“Study while others are sleeping; work while others are loafing; prepare while others are playing; and dream while others are wishing” – William A. Ward
The National Senior Certificate (NSC) is a qualification based on the National Curriculum Statement (NCS) that was introduced for the first time in Grade 10 in 2006. The country is implementing a single system of education managed by the Department of Basic Education and administered by the Provincial Education Departments (PEDs). Equally, there is a single system of examination and assessment administered by 9 different provinces and centrally managed and coordinated by the Department of Basic Education.

To qualify for the writing of the NSC examination a candidate has to go through twelve years of schooling and must complete the programme requirements for Grade 10, 11 and 12, separately.

The importance of the National Senior Certificate (NSC) in the South African context

The National Senior Certificate is a three year qualification which is attained after completing Grade 10, 11 and 12, based on the teaching and learning that takes place over the twelve years of schooling.

In terms of the Action Plan, the following three targets are directly measured through performance in the National Senior Certificate:

- Increase the number of Grade 12 learners who become eligible for a Bachelor Programme at a University;
- Increase the number of Grade 12 learners who pass Mathematics; and
- Increase the number of learners who pass Physical Sciences.

The National Development Plan (NDP) envisaged that by 2030, South Africans should have access to education of the highest quality, leading to significantly improved learning outcomes. The NDP makes new proposals in some areas, and in others it outlines more general points of departure to frame and guide reforms in education.

GDE VISION AND MISSION

**Vision:** Every learner feels valued and inspired in our innovative education system.

**Mission:** We are committed to provide functional and modern schools that enable quality teaching and learning to protect and promote the right of every learner to quality, equitable and relevant education.
• Every learner and teacher must commit fully to every lesson - face to face or online - and to class work that is allocated; Teachers prepared and ready to teach and learners prepared and ready to learn.

• All learners must be fully focused and give 100% attention and participation in all class and online activities.

• Learners must ensure that they use all available resources and LTSM, including workbooks, study Guides such as “Mind the Gap” and pass question papers to prepare fully for all examinations.

• All learners must abide by safety protocol when attending any extra tuition and support programmes offered by the School and GDE
  - The School-Based extra tuition, support and study programmes
  - The Provincial SSIP Saturday and holiday extra tuition and support programmes
  - The Provincial Examination preparation camps

• Each learner must develop and commit to their personal study timetable in addition to the School Based Study programmes. This is for examination preparations and studying at home.

• Each learner must give 100% participation and effort to ensure optimal utilization and contribution of School Based Assessment [SBA] marks towards the final examination marks [SBA = 25% and Exam Marks = 75%]
  - Learners must ensure that they prepare and present themselves for Oral work as part of the Language assessment component
  - Learners must prepare and complete all practical work and tasks in subjects with a Practical Component

• Matric learners must reprioritize their social, cultural, sport and other activities to ensure that their studies receive priority and maximum attention.

• The Countdown to the start of the Matric Final Examination is an indication of the available days left to prepare for the examinations.

• All learners, teachers, each classroom and school must have an “Olympic approach” towards counting down the number of days to ensure preparations are on track for each examination.

• Learners must maximize the use of available time and resources to ensure optimal utilization and preparations for the examinations.

OFFICIAL COUNTDOWN STARTED
WEDNESDAY, 15 JANUARY 2020

198 SCHOOL DAYS in 2020

- Term 1: 48 school days – 48 days = 00 days
- Term 2: 50 school days minus 16 Exam Days = 34 for Teaching and Learning
- Term 3: 53 school days minus 19 Exam days = 34 for Teaching and Learning
- Term 4: 5 days for Revision (R)

Total T&L&R for 2020: 48 + 34 + 34 + 5 = 121 days

From 31 MARCH 2020 = 73 school days for T&L

AMENDED DUE TO COVID-19 MEASURES SEE PAGE 22
To qualify for a National Senior Certificate, a learner must offer seven approved subjects and provide full evidence of School Based Assessment for each subject.

For a candidate to obtain a National Senior Certificate he/she must:

(a) Complete the programme requirements for Grades 10, 11 and 12 separately and obtain the distinct outcomes and associated assessment standards for all three years; and

(b) Comply with the internal assessment requirements for Grades 10, 11 and 12 and the external assessment requirements of Grade 12;

(c) Achieve 40% in three subjects, one of which is an official language at Home Language Level;

(d) achieve 30 % in three subjects and

(e) Provide full evidence in the school based assessment component in the subject failed.

The requirements are tabulated below:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>ACHIEVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Home Language</td>
<td>40 %</td>
</tr>
<tr>
<td>One Home or First Additional Language</td>
<td></td>
</tr>
<tr>
<td>Mathematics or Mathematical Literacy</td>
<td></td>
</tr>
<tr>
<td>Life Orientation</td>
<td></td>
</tr>
<tr>
<td>3 x subjects selected from the approved subject list</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 x subjects with 40 %</td>
</tr>
<tr>
<td></td>
<td>3 x subjects with 30 %</td>
</tr>
<tr>
<td></td>
<td>1 x subject less than 30%</td>
</tr>
<tr>
<td></td>
<td>(evidence of SBA)</td>
</tr>
</tbody>
</table>
Assessment of the National Senior Certificate

Assessment in the NSC subjects is based on both the external examinations and internal assessment conducted by the school.

The external examinations constitute 75% of the final promotion mark and the internal assessment constitutes 25%. A practical examination component will be examined externally for the relevant subjects.

Achievement in the NSC is recorded on a seven (7) point scale which is categorized as follows:

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Achievement Description</th>
<th>Marks (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Outstanding Achievement</td>
<td>80-100</td>
</tr>
<tr>
<td>6</td>
<td>Meritorious Achievement</td>
<td>70-79</td>
</tr>
<tr>
<td>5</td>
<td>Substantial Achievement</td>
<td>60-69</td>
</tr>
<tr>
<td>4</td>
<td>Adequate Achievement</td>
<td>50-59</td>
</tr>
<tr>
<td>3</td>
<td>Moderate Achievement</td>
<td>40-49</td>
</tr>
<tr>
<td>2</td>
<td>Elementary Achievement</td>
<td>30-39</td>
</tr>
<tr>
<td>1</td>
<td>Not Achieved</td>
<td>0-29</td>
</tr>
</tbody>
</table>

An achievement rating in a subject is based on a minimum of 30% (elementary achievement). However the minimum achievement rating for the Home Languages is 40% (moderate achievement).

Endorsed National Senior Certificate and Requirements for the Endorsed NSC

Learners who experience barriers to learning can follow an alternative pathway to obtain a NSC. Such candidates who experience barriers to learning are defined as learners with special educational needs. Several concessions, related to the nature of the barrier to learning, identify permissible variants to the rules of combination allowed for the NSC. Barriers to learning identified in the policy include: visual, aural, and hearing impairment, aphasia, dyslexia and mathematical disorders such as dyscalculia.

