

GRADE 12

Physical Sciences

Survival Guide

Covid-19





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Survival Guide Covid-19 Grade 12 Physical Sciences

ePDF ISBN: 9781485719113

Print ISBN: 9781485719229

Cover design by Pearson Media Hub

Typeset by Lizette Watkiss

COVID-19 safety guidelines for teachers and learners

Gatherings at school

Where schools are open for learning, it is up to management to take decisive action to ensure sites are not simultaneously used for other functions such as shelters or treatment units in order to reduce the risk.

Implement social distancing practices that may include:

- A staggered timetable, where teachers and learners do not arrive/leave at the same time for the beginning and end of the school day.
- Cancelling any community meetings/events such as assemblies, cake sales, market day, tuckshop, after-care classes, matric dance, Eisteddfod and other events.
- Cancelling any extra-mural activities such as ballet classes, swimming lessons, sport games, music class and other events that create a crowd gathering.
- Teaching and modeling creating space and avoiding unnecessary touching.
- Limiting movement and interaction between classes.
- Schools with an established feeding scheme plan are to ensure that hygiene and social distancing is always implemented. Teachers and staff members assisting with food distribution are to wear masks, sanitise prior to issuing food items and learners are to stand 1,5m apart in the queue.

Wear a mask at all times.



1. Restrooms/ toilets

Hand washing

Washing hands with soap and water  or using alcohol-based hand sanitisers  is one of the most important ways to help everybody stay healthy at school. Critical to this is preparing and maintaining handwashing stations with soap and water at the toilet and in each classroom.



Teachers and learners should always wash their hands after:

- eating
- entering the classroom
- using the toilet
- blowing your nose or coughing
- touching tears, mucous, saliva, blood or sweat.

2. Premises and Classroom setting

When schools open, classroom settings should be altered in order to promote hygiene, safety and social distancing.

Changed classroom settings may include:

- Cleaning and disinfecting school buildings, classrooms and especially sanitation of facilities at least once a day, particularly surfaces that are touched by many people (railings, lunch tables, sports equipment, door and window handles, toys, teaching and learning tools etc.).
- Ensure the proper ventilation and fresh flow of air through classrooms.
- Providing learners with vital information about how to protect themselves by incorporating the importance of hygiene, handwashing and other measures of protecting themselves, into the lessons.
- Promoting best handwashing and hygiene practices and providing hygiene supplies.

- Prepare and maintain handwashing stations with soap and water, and if possible, place alcohol-based hand sanitisers in each classroom, at entrances and exits, and near lunchrooms and toilets.



- Ensure teachers and learners wear a mask at all times.



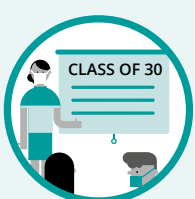
Social distancing

- Space the learners out in the classroom (or outdoors) – try to keep learners separated by a minimum of 1,5m.



- Create space for learner's desks to be at least 1,5m apart

- Learners are not to exceed 30 per class or 50% of original class size



- Learners should not share cups, eating utensils, or food

- Do not let learners eat items that fall on the floor or chew on pencils or other objects

- Avoid close contact, like shaking hands, hugging or kissing



3. Social behaviour

It is extremely vital during a pandemic that focus is not only directed towards optimal physical health and hygiene but finding ways to facilitate mental health support.

- Treat everybody with respect and empathy – no teasing about COVID-19.
 - Encourage kindness towards each other and avoid any stereotyping when talking about the virus.
 - Stay home if you have a temperature or are ill.
 - Do not touch people who are ill, but be empathetic.
- Wear a mask at all times.



Dear Teacher

The National State of Disaster due to the COVID-19 pandemic has resulted in the disruption of Education in South African and the loss of valuable teaching time and disruption of the school calendar.

As a result of this the DBE has created a Recovery Framework including revised ATPs to assist schools and teachers in ensuring the 2020 school year is completed.

This plan addresses curriculum trimming and reorganisation to ensure core skills and knowledge are taught so that learners may progress to the next grade.

The following DBE website <https://www.education.gov.za/Home/RecoveryPlan2020.aspx> has the following useful documents available for you to use:

- Circular S2 of 2020 Revised ATPs for Gr 12 and Gr 7
- ATP Mediation documents by grade and subject
- National Phase Content Plans by phase and subject
- National Revised ATPs by grade and subject

At Pearson South Africa, we believe that education is the key to every individuals' success.

