



### Kwartaal 2: Les 3

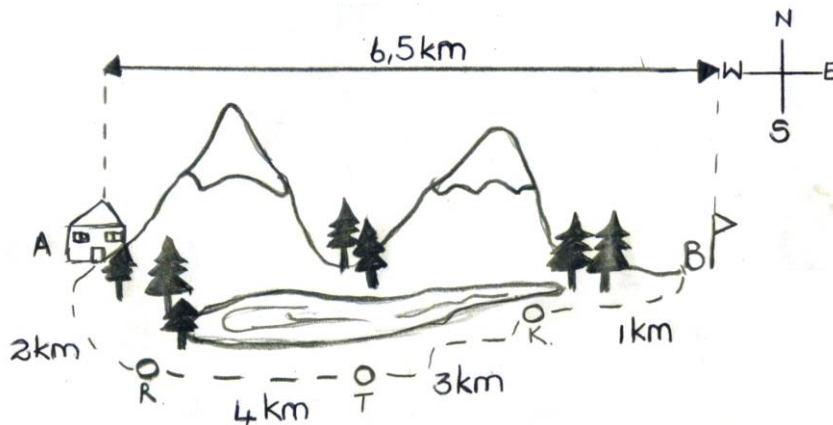
## 6. AFSTAND EN VERPLASING

**Afstand** is die bekende afstand soos ons dit elke dag meet met 'n voertuis se afstandmeter.

**Verplasing** is daarenteen die reguitlyn-afstand tussen twee punte ongeag die roete wat gevolg is, soos ons dit vind op die padkaart.

**Voorbeeld:** Die roete vanaf A na B loop padlangs vanaf A na R, T, K tot by B:

Afstand:  $2\text{km} + 4\text{km} + 3\text{km} + 1\text{km} = 10\text{km}$



Die verplasing van A na B is slegs 6,5km

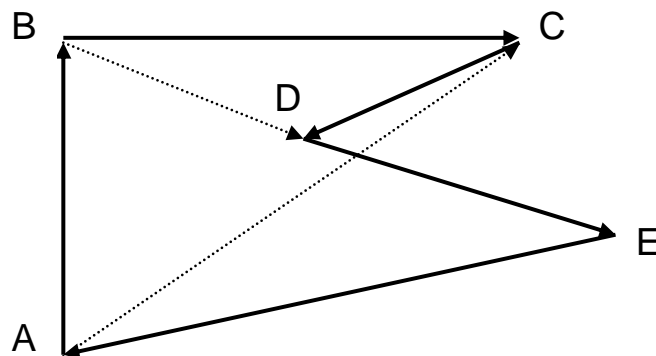


Term / Kwartaal 2: Lesson / Les 3

WORKSHEET / WERKKAART 6.1:

Name/Naam: \_\_\_\_\_

Study Figure 1 and then answer the questions. **Bestudeer Figuur 1 en beantwoord dan die vrae noukeurig**



Key:	
AB	= 6km
BC	= 9km
CD	= 3km
DE	= 4km
AE	= 12km
BE	= 7km
AC	= 11km

Figure / Figuur 1

1. Calculate the distance between point A and E if you follow the route. **Bereken die afstand tussen punt A en E as jy die hele roete volg.** (3)
2. Calculate the displacement between A and C. **Bereken die verplasing tussen A en C.** (1)
3. What is the displacement if you travel from A all around the route right back to A again? **Wat is die verplasing as jy beweeg vanaf A reg rondom die roete terug na A toe?** (1)
4. What is the distance between B and D via C? **Wat is die afstand tussen B en D via C?** (2)
5. What is the displacement between B and D? **Wat is die verplasing tussen B en D?** (1)
6. Draw a diagram with the following vectors and then answer the questions. **Teken 'n diagram met die volgende vektore en beantwoord dan die vrae.**

**Scale / skaal 1cm = 2m**

- |                         |                      |
|-------------------------|----------------------|
| ▪ A = 20m North / Noord | ▪ B = 15m East / Oos |
| ▪ C = 4m South / Suid   | ▪ D = 10m East / Oos |
| ▪ E = 6m South / Suid   | ▪ F = 12 West / Wes  |
- (6)

- a. Calculate the distance between A and F. **Bereken die afstand tussen A en F.** (3)
- b. Calculate the displacement between A and F. **Bereken die verplasing tussen A en F.** (4)
- c. What is the displacement between B and E? **Wat is die verplasing tussen B en E?** (4)

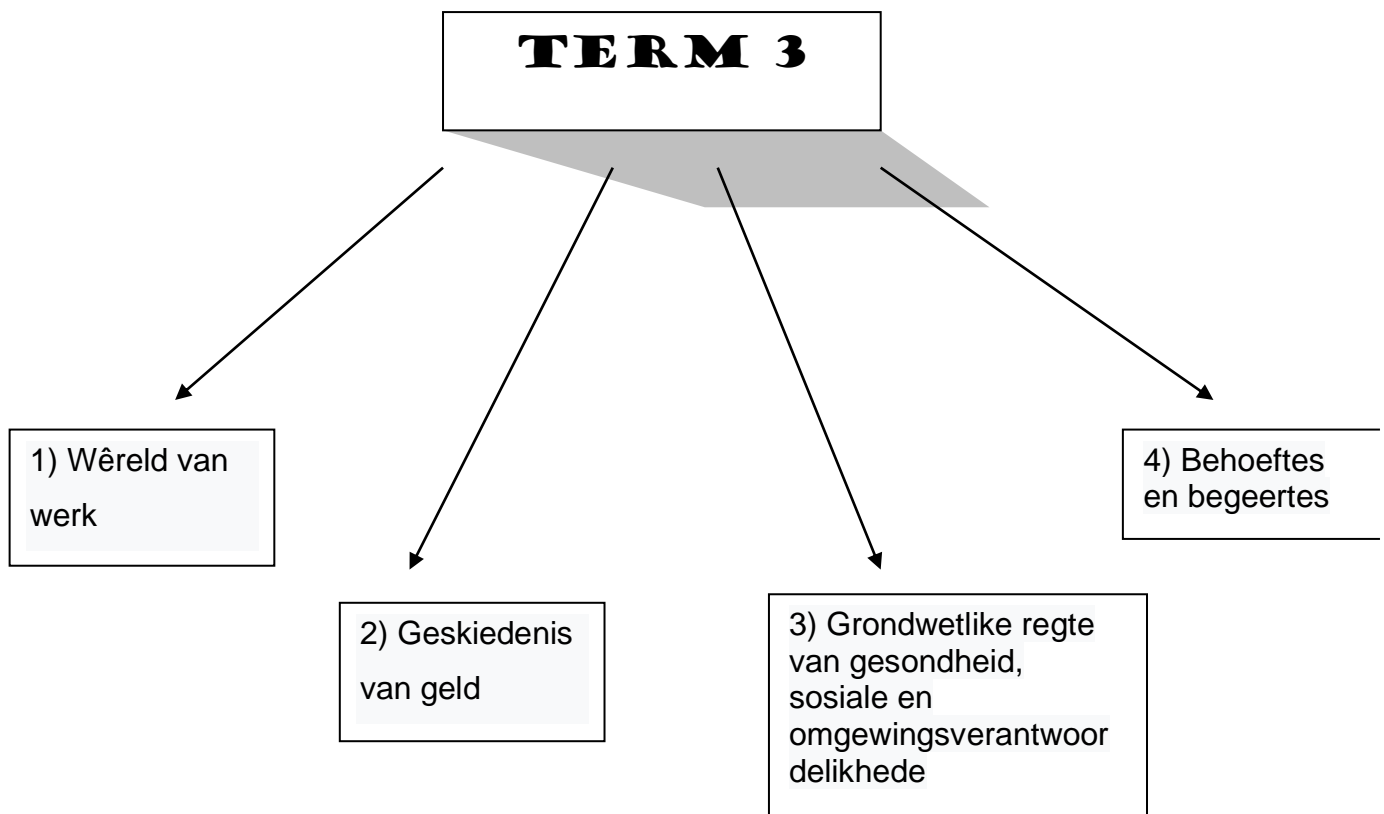
**Total/Totaal: 25**



## *Kwartaal 3: my vordering*

In hierdie kwartaal fokus ons op vier onderwerpe:

- 1) Wêreld van werk
- 2) Geskiedenis van geld
- 3) Grondwetlike regte van gesondheid, sosiale en omgewingsverantwoordelikhede
- 4) Behoeftes en begeertes



Datum: \_\_\_\_\_ Opskrif: Wêreld van werk

Wêreld van werk: (loopbaankategorieë en die rol van werk)

### Inleiding:



- Daar is soveel verskillende soorte werk- en loopbaankeuses beskikbaar, daarom kan dit help om dit in verskillende kategorieë te verdeel.
- Die verskillende kategorieë werk sal verskillende mense aantrek, en elke kategorie benodig verskillende vaardighede.
- Dit is belangrik om daarop te let dat die meeste mense geskik is vir meer as een soort loopbaankategorie.

### **1) Daar is ses soorte loopbaankategorieë:**

1. Onderzoekende loopbane
2. Ondernemende loopbane
3. Realistiese loopbane
4. Artistieke loopbane
5. Konvensionele loopbane
6. Maatskaplike loopbane

## 1.1 Onderzoekende loopbane:



- Mense wat belangstel in hoe dinge werk en hoekom.
- Voorbeeld: dokter en elektrisiën.
- 'n Dokter is geïnteresseerd in die rede waarom mense siek is of 'n elektrisiën belangstel in die oplos van elektriese foute.
- Hierdie mense hou daarvan om probleme uit te werk, inligting te versamel om besluite te neem en hou daarvan om oplossings te vind.



## 1.2 Ondernemende loopbane:

- Mense wat energiek, kreatief, innoverend, doelgerig en gemaklik is om risiko's te neem.
- Voorbeeld-ondernemers: Hierdie mense wil graag hul eie onderneming of verkoopsverteenvoerders begin.
- Hulle geniet dit om nuwe dinge te doen, soek geleenthede, is optimisties en dink strategies en neem inisiatief. Hulle kan uitdagende situasies hanteer.

### **1.3 Realistiese loopbane:**



- Mense wat eenvoudig en prakties is.
- Hou daarvan om met hul hande of masjiene te werk.
- Voorbeeld: bloemis, meubelmaker of rekenaartegnikus.
- Gemaklike werk vanself, geniet praktiese werk, is stelselmatig en is goed om dinge reg te maak of te maak.



### **1.4 Artistieke loopbane:**

- Mense wat kreatief en verbeeldingryk is.
- Stel belang in kreatiewe vakke op skool.
- Voorbeeld: argitektuur, fotografie en joernalistiek.
- Hierdie mense spreek hulself goed uit en is passievol oor alles wat hulle doen.
- Ontdek nuwe interessante idees en konsepte.





### **1.5 Konvensionele loopbane:**

- Stel mense belang wat hou van orde, voorspelbaarheid en roetine.
- Hulle hou van gedetailleerde werk, byvoorbeeld: rekenmeesters, rekenaarprogrammeers en laboratoriumtegnici.
- Hierdie mense is georganiseer, netjies en doeltreffend.

### **1.6 Maatskaplike loopbane:**



- Hou daarvan om met ander mense of in spanne te werk.
- Help ander, byvoorbeeld: skoolsielkundige, verpleegster of onderwyser.
- Goeie span spelers, goed om te deel.
- Stel 'n opregte belangstelling in mense om mense te verstaan en te help.

**Aktiwiteit:**

1. Hoeveel loopbaansoorte is daar?

\_\_\_\_\_ (1)

1. Lys die verskillende loopbaansoorte wat mens kry hier onder.

1) \_\_\_\_\_

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2) \_\_\_\_\_

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3) \_\_\_\_\_

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4) \_\_\_\_\_

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5) \_\_\_\_\_

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6) \_\_\_\_\_ (6)

2. Skryf 'n kort paragraaf waarin jy verduidelik watter beroepstipe jy ondergaan en waarom jy so dink.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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(5)

[12]



## Hoofstuk 6 A

Datum: \_\_\_\_\_ Opskrif: \_\_\_\_\_

1. “Sorry, T.J. wassit?” vra ek.

