

## 2021 National Recovery Annual Teaching Plan: **Tourism Grade 12 – Term 1**

TERM 1 45 days	Week 1 27-29 Jan (3 days)	Week 2 01-05 Feb (5 days)	Week 3 08-12 Feb (5 days)	Week 4 15-19 Feb (5 days)	Week 5 22-26 Feb (5 days)	Week 6 01-05 March (5 days)	Week 7 08-12 March (5 days)	Week 8 15-19 March (5 days)	Week 9 23-26 March (4 days)	Week 10 29-31 March (3 days)
CAPS topic	Introduction	Domestic, Regional and International Tourism	Domestic, Regional and International Tourism	Map Work and Tour Planning	Map Work and Tour Planning	Map Work and Tour Planning	Map Work and Tour Planning	Map Work and Tour Planning	Map Work and Tour Planning	REVISION
CAPS Ref		p31	p31	p31	p31	p31	p32	p32	p32	
Concepts, skills and values	<p><b>Introduction to Gr 12 Tourism:</b></p> <ul style="list-style-type: none"> <li>Baseline Assessment</li> <li>Grade 12 Tourism Content Map</li> <li>Grade 12 Tourism Programme of Assessment</li> <li>Grade 12 Tourism PAT</li> </ul>	<p><b>Global events of international significance:</b></p> <ul style="list-style-type: none"> <li>• <b>Concept:</b> Global event</li> <li>- <b>Sporting events:</b> FIFA World Cup, Wimbledon, Comrades, Tour de France, Olympic Games.</li> <li>- <b>Other events:</b> G8 Summit, Summits on climate change (to be mentioned as examples, do not study the events as such).</li> <li>• The positive and negative impact of global events on international tourism</li> <li>• The impact of hosting a global event on               <ul style="list-style-type: none"> <li>- domestic tourism in the host country</li> <li>- the economy of the host country</li> </ul> </li> <li>• The advantages and disadvantages for</li> </ul>	<p><b>Political situations and unforeseen occurrences of international significance:</b></p> <ul style="list-style-type: none"> <li>• Concepts: political situation and unforeseen occurrence</li> <li>• Examples of recent political situations, such as civil war, terrorism, general unrest</li> <li>• Examples of unforeseen occurrences such as tsunamis, earthquakes and other natural disasters, the global recession, diseases, accidents and economic upsets (Identify recent examples; do not study the political situations and unforeseen occurrences as such).</li> </ul>	<p><b>Recap of Gr 11 content / supplementary notes CAPS ref p 28</b></p> <p><b>The tour itinerary:</b></p> <ul style="list-style-type: none"> <li>• Concepts: itinerary, logical tour planning, scheduled tours</li> <li>• Factors to consider when planning an itinerary</li> <li>• Different types of itineraries</li> <li>• The writing of an itinerary</li> </ul> <p><b>Tour plans and route planning:</b></p> <ul style="list-style-type: none"> <li>• Develop tour plans to suit specific tourists' profiles, available budget and time.</li> <li>• Route planning</li> </ul>	<ul style="list-style-type: none"> <li>• Choice of transport and accommodation to suit customers' needs and preferences</li> <li>• Choice of tourist attractions and activities to suit tourist profiles</li> </ul> <p><i>Resources: A colour road map of South Africa and the SADC countries, brochures of accommodation and tourist attractions, internet</i></p>	<p><b>Compiling a day-by-day itinerary:</b></p> <ul style="list-style-type: none"> <li>• The main aspects of an itinerary (description of transport, accommodation, attractions and activities, including stops for meals)</li> <li>• Factors to consider when drawing up an itinerary (focus on logical planning)</li> <li>• Drawing up itineraries according to different scenarios</li> </ul> <p>Example: Day, Time, * Transport, Accommodation,</p>	<p><b>Compiling a tour budget:</b></p> <ul style="list-style-type: none"> <li>• Factors influencing the development of a budget</li> <li>• Develop a basic tour budget. Indicate expenses for travel, accommodation, meals, visiting tourist attractions, shopping and tips.</li> </ul>	<p><b>Health</b></p> <ul style="list-style-type: none"> <li>• <b>Concepts:</b> World Health Organisation (WHO), health certificates, travel clinics, compulsory and recommended vaccinations</li> <li>• Precautions to take when travelling to high-risk destinations (<i>malaria, bilharzia, cholera areas</i>).</li> <li>Vaccinations required for entering/leaving areas of high risk, such as yellow fever, hepatitis</li> <li>• TB and HIV/Aids risks for inbound tourists</li> <li>• Recommended health precautions for tourists visiting health risk areas, such as bottled water, sun block, preventative medicine</li> </ul> <p><b>Safety</b></p>	<p><b>Travel documentation:</b></p> <ul style="list-style-type: none"> <li>• Travel documents required when visiting a given country, valid passport, visa and health certificate (cholera and yellow fever). Requirements for tourists travelling between countries</li> <li>• How to obtain an international driver's license</li> <li>• Passport: requirements for obtaining a passport, completion of an <b>online application form</b></li> <li>• Visa: requirements for obtaining a visa, completion of an application form</li> <li>• Concepts: duty free goods, prohibited goods, green channel, red</li> </ul>	<p>Review and consolidate with reinforcement activities in class to assess the learners' grasp of the learning material. Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous examination question papers, etc</p>

