

## 1.1 ACCOUNTING

Page No.	Content to be corrected	Correction
30	Retired shares	Add: Retired shares to definition and explanation of concepts.
	Treasury shares	Insert a text box: Treasury shares are not dealt with in Grade 12 because we don't deal with buying back of shares from subsidiaries and trusts.
30	Outstanding share capital	Add: Outstanding share capital under definition of company concepts.
30	GAAP: Principle of consistency	Add: Principle of consistency.
31	Contributed capital and Retained Income	Add: Contributed capital and Retained Income under the Transactions on the buyback of shares.
33	Grade 12: Assessment rows in the summary of Annual Teaching Plan	The columns in the assessment rows in the summary of Annual Teaching Plan should be merged per term
	Grade 11 Assessments:	Add: Explanatory note in the textbox.
	Grade 10: Assessments	Add: Explanatory note in the textbox.

33	Governance	Add: Application of King Code.
35	VAT Control account	Add: VAT Input and VAT Output accounts to give learners the background knowledge.
37	2. Budgeting: Analysis, interpretation and comparison of projected income statements for sole traders or companies.	<ul style="list-style-type: none"> <li>Remove “or companies” in the Cash budget and projected income statement.</li> <li>To read thus: “Analysis, interpretation and comparison of cash budget and projected income statement of a sole trader”.</li> </ul>
31	Receipts and Insolvent estate	Correct: “Receipts and solvent” to read “receipts and insolvent estate”.
31	Year-end adjustments	Change yearend adjustments to be “year-end”
37	Price fixing	Incorrect spelling of price fixing appears as “price-fixing”.
37	2. Budgeting: Analysis, interpretation and comparison of projected income statements and cash budgets for sole traders or companies.	<ul style="list-style-type: none"> <li>Change “statements” and write “statement”.</li> <li>Change “budgets of sole traders” to “budget of a sole trader”.</li> </ul>

## 1.2 AFRIKAANS HOME LANGUAGE

Page No.	Content to be corrected	Correction
23	... dele van 'n boek, byvoorbeeld, titelbladsy,	Substitute a comma after byvoorbeeld with a colon >... dele van 'n boek, byvoorbeeld: titelbladsy,
27	Under Drama: Karakterisering	Add the following: (konflik) > <ul style="list-style-type: none"> <li>• Karakterisering (konflik)</li> </ul>
27	Under Drama: Dramatiese struktuur: intrige en subintrige (eksposisie, motoriese moment, ontwikkeling / verwickeling, krisis, klimaks, ontknoping / afloop)	Add the following: (antiklimaks) > <ul style="list-style-type: none"> <li>• Dramatiese struktuur: intrige en subintrige (eksposisie, motoriese moment, ontwikkeling / verwickeling, krisis, klimaks, ontknoping / afloop (antiklimaks))</li> </ul>
27	Under Drama: captured as Stemming en toon	Recapture as <ul style="list-style-type: none"> <li>• Toon en stemming</li> </ul>
27	Under Drama: Toneelaanwysings / subteks	Add the following: / neweteks > <ul style="list-style-type: none"> <li>• Toneelaanwysings / subteks / neweteks</li> </ul>
27	Under Drama: Tydsverloop	Add the following: (chronologies, terugflitse, tydspronge) > <ul style="list-style-type: none"> <li>• Tydsverloop (chronologies, terugflitse, tydspronge)</li> </ul>
28	Under Roman / Kortverhale: Intrige en subintrige /	Add the following: (sommige romans en kortverhale kan

	spanningslyn	dieselfde struktuur van die drama volg) > Intrige en subintrige / spanningslyn (sommige romans en kortverhale kan dieselfde struktuur van die drama volg)
28	Under Roman / Kortverhale: Rol van die verteller	Add the following: / perspektief > • Rol van die verteller / perspektief
28	Under Roman / Kortverhale: Stemming	Add the following: Toon > • Toon en stemming
28	Under Roman / Kortverhale: Stemming, ironiese wending / afloop	Capture as: • Toon en stemming • Ironiese wending / afloop
29	(formeel letterkunde-onderrig) inligtingsdoeleindes	Add comma after bracket > (formeel letterkunde-onderrig), inligtingsdoeleindes
31	Skryf eerste poging en hou doel gehoor, onderwerp en genre in gedagte.	Substitute the word genre with tekssoort.> Skryf eerste poging en hou doel gehoor, onderwerp en tekssoort in gedagte.
35	Transakionele	Substitute the word Transakionele with Transaksionele.

## AFRIKAANS FIRST ADDITIONAL LANGUAGE

Page No.	Content to be corrected	Correction
27	Voorgestelde lengte van mondelinge kommunikasie	Include the following: Onvoorbereide toesprake under Tekste in table (below Voorbereide toesprake) and 1-2 minute opposite Onvoorbereide toesprake in the column Tydsduur
27	Voorgestelde lengte van tekste wat vir luisterbegrip gebruik moet word • Verwysings- en informatiewe tekste	Substitute: informatiewe tekste with inligtingstekste > • Verwysings- en inligtingstekste
30	Sinsbou	Write the word Sinsbou in lower case > sinsbou
32	Under Roman / Kortverhale: ... intrige, subintrige	Add the following: (sommige romans en kortverhale kan dieselfde struktuur van die drama volg) > ... intrige, subintrige (sommige romans en kortverhale kan dieselfde struktuur van die drama volg)
34	(formele letterkunde-onderrig) informatiewe doeleindes	Substitute: informatiewe doeleindes with inligtingsdoeleindes > (formele letterkunde-onderrig), inligtingsdoeleindes

34	(formele letterkunde-onderrig) inligtingsdoeleindes	Add comma: after the bracket > (formele letterkunde-onderrig), inligtingsdoeleindes
49	Verbind sinsdele en sinne aan mekaar.	Replace preposition aan with met > Verbind sinsdele en sinne met mekaar.
51-52	<b>3.5 ONDERRIGPLANNE</b> <b>Geïntegreerde taalonderrig: die onderrigsiklus</b> <b>Literêre teks (1-18)</b>	Replace <b>Literêre teks</b> with <b>Studie van die Letterkunde</b> > <b>3.5 ONDERRIGPLANNE</b> <b>Geïntegreerde taalonderrig: die onderrigsiklus</b> <b>Studie van die Letterkunde (1-18)</b>
54-85	Onderrigplan – Lees en kyk: <b>Literêre teks</b> The Home Language refers to Studie van die Letterkunde while the First Additional Language refers to <b>Literêre teks (1 – 18)</b>	Replace <b>Literêre teks</b> with <b>Studie van die Letterkunde</b> under the Onderrigplan – Lees en kyk columns > <b>Studie van die Letterkunde</b>
54	Graad 10: Onderrigplan Weke 1 & 2 Column: Skryf en aanbied Skryf 'n informatiewe paragraaf	Substitute: informatiewe paragraaf with inligtingsparagraaf > Graad 10: Onderrigplan Under column: Skryf en aanbied Skryf 'n inligtingsparagraaf
60	Bedrywende en lydende vorm	Change the word order Bedrywende en lydende vorm > Lydende en bedrywende vorm
64	Graad 11: Onderrigplan	Substitute:

	<p>Weke 1 &amp; 2</p> <p>Column: Skryf en aanbied</p> <p>Skryf 'n informatiewe paragraaf</p>	<p>informatiewe paragraaf with inligtingsparagraaf &gt;</p> <p>Graad 11: Onderrigplan</p> <p>Under column: Skryf en aanbied</p> <p>Skryf 'n inligtingsparagraaf</p>
77	<p>Graad 12: Onderrigplan</p> <p>Weke 3 &amp; 4</p> <p>Column: Skryf en aanbied</p> <p>Skryf 'n informatiewe verslag</p>	<p>Substitute:</p> <p>informatiewe paragraaf with inligtingsverslag &gt;</p> <p>Graad 12: Onderrigplan</p> <p>Under column: Skryf en aanbied</p> <p>Skryf 'n inligtingsverslag</p>
80	<p>Weke 11 en 12</p> <p>Taalstrukture en -konvensies column</p>	<p>Include the following:</p> <p>Direkte en indirekte rede under the 'Taalstrukture en -konvensies' column</p>

## AFRIKAANS SECOND ADDITIONAL LANGUAGE

Page No.	Content to be corrected	Correction
25	Voorgestelde lengte van tekste wat vir luisterbegrip gebruik moet word • Verwysings- en informatiewe tekste	Substitute: informatiewe tekste with inligtingstekste > • Verwysings- en inligtingstekste
31	(formele letterkunde-onderrig) informatiewe doeleindes	Substitute informatiewe doeleindes with inligtingsdoeleindes > (formele letterkunde-onderrig), inligtingsdoeleindes
31	(formele letterkunde-onderrig) informatiewe doeleindes	Add a comma after the bracket > (formele letterkunde-onderrig), inligtingsdoeleindes
42	<b>3.5 ONDERRIGPLANNE</b> <b>Geïntegreerde taalonderrig: die onderrigsiklus</b> <b>Literêre teks</b>	Replace <b>Literêre teks</b> with <b>Studie van die Letterkunde</b> > <b>3.5 ONDERRIGPLANNE</b> <b>Geïntegreerde taalonderrig: die onderrigsiklus</b> <b>Studie van die Letterkunde</b>
47-78	Onderrigplan – Lees en kyk: <b>Literêre teks:</b> The Home Language refers to Studie van die Letterkunde while the Second Additional Language refers to Literêre teks	Replace <b>Literêre teks</b> with <b>Studie van die Letterkunde</b> under the Onderrigplan – Lees en kyk columns > <b>Studie van die Letterkunde:</b>



### 1.3 AGRICULTURAL SCIENCES

Page No.	Content to be corrected	Correction
39 (Term 1 Week 1)	<u>abomasums</u> ; and	Abomasum/Simple stomach; and
40 (Term 1 Week 4)	- water-soluble Vitamin <u>B1</u> ; <u>B2</u> ; <u>B6</u> and <u>B12</u>	B <sub>1</sub> ; B <sub>2</sub> ; B <sub>6</sub> and B <sub>12</sub>
41 (Term 1 Week 6)	<ul style="list-style-type: none"> <li>The differences between small-scale/subsistence and large-scale/commercial farming systems</li> </ul>	The differences between small-scale and large-scale / subsistence and commercial farming systems
43 (Term 1 Week 8)	- epididymis	Epididymis
46 (Term 2 Week 1)	The importance and functions of <u>colostrums</u> and hormones involved	colostrum
46 (Term 2 Week 2)	... and coccidiosis	coccidiosis
50 (Term 3 Week 3)	<b>Management</b>	Management
52 (Term 3 Week 6)	Controlled Marketing <ul style="list-style-type: none"> <li>The concept: controlled marketing</li> </ul>	Move this to above Co-operative marketing (on same page above)
57 [Research project / task (grades 10 and 11)]	A <u>maximum</u> of three weeks....	A minimum of three weeks...

