



**THE SETTLERS HIGH SCHOOL
EXAMINATION CONTENT
SEPTEMBER/OCTOBER 2021
GRADE 12**



SUBJECT	CONTENT
ENGLISH	<p>PAPER 1: Comprehension (30) Summary (10) Cartoon (10) Advertising (10) Language (10)</p> <p>PAPER 2: Poetry – 11 poems (NOT somewhere i never travelled) (2x10=20) + Unseen Poem (10) =30 Life of Pi: Chapter 1-100 (25) Contextual or Essay Othello: Act 1- Act 5 (25) Contextual or Essay</p>
AFR IST ADD LANGUAGE	<p>VRAESTEL I: Begripstoets, Opsomming Taal (Al die taalaspekte van grad 8-12.) [30+10+40=80]</p> <p>VRAESTEL II: Fiel se kind + Al tien gedigte: Rondom my, Palimpses, Tien haikoes vir die Vredefortkoepel, Huiskat, Ek het 'n huisie by die see, Boekmerk, Pryslied, Die boodskapper, Die nuwe kind en By die robot in eerstelaan. [2x35=70]</p>
MATHEMATICS	<p>PAPER 1 (3hrs – 150 marks)</p> <ol style="list-style-type: none">1. Algebra, Equations and Inequalities2. Patterns and Sequences3. Finance4. Functions and Graphs5. Differential Calculus <p>PAPER 2 (3hrs – 150 marks)</p> <ol style="list-style-type: none">1. Statistics2. Analytical Geometry3. Trigonometry4. Euclidean Geometry
MATHEMATICS LITERACY	<p>PAPER 1 (3HRS – 150 MARKS):</p> <ul style="list-style-type: none">• Finance (any finance topic)• Data Handling• Probability <p>PAPER 2 (3HRS – 150 MARKS):</p> <ul style="list-style-type: none">• Maps & plans• Measurement and Probability• Finance (income, expenditure, profit/loss, CP & SP, VAT) <p>Questions Level 1 & 2: 45 marks each, Level 3 & 4: 30 marks each for both papers.</p>

<p>GEOGRAPHY</p>	<p><u>PAPER 1- THEORY (120 MARKS):</u></p> <p>CLIMATOLOGY- Revision of Gr II Global air circulation, tri-cellular model Gr II mid latitude cyclones, tropical cyclones and SA example as case study, SA weather patterns- anticyclones, weather associated with anticyclones, line thunderstorms, coastal lows, berg winds synoptic charts, valley climates, city climates</p> <p>GEOMORPHOLOGY- drainage basins, patterns and shapes, stream order, flow characteristics and river discharge, river types, long and cross profiles, fluvial landforms- waterfalls, rapids, meanders, oxbow lakes, braided streams, levees, flood plains, deltas, graded profiles- undergraded and overgraded rivers, rejuvenation, and related features, river capture and stream piracy, superimposed and antecedent drainage, catchment and river management, impact of people on drainage basins, data handling and data response.</p> <p>MAPWORK (30 MARKS) use of topographical and orthophoto maps and interpretation, ALL calculations including free hand cross-sections, intervisibility and all GIS concepts including paper GIS</p> <p><u>PAPER 2: THEORY (120 MARKS):</u></p> <p>RURAL SETTLEMENT Concept of settlement, classification- size, complexity and pattern, function, shapes of settlements, land use in rural areas- large scale and small scale farming, rural-urban migration- causes, consequences and effects, strategies to address rural-urban migration. Land reform and policies.</p> <p>URBAN SETTLEMENT- development of settlements, site and situation, classifying settlements according to function, urban hierarchies, urban structure and patterns, models of urban structure, changing patterns in a city, urban problems, informal settlements, case studies</p> <p>ECONOMY OF SOUTH AFRICA Structure of the economy- sector contribution, agriculture, beef production, factors favouring and hindering agriculture, food security, mining, coal mining, significance of mining to development, Beneficiation, BEE, factors favouring and hindering mining in SA, secondary and tertiary sectors- 4 industrial regions overview- PWV Gauteng and SW Cape, strategies for industrial development- Saldahna Bay IDZ and West Coast SDI *, Informal sector- research project</p> <p>MAPWORK (30 MARKS) use of topographical and orthophoto maps and interpretation, ALL calculations including free hand cross-sections, intervisibility and all GIS concepts including paper GIS</p>
<p>HISTORY</p>	<p><u>PAPER 1 (3HRS – 150 MARKS):</u></p> <p>3 questions must be completed (at least 1 essay and 1 source based question)</p> <p>Source based questions:</p> <ul style="list-style-type: none"> • Origins of the Cold War • Civil Rights Movement <p>Essay Questions:</p> <ul style="list-style-type: none"> • Vietnam • Black Power Movement <p><u>PAPER 2 (3HRS – 150 MARKS)</u></p> <p>3 questions must be completed (at least 1 essay and 1 source based question)</p> <p>Source based questions:</p> <ul style="list-style-type: none"> • Internal Resistance to Apartheid • Truth and Reconciliation Commission <p>Essay Questions:</p> <ul style="list-style-type: none"> • Black Consciousness Movement • Negotiated Settlement

