

Awareness of critical water shortage

Please find the following subject guidelines below:

Whole School Activities	Strategies: Learner presentations at parent meetings; assemblies; gallery walls of posters; word walls; peace gardens for social and environmental sustainability; social media campaigns; global conversations; debating; dance-drama-music messaging; pamphleteering; projects; SBAs; practical, workable strategies for improvement on school grounds and in households.
Afrikaans	Onderwerpe: Gedigte vir graad 10 en 11 Huistaal (HT) en Eerste Addisionele Taal (EAT): <ul style="list-style-type: none"> • Save our planet – Johann Lodewyk Marais • Ongerepte aarde – Johann Lodewyk Marais • Osoon – Dolf van Niekerk • Halala Afrika – Johannes Kerkorrel (Hierdie gedig kan ook as luistertoets aangebied word.) Onderwerpe vir opstelle of voorbereide mondeling (graad 10 en 11 HT en EAT): <ul style="list-style-type: none"> • Water is lewe • Maniere waarop tieners water kan bespaar • Aardverwarming: waarheid of verdigsel? • My generasie het niks met die waterkrisis uit te waai nie • Suid-Afrika is in 'n waterkrisis Idiome met water as kernwoord. Dit kan vir graad 10 en 11 (HT & EAT) as 'n taalspeletjie aangebied word. Leerders moet ook probeer om hierdie idiome op gepaste wyse in skryfstukke te gebruik, bv. <ul style="list-style-type: none"> • Hy kom nie warm by die water nie. (Hy is uiters stadig.) • Hy gee my 'n steek onder water. (Hy sê my op indirekte wyse sleg.) • Dit staan soos 'n paal bo water. (Dit is duidelik en ongetwyfeld.) • Werp u brood op die water.

	(Doen goed sonder om beloning te verwag.)
Accounting	<p>Topics:</p> <p>Corporate governance and ethics</p> <ul style="list-style-type: none"> • Responsible corporate citizenship: the ethical relationship between business and society. • The triple bottom line: economic, social and environmental responsibility.
Business Studies	<p>Topics:</p> <p>Grade 10 – Business opportunity Investigate how the community and businesses could recycle water and develop by-products that could be used to generate funds.</p> <p>Grade 11 – Ethics Debate the ethical issue arising from the use of clean water to flush toilet facilities in businesses, whilst the Western Cape is experiencing a severe water crisis.</p> <p>Grade 12 – Business strategies Recommend strategies that businesses could use to ensure that the water crisis in the Western Cape is reversed and promote the sustainable use of water in future.</p>
Consumer and Hospitality Studies	<p>Topics:</p> <p>Sustainable consumption of water</p> <ul style="list-style-type: none"> • Water consumption in households. • Water pollution. • Impact of the shortage of water on people and the environment – food security. • Responsible and practical strategies to save water.
Dance Studies	<p>Topics:</p> <p>Teachers ensure, whilst focusing on the theme “water shortage”, that teaching, learning and assessments are based on:</p> <ul style="list-style-type: none"> • Dance Studies CAPS • Grade 10 • Terms 1, 2, 3 and 4 • Topic 1: Dance Performance • Topic 2: Dance Composition • Topic 3: Dance History and Literacy • Theoretical and practical content, concepts,

	<p>knowledge and skills of each topic</p> <ul style="list-style-type: none"> • PAT 1: Compose a movement sequence <ul style="list-style-type: none"> - Practical section: Choreography - Written section: Production • PAT 2: Indigenous or Cross-cultural dance <ul style="list-style-type: none"> - Practical section: Indigenous or cross-cultural dance - Written section: Worksheet
Design	<p>As part of the social and environmental responsibility of Design, learners can create an awareness campaign in their schools by designing posters, pamphlets, etc. They could also design water-saving products. It is suggested that the above will form part of the PAT 2 for Grade 10 Design and teachers will receive a written brief.</p>
Dramatic Arts	<p>Topics: Teachers ensure, whilst focusing on the theme “water shortage”, that teaching, learning and assessments are based on:</p> <ul style="list-style-type: none"> • Dramatic Arts CAPS • Grade 10 and/or 11 topics • Theoretical and practical content, concepts, knowledge and skills of each topic • PAT Practical Section: Demonstrate achievement of the topics in the form of a poem, extract, monologue, prose etc. • PAT Written Section: Demonstrate achievement of the topics in the form of a journal, research paper or essay <p>Grade 10: Topic 2: Rituals and/or ceremonies</p> <p>Topic 10: South African theatre: oral tradition</p> <p>Topic 12: South African theatre: introduction to the workshop process</p>