61	Tests/Quarter-ending tests	Quarter-ending tests/Mid-year examinations
61 (Test/Quarter-ending tests)	2. The marks for the test is not prescribed but should be determined by the teacher taking into account the volume of the content covered and the time available	2. The marks for the test should be at least 50 marks and mid-year examination marks should at least be 150 marks taking into account the volume of the content covered and the time available

## 1.4 BUSINESS STUDIES

Page No.	Content to be corrected	Correction
32	Term 1 – Week 11 missing	Insert Week 11 for revision and Term Test as it appears in the Annual Teaching Plan
39	Criteria for successful team performance(recap)	Add: Recap : <b>Team development stages, team dynamics and theories</b>
39	Business sector and its environment	Include; Clarification of the concepts: Business sector and Economic sector
41	<ul style="list-style-type: none"> <li>• Calculations (interest, etc.)</li> <li>• The difference between compound interest and simple interest</li> </ul>	Correction: start with: <ul style="list-style-type: none"> <li>• The difference between compound interest and simple interest</li> <li>• Calculations (interest, etc.)</li> </ul>
41	Investment: Securities	Move Johannesburg Securities Exchange from under Types and place as main heading above Types. It must have a main bullet.
41	Investment: Insurance	Add:  <b>Compensation of Occupational Injuries and Diseases Act (COIDA)</b>
41	<ul style="list-style-type: none"> <li>• (Recap the characteristics, advantages, disadvantages and comparison of forms of</li> </ul>	<ul style="list-style-type: none"> <li>• (Recap the characteristics, advantages, disadvantages and comparison of forms of ownership, i.e. Sole Trader, Partnership, Close corporation, <b>Co-operatives, Profit Companies and Non- Profit Companies –</b></li> </ul>

	<p>ownership, i.e. Sole Trader, Partnership, Close corporation, Private Company and Public Company – focus on issues of capacity, taxation, management, capital, division of profits and legislation)</p> <ul style="list-style-type: none"> <li>• Forms of ownership (e.g. Sole Trader, Company), and their impact on the success of a business</li> </ul>	<p>focus on issues of capacity, taxation, management, capital, division of profits and legislation)</p> <ul style="list-style-type: none"> <li>• Forms of ownership (<b>i.e. Sole Trader, Partnership, Close corporation, Co-operatives, Profit Companies and Non-Profit Companies</b> ), and their impact on the success <b>or</b> failure of a business</li> </ul>
47	<p>List of forms of assessment:</p> <p>Assignment and Oral Presentation</p>	<p>Add: <b>Assignment</b></p> <p><b>(Short notes on assignment required)</b></p> <p>Change Oral presentation to <b>Presentation</b></p>
47	<p>Presentation</p> <ul style="list-style-type: none"> <li>• Presentations can be written or oral, but there must be evidence of the presentation.</li> </ul>	<p>Presentation</p> <ul style="list-style-type: none"> <li>• Presentations of business information <b>must</b> be in writing or oral and oral presentation must also be accompanied by written evidence.</li> </ul>
48	<p>Tests should cover a range</p>	<p>Tests should cover a range of integrated</p>

	of integrated topics, as determined by the Work schedule and assessment plan	topics, as determined by <b>the Annual Teaching Plan</b> and assessment plan
51	4.7 Annexures BUSINESS STUDIES GRADE 10-12 EXAMINATION PAPER GUIDELINE	Section B: Question 2 – Business Environments, Question 3 – Business Ventures Question 4 – Business Roles Question 5 – Business Operations Question 6 – Miscellaneous (25 % from each main topic – 15 marks each out of 60)
All the pages of the Annual Teaching Plan	Indentation and alignment of topics and numbers in the topic column e.g. 2. Human rights, inclusivity and environmental issues.	Change to – 2. Human rights, inclusivity and environmental issues. <b>(An hyphen or dash in some words is not needed)</b>
33	Consumer Protection Act No. 68 of 28 April 2009	Consumer Protection Act No. 68 of 28 April 2008
33	Indented Bullets for ----- Human Rights, ----- Inclusivity - ----- Environmental issues	Main Bullets for Human Rights, Inclusivity and Environmental
35	Ethics and Professionalism	Professionalism and ethics
36	<ul style="list-style-type: none"> <li>• <b><u>Types of business Strategies</u></b></li> <li>- Integration</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Types of business Strategies</u></b></li> <li>- Integration Strategies</li> </ul>

	<p>Strategies</p> <ul style="list-style-type: none"> <li>- Forward intergration, backward intergration, horizontal intergration</li> <li>- Intensive strategies</li> <li>- Market penetration, market development and product development'</li> <li>- Diversification strategies</li> <li>- Concentric diversification, horizontal diversification and conglomerate diversification</li> <li>- Defensive Strategies</li> <li>- Retrenchment, divestiture and</li> </ul>	<ul style="list-style-type: none"> <li>o Forward integration, backward integration, horizontal integration</li> <li>- Intensive strategies <ul style="list-style-type: none"> <li>o Market penetration, market development and product development'</li> </ul> </li> <li>- Diversification strategies <ul style="list-style-type: none"> <li>o Concentric diversification, horizontal diversification and conglomerate diversification</li> </ul> </li> <li>- Defensive Strategies <ul style="list-style-type: none"> <li>o Retrenchment, divestiture and liquidation.</li> </ul> </li> </ul>
--	---	---

	liquidation.	
39	<p>2. Human rights, inclusivity and environmental issues</p> <p>5. Management and leadership</p>	<p>2. Human rights, inclusivity and environmental issues</p> <p>5. Management and leadership</p>
39	<p>Team performance assessment</p> <p>Conflict management and problem solving</p>	<p>Team performance assessment, Conflict management and Problem solving</p>
47	<p>Project.....e.g. the first term for submission during the <b>next</b> (second) term</p>	<p>Project.....e.g. the first term for submission during the <b>Third</b> term</p>

## 1.5 COMPUTER APPLICATIONS TECHNOLOGY

Page No.	Content to be corrected	Correction
P 50 (Eng) P 56 (Afr.)	See below	See table below

Add the part highlighted in yellow to the table

<b>Lower Order</b> <i>(Knowledge/Remembering)</i> <i>(Routine procedures)</i> <i>(Information gathering)</i>	<b>Middle Order</b> <i>(Understanding/Applying)</i> <i>(Multi-step procedures)</i> <i>(Information processing/Building understanding)</i>	<b>Higher Order</b> <i>(Analyzing/evaluating/creating)</i> <i>(Problem Solving)</i> <i>(Productive thinking/Applying understanding)</i>
30%	40%	30%

Afrikaans:

<b>Laer Orde</b> <i>(Kennis/Onthou)</i> <i>(Roetine prosedures)</i> <i>(Inligtingsversameling)</i>	<b>Middelorde</b> <i>(Begrip/Toepassing)</i> <i>(Multistapprosedures)</i> <i>(Inligtingsverwerking/Bou begrip)</i>	<b>Hoëorde</b> <i>(Ontleding/evaluering/skep)</i> <i>(Probleemoplossing)</i> <i>(Produktiewe denke/Begripstoepassing)</i>
30%	40%	30%



## AFRIKAANS CAPS (REKENAAR TOEPASSING STEGNOLOGIE)

Page 41 under Oplossingsontwikkeling: HTML/Webontwerp

Skakel-sintaks (link syntax): `<n href="http://www.google.com">This is 'n link  
</n>`

Replace `'n` with `a`

CAPS p 26 Solution Development: Spreadsheets: Replace **mean** with **median**

CAPS p 52: Paragraph starting with 'The learner will not be required...' **delete last part of sentence (it is unnecessary):** "or imported from documents such as a text file, word processing document, database table or a spreadsheet."

## 1.6 CONSUMER STUDIES

Page No.	Content to be corrected	Correction
33	Implementation plan for the production and marketing of <b>a homemade product</b> (product depends on practical option)	Implementation plan for the production and marketing of <b>homemade product/s</b> (product/s depends on practical option)

## 1.6 CONSUMER STUDIES

Page No.	Content to be corrected	Correction
8	A school chooses ONE of the following small – scale production	A learner chooses one of the following for small scale production
32	Clothing	Clothing and design elements and principles
32	Creating a cash flow projection(optional)	Interpreting a cash flow projection
29	The Consumer Protection Act of 2009	The Consumer Protection Act of 2009 (basic knowledge of the purpose of the act and how it protects consumers)
29	South African Bureau of Standards	South African Bureau of Standards (basic knowledge of the organisation and how it protects consumers)
63	Omission guidance on structure of the midyear examinations	Include omission guidance table* on structure of the midyear examinations attached below

## 1.10 ECONOMICS

Page No.	Content to be corrected	Correction
<p><b>14-23 (Gr.10)</b> <b>25-31 (Gr.11)</b> <b>33-38 (Gr.12)</b></p>	<p>Classification of topics in the ATP under main topics</p> <ul style="list-style-type: none"> <li>• Public sector incorrectly classified under Microeconomics (p.8)</li> </ul>	<p>Insert a column for main topic</p> <p>Public sector should be moved to Macroeconomics</p>
<p><b>Grade 10</b> <b>11&amp;12</b></p>	<p>Sequencing: In Grade 10 the public sector is not well placed in terms of sequencing.</p>	<p>Public sector should be placed above dynamics of markets (p.8) and in summary of the ATP (p.13) and the ATP (p.16) it should be handled in week1 and 2 of term 2.</p> <p>Price elasticity should be moved to term 2 week 5-6.</p> <p>Dynamics of markets to be moved to week 1-2 of term 2.</p>
<p>Grade 11 P.11</p>	<p>Sequencing of the topics in the Overview, Summary of ATP and</p>	<p>The sequencing of the topics on p.27 for Grade 11 must correspond with Overview of topics (p.11) and Summary of Grade 11 ATP term 2</p>

	ATP does not correspond.(term 2)	(p.24)
<b>Gr. 12 P33 &amp; 32</b>	<ul style="list-style-type: none"> <li>• Incorrect topic p.33- (Foreign exchange market)</li> <li>• P32. Economic Growth and Development</li> </ul>	International Trade
	<ul style="list-style-type: none"> <li>• Term 2: Economic systems Summary of ATP</li> </ul>	Term2: International trade policies
<b>32-37</b>	<p>Discrepancy between the Summary of the ATP and ATP Grades 10-12 causes confusion:</p> <ul style="list-style-type: none"> <li>• Term 3 Week 4 Summary of ATP (p.32) talks Economic problem while ATP (36) talks of economic issues of the day.</li> <li>• Term 3 Week 5: Tourism should be correctly classified.</li> </ul>	<p>Align the Summary with the ATP e.g. Term 1</p> <ul style="list-style-type: none"> <li>• Replace “economic problem” with “economic issues of the day”</li> <li>• Classify Tourism in both summary of ATP and ATP under “ economic issues of the day”</li> </ul>
<b>P. 36</b>	Term 3 week 3 & 4 in Summary of ATP: Specific content has not	Include the specific topics to be addresses: week 3- social and economic performance indicators

	<p>been indicated</p> <ul style="list-style-type: none"> <li>• Term 3 Week 6: Environmental Sustainability should be correctly classified.</li> </ul>	<p>Week 4- inflation</p> <ul style="list-style-type: none"> <li>• Classify it under “Economic Issues of the day” in both S of ATP and ATP</li> </ul>
<b>P. 33</b>	<p>Guidance in terms of the depth for some of the topics e.g.</p> <ul style="list-style-type: none"> <li>• Multiplier</li> <li>• The establishment of foreign exchange rates</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation of the multiplier with the aid of a graph</li> <li>• Include the types of foreign exchange systems.</li> </ul>
P.36	<ul style="list-style-type: none"> <li>• What are the most relevant aspects to be looked into when dealing with growth and development policies?</li> </ul>	<p>Aims, characteristics, successes and the challenges of the policies, etc.  <i>(Put the above content clarification in italics in term 3, week 1 topic 2)</i></p>
30	SACC	SACU

