

2021 Annual Teaching Plans

LIFE ORIENTATION FET



Shuter & Shooter
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Shuter & Shooter Publishers (Pty) Ltd
Shuters House, 110 CB Downes Road, Pietermaritzburg 3201, South Africa
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INTRODUCTION

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- We provide supplementary professional services in the education sector.
- We offer superior customer service and distribution.

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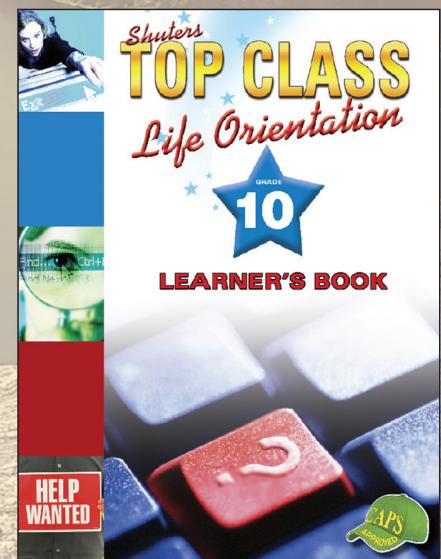
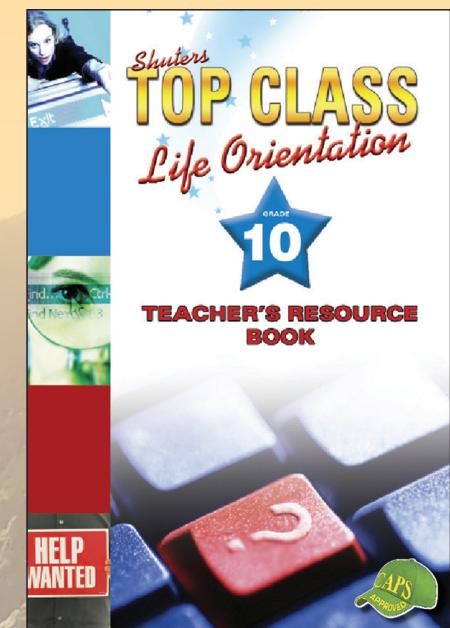
Advantages of using our books

- Improves learners' results
- Assess progress easily
- Reduce the administrative burden
- Helps save planning and preparation time
- Follows the CAPS precisely, making teaching easier
- Most of our titles are also available as e-Books

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LIFE ORIENTATION Term 1

Topic	Content	Time allocation		Where to find it in Top Class Life Orientation Grade 10		LB	TG
		Unit	Week	Unit	Week		
Self-awareness, self-esteem and self-development	<ul style="list-style-type: none"> Identify factors that may influence self-awareness and self-esteem, including the media Strategies to enhance self-awareness, self-esteem and self-development: Develop strategies to build confidence in self and others; effective communication, successful completion of tasks or projects, participation in community organisation or life, making good decisions and affirmation of others Acknowledge and respect the uniqueness of self and others and respect differences regarding, e.g. race, gender, individual abilities, personal preferences Demonstrate an understanding of the concepts: power, power relations, masculinity, femininity and gender Differences between a man and a woman: reproduction and roles in the community, stereotypical views of gender roles and responsibilities, gender differences in participation in physical activities Analyse and evaluate the influence of gender inequality on relationships and general well-being: sexual abuse, teenage pregnancy, violence, sexually transmitted infections (STIs), including HIV and AIDS Value of participation in exercise programmes that promote fitness: cardiovascular fitness, muscular strength, endurance and flexibility Relationship between physical and mental health 		Week 1			1–8	1–2
Careers and career choices	<ul style="list-style-type: none"> Demonstrate knowledge about self in relation to own subjects, career fields and study choices: Identify own interests, abilities, talents and strengths Differentiate between a career field, occupation, career and job Research requirements for National Senior Certificate (NSC): various subjects and career options, steps in choosing and decision-making process Socio-economic factors to consider when making career and/or study choices: community needs, availability of finances, affordability, stereotyping, accessibility and the impact of income tax on final salary package 		Week 2	Unit 1: Self-awareness, self-esteem and self-development	9–14	4	18
			Week 3			18–20	6
			Week 4			14–18	5
			Week 5	Unit 2: Careers and career choices		21–23	6
			Week 6				

