



National Senior Certificate (NSC) 2020 Matric Support Book



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GGT2030
GROWING GAUTENG TOGETHER



**National Senior Certificate (NSC)
2020 Matric Support Book**

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Gauteng Department of Education

17 Simmonds Street,
Marshalltown,
Johannesburg 2001

Compiled by:

CSIMPRE

Layout and Design by:

Communications



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*“Study while others are sleeping;
work while others are loafing;
prepare while others are playing;
and dream while others are wishing”*

William A. Ward

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 HAS A UNIQUE SET OF TALENTS, VALUES AND ASPIRATIONS. TOGETHER YOU CAN BUILD SUSTAINABLE SERVICE ORIENTATED COMMUNITIES.



1. NATIONAL SENIOR CERTIFICATE (NSC)

The National Senior Certificate 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.

1.1 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) envisage 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.

2. COMMITMENT

- Every learner and teacher must commit fully to every lesson -face to face or online - as well as to class work that is allocated; Teachers must be 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 past question papers to prepare fully for all examinations
- All learners must adhere to safety protocols when attending any extra tuition and support programmes offered by the School and GDE, amongst others:
 - o The School-Based extra tuition, support and study programmes
 - o The Provincial SSIP Saturday and holiday extra tuition and support programmes
 - o 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%] and must ensure:
 - o That they prepare and present themselves for Oral work as part of the Language assessment component
 - o They prepare and complete all practical work and tasks in subjects with a Practical Component.

3. COUNTDOWN

- The Countdown to the start of the Matric Final Examination is an indication of the available days left to prepare for the examinations
- All staff members 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
- Matric learners must reprioritize their social, cultural, sport and other activities to ensure that their studies receive priority and maximum attention.



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 (T&L)			
Term 3: 53 school days minus 19 Exam days = 34 for Teaching and Learning			
Term 4: 5[47] school 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			
Count Down	Weeks:	Days:	Hours:

REVISED DUE TO COVID-19 MEASURES

4. REQUIREMENTS FOR A NATIONAL SENIOR CERTIFICATE

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:

- 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
- Comply with the internal assessment requirements for Grades 10, 11 and 12 and the external assessment requirements for Grade 12;
- Achieve 40% in three subjects, one of which is an official language at Home Language Level;
- Achieve 30 % in three subjects; and
- Provide full evidence in the school based assessment component in the subject failed.

The requirements are tabulated below:

SUBJECT	ACHIEVEMENT
One Home Language One Home or First Additional Language Mathematics or Mathematical Literacy Life Orientation	40%
3 x subjects selected from the approved subject list	2 x subjects with 40 % 3 x subjects with 30 % 1 x subject less than 30% (evidence of SBA)

4.1 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:

ACHIEVEMENT LEVEL	ACHIEVEMENT DESCRIPTION	MARKS (%)
7	Outstanding Achievement	80-100
6	Meritorious Achievement	70-79
5	Substantial Achievement	60-69
4	Adequate Achievement	50-59
3	Moderate Achievement	40-49
2	Elementary Achievement	30-39
1	Not Achieved	0-29

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).

4.2 Endorsed National Senior Certificate and Requirements for the Endorsed NSC

Learners who experience barriers to learning can follow an alternative pathway to obtain the 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, oral and hearing impairment, aphasia, dyslexia and mathematical disorders such as dyscalculia.

To qualify for the endorsed NSC, the candidate must:

- Be classified as a learner with a special educational needs (LSEN) and allocated an LSEN tracking number
- 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.
- The candidate must offer and complete the internal and external assessment requirements

NB: 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.

5. MINIMUM REQUIREMENTS FOR ADMISSION TO HIGHER EDUCATION

Minimum Higher Education Admission requirements in accordance with the 3 levels of undergraduate programmes are as follows:

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.

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.

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.



6. POLICY AMENDMENTS AND IMPLICATIONS

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 dropouts 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.

7. SCHOOL BASED ASSESSMENT (SBA)

7.1 The importance of School Based Assessment

- 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.

7.2 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.

7.3 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.

8. LEARNER CONCESSIONS

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.

9. AN EIGHT SUBJECT OFFERING

9.1 Requirements of additional subjects [8th subject]

A Grade 12 learner may offer more than the required minimum of seven (7) subjects provided that they meet the following requirements:

- The additional [eight (8th)] subject, must be offered in all three years of the FET Phase starting in grade 10 – 12
- All the internal assessment requirements and protocol for the required subject(s) must be met for all three years of study, namely grades 10,11 and 12
- Learners cannot decide in grade 12 to do an additional (8th) subject
- Only one Language can be offered per Language Group.
- A Language cannot be taken on different levels.
- Learners may not take both Mathematics and Math Literacy.

9.2 Subject changes

Chapter 3(8) 5 of the Regulations pertaining to the conduct, administration and management of the National Senior Certificate examination, published as Government Regulation Notice No. R872 in Government Regulation Gazette No. 31337 of 29 August 2008 and as amended, states that

- (a) A learner may change a maximum of two subjects in Grade 10, provided this is done by the end of the second term, subject to the approval of the Principal of the school where the learner is registered. Such change must be done before 30 June of the Grade 10 year.
- (b) A learner may change two subjects in Grade 11, provided this is done before 31 March, subject to the approval of the Principal of the school where the learner is registered.
- (c) A learner may in exceptional cases change one additional subject in Grade 12
- (d) Approval for changing a subject in Grade 12 must be obtained from the Head of the Assessment Body.