<p>MUSIC</p>	<p><u>PRACTICAL:</u> (ALL WORK AS FOR MATRIC NSC FINAL) DATE OF SESSION: MON, 27 SEPT & WED, 29 SEPT Scales / Technical Work (ALL 10 selected exercises) Study & 3 Pieces (1 ensemble compulsory) (Full final programme) <i>(an individual time-table will be issued to indicate each learner's allocated time-slot. All practical exams are recorded individually to be marked and moderated online)</i></p> <p><u>LITERACY (SECTION A):</u> (ALL WORK AS FOR MATRIC NSC FINAL) DATE OF SESSION: WED, 29 SEPT (14h00-17h00) Music Terms; Clefs; Note & Rest Values; Time signatures and grouping; Scales – major, harmonic minor, melodic minor, chromatic, whole tone, blues, pentatonic; Modes; Modulations; Intervals and Inversions; Triads and chords; Enharmonic equivalent notes; Transcribing; Transposition; Compositional techniques; Melody writing; Four-part Harmony; Non-harmonic Notes; Analysis</p> <p><u>GMK (SECTION B):</u> (ALL WORK AS FOR MATRIC NSC FINAL) DATE OF SESSION: WED, 29 SEPT (14h00-17h00) General Short Questions (Musical Elements, Instruments, Genres incl Jazz) The Music Industry & Music Rights The Symphony (Development, Orchestra, Structure & Beethoven Nr 6) The Opera (Development, Terminology & The Magic Flute) The Concert Overture & Symphonic Tone Poem (Terminology & Fingal's Cave)</p> <p><u>COMPREHENSION (SECTION C):</u> DATE OF SESSION: THURS, 30 SEPT (14h00-15h30) Aural application of Theory and GMK knowledge while listening to music. The following will be covered: 1. Rhythmic dictation; 2. Melodic dictation; 3. Compositional techniques; 4. Non-harmonic notes; 5. Identifying intervals; 6. Identifying genres, styles, instruments, musical elements (i.e. texture, dynamics, etc); 7. Identifying music from Beethoven's Pastoral Symphony, Mozart's Magic Flute & Mendelssohn's Fingal's Cave; 7. Form analysis (NB! All forms & structures covered)</p> <p><u>PAT 2: COMPOSITION (12-BAR BLUES)</u> Part 1: Compose & Part 2: Notate Full Score to be completed & submitted by MONDAY, 13 SEPT @ 15H00. Part 3: Perform & Record to be completed on THURS, 16 SEPT (08h20-11h00) <i>(an individual time-table will be issued to indicate each learner's allocated time-slot)</i></p>
<p>LIFE SCIENCE</p>	<p><u>PAPER 1:</u> Notes, Answer series part 1, Textbook topics 3, 6, 7, 8, 9, Reproduction in vertebrates, Human reproduction Responding to the environment in humans Human endocrine system Homeostasis in humans Plants responding to the environment</p> <p><u>PAPER 2:</u> Notes, Answer series part 2, Textbook topics 1, 2, 5, 10, 11 DNA, code of life Meiosis Genetics and inheritance Evolution through natural selection Human evolution</p>