To ensure that despite the shortened teaching year, teachers and learners can meet all the necessary learning outcomes for the year, we have created this resource to support teachers and learners during this difficult time.

This Survival Guide aims to identify areas where teacher-facing time is reduced and various strategies such as trimming the curriculum, grouping or reorganising content and creating opportunities for learner-centered work and blended learning can take place.

HOW TO USE THIS SURVIVAL GUIDE

CAPS curriculum:
comprehensive
summary of the
CAPS topics and
sub-topics and time
allocation

1. CAPS time allocation
2. Revised CAPS time allocation according to the Revised ATPs

Survival guide strategy: proposed strategies that can be used to save teaching time. Two approaches to reducing teaching time are suggested:

1. **trimming** the curriculum and therefore teaching time
2. Curriculum **reorganisation/ clustering/grouping** topics across the year where it makes sense and therefore reducing teaching time

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY	
SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
4. Floods	Unit 1 Causes of floods	4 hours	1.5 hours	Retain	Group with Unit 2 Effects of floods
	Unit 2 Effects of floods		1.5 hours	Retain	
	Unit 3 Why some communities are at higher risk than others			Retain but reduce	Flipped concept, learners prepare before lesson in preparation and then class discussion *4
Revision and assessment	Revision and assessment formal and informal including feedback should be done on an ongoing basis Revision and end-of-year examination: Formal assessment Task: Source - based & paragraph writing 50 Marks November examination: 50 marks	3 hours		Reduced	
TOTAL HOURS = 15					

ASSESSMENT						
	TERM 1	TERM 2	TERM 3	TERM 4	NOVEMBER EXAM	
POA	Project, assessed as part of formal assessment for Term 1	June exam cancelled	Test: 2nd week of September, based on content & concepts taught from reopening of schools 1 June – up to this point	Formal assessment based on concepts and content taught from September to November		
SBA	Map skills project	Test: Earthquakes and volcanoes and population growth and change		Test: Natural resources and conservation in South Africa TOTAL MARKS: 50	QUESTION 1: 25 marks TYPES OF QUESTIONS Source-based, data handling and definitions of concepts QUESTION 2: 25 marks TYPES OF QUESTIONS Case study, definitions of concepts, data handling and paragraph writing	CONTENT Natural resources and conservation in South Africa CONTENT Management of resources

*1 Learners bring summaries to class for class discussions. Flipped concept, learners prepare before lesson and then class discussion around content. Teacher chooses 1 resource. Natural resources on Earth and use and abuse of them have been omitted according to the Recovery national teaching plans.

*2 Learners prepare at home by reading content choose either community or eco tourism. Flipped concept, learners prepare before lesson and then class discussion around content.

*3 Remove due to time constraints and addressed in Gr 10

Explain the rationale behind the trimming or grouping suggested

Assessment and revision for POA and SBA as per Revised ATPs.

Notes

- Grade 12 subjects' content will not be trimmed/cut, but time can be saved through grouping and reorganising content.
- Teachers should follow the amended guidelines for assessment as set out by the DBE. Revised ATPs per subject and grade.
- No curriculum condensing strategies have been suggested for Term 1, as it is assumed that Term 1 content was taught.

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Physical Sciences

GRADE	NO OF WEEKS	CONTENT, CONCEPTS & SKILLS (WEEKS)	FORMAL ASSESSMENT (WEEKS)
10	40	30	10
11	40	30	10
12	40	30	10

*4 hours teaching time per week, with 40 weeks per grade, means the total teaching time per year is 160 hours