10. INCLUSIVE BASKET OF PERFORMANCE

CATEGORY	DESCRIPTION	WEIGHTING(%)
Throughput	Number of learners who wrote the NSC as a % of the number who started grade 10 three years prior	10%
% Achieved		35%
% Bachelor Pass		15%
% Mathematics Participation	Percentage of learners offering Mathematics compared to the total number of learners	10%
% Mathematics Pass	The percentage of learners who achieved in Mathematics (30%)	10%
% Physical Sciences	The percentage of learners who achieved in Physical Science	10%
Distinction Rate	The number of level 7's divided by the total number of subjects offered	10%

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.

11. 2020 SENIOR SECONDARY INTERVENTION PROGRAMME (SSIP)

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.

There will be high impact examination preparatory camps focussing on getting learners ready for the final examinations techniques, revision of past question papers to drill learners, motivational talks and evening study group sessions under controlled environment, among others.

I need to prioritise:	I need to take:	I need to ask:	I must diarise:

11.1 Self preparatory 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 past 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.



12. CONQUERING EXAM TASKS: KNOW HOW TO ANSWER QUESTIONS



Effectively applying study skills to achieve quality marks

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 _____?

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.

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

13. SOURCING CRITICAL NSC SUPPLEMENTARY SUBJECT MATERIAL ONLINE

EFFECTIVELY ACCESSING NSC PAST PAPERS AND MEMOS: [https://www.education.gov.za/Curriculum/NationalSeniorCertificate\(NSC\)Examinations/NSCPastExaminationpapers.aspx](https://www.education.gov.za/Curriculum/NationalSeniorCertificate(NSC)Examinations/NSCPastExaminationpapers.aspx)

basic education
Department of Basic Education
REPUBLIC OF SOUTH AFRICA

Every child is a national asset...

HOME ABOUT US NEWSROOM RESOURCES PROGRAMMES CURRICULUM INFORMATION FOR...

Curriculum » National Senior Certificate (NSC) Examinations » NSC Past Examination papers

Matric Exams Revision

Use these previous exam papers to revise and prepare for the upcoming NSC exams. This way you can find out what you already know and what you don't know. For enquiries regarding downloading the exam papers please contact the webmaster on 012 357 3762/3752/3799.

Past papers

- Grade 11 Common Paper (2015-2017)
- Grade 10 Common Paper (2015-2017)
- 2017 November NSC Examination Papers
- 2017 May/June SC(O) Exam Papers
- 2017 Feb/March NSC Exam Papers
- 2016 NSC Examinations (Oct/Nov)
- 2016 NSC 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 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

MIND MAP RULES

- connect ideas
- different colours
- have fun!
- everywhere!
- PAPER
- turned sideways
- NAME
- middle
- picture
- WORDS
- key job
- write on line

Figure 2: Mind map rules



The screenshot shows a web browser window with the URL <https://www.education.gov.za/Curriculum/LearningandTeaching>. The page features the Department of Basic Education logo and the slogan "Every child is a national asset...". A navigation menu includes: HOME, ABOUT US, NEWSROOM, RESOURCES, PROGRAMMES, CURRICULUM, and INFORMATION FOR... The main heading is "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).



GEOGRAPHY STUDY GUIDE



PHYSICAL SCIENCE STUDY GUIDE

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)

15. STUDY SKILLS AND PREPARATION: SELF AWARENESS

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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 sections 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.

SUCCESSFUL LEARNERS...

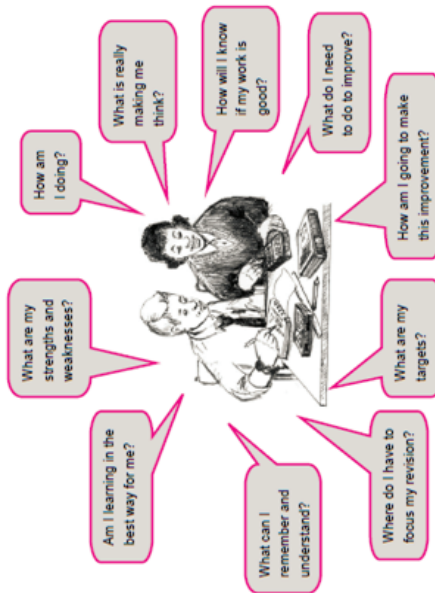
GAIN SELF-AWARENESS, consciously using behaviours, beliefs, and attitudes that keep them on course.

STRUGGLING LEARNERS...

Make important choices unconsciously, being directed by self-destructive habits and negative life scripts.

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



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



16. 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.