To qualify for the endorsed NSC the candidate must:

a) Classify as a learner with a special educational need (LSEN) and allocated an LSEN tracking number

b) Have a concession to offer five subjects instead of seven of which one has to be a Language. Life Orientation and Mathematical Literacy must also be offered.

c) The candidate must offer and complete the internal and external assessment requirements

An Endorsed NSC shall be issued to a candidate (allocated an LSEN tracking number) who must offer a minimum of 5 subjects and achieve a minimum of at least 30% in each of the five subjects.
Minimum Higher Education Admission requirements in accordance with the 3 levels of undergraduate programmes are as follows:

(a) Higher Certificate
The minimum admission requirement is a National Senior Certificate with a minimum of 30% in the language of learning and teaching of the Higher Education Institution as certified by Umalusi, the Quality Assurance Council. Institutional and programme needs may require additional combinations of recognised NSC subjects and levels of achievement.

(b) Diploma
The minimum admission requirement is a National Senior Certificate with a minimum of 30% in the language of learning and teaching of the Higher Education Institution as certified by Umalusi, the Quality Assurance Council, coupled with an achievement rating of 3 (Moderate Achievement, 40 – 49%) or better in four (4) recognised NSC 20-credit subjects. Institutional and programme needs may require additional combinations of recognised NSC subjects and levels of achievement.

(c) Bachelor’s Degree
The minimum admission requirement is a National Senior Certificate with a minimum of 30% in the language of learning and teaching of the Higher Education Institution as certified by Umalusi, the Quality Assurance Council, coupled with an achievement rating of 4 (Adequate Achievement, 50 – 59%) or better in four subjects. The Minister of Higher Education has since revoked the designated list of Subjects to qualify for the Bachelor Degree. This therefore means that all subjects are treated equally and they can now all be used for a Bachelor Degree.

It is important to note that promulgation of amendments to policy and regulation no matter how well intended, or planned, and irrespective of how small, will bring about uncertainty and instability in the system. As such the performance of the Class of 2020 must be considered in relation to the policy amendments that impacted on this specific cohort. These policy changes relate to the introduction of the new dispensation in the implementation of the Progression Policy in Grade 10 and 11.

To minimise unnecessary school dropout in the schooling system and to uphold the best interest of the learner so that every learner can achieve an exit qualification such as the National Senior Certificate, legislation states that a learner may be retained only once in the FET phase. This implies that a learner who has not met the promotion requirements in either Grade 10 or 11, after repeating the grade, may be progressed to the next grade.

In November 2015, the Department of Basic Education released Circular E35 of 2015 to align the regulations above with the minimum requirements of the National Senior Certificate to ensure that a learner who is progressed meets certain basic criteria, which will assist the learner to cope with the demands of the next grade. The Circular provides that the following criteria should be used to determine learner progression to the next grade:

- The learner must have failed, at least once in the FET band to satisfy the promotion requirements of either Grade 10 or 11 and repeated either Grade 10 or 11;
- The learner must have passed the Language of Learning and Teaching (LoLT) and another three of the seven subjects offered;
- The learner must have attended school on a regular basis. Absenteeism in excess of 20 days, without a valid reason, will disqualify the learner from being progressed;
- The learner must have complied with all the prescribed School Based Assessment (SBA) requirements for that academic year.
IMPORANCE OF SCHOOL BASED ASSESSMENT (SBA)
• The SBA constitutes 25% of the final mark at the end of the year in all subjects except Life Orientation.
• SBA tasks for Life Orientation (LO) counts 100%.
• Learners who do not have SBA marks for any subject will not be certificated at the end of the year.

SUBJECTS WITH PRACTICAL COMPONENT
• As part of SBA, learners must complete Practical Assessment (PAT) which will constitute an additional 25% towards the final mark. In principle the SBA and PAT will count 50% and the examinations 50% towards a final mark.

ORAL FOR LANGUAGES
• In the past the oral mark was counted twice as part of SBA and examinations.
• The new policy separates orals, examinations and SBA.
• The final mark is calculated as follows:
  Examination =62.5%
  SBA =25%
  Orals =12.5%
  Total =100%.
On the basis of the above it is imperative that each Grade 12 learner takes the SBA seriously and prepares accordingly.

The Policy on Accommodations and Concessions provides procedures for:
  o Processing of Accommodation applications
  o Assessment of applications; and
  o Supporting evidence required
• The implementation of the Policy on Accommodations will ensure strengthening the assessment of learners through differentiated assessment
• Differentiated assessment involves accommodations and adaptations; and serves to enable effective participation of eligible learners in order to demonstrate their academic progress and achievement in their schooling without compromising standards
• Learners, teachers and parents can apply for accommodations following the processes outlined in the policy.
• Examples of special needs for which eligible learners can apply for accommodation include: extra time required because of slow reading or writing, large print question papers, etc.
• All eligible learners are encouraged to apply timeously for accommodation.
In 2016 a basket of performance measures was introduced for the ranking of schools and districts. Such a measure presents another perspective on the performance of the districts. Seven categories are included, with each one being allocated a specific weighting. This is depicted in the table to the left.

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>% Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throughput</td>
<td>No of Learners who wrote the NSC as a % of the no who started grade 10 three years prior</td>
<td>10%</td>
</tr>
<tr>
<td>% Achieved</td>
<td></td>
<td>35%</td>
</tr>
<tr>
<td>% Bachelor Pass</td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>% Mathematics Participation</td>
<td>Percentage of learners offering Mathematics compared to the total number of learners</td>
<td>10%</td>
</tr>
<tr>
<td>% Mathematics Pass</td>
<td>The percentage of learners who achieved in Mathematics (30%)</td>
<td>10%</td>
</tr>
<tr>
<td>% Physical Sciences</td>
<td>The percentage of learners who achieved in Physical Science</td>
<td>10%</td>
</tr>
<tr>
<td>Distinction Rate</td>
<td>The no of level 7's divided by the total no of subjects offered</td>
<td>10%</td>
</tr>
</tbody>
</table>

In 2016 a basket of performance measures was introduced for the ranking of schools and districts. Such a measure presents another perspective on the performance of the districts. Seven categories are included, with each one being allocated a specific weighting. This is depicted in the table to the left.
Attendance of School Based and the Provincial SSIP Programmes is **compulsory** for all SSIP Schools and learners from SSIP Schools.

The department invests a lot of resources, time and energy to ensure that learners receive all the support required to make a success of their school career and that they achieve and meet the minimum requirements for entry to HEI’s and further studies.

The 2020 SSIP programme is made up of the School – Based programme, and the Provincial SSIP programme.

The SSIP Programmes will comprise:
- Morning and afternoon extra tuition during the school term (check official communique from the school)
- The School-Based holiday support, revision and study sessions
- The district and provincial SSIP programmes (camps)

The 2020 SSIP programme will focus on critical subjects identified through results analysis, which include **Maths, Tech Maths, Maths Lit, Physical Science, Tech Science, Life Science, Economics, Accounting, Geography, Business Studies and Home Language**

In the year there will be high impact examination preparatory camps focusing on getting learners ready for the final examinations, including examinations techniques, revision of pass question papers to drill learners; motivational talks; and evening study group sessions under controlled environment etc.