			23–28	7
			33–34	10
			29–30	8
			31–32	9
<ul style="list-style-type: none"> Develop an understanding of the following concepts: <ul style="list-style-type: none"> Diversity, discrimination and violations of human rights within the context of race, religion, language, gender, xenophobia, human trafficking, sexual orientation Importance of the Bill of Rights and other International Conventions and Instruments including: <ul style="list-style-type: none"> Convention on the rights of the child, Committee on the Elimination of Discrimination against Women (CEDAW) and protection agencies, rules, codes of conduct and laws Identify types of discriminating behaviour and violations, and incidences of discriminating behaviour and human rights violations in SA and globally <ul style="list-style-type: none"> Determine the nature and source of bias, prejudice, discriminating and oppressing behaviour, and the impact of these violations of human rights on individuals and society Contemporary events showcasing the nature of a transforming South Africa: South African initiatives and campaigns <ul style="list-style-type: none"> Introduction, learn how to warm up and cool down Baseline fitness testing Begin walking and running programme. <ul style="list-style-type: none"> Introduce core strength training. Learn some basic aerobic and cardio-boxing exercises. <ul style="list-style-type: none"> Prepare an aerobics sequence for the rest of the class. Teach the class aerobics Circuit training: learners learn a sequence of strength and flexibility exercises. Circuit training: Timed circuit of 15 stations. Design an obstacle course. <ul style="list-style-type: none"> Obstacle course. 	<p>Week 7</p> <p>Week 8</p> <p>Unit 3: Democracy and human rights</p> <p>Week 9</p> <p>Week 10</p> <p>Week 11</p> <p>Week 12</p> <p>Week 13</p> <p>Week 14</p> <p>Week 15</p> <p>Week 16</p> <p>Week 17</p>	<p>Week 7</p> <p>Week 8</p> <p>Week 9</p> <p>Week 10</p> <p>Week 11</p> <p>Week 12</p> <p>Week 13</p> <p>Week 14</p> <p>Week 15</p> <p>Week 16</p> <p>Week 17</p>		

LIFE ORIENTATION Term 2

Topic	Content	Time allocation			Where to find it in Top Class Life Orientation Grade 10		
		Week	Unit	LB	TG		
Study skills	<ul style="list-style-type: none"> Apply study skills: listening, reading, comprehension, concentration, memory, organisation and time management, Apply effective study methods: note-taking, mind-mapping, summarising, selecting important concepts Develop and apply critical thinking, creative and problem-solving skills Analyse own performance in assessment tasks: internal and external assessment Develop a study plan: organisation of activities, time management, etc. Display an awareness of contemporary social and environmental issues that impact negatively on local and global communities: Demonstrate understanding of the concepts: social and environmental justice Research social issues that impact on local and global communities: crime, violence, poverty, safety and security, unequal access and lack of basic services and resources (water and health services), etc. Evaluate the harmful effects of these issues on personal and community health Develop and apply social, constructive and critical thinking skills necessary to participate in civic life: <ul style="list-style-type: none"> Social responsibilities including the knowledge and skills to make informed decisions and take appropriate action Youth service development: youth and civic organisations, community services or projects and volunteerism Purpose and contribution, areas of strength and possible improvements Report on own contribution to these services, projects and organisation: a group or individual project to address a contemporary social issue that impacts negatively on local and/or global communities 	Week 1 Week 2 Week 3 Week 4 Week 5 Weeks 6–7	Unit 1 Unit 2 Unit 3 Unit 4 Unit 5: Study skills Unit 6: Social and environmental responsibility	64–67 71–76 68–71	18 19 19		
Social and environmental responsibility		Week 6–8	Unit 7	87–88	25		

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	89–90	26
	• Skills of Dibeke								91–93	27
	• Play Dibeke								94–95	28
	• Skills of Kho-Kho								95–97	28
	• Play Kho-Kho								97–99	29
	• Skills of Ugqaphu/kgati								100–	30
	• Play Ugqaphu/kgati								101	31
	• Indigenous games competition									
Physical education	Unit 7: Physical Education: Indigenous games									

