

2023

Annual Teaching Plans **LIFE** **ORIENTATION**

Senior Phase



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PUBLISHERS (PTY) LTD



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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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- Planning and Tracking Booklets help to make teaching easier

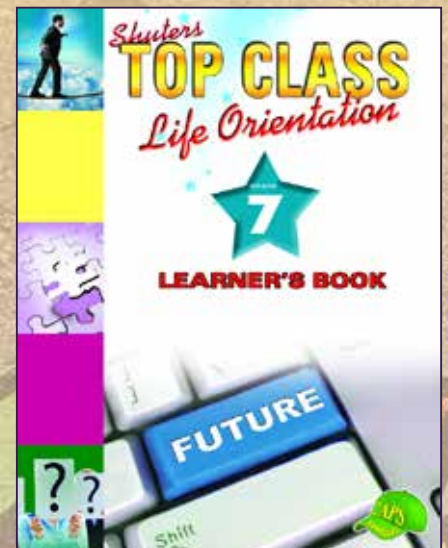
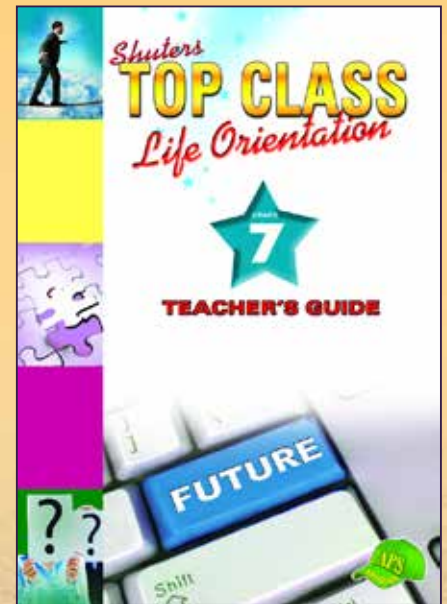
Advantages of using our books

- Improves learners' results
- Assess progress easily
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- 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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Topic	Content	Time allocation	Where to find it in Top Class Life Orientation Grade 7		
			Unit	LB	TG
	Basic hygiene principles Concept: self-image - Identify and reflect on positive personal qualities: relationship with self, family, friends - Strategies to enhance self-image through positive actions: respect for self - Personal interests, abilities and potential -- Strategies to enhance others' self-image through positive actions: respect for others and respect for diversity	Weeks 1–3	Unit 1: Development of the self in society	1–8	1–3
Development of the self in society	Changes in boys and girls: puberty and gender constructs - Physical and emotional changes - Understanding the changes and how these impact on relationships - Respect for own and others' body changes and emotions - Appreciation and acceptance of the self and others Peer pressure: effects of peer pressure - How peer pressure may influence an individual: use of substances, crime, unhealthy sexual behaviour, bullying and rebellious behaviour - Appropriate responses to pressure: assertiveness and coping skills - Negotiation skills: ability to disagree in constructive ways - Where to find help	Weeks 4–6	Unit 3: Development of the self in society	12–18	6–12
		Weeks 7–9	Unit 5: Development of the self in society	22–28	14–17
World of work	- Importance of reading and studying: reading for enjoyment and reading with understanding - Skills to develop memory: ability to recall	Weeks 10–11	Unit 7: World of work	28–37	19–21
Physical Education	- Participation in a fitness programme - Safety issues relating to fitness activities	Weeks 1–2	Unit 4: Physical Education	18–21	12–13
	- Participation in a fitness programme - Participation and movement performance in a fitness programme	Weeks 3–11	Unit 6: Physical Education	28	18
			Unit 8: Physical Education	38–41	26–27