<p>PHYSICAL SCIENCE</p>	<p>PAPER 1 (PHYSICS): Newton' s Laws of Motion and Gravitation (Grade 11) Vertical Projectile Motion Momentum Work, Energy and Power Doppler Effect Electrostatics (Grade 11) Electricity Electric Machines Photoelectric Effect</p> <p>PAPER 2 (CHEMISTRY): Organic Molecules Physical Properties of Organic Molecules Organic Reactions Rates of Reaction Chemical Equilibrium, Kc and Le Chatelier Acids and Bases and Stoichiometry (Grade 11) Electrochemistry Galvanic Cell* Electrochemistry Eletrolytic Cell*</p>
<p>CONSUMER STUDIES</p>	<p>THE CONSUMER (40 marks) Candidates should be able to:</p> <ul style="list-style-type: none"> • Explain the financial and contractual responsibilities consumers should take note of • Identify and describe the different types of taxes • Know all the different terms • Explain the difference between simple and compound interest (NO calculations) • Discuss the interest rates applicable to different types of credit • Compare different sources of electricity • Evaluate the responsible use of electricity and water • Know the responsibility of municipalities with regard to municipal services • Evaluate municipal service delivery <p>Financial and contractual aspects consumers should take note of</p> <ul style="list-style-type: none"> • A contract: <ul style="list-style-type: none"> - Definition of a contract • Types of contracts relevant to consumers: <ul style="list-style-type: none"> - Employment contracts - Credit contracts - Rental and lease contracts - Contracts for gym membership and cellphone, Internet and DStv subscriptions - Business ownership or partnership contracts • A cooling-off period • Exemption clauses (legal/illegal) • Unfair business practice • A warranty and a guarantee: <ul style="list-style-type: none"> - Definitions and differences • Grey goods/Parallel imports: <ul style="list-style-type: none"> - Definition - Implication for consumers • Scams: types of scams consumers should be aware of: <ul style="list-style-type: none"> - Work-from-home - Phishing - Lottery/Prize notification • Stokvel (legal/illegal): <ul style="list-style-type: none"> - How a stokvel works - Requirements for a legal stokvel • Pyramid schemes (legal/illegal): <ul style="list-style-type: none"> - How a pyramid scheme works - Illegal pyramid schemes

CONSUMER STUDIES

- Legal pyramid schemes (multilevel marketing/tiered-level marketing)
- Taxes, interest rates and inflation
 - Types of taxes paid by South Africans, such as income tax, VAT, property taxes, taxes on goods and services (such as petrol, liquor, cigarettes, motor licenses, capital gains tax, environment tax, sugar tax):
- Why do South Africans pay tax?
- Whom are taxes paid to: South African Revenue Services (SARS)
- Short description of the following taxes:
 - Income tax: pay as you earn (PAYE), provisional tax
 - VAT and foods exempted from VAT
 - Property tax (not paid to SARS but to the municipality)
 - Excise duty: taxes levied on liquor and cigarettes
 - Levies paid on petrol and motor licenses
- Interest rates: applicable to different types of credit:
 - Definition of interest rates
 - Repo rate is the interest rate charged by the Reserve Bank
 - Simple and compound interest (the difference, NO calculations)
 - Inflation: definition, inflation rate, the CPI in South Africa:
 - Inflation: definition
 - Inflation rate: definition
 - Explain what the CPI is and how it is measured
 - The effect of inflation on consumers
 - Include any legal changes/new developments that might occur:
 - The National Credit Act governs the interest rates charged by credit providers.
 - Information on any new developments that might occur in future will be given in the examination question paper and questions will be based on the given information.
- Sustainable consumption of electricity
 - Comparison of the main sources of electricity supply such as fossil fuels and regenerative forms such as water, wind and solar
 - Responsible use of electricity related to housing and household equipment and appliances
 - The use of gas in households as a source of energy: advantages, disadvantages and cost
- Sustainable consumption of water
 - Water (explain the issue in general, but then focus on households): pollution of water, shortage of water, shortage of fresh, clean water
- Municipal services
 - The responsibilities of municipalities regarding services and service delivery:
 - Listing and explaining services that municipalities are responsible for
 - Funding of municipal services
 - Responsibilities of communities regarding the use of municipal services
- Keep in mind that the responsibility towards the environment (going green) can be infused here.
- 5.3 QUESTION 3: FOOD AND NUTRITION (40 marks)**
- Cartoons, tables, graphs, food labels, meal plans, menus or recipes could be used as resources in the questions.
- Nutritional and food-related health conditions
- Candidates have to focus on eating habits to prevent or manage an existing condition.
- Candidates should be able to:
 - Describe a food-related health condition
 - Name the causes of the health-related conditions or identify/explain the cause of the condition after reading an extract/scenario
 - Explain how each condition could be prevented, focusing on nutrition and eating habits
 - Explain how each condition could be managed, focusing on nutrition and eating habits
 - Suggest dietary changes to manage the disease