THEME	GRADE 10	GRADE 11	GRADE 12
PHYSICS: MECHANICS	Introduction to vectors and scalars, Motion in one dimension, Energy [No amendment]	Vectors in two dimensions, Newton's Law and Application of Newton's Laws [No amendment]	Momentum and Impulse, Vertical projectile motion in one dimension, Work, Energy and Power [No amendment]
PHYSICS: WAVES, SOUND & LIGHT	Transverse pulses on a string or spring, Transverse waves, Longitudinal waves, Sound, Electromagnetic radiation [No amendment]	Geometrical Optics, 2D and 3D wave fronts [Removed Refraction, Snell's law, critical angles and total internal reflection from Geometrical Optics. Removed Diffraction from 2D and 3D wave fronts]	Doppler Effect [No amendment]
PHYSICS: ELECTRICITY & MAGNETISM	Magnetism, Electrostatics, Electric circuits [Removed magnetism]	Electrostatics, Electromagnetism, Electric circuits [Removed all calculations]	Electric circuits, Electrodynamics [No amendment]
CHEMISTRY: MATTER & MATERIALS	Revise matter and classification, States of matter and the kinetic molecular theory, Atomic structure, Periodic table, Particles substances are made of [Removed particles substances are made of]	Molecular structure, Intermolecular forces, Ideal gases [Only retain kinetic molecular theory and Boyle's law]	Optical phenomena and properties of materials**, Organic chemistry, Organic macromolecules [No amendment]
CHEMISTRY: CHEMICAL SYSTEMS	Hydrosphere [Remove hydrosphere]	Lithosphere [Remove exploiting the lithosphere]	Chemical industry [No amendment]
CHEMISTRY: CHEMICAL CHANGE	Physical and chemical change, Representing chemical change, Reactions in aqueous solutions, Stoichiometry [Remove reactions in aqueous solutions]	Stoichiometry, Energy and chemical change, Types of reactions [No amendments]	Reaction rate, Chemical Equilibrium, Acids and bases, Electrochemical reactions [No amendment]

**Physics content

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY *1		
THEMES	SUB-TOPIC	UNITS	TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING	SUGGESTED TIME
MECHANICS	Momentum and Impulse [13 hours]	Unit 1: Momentum	2 hours	Retain	N/A	2 hours
		Unit 2: Newton's second law expressed in terms of momentum	2 hours	Retain	N/A	2 hours
		Unit 3: Conservation of momentum and Elastic and Inelastic collisions	5 hours	Retain	N/A	5 hours
MECHANICS	Vertical projectile motion in 1 dimension [5 hours]	Unit 4: Impulse	4 hours	Retain	N/A	4 hours
		Unit 1: Represented in words, diagrams, equations and graphs	5 hours	Retain	N/A	5 hours
MATTER AND MATERIALS	Organic molecules [15 hours]	Unit 1: Functional groups, saturated and unsaturated structures, isomers	3 hours	Retain. Some of this is study work for learners. Give them practise worksheets for homework to save time.	N/A	2 hours
		Unit 2: IUPAC naming and formulae	3 hours	Retain. Some of this is study work for learners. Give them practise worksheets for homework to save time.	N/A	1 hour
		Unit 3: Structure physical property relationships	1 hour	Retain	N/A	1 hour
		Unit 4: Applications of organic chemistry	1 hour	Retain	N/A	1 hour
		Unit 5: Substitution, addition and elimination	3 hours	Retain	N/A	3 hours
		Unit 6: Plastics and polymers	4 hours	Retain	N/A	4 hours

*1 Assuming that Term 1 content was taught before school closure – therefore no proposal for survival strategy for Term 1. Some suggestions have been made to shorten teaching time if not yet covered.

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY *1		
THEMES	SUB-TOPIC	UNITS	TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING	SUGGESTED TIME
ASSESSMENT	INFORMAL ASSESSMENT	Homework from the content taught in this Term				
		Informal test on Momentum and Impulse				
		Informal test on vertical projectile motion				
		Informal test on Organic molecules				
	SBA (FORMAL)	Formal practical: Conservation of linear momentum *1				
		Formal practical: Preparation of an ester *1				
		Control test *2				
TOTAL HOURS = 33				TOTAL TIME SAVED = 3 HOURS		

*1 Weighting of experiment has been changed to account for 35% of the SBA weighting (was formerly 15%).

*2 Weighting of control test has been changed to account for 30% of the SBA weighting (was formerly 10% and the June Midyear exam was 20%).