LIFE ORIENTATION Term 2

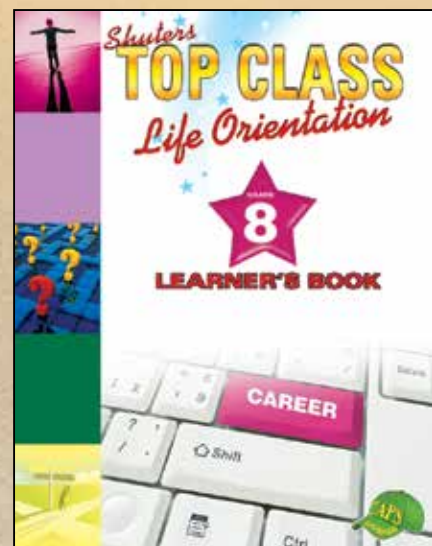
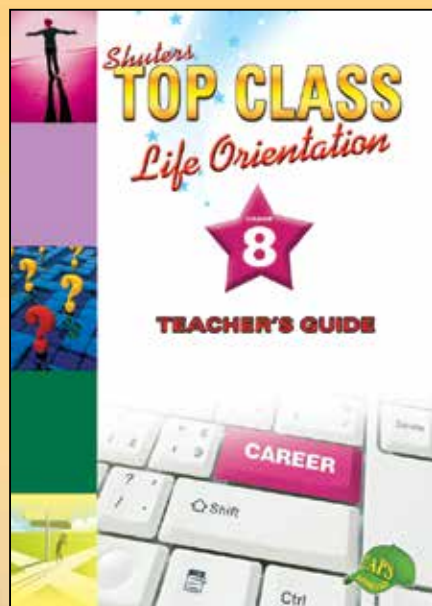
Topic	Content	Time allocation	Where to find it in <i>Top Class Life Orientation Grade 7</i>		
			Unit	LB	TG
Constitutional rights and responsibilities	Basic hygiene principles - Human rights as stipulated in the South African Constitution: - Application of human rights - Application of responsibilities in relation to human rights - Fair play in a variety of athletic and sport activities: role of values, trust and respect for difference	Weeks 1–2	Unit 9: Constitutional rights and responsibilities	42–49	29–32
Constitutional rights and responsibilities	- Dealing with abuse in different contexts: between adults and children and between peers - Identify threatening and risky situations - Effects of abuse on personal and social health and relationships - Importance of communication to promote healthy and non-violent relationships - How to protect oneself from threatening and risky situations - Places of protection and safety for victims of abuse: where to find help	Weeks 3–5	Unit 11: Constitutional rights and responsibilities	52–58	37–42
World of work	Career fields: - Qualities relating to each field: interests and abilities - School subjects related to each career field - Work environment and activities in each career field - Opportunities within each career field - Challenges within each career field - Level of schooling – requirements for each career field - Duration of study for each career field - Services and sources for career fields and study information	Weeks 6–9	Unit 13: World of work	61–72	44–46
	Formal Assessment: Controlled Test	Weeks 10–11			

Topic	Content	Time allocation	Where to find it in Top Class Life Orientation Grade 7		
			Unit	LB	TG
Physical Education	- Plays community or indigenous games that include the concept of invasion - Safety issues relating to participation in invasion games	Weeks 1–2	Unit 10: Physical Education	49–51	35–37
	- Plays community or indigenous games that include the concept of invasion - Participation and movement performance in community or indigenous games that include the concept of invasion	Weeks 3–5	Unit 12: Physical Education	59–60	43–44
	- Plays community or indigenous games that include the concept of invasion - Participation and movement performance in community or indigenous games that include the concept of in	Weeks 6–9	Unit 14: Physical Education	73–76	58–59

Topic	Content	Time allocation	Where to find it in Top Class Life Orientation Grade 7		
			Unit	LB	TG
Health, social and environmental responsibility	Basic hygiene principles Substance abuse: • Types/ forms of substance abuse • Symptoms of substance abuse • Personal factors that contribute to substance abuse: intrapersonal and interpersonal • Protective factors that reduce the likelihood of substance abuse • Prevention measures: early detection	Weeks 1–4	Unit 15: Health, social and environmental responsibilities	77–84	62–65
Health, social and environmental responsibility	Concept: environmental health • Local environmental health problems • Community and individual projects and strategies to prevent and deal with environmental health problems • Problem-solving skills: an action plan to address an environmental health problem and formulate environmentally sound choices and actions	Weeks 5–7	Unit 17: Health, social and environmental responsibility	91–104	68–74
World of work	Simulation of career-related activities: name of career, who is the employer • Dress code for the career • Tools or working equipment for the career • Activities related to work environment • Place or institution of employment • Personality characteristics • School subjects and level of schooling: requirements for this career • Where to study and duration of study • Related careers Value and importance of work in fulfilling personal needs and potential Formal Assessment: Project	Weeks 8–11	Unit 19: World of work	107–117	75–80