CONSUMER STUDIES

- Compare different health conditions
- Candidates must study the following content:
- Glycaemic index (GI) of food:
 - Definition of the glycaemic index
 - Difference between high, intermediate and low GI foods
 - A short description, the causes, prevention and management of the food-related health conditions listed below. The focus must be on nutrition and eating habits to prevent or manage an existing condition.
- Food-related health conditions:
- Low/High blood glucose levels (hypoglycaemia and hyperglycaemia)
 - Diabetes
- Food-borne diseases
- Candidates should be able to:
- Identify and explain transmission possibilities in the food environment
 - Give a short description of each of the food-borne diseases
 - List or identify the symptoms of the listed food-borne diseases
 - List and explain the incubation period and treatment of the listed food-borne diseases
- Candidates must study the following content:
- Transmission possibilities in the food environment
 - incubation period and treatment of the following diseases:
 - Hepatitis A (infective jaundice)
 - Tuberculosis
- NOTE: Tuberculosis is NOT a food-borne disease. It is spread through the air. Nutrition, however, plays a very important role in the treatment of the disease as good nutrition strengthens the immune system.
- E-coli infection
 - Gastro-enteritis
- Food additives: commercial and domestic use
- Candidates must be able to:
- Explain what food additives are
 - Give reasons for the use of food additives
 - Explain the effect of additives on food
 - Discuss the safety of additives and the (possible) influence on health
 - Discuss the issue of possible allergic reactions of food additives
 - Give the definition, function and explanation of the use of nutrients, emulsifiers, stabilisers, bleach and colourants, chemical preservatives, anti-oxidants and additives to improve taste
 - Discuss consumer issues regarding food additives. Information on new issues will be given in the examination and candidates will be expected to use the given information to answer the questions.
- Food labelling
- Candidates must be able to:
- Use food labels as a source of nutritional and other information to select products
 - Know, identify and interpret basic information that must appear on food labels
 - Identify misleading nutrient content claims that appear on food labels
 - State conditions for nutrient content claims for energy, fat, saturated fat, cholesterol, sodium, dietary fibre, proteins, vitamins and minerals
 - Identify whether a nutrient content claim is valid, or not
- Food-related consumer issues impacting on the natural and economic environment, including public health
- Candidates must be able to:
- Describe or define genetically modified food, organically grown food and irradiated food
 - Give examples of genetically modified crops and irradiated foods
 - Identify, explain and evaluate the impact of genetically modified food, organically grown food and irradiated food on the natural and economic environment
 - Describe or define food security
 - Discuss the problems regarding food security in South Africa
 - Discuss self-sufficiency, exports and imports of food in South Africa

CONSUMER STUDIES

- Discuss the problems associated with local food supplies and possible remedies

QUESTION 4: CLOTHING (20 marks)

Candidates should be able to:

- Describe the concept fashion.
- Explain influences that determine contemporary fashion.
- Identify, explain and describe fashion cycles: fads, classic and standard trends
- Explain and describe fashion revivals: retrospective fashions
- Explain why fashion changes
- Describe contemporary fashion trends for young adults
- Explain the role of appearance in the world of work
- Suggest guidelines for choosing and purchasing clothes and accessories
- Know how to plan a wardrobe for the world of work and different seasons and occasions. A motivation regarding the suitability of an outfit for a certain work environment might be required.
- Apply clothing theory to select clothing for the world of work
- Discuss/Analyse/Evaluate issues regarding the impact of clothing and textiles on the natural and economic environment

Pictures, photographs, graphs, cartoons, case studies or statements may be used as resources. Candidates may have to comment on any given resource and suggest solutions to address problems.

NOTE: The application of colour, the design elements and principles (Grade 11) should be incorporated.

Consumer issues regarding clothing and textiles impacting on the natural and economic environment

- Eco-fashion and the sustainable use of textiles and clothing:
 - Description of eco-fashion
 - Organic textiles
- Reduce, reuse, recycle
- The influence of the piracy of legally protected brand names (trademarks):
 - Ethical clothing practices
 - Explanation of piracy
 - Consequences of piracy

5.5 QUESTION 5: HOUSING AND INTERIOR (20 marks)

Candidates should be able to:

- Discuss and compare the THREE different housing options (advantages and disadvantages)
- Explain and discuss the financial responsibilities for the different options
- Discuss and explain the contractual responsibilities for the different options
- Explain and discuss the factors to consider when shopping for household appliances
- Compare and evaluate different appliances and make the choice that would be most suitable for a specific scenario. The following must be kept in mind: universal design and other features, functionality, energy and water consumption.
- Explain the financial and contractual responsibilities in buying household equipment
- Calculate the total cost of instalment sale transactions
- Identify and explain the rights of consumers and sellers

A statement, case study, scenario, cartoon, picture or advertisement could be given as a resource. Candidates may have to comment on the given resource and/or suggest solutions to the problem.

Different housing acquisition options

- Renting, building and buying (full title and sectional title):
 - Full title: description, examples, advantages and disadvantages
 - Sectional title: description, examples, advantages and disadvantages, functions of the body corporate, what the levy is used for
- Advantages and disadvantages of renting, building and buying
- Financial responsibilities for the three housing options:
 - Renting: paying deposit, rent, household insurance, water, electricity, municipal services

CONSUMER STUDIES

- Buying and building: bond repayments (if bond is used), rates and taxes, household insurance, homeowners insurance, water, electricity, municipal services, maintenance
 - Contractual responsibilities for the three housing options:
 - Renting: lease agreement
 - Buying: offer to purchase becomes the sales agreement/deed of sale once signed by the buyer and seller (a contract), mortgage bond (if bond is used)
 - Building: contract with the builder, mortgage bond (if bond is used)
 - Financing related to buying a house
 - Deposits (when not buying cash)
 - Bonds (definition)
 - Insurance (bond protection insurance, home owner's insurance and household insurance)
 - Monthly repayments of bond (all costs involved)
 - Transfer costs: transfer duty, transfer fees/conveyancing fees, deeds office fees, postage and petties
 - Financing relating to a bond: bond registration costs (including VAT), deeds office fees, postage and petties, initiation fee and property valuation fees
(All the banks have websites with information on buying a house, e.g. www.fnb.co.za, click on calculators.)
 - Other hidden costs such as occupational rent, moving expenses, service connection fees
 - Banks' requirements for granting bonds
 - Government subsidised housing:
 - Qualifying criteria
 - Employer support:
 - Some employers provide support in different ways, such as subsidies or rental accommodation.
 - Buying household appliances
 - Factors to consider when shopping for household appliances: needs of the family, budget, easy to operate
 - The choice of the household appliances listed below with regard to universal design and other features, functionality, energy consumption (human and non-human, including energy-efficient ratings), water consumption and possible environmental impact
 - Household appliances that need to be studied:
 - Washing machine
 - Refrigerator
 - Freezer
 - Stove
 - Microwave oven
 - The financial and contractual responsibilities of buying furniture and household appliances:
 - Explain the following types of transactions: cash, instalment sale transactions, laybys, credit account transactions, bank credit card transactions
 - Candidates must be able to calculate the total cost of instalment sale transactions.
 - Rights and responsibilities of consumers and sellers (this could be linked with all the other topics)
- 5.6 QUESTION 6: ENTREPRENEURSHIP (40 marks)**
- Candidates will have to:
- Identify a potentially profitable business opportunity
 - Explain the factors to consider in the choice of a suitable product for small-scale production
 - Identify, explain or discuss the factors influencing the efficient production of quality products (in general: in terms of food, textiles or soft furnishing – only the option your school has selected)
 - Develop a marketing plan for the production and marketing of a product
 - Analyse and/or evaluate the sustainable profitability of a business