45	Question paper structure: Section B-Question 2.2 allocation of marks: $10 \times 2 = 20$	Question 2.2 mark allocation should be $2 \times 10 = 20$ ( it should be two questions each weighing 10 marks)
----	---	--

## 1.11 ENGINEERING GRAPHICS AND DESIGN

Page No.	Content to be corrected	Correction
30, 33, 35, 36, 38, 44	Third term test as a formal assessment requirement.  <b>NOTE: Clarity on this will be found in the 6 rows below.</b>	Should be removed as a formal assessment requirement  <b>NOTE: Clarity on this will be found in the 6 rows below.</b>
30	Table 1: <ul style="list-style-type: none"> <li>• “Test” – 15%</li> <li>• “Course drawings” - 15%</li> </ul> Table 3: <ul style="list-style-type: none"> <li>• “ALL tests” – 30 marks (7.5%)</li> <li>• “Mid-year and prep. Exam.” – 40 marks (10%)</li> </ul>	Table 1: <ul style="list-style-type: none"> <li>• Remove “Test”</li> <li>• Increase “Course drawings” contribution to 25%.</li> </ul> Table 3: <ul style="list-style-type: none"> <li>• “ALL tests” – 15 marks (3.75%)</li> <li>• “Mid-year and prep. Exam.” – 55 marks (13.75%)</li> </ul>
33	GRADE 12: <ul style="list-style-type: none"> <li>• Two tests</li> </ul>	GRADE 12: <ul style="list-style-type: none"> <li>• One test</li> </ul>
35	Table 1 (under “LEARNER’S EGD FILE”): <ul style="list-style-type: none"> <li>• <u>Tests</u>: - 30</li> <li>• <u>Examinations</u>: - 40</li> </ul>	Table 1 (under “LEARNER’S EGD FILE”): <ul style="list-style-type: none"> <li>• <u>Tests</u>: - 15</li> <li>• <u>Examinations</u>: - 55</li> </ul>



36	<p>Table 2: (Row 3 - "Tests"): (Column 4 – "TERM 3")</p> <ul style="list-style-type: none"> <li>• "1" indicated</li> </ul>	<p>Table 2: (Row 3 - "Tests"): (Column 4 – "TERM 3")</p> <ul style="list-style-type: none"> <li>• Remove the "1"</li> </ul>
38	<p>Table: TERM 3</p> <ul style="list-style-type: none"> <li>• "Course drawings" – 10%</li> <li>• "Test(s)" – 15%</li> </ul>	<p>Table: TERM 3</p> <ul style="list-style-type: none"> <li>• "Course drawings" – 25%</li> <li>• Remove "Test(s)"</li> </ul>
44	<p>Table 2: SBA</p> <ul style="list-style-type: none"> <li>• "ALL tests" – 30 (7.5%)</li> <li>• "Mid-year exam" – 15 (3.75%)</li> <li>• "Prep. exam." – 25 (6.25%)</li> </ul>	<p>Table 2: SBA</p> <ul style="list-style-type: none"> <li>• "ALL tests" – 15 (3.75%)</li> <li>• "Mid-year exam" – 20 (5%)</li> <li>• "Prep. exam." – 35 (8.75%)</li> </ul>

1.12 ENGLISH

Page	HL	FAL	Captured	As Corrected
10, 19 and 21		x	<p>The heading (skill) Listening and Speaking) and the sub-headings Listening (19) and Speaking (21) are all printed in capital letters and in the same font size.</p> <p>On page 10, under Listening and Speaking, the word (sub-heading) Speaking is printed in the same font as the heading Listening and Speaking</p>	<p>The sub-headings Listening (19) and Speaking (21) should not be printed in capital letters. Furthermore, they should be printed in a smaller font than that of the main heading.</p> <p>The word (subheading) Speaking must be printed in same font as the sub-heading Listening.</p>
26	x		Under Drama: captured as mood and tone	Recapture as tone and mood
27	x		The second bullet (Conflict) under the heading 'The	Delete second bullet (Conflict).

			<p>aspects below will enhance ...) must be deleted.</p> <p>Under novel: Only 'The role of the narrator' captured.</p> <p>Under novel, only 'Mood' captured</p> <p>Under novel, captured as 'mood, ironic twist/ ending'</p>	<p>Recapture as follows: The role of narrator/persona/point of view</p> <p>Recapture as Tone and mood</p> <p>Capture as 'Tone and mood' separately, and, 'Ironic twist/ending'</p>
27		x	<p>Suggested duration of oral communication:</p> <p>Texts – Unprepared speaking not included</p>	<p>Include unprepared speaking under Text (below prepared speaking) and time allocation of 1-2 minutes.</p>
70		x	<p>Weeks 5 &amp; 6. Missing number (Literary text).</p>	<p>Literary text 4</p>
72		x	<p>Weeks 11 &amp; 12. Crucial language</p>	<p>Include direct and reported speech under the 'Language and conventions' column.</p>

			structure omitted.	
84		X	Any Two of the following: Novel/drama/short story ( <b>essay</b> /contextual questions)/poetry	Any Two of the following: Novel/drama/short story (contextual questions)/poetry <b>Remove essay</b>
		x	Teaching plan - Reading and Viewing: The HL refers to Literature study while the FAL refers to Literary text (1 – 18)	Refer to <b>Literature study</b> in both HL and FAL (and SAL)

## 1.13 GEOGRAPHY

Page No.	Content to be corrected	Correction
08	Section 2.2. wording “ostering”	fostering
56, 57 & 58	Exam outline P 2 - Question 3 Analysis and interpretation of a topographic map and a photograph, and application of theory	Analysis and interpretation of a topographic map, <u>orthophoto map</u> and a photograph, and application of theory
12	Grade 12 topic 4: Economic <b>g</b> eography of South Africa:	Economic <b>G</b> eography of South Africa
43	Fluvial processes: superimposed...drainage patterns	superimposed... <b>rivers</b>
43	Drainage Systems in South Africa: ‘use of topographic maps to identify stream order and density; and’	‘use of topographic maps to identify stream order as well as on topics above where possible’
47	<b>Secondary and Tertiary Sectors:</b> • South Africa’s industrial regions	South Africa’s <b>main</b> industrial regions
50	4.3.1. CASS (25%)	<b>SBA</b> (25%)
53	<b>4.4.1. Programme of Assessment - ‘Marks’</b>	<b>Weighted Marks</b>
55	Codes and percentages for recording and reporting	Alignment amongst the three documents

## 1.14 HISTORY

Page number/ Topic	Content to be corrected	Correction
Pg. 27 , 39, 46 – Topic 2	Key question: How was independence realised in Africa in the 1960s and 1970s	Key question: How was independence realised in Africa in the <b>1960s and 1980s</b>
Pg. 12, 28, 39 and 47 Topic 3	Topic heading: Civil Society Protest 1950s-1970s  Key question: What forms of civil society protest emerged from the 1960s to 1990?	Topic heading: Civil Society Protest 1950s-1970s  Key question: What forms of civil society protest emerged from the <b>1950s to 1970s?</b>
Pg. 12, 29, 40 and 48 Topic 4	Topic heading: Civil Resistance in South Africa 1970s to 1980	Topic heading: Civil Resistance in South Africa <b>late 1960s to 1980s</b>
Pg. 30 and 49 Topic 5	Negotiated settlement and Government of National Unity	Refer to <b>timeline attached</b> for time and chronology
Pg. 31, 40 and 50 Topic 6	Key question: How has the world changed since the 1960s?	Key question: How has the world changed since the <b>1980s?</b>
Pg. 29	Topic 4: Civil resistance in South Africa 1970s to 1980	Topic 4: Civil resistance in South Africa 1970s to <b>1980s</b>
	The Soweto uprising	The Soweto uprising is not studied in full here,

	is not studied in full here, because <b>it was it was</b> covered in grade 9.	because <b>it was</b> covered in grade 9.
	<p>Introduction</p> <p>Reads:</p> <ul style="list-style-type: none"> <li>• Opposition – underground, in prison and in exile</li> <li>• Support for the anti-apartheid struggle in Africa – frontline states ( Angola.....</li> </ul>	<p>Introduction</p> <p>Should read:</p> <ul style="list-style-type: none"> <li>• Opposition – underground, in prison <b>and exile</b></li> <li>• Support for the anti-apartheid struggle in Africa – frontline states (<b>eg. Angola.....</b></li> </ul>
Pg. 30	The coming of democracy in South Africa and coming to terms with the past	The <b>road to democracy</b> in South Africa and coming to terms with the past
Pg. 31	A New world order	
	<p>Conclusion</p> <p>This includes a discussion on What have we learnt....</p>	<p>Conclusion</p> <p>This includes a discussion on the following:</p> <ul style="list-style-type: none"> <li>• What have we learnt....</li> </ul>

#### 4.4.3 GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 50



### 4.3 Formal Assessment

#### 4.3.1 Cognitive Levels and abilities covered during formal assessment

Formal assessment must cater for a range of cognitive levels and abilities of learners, as shown below:

Cognitive Levels	Source-based assessment questions and tasks
<b>LEVEL 1 (L1)</b>	<ul style="list-style-type: none"><li>• Extract evidence from sources</li><li>• Explain historical concepts</li></ul>
<b>LEVEL 2 (L2)</b>	<ul style="list-style-type: none"><li>• Straight forward interpretation of the sources</li><li>• What is being said by the author or creator of the source? What are the views or opinions on an issue expressed by the source?</li><li>• Compare information in sources.</li></ul>
<b>LEVEL 3 (L3)</b>	<ul style="list-style-type: none"><li>• Interpret and evaluate information and data from sources</li><li>• Engaged with questions of bias, reliability and usefulness of sources</li><li>• Compare and contrast interpretations and perspectives within sources and by authors of sources</li></ul>



	<b>LEVEL 7</b>	<b>LEVEL 6</b>	<b>LEVEL 5</b>	<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1</b>
<p><b>PRESENTATION</b></p>  <p><b>CONTENT</b></p> 	<p>Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence, sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.</p>	<p>Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.</p>	<p>Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.</p>	<p>Planned and constructed an argument. Evidence is used to some extent to support the line of argument Conclusions reached based on evidence.</p>	<p>Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.</p>	<p>Attempts to structure an answer. Largely descriptive, or some attempt at developing a line of argument. No attempt to draw a conclusion</p>	<p>Little or no attempt to structure the essay.</p>
<p><b>LEVEL 7</b> Question has been fully answered. Content selection fully relevant to line of argument.</p>	47-50	43-46					
<p><b>LEVEL 6</b> Question has been answered. Content selection relevant to the line of argument.</p>	43-46	40-42	38-39				

<p><b>LEVEL 5</b> Question answered to a great extent. Content adequately covered and relevant.</p>	38-39	36-37	34-35	30-33			
<p><b>LEVEL 4</b> Question is recognisable in answer. Some omissions or irrelevant content selection.</p>			30-33	28-29	26-27		
<p><b>LEVEL 3</b> Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.</p>				26-27	24-25	20-23	
<p><b>LEVEL 2</b> Question inadequately addressed. Sparse content.</p>					20-23	18-19	14-17
<p><b>LEVEL 1</b> Question inadequately addressed or not at all. Inadequate or irrelevant content.</p>						14-17	0-13

