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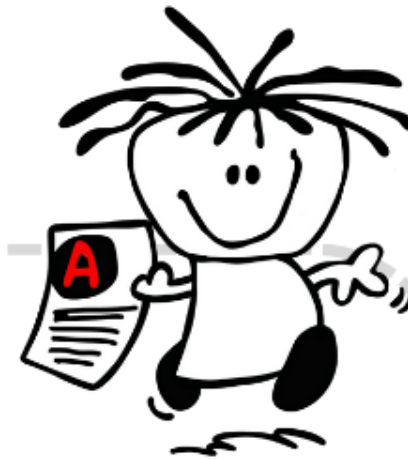
GRADE

11

Life Sciences

A **one-stop-teaching-tool** created by combining:

- the official DBE ATP
- The **Answer Series** Life Sciences Class Text & Study Guide
- **TAS** resources
- curated online resources
- shared resources from our **TAS** WhatsApp Teacher Community



2026



Keep track of your curricular progress here ↓

ACADEMIC WEEKS	CAPS TOPIC	CORE CONTENT & PAGE NUMBERS		SUGGESTED EXERCISES	POSSIBLE PRACTICAL TASKS / CONSOLIDATION	DATE CONTENT WAS COMPLETED
		Based on The Answer Series Gr 11 Life Sciences 3-in-1 Class Text & Study Guide				
WEEK 1 14 – 16 Jan	Orientation to Life Sciences 3 school days	How science works – the Scientific Method	p. iii – vii	Work through the ‘Worked Example of Scientific Investigation Question’ with learners on p. vi	Use ‘Teaching Scientific Investigations’ resources: - Summary handout of Scientific Method process - How to read and interpret a scientific investigation question - Scientific skills test and memo	
		Representing data – tables and graphs	p. viii – xii			
		Biological drawings	p. xii			
WEEK 2 – 4 19 Jan – 6 Feb	Biodiversity & Classification of Micro-organisms 15 school days PAPER 2: 29 marks	Viruses – basic structure and characteristics	p. 1.2 – 1.3	p. 1.47: Q1 – Q3		
		Bacteria – basic structure and characteristics	p. 1.4 – 1.5	p. 1.48: Q5 & Q6	Growing bacterial colonies on agar/jelly (Prac)	
		Protists – basic structure and characteristics	p. 1.5 – 1.6	p. 1.49: Q8		
		Fungi – basic structure and characteristics	p. 1.6 – 1.7	p. 1.49: Q9		Growing bread mould under different conditions (Prac)
		Role of microorganisms in maintaining balance	p. 1.7 – 1.8			
		Role of microorganisms in symbiotic relationships	p. 1.8	p. 1.48: Q7		
		Disease caused by a virus, e.g. HIV	p. 1.9 – 1.10	p. 1.48: Q4; p.1.49: Q10	Self-marking quiz on viruses and HIV here	
		Disease caused by a bacterium, e.g. TB	p. 1.10 – 12	p. 1.49: Q11	Self-marking quiz on bacteria and TB here	
		Disease caused by a protist, e.g. Malaria	p. 1.12 – 13	p. 1.49: Q12	Self-marking quiz on protists and Malaria here	
		Disease caused by a fungus, e.g. Thrush	p. 1.14	p. 1.49: Q13	Self-marking quiz on fungi and thrush here	
		Immunity: Immune response & vaccinations	p. 1.14 – 17	p. 1.50: Q14 & Q15	Self-marking quiz on immunity here	
		Medicine – antibiotics, resistance, insulin & Trad. Biotech.	p. 1.18 – 20	p. 1.50: Q16 – Q18	Revise biological terms for this topic here & on p. 1.58 Unit 1	
WEEK 5 – 7 9 – 27 Feb	Biodiversity of Plants 15 school days PAPER 2: 29 marks	Biodiversity of plants introduction	p. 1.20	p. 1.51: Q1 & Q2	- Moss microscope mount (Prac) - Self-marking quiz on Bryophyta here	