LIFE ORIENTATION Term 3

Topic	Content	Time allocation	Where to find it in Top Class Life Orientation Grade 10	Unit	LB	TG
	<ul style="list-style-type: none"> Identify and analyse life roles and responsibilities <ul style="list-style-type: none"> As student, as: member of a family, friend, Partner, employee, employer, leader and follower, etc. Determine the changing nature of responsibilities inherent in each role How awareness and understanding of roles can create a more fulfilling and meaningful life. Explain changes associated with development: adolescence to adulthood <ul style="list-style-type: none"> Physical changes: rapid physical Hormonal , increased growth rate, secondary sex/ gender characteristics , Primary changes in the body : (Menstruation, ovulation) growth and maturing of genital organs, skin problems, increase in body odour, etc. Emotional changes: Maturing personality Depth of emotions become more intense, mood swings, feelings of insecurity, changing needs in belief, values and sexual interest 			Week 1	103–106	32
				Week 2	106–117	33
	<p>Development of the self in society</p> <ul style="list-style-type: none"> Social changes <ul style="list-style-type: none"> In relationships with family, social groups, Need for acceptance by peer group Discuss benefits of positive coping strategies that would enhance long-term resilience and wellbeing Formulate strategies to assist in making responsible decisions: Regarding sexuality and lifestyle Identify behaviour that could lead to sexual intercourse, teenage pregnancy, sexual abuse, and rape. 		Unit 8: Development of the self in society	Week 3	117–118	35
				Week 4	118–121	35

Apply effective strategies to assist in making responsible decisions: Practice and demonstrate the following problem-solving thinking skills as a practical class activity:	Week 5			
<ul style="list-style-type: none"> - Identify and clarify emotions behind actions - Evaluate: did actions meet the goal? - Reflect on and show what was learnt from past experiences - Brainstorm different approaches or solutions - Explore possible consequences - Select and motivate the best alternative 				
Respect for diversity: e.g. race gender, sexual orientation lesbian, gay, bisexual, transgender, queer and intersex (LGBTQI) Where to find help regarding sexuality and lifestyle choices	Week 6			
Careers and career choices				
<ul style="list-style-type: none"> • Diversity of jobs • Economic sectors • Workplace settings • Careers and personality types • Career paths and personality types • Values and needs • Opportunities in different career fields • Salary package • Prospects of promotion • Acquiring new skills • Careers in recreation, fitness, health and sport • Courses and training in sports careers • Finding and funding a career • Overcoming challenges • Social and folk-dancing • Dancing the Waltz and Cowboy Boogie • Basics of orienteering and environmentally responsible activities • Orienteering and environmentally responsible activities • Learning self-defence • Practising self-defence • Traditional dance of South Africa • Performing traditional dances of South Africa • Learning gymnastics • Performing gymnastic routines 	<p>Weeks 7–8</p> <p>Unit 9: Careers and career choices</p>	<p>121–125</p> <p>125–128</p> <p>128–129</p> <p>129–130</p> <p>130–133</p> <p>135–137</p> <p>137–138</p> <p>138–140</p> <p>140–141</p> <p>141–142</p> <p>142–143</p> <p>143–145</p> <p>146</p> <p>147–150</p> <p>150</p>	<p>36</p> <p>37</p> <p>37</p> <p>37</p> <p>38</p> <p>40</p> <p>42</p> <p>42</p> <p>43</p> <p>44</p> <p>45</p> <p>45</p> <p>46</p> <p>47</p> <p>47</p>	
Physical Education				