Topic	Content	Time allocation	Where to find it in Top Class Life Orientation Grade 7			
			Unit	LB	TG	
Physical Education	- Performs a sequence of physical activities including rotation, balance, elevation and rhythmic movements - Safety issues relating to movement activities	Weeks 1–4	Unit 16: Physical Education	85–90	80–81	
	- Performs a sequence of physical activities including rotation, balance, elevation and rhythmic movements - Participation and movement performance of sequence of physical activities including rotation, balance, elevation and rhythmic movements	Weeks 5–7	Unit 18: Physical Education	105–106	74–75	
	- Performs a sequence of physical activities including rotation, balance, elevation and rhythmic movements - Participation and movement performance of sequence of physical activities including rotation, balance, elevation and rhythmic movements	Weeks 8–11	Unit 20: Physical Education	118–120	80–83	

Topic	Content	Time allocation	Where to find it in <i>Top Class Life Orientation Grade 7</i>		
			Unit	LB	TG
Development of the self in society	Basic hygiene principles - Concepts: personal diet and nutrition - Factors that influence choice of personal diet: ecological, social, economic, cultural and political - Ways to improve nutritional value of own personal diet: a plan for healthy eating habits	Weeks 1–2	Unit 21: Development of the self in society	121–131	84–88
Health and environmental responsibility	- Common diseases: tuberculosis, diabetes, epilepsy, obesity, anorexia, HIV and AIDS - Causes of diseases: social, economic and environmental factors including use of alcohol and tobacco, poor eating habits and physical inactivity - Treatment options, care and support - Resources on health information and health services - Strategies for living with tuberculosis, diabetes, epilepsy, HIV and AIDS - Dealing with grief, trauma, loss, and crises	Weeks 3–5	Unit 23: Health, social and environmental responsibility	134–146	90–94
Constitutional rights and responsibilities	Role of oral traditions and scriptures in major religions in South Africa: Judaism, Christianity, Islam, Hinduism, Buddhism, Baha'i faith and African religion.	Weeks 6–7	Unit 25: Constitutional rights and responsibilities	150–157	98–99
Physical Education	Formal Assessment: Controlled test	Weeks 8–10			
	- Participation in an outdoor recreational programme - Safety issues relating to outdoor recreational activities	Weeks 1–2	Unit 22: Physical Education	132–133	88–90
	- Participation in an outdoor recreational programme - Participation and movement performance in an outdoor recreational programme	Weeks 3–5	Unit 24: Physical Education	146–149	95–97
	- Participation in an outdoor recreational programme - Participation and movement performance in an outdoor recreational programme	Weeks 6–7	Unit 26: Physical Education	157–158	107



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Topic	Content	Time allocation	Where to find it in <i>Top Class Life Orientation Grade 8</i>		
			Unit	LB	TG
Development of the self in society	Concepts: self-concept and self-motivation • Factors that influence self-concept formation and self-motivation: media, environment, friends and peers, family, culture, religion and community • Positive self-talk: individuality and uniqueness and personal achievements • Strategies and skills to extend personal potential	Weeks 1–3	Unit 1: Development of the self in society	1–12	1–5
	Concepts: sexuality • Understanding one's sexuality: personal feelings that impact on sexuality • Influence on friends and peers on one's sexuality • Family and community norms that impact on sexuality • Social pressures including media that impact on sexuality • Problem-solving skills: identity formation and development	Weeks 4–6	Unit 3: Development of the self in society	16–25	9–12
	Relationships and friendships: relationship at home, school and in the community • Appropriate ways to initiate a relationship • Appropriate ways to sustain a relationship • Problem solving skills: appropriate behaviour in a relationship • Communication skills: ability to disagree in constructive ways and appropriate ways to end a relationship	Weeks 7–9	Unit 5: Development of the self in society	28–37	14–17
	Different learning styles: visual, aural, kinaesthetic, reading and writing	Weeks 10–11	Unit 7: World of work	41–47	20–22
World of Work	• Participation in Physical activities that promote components of fitness • Safety issues relating to fitness	Weeks 1–3	Unit 2: Physical Education	13–16	6–8
Physical Education	• Participation in Physical activities that promote components of fitness • Participation and movement performance in physical activities that promote components of fitness	Weeks 4–6	Unit 4: Physical Education	25–28	12–14
	• Participation in Physical activities that promote components of fitness	Weeks 7–9	Unit 6: Physical Education	37–40	18–19
	• Participation in Physical activities that promote components of fitness	Weeks 10–11	Unit 8: Physical Education	48–49	28