## 1.15 HOSPITALITY STUDIES

Page No.	Language Eng / Afr	Content to be corrected	Correction
19	English	..minerals ( <b>calcium, iron, magnesium</b> )	...minerals (calcium, iron, magnesium <b>and phosphorus</b> )
19	Afrikaans	minerale (kalsium, yster, magnesium)	minerale (kalsium, yster, magnesium en fosfor)
21 Wk 4	English	Cooking methods: boiling, poaching, <b>scrambling</b>	Cooking methods: boiling, poaching, <b>shallow frying</b>
Wk 4	Afrikaans	Gaarmaakmetodes: kook, posjeer en roer, braai, omelette	Gaarmaakmetodes: kook, posjeer en vlakbraai
23 Wk 3	English	House rules for the schools restaurant could apply	Remove the content
23 wk 3	Afrikaans	Huisreëls van die skool se restaurant geld	Remove the content
33 Wk 1	English	Awareness of ingredients that causes allergic reactions, or are a health	Awareness of ingredients that causes allergic reactions, or are a health risk <b>for diabetics, HIV Aids, cholesterol</b>

		risk for <b>e.g. diabetics</b> , to be able to inform guests	<b>and hypertension</b> to be able to inform guests
33 Wk 1	Afrikaans	Bewustheid van bestanddele wat allergiese reaksies veroorsaak of 'n gesondheidsrisiko inhou, soos bv. vir diabetes, om in staat te wees om gaste in te lig	Bewustheid van bestanddele wat allergiese reaksies veroorsaak of 'n gesondheidsrisiko inhou, soos vir <b>diabetes, MIV - Vigs, cholesterol en hoë –bloeddruk</b> om in staat te wees om gaste in te lig
33 Wk 1	Afrikaans	Insert the information in the next column	Spyskaart beplanning vir formele etes en banket etes
40 Term 3	English	Test: Theory of practical	Test
42	English	4.4.5 (bullet 6)  <b>These tasks should take place outside the four hours per week allocated to the subject.</b>	This statement must be removed from the policy document
42	Afrikaans	4.4.5 (bullet 6)  Die restaurantfunksies moet buite die normale skoolure plaasvind	
2	Afrikaans	4.7. Moderering van assessering	4.7. Moderering van assessering

			4.7.1. Formele assessering (SBA) 4.7.2. Praktiese assessering
9		2.4.1	2.4.1 Change case of bulleted items
15		3.2. Sien Afdeling 3	3.2.Sien Afdeling 4
16	Term 1 grade 12	Choux pastry: Cream puffs with éclairs	To be deleted
18			<b>Bold:</b>  <b>waste management:...</b>  <b>kitchen pests:...</b>
19	Afrikaans	• vlakbraai, diepbraai, rooster, roerbraai	remove bullet but keep content
19		Les 4 Mesvaardighede. Vrugteslaai, gestoofde vrugte, <b>vrugtejellie</b>	Les 4 Mesvaardighede. Vrugteslaai, gestoofde vrugte,
22 Wk 6		Les 8 Produkte waar klontvorming 'n risiko is, soos melktert (maak met broskors of koekiekors	Les 8 Produkte waar klontvorming 'n risiko is, soos melktert (maak met broskors of koekiekors

		<p>of gebruik kommersiële bevrore deeg) Blancmange Panacotta</p>	<p>of gebruik kommersiële bevrore deeg) Blancmange</p>
<p>Pg 22 Week 7</p>		<p><b>Tee</b></p> <ul style="list-style-type: none"> <li>• Standaard/Ceylon/swart tee, suurlemoentee, ystee, spesialiteitstee, kruietee, vrugtetee, chai tee</li> </ul> <p><b>Koffie</b></p> <ul style="list-style-type: none"> <li>• Filterkoffie, espresso, kaffiënvrye koffie, yskoffie, cappuccino, latte, café mocha, lerse koffie, café au lait</li> <li>• Vermenging en maal van koffiebhone</li> <li>• Voorbereiding en bediening van tee en koffie</li> <li>• Berging van tee en koffie.</li> </ul>	<p><b>Tee</b></p> <ul style="list-style-type: none"> <li>• Standaard/Ceylon/swart tee, suurlemoentee, ystee, spesialiteitstee, kruietee, vrugtetee, chai tee</li> </ul> <p><b>Koffie</b></p> <ul style="list-style-type: none"> <li>• Filterkoffie, espresso, kaffiënvrye koffie, yskoffie, cappuccino, latte, café mocha, lerse koffie, café au lait</li> <li>• Vermenging en maal van koffiebhone</li> <li>• Voorbereiding en bediening van tee en koffie</li> </ul>
<p>23 Wk 4</p>		<p>Beplan spyskaarte vir</p> <ul style="list-style-type: none"> <li>• Ontbyt: Engelse- en kontinentale ontbyt</li> <li>• Laatontbyt en ligte maaltye</li> <li>• Gee aandag aan kreatiwiteit en huidige</li> </ul>	<p>Beplan spyskaarte vir</p> <ul style="list-style-type: none"> <li>• Ontbyt: Engelse- en kontinentale ontbyt</li> <li>• Laatontbyt en ligte maaltye</li> <li>• Gee aandag aan kreatiwiteit en huidige tendense.</li> </ul>

		tendense. • Gebruik plaaslik beskikbare kommoditeite	
24 Wk 6		<p><b>Maalvleis en worsies</b></p> <ul style="list-style-type: none"> <li>• Verwys na voedselpiramide vir voedingswaarde</li> <li>• Tipes maalvleis: bees, ander</li> <li>• Tipes worsies: bees, vark, spesialiteitsworsies</li> <li>• Faktore om in ag te neem by die aankoop van maalvleis en worsies (vars en bevrore)</li> <li>• Gaarmaakmetodes: rooster (nie buite oor vuur nie), braai, prut</li> <li>• Porsiegroottes</li> <li>• Gebruike van maalvleis en worsies: hoofgeregte, versnaperings, vulsels, hamburgers, ens.</li> </ul>	<p><b>Maalvleis en wors</b></p> <ul style="list-style-type: none"> <li>• Verwys na voedselpiramide vir voedingswaarde</li> <li>• Tipes maalvleis: bees, ander</li> <li>• Tipes worsies: bees, vark, spesialiteitsworsies</li> <li>• Faktore om in ag te neem by die aankoop van maalvleis en worsies (vars en bevrore)</li> <li>• Berging van maalvleis en wors</li> <li>• Gaarmaakmetodes: rooster (nie buite oor vuur nie), braai, prut</li> <li>• Porsiegroottes</li> <li>• Gebruike van maalvleis en wors: hoofgeregte, versnaperings, vulsels, hamburgers, ens.</li> </ul>
25		Basiese behandeling van	<b>Basiese behandeling van</b>

Wk 1		<p>beserings wat algemeen voorkom in die gasvryheidsbedryf</p> <p>(eerste hulp) : brandwonde (verskillende tipes), snye, elektriese skok, verstuitings, floutes, skok, allergiese reaksies</p>	<p><b>beserings</b> wat algemeen voorkom in die gasvryheidsbedryf</p> <p>(eerste hulp) : brandwonde (verskillende tipes), snye, elektriese skok, verstuitings, floutes, skok, allergiese reaksies</p>
			<p><b>Algemene veiligheids praktyke</b> in die kombuis en restaurant met betrekking tot elektriese apparaat, gas, stoom, messe, chemikaliee (skoonmaakmiddels)</p>
25 Wk 3		<p>Die funksionele posisies in die kamerafdeling (vir werksgeleentheid)</p> <p>Rolle, verantwoordelikhede en interverwantskap:</p> <ul style="list-style-type: none"> <li>• Kamerafdelingsbestuurder</li> <li>• Voorkantoorbestuurder</li> <li>-- Ontvangspersoneel</li> <li>-- Besprekingspersoneel</li> <li>-- Toonbankassistente</li> <li>-- Portiere - hulp aan gaste</li> <li>-- Kommunikasie en PBX</li> </ul>	<p>Die funksionele posisies in die kamerafdeling (vir werksgeleentheid)</p> <p>Rolle, verantwoordelikhede en interverwantskap:</p> <ul style="list-style-type: none"> <li>• Kamerafdelingsbestuurder</li> <li>• Voorkantoorbestuurder</li> <li>-- Ontvangspersoneel</li> <li>-- Besprekingspersoneel</li> <li>-- Toonbankassistente</li> <li>-- Kommunikasie en PBX operateur</li> </ul>



		operateur	
Wk 4		<p>Instandhoudingsbetuurder</p> <ul style="list-style-type: none"> <li>• Uitvoerende huishouer</li> <li>-- Kamerbediende</li> <li>-- Linne assistent</li> <li>-- Wasgoedassistent</li> <li>-- Publieke area assistente</li> </ul>	<p>Instandhoudingsbetuurder</p> <ul style="list-style-type: none"> <li>• Uitvoerende huishouer</li> <li>-- Kamerassistent</li> <li>-- Linne assistent</li> <li>-- Wasgoedassistent</li> <li>-- Publieke area assistente</li> </ul>
27 Wk 6 - 7		<p>Aanbieding (as geheel en individueel)</p> <ul style="list-style-type: none"> <li>• Gebruike</li> </ul>	<p>Aanbieding en gebruike</p>
29 Wk 6 & 7		<p>Verdikingsmiddels, verdikingsmetodes</p> <ul style="list-style-type: none"> <li>• Gebruike</li> <li>• Porsiegroottes</li> </ul>	<p>Verdikingsmiddels, verdikingsmetodes,gebruike, porsiegroottes</p>
30 Week 1		<p>Kulturele kookkuns erfenis van Suid Afrika</p>	<p><b>Kulturele kookkuns erfenis van Suid Afrika</b></p>
30 Wk 5		<p>Les 11 Diepvetgebraaide pampoenpoffertjies met karamelsous, aartappel krokkette, duchesse</p>	<p>Les 11 Diepvetgebraaide pampoenpoffertjies met karamelsous, aartappel krokkette, duchesse</p>

		aartappels, geroosterde groentes, ratatouille Bedien met geskikte souse	aartappels, geroosterde groentes, ratatouille Bedien met geskikte souse
31 wk 6		Les 12 Hoender en rysslaai, hoender paella, ens.	Les 12 Rys timbale, risotto, rysslaai, confetti rys
32 wk 3		Wette aangaande werksomstandighede in die gasvryheidsbedryf Basiese inligting (waarvoor die wette staan en op wie is dit van toepassing) Departement van Arbeid: www.labour.gov.za <ul style="list-style-type: none"> <li>• Die wet op Basiese Diensvoorwaardes</li> <li>• Algemene Veiligheidsregulasies R1031</li> <li>• Higiëne Regulasies R918</li> </ul>	<b>Wette aangaande werksomstandighede in die gasvryheidsbedryf</b> Basiese inligting (waarvoor die wette staan en op wie is dit van toepassing) Departement van Arbeid: www.labour.gov.za <ul style="list-style-type: none"> <li>• Die wet op Basiese Diensvoorwaardes</li> <li>• Wet op Beroepsgesondheid en - Veiligheid (OHSA)</li> <li>• Algemene Veiligheidsregulasies R1031</li> <li>• Higiëne Regulasies R918</li> </ul>
Pg 32 Wk 4		Die Wet op Beroepsgesondheid en - veiligheid (OHSA) <b>Doel van wet (OHSA)</b> <b>Strafmaatreels indien jy nalaat om aan vereistes te voldoen</b>	<b>Die Wet op Beroepsgesondheid en -veiligheid (OHSA)</b> Doel van wet (OHSA) Strafmaatreels indien jy nalaat om aan vereistes te voldoen Gevolge van swak higiëne