LIFE ORIENTATION Term 4

Topic	Content	Time allocation		Where to find it in Top Class Life Orientation Grade 10		LB	TG
		Weeks	Unit	Weeks	Unit		
Careers and career choices	<ul style="list-style-type: none"> Trends in the job market Jobs on the decline Scarce skills in South Africa New and emerging careers <ul style="list-style-type: none"> SAQA and NQF Learnerships Recognition of prior learning 	1–3	Unit 11: Careers and career choices	154–156	50	152–154	49
Democracy and human rights	<ul style="list-style-type: none"> Lifelong learning – formal and informal Understanding major religions Indigenous belief systems in SA Comparison of major religions Finding out about religions Race, bias and sporting codes Sport for the disabled Unfair practices in sport Case studies of unfair practices Drug taking Match fixing Biased umpiring and refereeing Maladministration How sport can improve quality of life Basic rules and skills required for cricket Cricket game Basic rules and skills required for soccer. Soccer game Practise basic swimming techniques. Life-saving techniques. Play 'Mat Ball'. 	4	Week 4	161	52	162–168	53, 54
Physical Education		5–6	Unit 12: Democracy and human rights	168–171	55	171	56
			Week 6	174–176	58	177	59
				178–179	60	180	61
				181–183	62	183–184	63

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Shuter's
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Life Orientation



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LIFE ORIENTATION Term 1

Topic	Content	Time allocation		Where to find it in Top Class Life Orientation Grade 11	
		Unit	LB	TG	Unit
Development of self in society	<ul style="list-style-type: none"> • Plan and achieve life goals • Goal setting – short-, medium- and long-term • Steps in problem-solving • Identifying and prioritising important life goals • Relationships and well-being • Changing relationships • Constructive and destructive relationships • Social and cultural effects on relationships and well-being • Influence of the media on relationships and values 	Weeks 1–3	Unit 1: Development of the self in society	1–12 12–23	1 2
Careers and career choices	<ul style="list-style-type: none"> • Linking career choice to personality type • Career, study and bursary information • NSC requirements for admission to higher education courses and admission points system • Requirements for admission to higher education courses and NSC requirements • Options for further study • Entrance requirements for different institutions and courses • Funding options for further education • Difference between loans, bursaries and scholarships 	Weeks 4–6	Unit 3: Careers and career choices	44–50 50–58	6 6
Democracy and human rights	<ul style="list-style-type: none"> • Principles and processes of democratic government • Public participation in government • Good governance • Rule of law and making of laws • Structures and tiers of government • Interest groups, community structures and NGOs • Representative Councils of Learners • Ways of influencing government and making changes • Petitions, lobbying, advocacy • Elections • Running a meeting • Role of sport in nation • Behaviour of participants and spectators • Sport's role in nation-building 	Weeks 7–10	Unit 5: Democracy and human rights	72–78 78–84	10 10
				84–89	11

	Week 1	Week 2	Unit 2	36–41	4
• Fitness training					
• Principles of training					
• Circuit training (6 stations)				42–43	5
• Circuit training (10 stations)				43–44	5
Physical Education:					
Participation in programmes that improve current level of personal physical fitness and health					
• Cross-country running				67	8
• Adventure course				68	9
• Cross-country running and adventure course				68	9
• Circuit training combining with adventure course				94	18
• Circuit training (10 stations)				95	19
• Circuit training for a particular sport				95	19
• Physical Fitness Assessment				95	19