		Bryophytes: Mosses	p. 1.20 – 22			
		Pteridophytes: Ferns	p. 1.22 – 23			
		Gymnosperms: Cone-bearing plants	p. 1.24 – 26		- Fern microscope (Prac) - Self-marking quiz on Pteridophyta here	
		Angiosperms: flowering plants	p. 1.26 – 28	p. 1.51/1.52: Q3 – Q6		
		Adaptations to a successful life on land	p. 1.29	p. 1.53: Q7 – Q9		
		Asexual reproduction	p. 1.30		- Angiosperm dissection (Prac) - Self-marking quiz on Spermatophyta here	
		Sexual reproduction	p. 1.30 – 31	p. 1.53: Q1		
		Flowers as reproductive organs	p. 1.31 – 32			
		Pollination – adaptations of flowers to pollinators	p. 1.32 – 33	p. 1.53/1.54: Q2 & Q3	- Dissection of differently pollinated flowers (Prac) - Flower colour chromatography (Prac) here - Self-marking quiz on pollination here - Learn about flower traits and their importance here - Match flowers with their pollinators here	
		Importance of seeds and as a food source (not in ATP)	p. 1.34 – 35	p. 1.54: Q4 & Q5		
		Seed banks to maintain biodiversity (not in ATP)	p. 1.35	p. 1.54: Q6		Seed germination under different conditions (Prac)
				Revise biological terms for this topic here & on p. 1.59 Units 2 & 3		
WEEK 8 – 10 2 – 20 March	Biodiversity of Animals 15 school days PAPER 2: 18 marks	Body plans: symmetry	p. 1.36 – 37	p. 1.55: Q2	A daily classification game where you get 20 guesses to figure out what the mystery animal is – fun activity to teach learners about classification and different types of animals here	
		Body plans: tissue layers	p. 1.37			
		Body plans: coelom and blood system	p. 1.38	p. 1.55: Q3		
		Body plans: digestive tract	p. 1.38		Calculate surface to volume ratio (selected animals) see p. xii	
		Phylum Porifera	p. 1.39 – 40	p. 1.55: Q4		
		Phylum Cnidaria	p. 1.40 – 41	p. 1.55: Q5		
		Phylum Platyhelminthes	p. 1.41 – 42	p. 1.56: Q6	- (Prac) Factors that affect the heart rate of Daphnia (an Arthropod) - Watch the experimental video here to collect your data (you can slow the speed of the video under ‘settings’) - Examples of lab reports to edit and use: here ; here and here	
		Phylum Annelida	p. 1.42 – 43	p. 1.56: Q7		
		Phylum Arthropoda	p. 1.43 – 44	p. 1.56: Q8		
		Phylum Chordata	p. 1.44	p. 1.55: Q1; p. 1.56: Q9		
		Role of invertebrates in agriculture and ecosystems	p. 1.46 – 47	p. 1.57: Q10		
		Similarities and differences between the phyla	p. 1.45	p. 1.57: Q11	Revise biological terms for this topic here & on p. 1.58 Unit 4	
WEEK 11 23 – 27 March	Time for consolidation and revision			Formal assessments: TASK 1 – Practical (min 30) TASK 2 – Test (min 50)		