<p>1. Identify problem (What's up?) (W) (C) (H)</p> <ul style="list-style-type: none"> Conduct brainstorming to identify the real nature of the topic. Write what you of the topic, using for instance, graphic organisers, mind maps, etc. <p>2. Investigate problem (Just give me the facts) (W) (C) (H)</p> <p>An investigation of the topic by:</p> <ul style="list-style-type: none"> Searches of ideas, facts, methods, exams; Observing, recording, classifying and analysing the data to study; Building a database of facts and skills to deal with the topic; Linking 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 exams 	<p>5. Predict outcomes (If I do that, what then?) (W) (C) (H)</p> <ul style="list-style-type: none"> Construct a list of study methods to remember your work and apply your learning for the best. 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. <p>6. Select best action (This is IT!) (W) (C) (H)</p> <ul style="list-style-type: none"> Decide on the best course of action for studying e.g. use a study plan and stick to it. <p>7. Implement action (Let's hit the road) (W) (C) (H)</p> <ul style="list-style-type: none"> Develop a plan of action using flow charts, diagrams, timelines etc. Allocate timeframes, roles and responsibilities for yourself. Put the study plan into action. Monitor your study progress, using checklists, keeping diaries and gathering data.
<p>3. Evaluate data (What does it all mean?) (W) (C) (H)</p> <ul style="list-style-type: none"> Consolidate and organise the facts, and skills to be learnt for the test. <p>4. List possible actions (What could happen?) (W) (C) (H)</p> <ul style="list-style-type: none"> 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 cue cards, mind maps, concept maps, flow charts, etc. 	<p>8. Evaluate action (How did it go?) (W) (C) (H)</p> <ul style="list-style-type: none"> Establish 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:

- Mobile notes
- Mnemonics
- Mind maps

These techniques will help you to study smarter!

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 wherever you go:

- Fold a blank piece of paper in half. Fold it in half again. Fold it again. Now be divided into 8 parts.
- Cut or tear neatly along the folded lines.
- On one side of each of these 8 bits of paper, write the basic concept.
- On the other side, write the meaning or the explanation of the basic concept.
- Use different colours and add pictures to help you remember.
- Take these mobile notes with you wherever you go and look at them whenever you can.
- As you learn, place the cards in 3 different piles:
 - I know this information well.
 - I'm getting there.
 - I need more practice.
- The more you learn them, the better you will remember them.

1. Fold an A4 paper into 8 squares. Cut or tear neatly along the folded lines.

2. Write the basic concept on one side of a bit of paper.

3. Write the definition of the basic concept on the back of the piece of paper.

17. STUDY SKILLS AND PREPARATION: SELF MOTIVATION



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 Weiderhold'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.

Event	Situation	Choice	Person	Reason	Means
Present	What is? / Where / When is?	Which did?	Who is?	Why is?	How is?
Past	Where / When did?	Which did?	Who did?	Why did?	How did?
Possibility	Where / When can?	Which can?	Who can?	Why can?	How can?
Probability	Where / When would?	Which would?	Who would?	Why would?	How would?
Prediction	Where / When will?	Which will?	Who will?	Why will?	How will?
Imagination	Where / When might?	Which might?	Who might?	Why might?	How might?

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.

Being aware:	Questions to ask myself before studying	[✓] if you have done this
What am I doing?	What exactly do I need to do for this topic?	
	Why am I doing this topic?	
	What do I know about this topic already?	
	What options and choices do I have for studying this topic?	
	How will I be assessed on this topic?	
	What learning strategies could I use for this topic?	

Monitoring myself:	What steps will it take for me to do this topic?
How am I doing it?	Which strategy will I try first to master this topic?
	Is this the best strategy to use now for this topic?
	What will I do next to master this topic?
	Are there strategies I haven't used yet?
	Am I concentrating on the right parts of this topic?

Evaluating myself:	How well am I going?
	How will I know if I have been successful?
	What will I check my success against?
	Is this approach working for me?
	What can I do to improve my work?
	Am I making progress towards my goal?
	Have I been successful?

Reflection:	What have you learnt from this task?
	What do you know about yourself now?



18. STUDY SKILLS AND PREPARATION: SELF ASSESSMENT TECHNIQUES



GAUTENG PROVINCE
EDUCATION

Effectively applying study skills to achieve quality matric

Study Self-Check

You may use the **Self Check** following to know how competent you are in this section

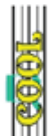
To receive the highest score in each of the five sections, you will want to be certain your work **SHOWS** each of these parts of a study programme.

- 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!




COOL

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




Did I cross-check that all facts and skills are correct? (What does it all mean?)




Did I identify possible study methods to use for the topic? (What could happen?)




Did I select exam questions to answer? (But if I do that – what then?)



Did I evaluate the action for studying? (How'd it go?)



Did I identify any new study challenges and follow-up procedures?



Did I select the best action for studying? (This is IT)

PLANNING

Did I plan and implement the action for studying? (Let's hit the road!)

19. TAKING STOCK OF YOUR SUCCESS ROAD MAP

19.1 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.

19.2 Self Assessment

- Attend career guidance sessions as part of Life Orientation and select 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.
- Develop a personal chart reflecting clear targets for all subjects, numbers and percentages for each assessment task and for each of the formal examination sittings.
- Plot weekly progress against targets captured on the chart.
- Develop clear ACTION PLANS, reflecting who, what, how, where and when to achieve the desired targets [study timetables].
- Seek immediate support, intervention and remedial action when my progress was declining or unsatisfactory.
- Discussed progress with parents, guardians and teachers.