“Ek vra wat het jy die heelyd met jouself aangevang hier alleen in die koshuis?”

“Beauty sleep,” lieg ek. Ek kan tog nie vertel van die email wat ek gestuur het nie. Of van die hacking-boeke wat ek lê en lees het nie.

2. “Sorry, dit het nie gehelp nie, ou Greg,” grinnik Plank.

“Jy’s nog moer lelik, my ou.”

“Dis nie wat Nicole sê as sy in my arms lê nie.”

“Sy lieg vir jou. Vat dit nou van ’n buddy. Girls sal enigiets sê, solank hulle kry wat hulle wil hê.”

“Hei, dit rym!” lag T.J.

“I’m a poet and I don’t even know it!”

3. Ek hoor nie wat T.J.-hulle verder sê nie, want my gedagtes dwaal na die motor wat ek sien aankom het skool toe. As dit iemand van die media was, braai hulle seker teen dié tyd al vir Dok Pienaar. Ek wonder of daardie blink kop van hom sal sweet as die vrae begin kom.

4. Later daardie aand bel Nicole. Dis Saterdag. Sy en haar pelle is op pad uit, sê sy. Ek wonder daaroor. Oor hierdie pelling. Is daar ouens wat saamgaan, of is dit net ...

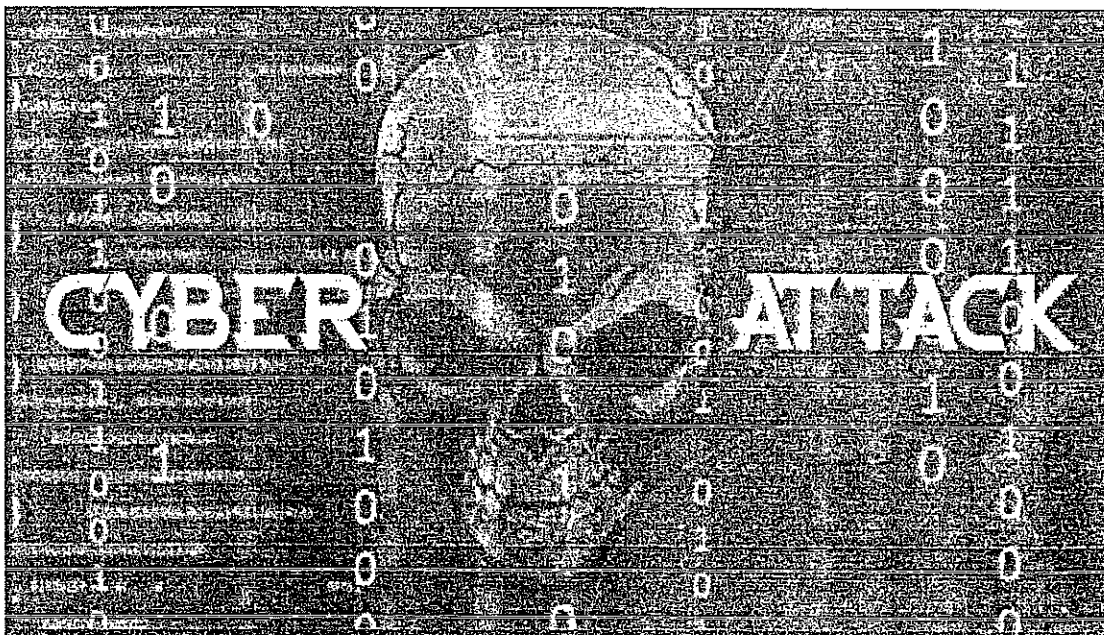
Toe moet ek Nicole se oproep skielik kortknip.

“Greg?” vra sy. “Wat is dit? Ek wou jou nog ...”

“Sorry, Nicole. Ek bel jou later. Ek moet nou gaan.”

5. Flikkerend deur die donker bome langs die rylaan, kom die blou ligte. 'n Polisiemotor.

Verligting en intense spanning kom kruip gelyk in my lyf. So, die nuus is uit. Die skool het die polisie gekontak. Dan was daardie eerste motor seker van die koerant. En dan



6. hét hulle seker vir Lawson Kollege op 'n manier geen ander keuse gelos as om die polisie se hulp in te roep nie.

Dok Pienaar is seker nou hoogs beduiweld.

Ek gaan sit op die rand van my bed en wag.

Die polisie sal binnekort hier in die gang afstap, weet ek.

7. Maar my gut feeling sê hulle gaan nou eers 'n draai by Dok Pienaar maak. Dalk gesels hulle eers in sy kantoor. Hy sal hulle seker koffie aanbied, dan moontlik 'n omkoopgeskenk om dinge stil te laat gebeur. Om alles vinnig klaar te kry dat die skool se kosbare beeld tog net nie skade ly nie.

Maar dis net wat ek dink, ek kan nie regtig weet nie.

8. Maar dis net wat ek dink, ek kan nie regtig weet nie.

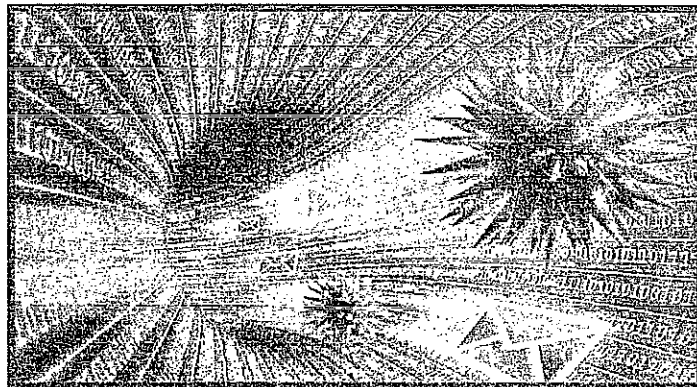
Wag, wag, wag.

My sel lui. Dis Nicole.

“Jy't gesê jy gaan my terugbel, Greg.”

“Skies, ja.”

“Nou hoekom het jy nie? Ek het ook 'n lewe, weet jy?”



Hoofstuk 6 A

Beantwoord die volgende vrae gebaseer op Hoofstuk 6 A.

1. Hoekom jok Greg vir TJ in paragraaf 1 (reël 2-6) oor waarmee hy heeldag alleen in die koshuis besig was?

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(2)

2. Wie is "Nicole" waarvan Greg in paragraaf 2 reël 3 praat?

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(1)

3. Verduidelik in jou eie woorde wat die Engelse gesegde "I'm a poet and I don't even know it beten" in reël 7 van paragraaf 2.

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(1)

4. Hoekom hoor Greg nie wat TJ-hulle vir hom sê in paragraaf 3 nie?

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(2)

5. Hoe kan die leser in paragraaf 4 reël 2-3 aflei dat Greg 'n baie jaloerse tipe mens is?

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(1)

6. Waarom voel Greg "intense spanning en verligting gelyk" in paragraaf 5 reël 3?

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(2)

7. Wie is "Dok Pienaar" waarvan Greg in paragraaf 6 en 7 praat?

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(1)

8. Verduidelik in jou eie woorde wat 'n "gut feeling" ( reël 1 paragraaf 7) is.

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(1)

9. Hoe voorspel Greg (paragraaf 7 reël 2-4) gaan Dok Pienaar reageer as die polisie in sy kantoor is?

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(2)

10. Waarom dink Greg sal Dok Pienaar so gasvry wees met die polisie (paragraaf 7 reël 4-5)?

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(2)

11. Waarom is Nicole kwaad vir Greg ( paragraaf 8 reël 3-6)?

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(1)

[16]



Name: \_\_\_\_\_

SL 4: \_\_\_\_\_

# My progress

	My mark	Total
Listening and speaking: How to choose a career pg. 4		21
Reading and viewing: Explain a graph pg. 6		20
Language: Pronouns pg. 12		46
Writing: Describe Matthew's job pg. 14		14
Writing: Write about a job you like pg. 16		30
Reading and viewing: Read a report pg. 19		14
Writing: A CV pg. 24		30
Reading and viewing: Study an advertisement pg. 26		22



# DIE ANKERSKOOL / SCHOOL



GAUTENG PROVINCE  
EDUCATION  
REPUBLIC OF SOUTH AFRICA



**Theme: Choose a career and apply for a job Listening and speaking**

Date: \_\_\_\_\_ Heading: \_\_\_\_\_

## **How to choose a career . . . . it starts with you!**

Living in the twenty-first century means that there are many more careers to choose from than there were in the past. When choosing a career, a person needs to have certain information and skills to help them make good career choices.

### **What will you need to succeed?**

Firstly, you need to have self-knowledge. Unless you know who you are, you cannot plan who you could become. You need to know your values and beliefs, interest, abilities and skills, as well as aspects of your personality and how you relate to other people.

You also need to have certain self-skills, such as planning, setting goals, making decisions and taking action. To do the things you want to do you will also need to know a bit about the career opportunities that are available.

It is also important to have career skills, such as choosing subjects and/ or courses, learning skills, writing a CV, applying for a position and interview skills to enable you to enter the world of work and which can be used in the marketplace.

### **What's your story?**

Your life story, made up of a number of positive and negative experiences, is a rich source of information about you.

Some of the patterns may identify from your life story are:

- I enjoy working with other people
- I am good at solving problems
- I like to get my own way

2.

- I don't like conflict with other people, etc.

**What are your values and beliefs?**

All of us have basic values and beliefs – about the world, ourselves and other people. Our values and beliefs could be described as our most important personal qualities. What values would be most important for your career choice?

**What are your natural talents?**

A talent can be described as a person's natural ability to learn certain skills. If you can identify what it is that you do most easily, then you can use this knowledge to help you choose a particular career field.

**What are your interests?**

Along with knowledge of your values and beliefs and talents, you will also need to have knowledge of your interests, they will also influence your career direction.

**How are your interests related to your skills?**

Our ability to learn and become good at certain skills often influences our choice of career. Similarly, we often choose careers in fields which we are interested. Often, we become more easily skilled in things we find interesting.

**What's your personality?**

Even though we all are alike because we are all human beings we each have our own unique personality. When considering our career choices we should think about how our personality type will suit the career we are thinking of entering

**Answer these questions after reading and discussing the above article.**

1. This article tells readers how to \_\_\_\_\_.

3 words.

(3)

3.

2. What type of people does the article aim to inform?

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(2)

3. In paragraph 1 the writer suggests that living in South Africa in the twenty-first century is an advantage to those wanting to make a career choice. What is the reason for this?

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(3)

4. According to the article in order to be able to choose the right career you need to have self-\_\_\_\_\_ and self-\_\_\_\_\_. Refer to paragraph 2 and 3 and complete the words. (2)

5. List three self-skills that people need to put what they know about themselves into action.

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(3)

6. Choose any 3 career skills mentioned in the article.

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(3)

4.

7. What according to the article, is the definition of "natural talent"?

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(2)

8. "Often, we become easily skilled in things we find interesting." Do you agree or disagree with this statement. Give a reason for your answer.