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		Based on The Answer Series Gr 11 Life Sciences 3-in-1 Class Text & Study Guide					
WEEK 1 8 – 10 Apr	Revision of structures 3 school days	Basic cell structure: chloroplast and mitochondrion (Gr 10)		NOTE Questions are suggested according to when learners will be able to do them.			
		Leaf structure and plant tissues (Gr 10)					
		Basic photosynthesis and respiration (Gr 8)			Watch this Gr 8 video for recap: ENG AFR		
WEEK 2 & 3 13 – 24 Apr	Photosynthesis 10 school days PAPER 1: 32 marks	Raw materials required for photosynthesis	p. 2.2	NOTE Not all shared resources are TAS creations – some are shared contributions from our Teacher WhatsApp group.			
		Products of photosynthesis	p. 2.2				
		Place where photosynthesis takes place	p. 2.2				
		Process of photosynthesis – light phase (no detail required)	p. 2.2 – 2.3				
		Process of photosynthesis – dark phase (no detail required)	p. 2.3		p. 2.53: Q1; p. 2.55: Q9 & Q10	Simple demonstration of photosynthesis here	
		Importance of photosynthesis	p. 2.3		p. 2.53: Q2		
		Factors that influence the rate of photosynthesis	p. 2.3 – 2.4		p. 2.53/2.54: Q3 & Q4	Photosynthesis Leaf Disc Lab – Instructions ; Video ; report (Prac)	
		Prac. investigation – production of starch (not in ATP)	p. 2.4		p. 2.54: Q5		
		Prac. investigation – need for light	p. 2.5			- Virtual Lab – Importance of light for photosynthesis (Prac)	
		Prac. investigation – need for carbon dioxide (not in ATP)	p. 2.5		p. 2.54: Q8	- Virtual Lab – Which colours of light are most important for plant growth? (Prac)	
		Prac. investigation – need for chlorophyll (not in ATP)	p. 2.6		p. 2.54: Q6 & Q7		
		Prac. investigation – production of oxygen (not in ATP)	p. 2.6			- Revise biological terms for this topic here & on p. 2.68 Unit 1 - Self-marking quiz on photosynthesis here - Self-marking quiz on photosynthesis & respiration here	
		Role of optimum light, temp. and CO ₂ in greenhouse system	p. 2.7		p. 2.55/2.56: Q11 – Q13		
WEEK 4 & 5 28 Apr – 8 May	Cellular Respiration 8 school days PAPER 1: 22 marks	Raw materials required for cellular respiration	p. 2.21				
		Products of respiration	p. 2.21				
		Place where respiration takes place	p. 2.21				
		Process of respiration – aerobic respiration	p. 2.22	p. 2.59: Q1; p. 2.60: Q3	Watch this useful video on what ATP is		
		Process of respiration – anaerobic respiration	p. 2.23	p. 2.59: Q2; p. 2.60: Q7	Case study activity – The cyanide murders		
		The role of anaerobic respiration in industry	p. 2.23 – 2.25	p. 2.60: Q4, Q6; p. 2.61: Q8	- Virtual lab on oxygen consumption in an ecosystem (Prac) & report option here		
		Comparison – aerobic vs. anaerobic respiration	p. 2.25	p. 2.60: Q5	- Another virtual lab & worksheets here (Prac)		
		Prac. investigation – need for oxygen	p. 2.26	p. 2.61: Q9	- Self-marking quiz on respiration here		
		Prac. investigation – production of carbon dioxide	p. 2.26	p. 2.61: Q10; p. 2.62: Q12	- Self-marking quiz on photosynthesis & respiration here - Revise biological terms for this topic here & on p. 2.68 Unit 3		
		Prac. investigation – anaerobic respiration (not in ATP)	p. 2.27	p. 2.61: Q11			
WEEK 6 – 8 11 – 29 May	Animal Nutrition 15 school days PAPER 1: 32 marks	Five main processes in nutrition	p. 2.8		Various activities & colouring pages on the digestive system here		
		Necessity of food	p. 2.8	p. 2.56: Q1			
		Modes of nutrition – herbivores, carnivores, omnivores	p. 2.8	p. 2.56: Q2			
		The digestive system overview	p. 2.9		Watch this useful video on the digestive system		
		Mouth and mouth cavity, pharynx and oesophagus	p. 2.9 – 2.10				
		Stomach, small intestine and colon	p. 2.10 – 2.11	p. 2.56/2.57: Q3 & Q4	See how a villus enlarges the absorptive surface area here		
		Accessory organs – tongue, teeth and glands	p. 2.11 – 2.12				
		Accessory organs – pancreas, liver and gall bladder	p. 2.12 – 2.13	p. 2.57: Q5			
		Digestion – mechanical and chemical	p. 2.13 – 2.14	p. 2.57: Q6 & Q7	- Watch this useful video on digestive enzymes - A trip through the digestive system with data sheet here (Prac)		
		Absorption – process and transport of nutrients	p. 2.14 – 2.16	p. 2.57: Q8	- Enzyme digestion simulation & report options here (Prac)		