LIFE ORIENTATION Term 2

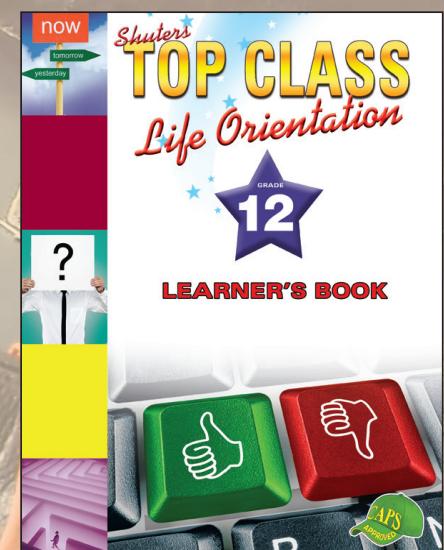
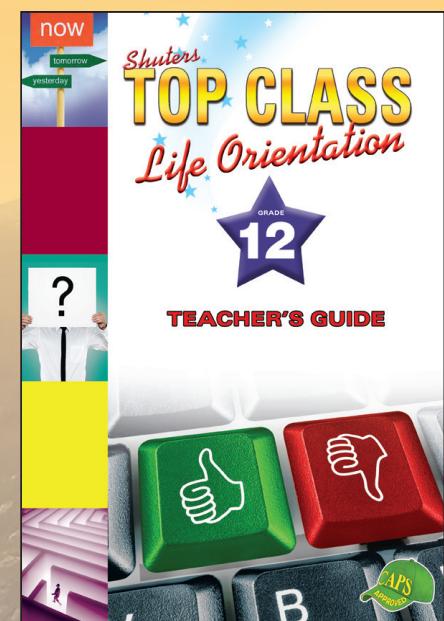
Topic	Content	Time allocation			Where to find it in Top Class Life Orientation Grade 11		
		Unit	Unit	LB	TG		
Development of the self in society	<ul style="list-style-type: none"> Gender roles, health and well-being Power balance Abuse Grief and mourning Rights in relationships 	Weeks 1–4	Unit 15: Development of the self in society	195–201	66		
Social and environmental responsibility	<ul style="list-style-type: none"> Environmental factors affecting health Food production Inhumane farming methods Environmental hazards Natural disasters Climate change Responses to climate change 	Weeks 5–8	Unit 9: Social and environmental responsibility	117–119	30		
Physical Education: Organising, administering, umpiring games and leadership skills	<ul style="list-style-type: none"> Five-a-side soccer Basketball Dodgeball Tag Tennis Round Robin format for tournaments Indigenous games Designing and organising own game Organising, administering and umpiring a tournament 	Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7	Unit 8	112–113 114 115 115 134 134–135 135	26 27 28 28 38 39 40		

Development of the self in society	• Healthy and balanced lifestyles • Accidents, unsafe and risky behaviour • Unsafe environments and emotional factors • Risky situations and behaviours • Substance abuse • Types of drugs • Sexual behaviour and HIV/AIDS • Teen suicide • Hygiene and dietary behaviour • Diet-related diseases • Socio-economic factors • Factors impacting positively on lifestyle	Weeks 1–5	Unit 11: Development of the self in society	137–140	48
	140–149			49	
	149–153			50	
	153–160			51	
	160–163			52	
	172–180			57	
	180–183			59	
	184–185			60	
	185–188			61	
	188–190			61	
Careers and career choices	• Advertisements and applications • Curriculum Vitae • Value of work experience • Managing meetings • Office administration and skills • Interviews • Ethics and ethical behaviour • Personal expectations in a job • Self-knowledge in relation to employment • Additional and higher education studies • Being realistic in choosing study or career	Weeks 6–10	Unit 13: Careers and career choices	166–169	53
Physical Education: Participation in programmes that promote various leadership roles in a self-designed recreational and relaxation group activity	• Nature of leadership • Blindman's Buff • Exercise session • Aerobic routine • Frugby	Week 1	Unit 12	169–170	54
	Week 2	Unit 12	170	55	
	Week 3	Unit 12	170	55	
	Week 4	Unit 12	170–172	55	
	Week 5	Unit 12	191	62	
	Week 6	Unit 14	191–192	63	
	Week 7	Unit 14	192	63	
	Week 8	Unit 14	193	64	
	Week 9	Unit 14	193	64	
	Week 10	Unit 14	193	64	

LIFE ORIENTATION Term 4

Topic	Content	Time allocation			Where to find it in Top Class Life Orientation Grade 11		
		Unit	Unit	LB	TG		
Study skills	<ul style="list-style-type: none"> Different study styles Study skills Study strategies and methods Planning for study 			97–101	21		
				101–104	22		
		Weeks 1–3	Unit 7: Study skills	105–109	23		
				109–112	24		
Democracy and human rights	<ul style="list-style-type: none"> Examination skills and techniques Process of assessment Guidelines on approaching assessment tasks Goal-setting skills – study goals Setting fitness goals Religions and harmony Similarities between religions Environment and religion Religion and life Abortion Capital punishment and euthanasia Cultural practices and traditions Ethics in business 			213–217	73		
		Weeks 4–6	Unit 17: Democracy and human rights	218–221	74		
				221–228	76		
Physical Education: Participation in programmes that promote own umpiring, administrative, organisational and leadership skills in modified traditional and non-traditional sports	<ul style="list-style-type: none"> Sports administration and organisation Organising an inter- group athletics event Plan and rehearse athletic events Plan fun events Modified Dibekе/Skununu and Jukskei Inter-Group Athletic event Inter-Group Athletic event 	Week 1		211–212	71		
		Week 2	Unit 16	212	71		
		Week 3		213	72		
		Week 4		228–230	78		
		Week 5		230	80		
		Week 6	Unit 18	230	80		