20. HYGIENE, SAFETY AND WELL-BEING TIPS (1)

Symptoms of Coronavirus Disease 2019

Patients with COVID-19 have experienced mild to severe respiratory illness.

Symptoms can include:

- FEVER**
- COUGH**
- SHORTNESS OF BREATH**

Symptoms may appear 2-14 days after exposure

Seek medical advice if you develop symptoms, and have been in close contact with a person known to have COVID-19 or if you live in or have recently been in an area with ongoing spread of COVID-19

Life can be difficult sometimes, if you need someone to talk you may contact any of the call centres below:

Childline Hotline: 08000 55 555

LoveLife Free Call Me 083 323 1023

LifeLine Toll Free: 086 132 2322

SADAG
Suicide Crisis Line 0800 567 567/ 0800 212 223
or SMS 31393
Substance Abuse Line 0800 12 13 14 or SMS 32312

How to wash your hands with soap and water

1. Wet hands and apply soap
2. Rub palms of hands together
3. Rub in between the fingers, back of hands and wrist
4. Clean underneath the nails
5. Rinse hands with clean running water
6. Dry with clean paper towel or shake hands in the air to dry

Do not use a cloth or share a paper towel to wipe

WASH YOUR HANDS

Apply a bench-dosed amount of hand rub to the palms

Rub hands together, including the back of each hand, do not use water

Scrubbing of each hand in the opposite palm

Rub the hands on the dry paper towel as not needed

A Note on alcohol-based hand sanitisers

- If you are not near a handwashing station and soap, use a hand sanitiser to clean your hands.
- Do not use a sanitiser after using the toilet and if your hands are visibly soiled - wash hands with soap and water.
- Sanitisers should have alcohol content of at least 60% for maximum protection. No more than 60% is required.
- Use a hand sanitiser only on dry hands.
- If using gloves, sanitise hands before and after use (of the gloves).
- Do not use a sanitiser on gloves.
- Do not sanitise and use water at the same time - it is harsh for your skin.

ALERT LEVEL 5	ALERT LEVEL 4	ALERT LEVEL 3	ALERT LEVEL 2	ALERT LEVEL 1
Drastic measures to contain the spread of the virus and save lives. (Full lockdown)	Extreme precautions to limit community transmission and outbreaks, while allowing some activity to resume.	Restrictions on many activities, including at workplaces and socially, to address a high risk of transmission.	Physical distancing and restrictions on leisure and social activities to prevent a resurgence of the virus.	Most normal activity can resume, with precautions and health guidelines followed at all times. Population prepared for an increase in alert levels if necessary.

- 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>

21. HYGIENE, SAFETY AND WELL-BEING TIPS (2)

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.



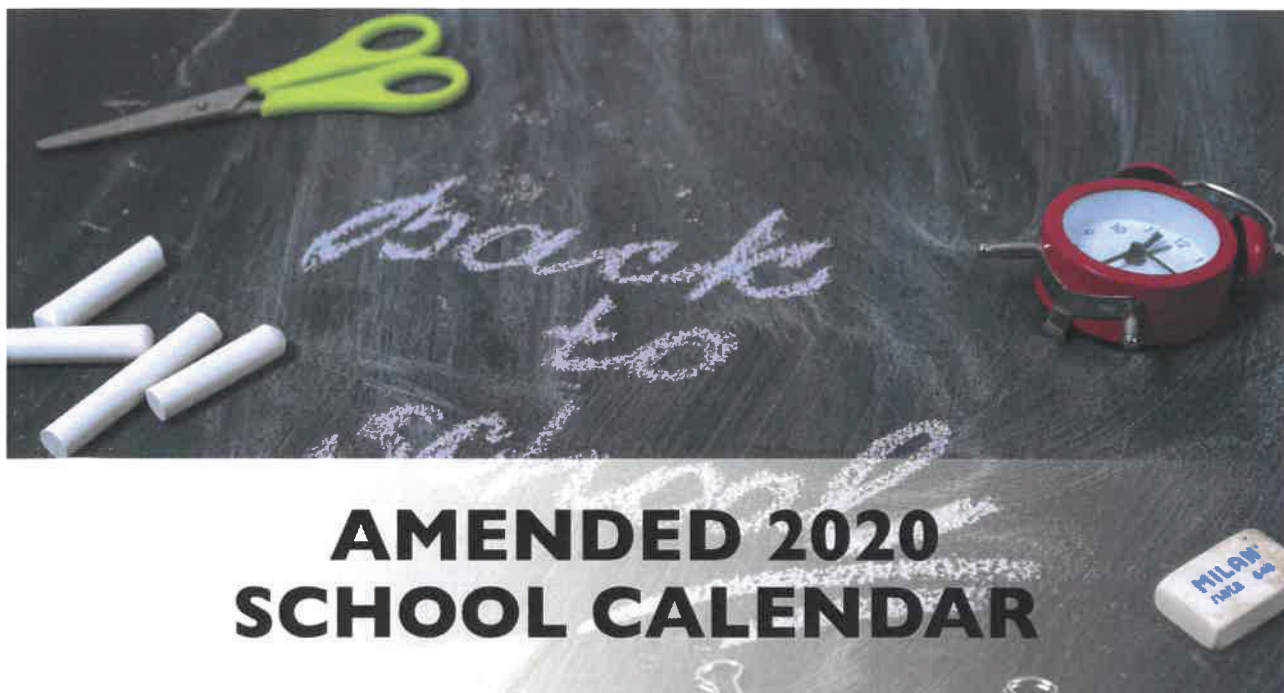
- One can also use a scarf that covers your nose and mouth.
- Walkers, runners and joggers encouraged to wear masks.
- Surgical masks are for healthcare workers only.
- Maintain social distancing even when wearing a mask.
- Shops have the right to refuse entry if not wearing a mask.