WEEK 6 – 8 11 – 29 May	Animal Nutrition 15 school days (continued)	Assimilation and Egestion	p. 2.16			
		Homeostasis – control of blood glucose concentration	p. 2.16 – 2.18	p. 2.57: Q9		
		Balanced diet; different diets and energy in food (not in ATP)	p. 2.18	p. 2.57: Q10		
		Nutritional supplements and malnutrition (not in ATP)	p. 2.18 – 2.20	p. 2.58/2.59: Q11 – Q15	Self-marking quiz on animal nutrition here	
		Effects and dangers of alcohol and drug abuse (not in ATP)	p. 2.20	p. 2.59: Q16	Revise biological terms for this topic here & on p. 2.68 Unit 2	
WEEK 9 – 12 1 – 26 June	Time for June exams			Formal assessments: TASK 3 – Assignment (min 50) ENG & MEMO AFR & MEMO TASK 4 – June Exam (150 marks) ENG AFR MEMO		

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WEEK 1 21 – 24 Jul	Orientation 4 school days	Revise relevant body systems (Grade 9)				
		Revise relevant content from ecosystems (Grade 8)				
WEEK 2 – 4 27 Jul – 14 Aug	Gaseous exchange 14 school days PAPER 1: 32 marks	Gaseous exchange – important terms	p. 2.28		 NOTE Not all shared resources are TAS creations – some are shared contributions from our Teacher WhatsApp group.	
		Necessity of gaseous exchange	p. 2.28			
		Requirements for an effective gaseous exchange system/surface	p. 2.28	p. 2.62: Q1		
		Gaseous exchange surfaces of different organisms (not in ATP)	p. 2.29	p. 2.62: Q2		
		Role of surface area : volume ratio (not in ATP)	p. 2.30			
		Structure of the respiratory system – air passages	p. 2.31 – 2.32	p. 2.63: Q4	A nice introductory/overview video of the content here	
		Structure of the respiratory system – lungs	p. 2.32 – 2.33			
		Structure of the respiratory system – respiratory muscles	p. 2.33 – 2.34	p. 2.63: Q3		
		Ventilation of the lungs – inhalation and exhalation	p. 2.34	p. 2.63: Q5 & Q6.1	Demonstration of breathing movements p. 2.34 (Prac)	
		Gaseous exchange – in the alveoli	p. 2.35 – 2.36		- Gaseous exchange (Prac): ENG & MEMO AFR & MEMO - Gaseous exchange & respiration (Prac): ENG & MEMO AFR & MEMO	
		Gaseous exchange – in the tissues	p. 2.36			
		Transport of gases in the blood	p. 2.36	p. 2.64: Q8 & Q9		
		Composition of inhaled air vs exhaled air	p. 2.37	p. 2.64: Q10		
		Effects of exercise on the heart rate and depth of breathing – control centres of breathing and heart rate, lung capacity	p. 2.37 – 2.38	p. 2.64: Q 7	- Measurement of depth of breathing before and after exercise p. 2.38 (Prac) - Investigate the factors that affect lung capacity (Prac) here	
		Homeostatic control of breathing	p. 2.39	p. 2.64: Q11		
		Effect of altitude on gaseous exchange (not in ATP)	p. 2.39 – 2.40	p. 2.65: Q12		
		Diseases and abnormalities (not in ATP)	p. 2.40 – 2.41	p. 2.63: Q6.2 & 6.3; p. 2.65: Q13	- Revision questions: ENG & MEMO - Revise biological terms for this topic here & on p. 2.69 Unit 4	
WEEK 5 & 6 17 – 28 Aug	Excretion 10 school days PAPER 1: 32 marks	Excretion introduction	p. 2.42	NOTE Questions are suggested according to when learners will be able to do them.		
		Excretion in humans – different excretory organs	p. 2.42			
		Structure of the urinary system	p. 2.43			
		Structure of the kidney - external	p. 2.43 – 2.44			
		Structure of the kidney - internal	p. 2.44 – 2.45			
		Blood supply of the kidney	p. 2.46		Kidney dissection and function (Prac): ENG & MEMO AFR & MEMO	
		Functioning of the kidney – glomerular filtration	p. 2.46 – 2.47			
		Functioning of the kidney – tubular reabsorption	p. 2.47 – 2.48			
		Functioning of the kidney – tubular excretion	p. 2.49	p. 2.65: Q2; p. 2.66: Q4 & Q5	Useful videos on how the kidney works here and here	
		Homeostatic control – regulation of pH	p. 2.49			
		Homeostatic control – regulation of salt concentration of blood	p. 2.50			
		Homeostatic control – osmoregulation	p. 2.50 – 2.51	p. 2.66: Q3; p. 2.67: Q6		
		Functions of the kidney	p. 2.51	p. 2.65: Q1	- One pager summary: ENG AFR - Revision questions: ENG & MEMO	
		Diseases that affect kidney functioning (not in ATP)	p. 2.51 – 2.52	p. 2.67: Q7	- Revise biological terms for this topic here & on p. 2.69 Unit 5	