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LIFE ORIENTATION Term 1

Topic	Content	Time allocation	Where to find it in Top Class Life Orientation			
			Grade 12	Unit	LB	TG
Development of self in society	• Life skills for healthy lifestyle • Positive and negative stress				1–7	1
	• Positive relationships • Importance of communication • Factors that influence communication				12–20	2
	• Conflict resolution skills • Steps for resolving conflict	Weeks 1–5	Unit 1: Development of the self in society		7–12	3
	• Adapting to growth and change • Transition from school to post-school destination • Life cycle and traditional practices				20–23	4
	• Personal lifestyle plan to promote quality of life				23–24	5
	• Assessment and examination writing skills • Study strategies and styles • Dealing with anxiety				35–45	10
	• Exam preparation – how long to spend on each question	Week 6	Unit 3: Study skills			
	• Importance of school-based assessment and passing NSC				45–48	11
	• Career decision making and commitment to a decision • 5 step method of making a decision				51–58	13
	• Putting personal picture together • Looking at information about applications for jobs or further education • Strategies to achieve goals	Weeks 7–10	Unit 5: Careers and career choices		59–62	14
Careers and career choices	• Reasons for and impact of unemployment • Innovative solutions for unemployment • Entrepreneurship and tax implications • Impact of corruption and fraud				62–66	14
	• Setting personal health and fitness goals • Adapted 12-minute Cooper run	Week 1			28–30	7
	• Paced movement	Week 2	Unit 2		31	7
	• Water aerobics	Weeks 3–5			31–34	8–9
	• Mass movement display	Weeks 6–8	Unit 4 Unit 6		49–50 70–71	12–13 21
Physical Education: Participation in programmes that promote achievement of personal fitness and health goals	• Circuit (10 stations)	Week 9			71–73	22
	• Assessing personal goals • Adapted Cooper 12-minute run	Week 10	Unit 6		73–75	22

Democracy and Human Rights	<ul style="list-style-type: none"> • Responsible citizenship and Bill of Rights • Own position on discrimination and human rights • Xenophobia • Xenophobia – campaign against xenophobia • Explanation of Term project – involvement in community project or campaign • Sample evaluation of project • Role of the media in a democratic society • Freedom of expression and limitations • Media advertising • Media coverage of sport and recreation • Ideologies regarding sport and recreation 	Weeks 1–5	Unit 7: Democracy and human rights	76–79	25
				80–89	27
Social and environmental responsibility	<ul style="list-style-type: none"> • Community responsibility for healthy and safe environments • Responsibilities of various levels of government • Education and intervention strategies • Formulating a personal mission statement for life • Impact of vision on actions and society 	Weeks 6–10	Unit 9: Social and environmental responsibility	90–101	34
				101–107	35
Physical Education: Participation, safety issues in programmes that promote long-term engagement in community and/or playground and/or indigenous games or traditional and/or non-traditional sports that promote physical activity.	<ul style="list-style-type: none"> • Indigenous games • Adapted Kho-Kho • Jukskei • Three tins • Jukskei and Three tins • Dodging game • Kgadi • Adapted game 	Week 1		117–122	41
				122–125	42
		Week 2	Unit 8	125–128	43
				109–110	38
		Week 3		111–113	38
				113–114	40
		Week 4		115–116	40
				134–135	54
		Week 5		135–136	55
				136–137	55
		Week 6	Unit 10		