		<b>Gevolge van swak higiëne</b>	
Wk 5		<p>Loopbaangeleentede in die gasvryheidsindustrie</p> <ul style="list-style-type: none"> <li>• Universiteite en Universiteite van Tegnologie (hoër onderwys)</li> <li>• Eenheidstandaard - gebaseerde leerprogramme deur die Kultuur, Kunste, Toerisme,</li> <li>• Gasvryheid en Sport Sektor Opvoeding En Opleiding Outoriteit (CATHSSETA voorheen THETA).</li> </ul> <p>Kolleges vir Verdere Onderwys en Opleiding (FET)</p> <p>Geregistreeerde privaatinstanties</p>	<p><b>Loopbaangeleentede in die gasvryheidsindustrie</b></p> <ul style="list-style-type: none"> <li>• Universiteite en Universiteite van Tegnologie (hoër onderwys)</li> <li>• Eenheidstandaard - gebaseerde leerprogramme deur die Kultuur, Kunste, Toerisme,</li> <li>• Gasvryheid en Sport Sektor Opvoeding En Opleiding Outoriteit (CATHSSETA voorheen THETA)</li> <li>• Kolleges vir Verdere Onderwys en Opleiding (FET)</li> <li>• Geregistreeerde privaatinstanties</li> </ul>
42		Section E: Sectors and careers. Food and beverage service	Section D: Sectors and careers. Food and beverage service
		<p><b>Kognitiewe vlak</b></p> <p>Lae orde: kennis</p> <p>Middelorde: Begrip en toepassing</p>	<p><b>Kognitiewe vlak</b></p> <p>Lae orde: onthou</p> <p>Middelorde: verstaan en toepassing</p> <p>Hoë orde: analisering, evaluasering</p>

		Hoë orde: analise, evaluasie en sintese	en skeppend
40		<b>Tabel 1 (a) Formele Assessering graad 10 en 11</b> <b>Termyn 3</b> Toets/oopboektoets 25% Rekordeksamen 75%	<b>Tabel 1 (a) Formele Assessering graad 10 en 11</b> <b>Termyn 3</b> Toets/oopboektoets 25% *Rekordeksamen 50% Praktiese take 25%
40		<b>Tabel 1 (b) Formele Assessering graad 12</b> Toets/oopboektoets 25% *Rekordeksamen 50% Praktiese take 25%	<b>Tabel 1 (b) Formele Assessering graad 12</b>  Toets/oopboektoets 25% Rekordeksamen 75%
15	English	Filter Coffee (plunger and percolator)	Filter Coffee (plunger and percolator - combine with other commodities)
15	English	Eggs: Baked custard and variations such as caramel and chocolate	Baked custard and variations such as caramel and chocolate , crème brûlée, crème anglaise  Soft meringue: Queen of bread pudding, lemon meringue tart  Hard meringue: vacherin, nests, rosettes
17	English	Add to last bullet	Awareness of how to combat global warming

44	English	For promotion and certification purposes, learners should achieve at least a level 2 rating (elementary achievement: 30 - 39%) in Tourism.	For promotion and certification purposes, learners should achieve at least a level 2 rating (elementary achievement: 30 - 39%) in Hospitality Studies
----	---------	--	---

## 1.25 LIFE SCIENCES

Page No.	Content to be corrected	Correction
55	Observe and draw prepared microscope slides, micrographs or models of cells in selected stages of meiotic cell division, e.g. <b>crossing over in metaphase I</b> ; anaphase I, metaphase II, telophase II.	Observe and draw prepared microscope slides, micrographs or models of cells in selected stages of meiotic cell division, e.g., <b>crossing over in prophase I</b> ; metaphase I; anaphase I, metaphase II, telophase II.
Page No.	Content to be corrected	Correction
70	Under the content heading it is mentioned that the skills listed under <b>Specific Aims 1 and 3</b> should be assessed in the <b>4 tests</b> , examinations and the project/assignment.	<p><b>Specific Aims 1, 2 and 3 should be covered in tests, examinations and project/assignment.</b></p> <p><b>Secondly only 3 tests (and not 4) are listed under the heading SBA</b></p>

Page No.	Content to be corrected	Correction
59 and 70	<p>On page 59 under the heading 'Assessment' it is stated that a <b>'mid-year examination (2½ hours) or control test'</b> should be completed by the end of term 2.</p> <p>Secondly on page 70 under the heading 'School-based assessment' it is stated that a <b>'Mid-year examination OR control test''</b> could be done in term 2. Below the Programme of formal</p>	<p>All schools should write a Mid-year examination only. There should be no option of substituting the mid-year examination with a control test.</p>

	assessment it is stated that <b>'Schools that are performing well (above an 80% pass rate in the previous year) may elect not to write the mid-year examination'</b> .	
Page No.	Content to be corrected	Correction
70	Under the heading 'School-based assessment' it is stated that <b>'one selected practical task will not be included in the year mark'</b> in term 3 and 4.	The practical task listed under term 3 and 4 should be part of the year mark.
70	Under the heading 'School-based assessment' it is stated that <b>'Environmental studies: fieldwork'</b> is part of SBA in term 3 and 4.	Exclude Environmental studies: fieldwork in term 3 and 4.
70	Under the heading 'School-	Change the total percentage for term 1, 2 and 3 to 33 $\frac{1}{3}$ %



	based assessment' it is stated that the <b>total percentages under term 1, 2 and 3 is 33.</b>	
--	---	--

Page 70 should after corrections read as follows:

Grade 12

**PROGRAMME OF FORMAL ASSESSMENT**

		<b>TRIAL: END-OF-YEAR INTERNAL EXAMINATION</b>
<b>Content</b>	<b>Practical</b>	<b>Two written examinations</b>
<ul style="list-style-type: none"> <li>• <b>Three tests (minimum of 50 marks each)</b></li> <li>• One mid-year examination (2½ hours, 150 marks)</li> <li>• One trial examination (2 x 2½ hours, 300 marks)</li> </ul>	<p>A selection of three representative practical tasks, which <b>cover the range of skills</b>, must be marked and recorded.</p> <p>(The marks allocated for a</p>	<p>These exams test knowledge of content, concepts and skills across all topics. Knowledge of practical work as well as some of the skills related to practical work must be assessed in the written examination</p>
<b>School-based assessment (during the year)</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3 and Term 4</b>

<ul style="list-style-type: none"> <li>• One test</li> <li>• One selected practical</li> </ul>	<ul style="list-style-type: none"> <li>• One test</li> <li>• One selected</li> </ul>	<ul style="list-style-type: none"> <li>• One test</li> <li>• <b>One selected practical</b></li> </ul>	
<b>33<math>\frac{1}{3}</math>%</b>	<b>33<math>\frac{1}{3}</math></b>	<b>33<math>\frac{1}{3}</math>%</b>	
<b>Convert to 50%</b>			<b>50%</b>

**Note:** The year mark will be converted to 25% and the **external** examination will count 75% of the final mark.

Page No.	Content to be corrected	Correction
10	In the table 'Life Sciences: Concept and Content Progression' under the heading 'Life at molecular, cellular and tissue level Grade 12' the topic 'Genetics and Inheritance' was omitted.	Add the topic 'Genetics and Inheritance' under the heading 'Life at molecular, cellular and tissue level Grade 12'

## 1.26 MATHEMATICAL LITERACY

Page No.	Content to be corrected	Correction
24 and 72	...(e.g. school)	...(e.g. classroom)
59	Net pay and tax rebate are not documents	They must be removed from the documents needed for the taxation section
75 and 77	<b>Refer to MATHEMATICAL LITERACY ANNEXURE A</b>	
86 editorial	Under Additional comments, first paragraph, captured as, “Learners are not expected to draw pie charts in an <b>examination.</b> ”	Under Additional comments, first paragraph, should be captured as, “Learners are not expected to draw pie charts in a <b>Formal Assessment Task.</b> ”
105	The policy is silent on the minimum mark for the control tests.	It is recommended that the minimum should be 50 marks.
106	Under comments on mark allocation, second line, captured as, “it is not anticipated that one-mark questions will be included in the <b>examination.</b> ”	Under comments on mark allocation, second line, it should be captured as, “it is not anticipated that one-mark questions will be included in the <b>Formal Assessment Task</b> ”

111	The weighting of tasks in quarterly reporting is not specified (an omission, to be inserted as the last part of Paragraph 4.5)	<p>For quarterly reporting purposes as contemplated in Section 17(1) of the National Protocol for Assessment Grades R-12, the tasks within a quarter should weigh as in accordance with their ratio towards the SBA mark. In Grades 10-11 the Assignment/Investigation should constitute 40% of the Term 1 report mark with the Control Test constituting 60% (since the ratio between the Assignment/Investigation and the Control Test in Term 1 is <math>10:15 = 2:3</math>).</p> <p>Similarly, the weighting of tasks in the other two term reports should be as follows:</p> <p>Term 2: 25% Assignment/Investigation and 75% Examination.</p> <p>Term 3: 40% Assignment/Investigation and 60% Control Test.</p>
-----	--	--

		<p>This principle shall also apply to Grade 12 as follows:</p> <p>Term 1: 33,33% Assignment; 33,33% Investigation; 33,33% Control Test. (This is equivalent to the average percentage of the three tasks)</p> <p>Term 2: 30% Assignment/Investigation and 70% Examination.</p> <p>Term 3: 30% Control Test and 70% Examination.</p> <p><b>ALTERNATIVELY:</b> The DBE to consider providing a directive that will be applicable to all subjects.</p>
07(Table 1.4.4)	'Mathematics'	'Mathematics/Mathematical Literacy'
13, Figure 2.	The diagram is 'In Front of Text'	The diagram has to be 'dragged' down so that it comes after the hidden text.
14, comment in	'see section 4.2 below for more details'	'see section 4.4.2 for more details'

brackets on the second line.																										
15 and 17	In section 2.5 the word “ <b>work schedule</b> ” is used for grade 10 and 11 and captured as a “ <b>teaching plan</b> ” for grade 12	The word work schedule and teaching plan in section 2.5 should be changed to “ <b>annual teaching plan</b> ” in grade 10,11 and 12																								
28	‘1 million = <b>1 000 00</b> ’	‘1 million = <b>1 000 000</b> ’																								
36	The suggested teaching time for patterns ,relationship and representation in grade 10 is captured as ‘ <b>4-5 weeks</b> ’	The teaching time for patterns, relationship and representation in Grade 10 should be ‘ <b>3-4 weeks</b> ’.																								
38	<table border="1"> <tr> <td>No. of teachers</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>...</td> </tr> <tr> <td>Cost per teacher</td> <td>R2 200,00</td> <td><b>R1 600,00</b></td> <td></td> <td></td> <td></td> </tr> </table>	No. of teachers	1	2	3	4	...	Cost per teacher	R2 200,00	<b>R1 600,00</b>				<table border="1"> <tr> <td>No. of teachers</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>...</td> </tr> <tr> <td>Cost per teacher</td> <td>R2 200,00</td> <td><b>R1 100,00</b></td> <td></td> <td></td> <td></td> </tr> </table>	No. of teachers	1	2	3	4	...	Cost per teacher	R2 200,00	<b>R1 100,00</b>			
No. of teachers	1	2	3	4	...																					
Cost per teacher	R2 200,00	<b>R1 600,00</b>																								
No. of teachers	1	2	3	4	...																					
Cost per teacher	R2 200,00	<b>R1 100,00</b>																								
49	In section ‘Financial documents’ below ‘In order to’, the financial documents are listed as if they are all applicable to grades 10,11 and 12.	<b>Refer to MATHEMATICAL LITERACY ANNEXURE A</b>																								
50	The grade(s) for the content and context of the section ‘Tariff systems’ is not indicated.	“Grades 10, 11 and 12” to be inserted on the far right, corresponding to the																								