<table>
<thead>
<tr>
<th>I need to prioritise:</th>
<th>I need to take:</th>
<th>I need to ask:</th>
<th>I must diarise:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SELF PREPARATION ASSESSMENT:**

**HAVE I:**
- Mapped key concepts in all subjects
- Identified critical info graphics – pictures; data tables; photos; graphs; labelled sources – that I must know in my subjects
- Reviewed a significant number of pass papers and memos to be able to identify outstanding subject gaps
- Listed the subject areas/ questions that I am still struggling with to discuss further with my peers, teachers and/or tutors
- Prepared personalized resource guides/ study maps per subject that help me to review subject sections with speed
CONQUERING EXAM TASKS: KNOW HOW TO ANSWER QUESTIONS

Refer to the following table with command verbs as a guideline to answering questions. They are ranked from the simple to more complex types of tasks and consequently the type of answers required will depend upon the command verb.

<table>
<thead>
<tr>
<th>WORD</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Account</td>
<td>to answer for - explain the cause of - so as to explain why</td>
</tr>
<tr>
<td>Analyse</td>
<td>separate, examine and interpret critically</td>
</tr>
<tr>
<td>Annotate</td>
<td>to add explanatory notes to a sketch, map or drawing</td>
</tr>
<tr>
<td>Argue</td>
<td>put forward reasons in support of or against a proposition</td>
</tr>
<tr>
<td>Classify</td>
<td>to divide into groups or types so that things with similar characteristics are in the same group - to arrange according to type or sort</td>
</tr>
<tr>
<td>Comment</td>
<td>write generally about</td>
</tr>
<tr>
<td>Compare</td>
<td>to point out or show both similarities or differences</td>
</tr>
<tr>
<td>Contrast</td>
<td>stress the differences, dissimilarities, or unlikeness of things, qualities, events or problems</td>
</tr>
<tr>
<td>Define</td>
<td>give the concise and clear meaning</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>to show or make clear - to illustrate and explain - to prove by reasoning and evidence - can give examples</td>
</tr>
<tr>
<td>Describe</td>
<td>list the main characteristics of something - give an account of</td>
</tr>
<tr>
<td>Discuss</td>
<td>examine by means of argument, presenting both sides and reaching a conclusion</td>
</tr>
<tr>
<td>Evaluate</td>
<td>to make an appraisal or express an opinion concerning the value - to define, analyse and discuss</td>
</tr>
<tr>
<td>Explain</td>
<td>to make clear, interpret and spell out the material you present</td>
</tr>
<tr>
<td>Give</td>
<td>to state facts without discussions</td>
</tr>
<tr>
<td>Identify</td>
<td>give the essential characteristics of - to name</td>
</tr>
<tr>
<td>Interpret</td>
<td>to give an explanation of - to give the meaning of</td>
</tr>
<tr>
<td>Justify</td>
<td>prove or give reasons for decisions or conclusions, using logical argument</td>
</tr>
<tr>
<td>List</td>
<td>write an itemised series of concise statements</td>
</tr>
<tr>
<td>Mention</td>
<td>Refer to relevant points</td>
</tr>
<tr>
<td>Name</td>
<td>to state something - give, identify or mention</td>
</tr>
<tr>
<td>Outline</td>
<td>give a summary, using main points and leaving out minor details</td>
</tr>
<tr>
<td>Predict</td>
<td>to say what you think will happen - to foretell - to say in advance</td>
</tr>
<tr>
<td>Provide</td>
<td>to state facts without discussions</td>
</tr>
<tr>
<td>State</td>
<td>to present information plaintly without discussion</td>
</tr>
<tr>
<td>Suggest</td>
<td>to propose an explanation or solution</td>
</tr>
<tr>
<td>Show</td>
<td>to make clear - to point out - to explain</td>
</tr>
</tbody>
</table>

QUESTION BANK FOR REVISION ON YOUR TOPIC

Self Task: Use the sample stem questions in the table following to develop your own questions for revision.

Questioning for Quality Thinking

Recalling -
Who, what, when, where, how ______?  Identifying Errors -
What is wrong with ______?

Comparing -
How is topic similar to/different from ______?

Inferring -
What might we infer from ______?

What conclusions might be drawn from ______?

Identifying Attributes and Components -
What are the characteristics/parts of ______?

Predicting -
What might happen if ______?

Classifying -
How might we organize into categories ______?

Elaborating -
What ideas/details can you add to ______? Give an example of ______.

Ordering -
Arrange into sequence according to ______?

Summarizing -
Can you summarize ______?

Identifying Relationships and Patterns -
Develop an outline/diagram/web of ______?

Establishing Criteria -
What criteria would you use to judge/evaluate ______?

Representing -
In what other ways might we show/illustrate ______?

Verifying -
What evidence supports ______?

How might we prove/confirm ______?

Identifying Main Ideas -
What is wrong with ______?

What conclusions might be drawn from ______?
EFFECTIVELY ACCESSING NSC PAST PAPERS AND MEMOS:

SOURCING CRITICAL NSC SUPPLEMENTARY SUBJECT MATERIAL ONLINE
Mind the Gap Study Guides Grade 12 CAPS Aligned

The Department of Basic Education has pleasure in releasing the second edition of Mind the Gap study guides for Grade 12 learners. These study guides continue the innovative and committed attempt by the Department of Basic Education to improve the academic performance of Grade 12 candidates in the National Senior Certificate (NSC) examination.

The second edition of Mind the Gap is aligned to the Curriculum and Assessment Policy Statement (CAPS).

MIND THE GAP STUDY GUIDES ARE AVAILABLE IN THE FOLLOWING SUBJECTS:

- ACCOUNTING
- ECONOMICS
- LIFE SCIENCES
- GEOGRAPHY
- MATHEMATICS
- MATHEMATICAL LITERACY
- PHYSICAL SCIENCE: PHYSICS AND CHEMISTRY

(AVAILABLE IN ENGLISH AND AFRIKAANS)
Self Task 1: Read the speech bubbles below and answer the questions first to prepare your brain for studying. There is no shortcut. Remember the 5 P’s: Proper Planning Prevents Poor Performance.

**Self-Assessment Questions**

- What are my strengths and weaknesses?
- Am I learning in the best way for me?
- What can I remember and understand?
- Where do I have to focus my revision?
- What are my targets?
- How am I doing?
- What is really making me think?
- How will I know if my work is good?
- What do I need to do to improve?
- How am I going to make this improvement?

You will notice that the questions which you have answered will make you aware of what your approach to learning is. It helps you know how your ability to deliver quality work depends on using positive attitudes and values as a resource and being aware of the approach to learning you choose. This means you now know that your attitude towards studying and your choices will reflect how well you approach the task of studying any topic.

Remind yourself always that: “Your Attitude determines your Altitude”

Put differently: Success is 1% luck and 99% effort and technique.