CONSUMER STUDIES

- Make suggestions how to improve the sustainable profitability of a business
 - Determine the costing for start-up needs, production costs, selling price and profit
- A statement, case study, scenario, cartoon, budget, business plan, graph or table could be provided as a resource. Candidates would have to comment on the resource and suggest solutions to solve the problem.

Moving from an idea to producing and marketing a product

- Identifying a potentially profitable business opportunity (link with Grade 11)
- The formulation of the idea and specification of the product

Factors to consider in the entrepreneur's choice of a suitable product for small-scale production:

- The availability of human skills
- Financial resources
- Available workspace
- Available raw materials (locally available)
- Consumer appeal

Factors influencing the efficient production of quality products:

- Planning
- Adhering to specifications
- Quality control
- Tidy workspace
- Hygiene of workers
- Careful control of finances
- Stock control

Requirements for quality (end) products:

- Appropriate for target group
- Presentation of the product
- Quality of raw materials used
- Quality and design of packaging
- Quality of storing
- Safety
- Labelling
- Efficient use of time
- Efficient storage procedures
- Customer relations
- Maintenance of equipment
- Training of staff
- Sustainable production and consumption: responsibilities of consumers and producers
- Storage and delivery strategies

Developing a marketing plan according to the 5P marketing strategy

- Product: trade mark/name, image, labels and packaging
- Promotion/Advertising
- Price and pricing strategy
- Place: Where will the product be produced? Where will the point of sale be?
- People: target group and people doing the marketing
- Doing a financial feasibility study to determine the sustainable profitability of the enterprise:
 - Information (case study/scenario/graph/table) will be provided and questions will be asked on the provided information
 - Determining production costs, selling price, profit and start-up needs:
 - Some calculations will be included in every examination.
 - The R (rand value) must be indicated in all calculations.
 - Interpreting a 'best sale scenario' and a 'worst sale scenario':
 - Information (case study/scenario/graph/table) will be provided and questions will be asked on the information provided.
- Interpreting a cash-flow projection