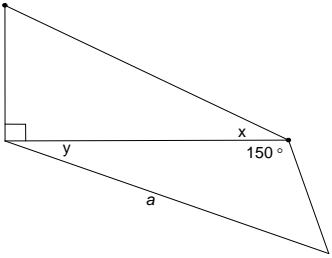
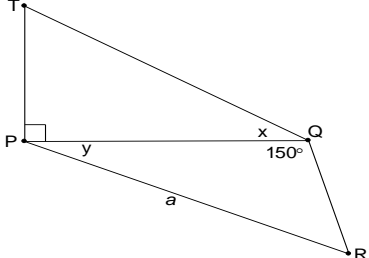
		content and context of the section 'Tariff systems'.
54	There are two dotted lines on this page. The first dotted line leaves the content above it with no grade indication.	The first dotted line is to be removed.
63	'mm <sup>3</sup> , cm <sup>3</sup> , m <sup>2</sup> to ml and litres'	'mm <sup>3</sup> , cm <sup>3</sup> , m <sup>3</sup> to ml and litres' <b>Refer to MATHEMATICAL LITERACY ANNEXURE A</b>
79	Section on Models, line separating grade 10 and 11 content is not drawn	A line should be drawn after the application topic of grade 10 (only), above "make and use"
109, comment in brackets on last bullet.	'see Table 5 on page 99 above'	'see Table 5 on page 108, subject to further clarity provided below'
110, Table 8	'Contexts focusing on Finance (Financial <b>docuyments</b> and Tariff systems)'. <b>docuyments</b>	'Contexts focusing on Finance (Financial <b>documents</b> and Tariff systems)'. <b>documents</b>

## 1.27 MATHEMATICS (FET)

Page No.	Content to be corrected	Correction
p18	Finance and growth (15 marks)	Finance and growth (10 marks)
P18	Number Patterns (10 marks)	Number Patterns (15 marks)
P18 (grade 10)	Euclidean Geometry and measurement (20 marks)	Euclidean Geometry and measurement (30 marks)
P18	Trigonometry (50 marks)	Trigonometry (40 marks)
P19	Euclidean Geometry and measurement (40 marks)	Euclidean Geometry and measurement (50 marks)
P19	Trigonometry (60 marks)	Trigonometry (50 marks)
P24	1. The concept of a function...(input value)	1. The concept of a function...(input value) should be emphasized
P15 (grade 12)	Proof and use of the compound angle and double angle identities.	Prove the identity $\cos(\alpha - \beta) = \cos \alpha \cos \beta + \sin \alpha \sin \beta$ and derive other compound angle identities
P15 (grade 11)	(d) Establish the sine, cosine and area rules.	Prove and apply the sine, cosine and area rules
P22	... (without using a formula-see content overview)	... (without using a formula)
P24 (grade 10) number 4	... and $y = \sin \theta$ .....	$y = \tan \theta$ .....
P28	Trigonometry (2 weeks); Euclidean geometry (1	Trigonometry (2 weeks); Euclidean geometry (1 week); Measurement (1 week)



	week); Measurement (2 week)	
P28	Diagram not labeled	Label EFGH and MFNH
P30	<p>1. Complete the square.</p> <p>2. Quadratic equations (by factorization and using quadratic formula).</p> <p>3. Quadratic inequalities in one unknown (Interpret solutions graphically).</p> <p>NB: It is recommended that the solving of equations in two unknowns is important to be used in other equations like hyperbola-straight line as this is normal in the case of graphs.</p> <p>4. Equations in two unknowns, one of which is linear and the other quadratic.</p> <p>5. Nature of roots</p>	<p>1. Solve:</p> <p>1.1 Quadratic equations (by factorization, completing the square and using quadratic formula).</p> <p>1.2 Quadratic inequalities in one unknown (Interpret solutions graphically).</p> <p>1.3 Equations in two unknowns, one of which is linear and the other quadratic.</p> <p>NB: It is recommended that the solving of equations in two unknowns is important to be used in other equations like hyperbola-straight line as this is normal in the case of graphs.</p> <p>2. Determine the nature of roots and the conditions for which the roots are real, non-real, equal, unequal, rational and</p>

		irrational.
P32 no 3	... and $y = \sin \theta$ .....	$y = \tan \theta$ .....
P32 bullet no 2 under clarification	Two parameters at a time can be varied in tests or examinations.	Two parameters at a time can be varied in tests or examinations in trigonometric graphs only.
P32	$y = a \tan k(x + p)$ at most two parameters at a time.	$y = a \tan k(x + p)$ at most two parameters at a time.
P38		5. The use of contingency tables to solve probability problems for three events in a sample space
P39	Identification of outliers should be done in the context of a scatter plot as well as the box and whisker diagrams.	Identification of outliers should be done in the context of box and whisker diagrams.
P44		
P42	Given that a population increased from 120 000 to 214 000 in 10 years, at what annual (compound) rate did the population grow? (R)	<p>1. Given that a population increased from 120 000 to 214 000 in 10 years, at what annual (compound) rate did the population grow? (R)</p> <p>2. In order to buy a car, John takes out a</p>

	<p>1. In order to buy a car, John takes out a loan of R25 000 from the bank. The bank charges an annual interest rate of 11%, compounded monthly. The instalments start a month after he has received the money from the bank.</p> <p>1.1 Calculate his monthly instalments if he has to pay back the loan over a period of 5 years. (R)</p> <p>1.2 Calculate the outstanding balance of his loan after two years (immediately after the 24<sup>th</sup> instalment). (C)</p>	<p>loan of R25 000 from the bank. The bank charges an annual interest rate of 11%, compounded monthly. The instalments start a month after he has received the money from the bank.</p> <p>2.1 Calculate his monthly instalments if he has to pay back the loan over a period of 5 years. (R)</p> <p>2.2 Calculate the outstanding balance of his loan after two years (immediately after the 24<sup>th</sup> instalment). (C)</p>
P43	<p>Example of an investigation which revises the sine, cosine and area rules:</p> <p>Grade 12 Investigation: Polygons with 12 Matches</p>	<p>1.1 Example of an investigation which revises the sine, cosine and area rules:</p> <p>1.2 Investigation: Polygons with 12 Matches</p>
P43	Assessment	Note:
P45	3.3 $f(x) = c$ .	3.4 $f(x) = c$ .
P55 in the table	Modelling as a process	Modelling as a process should be included

	should be included in all papers, thus contextual questions can be set on any topic.	in all papers, thus contextual questions can be set on any topic. Trigonometric functions will be examined in paper 2.
Page No.	Content to be corrected	Correction
P12 (grade 11)	$A = P(1 + in)$	$A = P(1 - in)$
P14 (grade 10)	$P(A \text{ or } B) = P(A) + (B) - P(A \text{ and } B)$	$P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$
P15 (grade 11)	$\sin^2 \theta + \sin^2 \theta = 1$	$\sin^2 \theta + \cos^2 \theta = 1$
P22	Numbers and patterns	Number patterns
P26 (grade 10)	... formulae $A = P(1 + in)$ and $A = P(1 + i)^n$ ]	... formulae $A = P(1 + in)$ and $A = P(1 + i)^n$
P31 no 1	... though ...	... through ...
P34 no 2 on the diagram	there is "x" on the diagram	"x" must be deleted
P37	... $\angle ADC = \theta$ ...	... $\angle \hat{A}DC = \theta$ ...
P38 no 1	$P(A \text{ or } B) = P(A) + P(B)$	$P(A \text{ or } B) = P(A) + P(B)$
P40	Show that $0,9999 = 1$ .	Show that $0,99\dot{9} = 1$ .
P41	2. 4 Determine the function $h$ if the graph of $h$ is the reflection of the graph of $f$ through the $y$ -axis. (C) 2.5 Determine the function $k$ if the graph of	2. 4 Determine the function $h$ if the graph of $h$ is the reflection of the graph of $f$ about the $y$ -axis. (C) 2.5 Determine the function $k$ if the graph of $k$ is the reflection of the graph of $f$ about the $x$ -axis. (C)

	$k$ is the reflection of the graph of $f$ through the $x$ -axis. (C)	
P42	$\cos 2\alpha = 1 - \sin^2 \alpha$	$\cos 2\alpha = 1 - 2\sin^2 \alpha$
P44	2. ... $x^5 - 2x^3 + px - 1$ ...	2. ... $-2x^3 + px - 1$ ...
P45	3.3 $f(x) = \frac{a}{x}$	3.3 $f(x) = \frac{a}{x}$ for $x \neq 0$
P45 example 1.4	$f(x) = -\frac{x}{x}$	$f(x) = -\frac{1}{x}$ , for $x \neq 0$ ;
P48 no of weeks	1	2
P49 no 2	2. probability problems using Venn diagrams, trees, two-way contingency tables and other techniques (like the fundamental counting principle) to solve probability problems (where events are not necessarily independent).	2. <b>Probability</b> problems using Venn diagrams, tree <b>diagrams</b> , two-way contingency tables and other techniques to solve probability problems (where events are not necessarily independent).
P54 bullet no 4	None graphic and none programmable calculators are allowed (for example, to factorise $a^2 - b^2 = (a - b)(a + b)$ , or to find roots of equations will be allowed. Calculators .... hand.	Graphic and programmable calculators are not allowed (for example, calculators which factorise $a^2 - b^2 = (a - b)(a + b)$ , or find roots of equations are not allowed). Calculators should only be used to perform standard numerical computations and to verify calculations by hand.