	<p>Grade 11: Topic 5:</p> <ul style="list-style-type: none"> • South African theatre • Workshop theatre • Educational theatre • Theatre for conservation <p>Topic 3 and 11:</p> <ul style="list-style-type: none"> • Preparation towards the Final Performance Assessment: <ul style="list-style-type: none"> - Film programme; - Theme programme; or - Audition programme.
<p>Economics</p>	<p>Topics:</p> <p>Grade 10: Main Topic 1: Macro Economics – Topic: Basic economics problem of scarcity</p> <p>Grade 11: Main Topic 4: Current Economic Issues – Topic: Environmental deterioration</p> <p>Grade 12: Main Topic 4: Current Economic Issues – Topic: Environmental sustainability</p>
<p>English</p>	<p>Topics:</p> <p>Grade 10 Poetry anthology – Shuter & Shooter List of poems with supporting activities. Teachers may also use the poems to motivate learners to write their own poems or responses to water conservation.</p> <p><u>English First Additional Language (FAL)</u> Theme 6 – Love of the land</p> <ul style="list-style-type: none"> • How everything adores being alive – Mary Oliver • African Thunderstorm – David Rubadiri • Cradle Song – Sorojini Naidu • Landscape is passing into language – Gabebe Baderoon • The Dry Grass Sings – Stephan Gray • Africa – David Diop <p><u>English Home Language (HL)</u> Theme 5 – Living close to earth</p> <ul style="list-style-type: none"> • The Winterman – Lionel Marcott

	<ul style="list-style-type: none"> • African Grass – Shimmer Chinolyn • The Warm and the Cold – Ted Hughes • Silver – Walter de la Mare • Song of the cattle hunters – Henry Kendal <p>Grade 11 Poetry anthology – Shuter & Shooter List of poems with supporting activities. Teachers may also use the poems to motivate learners to write their own poems or responses to water conservation.</p> <ul style="list-style-type: none"> • Childhood in Heidelberg (1988) – Andries Walter Oliphant • Dark Rider (1992) – Tatamkhulu Afrika • Oracle of povo (1992) – Dambudzo Marechera • Weather Eye (2001) – Isobel Dixon • Give (2006) – Gabeba Baderoon <p>Teachers are encouraged to host debates or talks in assembly to create awareness about the water crisis.</p>
Geography	<p>Topics:</p> <p>Grade 10 Water management in South Africa</p> <ul style="list-style-type: none"> • Factors influencing the availability of water in South Africa • Strategies towards the sustainable use of water: the role of individuals <p>Grade 11 El Nino and La Nina</p> <ul style="list-style-type: none"> • To which extent responsible for drought in South Africa? • Impacts of El Nino
Life Orientation	<p>Topics:</p> <ul style="list-style-type: none"> • Social and environmental responsibility: social justice, volunteerism, community needs, hygiene • Development of self in society: healthy and balanced lifestyle for behavioural change, prevention strategies for diverse communities <p>Careers and careers choices – Grade 10: subjects, opportunities in career fields, trends and demands in the job market, study choices</p>

	<p>Grade 11: requirements for admission, knowledge about self in relation to the demands of the world of work, skilled and semi-skilled labour</p> <p>Grade 12: labour laws, committing to a decision</p> <p>Careers addressing water shortages and careers for ensuring clean water, e.g. water technologist; water quality specialist; plumber; teacher; technician; engineer; water scientist; admin assistant; public, occupational and environmental health careers (health and risk assessment); project manager; community health practitioner; field epidemiologist; journalist; water hydrologist; careers in advertising and activism for access to water and sanitation; social entrepreneurship; lawyer, etc.</p> <p>Physical education (managing access to drinking water, water use for showering)</p> <p>Research the following: 2017/01/19/Water-crisis-at-new-depths; https://goo.gl/7AkGTc; water jobs; “Water crisis here to stay until 2017”</p>
<p>Life Sciences</p>	<p>Topics:</p> <p>Grade 10 – Biosphere to ecosystems</p> <ul style="list-style-type: none"> • The inter-connectedness with and components of the global ecosystem: the hydrosphere, lithosphere and atmosphere • Terrestrial and aquatic biomes of southern Africa and how climate, soils and vegetation influence the organisms found in each • Positive and/or negative human impact on the ecosystem • Water (water cycle and the importance of wetlands) <p>Grade 11 and 12 – Human impact on the environment: current crisis</p> <ul style="list-style-type: none"> • Describe how the following factors influence the availability of water: <ul style="list-style-type: none"> - Construction of dams - Destruction of wetlands - Exotic plantations and depletion of the water table