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		the host country (within a tourism context): development in infrastructural services, investment, foreign exchange income, the multiplier effect	<ul style="list-style-type: none"> <li>The impact of these situations and occurrences on international tourism and the economy of the affected country</li> </ul> <p><i>Resources: Recent information should be accessed from the media.</i></p>			Attractions, Activities and Budget		<ul style="list-style-type: none"> <li>Reasons why the safety of tourists in South Africa is important</li> <li>General safety precautions for tourists: in car, in public areas / street, in hotel room, at the airport, after dark</li> </ul>	channel, to declare, travel allowances	
						(*times may be included, but the main focus should be on the logical spread, variety and appropriateness of activities)			<ul style="list-style-type: none"> <li>Customs regulations when departing from or arriving in South Africa. Access to and interpreting of customs information.</li> </ul> <p><i>Resources: The GSA Travel Agents' Sales Guide, the internet</i></p>	
<b>Requisite pre-knowledge</b>	Baseline assessment to determine the Background knowledge and understanding of DRI	Grade 10 Domestic Tourism CAPS Ref p 18 Grade 11 The Domestic tourism Growth Strategy CAPS Ref p 25	Grade 10 Map work and Tour Planning CAPS Ref p 17 Grade 11 Tour Itinerary CAPS Ref p 28							
<b>Resources</b> (Not textbook) to enhance learning	<ul style="list-style-type: none"> <li>Grade 12 Subject support packages, e.g. videos, interactive lessons, summaries</li> <li>Exam questions from past NSC Examination question papers (2014 – 2020)</li> <li><i>To be extended by the teacher</i></li> </ul>									
<b>Informal Assessment</b> :Remediation	<i>To be completed by the teacher</i>									
<b>SBA Formal Assessment</b>	<b>Planning and preparation:</b> <ul style="list-style-type: none"> <li>March Control Test</li> </ul>								<b>Task 1</b> March Control Test	