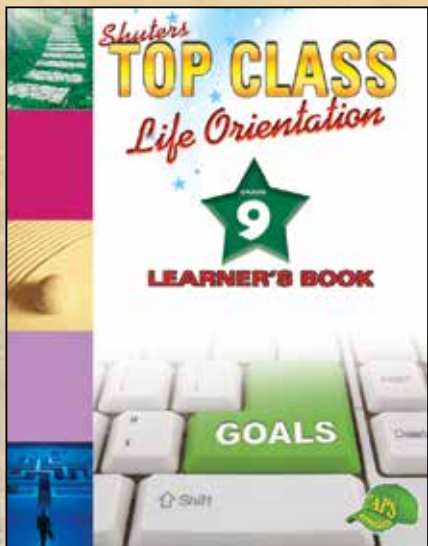
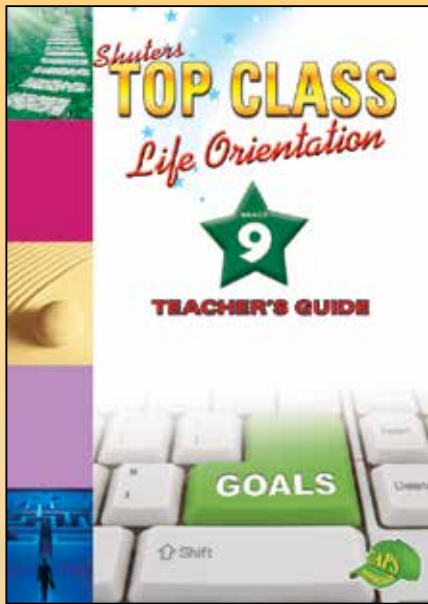
Topic	Content	Time allocation	Where to find it in Top Class Life Orientation Grade 8		
			Unit	LB	TG
World of Work	Basic hygiene principles Identify and apply own learning style (self-management skills)	Week 1	Unit 9: World of work	50–54	31
	- Six career categories: investigative, enterprising, realistic, artistic, conventional and social (identify category of essential workers) - Interests and abilities related to each career category - Thinking and learning skills required by each career category - School subjects related to each career category. - The role of work in relation to South Africa's social and economic needs - Identify needs in the community and country - How work can meet social and economic need in South Africa	Weeks 2–6	Unit 11: World of work	58–68	34–37
	- Social factors that contribute to substance abuse including community and media - Appropriate behaviour to stop and avoid substance abuse: refusal and decision-making skills - Long- and short-term consequences of substance abuse: link to crime, violence, and educational outcomes - Rehabilitation options: where to find help, care and support	Weeks 7–9	Unit 13: Health, social and environmental responsibility	77–87	42–57
	Formal Assessment: Controlled Test	Weeks 10–11			
Physical Education	Participation in target games	Week 1	Unit 10: Physical Education	55–57	32–34
	Participation in target games	Weeks 2–9	Unit 12: Physical Education	69–76	38–42
	Participation and movement performance in target games		Unit 14: Physical Education	88–92	58–61

Topic	Content	Time allocation	Where to find it in Top Class Life Orientation Grade 8		
			Unit	LB	TG
World of Work	Basic hygiene principles - Relationships between performance in school subjects and interests and abilities: - Types of learning activities related to different subjects: practical, theoretical, individual or group activities - Demands of each subject: thinking and learning skills required - Decision-making process: - Steps in choosing career category relating to individual strength, ability, interest and passion	Weeks 1–3	Unit 15: World of work	93–103	62–64
Health and environmental responsibility	Environmental health issues: - Application of laws and policies to protect the environmental health: address an environmental issue – Earth Day: preservation of the environment: - Honouring Earth Day: ways of being kinder to Earth - Develop and implement an environmental health programme - Informed, responsible decision making about health and safety: HIV & AIDS and COVID 19 - Management with medication, diet, healthy living and positive attitude - Prevention and safety issues relating to HIV/AIDS and COVID 19 - Caring for people living with HIV/AIDS and COVID 19 - Management of HIV/AIDS including COVID 19 - Coping with (coping with grief, trauma, loss and crisis)	Weeks 4–6	Unit 17: Health, social and environmental responsibility	112–124	70–73
		Weeks 7–10	Unit 19: Health, social and environmental responsibility	129–135	77–79
Constitutional rights and responsibilities	- Nation building: definition - Different ways to promote nation building in different contexts: community, school and home - Contributions of women and men towards nation building: individuals and groups	Week 11	Unit 21: Constitutional rights and responsibility	139–148	83–87