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**Top 10 study tips**

1. Have all your materials ready before you begin studying – pencils, pens, highlighters, paper, etc.
2. Be positive. Make sure your brain holds on to the information you are learning by reminding yourself how important it is to remember the work and get the marks.
3. Take a walk outside. A change of scenery will stimulate your learning. You’ll be surprised at how much more you take in after being outside in the fresh air.
4. Break up your learning sessions into manageable parts. Trying to learn too much at one time will only result in a tired, unfocused and anxious brain.
5. Keep your study sessions short but effective and reward yourself with short, constructive breaks.
6. Teach your concepts to anyone who will listen. It might feel strange at first, but it is definitely worth reading your revision notes aloud.
7. Your brain learns well with colours and pictures. Try to use them whenever you can.
8. Be confident with the learning areas you know well and focus your brain energy on the sections that you find more difficult to take in.
9. Repetition is the key to retaining information you have to learn. Keep going – don’t give up!
10. Sleeping at least 8 hours every night, eating properly and drinking plenty of water are all important things you need to do for your brain. Studying for exams is like strenuous exercise, so you must be physically prepared.
STUDY SKILLS AND PREPARATION: TAKING RESPONSIBILITY

SUCCESSFUL LEARNERS...

ACCEPT SELF-RESPONSIBILITY, seeing themselves as the primary cause of their outcomes and experiences.

STRUGGLING LEARNERS...

See themselves as Victims, believing that what happens to them is determined primarily by external forces such as fate, luck, and powerful others.

Self Task 2: Know the LEARNING PROCESS below before you study any section of your work. Tick off whether you WILL (W) do it, CAN (C) do it, or HAVE (H) done it.

1. Identify problem (What’s up?)
   (W) I (C) (H)
   - Conduct brainstorming to identify the real nature of the topic.
   - Write down the topic, using for instance, graphic organisers, mind maps, etc.

2. Investigate problem (Just give me the facts)
   (W) I (C) (H)
   - An investigation of the topic by:
     - Searches of ideas, facts, methods, skills to tackle the topic for the exams;
     - Observing, recording, classifying and analysing the data to study;
     - Building a database of facts and skills to deal with the topic;
     - Listing all known information on the topic;
     - Studying the Big ideas driving the topic to study, identifying how to deal with the topic in order to answer questions in the exam.

3. Evaluate data (What does it all mean?)
   (W) I (C) (H)
   - Consolidate and organise the facts, and skills to be learnt for the test.

4. List possible actions (What could happen?)
   (W) I (C) (H)
   - Identify and list the study methods that you intend to use as you prepare for the exams on this topic e.g. acronyms, mnemonics, study use cards, mind maps, concept maps, flow charts, etc.

5. Predict outcomes (If I do that, what then?)
   (W) I (C) (H)
   - Construct a list of study methods to remember your work and apply your learning for the text.
   - Investigate various solutions to exam questions.
   - Debate and discuss the merits of answers and approaches to exam questions.
   - Consult all your sources to study and answer past exam papers.

6. Select best action (This is it!)
   (W) I (C) (H)
   - Decide on the best course of action for studying e.g. use a study plan and stick to it.

7. Implement action (Let’s hit the road)
   (W) I (C) (H)
   - Develop a plan of action using flow charts, diagrams, timelines, etc.
   - Exhibit the plan for you to see and act on it.
   - Allocate timeframes, roles and responsibilities for yourself.
   - Put the study plan into action.
   - Monitor your study progress, using checklists, keeping diaries and gathering data.

8. Evaluate action (How did it go?)
   (W) I (C) (H)
   - Check whether the study skills and subject facts used were correctly identified in the first place.
   - Were the subject data and information accurate and adequate?
   - Were the correct study methods considered?
   - Has your results and mastery of the topic improved?
   - Is further action necessary to improve the quality of your work?

Study skills to boost your learning

This guide includes 3 study techniques you can use to help you learn the material:
1. Mobile notes
2. Mnemonics
3. Mind maps

Mobile notes

Mobile notes are excellent tools for learning all the key concepts in the study guide. Mobile notes are easy to make and you can take them with you whenever you go.

1. Fold a blank piece of paper in half. Fold it in half again. Fold it again.
2. Open the paper. It will now be divided into 8 parts.
3. Cut or tear neatly along the folded lines.
4. On one side of each of these 8 bits of paper, write the basic concept.
5. On the other side, write the meaning or the explanation of the basic concept.
6. Use different colours and add pictures to help you remember.
7. Take these mobile notes with you whenever you go and look at them whenever you can.
8. As you learn, place the cards in 3 different piles:
   - I know this information well.
   - I’m getting there.
   - I need more practice.
9. The more you learn them, the better you will remember them.
STUDY SKILLS AND PREPARATION: SELF MOTIVATION

SUCCESSFUL LEARNERS...

DISCOVER SELF-MOTIVATION... finding purpose in their lives by discovering personally meaningful goals and dreams.

STRUGGLING LEARNERS...

Have difficulty sustaining motivation, often feeling depressed, frustrated, and/or resentful about a lack of direction in their lives.

These questions will sharpen your study focus and help you identify your knowledge gaps and therefore improve your results.

<table>
<thead>
<tr>
<th>Questions to ask myself before studying</th>
<th>[*] if you have done this</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being aware:</td>
<td></td>
</tr>
<tr>
<td>What exactly do I need to do for this topic?</td>
<td></td>
</tr>
<tr>
<td>Why am I doing this topic?</td>
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<td>What do I know about this topic already?</td>
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<td>What options and choices do I have for studying this topic?</td>
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<td>How will I be assessed on this topic?</td>
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<td>What learning strategies could I use for this topic?</td>
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<td>Monitoring myself:</td>
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<td>How am I doing it?</td>
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<td>What steps will it take for me to do this topic?</td>
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<td>Which strategy will I try first to master this topic?</td>
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<td>Is this the best strategy to use now for this topic?</td>
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<td>What will I do next to master this topic?</td>
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<td>Are there strategies I haven't used yet?</td>
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<td>Am I concentrating on the right parts of this topic?</td>
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<td>Evaluating myself:</td>
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<td>How well am I going?</td>
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<td>How will I know if I have been successful?</td>
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<td>What will I check my success against?</td>
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<td>Is this approach working for me?</td>
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<td>What can I do to improve my work?</td>
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<td>Am I making progress towards my goal?</td>
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<td>Have I been successful?</td>
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<td>Reflection:</td>
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<tr>
<td>What have you learnt from this task?</td>
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<tr>
<td>What do you know about yourself now?</td>
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</table>

Thinking like an examiner

Question Starts: A practice routine for creating your own thought-provoking questions on this topic

- Brainstorm a list of at least 12 questions about the topic, concept or object. Use these questions below to help you think of interesting questions on the topic for your test preparation:
  - Why...?
  - How would it be different if...?
  - What are the reasons...?
  - Suppose that...?
  - What if...?
  - What if we knew...?
  - What is the purpose of...?
  - What would change if...?
- Review the brainstormed list and star the questions that seem most interesting. Then, select one or more of the 'starred' questions to provide the answers on your study cue card.
- Reflect: What new ideas do you have about the topic, concept or object that you didn't have before?