2021 National Recovery Annual Teaching Plan: **Tourism Grade 12 – Term 2**

TERM 2 51 days	Week 1 13-16 April (4 days)	Week 2 19-23 April (5 days)	Week 3 28 -30 April (3 days)	Week 4 03-07 May (5 days)	Week 5 10-14 May (5 days)	Week 6 17-21 May (5 days)	Week 7 24-28 May (5 days)	Week 8 31 May-4 Jun (5 days)	Week 9 7-11 Jun (5 days)	Week 10 14-18 Jun (4 days)	Week 11 21-25 Jun (5 days)
CAPS topic	Map Work and Tour Planning	Map Work and Tour Planning	Tourist Attractions	Tourist Attractions	Tourist Attractions	Tourist Attractions	Domestic, Regional and International Tourism	Marketing	Foreign Exchange	REVISION	REVISION
CAPS Ref	p32	p32	p33	p33	p33	p34	p35	p35	p34		
<b>Concepts, skills and values</b>	<p><b>World time zones:</b></p> <ul style="list-style-type: none"> <li>• Concepts: Time zone, UTC, Greenwich, hemispheres, equator and seasons, standard time, local time, the international date line, the 24-hour clock (00:00–23:59), latitude, longitude</li> <li>• Introduction to a world time zone map</li> <li>• Concept: Daylight saving time (DST). Reasons for this practice</li> </ul>	<p><b>Calculations of world times when travelling between countries:</b></p> <ul style="list-style-type: none"> <li>• Calculations to determine arrival time and departure time with and without DST and flying time (<i>a time zone map must be provided. Learners are not required to know which countries apply DST</i>)</li> <li>• Concepts: jet lag and jet fatigue. Symptoms of jet lag. How to minimise and ease the effects of jet lag</li> </ul>	<p><b>Famous world icons and attractions: (*World heritage Sites)</b></p> <ul style="list-style-type: none"> <li>• The difference between a tourist attraction and an icon</li> <li>• Reasons why specific tourism attractions and/or physical features are regarded as icons. The eco-nomic significance of icons for a country/area</li> <li>• Profile and statistics of tourists</li> </ul>	<p><b>Famous world icons and attractions: (*World heritage Sites)</b></p> <p>Study the icons <b>according to the instruction in Gr 12 Examination Guideline</b> under the following headings: location on a world map (country, city/town/area), reason/s why is it an icon, brief description of the icon, picture of the icon</p>	<p><b>Famous world icons and attractions: (*World heritage Sites)</b></p> <p>Study the icons <b>according to the instruction in Gr 12 Examination Guideline</b> under the following headings: location on a world map (country, city/town/area), reason/s why is it an icon, brief description of the icon, picture of the icon</p>	<p><b>Factors contributing to the success of a tourist attraction:</b></p> <ul style="list-style-type: none"> <li>• Excellent marketing of tourism products locally and/or internationally, sustainable and responsible management plans, efficiency and ethical behaviour of staff and management, positive experience of visitors, safety and crime prevention, general appearance and upkeep of the attraction, considering</li> </ul>	<p><b>Foreign market share – statistics regarding inbound international tourism</b></p> <p>Interpretation of statistics with reference to:</p> <ul style="list-style-type: none"> <li>• foreign arrivals to South Africa (land and air travel markets) and how the arrival statistics can determine foreign market share;</li> <li>• most visited provinces in South Africa;</li> <li>• length of stay in each province;</li> <li>• average expenditure per tourist; and</li> </ul>	<p><b>Recap of Gr 11 content / supplementary notes CAPS ref p 28</b></p> <p><b>Different types of promotional /advertising techniques used in the tourism industry</b></p> <p><b>The marketing budget</b></p> <p><b>Marketing South Africa as a tourism destination</b></p> <hr/> <p><b>Marketing South Africa as a tourism destination:</b></p> <ul style="list-style-type: none"> <li>• The importance of marketing South Africa internationally <ul style="list-style-type: none"> <li>- increase in annual volume of foreign arrivals to SA</li> <li>- increase in international</li> </ul> </li> </ul>	<p><b>Foreign exchange</b></p> <p>The term “gross domestic product” (GDP) and its benefits to the South African economy</p> <ul style="list-style-type: none"> <li>• The multiplier effect and link to the GDP</li> <li>• The concept “strong” and “weak” rand</li> <li>• The relative strength and relative weakness of a currency at specific times</li> <li>• Interpret a currency rate sheet</li> <li>• Convert the major currencies to South African rand and convert South African Rand into selected currencies to understand the buying power of different currencies. (Use only exchange rates expressed as 1 unit of foreign currency = value in rand, i.e. 1USD = R 7, 60.</li> </ul>	<p>Review and consolidate with reinforcement activities in class to assess the learners’ grasp of the learning material. Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous examination question papers, etc</p>	<p>Review and consolidate with reinforcement activities in class to assess the learners’ grasp of the learning material. Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous examination question papers, etc</p>