Topic	Content	Time allocation	Where to find it in Top Class Life Orientation Grade 8		
			Unit	LB	TG
Physical Education	- Participation in a programme that improves movement techniques - Safety issues relating to movement activities - Participation in a programme that improves movement techniques - Participation and movement performance in a programme that improves movement techniques	Weeks 1–3	Unit 16: Physical Education	104–111	65–69
			Unit 18: Physical Education	124–128	73–76
		Weeks 4–11	Unit 20: Physical Education	136–139	80–82
			Unit 22: Physical Education	149–151	88–90

Topic	Content	Time allocation	Where to find it in Top Class Life Orientation Grade 8		
			Unit	LB	TG
Constitutional rights and responsibilities	Basic hygiene principles • Concept: human rights violations – Types of violations – Counterstrategies to violations of human rights - Concept: gender equity – Gender equity issues in a variety of athletic and sport activities • Defining gender-based violence – Emotional, health and social impact of rape and gender-based violence – Prevention of violence against women: law on sexual offences – Sources of help for victims: safety for girls and women	Weeks 1–4	Unit 23: Constitutional rights and responsibilities	152–183	91–99
	• Concept: cultural diversity in South Africa - Diverse cultural norms and values in relation to personal and community issues – Influence of cultural norms and values on individual behaviour, attitude and choices: cultural expectations, practices and traditions – Understanding diverse cultures: recognition of diverse cultures to enrich South African society – Respect difference: culture, religion and gender – Celebrate unity in diversity: respect difference and celebrate similarity – Contributions to social development by organisations from various religions	Weeks 5–7	Unit 25: Constitutional rights and responsibilities	189–217	104–116
	Formal Assessment: Controlled Test	Weeks 8–10		121–131	84–88
Physical Education	• Participation in an outdoor recreational activity • Participation and movement performance in an outdoor recreational activity • Safety issues relating to participation in recreational activities	Weeks 1–4	Unit 24: Physical Education	184–188	100–103
	• Participation in an outdoor recreational activity • Participation and movement performance in an outdoor recreational activity	Weeks 5–7	Unit 26: Physical Education	218–221	117–119

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Topic	Content	Time allocation	Where to find it in <i>Top Class Life Orientation Grade 9</i>		
			Unit	LB	TG
Development of the self in society	Basic hygiene principles • Goal-setting skills: personal lifestyle choices • Influence of media, environment, friends and peers, family, culture, religion and community on personal lifestyle choices • Appropriate responses to influences on personal lifestyle choices: – Informed decision-making skills: positive and negative influences – Assertiveness skills: confident and firm decision-making	Weeks 1–4	Unit 1: Development of the self in society	1–11	1–2
	Sexual behaviour and sexual health: • Risk factors leading to unhealthy sexual behaviour • Unwanted results of unhealthy sexual behaviour: teenage pregnancy, sexually transmitted infections (STIs), HIV and AIDS, low self-image and emotional scars • Factors that influence personal behaviour including family, friends, peers and community norms • Strategies to deal with unhealthy sexual behaviour: abstinence and change of behaviour • Protective factors, where to find help and support: community structures that offer protection or resilience against high-risk behaviour • Adverse consequences and implications of teenage pregnancy for teenage parent(s) and the children born to teenagers	Weeks 5–7	Unit 3: Development of the self in society	22–36	5–10
World of Work	• Time-management skills: accountability in carrying out responsibilities – How to organise one's work – How to use time effectively and efficiently • Reading and writing for different purposes: – Keeping a journal; summarising and improving reading and writing skills	Weeks 8–11	Unit 5: World of work	42–55	13–15

Topic	Content	Time allocation	Where to find it in <i>Top Class Life Orientation Grade 9</i>		
			Unit	LB	TG
Physical Education	• Participation in target games, activities that improve physical wellness level • Safety issues relating to fitness activities	Weeks 1–3	Unit 2: Physical Education	12–21	3–5
	• Participation in target games, activities that improve physical wellness level	Weeks 4–11	Unit 4: Physical Education	37–41	11–13
	• Participation and movement performance in activities that improve physical wellness level		Unit 6: Physical Education	56–58	16–18