Use the Welderhold’s Question Matrix to develop 36 questions on this topic.

The Question Matrix is a set of 36 question starters that ask what, where, which, who, why, and how. The questions in the top rows of the matrix are knowledge and information questions and the lower rows are questions that require analysis, synthesis and evaluation.

<table>
<thead>
<tr>
<th>Event</th>
<th>Situation</th>
<th>Choice</th>
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<td>Where / When is?</td>
<td>Which did?</td>
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<td>Where / When can?</td>
<td>Which can?</td>
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<td>Why can?</td>
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<tr>
<td>Probability</td>
<td>What would?</td>
<td>Where / When would?</td>
<td>Which would?</td>
<td>Who would?</td>
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<td>Prediction</td>
<td>What will?</td>
<td>Where / When will?</td>
<td>Which will?</td>
<td>Who will?</td>
<td>Why will?</td>
</tr>
</tbody>
</table>
Self-Assessment Checklist (Tick the block if done)

Name of Learner: ___________________________ Date: __________________

- Did I identify the possible facts and skills I have to study? (What’s up?)
- Did I evaluate the action for studying? (How’d it go?)
- Did I identify any new study challenges and follow-up procedures?
- Did I plan and implement the action for studying? (Let’s hit the road!)
- Did I select the best action for studying? (This is it!)
- Did I select exam questions to answer? (But if I do that – what then?)

PLANNING

- Did I make extra notes for easy studying? (Just give me the facts)

1. CONCEPTUAL UNDERSTANDING – the “what”
   - I showed that I used the important information, and skills required for the test question
   - The skills I used fits what was requested in the problem

2. PROCESSES / STRATEGIES – the “how”
   - I used problem solving skills / strategies that fit the problem
   - I showed where necessary any draft work including all of the diagrams, pictures, models, numbers and/or symbols I used to solved the problem

3. VERIFICATION – the “defence”
   - My review of the concepts and processes I used to get to my solution is clearly identified
   - If appropriate, I worked the entire problem a second way to defend my first solution

4. COMMUNICATION – the “connecting path”
   - The path leading to my complete solution is shown with no gaps for the examiner to fill in.
   - My work fits all of the parts (the concepts, strategies, and verification) together and if required uses pictures, charts, diagrams and/or words.

5. ACCURACY – “correctness”
   - My final answer is complete, justifiable and clearly identified
   - My answer matches what the problem was asking

SUCCESS

I can sit for the examination and SUCCEED!
### TIME MANAGEMENT

- **Make time management your priority** - Take a few minutes to plan and prioritise your daily action plans, especially your study schedule.
- **Stop stressing about unfinished tasks** - Get it done or take it off your to-do list.
- **Find out what action planning tools work best for you** - Date books, calendars or task bars.
- **Give yourself a break** - Remember to pace yourself with rest periods in-between to avoid exhaustion.
- **Maintain focus** - When routines are losing value and efficiency, rearrange activities to meet your daily objectives.
- **Stay on Track** - Keep your priority items in mind throughout the day.
- **Mark your achievements** against planned priorities.
- **Get organized** - Make sure all the relevant subject and study resource items – stationery, calculators etc. are readily available.
- **Value time** - With more preparation you can put unexpected time to good use by reading, making notes – summarizing using mind maps - or just catching up.
- **Change time wasting behavior** e.g. postponing priorities- plan thoroughly in order to meet all the daily demands.
- **Reward yourself** for your excellent time management skills with a healthy treat.

### SELF ASSESSMENT

**Have I:**

- **Attended career guidance sessions** as part of Life Orientation and selected a possible future career or field of study.
- **Set clear targets** to be achieved per subject for SBA’s, June Exams, Preparatory Exams and October Final Exams.
- **Developed a personal chart** reflecting clear targets for all subjects, numbers and percentages for each assessment task and for each of the formal examination sittings.
- **Plotted weekly progress** against targets captured on the chart.
- **Developed clear ACTION PLANS**, reflecting who, what, how, where and when to achieve the desired targets [study timetables]
- **Sought immediate support**, intervention and remedial action when my progress was declining or unsatisfactory.
- **Discussed progress with parents**, guardians and teachers.
Strengthen both your mental and physical health and well-being during this period. Explore strategies that work for you – exercise, meditation, relaxation techniques etc.

Be focused and determined to overcome all challenges. Apply innovative approaches to study methods and time management. Greater effort during times of adversity can multiply gains and secure success.

Sources are extracted from DBE GUIDELINES available on the DBE website:
https://www.education.gov.za
ALWAYS REMAIN POSITIVE: ADVERSITY PRESENTS OPPORTUNITIES TO TRIUMPH

- **Learn** new skills
- **Strengthen** existing skills
- **Apply** your acquired skills
- **Review** your smart goals
- **Adjust** your time frames
- **Celebrate** your wins
- **Source** new avenues for accelerated learning
- **Be innovative**
- **Think “I Can”**
- **Expand** your skills and values profile
- **Empower** others. Be kind. Share!

---

**COVID-19 GOLDEN RULES**

- Wash your hands regularly with soap and water for 20 seconds, or use an alcohol-based hand sanitizer.
- Always wear a 3-layered mask in public. It’s compulsory.
- Cover your cough or sneeze with a flexed elbow or a tissue, then throw the tissue in the bin immediately.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Maintain a hygienic home, clean and disinfect.
- Keep physical distance – at least 2 metres from other people.

---

**Wear a 3-layered mask in public. It’s compulsory.**

- One can also use a scarf that covers your nose and mouth.
- Walkers, runners and joggers encouraged to wear masks.
- Surgical masks are for healthcare workers only.
- Maintain social distancing even when wearing a mask.
- Shops have the right to refuse entry if not wearing a mask.

---

**HYGIENE, SAFETY AND WELL-BEING TIPS (2)**
REVISED AMENDMENT TO 2020 SCHOOL CALENDAR

Government Gazette No. 43431

www.gpwnline.co.za/Pages/default.aspx
2020 NSC EXAMINATION TIMETABLE

POPULATE YOUR PERSONAL STUDY AND EXAMINATION TIMETABLE INTO THE CALENDAR MONTHS THAT FOLLOW IN PREPARATION FOR THE TRIAL AND FINAL NSC EXAMS.

DISCIPLINE AND STRINGENT TIME MANAGEMENT IS KEY TO YOUR SUCCESS.

Paste the NSC Exam Timetable for your subjects here!

This Photo by Unknown Author is licensed under CC BY-SA-NC
AUGUST: “Self-initiated learning, once begun, develops its own momentum.” – Roy Hartjien

- **Key Achievements to strive for:**

- **Challenges to Overcome:**

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SEPTEMBER: “What you do has far greater impact than what you say.”- Stephen Covey

- Key Achievements to strive for:
- Challenges to Overcome:

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OCTOBER: “No country can really develop unless its citizens are educated.” - Nelson Mandela

- Key Achievements to strive for:
- Challenges to Overcome:

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NOVEMBER: “The time is always right to do what is right.” - Martin Luther King Jr.

