# Annual Teaching Plan 2026: Life Sciences: Grade 10

## TERM 1: 14 January to 27 March 2026

| TERM 1 (53 Days) | WEEK 1 14-16Jan (3) | WEEK 2 19-23 Jan (5) | WEEK 3 26-30 Jan (5) | WEEK 4 02-06 Feb (5) | WEEK 5 09-13 Feb (5) | WEEK 6 16-20 Feb (5) | WEEK 7 23-27 Feb (5) | WEEK 8 02-06 March (5) | WEEK 9 09-13 March (5) | WEEK 10 16-20 March (4) | WEEK 11 23-27 March (5) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **CAPS TOPICS** | **ORIENTATION TO LIFE SCIENCES** | | **THE CHEMISTRY OF LIFE (CAPS P. 23)** | | | **CELLS: BASIC UNIT OF LIFE (CAPS P. 25)** | | **CELL DIVISION: MITOSIS (CAPS P. 26)** | | **PLANT TISSUES (CAPS P. 26)** | **PLANT ORGANS (CAPS P. 28)** |
| **CORE CONCEPTS, SKILLS AND VALUES** | **How science works based on knowledge and scientific skills**, careers and subject combinations<br>• Graphs<br>• Calculations<br>• Percentage<br>• Percentage increase/decrease<br>• Average | **Scientific method Planning steps**, identification of variables, ensuring validity and reliability<br>Brief overview of the history of microscopy:<br>• Light<br>• Electron microscope<br>• Scientific diagrams<br>• Calculations<br>• Actual size<br>• Magnification | **Molecules for Life Organic molecules** made up of C, H, O, and some contain N and P<br>Cells are made up of proteins, carbohydrates, lipids, nucleic acids and vitamins (only basic structural details required**)**<br>**Inorganic Compounds**<br>Water: 2 H and 1 O Minerals: e.g., Na, K, Ca, P, Fe, I, nitrates, phosphates, macro and micro elements: Main functions and deficiency diseases | **Organic Compounds Carbohydrates** ***Monosaccharide's*** (single sugars) glucose and fructose ***Disaccharides*** (double sugars) sucrose + maltose ***Polysaccharides*** (many sugars) starch, cellulose and glycogen<br>**Lipids**<br>(Fats and oils) 1 glycerol and 3 fatty acids: Unsaturated and saturated fats, cholesterol in foods, and heart disease | **Organic Compounds Proteins:** Amino acids (C, H, O and N and some have P, Se, Fe) – are sensitive to temperature and pH:<br>• Loss of structure and function<br>• The role of enzymes in breaking down/ synthesizing molecules<br>The influence of temperature and pH on enzyme action<br>• The lock- and-keymodel of how enzymes work<br>• Enzymes in everyday life (for instance using washing powders):<br>**Nucleic acids:** DNA and RNA consisting of C, H, O, N and P (No detail of structure required) **Vitamins:** A, one of the B vitamins, C, D and E | **Cell structure** Molecular make- up: Cells are mostly made of proteins, carbohydrates, lipids, nucleic acids and water<br>**Cell structure and function: Roles of organelles**<br>**Cell wall** – support structure in plant cells only<br>**Cell membrane** boundaries and transport: Movement across membranes: Diffusion, osmosis and active transport<br>**Nucleus,** chromatin material, nuclear membrane, nuclear pores, nucleolus: the control centre, heredity<br>Differences between prokaryotes and eukaryotes | **Cell structure and function: Roles of organelles**<br>**Cytoplasm**– storage, circulation of matter<br>**Mitochondria** – release of energy during cell respiration<br>**Ribosomes** – protein synthesis<br>**Endoplasmic reticulum** (rough and smooth) - transport systems<br>**Golgi body** – assemble secretions<br>**Plastids** – production and storage of food, pigments<br>**Vacuole,** lysosomes, vesicles – storage, digestion, osmoregulation<br>Relate structure and location of organelles to their functions<br>**Cells differ** in size, shape and structure in order to carry out specialised functions *[link to tissues]*<br>Differences between plant and animal cells | **Chromosomes** In nuclei of all