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(3) [21]

### Reading and viewing

Date: \_\_\_\_\_ Heading: \_\_\_\_\_

### Explain a graph

#### Bar graphs

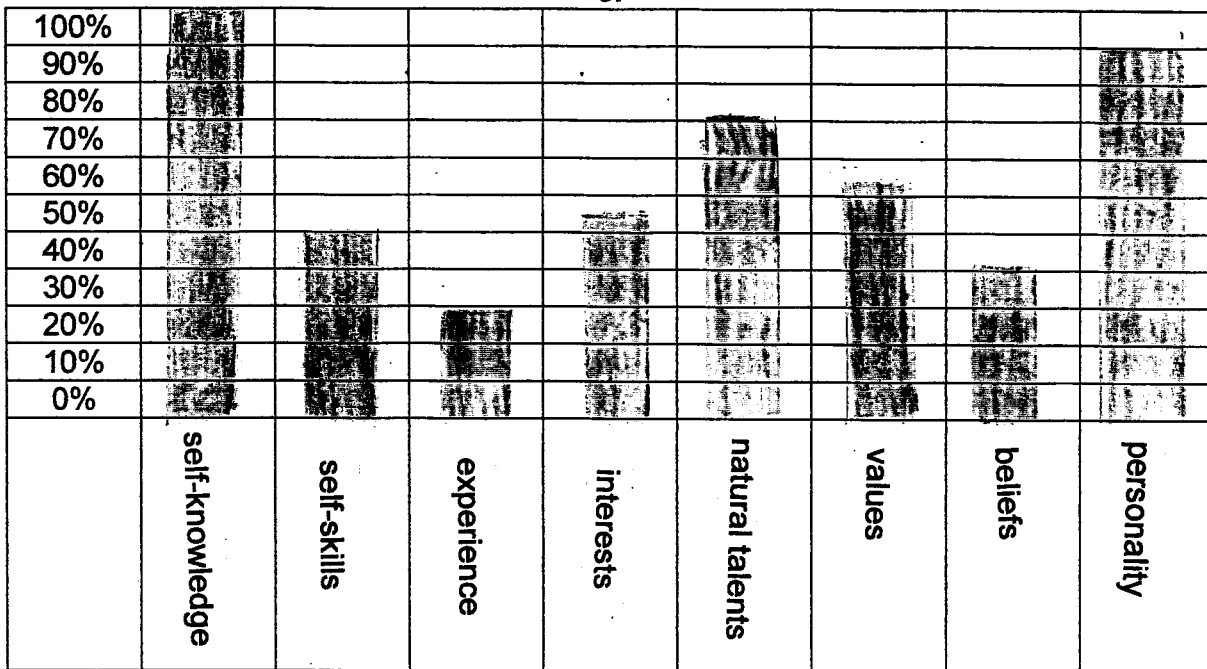
**Format:** Bar graphs consist of horizontal and vertical bars that represent statistical information or figures.

**Purpose:** Bar graphs make it easy to **compare** things that are measured. Graphs give us information in a picture, not words.

The graph below tells us how important each aspect of ourselves is when we choose a career.

There are eight aspects that you need to think about. Read what they are on the horizontal axis.

5.



Study the above graph then answer the questions

1. Which aspect of choosing a career is the most important? \_\_\_\_\_ (1)
2. Which aspect of choosing a career is the least important? \_\_\_\_\_ (1)
3. What percentage is given for natural talent? \_\_\_\_\_ (1)
4. Which aspect is worth 45%? \_\_\_\_\_ (1)

**Transfer information**

Now that you have discussed the information in the graph, transfer the information into a table. Use the table supplied for you.


1. In column 1 fill in the aspects of choosing a career in the order of importance from most to least important. (8)
2. In column 2 fill in the percentage measuring the importance of each aspect shown in the bar graph. (8)
3. In column 3 fill in what **YOU THINK** should be the percentage measuring the level of importance of each aspect of choosing a career.

6.

Aspect	Level of importance on graph (%)	My level of importance (%)
Example: Self knowledge	100 %	50 %

(16) [20]

Why fit in  
when you  
were  
born  
to  
stand out?



8.

Reflexive pronouns	1 <sup>st</sup> person	2 <sup>nd</sup> person	3 <sup>rd</sup> person
Singular	myself	yourself	himself (male) herself (female) itself (neuter)
Plural	ourselves	Yourselves	themselves

### Possessive pronouns

Possessive pronouns show who something belongs to.

Example: My aunt's house is bigger than ours.

Possessive pronouns	1 <sup>st</sup> person	2 <sup>nd</sup> person	3 <sup>rd</sup> person
Singular	mine	Yours	his hers its
Plural	ours	Yours	theirs

Complete the following worksheet.

A. Replace the underlined words with the appropriate pronouns in the box. Use capital letters when necessary.

he                      she                      it                      they

1. The man went shopping and bought some books. \_\_\_\_\_ were history books.
2. My sister is studying at the library because my sister \_\_\_\_\_ has an exam tomorrow.
3. Jack lives in a city, but Jack \_\_\_\_\_ likes to go camping every summer.
4. I put cookies on the table, but now the cookies \_\_\_\_\_ aren't there.
5. The cat looked at me and then the cat \_\_\_\_\_ started to meow.
6. Mrs. Simpson works at a hospital. Mrs. Simpson \_\_\_\_\_ is a doctor.



9.

7. We saw the movie but the movie \_\_\_\_\_ wasn't very good.
8. I like the weather in Durban. The weather \_\_\_\_\_ is often warm and sunny in Durban.
9. I gave the report to Mr. Jones and Mr. Jones \_\_\_\_\_ read it.
10. Where are the magazines? Is the magazines \_\_\_\_\_ in the living room?
11. I made some coffee. The coffee \_\_\_\_\_ is in the kitchen.
12. My grandmother is retired and my grandmother \_\_\_\_\_ lives in Gugulethu. (12)

**B. Complete each sentence by filling in the correct pronoun from the box.**

It	me	mine	myself	you	yours
they	them	we	us	our	ours
					yourself

1. Where are my mother's car keys? I put \_\_\_\_\_ on the chair in the lounge.
2. Would you like tickets for your sister and \_\_\_\_\_ to go to the Bafana Bafana match on Saturday afternoon? How much will \_\_\_\_\_ cost?
3. I am not sure that we understand the last few pages of this book, Grandfather. Could \_\_\_\_\_ possibly go through \_\_\_\_\_ again with Jakes and \_\_\_\_\_? \_\_\_\_\_ are totally lost. It would help \_\_\_\_\_ so much with \_\_\_\_\_ preparation for the class expedition.
4. That book is not \_\_\_\_\_. It is \_\_\_\_\_. (11)

10.

**C. Answer the following questions. Start with a personal pronoun. (I, he, she, it, you, we, they)**

1. Where is your sister, Thembe?

\_\_\_\_\_ (1)

2. What do you think of my mother's cooking?

\_\_\_\_\_ (1)

3. Where are Aunt Liza's glasses?

\_\_\_\_\_ (1)

4. When are you going to see your cousins again?

\_\_\_\_\_ (1)

**D. Fill in the blanks in the following paragraph. Use the correct possessive pronoun in each case.**

Her brothers brought Carien a family painting that her grandfather had painted when he was still alive. It was \_\_\_\_\_ but they wanted her to have it. Her grandmother, who also had one, said Carien could also have \_\_\_\_\_ because she did not have space for it anymore. Carien's cousin Frank was very disappointed, because he hoped it would be \_\_\_\_\_ one day. "I have always thought it would be \_\_\_\_\_ one day." he said as he longingly touched \_\_\_\_\_ frame. (5)

**E. Use a possessive pronoun to replace the bold printed words.**

1. Can your dog do any tricks? My aunt's dog can roll over. **My dog** \_\_\_\_\_  
can ride side-saddle.
2. Her grandfather's cat catches snakes. **Her cat** \_\_\_\_\_ eats cucumbers  
and green beans.
3. Two of Ridah's cousins also have new tablets. **His cousin's tablets** \_\_\_\_\_  
are the blue ones.
4. Aunt Rebone has an old stinkwood table. **The top of the stinkwood table** \_\_\_\_\_  
shines beautifully. (4)

**F. Correct any errors in the following paragraph. Rewrite the paragraph.**

On behalf of meself and my wife, I would like to thank everyone for coming here today to hear ours good news. Yesterday mines manager gave my son, Duma, and meself tickets for the big game. He was not able to go hisself. Duma and me are going to drive ourself to Soweto tomorrow. My others children will get there by theirself and try to buy tickets at the stadium. For once I will be able to get meself a good seat. (10) [46]

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Date: \_\_\_\_\_ Heading: \_\_\_\_\_

### Writing

## Describing what job you would like

I think that I would like to be an archaeologist because knowing how people used to live fascinates me. I love learning about history and ancient societies so this job would probably be very good for me. I also like to travel and an archaeologist goes to many places like Egypt, Mexico, China, etc. to do his work. The only bad thing about this is that I would spend long periods of time away from my family and friends but despite this: I still think that it would be worth it. To be an archaeologist, you need to go to University to study about people, ancient history and cultures. I believe that you have to have very good marks since it is such a difficult and laborious job with a lot of guess work, you have to use your imagination to understand how things have worked back in those times.

### *Describe Matthew's ideal job, complete the following paragraph*

Job: a photographer      why: it's fun and interesting to tell stories with pictures  
Don't need a university, only classes or college. Have to practice a lot.

The perfect job for me, would probably be taking \_\_\_\_\_ for a popular magazine or a big \_\_\_\_\_ like "The Sunday Times". Being a \_\_\_\_\_, is a very \_\_\_\_\_ and \_\_\_\_\_ job because you get to \_\_\_\_\_ stories with your \_\_\_\_\_.

14.

You see something you like and you just take a \_\_\_\_\_ of it so others can see what you see.

I don't think it's very hard to \_\_\_\_\_ photographer but you would \_\_\_\_\_ to go to special \_\_\_\_\_ in school or college to learn how to use a camera properly and then \_\_\_\_\_ a lot so you can get a good \_\_\_\_\_ that people will \_\_\_\_\_.

(14)

Date: \_\_\_\_\_ Heading: \_\_\_\_\_

**Write about a job you like using words from the box below.**

Be a nurse/policeman/fireman/mechanic/fitter and turner/

ECD assistant/boiler maker/carpenter/welder/hairdresser/waiter/

shop assistant/truck driver/diesel mechanic/nail technician

You have to be imaginative/meticulous/a quick thinker/creative/inventive/patient/a good listener/smart.

It's interesting/exciting/wonderful/demanding/stressful/creative/hard/difficult/intense/dangerous.

You don't/do need a university/college/grade 12 qualification. You need a special license/permit.



16.

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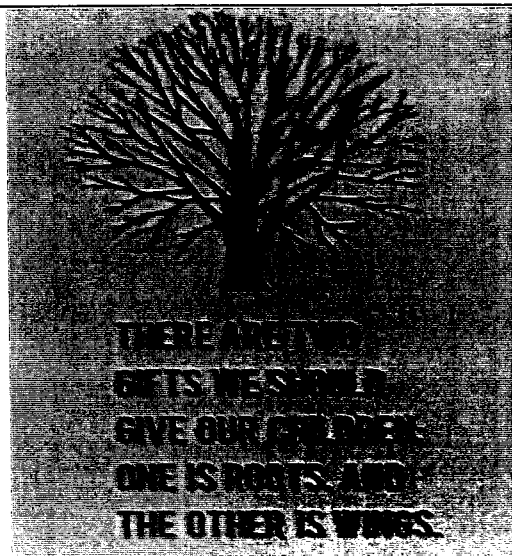
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(30)

	1	2	3	4	5	6	7	8	9	10
Language										
Sentence structure										
Theme										
	30									





Date: \_\_\_\_\_ Heading: \_\_\_\_\_

Read the following report then answer the questions set on it. The following article is from the website of a large accounting firm called Ernst and Young. The article reveals some interesting information about South Africa's top entrepreneurs.

## Education more important than wealth in starting a business

**Johannesburg, 31 March 2004:** A research study has found that some of SA's most successful businessmen grew up in poor households. Education is more important than wealth in starting a business, and has helped people from poor to modest backgrounds to establish some of SA's most successful companies.

This is just one of the conclusions drawn from a research study, 'High-level entrepreneurship in South Africa', commissioned by Ernst & Young and Merchant Bank. The research conducted by the Centre for Innovation and Entrepreneurship, part of the University of Cape Town's Graduate School of Business.

The findings are based on interviews with 27 highly successful, high-level, South African entrepreneurs. They were all finalists in the South African leg of the World Entrepreneur Awards, which started in South Africa in 1997.

The finalists had an average age of 49 and a high level of education. The companies they ran employed an average of 2 000 people and had an average annual turnover of R2 billion.

Education was a strong factor among the 27 finalists; 20 of them had university degrees and 2 had tertiary diplomas.

Wealth, on the other hand, was not a common factor.

Many of the finalists had grown up poor or had faced some sort of struggle early in their lives. Only one came from a moneyed background: he felt that the ready access he had to finance and the lower pressure placed on him to succeed had been advantageous in establishing his own firm.