<p>DRAMA</p>	<p><u>THEORY:</u> Theatre of the Absurd; Twentieth century ‘ism’; South African Theatre; Contemporary SA Theatre; Dramatic Arts Textbook: Journey 1-7 and 10-12; 3 Theatre Practitioners: Grotowski, Stanislavsky; Laban; Lessac. Play Texts: Waiting for Godot; Sophocles; Nothing but the Truth:- Socio-political context, Themes, Characters; Language and dialogue; Actor-audience relationship; Plot/Structure; Theatrical devices; Space/Spectacle Knowledge of learned skills the past 3 years.</p> <p><u>PRACTICAL:</u> Individual Theme: Theme Based 3 Items Theme Programme: contrasting genres/ dramatic movements and must be performed in different dramatic styles: -</p> <ul style="list-style-type: none"> • Genres and Dramatic Movements: African drama forms/Commedia dell Arte/Greek Theatre/ South African Theatre/Realism in the Theatre/Elizabethan Theatre/Epic Theatre/Poor Theatre/Theatre of the Absurd/ Post Modern Theatre. • Dramatic Styles: Poem/Monologue/Prose/Praise poem/ Dramatized prose/Storytelling mime/Physical theatre/Movement/Mime Combine with at least 2 links, Central Theme, <i>Length: 5-7minutes</i>
<p>ECONOMICS</p>	<p><u>PAPER 1:</u> MACROECONOMICS AND ECONOMIC PURSUITS Main Topic - Macroeconomics:</p> <ul style="list-style-type: none"> • Topic 1 – Circular Flow • Topic 2 – Business Cycles • Topic 3 – Public Sector <p>Topic 4 – Foreign Exchange Markets Main Topic - Economic Pursuits:</p> <ul style="list-style-type: none"> • Topic 8 – Protectionism and Free Trade • Topic 9 – Economic Growth and Development • Topic 10 – Growth and Development: Industrial Development <p>Topic 11 – Economic and Social Indicators</p> <p><u>PAPER 2:</u> MICROECONOMICS AND CONTEMPORARY ECONOMIC ISSUES Main Topic - Microeconomics:</p> <ul style="list-style-type: none"> • Topic 5 – Perfect Markets • Topic 6 – Imperfect Markets <p>Topic 7 – Market Failures Main Topic - Contemporary Economic Pursuits:</p> <ul style="list-style-type: none"> • Topic 12 – Inflation • Topic 13 – Tourism <p>Topic 14 – Environmental Sustainability</p>
<p>ACCOUNTING</p>	<p><u>PAPER 1:</u> Companies: Concepts, GAAP & IFRS, Ledger accounts unique to Co, Accounting Equation. SOCI, SFP & notes to financial statements; Cash Flow Statement and notes; Valuation of fixed assets; Inventory valuation; Professional bodies & Code of conduct; Ethics & Corporate Governance; Ratios and Analysis and interpretation of any of the above topics.</p>

<p>ACCOUNTING</p>	<p>PAPER 2: Reconciliations: Debtors, Creditors, Age Analysis; VAT; Manufacturing: Concepts, Production Cost Statement, abridged form of SOCI & Notes, Analysis and interpretation of cost information, unit costs & break-even point; Budgeting: Analysis and interpretation of Cash Budget and PSOCI; Application of internal control & audit processes: cash, fixed assets, inventories, debtors, creditors, incomes & expenses, including salaries and wages & financial indicators; Control of fixed assets, including additions, depreciation & asset disposal; Perpetual and periodic stock systems and control of stock; Valuation of stock: FIFO, Weighted Average, Specific Identification; Ethical behaviour in financial environments. Ratios and analysis of interpretation of any of the topics. <i>Learners are expected to refer to the Exam Guidelines provided for further information.</i></p>
<p>IT</p>	<p>PRACTICAL (PAPER 1): Algorithms (including, but not limited to):</p> <ul style="list-style-type: none"> • Sound programming principles • Swapping values • Determine/Calculate the highest, lowest, average, mean, percentage increase/decrease, etc. of a number of values • Basic calculations, such as calculating area, volume, VAT, discount • Determine whether a number is even or odd, prime, composite, etc. • Determine whether a number is a factor/multiple of another number • Isolate digits in an integer number • Determine the lowest common multiple (LCM) and greatest common divisor (GCD) • Determine the current age based on a given date of birth or ID number • General string manipulation e.g. use an ID number to determine the age and gender, count vowels/words, identify palindromes • Apply basic input and processing validation techniques, e.g. test for division by zero • Convert a decimal number to a binary number, and vice versa • Arrays: one-dimensional and two-dimensional arrays <ul style="list-style-type: none"> ○ Search for a specific element/value in an array/table with/without a flag ○ Sort elements in an array ○ Manipulate elements in an array <p>Graphical User Interface: General Components</p> <ul style="list-style-type: none"> • Form • Tabbed Pane/Tabbed Sheets • Button, BitButton • Label • Panel • Radio group • Edit box • RichEdit/TMemo • Combo box • List box • Check box • Radio button • InputBox(Input) • ShowMessage • MessageDialog (Output) • StringGrid • MainMenu

Database Components

- DBGrid
- ADOTable
- ADOQuery
- DataSource
- DBGrid
- DBText
- DBEdit

Object-Oriented Programming (OOP):