cells, two chromatids, centromere **Cell division mitosis**<br>**The cell cycle including mitosis:** Interphase, mitosis (with names of phases), cytokinesis and growth **Role of mitosis:** Growth and repair. Reproduction in some simple organisms The continuous **process of mitosis:** The division of a cell to form two identical cells *(Simple description with diagrams to show chromosome changes so that one parent cell forms* ***two identical*** *daughter cells)*<br>Difference in telophase between plant and animal cells | **Cancer: (Only a brief description required)**<br>• Uncontrolled cell division and growth<br>• Causes of cancer<br>• Treatments of cancer<br>• Medical biotechnology e.g., radiotherapy, chemotherapy (no detail required) | Introduce concept of a **tissue** as a group of similar cells adapted for a particular function: Cell **differentiation Plant tissues**<br>Emphasis on the relationship between basic structure and function<br>**Differentiate between meristematic and permanent tissue Permanent tissue:** Epidermis (root hair, guard cells), parenchyma, collenchyma, sclerenchyma, vascular tissue: Xylem & phloem | Anatomy of dicotyledonous plants: Root and stem: Distribution of different tissues Structure of cells in different tissues (link to plant tissues)<br>Organs consist of a number of tissues e.g., leaf structure<br>**Leaf structure:** Cross section of a dicotyledonous leaf to demonstrate and explain its structure in terms of its functions i.e., photosynthesis, gas exchange and transport Link with plant tissues, appropriate cell organelles, movement across membranes and movement of molecules into, through and out of the leaf |
| **PRE- KNOWLEDGE** | **SCIENTIFIC SKILLS LINKED TO GR 9** | | **MOLECULES FROM NATURAL SCIENCES GR 8 AND 9** | | | **ORGANIC AND INORGANIC COMPOUNDS GR 10** | | **CELL STRUCTURE FROM GR 9 AND 10** | | **PLANT TISSUES, ORGANELLES, MOVEMENT ACROSS MEMBRANES GR 10** | |

| **TERM 1 (53 Days)** | **WEEK 1 14-16Jan (3)** | **WEEK 2 19-23 Jan (5)** | **WEEK 3 26-30 Jan (5)** | **WEEK 4 02-06 Feb (5)** | **WEEK 5 09-13 Feb (5)** | **WEEK 6 16-20 Feb (5)** | **WEEK 7 23-27 Feb (5)** | **WEEK 8 02-06 March (5)** | **WEEK 9 09-13 March (5)** | **WEEK 10 16-20 March (4)** | **WEEK 11 23-27 March (5)** |
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| **CAPS TOPICS** | **ORIENTATION TO LIFE SCIENCES** | | **THE CHEMISTRY OF LIFE (CAPS P. 23)** | | | **CELLS: BASIC UNIT OF LIFE (CAPS P. 25)** | | **CELL DIVISION: MITOSIS (CAPS P. 26)** | | **PLANT TISSUES (CAPS P. 26)** | **PLANT ORGANS (CAPS P. 28)** |
| **EXAMPLES OF INFORMAL/ DAILY ACTIVITIES** | **Activity**<br>Draw, line graph, bar graph, histogram and pie charts<br>**Activity**<br>Interpretation of graphs, identify trends/ relationships between variables | **Activity**<br>Identification of variables<br>**Activity**<br>Differentiate between the planning and conducting steps of the investigation<br>**Activity**<br>Explain and demonstrate how a light microscope works using a diagram with labels and functions | **Activity**<br>Table – minerals<br>**Activity**<br>Construct/draw models of water using coloured paper, and functions of water and the role of fertilisers in eutrophication | **Activity**<br>Construct/ draw models of simple and more complex molecules (organic compounds) using coloured paper (learners need to know only basic structural details) | **Activity**<br>Using data and **interpreting graphs** showing the influence of temperature and pH on enzyme action Diagram explaining the lock-and-key model<br>**Activity**<br>**Tabulate** the different vitamins, their functions, source and deficiency diseases<br>**Activity**<br>**Compare** Recommended