Call the COVID-19 Hotline: 0800 029 999 | Web: www.sacoronavirus.co.za
Send 'hi' on Whatsapp to COVID-19 Connect: 060 012 3456

Always remain positive: adversity presents opportunities to triumph

- | | | | |
|--|---|---|--|
| <ul style="list-style-type: none"> • Learn new skills • Strengthen existing skills • Apply your acquired skills | <ul style="list-style-type: none"> • Review your smart goals • Adjust your time frames • Celebrate your wins | <ul style="list-style-type: none"> • Source new avenues for accelerated learning • Be innovative • Think "I Can" | <ul style="list-style-type: none"> • Expand your skills and values profile • Empower others. Be kind. Share! |
|--|---|---|--|

22. AMENDED 2020 SCHOOL CALENDAR



AMENDED 2020 SCHOOL CALENDAR



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



January 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

KEY						
	Weekends					
	Days for administration					
	School days					
	Public holidays					
	Revised School holidays					

April 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020						
S	M	T	W	T	F	S
						1
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Public and School Holidays 2020

01 January	New Year's Day
21 March	Human Rights Day
10 April	Good Friday
13 April	Family Day
27 April	Freedom Day
01 May	Workers' Day
16 June	Youth Day
09 August	National Women's Day
10 August	Public Holiday
24 September	Heritage Day
16 December	Day of Reconciliation
25 December	Christmas Day
26 December	Day of Goodwill

July 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

TERM	Duration	No. of weeks	No. of days	No. of public holidays	Actual no. of school days
1	(13) 15 Jan – 18 March	10	(48) 46	00	(48) 46
2	(01) 01 June – 08 July	(08) 07	(40) 35	01	(39) 34
3	24 August – 23 October	09	45	01	44
4	02 November – 15 December	07	32	00	32
	Total	(34) 33	(165) 158	02	(163) 156

This gazette is also available free online at www.gpwonline.co.za

23. 2020 NSC EXAMINATION TIMETABLE

TIME FOR EXAMS

WEEK 1		09:00	14:00
Thursday 05/11	English FAL P1 (2hrs)		English HL P1 (2hrs) English SAL P1 (2½hrs)
Friday 06/11	Afrikaans HL P1 (2hrs) Afrikaans FAL P1 (2hrs) Afrikaans SAL P1 (2½hrs)		Hindi, Gujarati, Tamil, Telegu, Urdu HL P1 (2hrs) Hindi, Gujarati, Tamil, Telegu, Urdu FAL P1 (2hrs) Hindi, Gujarati, Tamil, Telegu, Urdu SAL P1 (2hrs) Hebrew SAL P1 (2hrs) German HL, SAL P1 (2hrs)
WEEK 2		09:00	14:00
Monday 09/11	isiZulu, isiXhosa, Siswati, isiNdebele HL P1 (2hrs) isiZulu, isiXhosa, Siswati, isiNdebele FAL P1 (2hrs) isiZulu, isiXhosa, Siswati, isiNdebele SAL P1 (2½hrs)		Agricultural Sciences P1 (2½hrs) Nautical Science P1 (3hrs)
Tuesday 10/11	Sepedi, Sesotho, Setswana, Xitsonga, Tshivenda HL P1 (2hrs) Sepedi, Sesotho, Setswana, Xitsonga, Tshivenda FAL P1 (2hrs) Sepedi, Sesotho, Setswana, Xitsonga, Tshivenda SAL P1 (2½hrs) South African Sign Language HL P1 (2hrs)		Civil Technology (3hrs)
Wednesday 11/11	Economics P1 (2hrs)		Hindi, Gujarati, Tamil, Telegu, Urdu HL P2 (2½hrs) Hindi, Gujarati, Tamil, Telegu, Urdu FAL P2 (2hrs) Hindi, Gujarati, Tamil, Telegu, Urdu SAL P2 (2hrs) Hebrew SAL P2 (2hrs) German HL P2 (2½hrs), SAL P2 (2hrs)
Thursday 12/11	Mathematics P1 (3hrs) Technical Mathematics P1 (3hrs)		Mathematical Literacy P1 (3hrs)
Friday 13/11	Religious Holiday		
WEEK 3		09:00	14:00
Monday 16/11	Mathematics P2 (3hrs) Technical Mathematics P2 (3hrs)		Mathematical Literacy P2 (3hrs)
Tuesday 17/11	English FAL P2 (2hrs)		English HL P2 (2½hrs) English SAL P2 (2hrs)
Wednesday 18/11	Business Studies P1 (2hrs)		Business Studies (3hrs) ** Dance Studies (3hrs)
Thursday 19/11	Sepedi, Sesotho, Setswana, Xitsonga, Tshivenda HL P2 (2½hrs) Sepedi, Sesotho, Setswana, Xitsonga, Tshivenda FAL P2 (2hrs) Sepedi, Sesotho, Setswana, Xitsonga, Tshivenda SAL P2 (2hrs) South African Sign Language HL P2 (2½hrs)		Economics P2 (2hrs)
Friday 20/11	Physical Sciences (Physics) P1 (3hrs) Technical Sciences P1 (3hrs)		Arabic, French, Italian, Mandarin, Modern Greek, Serbian, Spanish SAL P1 (2hrs) Latin SAL P1 (3hrs) Portuguese HL, FAL, SAL P1 (2hrs)