- Parameterised and non-parameterised constructors
- Correct use of private and public attributes, accessor, mutator and auxiliary methods
- The use of the toString method and accessor methods to provide output
- Correct instantiation of objects
- Correct use of methods of various objects as part of problem-solving

Database:

Learners must be able to manipulate a normalized relational database using data-aware components and code constructs from Delphi (with or without SQL) to do the following:

- Perform CRUD operations (create/add, read, update, delete) on records
- Manipulate data retrieved from the database, e.g. calculate VAT on prices, average, minimum, maximum and other calculations
- Text manipulation, e.g. creating passwords from fields, such as name, surname, ID
- Solve problems using data retrieved from the database that could include algorithms as listed earlier.
- Use date functions including extracting the day, month and year from the system date
- Perform queries on the database/extract records meeting specific condition(s)
- Manipulate data from a database with/without a data module
- Solve problems using a database

The following SQL-statements could be assessed:

- Select, distinct
- Where
- Order by
- Group by
- Special operators: Between, In, Like, Is Null, Having
- Insert, Update, Delete
- Sub-queries (simple form, single select or aggregate)
- Aggregate functions (sum, average, min, max, count)
- Date functions (day, month, year, date)
- String functions (length, left, right, mid, concatenation of fields)
- Dynamic queries using user input
- Queries with parameters where the user input is given to modify data in a table or to search a table
- Calculating new fields

General Problem-Solving (Open-Ended Questions):

Problem-solving questions will be of an open-ended nature where the learner must be able to apply all the programming constructs, techniques, algorithms and skills studied during Grades 10, 11 and 12 in Information Technology.

Learners must also be able to recognize patterns and customize known algorithms to suit new circumstances, e.g. convert a decimal number to a hexadecimal number (or any other base).

<p>IT</p>	<p>Design and develop solutions for problems that include computational thinking and applying software engineering principles to solve problems.</p> <p><u>THEORY (PAPER 2):</u></p> <p>Short questions (±20 marks) A range of short questions covering all topics that could include multiple-choice and modified true/false items</p> <p>Systems Technologies (±25 marks) Questions related to the content, concepts and skills in the Systems Technologies topic such as Hardware (CPU, GPU, Motherboard etc.) and Software (Operating Systems, Processing Techniques, Application Software etc.)</p> <p>Communications and Network Technologies (±25 marks) Questions related to the content, concepts and skills in the Communication Technologies and Network Technologies topic (including the Internet, Local Networks, WiFi, UTP/FIBRE, Protocols, etc.)</p> <p>Data and Information Management (±25 marks) Questions related to the management of data and the concept of information management (e.g. File and Folder Management, Database Concepts, Binary, Hexadecimal, Big Data etc.)</p> <p>Solution Development (±25 marks) Questions aligned to the Solution Development topic which assesses the knowledge and understanding underlying the concepts and skills in the Solution Development topic. Software design tools for examination purposes as part of the theory paper are limited to basic flow charts, class diagrams, use case diagrams and pseudocode.</p> <p>Integrated Scenario (±30 marks) This section is based on a scenario and assesses topics from all sections. Often includes Social, Legal and Ethical issues related to ICT</p> <p><u>NOTE 1: Ensure that you also consult the EXAM GUIDELINES (available on the IT Google Classroom) as well for even more information.</u></p>
<p>VISUAL ART</p>	<p><u>VISUAL LITERACY. THE ELEMENTS AND PRINCIPLES OF ART:</u> ART TERMS 5 QUESTIONS – 20 MARK ESSAY QUESTIONS Total – 100 marks. 3 hours. 36minutes per question. Chapter 1: Voice Of Emerging Artists Chapter 2: South African Artists Influenced By African And/or Indigenous Art Forms Chapter 3: Socio-Political Art Chapter 6: Post-Democratic Identity In South African Art Chapter 7: Gender Issues</p>

An * indicates work that is planned to be in the exam, but the work may not be completed by the time the exams start. Thus, the educators will verbally confirm if this work will be examined closer to the exams.