LIFE ORIENTATION Term 3

Topic	Content	Time allocation		Where to find it in Top Class Life Orientation Grade 12		LB	TG
		Unit	Weeks	Unit	Weeks		
Development of the self in society	<ul style="list-style-type: none"> Human factors that cause ill health, accidents and disease Different knowledge perspectives Lifestyle diseases linked to poverty and gender imbalances Contributing factors to lifestyle diseases Prevention and control of lifestyle diseases Treatment, care and support Commitment to long-term engagement in physical activities Physical, mental, emotional and social benefits of physical activities 			Unit 11: Development of the self in society	146–148 148–152	59 60	
Careers and career choices	<ul style="list-style-type: none"> Core elements of a job contract Labour Laws Principles of equity and redress Recruitment process Trade unions Work ethics 	Weeks 3–6		Unit 13: Careers and career choices	172–178	68	
Physical Education: Participation and safety issues relating to participation in programmes that promote long-term engagement in relaxation and recreational activities	<ul style="list-style-type: none"> Ethics and ethical behaviour Basic first aid Basic dance steps The Waltz Cha-cha slide Cha-cha creative dance Own dance with partner Perform creative dance with partner 				178–181	71	
					181–185	72	
					155–160	63	
					160–167	65	
					167–169	66	
					169–171	67	
					191–192	84	
					192–193	85	
					193–194	85	

Study skills	<ul style="list-style-type: none"> Strategies for the examination Revision of own study skills; summaries and mnemonics Study skills – annotated diagrams; cue cards Examination writing skills 	Weeks 1–2	Unit 15: Study skills	195–197	88
Careers and career choices	<ul style="list-style-type: none"> Admission requirements for different institutions; employment opportunities Planning portfolio Letters of application Curriculum Vitae Gap year opportunities 	Weeks 3–4	Unit 17: Careers and career choices	198–201	90
Physical Education: Participation in a variety of activities that promote lifelong participation in physical activity and safety issues relating to participation in physical activities	<ul style="list-style-type: none"> Basic movements for rhythmic gymnastics Rhythmic skipping rope techniques More skipping movements Hula hoop techniques Further hula hoop techniques Demonstration 	Week 1	Unit 16	210–215	94
		Week 2		215–219	95
		Week 3		220–225	96
		Week 4		226–228	97
			Unit 18		

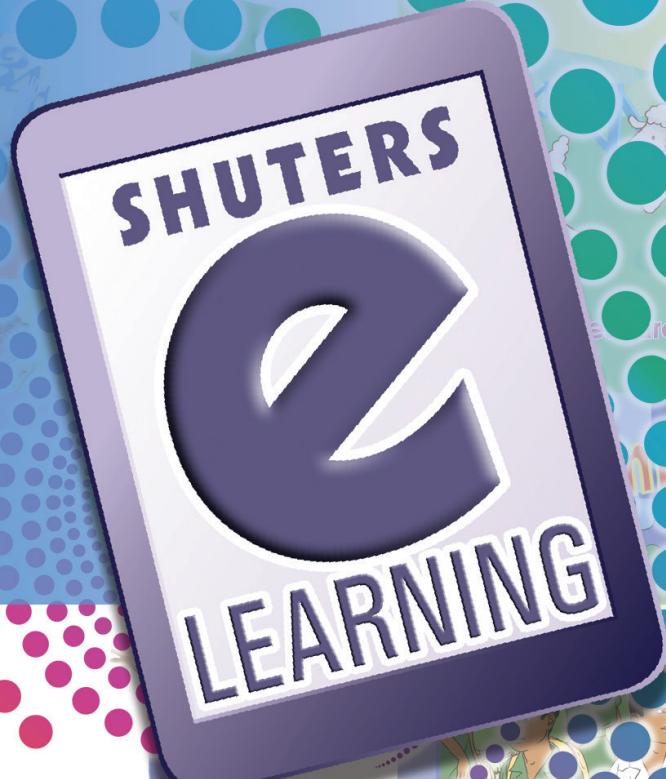
PROGRAMME OF ASSESSMENT

Grade 10		
Term	Assessment task	Page reference
1	Written task	LB page 35 TG page 64
	Physical Education Task	LB page 53, 60 TG page 15, 16
2	Mid-year examination	TG page 66
	Physical Education Task	LB page 91, 100 TG page 27, 29
3	Project	LB page 134 TG page 69
	Physical Education Task	LB page 137, 142 TG page 42, 45
4	Final examination	TG page 72