Daily Allowance (RDA) with usual diet of individual learners for one week<br>**Activity**<br>**Draw a pie chart** of the food types listed in learners' diet and discuss implications of the usual diet of learners<br>**Activity**<br>**Analyse** nutritional content indicated on food packaging: Vitamins, minerals and other nutritional content | **Activity**<br>**Explain** and demonstrate how a light microscope works using a diagram with labels and functions<br>**Activity**<br>**Calculate** magnification of drawing by measuring the field of view under a microscope<br>**OR**<br>**Calculate** the size of specimen on a micrograph using the scale line provided | **Activity**<br>Tabulate the different organelles indicating the structure (diagrams), function and location<br>**Compare** the structure of plant and animal cells by using any visible example (e.g., a model, diagrams or poster including organelles)<br>**Draw a table** to indicate the differences between these cells | **Activity**<br>Use micrographs to observe and draw the different phases with descriptions of each phase<br>Indicate the difference in telophase between plant and animal cells | **Activity**<br>Research and present information on ONE of the cancers<br>This must include causes, prevalence and treatment | **Activity**<br>**Examine and identify** the following plant tissues:<br>***Epidermis*** (root hair, guard cells) parenchyma, collenchyma and sclerenchyma using micrographs or posters<br>**Tabulate** the different tissues by drawing the tissue to show specialised structure and functions | **Activity**<br>Draw cross sections of root and stem (line diagram)<br>**Activity**<br>Observe and draw a section of a dicotyledonous leaf: Labels and functions<br>**Options**: Use prepared slides of cross section of a leaf or use micrographs |
| **INVESTIGATIONS/ EXPERIMENTS** | | | | **INVESTIGATION**<br>Food test for glucose<br>**INVESTIGATION**<br>Food test for starch<br>**INVESTIGATION**<br>Food test for lipids | **INVESTIGATION**<br>Food test for proteins<br>**INVESTIGATION**<br>Investigation to test the working of a "biological" **washing powder** with enzymes<br>**OR**<br>Hydrogen Peroxide and **chicken liver** to demonstrate effect of enzyme<br>**OR**<br>Fresh pineapple juice, **egg white** in plastic drinking straw<br>Observe, measure and record the results of the above experiment done at different temperatures | **INVESTIGATION**<br>Use a microscope or micrographs to observe and draw the structure of a: Plant cell (**wet mount** of **onion epidermis**), and animal cell (**cheek cells**) | **INVESTIGATION**<br>Investigate diffusion and osmosis | | | | |
| **INFORMAL TESTS** | | **Topic Test 1**<br>22 January<br>Baseline Assessment | | | **Topic Test 2**<br>12 February<br>Chemistry of Life | | **Topic Test 3**<br>26 February<br>Cells: Basic units of life | | **Topic Test 4**<br>12 March<br>Cell Division | **Topic Test 5**<br>19 March<br>Plant tissues | **Topic Test 6**<br>26 March<br>Plant organs |
| **SBA (FORMAL ASSESSMENT)** | **TASK 1: PRACTICAL TASK: 19 February 2026 (minimum 30 marks)**<br>**TASK 2: FORMAL TEST: 7 March 2026 (minimum 50 marks)** | | | | | | | | | | |
| **DATE COMPLETED + SIGNATURE** | | | | | | | | | | | |

# ANNUAL TEACHING PLAN: LIFE SCIENCES: GRADE 10 TERM 2: 08 April to 26 June 2026

| TERM 2 (54 days) | WEEK 1 08-10 April (3) | WEEK 2 13-17 April (4) | WEEK 3 20-24 April (4) | WEEK 4 28-30 April (3) | WEEK 5 04-08 May (5) | WEEK 6 11-15 May (5) | WEEK 7 18-22 May(5) | WEEK 8-12 25 May-26 June (23) |