Ten of the finalists said they had grown up in poor households or started out with very little, and that this had instilled in them a personal drive and determination to succeed.

18.

Many of the finalists, even those who had not had to fight against financial constraints while growing up, mentioned a struggle of some sort early on in their lives. To some degree, they equated this struggle – whether to gain acceptance as successful businessmen or earn money to survive – with a determination to succeed.

Yet despite this initial lack of wealth among many of the finalists, money came at the bottom of the list of their success criteria. Virtually all of the finalists (99%) said they would regard themselves if they made a significant difference in the world rather than if they made more money.

Other areas covered in the research study include the motivation for the finalists starting their business and the challenges they face running it.

**Answer the following questions**

1. What does the report say, what is more important than wealth in starting a business?

\_\_\_\_\_ (1)

2. When was this report published?

\_\_\_\_\_ (1)

3. By whom was the research conducted?

\_\_\_\_\_  
\_\_\_\_\_ (1)

4. How many entrepreneurs were interviewed for this report?

\_\_\_\_\_ (1)

5. In which competition were they finalists?

\_\_\_\_\_ (1)

6. What was the average age of the people employed by these entrepreneurs? What was their annual turnover?

\_\_\_\_\_ (2)

19.

7. What did ten of the finalists say about their households?

---

---

(2)

8. What had these situations instilled in them?

---

(1)

9. Name two of the struggles that some finalists had on their journey to success.

---

---

(2)

10. What did virtually all of the finalists say when will they regard themselves as successful?

---

---

(2) [14]

Date: \_\_\_\_\_ Heading: \_\_\_\_\_

**Writing: Curriculum vitae (CV)**

The curriculum vitae (CV for short) is a brief written summary of an individual's education and qualifications, work experience, accomplishments, skills and interests, usually for the purpose of finding a job. It has a specific format.

## Features of a good CV

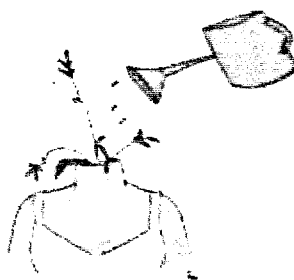
The table below lists important information that needs to be included in a CV.

<b>Personal information</b>	Sumames, forenames, date of birth, ID number, nationality, address, language ability, marital status, health, driver's license, contact details
<b>Education and qualifications</b>	<ul style="list-style-type: none"> <li>• School: name and years, highest grade passed, subjects and certification, achievements (sporting, cultural, leadership, any other).</li> <li>• Tertiary education: name(s) of institutions, qualifications, achievements</li> </ul>
<b>Career history</b>	Name(s) of institutions, positions held with responsibilities, achievements, clients.
<b>Skills</b>	Key information: technology (computer) skills, people and managerial, mechanical, tec.
<b>Interests</b>	Hobbies, activities, sports, cultural, etc.
<b>References</b>	Names and positions of key persons and contact numbers. It cannot be a family member.

## Guidelines for writing a CV

The following are some guidelines on how to write and submit your CV.

- A CV is a marketing tool. It sells a product – you.
- A good CV doesn't raise questions of confuse the employer.
- You may use point and tabular form.
- Choose people who know you well to act as referees.
- Be sure to edit your CV to eliminate spelling and grammatical errors. Error-filled CVs do not receive serious consideration from employers.



everybody  
grows  
at  
different  
rates

**Example of a CV****PERSONAL DETAILS**

**Surname:** Sibanga  
**First Name:** Thinyiko Harold  
**Date of birth:** 31 January 2002  
**ID number:** 020117 0057 087  
**Nationality:** South African  
**Gender:** Male  
**Home Language:** IsiZulu  
**Other languages:** Speak, read and write English and Afrikaans  
**Driver's Licence:** Code 10  
**Physical address:** 2 Tanner Street  
 SE 2  
 Vanderbijlpark  
 083 926 4817

**Contact details:****EDUCATION AND QUALIFICATIONS**

**Secondary:** Die Anker School  
**Highest Grade Passed:** Skills Level 4  
**Subjects:** Afrikaans, English, Mathematics, Life Orientation,  
 (name all the other subjects)  
**Achievements:** Captain of the first rugby/netball team, Leader

**EMPLOYMENT DETAILS**

**Spur** Temporay waiter, January 2018 to present

**SKILLS**

- In my temporary job I am responsible for dealing with pressure and impatient customers.
- I am well trained in the use of the computer, and am proficient in MS Word and Excell.
- I have good interpersonal skills, and am a leader in my local church's yourh group.

**INTERESTS**

- I love working on cars and can do minor repairs and maintenance
- Soccer iss my passion, and I am a Kaizer Chiefs fan.

**REFERENCES**

Mr. M. Nel  
 Teacher  
 Die Anker School  
 016 931 1683

Mr. T. Kellerman  
 HOD  
 Die Anker School  
 016 931 1683

Date: \_\_\_\_\_ Heading: \_\_\_\_\_

Complete your own CV. If you do it diligently, and after it has been assessed by your teacher you can take it home, type it and use it to apply for part time work.

**Personal Details**

Surname: \_\_\_\_\_

First Name: \_\_\_\_\_

Date of birth: \_\_\_\_\_

ID number: \_\_\_\_\_

Nationality: \_\_\_\_\_

Gender: \_\_\_\_\_

Marital status: \_\_\_\_\_

Home Language: \_\_\_\_\_

Other languages: \_\_\_\_\_

(mention whether you can speak, read and write it)

Driver's license: \_\_\_\_\_

Physical address: \_\_\_\_\_

\_\_\_\_\_

Postal address: \_\_\_\_\_

\_\_\_\_\_

Contact details: \_\_\_\_\_

**Education and qualifications:**

Secondary: \_\_\_\_\_

Highest Grade Passed: \_\_\_\_\_

23.

Subjects: \_\_\_\_\_

---

---

---

**[Remember subjects are proper nouns, it must be spelled with a capital letter]**

Achievements: \_\_\_\_\_

---

**Employment details**

---

---

**Skills**

---

---

---

---

**Interests**

---

---

---

24.

**References**

_____	_____
_____	_____
_____	_____

[30]

Date: \_\_\_\_\_ Heading: \_\_\_\_\_

**Reading and viewing**

**Study the advertisement on the next page. Answer the questions set on it.**

1. Who is the target group of this advertisement?

\_\_\_\_\_ (3)

2. Who is a provider of Career Guidance services?

\_\_\_\_\_ (1)

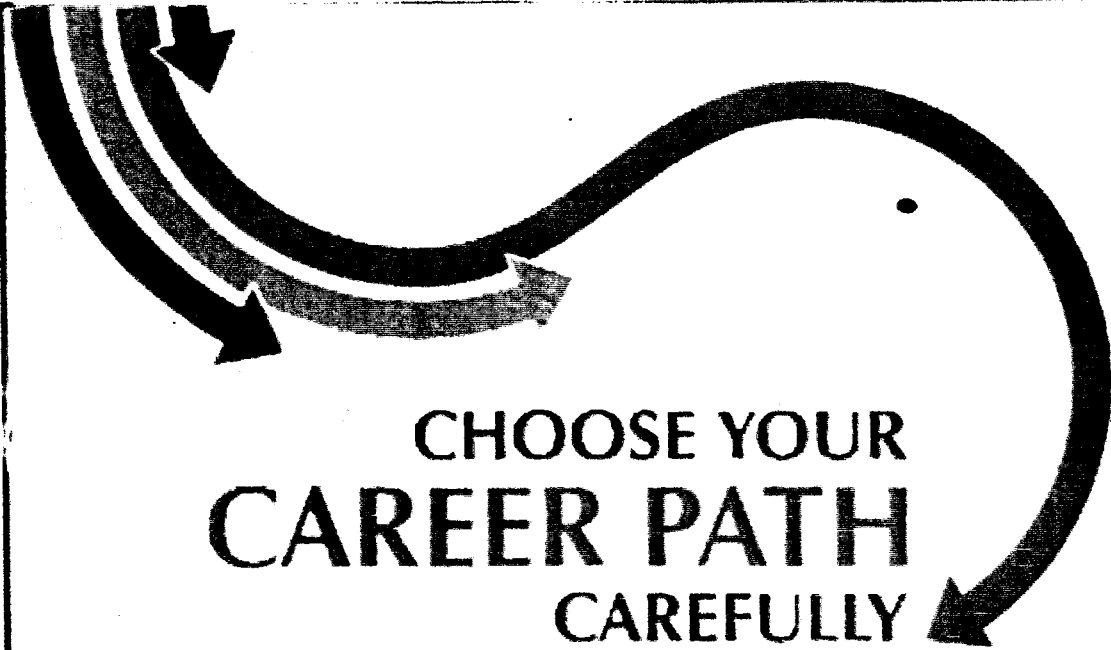
3. Name three things that they advise learners, students and employees on.

\_\_\_\_\_ (3)

4. What do Paton Careers help you with?

\_\_\_\_\_ (2)





# CHOOSE YOUR CAREER PATH CAREFULLY

## CAREER GUIDANCE

for scholars, students and adults

Paton Careers is a provider of Career Guidance services to Grade 9 – 12 school learners, students and employees. We advise on subject choice, suitability of careers and on potential career moves. We help you recognize your talents and realise what occupations you may enjoy most. Our workshops are expertly facilitated by qualified psychometrists and the process is supplemented by psychometric assessments.

## PATON CAREERS SERVICES

ONE ON ONE CAREER GUIDANCE  
PSYCHOMETRIC ASSESSMENTS

CAREER WORKSHOPS  
DAY IN THE LIFE EVENTS

We are hosting Career Guidance Workshops for scholars, students and adults throughout OCTOBER and NOVEMBER 2020

For further information or to book the course please contact Cindy Meijboom on 011 325 5400 or 083 451 4470 or email [cindy@patoncareers.com](mailto:cindy@patoncareers.com)  
For a complete list of our course offerings visit [www.patoncareers.com](http://www.patoncareers.com)



**PATON CAREERS**

KNOW YOURSELF. PLAN YOUR FUTURE.

24.

**References**

_____	_____
_____	_____
_____	_____

[30]

Date: \_\_\_\_\_ Heading: \_\_\_\_\_

**Reading and viewing**

**Study the advertisement on the next page. Answer the questions set on it.**

1. Who is the target group of this advertisement?

\_\_\_\_\_ (3)

2. Who is a provider of Career Guidance services?

\_\_\_\_\_ (1)

3. Name three things that they advise learners, students and employees on.

\_\_\_\_\_ (3)

4. What do Paton Careers help you with?

\_\_\_\_\_ (2)

26.

5. By whom are the workshops facilitated and assessed?

---

---

(2)

6. Name 4 services that Paton Careers Services supply.

---

---

---

(4)

7. When will these workshops be presented?

---

(1)

8. Who and in which ways can you contact them for further information?

---

---

(3)

9. Where will you get a complete list of the courses offered?

---

(1)

10. Give the slogan of Paton Careers.

---

(2) [22]

Date: \_\_\_\_\_ Heading: \_\_\_\_\_

### **Reading and viewing**

Read the following article on 'What happens at an interview?' then answer the questions that follow.

#### **The three stages**

Usually an interview has three stages:

- In the first stage the interviewer introduces him-/herself makes the interviewee feel comfortable, gives a short preview of the interview, a short preview of the interview, verifies your personal information and tells you how long the interview will be. The interviewer might then encourage you to give complete and honest answers.
- The second part is called the question-response stage, where both parties can ask questions, reply to questions and provide feedback.
- The last part is the closing stage. Here the interviewer summarises what was talked about in the interview and allows the interviewee the chance to provide additional information. The interviewer explains the next steps in the process – if a second interview is needed, when the candidate may expect a decision, and so on.

#### **Types of interviews**

If you know what type of interview to expect, it will help you to prepare.