CAPS CURRICULUM					SURVIVAL GUIDE STRATEGY	
THEMES	SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
MECHANICS	Work, energy and power [10 hours to 8 hours]	Unit 1: Definition of work	2 hours	1 hours	Retain. Give learners pre-reading to save time.	
		Unit 2: Work-energy theorem	2 hours	2 hours	Retain. New concept. Foundation of other concepts.	
		Unit 3: Conservation of energy with non-conservative forces	3 hours	1 hours	Definition of conservative and non-conservative forces to be self-taught by learner to save on teacher talking time. The conservation of mechanical energy without dissipative forces is done in grade 10. Give learners a short worksheet to do to revise the concept at home.	
WAVES, SOUND & LIGHT	Doppler effect [6 hours to 4 hours]	Unit 4: Power	3 hours	3 hours	Reduce teaching time by using recommended practical investigation as an opportunity for incidental learning.	
		Unit 1: Doppler effect with sound and ultrasound	4 hours	3 hours	Do not do the recommended practical demonstration. If possible, play a video where the doppler effect can be observed. Teach learners the equation and how to use it. Let learners research the applications of the doppler effect, and either make a 2- 4 page presentation and share with the class or make an A3 poster and display in class. *3	

*1 Flipped concept, learners prepare before lesson and then class discussion around content.

*2 Concepts to be taught holistically together to reduce time spent teacher talking time.

*3 Learner or teacher identifies difficult concepts through results of tests/assessments/diagnostic reports/any appropriate method.

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY		
THEMES	SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
CHEMICAL CHANGE		Unit 2: Doppler effect with light	2 hours	1 hour	Pose the question to learners, 'What is the red-shift'. If available, a short video can be shown on topic, while learners take notes. Teacher supply them with short summary afterwards. *3	
	Rate and extent of reaction [4 hours to 4 hours (no change)]	Unit 1: Rates of reaction and factors affecting reaction rate	2 hours	2 hours	Retain. This is a very important section. Deep understanding is required.	Teach this Unit in conjunction with Unit 3. *2 Use examples from the fertilizer industry (Chemical systems Term 4) when practising rates and extent of reactions. *2
		Unit 3: Mechanism of reaction and catalyst	1 hour	1 hour	Let learners revise activation energy from Grade 11 as homework to save time. *1	Unit 3 can be taught in conjunction with Unit 1. *2
		Unit 2: Measuring rates of reaction	1 hour	1 hour	Learners to self-teach this concept as homework and have discussion in class. *1	

*1 Flipped concept, learners prepare before lesson and then class discussion around content.

*2 Concepts to be taught holistically together to reduce time spent teacher talking time.

*3 Learner or teacher identifies difficult concepts through results of tests/assessments/diagnostic reports/any appropriate method.

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY		
THEMES	SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
CHEMICAL CHANGE	Chemical equilibrium [8 hours]	Unit 1: Chemical equilibrium and factors affecting equilibrium	2 hours	2 hours	Retain. If possible use virtual experiment for recommended informal assessment.	
		Unit 2: Equilibrium constant	4 hours	4 hours	Teach learners basics, and then allow learners to practise examples by themselves. Have class discussion where teacher discusses any misconceptions.	Teach Unit 2 holistically with Unit 3.
		Unit 3: Application of equilibrium principles	2 hours	2 hours	Reduce teacher talking time by letting learners do research at home on applications of industrial processes.	Teach Unit 3 holistically with Unit 2.
CHEMICAL CHANGE	Acids and bases [8 hours]	Unit 1: Acid and bases	8 hours	8 hours	Grade 11 Acid base revision to be done by learners at home. Class discussion to be had with teacher to clear up any misconceptions. *3.	Use examples from the fertilizer industry (Chemical systems Term 3) when practising acids and bases.

*1 Flipped concept, learners prepare before lesson and then class discussion around content.

*2 Concepts to be taught holistically together to reduce time spent teacher talking time.

*3 Learner or teacher identifies difficult concepts through results of tests/assessments/diagnostic reports/any appropriate method.

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY		
THEMES	SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
ASSESSMENT	INFORMAL ASSESSMENT	Corrections from March control test				
		Homework from the content taught in this Term.				
		Practical: Effect of temperature and concentration on the rate of reaction between $\text{Na}_2\text{S}_2\text{O}_3$ and HCl				
		Practical: Demonstrate factors that influence the equilibrium of CoCl_2 & H_2O . (demo)				
		Practical: Titration of oxalic acid against NaOH to determine the concentration of NaOH .				
		Informal test on acids and bases				
	SBA (FORMAL)	None suggested *1				
 TOTAL HOURS = 36				 TOTAL REVISED HOURS = 32		

*1 The experiment and Mid year exam, are not required for Term 2 assessment tasks.