- Key Achievements to strive for:

- Challenges to Overcome:

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DECEMBER: “Everything that is happening at this moment is a result of the choices you’ve made in the past.” – Deepak Chopra.

- Key Achievements to strive for:
- Challenges to Overcome:

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**Tips for an Effective Study Group Session**

With examinations just around the corner, you have probably been thinking about the most ideal way to form an effective study group session. Here are some tips that may help you conduct a more productive study group session. These tips can also apply to online study group sessions.

1. **Set up an effective study group session.** A study group session will be most effective if it is comprised of people who are all committed to achieving a good grade. An ideal study group session should have between three to five members who meet for a period of time that spans between one to three hours. Study sessions less than an hour are likely to be rushed. If the study session is too long, productivity tends to drop and members of the group may lose focus.

2. **Show up prepared.** Each member should come to the group prepared. Before attending your group session, you should be familiar with the material and you should know what areas you are having difficulty with.

3. **Stay organized and focused.** This tip may be obvious, but staying organized and focused can be challenging when working with a group. There should be a group leader who keeps the group on track. In many cases, the person who started the study group and/or invited others to the study group is the leader of that session.

4. **Pick a format for your study group session.** A study group session will be much more effective if you know ahead of time what you plan to cover in that session and in what order you will cover it. Here are a few ideas for how you can structure your study group session:
   - Refer to a study guide given to you to direct that session, e.g. Mind the Gap.
   - Use study questions from past question papers.
   - If you have multiple chapters to review, or multiple topics to cover, you could assign each person in the group specific topics or chapters to present to the group. Prior preparation is needed by all.
   - Provide each an opportunity to choose the content that they are most confident with to discuss or what they would like more help with. This provides some structure and it gives each person a chance to both contribute and to seek help.

5. **Pick an appropriate meeting place/online site.** A classroom at school or library. Quiet spaces are best where group members cannot be distracted. Or choose to have your group sessions online via Zoom/MS Teams/Google Meet etc.

**Additional things to consider:**
- **Bring your notes.** This will give you the option of comparing your notes to other members in the study group.
- **Make great use of your time in the study session.**
- **Take breaks at scheduled intervals.** Planning a 10-15 minute break halfway through your study session, for example, can help minimize interruptions caused by people getting up to get a beverage or to make a trip to the restroom.
- **Do a quick “review” or “wrap-up” at the end of the study session to recap on what was covered.** Plan this during the last ten or fifteen minutes of the review session. Anticipate that someone may need help on a specific problem or topic.
- **And remember, stay focused!**

(adopted from [http://eccles.utah.edu/news/5-tips-for-an-effective-study-group/](http://eccles.utah.edu/news/5-tips-for-an-effective-study-group/))
HAS YOUR SUBJECT ATP BEEN REVISED (REORGANISED)?

The trimming and re-organisation of the curriculum are designed to accommodate the impact of COVID-19 and is therefore an interim deviation from the original curriculum. These interim changes are only to be implemented in 2020 and schools must revert to the original curriculum in 2021. Pending the amendment to the CAPS, the DBE has issue a circular as an interim measure to assist schools, teachers and all other key stakeholders in education involved in the curriculum implementation process, with meeting the key requirements of the curriculum in the remaining part of the academic year.

Grade 10
- ATP Mediation Accounting Grade 10
- ATP Mediation Agricultural Management Practice Grades 10-12
- ATP Mediation Agricultural Sciences Grades 10-12
- ATP Mediation Business Studies
- ATP Mediation Civil Technology
- ATP Mediation Computer Applications Technology
- ATP Mediation Consumer Studies
- ATP Mediation Dance Studies
- ATP Mediation Design
- ATP Mediation Dramatic Arts
- ATP Mediation Economics
- ATP Mediation Economics
- ATP Mediation Electrical Technology
- ATP Mediation Engineering Graphics & Design
- ATP Mediation First Additional Language
- ATP Mediation Geography
- ATP Mediation History
- ATP Mediation Home Language
- ATP Mediation Hospitality Studies Grade 10
- ATP Mediation Information Technology
- ATP Mediation Life Orientation
- ATP Mediation Life Sciences
- ATP Mediation Mathematical Literacy

Grade 11
- ATP Mediation Accounting
- ATP Mediation Agricultural Management Practice
- ATP Mediation Agricultural Sciences
- ATP Mediation Agricultural Technology
- ATP Mediation Business Studies
- ATP Mediation Civil Technology
- ATP Mediation Computer Applications Technology
- ATP Mediation Consumer Studies
- ATP Mediation Dance Studies
- ATP Mediation Design
- ATP Mediation Dramatic Arts
- ATP Mediation Economics
- ATP Mediation Electrical Technology
- ATP Mediation Engineering Graphics & Design
- ATP Mediation First Additional Language
- ATP Mediation Geography
- ATP Mediation History
- ATP Mediation Home Language
- ATP Mediation Hospitality Studies
- ATP Mediation Information Technology
- ATP Mediation Life Orientation
- ATP Mediation Life Sciences
- ATP Mediation Mathematical Literacy

Grade 12
- ATP Mediation Accounting
- ATP Mediation Agricultural Management Practice
- ATP Mediation Agricultural Sciences
- ATP Mediation Agricultural Technology
- ATP Mediation Business Studies
- ATP Mediation Civil Technology
- ATP Mediation Computer Applications Technology
- ATP Mediation Consumer Studies
- ATP Mediation Dance Studies
- ATP Mediation Design
- ATP Mediation Dramatic Arts
- ATP Mediation Economics
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- ATP Mediation First Additional Language
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- ATP Mediation History
- ATP Mediation Home Language
- ATP Mediation Hospitality Studies
- ATP Mediation Information Technology
- ATP Mediation Life Orientation
- ATP Mediation Life Sciences
- ATP Mediation Mathematical Literacy

CHECK FOR YOUR REVISED GRADE 12 SUBJECT ATP ON THIS WEB PAGE
1. Purpose

- To mediate the amendments of the trimmed and re-organised 2020 Annual Teaching Plan including School Based Assessment for Life Sciences, Grade 12 for implementation in June 2020 as stipulated in Circular S2 of 2020.
- To ensure that meaningful teaching proceeds during the remaining teaching time as per the revised school calendar.
- To assist teachers with guided pacing and sequencing of curriculum content and assessment.