## 1.28 PHYSICAL SCIENCES

Page No.	Content to be corrected	Correction
13	Third column, fourth row, line 7; incorrect word "resistor"	Change "resistor" to "resistors"
127 and 128	Incorrect numbering and missing heading	<p>Page 127: Change number "(7)" to "(8)"</p> <p>Page 128: Change number "(8)" to "(7)"</p> <p>Page 128: above paragraph "(8)" insert the following headings: "informal experiments"</p>
140	Column 3, bullet 3: "Define eutrophication"	The statement should read: "Define eutrophication, its causes and its effects on the ecosystem"
106	Column 3, second row, 6 <sup>th</sup> and 12 <sup>th</sup> line	Remove "dimethyl ether"
104 - 116	Time in organic molecules (12 hrs) pg 104 incorrect	The hours should be made to total 12 hours
132	Clarity on cut-off frequency as compared to threshold frequency	Pg.132 Cut-off frequency vs threshold – Both terms to be used synonymously
107	Fourth column, third line, incorrect word: "different"	Delete the word "different" and insert in its place the words "Ethyl butanoate and methyl butanoate" also insert the following sentence: "these are the esters"

		found in pineapple and apple.
136	First row, third column: missing punctuation marks and incorrect grammar	<p>Change the sentence to:</p> <p>“Describe</p> <ul style="list-style-type: none"> <li>• the movement of ions through the solutions,</li> <li>• the electron flow in the external circuit of the cell,</li> <li>• the half reactions at the electrodes and</li> <li>• the function of the salt bridge in the galvanic cells.</li> </ul>
144	Non-alignment of word/terms on pages 144 with 152 and 153	<ul style="list-style-type: none"> <li>• Align words in table 1, column 2 on pg 144 with words on pages 152 and 153 in column 1 of appendix 1. Use new words in updated version of CAPS ( e.g. “ Evaluation, synthesis” on page 144 replaced with “creating”). The words in table 1 on page 144 must be changed to the words in appendix 1 on page 152.</li> </ul>

Page no	Content to be changed	Correction
18  English & Afrikaans	Grade 10 term 2 week 6  The Sho't Left campaign to promote domestic tourism in South Africa  Resources: www.southafrica.net/shotleft or SA Tourism call centre: 083 123 6789	Replace bullet 3 and website reference to:  The Vaya Mzansi campaign to promote domestic tourism in South Africa  <i>Resources: <a href="http://www.vayamzansi.co.za">www.vayamzansi.co.za</a> or <a href="http://vayamzansi.mobi">vayamzansi.mobi</a></i>
25  English & Afrikaans	Grade 11 term 2 week 1 and 2. Domestic Tourism Growth strategy (DTGS)  <b>The Domestic Tourism Growth Strategy - DTGS (latest version)</b>  • Concept: growth strategy • Objectives for promoting domestic tourism: sustainable tourism sector growth and development, tourism sector transformation, people empowerment and job creation  • Ways to meet objectives such as increasing expenditure (more trips,	Replace with latest (2012-2020) DTGS  <i>*see addendum below</i>



	<p>length of stay, average trip expenditure), reducing seasonality (year- round travel, more trips outside of school holidays), improving the geographic spread of tourism (more trips to less popular provinces), increasing volumes (get more South Africans to travel), utilising events to encourage year-round travel, improving safety and reducing crime</p> <p>The seven domestic travel market segments according to the Domestic Tourism Growth Strategy</p> <ul style="list-style-type: none"><li>• Concepts: segments, segment profiles, established segments, emerging segments, untapped segments</li><li>• Reasons for segmentation of domestic tourists</li><li>• The seven segments: young and upcoming, independent young couples and families, striving families, well-off homely</li></ul>	
--	--	--

	<p>couples, home-based low-income couples, older families with basic needs, golden active couples (focus on the profile of the segment and the type of holiday/travel they prefer)</p> <ul style="list-style-type: none"> <li>• Segment statistics: size of the segment, when they travel, length of stay, who they travel with, transport they use</li> <li>• Match the segments to the seven products: city breaks, mountain escapes, coastal getaways, bush retreats, countryside meanders, cultural discoveries, event wonders</li> </ul>	
32	<p>Grade 12 Term 1 Suggestions for project in term 1</p> <p>Conduct a customer satisfaction survey for a tourism-related business in your town. Design the survey questionnaire.</p> <p>Analyse the findings and write a report for the owner of the</p>	Remove bullet 3

	business.	
33 English & Afrikaans	Grade12 term 2 week 4: United Kingdom: *Big Ben (Palace of Westminster*), Buckingham Palace, Tower of London*, London Bridge	United Kingdom: *Big Ben (Palace of Westminster*), Buckingham Palace, Tower of London*, Tower Bridge
40 English & Afrikaans	Table referring to Cognitive levels	Add Grade 10-12 to the heading Cognitive levels
41 English & Afrikaans	Heading: 4.4.3 Examinations	Add Grade 10-12 to the heading Examinations. Remove the word <b>external</b>
41 English & Afrikaans	Omission guidance on structure of the midyear examinations	Include omission guidance table** on structure of the midyear examinations
41 English & Afrikaans	Missing heading	Insert heading exactly above the table: <i>Layout for final end-of-the-year examination papers Grade 10-12</i>

## ADDENDUM TO CAPS (ENGLISH VERSION)

<b>Grade 11 term 2 (page 25)</b>		
<b>Week</b>	<b>Topic</b>	<b>Content</b>
1	Domestic, regional and international tourism	<p><b>The domestic tourism Growth Strategy (DTGS) 2012 – 2020</b></p> <ul style="list-style-type: none"> <li>• The state of domestic tourism in South Africa (explanation without any statistics)</li> <li>• Why a DTGS? (problem statement and vision)(no statistics)</li> <li>• List current trends influencing tourism, with very short explanation</li> <li>• The domestic marketing campaign</li> </ul>
2	Domestic, regional and international tourism	<ul style="list-style-type: none"> <li>• The five (5) domestic market segments. Focus on the profile of the segment, why they travel (or not) and the type of travel/holiday they prefer (no % needed)</li> <li>• The four strategic objectives and targets of the DTGS and the implementation plan to meet these objectives. List and shortly explain the activities/actions (no statistics, role players or time frames))</li> </ul>

## \*ADDENDUM TO CAPS (AFRIKAANS VERSION)

<b>Graad 11 kwartaal 2 (bladsy 25)</b>		
<b>Week</b>	<b>Onderwerp</b>	<b>Inhoud</b>
1	Plaaslike, streeks en internasionale toerisme	<p><b>Die Plaaslike Toerisme Groeistrategie (PTGS) 2012-2020</b></p> <ul style="list-style-type: none"> <li>• Die stand van plaaslike toerisme in Suid-Afrika (verduideliking sonder enige statistiek)</li> <li>• Waarom 'n PTGS? (probleemstelling en visie)</li> </ul>

		<p>(geen statistiek)</p> <ul style="list-style-type: none"> <li>• Lys huidige tendense wat toerisme beïnvloed, met baie kort verduideliking</li> <li>• Die plaaslike bemarkingsveldtog</li> </ul>
2	Plaaslike, streeks en internasionale toerisme	<ul style="list-style-type: none"> <li>• Die vyf (5) plaaslike mark segmente. Fokus op die profiel van die segment, waarom hul reis (of nie) en die tipe reis / vakansie wat hul verkies (geen % nodig nie)</li> <li>• Die vier strategiese doelwitte en teikens van die PTGS en die implementeringsplan om hierdie doelwitte te bereik. Lys die aktiwiteite/aksies en gee n kort verduideliking (geen statistiek, rolspelers of tydraamwerke nie)</li> </ul>

1. Section 3:

**Sub-section 3.2 – Annual Teaching Plan**

Under “**Notes**”: Point 1 for the first three terms (1, 2 and 3) for Grades 7, 8 and 9 reflects a percentage of **40%** for the formal assessment task and **60%** for the controlled test. This is incorrect and must be ignored. **The 40% and 60% allocations apply only to term 4 for each grade.**

The word “**Accounting**” indicated in brackets in the “**Week Column**” on pages 17, 18, 19, 20, 21 and 22 is incorrect. It should read “**Financial Literacy**”.

2. Section 4:

**Section: 4.3 – Formal Assessment.**

**Page 25:** The following sentence must be included at the end of the first paragraph:

All formal assessment tasks must be completed under teacher supervision.

**Sub-section 4.3.2 – Formal assessment requirements for Economic and Management Sciences.**

**Page 27:** On the Chart, please note the following changes under the “**Activity**” section:

- For Lower order: *Assessing knowledge and remembering*  
It must read: **Assessing remembering and understanding**
- For Middle order: *Assessing understanding and application*  
It must read: **Assessing applying and analysing**

→ Higher order: *Analysing, evaluating and creating*  
It must read: **Assessing evaluating and creating**

**Page 27:** The heading of the table reads “Grade 7”. It should read “**Grade 7 and 8**”.

**Page 27:** The note under the table reads:

“Total marks for the end-of-year examination for Grade 7 is 150 marks”.

**It should read:**

“Total marks for the end-of-year examination for **Grade 7 and 8** is 150 marks.”

**Page 28:** The heading of the table reads: “Grade 8 and 9”.

**It should read:** “**Grade 9**”.

**Page 28:** The note under the table reads:

“Total marks for the end-of-year examination for Grade 8 and 9 is 200 marks”.

**It should read**

“Total marks for the end-of-year examination for **Grade 9** is 200 marks.”

**Page 30:** The following sentence must be included at the end of the sentence under the table: “Programme of Assessment”. It reads:

“The forms of assessment indicated in the Programme of Assessment above may be substituted for any other form of assessment, with the exception of controlled tests and the final examination.”

**It should read**

“The forms of assessment indicated in the Programme of Assessment above may be substituted for any other form of assessment, with the exception of controlled tests and the final examination. **However, the total marks stipulated for the form of assessment in the table must remain the same.**”

## 2.2 Mathematics SP (Grades 7 – 9)

PAGE	CURRENT VERSION (ERROR)	CHANGE TO
Page 16 [2 <sup>nd</sup> Column: Properties of integers]	Recognise and use commutative and associative properties of addition and multiplication for integers	NOTE: Delete as shown by a strikethrough: Recognise and use commutative and associative properties of addition <del>and multiplication</del> for integers
Page 29 [4 <sup>th</sup> Column: Grade 9]	Transformations	Include ' <b>rotation around a given point</b> ' as a sub-bullet of the first bullet under ' <b>- reflection in the line <math>y = x</math></b> '.
Page 37 [3.1 Introduction, bullet 3]	Teachers may choose to sequence and pace the contents differently from the recommendations in this section. However, cognisance should be taken of the relative weighting and notional hours of the Content Areas for this phase.	NOTE: Delete as shown by a strikethrough and insert as shown by bold italics: Teachers may choose to sequence and pace the contents differently <b><i>within a term</i></b> from the recommendations in this section. However, cognisance should be taken of the relative weighting and <del>notional hours</del> <b><i>instructional time</i></b> of the Content Areas for this phase.
Page 41 [4 <sup>th</sup> Column: Clarification Notes]	Example f): If $20 \times 5 = 110$ , then $110 \div 20 = 5$ and $110 \div 5 = 20$	If $20 \times 5 = \mathbf{100}$ , then $\mathbf{100} \div 20 = 5$ and $\mathbf{100} \div 5 = 20$
Page 42 [4 <sup>th</sup> Column: Clarification Notes]	Example e) $120 = 5 \times 3 \times 2^3$ . Initially learners may write this as: $5 \times 3 \times 2 \times 2 \times 2$ $300 = 5^2 \times 3 \times 2^2$ $900 = 5^2 \times 3^2 \times 2^3$ $HCF = 5 \times 3 \times 2^2 = 60$ (Multiply the common prime factors of the three numbers)	In $900 = 5^2 \times 3^2 \times 2^3$ : change $2^3$ to $2^2$
	d) The factors of 140 are 1, 2, 5, 7, 10, 14, 28, 35, 70 and 140	Include 4 and 20 as factors of 140



Page 43 [4 <sup>th</sup> Column: Clarification Notes]	<b>Comparing and representing numbers in exponential form</b> • Learners need to understand that in the exponential form $a^b$ , the number is read as ' <b>a to the power b</b> ', where <b>a</b> is called the base and <b>b</b> is called the exponent or index, indicates the number of factors that are multiplied.	Insert 'b' in front of the word 'indicates' as follows: <b>Comparing and representing numbers in exponential form</b> • Learners need to understand that in the exponential form $a^b$ , the number is read as ' <b>a to the power b</b> ', where <b>a</b> is called the base and <b>b</b> is called the exponent or index, <b>b</b> indicates the number of factors that are multiplied.
Page 45 - 47 [1 <sup>st</sup> Column]	Shape and Space (Geometry)	Change to <b>Space and Shape (Geometry)</b>