Topic	Content	Time allocation	Where to find it in <i>Top Class Life Orientation Grade 9</i>		
			Unit	LB	TG
Constitutional rights and responsibilities	Basic hygiene principles - Issues relating to citizens' rights and responsibilities: - Respect for others' rights: people living with different disabilities and HIV and AIDS (infected and affected) - Celebrations of national and international days: Human Rights Day, Freedom Day, Heritage Day, Reconciliation Day, Youth Day, Worker's Day, Women's Day, Africa Day, Nelson Mandela Day, World Refugee's Day and national health days - Plan and participate in a local celebration of a national day	Weeks 1–5	Unit 7: Constitutional rights and responsibilities	59–65	19–20
	- Constitutional values as stated in the South African Constitution - Positive and negative role models - Role models for upholding constitutional values: parents and leaders in the community/society - Applying these values in daily life	Weeks 3–5	Unit 9: Constitutional rights and responsibilities	72–84	23–26
World of work	- Options available after completing Grade 9: National Senior Certificate (NSC – Grades 10 – 12) and National Certificate Vocational (NCV – TVET Colleges) qualifications - Implications of choices: choice between NSC and NCV - Knowledge of the world of work: rights, responsibilities and opportunities in the workplace	Weeks 6–9	Unit 11: World of work	94–105	29–40
	Formal Assessment: Controlled Test	Weeks 10–11			
Physical Education	- Participation in a programme that improve movement techniques and executes a game plan for individual or team sport that improve movement techniques - Safety issues relating to participation in sport	Weeks 1–3	Unit 8: Physical Education	66–71	21–22
	- Participation in a programme that improve movement techniques, participate in and executes a game plan for individual or team sport - Participation and movement performance in a game plan for individual or team sport that improve movement techniques	Weeks 4–5	Unit 10: Physical Education	85–93	27–29
	- Participation in a programme that improve movement techniques, participate in and executes a game plan for individual or team sport - Participation and movement performance in a game plan for individual or team sport that improve movement techniques	Weeks 6–9	Unit 12: Physical Education	106–111	41–42

Topic	Content	Time allocation	Where to find it in <i>Top Class Life Orientation Grade 9</i>		
			Unit	LB	TG
World of Work	Basic hygiene principles Career and subject choices: • Subjects in Grades 10, 11 and 12 • Careers related to different subjects • Qualities relating to different careers and subjects: strengths and weaknesses; interests and abilities • Decision-making skills: steps in choosing subjects relating to interests and abilities and career of interest	Weeks 1–4	Unit 13: World of work	112–122	44–45
Health, social and environmental responsibility	Concept: volunteerism • Individual and community responsibility • Different types of volunteer organisations: contributions of community-based and non-profitable organisations to social and environmental health and sustainable development • Different types of volunteer activities: helping those less privileged; assisting those affected and infected by HIV and AIDS and other terminal illnesses	Weeks 5–7	Unit 15: Health, social and environmental responsibility	128–140	49–50
	Health and safety issues related to violence: • Common acts of violence at home, school and in the community • Reasons that violence occurs in families and communities and among friends and peers • Impact of violence on individual and community health and safety • Alternatives to violence: problem-solving skills and managing conflict • Protecting oneself and others from acts of violence: where to find help National health and/or safety promotion programmes	Weeks 8–11	Unit 17: Health, social and environmental responsibility	146–154	54–57
Physical Education	• Participation in a programme that improves movement and refinement of own and peer performance in movement activities • Safety issues relating to movement activities	Weeks 1–11	Unit 14: Physical Education	123–127	46–48
			Unit 16: Physical Education	141–145	51–53
			Unit 18: Physical Education	155–159	58–61