Summary: Amendments to the Content Overview for the Phase

<table>
<thead>
<tr>
<th>Strand</th>
<th>Grade 10 (if started with strand: life at molecular level)</th>
<th>Grade 10 (if started with strand: Environmental studies)</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life processes in plants and animals</td>
<td>Support and transport systems in plants: Secondary growth, wilting and gutation removed</td>
<td>Support and transport systems in plants: Secondary growth, wilting and gutation removed</td>
<td>Photosynthesis: Topic time reduced to 2 weeks Removed all practical experiments except one basic experiment i.e. to show that light is necessary for photosynthesis</td>
<td>Responding to the environment (humans): Topic time reduced from 4 weeks to 3 weeks Human endocrine system moved from term 3 to term 2</td>
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</table>

Summary: Reorganisation of content topics

CAPS (pg.12): The recommended Grade 12 teaching sequence for the 4 Knowledge Strands:

- Life at molecular, cellular and tissue level
- Life processes in plants and animals
- Diversity, change and continuity
- Environmental studies

Summary: Revised Programme of Assessment

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
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<tr>
<td>PRACTICAL TASK (20%) (20 - 40 marks)</td>
<td>TEST (10%) (minimum 50 marks) (include practical investigation-type questions in the test)</td>
<td>TEST (10%) (minimum 50 marks) (include practical investigation-type questions in the test)</td>
<td>NSC Examination (2 x papers of 150 marks each; 2½ hours each)</td>
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<tr>
<td>TEST (10%) (minimum 50 marks)</td>
<td>TRIAL EXAMINATION (50%) (2 x papers of 150 marks each; 2½ hours each)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summary: Final Examination Structure (no changes)

<table>
<thead>
<tr>
<th>PAPER 1</th>
<th>MARKS</th>
<th>PAPER 2</th>
<th>MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meiosis</td>
<td>11</td>
<td>DNA: Code of life</td>
<td>27</td>
</tr>
<tr>
<td>Reproduction in vertebrates</td>
<td>6</td>
<td>Meiosis</td>
<td>12</td>
</tr>
<tr>
<td>Human reproduction</td>
<td>31</td>
<td>Genetics and inheritance</td>
<td>45</td>
</tr>
<tr>
<td>Responding to the environment</td>
<td>40</td>
<td>Evolution</td>
<td>50</td>
</tr>
<tr>
<td>Human endocrine system</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homeostasis in humans</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responding to the environment (plants)</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human impact</td>
<td>25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOT ALL THE CHANGES FOR THIS SUBJECT ARE REFLECTED ON THIS PAGE. VISIT THE WEBSITE!
### EXAMINATION ROOM PROTOCOL AND INVIGILATION

#### EXAMINATION REQUIREMENTS: CANDIDATES AND INVIGILATORS

<table>
<thead>
<tr>
<th>Process</th>
<th>Procedures</th>
<th>Responsibility</th>
</tr>
</thead>
</table>
| **Candidates’ Preparations** | 1. Bags and other items are left in a safe place provided by the school/centre before entering the examination room.  
2. No food or drinks may be taken into the examination room (except where a candidate with a recognized medical condition has requested permission and has been given approval by the chief invigilator).  
3. Check that candidates do not bring unauthorised material, electronic devices (cell phones), data storage/reading devices, unapproved calculators etcetera, into the examination venue.  
4. All candidates must be seated according to the seating plan. | Invigilators     |
| **Identification of Candidates** | 1. All Part Time candidates must produce an admission letter and the ID/Passport/Driver’s Licence. Ensure that the photograph and date of birth are verified.                                                                                   | Invigilators     |
## EXAMINATION REQUIREMENTS: CANDIDATES AND INVIGILATORS

<table>
<thead>
<tr>
<th>Process</th>
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</thead>
<tbody>
<tr>
<td>2. Full-Time candidate writing in a school produce admission letters and/or a copy of ID document.</td>
<td></td>
<td>CHECKLIST:</td>
</tr>
<tr>
<td>3. A temporary identification document is retrieved from the school/centre file for a candidate who is not in possession of formal photographic identity document. The document is placed on the candidate’s desk and retrieved 45 minutes prior to the conclusion of the examination.</td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td>4. A candidate who cannot be identified completes the appropriate affidavit <em>(Exam Form 13)</em> and is instructed to follow a formal identification process after completion of the examination.</td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td>4.</td>
</tr>
</tbody>
</table>

**CHECKLIST:**

1. [ ]
2. [ ]
3. [ ]
4. [ ]

### SIGNING OF ATTENDANCE REGISTER

| 1. Move from table to table signing the attendance register with each candidate. | Invigilator |
| 2. Double-check absentees and places an “A” in the appropriate column on the attendance registers. The *absentee form (Exam Form 20)* should be completed. | CHECKLIST: |
| | 1. |
| | 2. |

### DISTRIBUTION OF ANSWER BOOKS

<p>| 1. Distribute answer books and instruct the candidates to complete in full and accurately – examination number indicated on the admission letter, subject code, date, etc. | Invigilator |
| CHECKLIST: |
| 1. |</p>
<table>
<thead>
<tr>
<th>Process</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2. Move around to ascertain the correctness in the completion of the answer book. No candidates must write his/her name.</td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td>DISTRIBUTION OF BAR CODE STICKERS</td>
<td>1. Distribute, from table to table, cut bar code sticker and instruct candidates to paste onto the answer book.</td>
<td>CHECKLIST: 1. Invigilator</td>
</tr>
<tr>
<td>DEALING WITH MISTAKES / ERRORS</td>
<td>1. If a candidate makes an error on the cover page, a straight line is drawn across the blocks and the correct numbers re-written above the blocks. <strong>Do not issue a new book.</strong></td>
<td>CHECKLIST: 1. Invigilator</td>
</tr>
<tr>
<td>WRITING OF NAMES IN THE ANSWER BOOK</td>
<td>1. Tell candidates not to write their own names, the name of the school or the suburb/township anywhere in the answer book</td>
<td>CHECKLIST: 1. Invigilator</td>
</tr>
<tr>
<td>TEARING OF PAGES FROM AN ANSWER BOOK</td>
<td>1. Inform candidates that all answer books are the property of the state and no answer book or pages from an answer book may be torn or retained by the candidate or removed from the examination room, <strong>even if it is a spoilt or unused book.</strong></td>
<td>CHECKLIST: 1. Invigilator</td>
</tr>
<tr>
<td></td>
<td><strong>8:30 – 8:35 / 13:30 – 13:35</strong></td>
<td></td>
</tr>
<tr>
<td>READING OF INSTRUCTIONS</td>
<td>1. Read the general examination instructions to the candidates using <em>Exam Form 11.</em></td>
<td>CHECKLIST: 1. Invigilator</td>
</tr>
<tr>
<td></td>
<td><strong>8:40 – 8:45 / 13:40 – 13:45</strong></td>
<td></td>
</tr>
<tr>
<td>HANDING OUT OF QUESTION PAPERS</td>
<td>1. Open the bags of sealed question papers in front of the candidates and distribute –</td>
<td>CHECKLIST: 1. Invigilator</td>
</tr>
<tr>
<td>Process</td>
<td>Procedures</td>
<td>Responsibility</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>EXAMINATION REQUIREMENTS: CANDIDATES AND INVIGILATORS</td>
<td>different levels of a language paper are handed out separately, checking with each candidate that he/she has the correct paper.</td>
<td></td>
</tr>
</tbody>
</table>
| CHECKING OF THE QUESTION PAPERS | 1. Page through the question paper together with the invigilator, checking that each page is included, correctly numbered, legible and that there are no unexplained gaps, etcetera.  
2. Candidates check specifically that the number of each page is correct; the name of the examination question paper is the same on each page; and that the frame/border around the printed matter is complete.  
3. Hand out errata sheets, if any are provided, or write any errata provided by the department on the chalk/white board.  
4. A candidate, who identifies an error in the course of the examination, is advised to continue as best as he/she can and the matter is immediately reported to Head Office and in the daily report. | Invigilators / Candidates |
| READING TIME            | 1. Give candidates 10 minutes to read the paper prior to the start of writing.  
2. All pens and pencils remain on the desks during the 10 minute reading time. This is not preparation time and no notes may be made. | CHECKLIST:       | Invigilator     |
<p>|                         | 1.                                                                                                                                         |                 |</p>
<table>
<thead>
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<th>Responsibility</th>
</tr>
</thead>
</table>
| **COMMENCEMENT OF THE EXAM** | 1. Announce the start of the examination.  
  2. The time is determined by the clock on the wall and the start and end times are written on a chalk board/white board.  
  3. Candidates begin writing and may not be disturbed, unless there is an emergency or the school/centre receives information about errata that must be conveyed to the candidates. | **CHECKLIST:**  
  1.  
  2.  
  3.  
  Invigilator |
| **CONCLUDING THE EXAM** | 1. Candidates may not leave the examination room within the first hour, even if they have completed the examination.  
  2. A candidate who finishes early but after one hour raises his/her hand.  
  3. The invigilator collects the answer script and the candidate leaves the room silently.  
  4. No candidate may leave the examination room in the last 15 minutes of an examination.  
  5. Fifteen minutes before the end of the examination, announce: “Candidates have 15 minutes left.”  
  6. Ten minutes before the end of the examination, announce: “Candidates have 10 minutes left.” | **CHECKLIST:**  
  1.  
  2.  
  3.  
  4.  
  5.  
  6.  
  7.  
  Invigilator |
### EXAMINATION REQUIREMENTS: CANDIDATES AND INVIGILATORS