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| **CAPS TOPICS** | **SUPPORT AND TRANSPORT SYSTEMS IN PLANTS (CAPS P. 29)** | | **ANIMAL TISSUES (CAPS P. 28)** | **SUPPORT SYSTEM IN ANIMALS (CAPS P. 30)** | | **TRANSPORT SYSTEM IN ANIMALS (CAPS P. 32)** | | |
| **CORE CONCEPTS, SKILLS AND VALUES** | **Transpiration** Relationship between water loss and leaf structure<br>Factors that affect the rate of transpiration:<br>• Temperature<br>• Light intensity<br>• Wind<br>• Humidity | **Uptake of water and minerals** into xylem in roots<br>The transport of water and minerals to leaves<br>Translocation of manufactured food from leaves to other parts of plant | **Animal tissues: 4 basic types**<br>• Epithelial (squamous, cuboidal, columnar and ciliated)<br>• Connective (blood, cartilage, tendons, ligaments, bone)<br>• Muscle (skeletal, smooth and cardiac referring to voluntary and involuntary action)<br>• Nerve tissue (sensory-, motor- and interneurons)<br>Relationship between structure and function [no detail required – some tissues, e.g, blood and nerves in the reflex arc, will be covered in more detail in relevant sections] | **Human skeleton:** The axial skeleton: mention of facial bones, cranium, foramen magnum, palate and jaws appendicular skeleton | **Functions of skeleton**<br>• Movement<br>• Protection<br>• Support<br>• Storage of minerals<br>• Hearing | **Transport system/ circulatory system Blood circulation system**<br>Pulmonary and systemic (double, closed) circulatory systems heart and associated blood vessels heart: internal and external structure related to functioning, cardiac cycle: Flow of blood through the heart | **Direction of blood flow**: Difference between oxygenated and deoxygenated blood in different parts of the system (diagram or schematic drawing)<br>Lungs and **pulmonary system,** associated blood vessels<br>Major organs and **systemic system**: Associated major blood vessels of brain, small intestine, liver and kidney Blood vessels: structure and functioning of arteries, veins with valves and capillaries | Consolidation and Revision |
| **PRE- KNOWLEDGE** | **DIFFUSION AND OSMOSIS, PLANT TISSUES (GR 10)** | | **BASIC CELL STRUCTURE (GR 10)** | **MUSCULOSKELETAL SYSTEM (GR 8) ANIMAL TISSUES (Gr10)** | | **CIRCULATORY SYSTEM (GR 9) ANIMAL TISSUES (GR 10)** | | |
| **EXAMPLES OF INFORMAL/DAILY ACTIVITIES** | **Activity**<br>Relationship between water loss and leaf structure<br>**Activity**<br>How to conduct a scientific investigation following the different steps | **Activity**<br>Describe the uptake and movement of water through a plant (diagram)<br>**Activity**<br>Describe the translocation of organic substances from the leaves to other parts of the plant (diagram) | **Activity**<br>Examine and identify the following animal tissues:<br>Epithelial, connective, muscle, nerve tissue using micrographs or posters<br>**Tabulate** the different tissues by drawing the tissue to show specialised structure<br>and functions | **Activity**<br>Observe and label the human skeleton with the main functions of the skeleton (model or photographs) | **Activity**<br>Observe and draw a typical long bone: Longitudinal section | **Activity**<br>Draw and label (OR give a diagram) a blood circulatory system to indicate a double & closed system<br>Schematic representation of the pulmonary and systemic circulation<br>**Activity**<br>The external structure of the heart including associated blood vessels. (with labels and functions)<br>**Activity**<br>Observe micrographs and draw blood cells<br>Present it in a comparative table | **Activity**<br>The internal structure of the heart<br>Use different coloured arrows to indicate the flow of blood through the heart<br>**Activity**<br>Use diagrams to identify the phases of the cardiac cycle (systole & diastole)<br>**Activity**<br>Tabulate and draw with labels and functions to indicate the different types of blood vessels | |