- A preliminary or screening interview is used to find out if you have the basic qualification for the job. This interview can be face-to-face, over the phone, or by using video technology.
- A behavioural interview is designed to find out how you would handle different situations in the workplace. The interviewer can ask you to describe a problem or situation in which you used a particular skill. You must then tell him how you dealt with the particular situation and evaluate whether your actions were successful and why.
- A panel or group interview is where there are two or more interviewers. Remember all the names as best as you can. Usually there is a main interviewer, but anyone in the panel may ask you a question. Maintain eye contact with each person and not just the person who asked a question.
- In a conversational interview, the interviewer may ask you to talk about anything but the job. This can include the weather, your hobbies and your last holiday. In this type of interview, the interviewer is trying to find out about your communication skills, attitudes, interests, motivation and other qualities.

#### **After the interview**

If you are offered a job, you should reply with a letter of acceptance or rejection.

28.

**Special circumstances**

A physical disability may be seen by an employer as limiting. Mention it soon after the start of the interview. This opens the door to discuss special physical needs you may have in the workplace.

(Adapted from: <http://www.ohioedu/careers/students/>)

**Answer the following questions**

1. How many stages are there in an interview? \_\_\_\_\_ (1)

2. Give two things that will happen in the first stage.

---

---

---

(2)

3. What is the second stage called? \_\_\_\_\_ (1)

4. Name three things that both parties can do in this stage.

---

---

---

(3)

5. What will the interviewer summarise?

---

(1)

6. What will the interviewer explain at this stage?

---

---

---

(3)

7. Give another word for a 'preliminary' interview.

\_\_\_\_\_ (1)

8. What is a 'preliminary' interview used for?

\_\_\_\_\_ (1)

9. Name three ways in which this interview can take place?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (3)

10. What is a behavioural interview designed for?

\_\_\_\_\_ (1)

11. When will there be two or more interviewers?

\_\_\_\_\_ (1)

12. Name two hints that are given to you for this interview?

\_\_\_\_\_  
\_\_\_\_\_ (2)

13. Name three topics that can be included in a conversational interview.

\_\_\_\_\_ (3)

14. What should you do if you are offered a job?

\_\_\_\_\_  
\_\_\_\_\_ (2)

15. When should you mention that you have a physical disability?

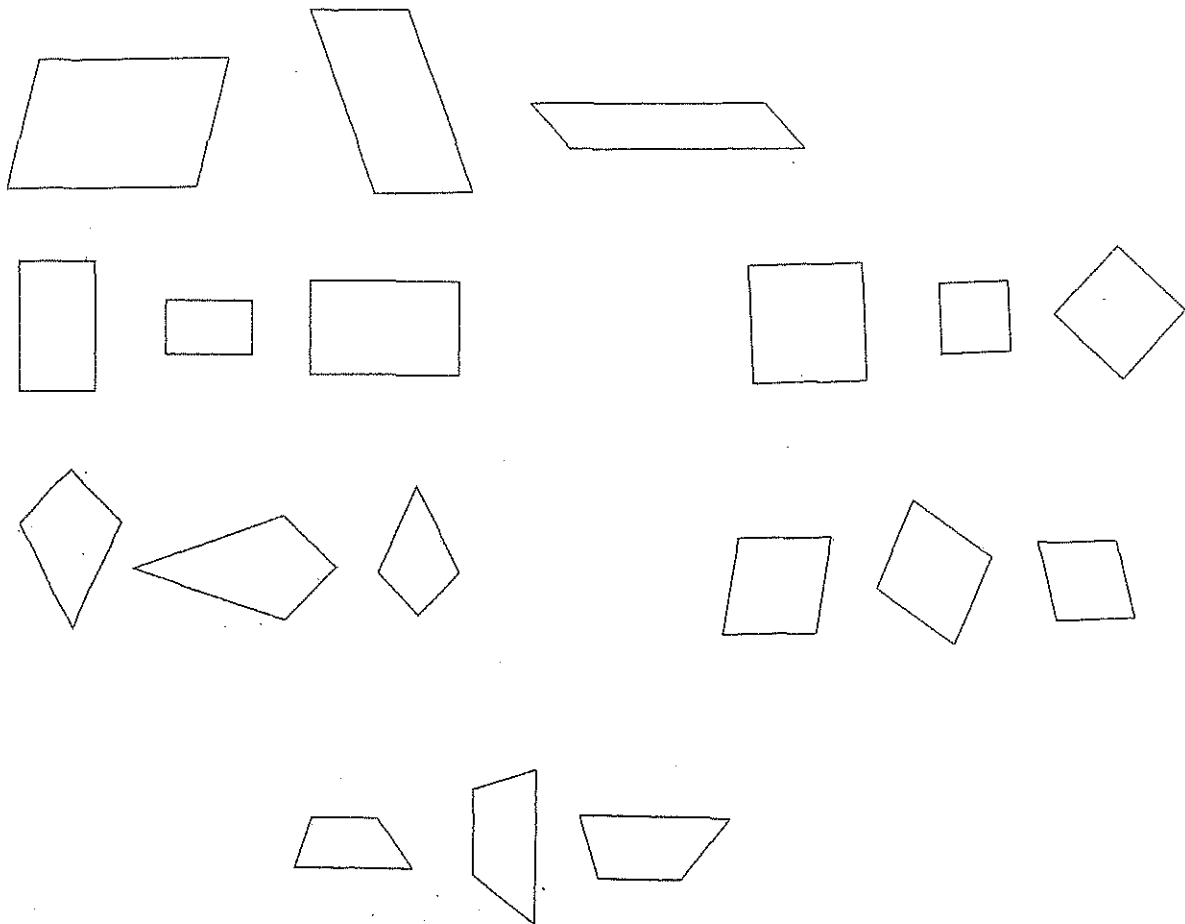
\_\_\_\_\_ (1) [26]

Wiskunde Skill level 4  
AKTIWITEIT 17  
2-D vorms

**HOOFREKENE**

- Tel elke keer 20 by , begin by 4 en doen dit 10 keer.

1. Teken een van die vorms uit elke groep en skryf die name neer van die 2-D vorms.
2. Dui die eienskappe aan op die vorm wat jy geteken het.



# Wiskunde Skill level 4




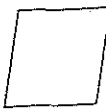


## AKTIWITEIT 18

### 2-D vorms

#### HOOFREKENE

- Tel elke keer 8 by , begin by 4 en doen dit 10 keer.

1. Pas kolom A by kolom B.

A	B
	a) Parallelogram
	b) Reghoek
	c) Vierkant
	d) Rombus
	e) Vlieer
	f) Trapesium



# Wiskunde Skill level 4

## AKTIWITEIT 19

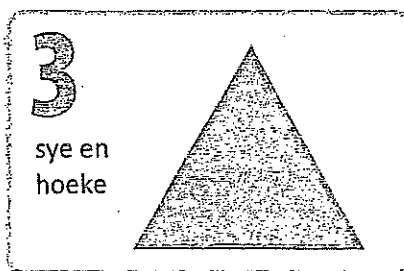
### 2-D vorms

#### HOOFREKENE

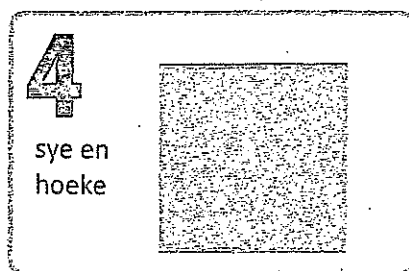
- Tel elke keer 50 by , begin by 6 en doen dit 10 keer.

#### 2D vorms: poligone

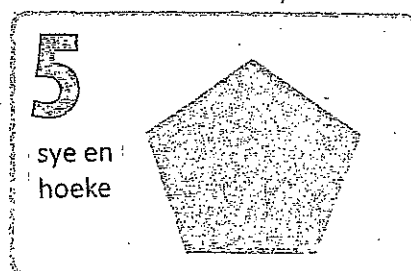
Driehoek



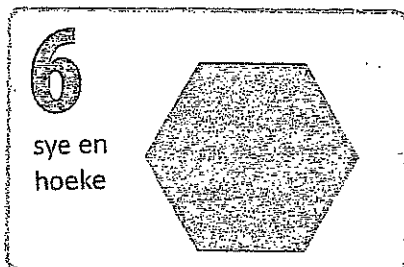
Vierkant



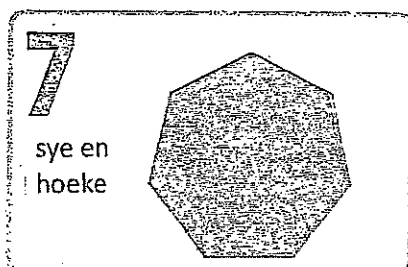
Vyfhoek / Pentagoon



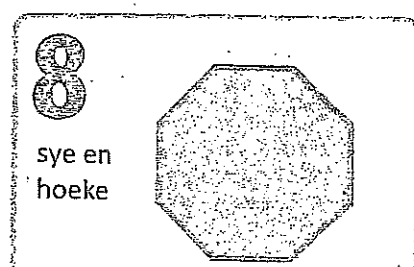
Heksagoon



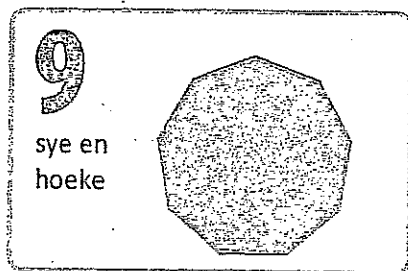
Heptagoon



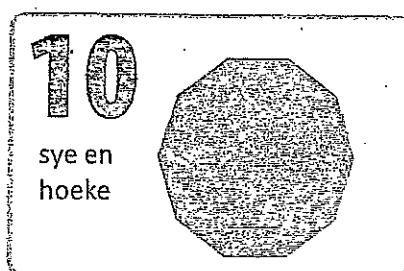
Agthoek



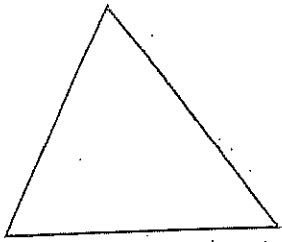
Negehoek



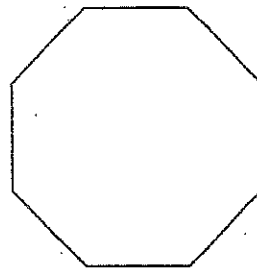
Dekagoon



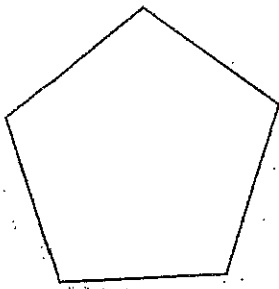
2D vorms: poligone



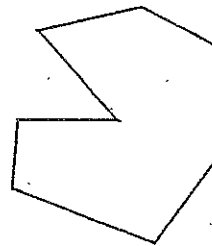
Daar is \_\_\_\_ sye en \_\_\_\_ hoeke.  
Die vorm is 'n \_\_\_\_\_



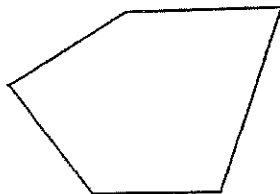
Daar is \_\_\_\_ sye en \_\_\_\_ hoeke.  
Die vorm is 'n \_\_\_\_\_



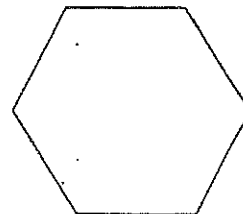
Daar is \_\_\_\_ sye en \_\_\_\_ hoeke.  
Die vorm is 'n \_\_\_\_\_



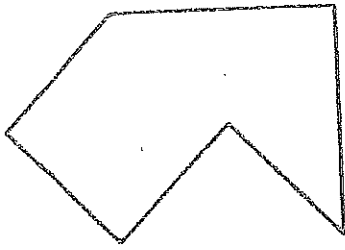
Daar is \_\_\_\_ sye en \_\_\_\_ hoeke.  
Die vorm is 'n \_\_\_\_\_



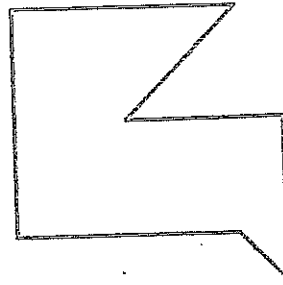
Daar is \_\_\_\_ sye en \_\_\_\_ hoeke.  
Die vorm is 'n \_\_\_\_\_



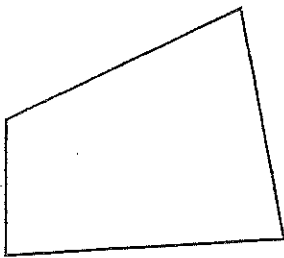
Daar is \_\_\_\_ sye en \_\_\_\_ hoeke.  
Die vorm is 'n \_\_\_\_\_



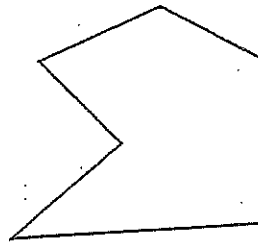
Daar is \_\_\_\_ sye en \_\_\_\_ hoeke.  
Die vorm is 'n \_\_\_\_\_



Daar is \_\_\_\_ sye en \_\_\_\_ hoeke.  
Die vorm is 'n \_\_\_\_\_



Daar is \_\_\_\_ sye en \_\_\_\_ hoeke.  
Die vorm is 'n \_\_\_\_\_



Daar is \_\_\_\_ sye en \_\_\_\_ hoeke.  
Die vorm is 'n \_\_\_\_\_

Wiskunde Skill level 4  
AKTIWITEIT 20  
2-D vorms

**HOOFREKENE**

- Tel elke keer 15 by , begin by 5 en doen dit 10 keer.