Page 49 [4 <sup>th</sup> Column: Clarification Notes]	Example: $\frac{3}{4} \times \frac{2}{5} = \frac{4}{20} = \frac{3}{10}$	Change $\frac{4}{20}$ to $\frac{6}{20}$
	Or $\frac{3}{4} \times \frac{2}{5} = \frac{3}{10}$	Change to $\frac{3}{4} \times \frac{2}{5} = \frac{3}{2} \times \frac{1}{5} = \frac{3}{10}$
Page 50 [4 <sup>th</sup> Column: Clarification Notes]	Example b) Calculate $\frac{2}{3}$ of $\frac{5}{6}$	Delete $\frac{1}{3} \times$ in $\frac{1}{3} \times \frac{10}{18} = \frac{5}{9}$
Page 55 [4 <sup>th</sup> Column: Clarification Notes]	Example 2 2. If the area of a rectangle is $200 \text{ cm}^2$ , and its length is $50 \text{ cm}$ what is its width? Learners should write this as: $50 \times b = 20$ and solve by inspection by asking: 50 times what will be 200?	In $50 \times b = 20$ change 20 to <b>200</b>
Page 57 [4 <sup>th</sup> Column: Clarification Notes]	• For conversions, note: – if $1 \text{ cm} = 10 \text{ mm}$ , then $1 \text{ cm}^3 = 1\,000 \text{ mm}^3$ and – if $1 \text{ m} = 100 \text{ cm}$ , then $1 \text{ m}^3 = 1\,000\,000 \text{ cm}^3$ or $1\,000\,000$ or $10^6 \text{ m}^3$	• For conversions, note: – if $1 \text{ cm} = 10 \text{ mm}$ , then $1 \text{ cm}^3 = 1\,000 \text{ mm}^3$ and – if $1 \text{ m} = 100 \text{ cm}$ , then $1 \text{ m}^3 = 1\,000\,000 \text{ cm}^3$ or <del><math>1\,000\,000</math></del> or $10^6 \text{ cm}^3$
Page 67 [4 <sup>th</sup> Column: Properties of integers]	Recognise and use commutative and associative properties of addition and multiplication for integers	NOTE: Delete as shown by a strikethrough: Recognise and use commutative and associative properties of addition <del>and multiplication</del> for integers

Page 76 [4 <sup>th</sup> Column: Clarification Notes]	Example f): If $20 \times 5 = 110$ , then $110 \div 20 = 5$ and $110 \div 5 = 20$	If $20 \times 5 = \mathbf{100}$ , then $\mathbf{100} \div 20 = 5$ and $\mathbf{100} \div 5 = 20$
Page 77 [4 <sup>th</sup> Column: Clarification Notes]	Example e) $120 = 5 \times 3 \times 2^3$ . Initially learners may write this as: $5 \times 3 \times 2 \times 2 \times 2$ $300 = 5^2 \times 3 \times 2^2$ $900 = 5^2 \times 3^2 \times 2^3$ HCF = $5 \times 3 \times 2^2 = 60$ (Multiply the common prime factors of the three numbers)	In $900 = 5^2 \times 3^2 \times 2^3$ : change $2^3$ to $2^2$
	d) The factors of 140 are 1, 2, 5, 7, 10, 14, 28, 35, 70 and 140	Include 4 and 20 as factors of 140
Page 89 [4 <sup>th</sup> Column: Clarification Notes]	Example b): values of p in the flow diagram	Change '0' to '1'
Page 89 [4 <sup>th</sup> Column: Clarification Notes]	b) Describe the relationship between the numbers in the top row and bottom row in the table. Then write down the value of and	<b>d)</b> Describe the relationship between the numbers in the top row and bottom row in the table. Then write down the value of <b>m</b> and <b>n</b>
Page 98 [4 <sup>th</sup> Column: Clarification Notes]	The given example is misplaced.	The given example belongs to <b>3.3 Geometry of straight lines</b> and NOT to <b>3.2 Geometry of 2D shapes</b>
Page 110 – 111 [2 <sup>nd</sup> Column: TOPICS]	5.5 Represent Data	<b>Change numbering from 5.5 to 5.2</b>
	5.6 Interpret,	<b>Change numbering from 5.6 to 5.3</b>

	analyse and report data	
Page 117 [4 <sup>th</sup> Column: Clarification Notes]	In the Intermediate Phase and Grade 7 learners did probability experiments with coins, dice and spinners. In Grade 8 doing actual trials of experiments become less important, and learners should consider probability for hypothetical events e.g. the probability of white as a successful outcome on a roulette table, or the probability of getting a Coca Cola at the shop if you know what the total number of drinks is that they stock and how many cans of Coca Cola they have.	In the Intermediate Phase and Grade 7 learners did probability experiments with coins, dice and spinners. In Grade 8 doing actual trials of experiments become less important, and learners should consider probability for hypothetical events e.g. the probability of white as a successful outcome on a roulette table. <del>or the probability of getting a Coca Cola at the shop if you know what the total number of drinks is that they stock and how many cans of Coca Cola they have.</del>
Page 133 [4 <sup>th</sup> Column: Clarification Notes]	Clarification notes – Example (c) $x = \frac{3}{2} \text{ instead of } x = \frac{2}{3}$	Change $x = \frac{2}{3}$ to $x = \frac{3}{2}$ or $x = 1\frac{1}{2}$
Page 140 [4 <sup>th</sup> Column: Clarification Notes]	<ul style="list-style-type: none"> <li>For conversions, note: <ul style="list-style-type: none"> <li>if 1 cm = 10 mm, then 1 cm<sup>2</sup> = 100 mm<sup>2</sup></li> <li>if 1 m = 100 cm, then 1 m<sup>2</sup> = 1 0 000 cm<sup>2</sup></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>For conversions, note: <ul style="list-style-type: none"> <li>if 1 cm = 10 mm, then 1 cm<sup>2</sup> = 100 mm<sup>2</sup></li> <li>if 1 m = 100 cm, then 1 m<sup>2</sup> = 1 0 000 cm<sup>2</sup></li> </ul> </li> </ul>
Page 157 [Table 4.2: Cognitive levels]	Knowledge - Description of skills to be demonstrated: Bullet 1: Estimation and appropriate rounding off of numbers.	Remove ' <b>Estimation and appropriate rounding off of numbers</b> ' and place it under ' <b>Routine Procedures</b> '
	Table on Cognitive Levels – Routine Procedures Example 1 ..... if they have respectively achieved 25; 40; 21; 85; 14 out of 50	<ul style="list-style-type: none"> <li>Change <b>85 to 35</b></li> <li>Put 'and' between 35 and 14 as follows: <b>25; 40; 21; 35 and 14 out of 50</b></li> </ul>
	Problem solving, example 2: 2. Mary travels a distance of km in 6 hours if she travels at an average speed of 20 km/h on her bicycle. What should be her average speed if she wants to cover the same distance in 5 hours? <b>[Grade 8]</b>	Problem solving, example 2: 2. Mary travels a distance of <b>120</b> km in 6 hours if she travels at an average speed of 20 km/h on her bicycle. What should be her average speed if she wants to cover the same distance in 5 hours? <b>[Grade 8]</b>

PAGE NO.	ERROR	AMENDMENT
Page 11	'The Scientific Process' numbered 15.	Delete the number "15"
Page 17	<b>The biosphere</b> (Suggested Activities) <ul style="list-style-type: none"> <li>(bullet 1) <b>describing</b> the components of Earth's biospheres</li> </ul>	Delete 's' from biospheres
Page 36	<b>Ecosystems</b> <ul style="list-style-type: none"> <li>all ecosystems combined make up form part of the biosphere</li> </ul>	Replace statement with: <ul style="list-style-type: none"> <li>"all ecosystems form part of the biosphere"</li> </ul>
Page 68	<b>Applications</b> <ul style="list-style-type: none"> <li>burning wood and fossil fuels releases carbon dioxide and sulfur dioxide into the atmosphere. These combine with water in the atmosphere to produce acid rain</li> </ul>	Move entire text (1 <sup>st</sup> bullet only) from page 68 to end of Page 66.
Page 68	<b>Applications</b> <ul style="list-style-type: none"> <li>limestone (CaCO<sub>3</sub>) is used in agriculture to make soil less acidic</li> </ul>	Move entire text (2 <sup>nd</sup> bullet only) from page 68 to end of page 69.
Page 85	<b>Section 4.1</b> <ul style="list-style-type: none"> <li>(bullet 1) Enable the teacher to judge a learners' progress in a reliable way</li> </ul>	<b>Section 4.1</b> Replace 'learners'' with 'learner's'
Page 87	Forms of assessment on page 87 are not numbered	Number forms of assessment on page 87

## 2.4 SOCIAL SCIENCES

The table on the overview of topics should start with the Intermediate Phase History topics followed by the Senior Phase. The correct table is indicated below:

### OVERVIEW OF TOPICS

#### SUMMARY: CONTENT OVERVIEW: HISTORY INTERMEDIATE PHASE

Term	Grade 4	Grade 5	Grade 6
1	Local history	Hunter-gatherers and herders in southern Africa	An African kingdom long ago in southern Africa: Mapungubwe
2	Learning from leaders	The first farmers in southern Africa	Explorers from Europe find southern Africa
3	Transport through time	An ancient African society: Egypt	Democracy and citizenship in South Africa
4	Communication through time	A heritage trail through the provinces of South Africa	Medicine through time

#### SUMMARY: CONTENT OVERVIEW: HISTORY SENIOR PHASE

Term	Grade 7	Grade 8	Grade 9
1	The kingdom of Mali and the city of Timbuktu in the 14 <sup>th</sup> century	The Industrial Revolution in Britain and southern Africa from 1860	World War II – The causes and outbreak (1919 – 1945)
2	The Transatlantic slave trade	The Mineral Revolution in South Africa	The Nuclear Age and the Cold War (1945 – 1990)
3	Colonisation of the Cape in the 17 <sup>th</sup> and 18 <sup>th</sup> centuries	The scramble for Africa: late 19 <sup>th</sup> century	Turning points in South African history 1948 and 1950s
4	Co-operation and conflict on the frontiers of the Cape Colony in the early 19 <sup>th</sup> century	World War I (1914-1918)	Turning points in South African history 1960, 1976 and 1994

**Page 50:** The SBA in the Programme of Assessment is indicated as 60% in the grid, instead of 40%. The correct information is indicated in the tables below:

GRADE 7			
<b>Term 1</b>	History	Task	<b>School -Based Assessment (SBA) 40%</b>
	Geography	<b>Project</b>	
<b>Term 2</b>	History	Task/test	
	Geography	Task/Test	
<b>Term 3</b>	History	Task	
	Geography	Task	

<b>Term 4</b>	History	Examination	<b>Year-end examination 60%</b>
	Geography	Examination	

<b>GRADE 8</b>			
<b>Term 1</b>	History	Task	<b>School -Based Assessment (SBA) 40%</b>
	Geography	Task	
<b>Term 2</b>	History	Task/test	
	Geography	Task/Test	
<b>Term 3</b>	History	Task	
	Geography	<b>Project</b>	
<b>Term 4</b>	History	Examination	<b>Year-end examination 60%</b>
	Geography	Examination	

<b>GRADE 9</b>			
<b>Term 1</b>	History	Task	<b>School -Based Assessment (SBA) 40%</b>
	Geography	Task	
<b>Term 2</b>	History	Task/test	
	Geography	Task/Test	
<b>Term 3</b>	History	<b>Project</b>	
	Geography	Task	
<b>Term 4</b>	History	Examination	<b>Year-end examination 60%</b>
	Geography	Examination	