| **INVESTIGATIONS/ EXPERIMENTS** | **INVESTIGATION**<br>Design investigations to discover the effect of temperature, light intensity and humidity on transpiration rate (using a simple potometer) | **INVESTIGATION**<br>Investigate water uptake through the roots and the movement of water through the xylem (use *Impatiens* if possible) | | | | **INVESTIGATION**<br>Dissection of mammal heart (sheep, cow or pig) obtained from a butchery<br>Identify chambers, valves, muscle, blood vessels (supported by worksheet) | **INVESTIGATION**<br>In pairs, measure the pulse of one learner before and after exercise<br>Record, interpret and explain data presented as a graph | |
| **INFORMAL TESTS** | | **Topic Test 7**<br>16 April<br>Support and Transport systems in Plants | **Topic Test 8**<br>23 April<br>Animal Tissue | | **Topic Test 9**<br>07 May<br>Support systems in animals | | **Topic Test 10**<br>21 May<br>Transport system in animals | |
| **SBA (FORMAL ASSESSMENT)** | **TASK 3: ASSIGNMENT:14 May 2026 (minimum 50 marks)**<br>**TASK 4: JUNE EXAMINATION: 1 1 June 2026 (will differ according to Provincial time table)** | | | | | | | |
| **DATE COMPLETED + SIGNATURE** | | | | | | | | |

## ANNUAL TEACHING PLAN: LIFE SCIENCES: GRADE 10 TERM 3: 21 July to 23 September 2026

| TERM 3 (46 day) | WEEK 1 21-24 July (4) | WEEK 2 27-32 July (5) | WEEK 3 03-07 Aug (5) | WEEK 4 11-14 Aug (4) | WEEK 5 17-21 Aug (5) | WEEK 6 24-28 Aug (5) | WEEK 7 31 Aug -04 Sept (5) | WEEK 8 07-11 Sept (4) | WEEK 9-10 14-23 Sept (8) |
|---|---|---|---|---|---|---|---|---|---|
| **CAPS TOPICS** | **HISTORY OF LIFE ON EARTH (CAPS P 36)** | | | **BIOSPHERE TO ECOSYSTEMS (CAPS P 33)** | | | **BIODIVERSITY AND CLASSIFICATION (CAPS P 35)** | | |
| **CORE CONCEPTS, SKILLS AND VALUES** | **Life's history: Change throughout the history of life on earth**<br>Different representations of the history of life on earth<br>The relationship to changes in the composition of the atmosphere (e.g., increases in the levels of oxygen)<br>Changes in the climate (e.g., Ice ages)<br>Geological events (e.g., movements of continents) and their effect on the distribution of living organisms (biogeography) | **Geological timescale:** Meaning and use of timescales *(details not to be memorised)*<br>The three eras: Palaeozoic, Mesozoic and Coenozoic Each era divided into periods *(names of periods not to be memorised)*<br>**Cambrian explosion:** Origins of early forms of all animal groups<br>Life-forms have gradually changed to become present life-forms<br>In the last four million years significant changes have occurred in species occurring in Africa (e.g., humans) | **Mass extinctions**: There have been five, two of which are particularly important:<br>250 MYA (resulted in the extinction of about 90% of all life on earth) and 65 MYA (resulted in the extinction of many species, including the dinosaurs)<br>The rate of extinction on the earth at present is higher than at any time in the past<br>The present time has been called the sixth extinction<br>**Fossil formation** and methods of dating, e.g., radiometric dating and relative dating | **Biosphere** Concept of the biosphere<br>Inter-connectedness with and components of global ecosystem: Hydrosphere, lithosphere, atmosphere<br>**Biomes**<br>Terrestrial and aquatic biomes of southern Africa and give a general description of how climate, soil and vegetation influence the organisms found in the biomes<br>Location of the different biomes in South Africa<br>**Environment** Concept of environment to show human activities in