1. Teken 'n sirkel

2. Teken die volgende op die sirkel:

a) 'n Koord

b) die radius

c) die deursnee

3. Ek het 'n sirkelvormige tuin met 'n 15 m radius. Wat is die langste ry tamaties wat ek kan plant?

## Wiskunde Skill level 4

### AKTIWITEIT 21

#### 2-D vorms

#### *HOOFREKENE*

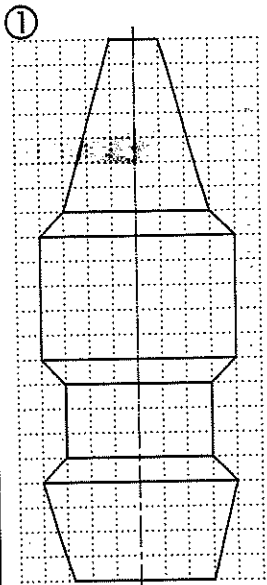
- Tel elke keer 100 by , begin by 4 en doen dit 10 keer.

1. Deel 'n A4 bladsy in die helfte.
2. Teken 'n sirkel met 'n passer.
3. Deel die sirkel in 8 ewe groot dele.
4. Teken simmetriese patrone in elke deel.
5. Kleur dit in.

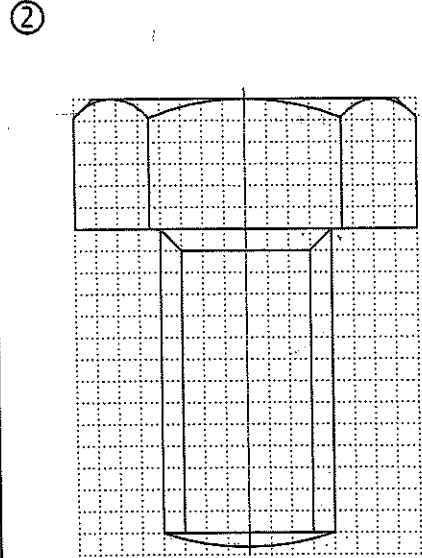
2

VRYHANDTEKENINGE: Oefeninge (LU 10.3.6) (LU 10.4.2).

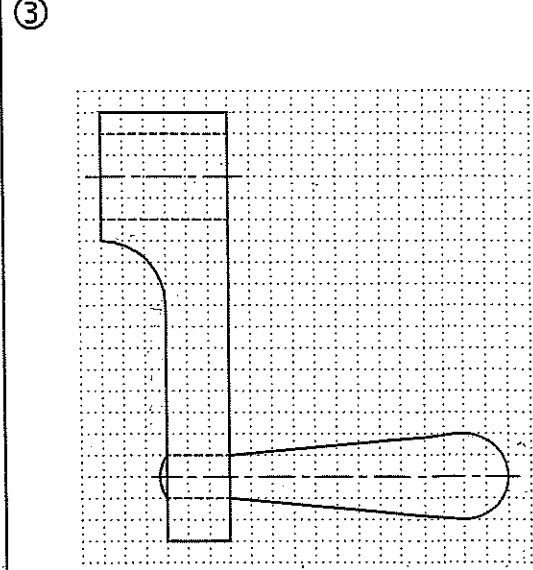
Gebruik die ruitmetode en kopieer, vryhand, die figure hieronder, dubbel die oorspronklike grootte.  
Use the block method and copy the freehand drawing but double the original size.



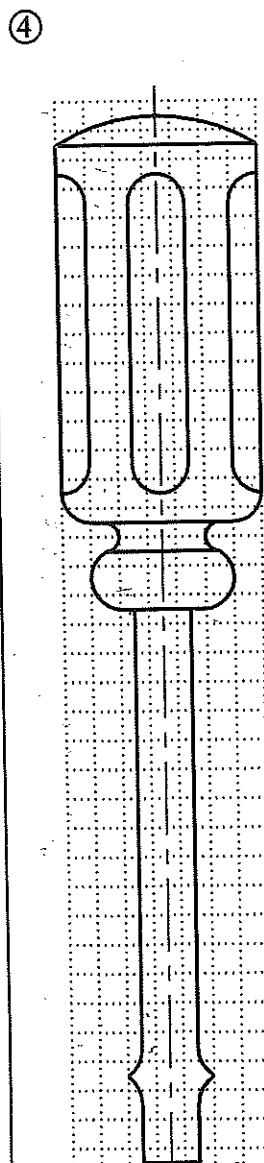
PONS



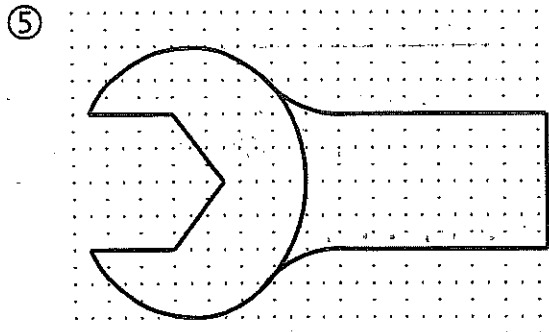
TAPBOU



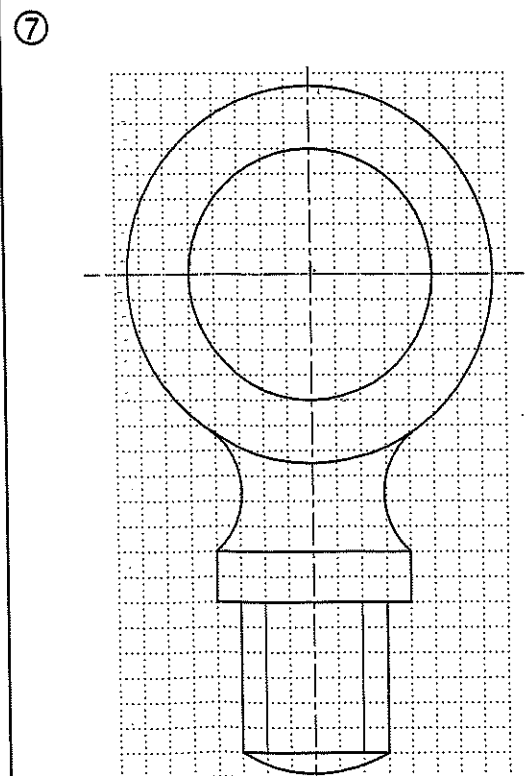
HANDVATSEL



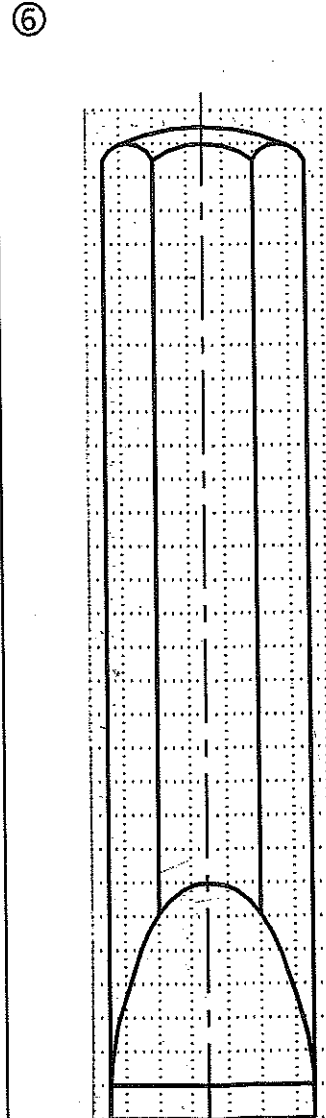
SKROEWEDRAAIER



SLEUTEL



OOGBOU



BEITEL

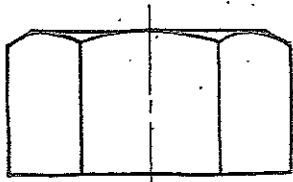


FIG.1

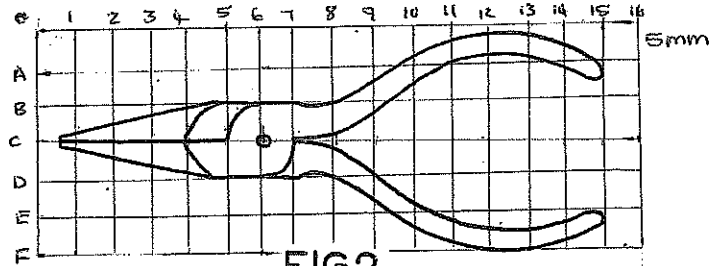


FIG.2

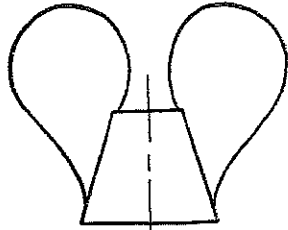


FIG.3



FIG.4

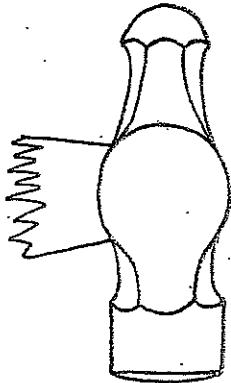


FIG.5

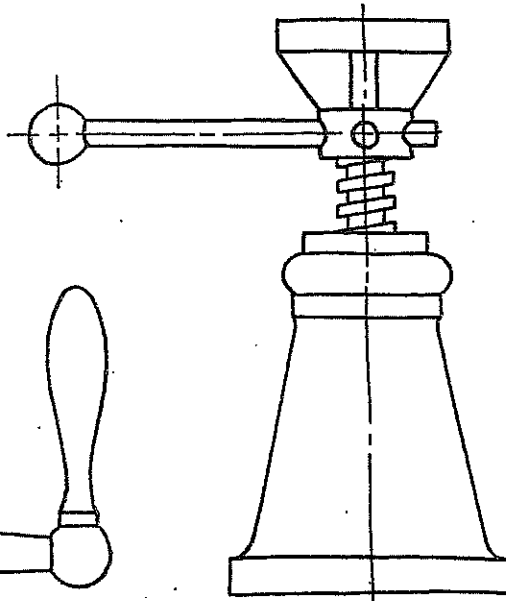


FIG.7

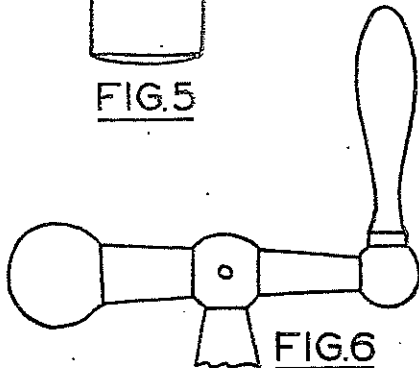


FIG.6

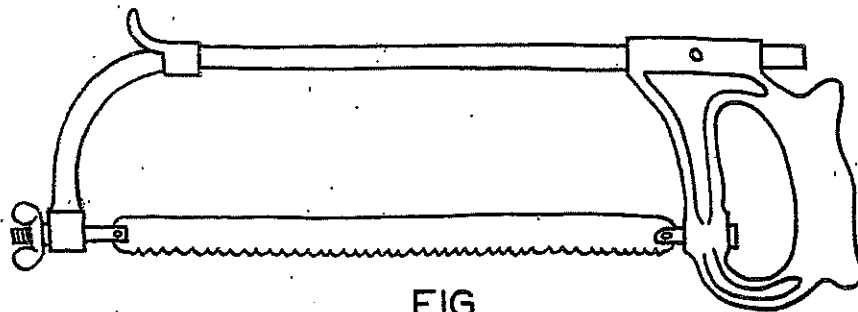


FIG.