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY		
THEMES	SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
ELECTRICITY AND MAGNETISM	Electric circuits [4 hours to 4 hours (no change)]	Unit 1: Internal resistance in series and parallel circuits	4 hours	4 hours	Retain. The only new work taught here is internal resistance. At this stage learners must already be comfortable with parallel and series circuits which they can revise themselves. Informal assessments can be done with PHET or similar online resources to save on time.	
		Unit 1: Electrical machines (generators and motors)	4 hours	4 hours	Retain. Principles of generator and motor are similar. Explain generator in terms of coils, magnetics and energy conversion. Teach generators and motors together as to highlight differences. *1	
ELECTRICITY AND MAGNETISM		Unit 2: Alternating current	4 hours	4 hours	Retain. Learners to learn concepts at home and then discussion in class on calculations. This will reduce teacher talking time.	
		Unit 1: The photoelectric effect	4 hours	5 hours	Retain. New concept. Try and encourage incidental learning for duration of demonstration. Allocate 1 hour to theory explanation, and 1,5 hours for calculations.	5 hours of teaching time given in the revised ATPs for Matter and Materials. If content can be covered in 4 hours, use the additional hour as revision.
MATTER AND MATERIALS	Optical phenomena and properties of materials [6 hours to 7 hours]					

*1 Flipped concept, learners prepare before lesson and then class discussion around content.

*2 Concepts to be taught holistically together to reduce time spent teacher talking time.

*3 Learner or teacher identifies difficult concepts through results of tests/assessments/diagnostic reports/any appropriate method.

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY		
THEMES	SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
ASSESSMENT	INFORMAL ASSESSMENT	Homework from the content taught in this Term.				
		Practical: Internal resistance of a battery and equivalent resistance of resistors in series & parallel				
		Practical: Functioning of a simple electric motor (demonstration)				
		Informal test on Electricity and Magnetism, Unit 1: Electrical machines.				
	SBA (FORMAL)	Trial Examination *1	Paper 1 Mechanics – 73 marks (was 63) Waves, Sound and Light - 17 marks (was 17) Electricity and Magnetism - 60 marks (was 55) Matter and Materials - 0 marks (was 15)	Paper 2 Matter and Materials – 60 marks (was 48) Chemical Change – 60 marks (was 84) Chemical Systems – 0 marks (was 18)		
				 TOTAL HOURS = 32	 TOTAL REVISED HOURS = 17	

*1 Weighting of the trial examination has been changed to account for 35% of the SBA weighting (was formerly 25%).

*2 The examination structure of paper 1 and paper 2 have changed for the Trial exams. The total marks (150) and the time allocation for each paper (3 hours) remains unchanged.

CAPS CURRICULUM					SURVIVAL GUIDE STRATEGY	
THEMES	SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
MATTER AND MATERIALS	Optical phenomena and properties of materials continued [6 hours to 7 hours]	Unit 2: Emission and absorption spectra	2 hours	2 hours	Retain. New concept. Present the theory of emission and absorption spectra as a comparison.	This topic has been moved from Term 3 to Term 4
	Electrochemical reactions [8 hours to 6 hours]	Unit 1: Electrolytic cells and galvanic cells	2 hours	1 hour	Retain – Reduce teacher talking time by letting learners recap redox reactions and Oxidation numbers from Grade 11 at home.	This topic has been moved from Term 3 to Term 4
CHEMICAL CHANGE		Unit 2: Relation of current and potential to rate and equilibrium	1 hour	1 hour	Retain.	This topic has been moved from Term 3 to Term 4
		Unit 3: Understanding of the processes and redox reactions taking place in cells	2 hours	2 hours	Retain.	This topic has been moved from Term 3 to Term 4
		Unit 4: Writing of equations representing oxidation and reduction half reactions and redox reactions. Standard electrode potentials.	2 hours	1 hour	Retain.	This topic has been moved from Term 3 to Term 4
		Unit 5: Oxidation numbers and application of oxidation numbers	1 hour	1 hour	Retain. Extension of Grade 11 work. Link to industrial processes.	This topic has been moved from Term 3 to Term 4
CHEMICAL SYSTEMS	Chemical industry [6 hours to 4 hours]	Unit 1: The fertilizer industry (N:P:K ratio)	6 hours	4 hours	Retain, but let learners revise writing chemical formula and balanced equations for pre-homework	This topic has been moved from Term 3 to Term 4

*1 Flipped concept, learners prepare before lesson and then class discussion around content.