<table>
<thead>
<tr>
<th>Process</th>
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<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>Five minutes before the end of the examination, announce: “Candidates have 5 minutes left. Finish off please.”</td>
<td>8.</td>
</tr>
<tr>
<td>8.</td>
<td>When time is up, say: “Stop writing, except for those who have additional time concessions. Please put down your pens.” Ensure that all pens are put down.</td>
<td>9.</td>
</tr>
<tr>
<td>9.</td>
<td>All loose answer sheets or diagram sheets are stapled to the inside cover of the (first) answer book.</td>
<td>10.</td>
</tr>
<tr>
<td>10.</td>
<td>Candidates check the information on the front cover of the book and any subsequent books, and record the number of answer books used. Candidates write Book 1 of 2 on the first book, and Book 2 of 2 on the second book, etc. The cover of the second book is folded back and the book placed inside the back cover of the first answer book.</td>
<td>11.</td>
</tr>
<tr>
<td>11.</td>
<td>Instruct candidates to remain silent and seated.</td>
<td></td>
</tr>
</tbody>
</table>

**COLLECTING ANSWER SCRIPTS**

<table>
<thead>
<tr>
<th>Process</th>
<th>Procedures</th>
<th>Invigilator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Move down the rows collecting the answer scripts.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>Count the number of answer scripts to ensure that the number tallies with the number of candidates on the attendance register.</td>
<td>2.</td>
</tr>
</tbody>
</table>

**CHECKLIST:**

1. |
2. |
3. |
### EXAMINATION REQUIREMENTS: CANDIDATES AND INVIGILATORS

<table>
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<tr>
<th>Process</th>
<th>Procedures</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Check that all additional answer scripts provided to candidates during the examination have been returned.</td>
<td>4.</td>
</tr>
<tr>
<td>4.</td>
<td>Candidates remain silent and seated while any resource material such as maps and aerial photographs or other aids are collected.</td>
<td>5.</td>
</tr>
<tr>
<td>5.</td>
<td>Candidates check for any unreturned answer books, information sheets, maps and aerial photographs, etcetera.</td>
<td>6.</td>
</tr>
<tr>
<td>6.</td>
<td>Release the candidates.</td>
<td>7.</td>
</tr>
<tr>
<td>7.</td>
<td>Start with the reconciliation of scripts in the exam room.</td>
<td></td>
</tr>
</tbody>
</table>

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**MY MISSION STATEMENT FOR MY SUCCESS IS:**

---

“Success seems to be connected with action. Successful people keep moving. They make mistakes, but they don’t quit.” – Conrad Hilton
EVERY LEARNER HAS A UNIQUE SET OF TALENTS, VALUES AND ASPIRATIONS

RESULTS

TOGETHER YOU CAN BUILD SUSTAINABLE SERVICE ORIENTATED COMMUNITIES
### Annexure B: List of on-line Learner Support Programmes

<table>
<thead>
<tr>
<th>Websites</th>
<th>Portal, Apps and Virtual Classrooms</th>
<th>Broadcast Television and Radio</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="https://www.africanstorybook.org/">https://www.africanstorybook.org/</a></td>
<td><a href="https://nandan.co.za/">https://nandan.co.za/</a></td>
<td>Open view HD platform channel 122</td>
</tr>
<tr>
<td><a href="https://fhbc.co.uk/tolwzinse">https://fhbc.co.uk/tolwzinse</a></td>
<td><a href="https://phat.colorad.or.bit/">https://phat.colorad.or.bit/</a></td>
<td>SABC Regional Radio Stations and Community Radio Stations</td>
</tr>
<tr>
<td><a href="http://www.africaeen.geeks.co.za">www.africaeen.geeks.co.za</a></td>
<td>Eastern Cape Virtual Classroom</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.viasfrk.com">www.viasfrk.com</a></td>
<td>Digi-campus</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.shuter.co.za">www.shuter.co.za</a></td>
<td>WorksheetCloud</td>
<td></td>
</tr>
</tbody>
</table>

### Previous exam papers (Gr 10, 11 & 12)

- 2019 NSC Examination Papers (November)
- 2019 May/June Examination Papers
- 2018 Grade 12 Exemplars: Technical Subjects
- 2018 November NSC Examination Papers
- 2018 Grade 12 NSC Supplementary Exams (Feb/March)
- 2018 May/June NSC Exam Papers
- Grade 10 Common Paper (2015-2018)
- 2017 November NSC Examination Papers
- 2017 May/June SC(a) Exam Papers
- 2017 Feb/March NSC Exam Papers
- 2016 NSC Examinations (Oct/Nov)
- 2016 ASC Exam Papers (May/June)
- 2016 Feb/March NSC Examination Papers
- 2015 November NSC Examination Papers
- 2015 Feb/March NSC Examination Papers
- 2014 November NSC Examination Papers
- 2014 Feb/March NSC Examination Papers
- 2014 Grade 12 NSC Exemplars
- 2013 Feb/March NSC Examination Papers
- 2013 November NSC Examination Papers
- 2012 November NSC Examination Papers
- 2012 Feb/March NSC Examination Papers
- 2011 November NSC Examination Papers
- 2011 Feb/March NSC Examination Papers
- 2009 November NSC Examination Papers
- 2008 November NSC Examination Papers