- \* DRAW THE FOLLOWING FREEHAND DRAWINGS BY DRAWING YOUR BLOCKS 5mm IN SIZE ON THIS PAGE AND THEN DOUBLE THE SIZE ON YOUR WORKSHEET. (SEE FIG.2).
- \* TEKEN DIE VOLGENDE VRYHAND TEKENINGE DEUR 5mm BLOKKIES OP HIERDIE BLADSY TE TREK EN VERDUBBEL DIE GROOTTE OP JOU TEKENPAPIER. (KYK FIG.2)

3

# FREEHAND DRAWINGS / VRYHANDSKETSE

SL 3

\* TEKEN DIE VOLGENDE VRYHANDSKETSE COR, MAAR VERDUBBEL DIE GROOTTE.

\* Use square-grid paper to make a freehand drawing of the chisel and bench vice shown in Figures 3.15 and 3.16, twice the given size.

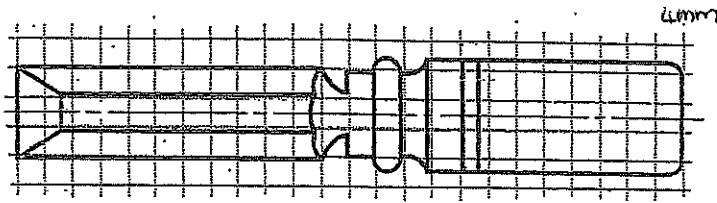


Figure 3.15 Freehand drawing of a chisel

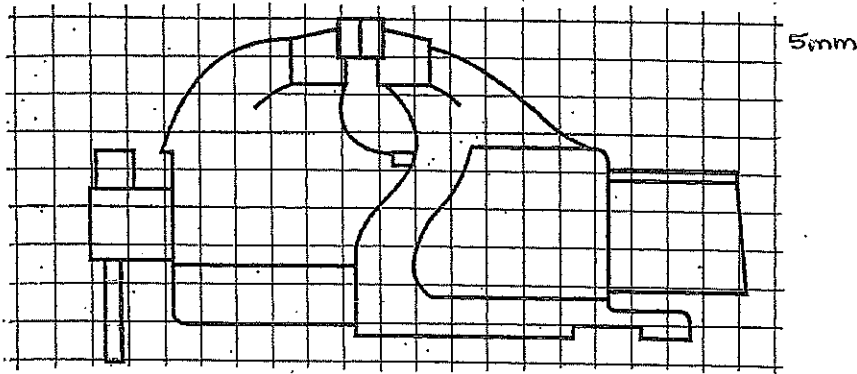
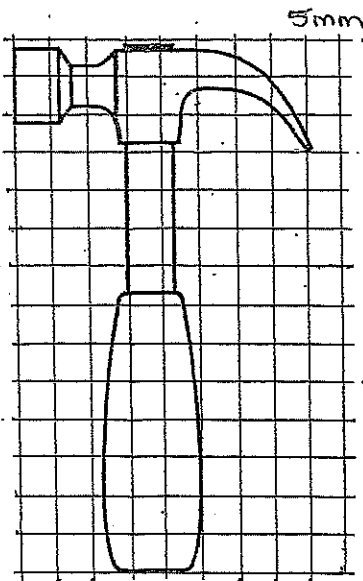


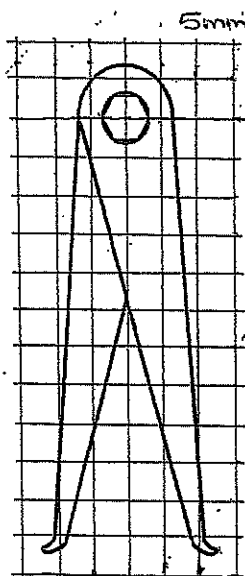
Figure 3.16 Freehand drawing of a bench vice

## Activity 3.5

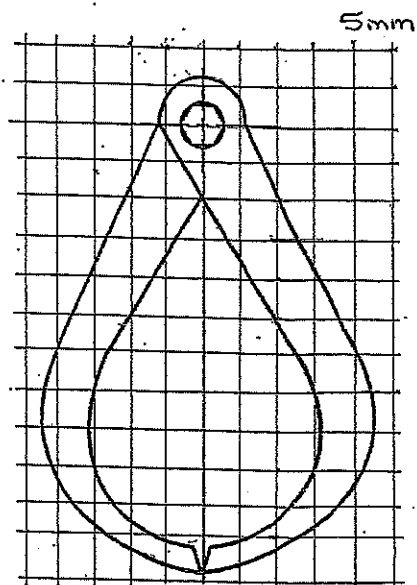
Make a freehand drawing of the handtools shown in Figure 3.17. Use plain paper and a pencil and an eraser.



(a) Hammer



(b) Inside calliper



(c) Outside calliper



# Gasvryheidstudie

## S



**Naam:**

# Kwartaal 2



## Reëls van die gasvryheidsklas

### **Algemene reëls wat te alle tye in die kombuis gevolg moet word**

1. Vee die werkstasie uit voordat u met voedsel werk
2. Maak alle toerusting of gereedskap skoon, vee of droog dit af voordat u iets gebruik
3. Gebruik slegs die toerusting uit die toegewese kas of laaie, moenie toerusting van 'n ander werkplek af neem nie
4. Sorg dat alle kaste en laaie netjies en korrek gepak is  
voordat u die klas verlaat
5. Doeke en voorskote wat gebruik word, moet gewas en skoongemaak word. dit is duur en moet versorg word
6. Geen leerder word in die toerusting kamer of droë stoorkamer toegelaat nie  
tyd



## KOMBUIS EN RESTAURANT BEDRYF

DIE VOLGENDE ONDERWERPE SAL IN HIERDIE HOOFSTUK BESPREEK WORD

### 2. Hanteer 'n sjefmes

#### 2.1 Gebruik 'n sjefmes

#### 2.2 Reiniging van 'n sjefmes

#### 2.3 Slyp van 'n sjefmes

#### 2.4 Gevorderde snytegnieke

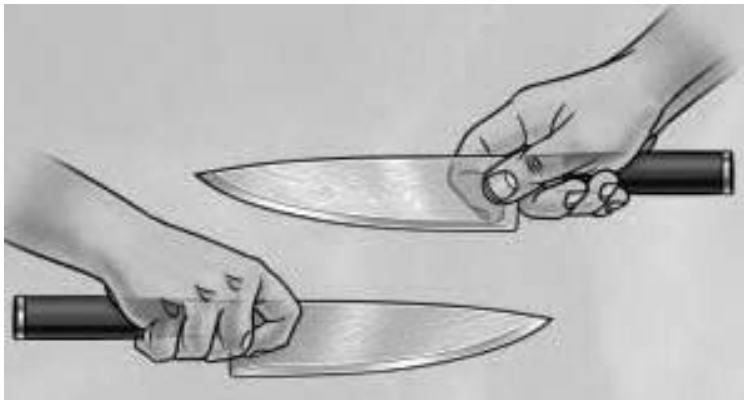
## 2. HANTEER DIE KNOF VAN 'N CHEF

### 2.1 GEBRUIK VAN 'N CHEF SE MES

Die mes wat gereeld gebruik word, is die mes van die sjef, ook bekend as die Franse mes.

Die posisie van die greep en die voedsel onder die lem beïnvloed beide die graad beheer en hefboomfinansiering wat 'n persoon oor die mes het.

'N Sjefmes moet stewig vasgehou word met die basis van die lem tussen die duim en wysvinger en die ander vingers om die handvatsetel toegedraai.



Terwyl die een hand die mes vasgryp, moet die ander hand die kos hou en dit lei in die rigting van die lem.

Die vingers van die geleidende hand moet onder gekrul wees, terwyl die kos daarby gehou word kan die kneukels as 'n beskermende skild optree wat verseker dat die vingerpunte weg is van die voerpunt.



## 2.2 SKOONMAAK VAN DIE SJEF'S MES

- Hou u mes altyd droog en skoon.
- Was die mes in warm seepwater.
- Moet nooit die mes in die skottelgoedwasser plaas nie en laat dit in die water week.
- Droog die mes volledig af deur 'n absorberende drooghanddoek te gebruik.

## 2.3 SKERP MAAK VAN DIE SJEF'S MES

Dit is baie belangrik om alle messe skerp te hou sodat hulle deur voedsel kan sny moeiteloos sonder om enige mors te veroorsaak. 'N Stomp mes benodig meer krag, dit maak dinge gevaarlik vir die houer aangesien die mes of die kos onder kan gly.

Daar is twee maniere om 'n mes te slyp - deur slypstaal of kombuis skerpmaker te gebruik.

### Hoe om slypstaal te gebruik

#### STAP 1:

Hou die staal vertikaal met die punt vas stewig op die toonbank geplant. Plaas die hak (agter) van die lem teen die punt van die staal en wys die mes effens boontoe.



#### STAP 2:

Die handhawing van ligte druk en 'n 15° hoek tussen die lem en die staal, skuif die lem in die lengte van die staal in 'n vee beweging, trek die mes na jou liggaam sodat die die middel van die lem in kontak is met die middel van die staal



#### STAP 3:

Voltooi die beweging deur die punt van die lem oor die onderkant van die staal. Herhaal hierdie beweging aan die ander kant, vier of vyf keer aan elke kant sal die lem skerp maak.



### Gebruik 'n kombuisslyper

Met hierdie slypers is die skuurmateriaal gevorm in 'n V-kamer waar die gebruiker die mes deur die opening sal trek. Die lem moet deur die kamer met eweredigheid getrek word. Herhaal dit ongeveer vier of vyf keer totdat die mes nie meer langer stomp is nie.

Hierdie manier van slyp is ook 'n vinnige slypmetode en die slyper kan weer maklik gestoor word. Die enigste nadeel aan hierdie verskerper is dat dit nie ernstig beskadiging aan



'n mens kan herstel nie.

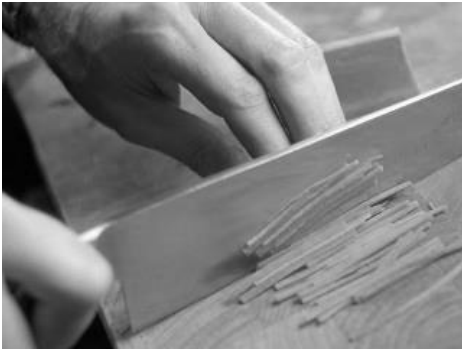
## 2.4 GEVORDERDE SNYTEGNIKE

Eenvormigheid is die gewone doel in die sny van voedsel. Dit laat selfs verhitting toe en gee kos 'n aangename voorkoms. Snystyle kan die volgende tegnieke insluit:

### a) Sny

Sny is om die voedsel onder die lem te skuif terwyl u die punt van die lem stewig hou op die snybord. Die basis van die mes is op en af opgelig met 'n voorwaartse en terugwaartse beweging.





### b) Julienne

Gesnyde voedsel kan verder gesny word, of gejulienne word. Hierdie term kan gedefinieer word as voedsel wat in lengte en baie dun repies gesny word. Hierdie stokke is nie meer as 2,5 cm-5 cm nie en nie dikker as 1 cm nie. Hierdie groente kan gevind word in sop of roerbraai.