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	<ul style="list-style-type: none"> <li>The impact of time zones and daylight saving on travel planning and travelling</li> </ul>		visiting these icons			<p>the needs of people with disabilities, universal access</p> <ul style="list-style-type: none"> <li>Characteristics of a successful tourist attraction: actual number of visitors exceeds the target number of visitors, repeat visits; income generated exceeds target figures; positive impact on local community and environment</li> </ul>	<ul style="list-style-type: none"> <li>activities undertaken whilst in South Africa.</li> </ul> <p><i>Resources:</i> <i>Internet, StatsSA, South African Tourism (annual tourism reports), travel journals and magazines, provincial tourism authorities</i></p>	<p>awareness of South Africa as a travel destination</p> <ul style="list-style-type: none"> <li>The core business of SATourism: <ul style="list-style-type: none"> <li>Marketing South Africa internationally as a tourism destination of choice</li> <li>Maintaining and enhancing the standard of facilities and services for tourists</li> <li>Coordinating the marketing activities of role players in the industry</li> </ul> </li> <li>Opportunities for marketing SA internationally: ITB (Berlin); World Travel Market (London)</li> <li>Funding for SA Tourism's international marketing initiatives: the role of Tourism Marketing Levy South Africa (TOMSA)</li> <li>The concept: branding – South Africa's brand logo</li> <li>Introduction to the Tourism Indaba travel trade show,</li> </ul>	<p>Calculators may be used for calculations – rounded off to two decimals, e.g. R34, 56.)</p> <ul style="list-style-type: none"> <li>Differentiate between bank selling rate (BSR) and bank buying rate (BBR)</li> <li>The effect of exchange rates on international tourism, affecting both inbound and outbound tourists, and how these influence travel patterns of South Africans travelling to developing countries as well as to developed countries</li> <li>Fluctuations in exchange rates</li> </ul>		
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								and the Getaway show as opportunities to promote South Africa and the southern African region to the world		
<b>Requisite pre-knowledge</b>	Grade 10 Map work and Tour Planning CAPS Ref p 17 Grade 11 Tour Itinerary CAPS Ref p 28	Grade 10 Tourism Attractions CAPS Ref p 19 Grade 11 Tourism Attractions CAPS Ref p 27				Grade 10 Domestic Tourism Statistics CAPS Ref p 16	Grade 10 Marketing of tourism products, services and sites Factors to consider during the marketing process CAPS Ref p 20 Grade 11 Promotional /advertising techniques Marketing budget CAPS Ref p28	Grade 11 Foreign exchange and its value to the South African economy, Conversion of currencies CAPS Ref p 26		
<b>Resources</b> (Not textbook) to enhance learning	<ul style="list-style-type: none"> <li>Grade 12 Subject support packages, e.g. videos, interactive lessons, summaries</li> <li>Exam questions from past NSC Examination question papers (2014 – 2020)</li> <li><i>To be extended by the teacher</i></li> </ul>									
<b>Informal Assessment Remediation</b>	<i>To be completed by the teacher</i>									
<b>SBA Formal Assessment</b>	<b>Planning and preparation:</b> <ul style="list-style-type: none"> <li>Tourism Skills Assessment Task</li> </ul>						<b>Task 2</b> Tourism Skills Assessment Task			

