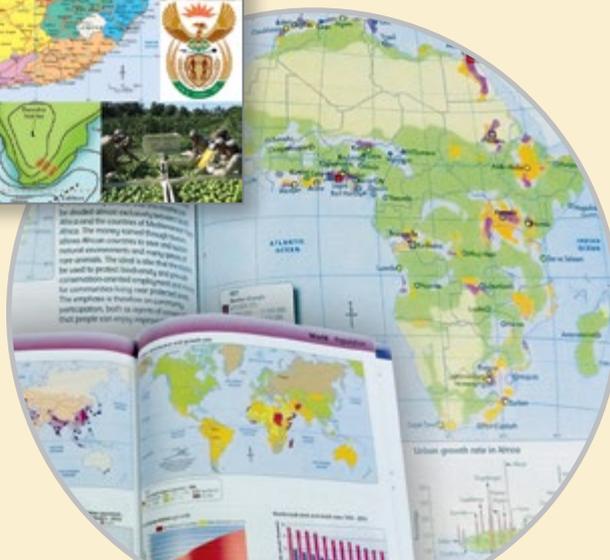
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- Makes learning and revision for the year-end examinations simple and easy
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- Information is presented in a variety of ways using diagrams, tables, summaries and worked examples
- Complex concepts 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!

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