Grade 11		
Term	Assessment task	Page reference
1	Written task	TG page 13
	Physical Education Task	LB page 67, 95 TG page 8, 19
2	Mid-year examination	TG page 42
	Physical Education Task	LB page 134, 135 TG page 38, 40
3	Project	LB page 132 TG page 34
	Physical Education Task	LB page 170, 193 TG page 55, 64
4	Final examination	TG page 82

Grade 12		
Term	Assessment task	Page reference
1	Written task	LB page 67 TG page 16
	Physical Education Task	LB page 33, 70 TG page 9, 21
2	Physical Education Task	LB page 111, 136 TG page 39, 56
	Project	LB page 86 TG page 31
3	Controlled test	
3	Final examination	LB page 186 TG page 73
	Physical Education Task	LB page 170, 193 TG page 68, 84

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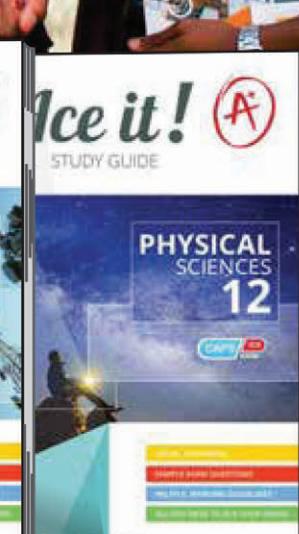
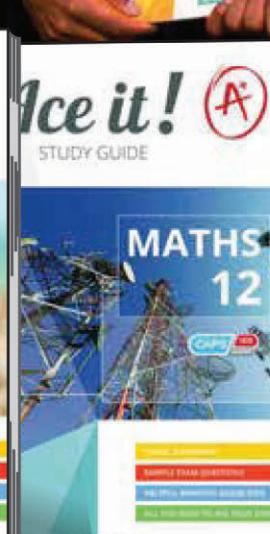
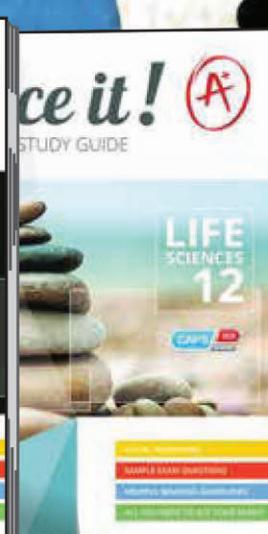
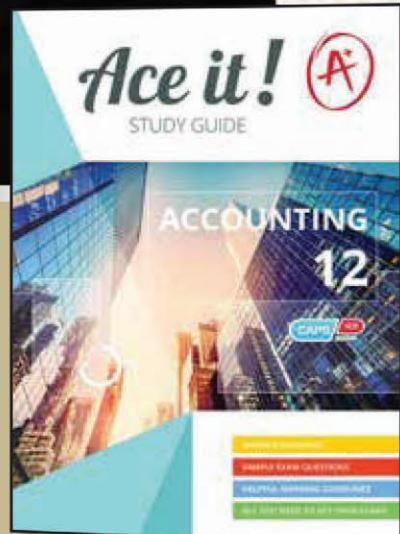
8-12

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KwaZulu-Natal	Khanyo Cele	083 281 0849	khanyo@shuters.com
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Mpumalanga	Sharmilla Naik	083 287 6883	sharmilla@shuter.co.za
Northern Cape	Colette van der Merwe	071 851 1814	colette@shuters.com
North West	Phemelo Maiphehlo	083 378 8725	phemelo@shuters.com
Western Cape	Colette van der Merwe	071 851 1814	colette@shuters.com
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CUSTOMER SERVICES:

Sylvie Doarsamy	+27 (0) 33 846 8723	sylvie@shuter.co.za
Thandeka Ngcobo	+27 (0) 33 846 8724	thandeka@shuter.co.za
Zandile Mthethwa	+27 (0) 33 846 8721	zandilem@shuter.co.za
Mbali Kunene	+27 (0) 33 846 8722	mbali@shuter.co.za

HEAD OFFICE

Tel: +27 (0) 33 846 8721 / 22 / 23 / 24

Fax: +27 (0) 33 846 8701

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