and interactions with the natural environment Abiotic and biotic factors: Effects on the community<br>**Ecosystems**<br>The concept of ecosystem, structure and ecosystem functioning | **Abiotic factors**<br>• Physiographic factors (aspect, slope, altitude)<br>• Soil (pH, humus content, texture, water retention capacity and air content)<br>• Light (day length and seasonal changes)<br>• Temperature (effect of day/night and seasons)<br>• Water (water cycle and the importance of wetlands)<br>• Atmospheric gases<br>• Wind<br>**Biotic factors**<br>• Producers<br>• Consumers<br>• Decomposers<br>**Energy flow** through ecosystems and relationship to trophic structure (food pyramids):<br>Trophic levels: Producers, consumers (herbivores and carnivores and omnivores, decomposers) | **Cycles**<br>Flow charts of the following cycles:<br>• Nutrient<br>• Water<br>• Oxygen<br>• Carbon<br>• Nitrogen cycles<br>(Names, e.g., nitrates are required but no detail of chemistry is necessary) | Classification schemes: a way of organising biodiversity<br>Brief history of classification: Scientists attempt to classify organisms based on shared features<br>As information increases classification changes<br>One of the currently accepted classification systems is the five kingdom system: Animalia, Plantae, Fungi, Protista and Monera (Bacteria)<br>Naming things in science: Species concept and binomial system.<br>Focus on Linnaeus (Carl von Linne) and his role in classification systems: Why do we use Latin? Differences between prokaryotes and eukaryotes (link to cell structure) | Main groupings of living organisms are bacteria, protists, fungi, plants and animals<br>Diagnostic features of each of the following:<br>• Bacteria<br>• Protists<br>• Fungi<br>• Plants<br>• Animals | Consolidation and Revision |
| **PRE-KNOWLEDGE** | | | | **ECOSYSTEMS (Gr9)** | | | **BIOSPHERE TO ECOSYSTEMS (GR 10)** | | |

| **TERM 3**<br>**(46 day)** | **WEEK 1**<br>**21-24 July (4)** | **WEEK 2**<br>**27-32 July (5)** | **WEEK 3**<br>**03-07 Aug (5)** | **WEEK 4**<br>**11-14 Aug (4)** | **WEEK 5**<br>**17-21 Aug (5)** | **WEEK 6**<br>**24-28 Aug (5)** | **WEEK 7**<br>**31 Aug -04 Sept (5)** | **WEEK 8**<br>**07-11 Sept (4)** | **WEEK 9-10 14-23 Sept (8)** |
|---|---|---|---|---|---|---|---|---|---|
| **CAPS TOPICS** | **HISTORY OF LIFE ON EARTH (CAPS P 36)** | | | **BIOSPHERE TO ECOSYSTEMS (CAPS P 33)** | | | **BIODIVERSITY AND CLASSIFICATION (CAPS P 35)** | | |
| **EXAMPLES OF INFORMAL/ DAILY ACTIVITIES** | **Activity**<br>Construct a timeline showing the history of life on earth<br>The timeline should show all the key events from the emergence of the earliest life forms to the present day to emphasise the long history of life | **Activity**<br>Use a geological time scale to test the understanding of the three eras and the periods with emphasis on the Cambrian explosion | **Activity**<br>Research the "missing link" between dinosaurs and birds (Archaeopteryx)<br>Research the "link" between fish and amphibians (Coelacanth)<br>Present a verbal or written report<br>**Activity**<br>Various hypotheses have been proposed for the extinction, 65 million years ago, such as the meteorite impact theory and the volcanism (in India) theory<br>Select ONE of these hypotheses and describe the evidence scientists have gathered in support of it (Nature of science)<br>**Activity**<br>Describe fossil formation and interpretation of data based on methods of dating<br>**Activity**<br>Examine fossils at a museum or fossil site or look at photographs of fossils<br>Optional: Use plaster of Paris to construct a "fossil" | **Activity**<br>Draw a mind map to indicate the concept of the biosphere and