WEEK 7 – 9 31 Aug – 18 Sept	Population Ecology 15 school days PAPER 2: 37 marks	Population ecology – important terms	p. 3.2	p. 3.63: Q1		
		Population size – parameters	p. 3.2	p. 3.63: Q2		
		Determining population size – direct techniques	p. 3.3			
		Determining population size – indirect techniques	p. 3.3 – 3.4	p. 3.63/3.64: Q3 & Q4	Determine population size activities here and here (Prac)	
		Population growth forms – geometric growth form	p. 3.5			
		Population growth forms – logistic growth form	p. 3.6			
		Regulation of population size	p. 3.6 – 3.8	p. 3.64/3.65: Q5 – Q7		
		Interaction in the environment – recap Grade 10	p. 3.8			
		Interaction in the environment – predation	p. 3.9 – 3.10	p. 3.67: Q14		
		Interaction in the environment – competition	p. 3.10 – 3.13	p. 3.65: Q8 p. 3.66/3.67: Q12 & Q13 p. 3.69: Q17 – Q19	- Simulate competition here ; worksheets here (Prac) - Simulate population dynamics here ; worksheet here (Prac) - Competition and carrying capacity (Prac): ENG & MEMO AFR & MEMO (the virtual prac on which this practical is based can be accessed here)	
		Interaction in the environment – mutualism	p. 3.13			
		Interaction in the environment – commensalism	p. 3.14	p. 3.68: Q15 & Q16		
		Interaction in the environment – parasitism	p. 3.14 – 3.16	p. 3.66: Q11; p. 3.70: Q20 & Q21	Symbiosis graph analysis worksheet activity here (Prac)	
		Social organisation – herds/swarms, packs and sharing of tasks (not in ATP)	p. 3.16 – 3.17	p. 3.66: Q9 & Q10; p. 3.71: Q22		
		Community changes over time – ecological succession (not in ATP)	p. 3.17 – 3.18	p. 3.71: Q23 – Q26		
WEEK 10 21 – 23 Sept	Time for consolidation and revision	Human population – population growth	p. 3.19 – 3.20	p. 3.72: Q27	Interactive population growth and human impact explorer here	
		Human population – age and gender distribution	p. 3.20 – 3.23	p. 3.72: Q28; p. 3.73: Q30 & Q31	Useful video on population pyramids here	
		Human population growth in South Africa	p. 3.23 – 3.24	p. 3.72: Q29	Revise biological terms for this topic on p. 3.85 Unit 1	
		Formal assessments: TASK 5 – Practical (min 30) TASK 6 – Test (min 50)				