### c) Chiffonade (versnippering)

Versnippering is om blaargroente of kruie te sny in dun repies. Dit kan eers moontlik wees as die blare in sigaaragtige vorms gerol word en dan dit in snippers sny. Hand versnipperaars en voedselverwerkers met verskillende groottes van skeermesse kan ook gebruik word. Dit word gewoonlik vir garnering gebruik.



### d) Dobbeltjies

Snywerk is om voedsel in ewe groot blokkies te sny.

### e) Brunoise

Brunoise gebruik die snymetiek en hierdie groente word gewoonlik vlak gebraai in botter of om die geur van soppe en souse te verbeter.



### f) Kap (maalvleis)

Om kos in baie fyn stukke te kap. Dit word gedoen deur die hand wat die mes vas hou aan die punt van die mes te plaas en dan wieg die basis op en af in kort slae terwyl dit beweeg verskeie kere oor die kos, en herhaal waar nodig.





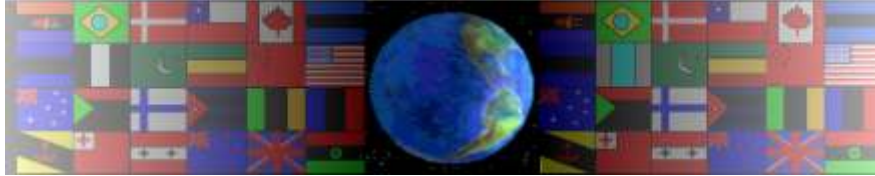


# DRILLING MACHINES

V.Ryan © 2000 - 2009

On behalf of The World Association of Technology Teachers

## W.A.T.T.



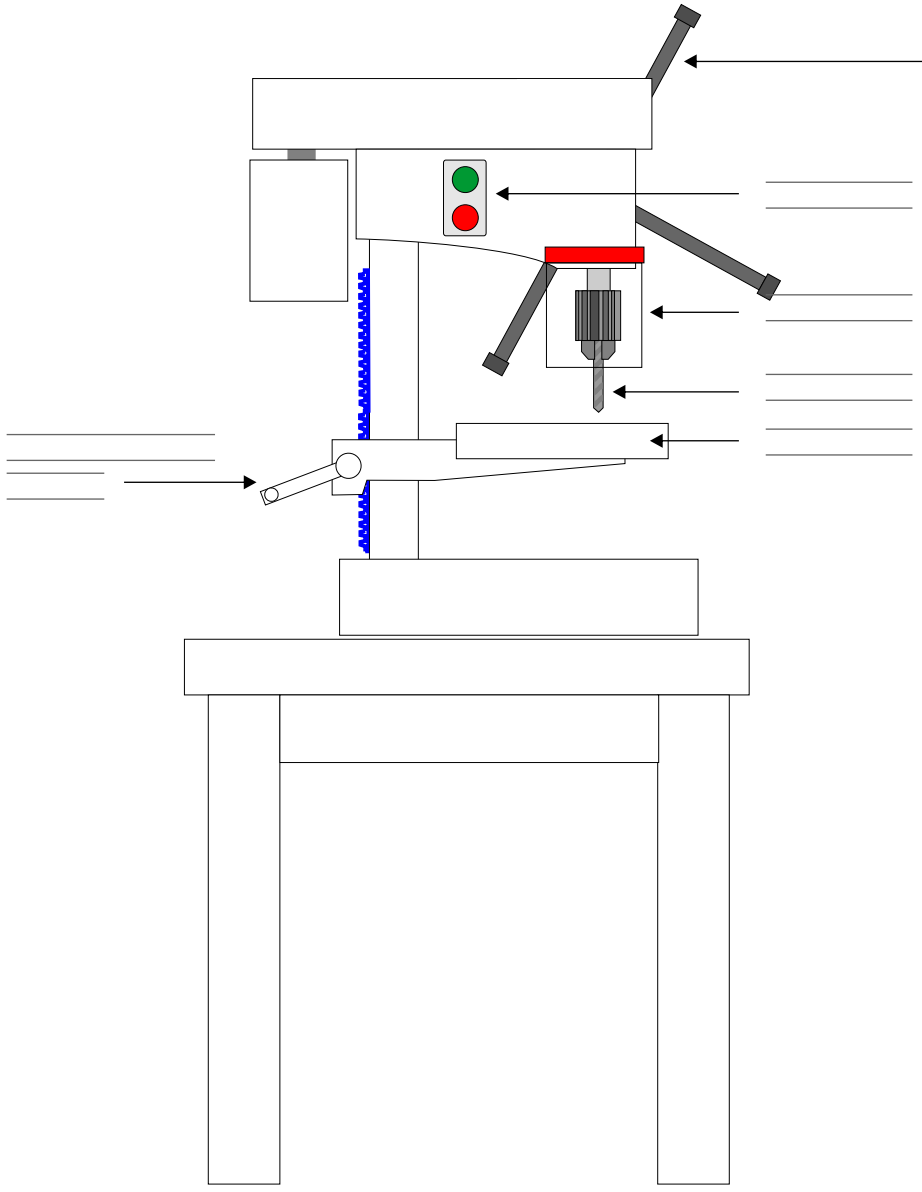
World Association of Technology Teachers

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# THE BENCH DRILL

V.Ryan © 2009 World Association of Technology Teachers



1. Complete the diagram of the bench drill, seen opposite.

Label the important parts.

Add appropriate colour and shade.

2. Add safety information in the space below. You may wish to explain the use of the guard or how work must be safely clamped before being drilled.

SAFETY INFORMATION

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NAME:

DATE:



# DIE ANKERSKOOL / SCHOOL



GAUTENG PROVINCE  
EDUCATION  
REPUBLIC OF SOUTH AFRICA



Name/Naam \_\_\_\_\_ Class/Klas \_\_\_\_\_

MNR H. COETSEE

Metalwork/Metaalwerk SL 4

Oksie-assetileen gas sweiswerk/ oxy-acetylene and LPG welding work.

43. Noem 3 tipes gas wat gebruik word vir gas sweiswerk asook die kleurkode vir elkeen van die gasse./ Name 3 types of gas that is used for gas welding and the colour code for each gas. (3)
44. Watter tipe skroefdraad kry ons op die volgende gas silinders?/ What type of thread will you find on the following gas cylinders?
- Assetileen / acetylene
  - Suurstof/ Oxygen
  - Vloeibare petroleum gas/ Liquid petroleum gas (LPG) (3)
45. Noem 5 oorsake vir 'n 'terugflits' / Name 5 reasons for a 'flashback' to happen. (5)
46. Wat is die doel van 'n terugflits afweerder? / What is the purpose of a flashback arrestor? (1)
47. Verduidelik kortliks die proses van gassnywerk. / Shortly explain the process of gas cutting work. (2)
48. Herrangskik die volgende stappe in die korrekte volgorde wat jy dit sal gebruik om sweistoerusting op te stel./ Re-arrange the following steps in the correct order you will use them to assemble gas welding equipment.
- Koppel die druk reguleerder/ Fit the pressure regulator.
  - Maak die silinders oop/Open the cylinders
  - Koppel die pype (swart-suurstof, rooi-assetileen)/ Connect the hoses (black-oxygen, red-acetylene)
  - Maak die silinders goed vas/ Secure both cylinders
  - Koppel die terugflits afweerder/ Connect the flashback arrestor
  - Maak seker die kleppe is skoon van olie/ghries. / Make sure the valves are free of oil and grease.
  - Verstel die druk reguleerders./ Adjust the pressure regulators. (7)



# DIE ANKERSKOOL / SCHOOL



GAUTENG PROVINCE  
EDUCATION  
REPUBLIC OF SOUTH AFRICA



Name/Naam \_\_\_\_\_ Class/Klas \_\_\_\_\_

MNR H. COETSEE

Metalwerk/Metaalwerk SL 4

## Oksie-assetileen gas sweiswerk/ oxy-acetylene and LPG welding work.

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  - Koppel die terugflits afweerder/ Connect the flashback arrestor
  - Maak seker die kleppe is skoon van olie/ghries. / Make sure the valves are free of oil and grease.
  - Verstel die druk reguleerders. / Adjust the pressure regulators.
- (7)

# VOEDSELPRODUKSIE

## Skills Level 4

## Kwartaal 2

### ALLES OOR MAALVLEIS

Maalvleis is die vleis wat fyn gemaal word van enige vleis stuk.



Die voedingswaarde van maalvleis is hoog in proteïene. Rooivleis is ook 'n bron van proteïene, Vitamien B6 en B12 asook yster.

Maalvleis kan in verskeie geregte gebruik word soos byvoorbeeld: Kerrie, en rys, Herderspastei, lasagne, bobotie, vleis pasteie asook hamburger patties en frikkadelle.

Daar is verskillende tipes maalvleis soos beesvleis, vark, skaap, lam, wildsvleis en hoender. Verskeie snitte van vleis word gebruik en word dan gemaal volgens wat verkies word.

**Soorte maaltvleis**

- Bees, vark, kalf, skaap, lam, wildsvleis en hoender
- Verskeie snitte word gebruik:

Beesbinnebond

### Die verskil in kleur tussen maaltvleis:

- Bees maaltvleis is rooi in kleur
- Vark maaltvleis is lig pienk
- Lam maaltvleis is meer pienk as vark maaltvleis
- Hoender maaltvleis is bleek amper wit in kleur.

**Daar is 'n verskil tussen die tipes beesmaalvleis.**

- Eksta maer maalvleis bestaan uit 100% vleis en geen vet.
- Maer maalvleis bestaan uit 90% vleis en 10% vet.
- Gewone maalvleis bestaan uit 50% vleis en 50% vet.
- Growwe maalvleis bestaan uit 90% vleis en 10% vet.

**VOEDSELPRODUKSIE**

**Skills Level 4**

**Kwartaal 2**

**Werkkaart 5**

Naam en Van: \_\_\_\_\_

Datum: \_\_\_\_\_

GROEP: \_\_\_\_\_

/18

1. Noem die tipes vleis wat gebruik kan word vir maalvleis. (6)  
\_\_\_\_\_
  
2. Die volgende prent illustreer die kleur van die tipe maalvleis. Noem die verskillende kleure van maalvleis. (4)

### Verskille tussen tipe vleis

<p>Bees (rooi kleur)</p> 	<p>Vark (lig pienk)</p> 
<p>Lam</p> 	<p>Hoender (bleek kleur)</p> 

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3. Die tipes maalvleis wat beskikbaar is. Voltooi die volgende tabel:

(8)

	<b>Tipe maalvleis</b>	<b>% Vleis</b>	<b>%Vet</b>
1 	Ekstra maer		
2 	Maer		
3 	Gewone		
4 	Growwe		



# Gasvryheidstudie

## S



**Naam:**

# Kwartaal 2



## WERKBLAD 5

### Die sjefmes en mesvaardighede

1. Hoe moet 'n sjefmes gehou word?

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(3)

2. Hoe moet 'n sjefmes skoongemaak word?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

(4)

3. Identifiseer die volgende terme rakende snytegnieke

a) Julienne

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---

b) Chiffonade (versnippering)

---

---

c) Brunoise

---

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d) Kap (maalvleis)

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(8)

Totaal:  
15



ICT 1 - Activity 1(Excel)

18 Sept - 2 Okt. 2020

Name : \_\_\_\_\_

Grade : \_\_\_\_\_

Date : \_\_\_\_\_

	A	B	C	D	E
1	600	300		eg. =sum(C7+D7)	600 + 300
2	50	200			50 + 200
3	400	350			400 - 350
4	1000	250			1000 - 250
5	50	20			50 * 20
6	400	20			400 / 20
7	25	45	5	eg. =sum(C13+D13/E13)	25 + 45 / 5
8	100	14%			100 * 14%
9	200	64%			200 * 64%
10	50	54	105		50 * 54 - 104
11	1000	250	5		1000 - 250 * 5
12	400	20	100		400 / 20 - 100

Instructions

Mark

- 1 Create Formulars all answers to be in comlumn D

10

**Total**

**10**



**Learner  
Mark**