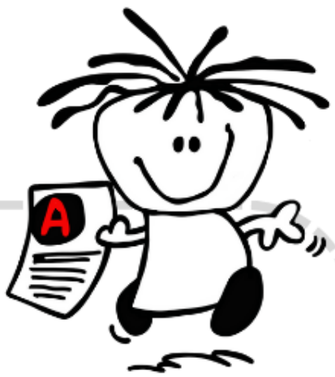
THE ANSWER SERIES

ATP & LESSON PLANNER

CONTENT, TRACKER & RESOURCES

GRADE 11

Life Sciences



2026

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

- the official DBE ATP
- **T**he **A**nswer **S**eries Life Sciences Class Text & Study Guide
- **TAS** resources
- curated online resources
- shared resources from our **TAS** WhatsApp Teacher Community

2026 TERM 1 LIFE SCIENCES ATP & LESSON PLANNER THE ANSWER SERIES

GR 11

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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* Watch the webinar	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		- Fern microscope (Prac) - Self-marking quiz on Pteridophyta here	
		Gymnosperms: Cone-bearing plants	p. 1.24 – 26			
		Angiosperms: flowering plants	p. 1.26 – 28	p. 1.51/1.52: Q3 – Q6	- Angiosperm dissection (Prac) - Self-marking quiz on Spermatophyta here	
		Adaptations to a successful life on land	p. 1.29	p. 1.53: Q7 – Q9		
		Asexual reproduction	p. 1.30		- 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	
		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		
		Importance of seeds and as a food source (not in ATP)	p. 1.34 – 35	p. 1.54: Q4 & Q5	Seed germination under different conditions (Prac)	
		Seed banks to maintain biodiversity (not in ATP)	p. 1.35	p. 1.54: Q6	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		
		Phylum Annelida	p. 1.42 – 43	p. 1.56: Q7	- (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 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)**	

NOTE
Questions are suggested according to when learners will be able to do them.

NOTE
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Resources for creating effective tests | Resources for FET Cognitive Analysis | Other Gr 11 Resources

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ACADEMIC WEEKS	CAPS TOPIC	CORE CONTENT & PAGE NUMBERS *Based on The Answer Series Gr 11 Life Sciences 3-in-1 Class Text & Study Guide*		SUGGESTED EXERCISES	POSSIBLE PRACTICAL TASKS / CONSOLIDATION	DATE CONTENT WAS COMPLETED
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) - Virtual Lab – Which colours of light are most important for plant growth? (Prac)	
		Prac. investigation – need for carbon dioxide (not in ATP)	p. 2.5	p. 2.54: Q8		
		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		
		Comparison – aerobic vs. anaerobic respiration	p. 2.25	p. 2.60: Q5	- Virtual lab on oxygen consumption in an ecosystem (Prac) & report option here - Another virtual lab & worksheets here (Prac) - Self-marking quiz on respiration here - Self-marking quiz on photosynthesis & respiration here - Revise biological terms for this topic here & on p. 2.68 **Unit 3**	
		Prac. investigation – need for oxygen	p. 2.26	p. 2.61: Q9		
		Prac. investigation – production of carbon dioxide	p. 2.26	p. 2.61: Q10; p. 2.62: Q12		
		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) - Enzyme digestion simulation & report options here (Prac)	
		Absorption – process and transport of nutrients	p. 2.14 – 2.16	p. 2.57: Q8		

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**	

Resources for creating effective tests | **Resources for FET Cognitive Analysis** | **Other Gr 11 Resources**

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GR 11

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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			
		Necessity of gaseous exchange	p. 2.28			
		Requirements for an effective gaseous exchange system/surface	p. 2.28	p. 2.62: Q1	NOTE: *Not all shared resources are TAS creations – some are shared contributions from our Teacher WhatsApp group.*	
		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			
		Excretion in humans – different excretory organs	p. 2.42	NOTE: *Questions are suggested according to when learners will be able to do them.*		
		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 - Revise biological terms for this topic here & on p. 2.69 **Unit 5**	
		Diseases that affect kidney functioning (not in ATP)	p. 2.51 – 2.52	p. 2.67: Q7		

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		
		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**	
WEEK 10 *21 – 23 Sept*	**Time for consolidation and revision**				**Formal assessments: TASK 5 – Practical (min 30)** **TASK 6 – Test (min 50)**	

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WEEK 1 – 4 * *6 – 30 Oct*	**Human impact on the environment** *19 school days* PAPER 2: 37 marks	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 - Watch this useful video on deforestation	
			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			
			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	
		Food	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			
			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		
			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	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** - Revision exercises: ENG & MEMO | AFR & MEMO - Revision/note RELAB booklets: ENG | AFR	
			Using methane from dump sites for domestic use	p. 3.61	p. 3.84: Q34		
			Safe disposal of nuclear waste	p. 3.62	p. 3.84: Q35		

*Suggested change to ATP: 4 weeks for Human Impact instead of 3.

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WEEK 5 – 11 *2 Nov – 9 Dec*

Final Exams

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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