*2 Concepts to be taught holistically together to reduce time spent teacher talking time.

*3 Learner or teacher identifies difficult concepts through results of tests/assessments/diagnostic reports/any appropriate method.

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY		
THEMES	SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
REVISION	Mechanics, Electricity and Magnetism, Waves, Sound and Light [4 hours to 0 hours]	Consolidate Laws from Grade 11 • Newtons Law • Electrostatics Laws • Electric circuits Problem solving activities integrating energy, momentum, electrostatics and/or mechanics. Examination topics and strategies to solve relevant problem-solving activities listed above	4 hours	0 hours	Some learners find the concept of forces difficult. Use results from tests or let learners identify areas where revision is required on Mechanics, Electricity and Magnetism, Sound and Light. *2	Remove revision from class time.
REVISION	Organic chemistry [2 hours to 0 hours]	Consolidate the use of IUPAC names, functional groups, organic reactions, isomers, monomers and polymers, addition and condensation reactions of polymers. Do further integrated problem solving activities	2 hours	0 hours	Success in organic chemistry relies on learners studying. Use results from tests or let learners identify areas *1 where revision is required on Organic Chemistry *1	Remove revision from class time.
REVISION	Rate and Equilibrium [1 hour to 0 hours]	Revise the factors that influence rate and equilibrium; how to measure rate; how to calculate the equilibrium constant and use the value of Kc in calculations; effect of Le Chatelier's principle	1 hour	0 hours	Give learners past papers to practice and consolidate this topic for homework.	Remove revision from class time.

*1 Suggest that teachers rather revise by working through an old final exam paper. This will familiarise learners with the structure of the papers. Let the learners complete the questions at home, and the next time they are in class, work through the question while revising important aspects. Divide the paper in 3 and complete it over a 3-hour period for each of the papers.

*2 Learner or teacher identifies difficult concepts through results of tests/assessments/diagnostic reports/old final exam paper from *1

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY		
THEMES	SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
REVISION	Acids and Bases and Electrochemistry [1 hour to 0 hours]	• General revision and consolidation • Examination tips for example utilization of time, numbering of answers to questions in the exam paper, etc • Revision of problem solving strategies using relevant problem solving activities	1 hour	0 hours	Give learners past papers to practice for and consolidate this topic for homework.	Remove revision from class time.
ASSESSMENT	INFORMAL ASSESSMENT	Homework from the content taught in this Term.				
		Informal test on Chemical change, Electrochemical reactions				
	SBA (FORMAL)	FINAL EXAMINATION DATES TBC BY DBE *3				
				 TOTAL HOURS = 8	 TOTAL REVISED HOURS = 12	

*1 Suggest that teachers rather revise by working through an old final exam paper. This will familiarise learners with the structure of the papers. Let the learners complete the questions at home, and the next time they are in class, work through the question while revising important aspects. Divide the paper in 3 and complete it over a 3-hour period for each of the papers.

*2 Learner or teacher identifies difficult concepts through results of tests/assessments/diagnostic reports/old final exam paper from *1

*3 The examination structure of paper 1 and paper 2 has not changed for the final examination. The total marks (150) and the time allocation for each paper (3 hours) remains unchanged, as well as the 75% contribution to the final mark.

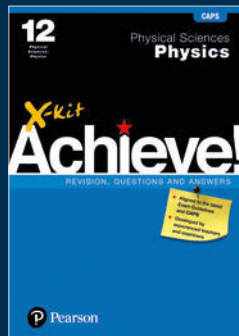
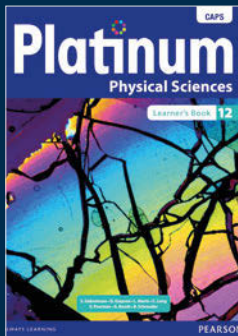
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