WEEK 4		09:00	14:00
Monday 23/11	Physical Sciences (Chemistry) P2 (3hrs) Technical Sciences P2 (3hrs)		Arabic, French, Italian, Mandarin, Modern Greek, Serbian, Spanish SAL P2 (2hrs) Latin SAL P2 (1½hrs) Portuguese HL P2 (2½hrs) Portuguese FAL, SAL P2 (2hr)
Tuesday 24/11	Afrikaans HL P2 (2½hrs) Afrikaans FAL P2 (2hrs) Afrikaans SAL P2 (2hrs)		Agricultural Sciences P2 (2½hrs) Nautical Science P2 (3hrs) Sport and Exercise Science (3hrs)
Wednesday 25/11	Business Studies P2 (2hrs)		Hindi, Gujarati, Tamil, Telegu, Urdu HL P3 (2½hrs) Hindi, Gujarati, Tamil, Telegu, Urdu FAL P3 (2½hrs) Portuguese, German HL P3 (2½hrs) Portuguese FAL P3 (2½hrs) Equine Studies (3hrs) Maritime Economics (3hrs) Agricultural Technology (3hrs)
Thursday 26/11	isiZulu, isiXhosa, Siswati, isiNdebele HL P2 (2½hrs) isiZulu, isiXhosa, Siswati, isiNdebele FAL P2 (2hrs) isiZulu, isiXhosa, Siswati, isiNdebele SAL P2 (2hrs)		History P1 (3hrs)
Friday 27/11	Life Sciences P1 (2½hrs)		Religion Studies P1 (2hrs)
WEEK 5		09:00	14:00
Monday 30/11	Life Sciences P2 (2½hrs)		Religion Studies P2 (2hrs)
Tuesday 01/12	History P2 (3hrs)		Engineering Graphics and Design P1 (3hrs)
Wednesday 02/12	Sepedi, Sesotho, Setswana, Xitsonga, Tshivenda HL P3 (2½hrs) Sepedi, Sesotho, Setswana, Xitsonga, Tshivenda FAL P3 (2½hrs)		Computer Applications Tech P2 (Theory) (3hrs)
Thursday 03/12	Geography (Theory) P1 (3hrs)		Geography (Map work) P2 (1½hrs)
Friday 04/12	Accounting P1 (2hrs)		Accounting (3hrs) ** Music P1 Theory (3hrs)
WEEK 6		09:00	14:00
Monday 07/12	Accounting P2 (2hrs)		Mechanical Technology (3hrs) Music P2 Comprehension (1½hrs)
Tuesday 08/12	isiZulu, isiXhosa, Siswati, isiNdebele HL P3 (2½hrs) isiZulu, isiXhosa, Siswati, isiNdebele FAL P3 (2½hrs) South African Sign Language HL P3 (2½hrs)		Tourism (3hrs)
Wednesday 09/12	English FAL P3 (2½hrs)		English HL P3 (2½hrs)
Thursday 10/12	Consumer Studies (3hrs) Hospitality Studies (3hrs)		Engineering Graphics and Design P2 (3hrs)
Friday 11/12	Afrikaans HL P3 (2½hrs) Afrikaans FAL P3 (2½hrs)		Electrical Technology (3hrs) Design (3hrs)
WEEK 7		09:00	14:00
Monday 14/12	Dramatic Arts (3hrs)		Information Technology P2 (Theory) (3hrs)
Tuesday 15/12	Visual Arts (3hrs) Agricultural Management Practices (3hrs)		
Wednesday 16/12	Public Holiday		

** This denotes candidates writing one question paper in Business Studies and Accounting. This refers to the following candidates:

- 2019 Multiple Examination Opportunity (MEO) Candidates.
- 2019 NSC Rewrite Candidates.
- 2020 June Senior Certificate Candidates

	09:00
Monday 19/10/2020	Life Orientation (LO CAT) (2hrs)
Wednesday 21/10/2020	Computer Applications Tech P1 (3hrs) Practical
Thursday 22/10/2020	Information Technology P1 (3hrs) Practical
17 July to 23 October 2020	Performing Arts Practical
17 July to 23 October 2020	Visual Arts and Design Practical

POPULATE YOUR PERSONAL STUDY AND EXAMINATION TIMETABLE INTO THE CALENDAR MONTHS THAT FOLLOW IN PREPARATION FOR THE FINAL NSC EXAMS. DISCIPLINE AND STRINGENT TIME MANAGEMENT IS KEY TO YOUR SUCCESS.