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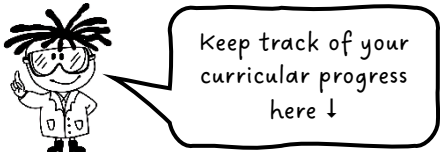
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			Based on The Answer Series Gr 11 Life Sciences 3-in-1 Class Text & Study Guide																											
WEEK 1 – 4 * 6 – 30 Oct	Human impact on the environment <i>19 school days</i> PAPER 2: 37 marks <i>*Suggested change to ATP: 4 weeks for Human Impact instead of 3.</i>	Atmosphere	The greenhouse effect – what is it?	p. 3.24 – 3.25																										
			Greenhouse gases; the enhanced greenhouse effect; carbon dioxide and methane emissions	p. 3.25 – 3.27	p. 3.74: Q1 & Q2	Here is a mind map on actions against climate change																								
			Carbon footprint	p. 3.28 – 3.29	p. 3.74: Q3	Use the insightful infographic found here to explain ‘carbon footprint’ using Santa Clause as example																								
			Global warming – causes and effects	p. 3.29 – 3.31	p. 3.75: Q4	- Here and here are mind maps related to global warming - See what SA would look like if all the ice melted here																								
			Desertification – causes and effects	p. 3.31 – 3.32	p. 3.75: Q5, Q7 & Q8																									
			Deforestation – causes and effects	p. 3.32 – 3.34	p. 3.75: Q6	Use this interactive simulation to teach the N ₂ cycle																								
			Ozone depletion – causes and effects	p. 3.34 – 3.35	p. 3.76: Q9																									
		Water	Water availability – construction of dams; destruction of wetlands; poor farming practices; droughts and floods; exotic/alien plantations; boreholes and their effect on aquifers	p. 3.35 – 3.40	p. 3.76 – 3.77: Q10 – Q14	Watch this useful video on aquifers and boreholes																								
			Wastage of water and cost of water	p. 3.40 – 3.41																										
		Food	Water quality – for domestic, industrial and agricultural use; effects of mining; need for purification and recycling; impacts of alien invasive plants	p. 3.41 – 3.44	p. 3.77 – 3.79: Q15 – Q18	- Download & play this enlightening slideshow on water - Watch this useful video to explain eutrophication																								
			Factors influencing food security – human exponential growth; droughts and floods; poor farming practices; invasive alien plants; loss of wild varieties; GMOs; wastage of food	p. 3.45 – 3.49	p. 3.79: Q19	Watch ‘ What if the world became vegan? ’																								
		Biodiversity	Loss of biodiversity – importance of maintaining biodiversity	p. 3.49 – 3.50		NOTE Not all shared resources are TAS creations – some are shared contributions from our Teacher WhatsApp group. 																								
			Threats to biodiversity	p. 3.50																										
			Habitat destruction – poor farming practices; golf estates; mining; urbanisation; deforestation; destruction of wetlands and grasslands	p. 3.51 – 3.53	p. 3.79/3.80: Q20 – Q23																									
			Poaching	p. 3.53 – 3.54	p. 3.80 – 3.82: Q24 – Q27																									
			Alien plant invasion	p. 3.54	p. 3.82: Q28																									
		Solid waste	Indigenous knowledge systems and sustainable use of the environment	p. 3.54 – 3.58	p. 3.82/3.83: Q29 & Q30	TAS Case study worksheet: ENG & MEMO AFR & MEMO																								
			Solid waste disposal – management and rehabilitation of dump sites	p. 3.59 – 3.60	p. 3.83: Q31																									
			The need for recycling	p. 3.60 – 3.61	p. 3.83/3.84: Q32 & Q33	- Revise biological terms for this topic on p. 3.85 Unit 2																								
			Using methane from dump sites for domestic use	p. 3.61	p. 3.84: Q34	- Revision exercises: ENG & MEMO AFR & MEMO																								
			Safe disposal of nuclear waste	p. 3.62	p. 3.84: Q35	- Revision/note RELAB booklets: ENG AFR																								
WEEK 5 – 11 2 Nov – 9 Dec	Final Exams	<table><tr><th>TASK 7: November Exam Paper 1</th><th>150 marks; 2 ½ hours</th></tr><tr><td>Photosynthesis</td><td>32 marks</td></tr><tr><td>Animal nutrition</td><td>32 marks</td></tr><tr><td>Respiration</td><td>22 marks</td></tr><tr><td>Gaseous exchange</td><td>32 marks</td></tr><tr><td>Excretion</td><td>32 marks</td></tr></table>  <table><tr><th>TASK 8: November Exam Paper 2</th><th>150 marks; 2 ½ hours</th></tr><tr><td>Biodiversity & classification of microorganisms</td><td>29 marks</td></tr><tr><td>Biodiversity in plants</td><td>29 marks</td></tr><tr><td>Biodiversity in animals</td><td>18 marks</td></tr><tr><td>Population ecology</td><td>37 marks</td></tr><tr><td>Human impact on the environment</td><td>37 marks</td></tr></table>					TASK 7: November Exam Paper 1	150 marks; 2 ½ hours	Photosynthesis	32 marks	Animal nutrition	32 marks	Respiration	22 marks	Gaseous exchange	32 marks	Excretion	32 marks	TASK 8: November Exam Paper 2	150 marks; 2 ½ hours	Biodiversity & classification of microorganisms	29 marks	Biodiversity in plants	29 marks	Biodiversity in animals	18 marks	Population ecology	37 marks	Human impact on the environment	37 marks
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