2021 National Recovery Annual Teaching Plan: **Tourism Grade 12 – Term 3**

TERM 3 53 days	Week 1 13-16 July (4 days)	Week 2 19-23 July (5 days)	Week 3 26 -30 July (5 days)	Week 4 02-06 Aug (5 days)	Week 5 10-13 Aug (4 days)	Week 6 16-20 Aug (5 days)	Week 7 23-27 Aug (5 days)	Week 8 30 Aug-4Sept (3 days)	Week 8 3-4 Sept (2 days)	Week 9 6-10 Sept (5 days)	Week 10 13-17 Sept (5 days)	Week 11 20-23 Sept (4 days)
<b>CAPS topic</b>	Domestic, Regional and International Tourism	Sustainable and Responsible Tourism	Sustainable and Responsible Tourism	Culture and Heritage	Communication and Customer Care	<b>Tourism Sectors</b>	<b>Tourism Sectors</b>	<b>REVISION</b>	<b>Preparatory Exam =16 days</b>			
<b>CAPS Ref</b>	p35	p35	p35	p35	p35	p37	p37					
<b>Concepts, skills and values</b>	<p><b>Forms of payment when travelling internationally</b></p> <p>Concepts</p> <ul style="list-style-type: none"> <li>• Electronic fund transfers (EFT)</li> <li>• Telegraphic transfers (SWIFT transfers)</li> <li>• Bank drafts</li> <li>• Internet payments</li> <li>• Foreign bank notes (cash)</li> <li>• Credit cards (Visa, MasterCard, American Express, Diners Club)</li> <li>• Preloaded foreign currency debit cards such as Cash</li> </ul>	<p><b>The three pillars of sustainable tourism</b> (people, profit, planet)</p> <ul style="list-style-type: none"> <li>• Concept and background of the triple bottom line approach</li> <li>• <b>Environment (planet):</b> Good environmental practices, such as resource management (energy and water), waste management (reduce, re-use, recycle), litter control, pollution control, environmentally friendly building, promotion of indigenous flora and control of alien invasive plants in grounds and gardens</li> </ul>	<p><b>Responsible tourism and tourists</b></p> <ul style="list-style-type: none"> <li>• Codes of conduct for tourist behaviour (social, economic and environmental)</li> <li>• How can a tourism destination attract environmentally (people, planet, profit) conscious tourists?</li> <li>• The contribution of FTT-towards encouraging responsible and sustainable practices</li> <li>• Make use of case studies</li> </ul>	<p><b>World Heritage Sites:</b></p> <ul style="list-style-type: none"> <li>• Concept: World Heritage Site</li> <li>• The role of UNESCO: logo and main function</li> <li>• Types of World Heritage Sites: natural and cultural World Heritage Sites (<i>refer to sites studied under "attractions" in term 2</i>)</li> <li>• A description of all the World Heritage Sites in South Africa, their location on a map of South Africa, and how they meet UNESCO criteria use</li> </ul>	<p><b>Methods to obtain customer feedback and measure customer satisfaction:</b></p> <ul style="list-style-type: none"> <li>• Concept: customer feedback</li> <li>• Purpose of obtaining customer feedback</li> <li>• Methods to obtain customer feedback, such as surveys, questionnaires, feedback cards, follow-up calls, SMS messages on cell phones, web-based responses</li> <li>• How to analyse</li> </ul>	<p><b>Recap of Gr 11 content / supplementary notes CAPS ref p 29</b></p> <p><b>Job and career opportunities in the tourism sectors, subsectors and related services</b></p> <p><b>Entrepreneurial opportunities in tourism</b></p> <p><b>Professional image in the tourism industry:</b></p> <p>How the following factors contribute to a professional image in the tourism industry</p> <ul style="list-style-type: none"> <li>• The image of the company such as the name, logo, slogan, website, stationery,</li> </ul>	<p><b>Conditions of employment:</b></p> <p>Basic conditions of employment in <b>one</b> chosen field of the tourism industry, such as airlines or hotels or national parks</p> <ul style="list-style-type: none"> <li>• The contract of employment describing basic conditions of employment, such as working hours, uniform allowances, travel benefits, leave, core duties, fringe benefits, remuneration and deductions, termination of service, professional accountability and responsibility, service ethics</li> </ul> <p><i>Resources: Refer to the Department of Labour: Basic Conditions of</i></p>	<p>Review and consolidate with reinforcement activities in class to assess the learners' grasp of the learning material. Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous examination question papers, etc</p>				