the components of global ecosystems (spheres)<br>**Activity**<br>Use a map of Southern Africa to indicate the different terrestrial and aquatic biomes<br>**Activity**<br>Indicate the climate, soil and vegetation of each of the biomes | **Activity**<br>Use illustrations of ecosystems to identify abiotic and biotic factors<br>**Activity**<br>Develop food chains and food webs by giving different examples | **Activity**<br>Use flow charts to illustrate the 4 nutrient cycles | **Activity**<br>Principles of classification<br>Grouping everyday objects on the basis of shared similarities: A simple nested hierarchy<br>Classify a selection of familiar organisms into groups based on visible evidence<br>Use keys and identification guides | **Activity**<br>Tabulate the diagnostic features of the following kingdoms:<br>• Bacteri,<br>• Protists<br>• Fungi<br>• Plants<br>• Animals | Consolidation and Revision |
| **INVESTIGATIONS/ EXPERIMENTS** | | | | **INVESTIGATION (**Fieldwork)<br>Choose ONE ecosystem (close to the school) within a local biome for special study<br>The study must deal with abiotic and biotic factors and the interactions between them, trophic relationships in an ecosystem, record and describe seasonal changes over 2 terms: Either term 1 and 2 or term 3 and 4, biodiversity within the ecosystem using field guides and keys, positive and/or negative human impact/influence on the ecosystem<br>Different groups should investigate different factors<br>Each group must plan, collect, record and present, analyse and evaluate data | | | | | |
| **INFORMAL TESTS** | | | **Topic Test 11**<br>06 August<br>History of Life on Earth | | | **Topic Test 12**<br>27 Augustus<br>Biospheres to Ecosystems | | **Topic Test 13**<br>10 September<br>Biodiversity and Classification | |
| **SBA (FORMAL ASSESSMENT** | **TASK 5: PRACTICAL TASK: 20 August 2026 (minimum 30 marks)**<br>**TASK 6: FORMAL TEST: 17 September 2026 (minimum 50 marks)** | | | | | | | | |
| **DATE COMPLETED** + SIGNATURE | | | | | | | | | |

## ANNUAL TEACHING PLANS: LIFE SCIENCES: GRADE 10 TERM 4: 06 October to 09 December 2026

<table>
<tr><td>TERM 4<br>(47 days)</td><td>WEEK 1<br>06-09 Oct (5)</td><td>WEEK 2<br>12-16 Oct (5)</td><td>WEEK 3<br>19-23 Oct (5)</td><td>WEEK 4<br>26-30 Oct (5)</td><td colspan="2">WEEK 5-10<br>02 Nov – 09 Dec (28)</td></tr>
<tr><td>CAPS TOPICS</td><td></td><td colspan="2"></td><td></td><td colspan="2"></td></tr>
<tr><td>CORE CONCEPTS, SKILLS AND VALUES</td><td>Consolidation and Revision</td><td colspan="2">Revision paper 1 and 2</td><td></td><td colspan="2">FINAL EXAMINATION (Two papers)<br><br>PAPER 1<br>Marks: 150<br>Time: 2½ hours<br>Learners must answer all 3 questions<br>Topics and marks<br>Chemistry of life – 33<br>Cells: Basic units of life- 19<br>Cell division (mitosis) – 19<br>Plant and animal tissues – 28<br>Plant organs – 9<br>Support and transport systems: Plants – 23<br>Support systems: Animals – 19<br><br>PAPER 2<br>Marks: 150<br>Time: 2½ hours<br>Learners must answer all 3 questions<br>Topics and marks:<br>Transport systems in mammals – 32<br>Biosphere to ecosystems – 54<br>Biodiversity and classification – 21<br>History of life on earth – 43<br><br>Cognitive levels<br>Knowing science – 40%;<br>Understanding science – 25%;<br>Applying scientific knowledge – 20%;<br>Evaluating, analysing and synthesising science knowledge –15%<br>Degrees of difficulty for examination and test questions:<br>Easy – 30%<br>Moderate – 40%<br>Difficult – 25%<br>Very difficult – 5%</td></tr>
<tr><td>SBA (FORMAL ASSESSMENT)</td><td colspan="3">SBA:40%</td><td colspan="2">End-of-year examination:60%</td></tr>
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