Topic	Content	Time allocation	Where to find it in <i>Top Class Life Orientation Grade 9</i>		
			Unit	LB	TG
Constitutional Rights and Responsibilities	Basic hygiene principles	Weeks 1–2	Unit 21: Constitutional rights and responsibilities	169–172	66
	- Contributions of various religions in promoting peace - Sport ethics in all physical activities	Week 3	Unit 23: Constitutional rights and responsibilities	174–178	68–69
Development of the self of society	- Challenging situations: depression, grief, loss, trauma and crisis - Causes of depression, grief, loss, trauma and crisis - Counterproductive coping techniques: using alcohol and drug	Weeks 4–6	Unit 25: Development of the self in society	178–192	71–75
World of work	- Study and career funding providers - Plan for own lifelong learning: goal setting for lifelong learning	Week 7	Unit 19: World of work	160–165	62–64
	Formal Assessment: Final examination	Weeks 8–10			
Physical Education	- Participation and refinement of own performance in an outdoor recreational activity - Safety issues relating to participation in recreational activities	Weeks 1–7	Unit 20: Physical Education	166–167	64–66
			Unit 22: Physical Education	172–173	67
			Unit 26: Physical Education	192–195	81–82

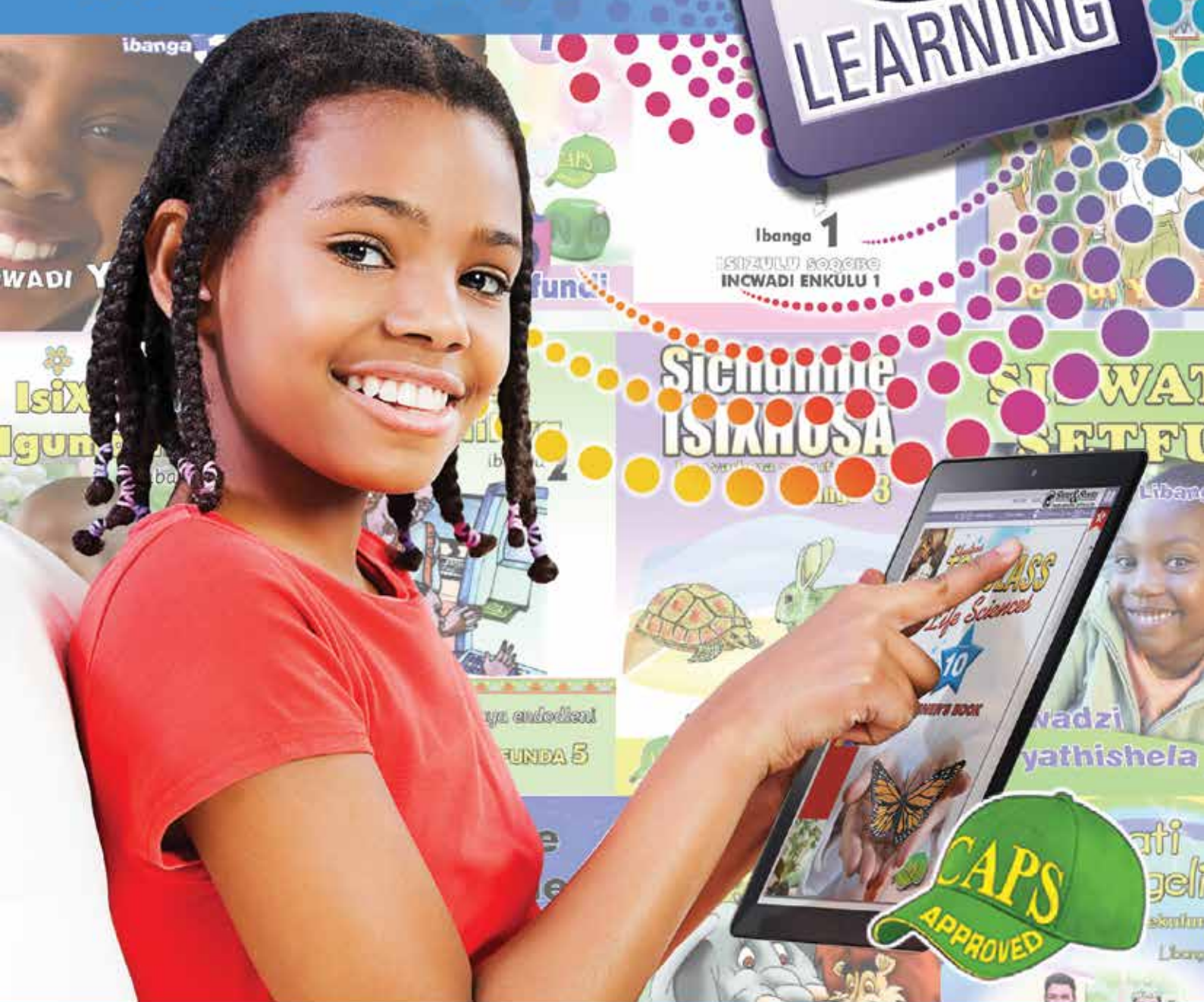
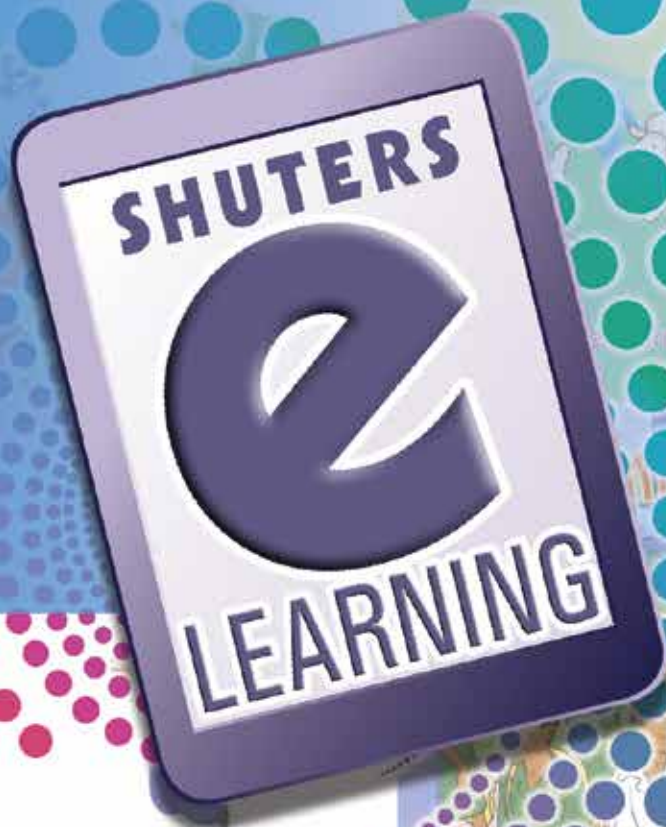
PROGRAMME OF ASSESSMENT