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	<p>Passport card /Travel Wallet/International Travel Card Advantages and disadvantages of each form of payment</p>	<p>• <b>Economy (profit):</b> The role of business. The responsible attitude of a tourism business towards the people and environment it affects. Ways to practise it: ownership, employment, procurement of local goods and services, etc. • <b>Social (people):</b> Considering the positive and negative effects of tourism on local communities, culture and heritage.  <b>Corporate social investment (CSI)</b> in tourism, such as financial or nonfinancial support given by tourism companies to health/sport/ education/youth projects</p>	<p>of companies that practise the triple bottom-line approach  <i>Resources: examples of company initiatives from the internet and printed media. Sources of information on responsible tourism (e.g. Responsible Tourism Handbook, FTT website, Gauteng Responsible Tourism Handbook, etc.)</i></p>	<p>latest information • The value of the World Heritage Sites to South Africa's tourism industry</p>	<p>feedback: Study and capture the feedback data to determine the extent of customer satisfaction. Identify the most common complaints. Decide on an action plan. Start the <i>intervention process</i>. • The impact of the service delivered by an organisation on its business profitability</p>	<p>marketing material, product packaging, physical appearance of the business, environmental policies, customer service policies • The image of the staff such as professional appearance, uniforms, dress code (if no uniforms are worn), personal hygiene, grooming, interaction with customers, communication skills</p>	<p><i>Employment Act (www.labour.gov.za) for working conditions.</i> <b>The purpose and value of a code of conduct:</b> • Purpose: spells out expected conduct of staff in the performance of their duties, and guidance for staff members faced with ethical challenges • Value: creates a co-operative, collaborative atmosphere, promotes integrity in the workplace.</p>		
<p><b>Requisite pre-knowledge</b></p>	<p><b>Grade 10</b> Payment methods and technology for payment in South Africa CAPS Ref p 16</p>	<p>Grade 10 <b>Sustainable Tourism</b> concepts Three pillars of sustainable tourism (planet, people, profit) <b>Responsible Tourism</b> CAPS Ref p 20</p>	<p>Grade 10 <b>Culture and heritage</b> Concepts, elements and importance of heritage, cultural and natural heritage sites. CAPS Ref p 21</p>	<p>Grade 10 <b>Service excellence:</b> Concepts, importance, advantages, consequences and recommendations CAPS Ref p 21</p>	<p>Grade 11 Job and career opportunities in the tourism industry Requirements and inherent qualities needed to work in the tourism industry CAPS Ref p 29</p>	<p>No Gr 10 and Gr 11 Tourism foundation</p>			



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			<p><b>Different types of maps in a tourism context.</b>          World Heritage sites on a map of South Africa.          CAPS Ref p 21</p> <p><b>Tourist attractions in South Africa:</b>          World Heritage Sites in South Africa          CAPS Ref p 21</p>	<p><b>Communication and customer care:</b>          Verbal communication used in the tourism industry;          business communication etiquette in different situations in the tourism industry; face-to-face and telephonic; landlines and cell phones          CAPS Ref p 21</p> <p>Grade 11  <b>Customer care for foreign tourists</b>          Customer complaints          Managing quality service          CAPS Ref p 29</p>				
<b>Resources</b> (Not textbook) to enhance learning	<ul style="list-style-type: none"> <li>Grade 12 Subject support packages, e.g. videos, interactive lessons, summaries</li> <li>Exam questions from past NSC Examination question papers (2014 – 2020)</li> <li><i>To be extended by the teacher</i></li> </ul>							
<b>Informal Assessment</b> :Remediation	<i>To be completed by the teacher</i>							
<b>SBA Formal Assessment</b>	<b>Planning and preparation:</b> <ul style="list-style-type: none"> <li>Data-handling Task</li> <li>Trial Examination</li> </ul>						<b>Task 3</b> Data-handling Task	<b>Task 4</b> Preparatory Examination



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**2021 National Recovery Annual Teaching Plan: Tourism Grade 12 – Term 4**

TERM 4 47 days	Week 1 5-8 Oct (4 days)	Week 2 11-15 Oct (5 days)	Week 3 18-22 Oct (5 days)	Week 4 25-29 Oct (5 days)	Week 5 1-5 Nov (5 days)	Week 6 8-12 Nov (5 days)	Week 7 15-19 Nov (5 days)	Week 8 22-26 Nov (5 days)	Week 9 29 Nov-3 Dec (5 days)	Week 10 6-8 Dec (3 days)
CAPS topic	REVISION	REVISION	REVISION	REVISION						
CAPS Ref										
Concepts, skills and values	Review and consolidate with reinforcement activities in class to assess the learners' grasp of the learning material. Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous examination question papers, etc	Review and consolidate with reinforcement activities in class to assess the learners' grasp of the learning material. Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous examination question papers, etc	Review and consolidate with reinforcement activities in class to assess the learners' grasp of the learning material. Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous examination question papers, etc	Review and consolidate with reinforcement activities in class to assess the learners' grasp of the learning material. Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous examination question papers, etc						
Requisite pre-knowledge										
Resources (Not textbook) to enhance learning	<ul style="list-style-type: none"> <li>Grade 12 Subject support packages, e.g. videos, interactive lessons, summaries</li> <li>Exam questions from past NSC Examination question papers (2014 – 2020)</li> <li><i>To be extended by the teacher</i></li> </ul>									
Informal Assessment :Remediation	<i>To be completed by the teacher</i>									
SBA Formal Assessment	November NSC Examination									