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

Key Achievements to strive for:

Challenges to Overcome:

SUN	MON	TUE	WED	THUR	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

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

Key Achievements to strive for:

Challenges to Overcome:

SUN	MON	TUE	WED	THUR	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

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:

SUN	MON	TUE	WED	THUR	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		



24. EFFECTIVE STUDY GROUP SESSION TIPS (CAN BE ONLINE*)

24.1 Tips for an effective study group session.

Examinations are 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.

24.2 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.

24.3 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.

24.4 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.

24.5 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.

24.6 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!

(adapted from <http://eccles.utah.edu/news/5-tips-for-an-effective-study-group/>)

HOW PREPARED ARE YOU TO DISCUSS YOUR SUBJECTS WITH OTHERS IN A STUDY GROUP SESSION? DO YOU KNOW THE KEY TOPICS THAT MAKE UP YOUR SUBJECT? CHECK <https://www.education.gov.za/covid19supportpackage.aspx> FOR THE REVISED 2020 ATP FOR YOUR SUBJECT

25. HAS YOUR SUBJECT ATP BEEN REVISED (REORGANISED)?

The screenshot shows the website <https://www.education.gov.za> with the URL `https://www.education.gov.za/Home/RecoveryPlan2020.aspx` in the address bar. The page features a navigation menu with the following items: HOME, ABOUT US, NEWSROOM, RESOURCES, PROGRAMMES, CURRICULUM, and INFORMATION FOR... The South African flag is displayed in the top right corner. Below the navigation menu, a paragraph states: "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 issued 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." The main content area is divided into three sections: Grade 10, Grade 11, and Grade 12. Each section lists various ATP (Assessment Task Plan) subjects. A blue arrow on the right side of the page points to the Grade 12 section, with the text "CHECK FOR YOUR REVISED GRADE 12 SUBJECT ATP ON THIS WEB PAGE".

Grade 10

- ATP Mediation Accounting Grade 10
- ATP Mediation Agricultural Management Practice Grades 10-12
- ATP Mediation Agricultural Sciences Grades 10-12
- 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 Grade 10
- ATP Mediation Information Technology
- ATP Mediation Life Orientation
- ATP Mediation Life Sciences
- ATP Mediation Mathematical Literacy

Grade 11

- ATP Mediation Civil Technology
- ATP Mediation Accounting
- ATP Mediation Agricultural Management Practices
- ATP Mediation Agricultural Sciences
- ATP Mediation Agricultural Technology
- ATP Mediation Business Studies
- ATP Mediation Civil Technology (Afrikaans)
- 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 Practices
- 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
- ATP Mediation Mathematics

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: 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: Amendments to the Content Overview for the Phase

Strand	Grade 10 (Grade 10 strand with molecular level)	Grade 10 (Grade 10 strand with environmental studies)	Grade 11	Grade 12
Life processes in plants and animals	Support and transport proteins in plants. Secondary growth, writing and guttation removed	Support and transport proteins in plants. Secondary growth, writing and guttation removed	Photosynthesis: topic time reduced to 2 weeks. Remove all practical experiments except ONE basic experiment i.e. to show that light is necessary for photosynthesis	Responding to the environment (humans): Topic time reduced from 4 weeks to 3 weeks. Human endocrine system: moved from term 3 to term 2

Summary: Revised Programme of Assessment

Term 1	Term 2	Term 3	Term 4
PRACTICAL TASK (20% (20 - 40 marks)	TEST (10%) (minimum 50 marks) (include practical investigation-type questions in the test)	TEST (10%) (minimum 50 marks) (include practical investigation-type questions in the test)	NSC Examination (2 x papers of 150 marks each; 25 hours each)
TEST (10%) (minimum 50 marks)	TRIAL EXAMINATION (50%) (2 x papers of 150 marks each; 25 hours each)		

Summary: Reorganisation of content topics

- The topic **Human endocrine system** was moved from Term 3 to Term 2.
- The topic **Human evolution** was moved from Term 3 to Term 4.
- The teaching time of the topic **Responding to the environment (humans)** was reduced from 4 weeks to 3 weeks.

Summary: Final Examination Structure (no changes)

PAPER 1	MARKS	PAPER 2	MARKS
Meiosis	11	DNA, Code of life	27
Reproduction in vertebrates	6	Meiosis	12
Human reproduction	31	Genetics and inheritance	45
Responding to the environment	40	Evolution	66
Human endocrine system	15		
Homeostasis in humans	11		
Responding to the environment (plants)	11		
Human impact	25		

27. EXAMINATION ROOM PROTOCOL AND INVIGILATION

EXAMINATION REQUIREMENTS: CANDIDATES AND INVIGILATORS			
Process	Procedures	Checklist	Responsibility
Candidates' preparations	1. Bags and other items are left in a safe place provided by the school/centre before entering the examination room.	1.	Invigilators Candidates
	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).	2.	
	3. Check that candidates do not bring unauthorised material, electronic devices (cell phones), data storage /reading devices, unapproved calculators etcetera, into the examination venue.	3.	
	4. All candidates must be seated according to the seating plan.	4.	