Grade 7		
Term	Assessment task	Page references
1	Written Task	LB page 35 TG page 21
	Physical Education Task	LB page 19 and 28 TG page 13 and 18
2	Controlled Test	TG page 51
	Physical Education Task	LB page 51 and 76 TG page 37 and 59
3	Project	LB page 71 TG page 47
	Physical Education Task	LB page 106 and 119 TG page 75 and 81
4	Examination	TG page 100
	Physical Education Task	LB page 147 and 157 TG page 95 and 107

Grade 8		
Term	Assessment task	Page references
1	Written Task	LB page 46 TG page 23
	Physical Education Task	LB page 27 and 48 TG page 13 and 28
2	Controlled Test	TG page 51
	Physical Education Task	LB page 75 and 89 TG page 41 and 58
3	Project Task	LB page 86 TG page 47
	Physical Education Task	LB page 110 and 127 TG page 69 and 76
4	Examination	TG page 102 and 117
	Physical Education Task	LB page 185 and 218 TG page 110

Grade 9		
Term	Assessment task	Page references
1	Written Task	LB page 36 TG page 9
	Physical Education Task	LB page 21 and 41 TG page 5 and 13
2	Controlled Test	TG page 35
	Physical Education Task	LB page 106 and 109 TG page 42
3	Project	LB page 103 TG page 32
	Physical Education Task	LB page 141 and 158 TG page 51 and 60
4	Examination	TG page 76
	Physical Education Task	LB page 178 and 193 TG page 69 and 81

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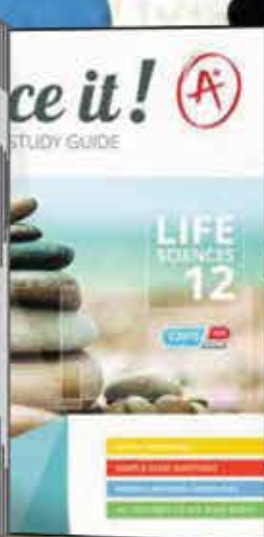
GRADES
8-12

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