	<ul style="list-style-type: none"> - Water wastage - Cost of water - Poor farming practices - Droughts and floods - Boreholes and their effect on aquifers <ul style="list-style-type: none"> • Describe how each of the following factors reduce water quality: <ul style="list-style-type: none"> - Eutrophication and algal bloom - Thermal pollution - Domestic use, industry, agriculture leading to pollution and disease - Mining - Alien plants, e.g. <i>Eichornia</i> • Describe how water quality may be improved through water purification. • Describe how water availability may be increased through the recycling of water. • Note to teachers – the topic “water” is covered in Term 3 in Grade 10 and in Term 4 in Grades 11 and 12 but because of the current crisis certain aspects of the topic can be moved to Terms 1 and/or 2. • The topic can be covered as part of the project in Grade 10.
<p>Mathematical Literacy</p>	<p>Topic: Measurement Grade 10</p> <ul style="list-style-type: none"> • Estimate, as accurately as possible, the amount of water (in litres) you use for washing your body (shower or bath) every morning/night. • How many litres of water do you use to wash your body in one week? • Calculate the total amount of water used by your family for washing their bodies in just one week. • How many litres of water would your family save in one week if each member of the family halved the amount of water they currently use to wash their bodies? <p>Grade 11 Visit the nearest carwash in your area. Spend about an hour at the car wash gathering the following information:</p>

- Record the number of vehicles that came to be washed in the table as follows:

Vehicle type	Car	Mini-bus	Bakkie	SUVs
No.				

- Estimate the amount of water used to wash each of the vehicles you recorded.
- What is the total amount of water that was used to wash all the vehicles?
- Were all the vehicles really in need of a wash?

Suggest one method of reducing the amount of water used to wash cars at carwashes.

Music

Topics:

Awareness of the water shortage through Music activities

PAT 4: Composition or arrangement: Learners from Grades 10 to 12 explore the topic by composing or arranging an original song/work related to an aspect of the topic: water conservation, the role of water in our lives or our roles as individuals in managing the water crisis.

PAT 1: Concert performance: Learners perform these songs/works as part of an awareness campaign, where soloists and/or ensembles select one or two of the compositions and perform these at school concerts and assemblies.

Religion Studies

Topics:

Divinity, cosmos, myths, rituals; principles of ethical decision-making; social ethics and public life.

The mutual interdependence of religion and social factors; religion and the natural environment; co-responsibility and co-operation.

Developing a strategy to solve a major problem; religious freedom, human rights and responsibilities.

<p>Physical Science</p>	<p>Topics:</p> <p>The hydrosphere Make observations – the hydrosphere consists of:</p> <ul style="list-style-type: none"> • Surface and underground water • Ice on mountains and in soil • Water vapour in the atmosphere <p>Develop methods to:</p> <ul style="list-style-type: none"> • Use sea water to top up swimming pools • Change sea water into drinking water • Convert water vapour in the atmosphere to liquid water using condensation (exploit dew point temperature) • Collect the water that forms when fridges defrost • Place a brick or two in the cistern of each toilet in your home • Collect rain water coming off your roof
<p>Tourism</p>	<p>Topics:</p> <p>Sustainable and responsible tourism</p> <ul style="list-style-type: none"> • Good environmental practices such as litter control and the conservation of energy, water and other scarce resources. • Environment (planet): Good environmental practices, such as resource management (energy and water). <p>Use the article in the link below to start a classroom discussion about how this looming crisis may affect the tourism industry and also use the discussion to talk about responsible and sustainable behaviour and practices. Link to article: https://goo.gl/7AkGTc</p>
<p>Visual Arts</p>	<p>Topics:</p> <p>Visual literacy – portrayal of water in art.</p> <p>Exploring the theme of water in a PAT focusing on conveying a message and meaning.</p>