8:00 – 8:30 / 13:00 – 13:30

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.	1.	Invigilators
	2. Full-Time candidate writing in a school produce admission letters and/or a copy of ID document.	2.	
	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 session.	3.	
	4. A candidate who cannot be identified completes the appropriate affidavit (Exam Form 13) and is instructed to follow a formal identification process after completion of the examination.	4.	
Signing of attendance register	1. Move from table to table signing the attendance register with each candidate.	1.	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.	2.	
Distribution of answer books	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.	1.	Invigilator
	2. Move around to ascertain the correctness in the completion of the answer book. No candidates must write his/her name.	2.	
Distribution of bar code stickers	1. Distribute, from table to table, cut bar code sticker and instruct candidates to paste onto the answer book.	1.	Invigilator
Dealing with mistakes/errors	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. Do not issue a new book.	1.	Invigilator
Writing of names in the answer book	1. Tell candidates not to write their own names, the name of the school or the suburb/township anywhere in the answer book	1.	Invigilator
Tearing of pages from an answer book	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, even if it is a spoil or unused book.	1.	Invigilator



8:30–8:35 / 13:30–13:35

Reading of instructions	1. Read the general examination instructions to the candidates using Exam Form 11.	1.	Invigilator
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8:40–8:45/13:40–13:45

Handing out of question papers	1. Open the bags of sealed question papers in front of the candidates and distribute – different levels of a language paper are handed out separately, checking with each candidate that he/she has the correct paper.	1.	Invigilator
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8:45–8:50/13:45–13:50

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.	1.	Invigilators/Candidates
	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.	2.	
	3. Hand out errata sheets, if any are provided, or write any errata provided by the department on the chalk/white board.	3.	
	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.	4.	

8:50–9:00/13:50–14:00

Reading time	1. Give candidates 10 minutes to read the paper prior to the start of writing.	1.	Invigilator
	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.	2.	
Commencement of the exam	1. Announce the start of the examination.	1.	Invigilator
	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.	2.	
	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.	3.	
Managing candidates	1. Candidates may not leave the examination room within the first hour, even if they have completed the examination.	1.	Invigilator
	2. A candidate who finishes early but after one hour raises his/her hand.	2.	
	3. The invigilator collects the answer script and the candidate leaves the room silently.	3.	
	4. No candidate may leave the examination room in the last 15 minutes of an examination.	4.	
	5. Fifteen minutes before the end of the examination, announce: "Candidates have 15 minutes left."	5.	

Managing candidates	6. Ten minutes before the end of the examination, announce: "Candidates have 10 minutes left".	6.	Invigilator
	7. Five minutes before the end of the examination, announce: "Candidates have 5 minutes left. Finish off please."	7.	
	8. 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.	8.	
	9. All loose answer sheets or diagram sheets are stapled to the inside cover of the (first) answer book.	9.	
	10. 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.	10.	
	11. Instruct candidates to remain silent and seated.	11.	
Collecting answer scripts	1. Move down the rows collecting the answer scripts.	1.	Invigilator
	2. Count the number of answer scripts to ensure that the number tallies with the number of candidates on the attendance register.	2.	
	3. Check that all additional answer scripts provided to candidates during the examination have been returned.	3.	
	4. Candidates remain silent and seated while any resource material such as maps and aerial photographs or other aids are collected.	4.	
	5. Candidates check for any unreturned answer books, information sheets, maps and aerial photographs, etcetera.	5.	
	6. Release the candidates.	6.	
	7. Start with the reconciliation of scripts in the exam room.	7.	

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**



28. GRADE 12 ONLINE SUPPORT

Annexure B: List of on-line Learner Support Programmes

Websites	Portals, Apps and Virtual Classrooms	Broadcast Television and Radio
https://www.education.gov.za	https://www.vodacom.co.za/vodacom/services/vodacom-e-school	https://learn.mindset.africa/
https://dbecontent.bhelela.com	https://www.digitalclassroom.co.za/digitalclassroom/	https://www.youtube.com/user/MindsetLearn/videos
https://www.2emable.org/Dashboard.aspx	https://wcedportal.co.za/	e-Media Investments
https://biyavula.com	https://2simple.com/free-access/	e-Media Investments
https://www.africanstorybook.org/	https://xander.co.za/	Open view HD platform channel 122
https://bbc.co.uk/bitesize	https://phet.colorado.edu/	SABC Regional Radio Stations and Community Radio Stations
www.africanation.goeka.co.za	Eastern Cape Virtual Classroom	
www.viasfrika.com	Digi-campus	
www.shuter.co.za	WorksheetCloud	



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)
 Grade 11 Common Paper (2015-2018)
 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



NOTES

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P.O. Box 7710, Johannesburg 2000 South Africa
Tel.: 011 355 0000 • Fax: 011 355 5548 • Call centre: 0800 005 175

Websites:

www.education.gpg.gov.za • www.gautengonline.gov.za • www.gautengonline.com
www.mgsl.co.za • www.sci-bono.co.za