



Founded 1922

HERSCHEL GIRLS SCHOOL

~ GRADE 9 ~

GETC CURRICULUM 2023

*Transforming teaching and learning
for the 21st century*

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MISSION STATEMENT



Herschel Girls School is an inclusive, independent Anglican school which provides an innovative, transformative and well-rounded education that prepares and empowers courageous, empathetic and ethical young people to lead authentic lives.

Students are encouraged to become leaders in shaping their future world by embracing opportunities, striving for excellence and making a difference through civic engagement.

MESSAGE FROM MS K EAST

Our grade 8 and 9's have been partaking in a curriculum program which has involved a great deal of transformation of the learning landscape and has been most successful for the past 4 years. We offer 6 core subjects and then the pupils are able to make choices from a range of electives allowing them autonomy and independence. These electives are designed to be interesting and meaningful and offer the pupils exposure to opportunities where they can make contributions to their communities.

This program allows our grade 8 and 9 pupils to engage in active learning which still continues to focus on acquisition of knowledge, but also on important 21st century skills and the development of attitudes and values which supplement the learning of content. As a result, competency is then shown by demonstrating a mastery of these skills.

The World Economic Forum has outlined essential characteristics that will define high-quality learning in the future. These skills include global citizenship, an awareness of the wider world and sustainability, innovation and creativity, problem-solving and analytical thinking, technology (data science and programming), interpersonal skills, emotional intelligence, empathy, collaboration and social awareness.

We believe our Grade 8 and 9 curriculum gives us the opportunity to teach these skills which are so critical for our pupils to meet the demands of the ever-changing world and a world that is post-pandemic.

The Grade 8 and 9 pupils have responded positively to the elective system. Educators and pupils enjoy teaching smaller classes, the autonomy of choice of learning topics and the experimentation with new, relevant and inspiring learning materials. Our teachers have also thought carefully about how assessment needs to change in order to support this new focus.

What changes are planned for the GETC Phase in 2023?

Grade 9 students will study six core subjects as year courses.

CORE SUBJECTS:

- ★ English (HL)
- ★ Afrikaans (FAL) or isiXhosa (FAL)
- ★ Mathematics
- ★ Natural Sciences (Physical Science and Life Science)
- ★ Creative Arts (One of the following as a core: Art: Visual Art and Design, Music or Drama)
- ★ Life Orientation

In addition, girls will select three electives of their choice from a range of options. The electives will be taught as semester courses.

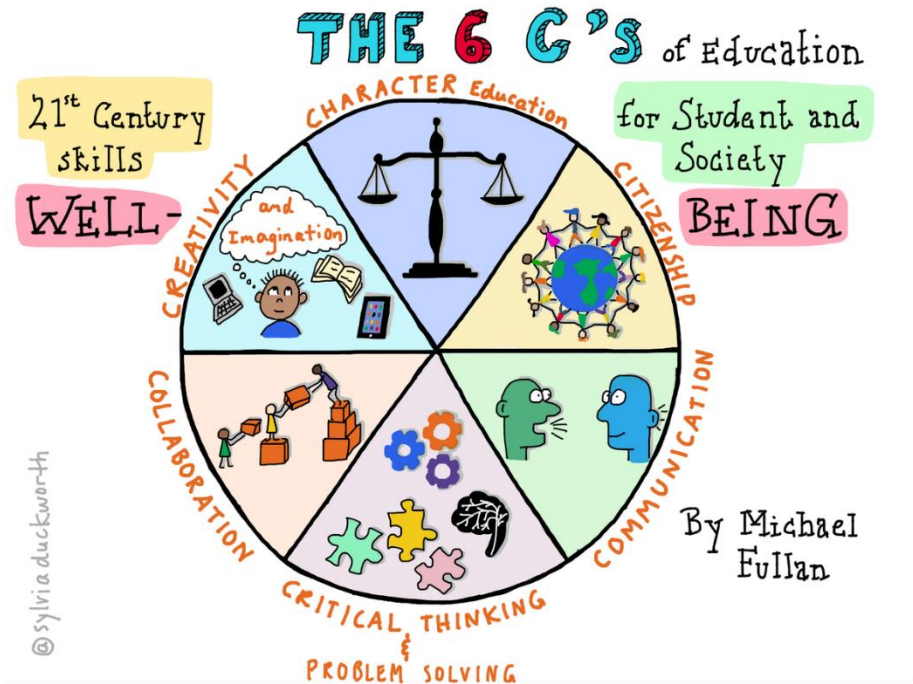
ELECTIVES:

The learning areas that will be offered as electives are:

- ★ HSS: Social Sciences
- ★ EMS: Economic Management Sciences
- ★ TECH: Technology
- ★ CAE: Creative Arts
- ★ SAL: Second Additional Languages.

Which skills will be emphasised?

A wide range of skills will be developed in both the CORE subjects and the ELECTIVES.



**“MAN’S MIND STRETCHED TO A NEW IDEA
NEVER GOES BACK TO ITS ORIGINAL DIMENSIONS.”**

- Oliver Wendell Holmes Jnr -

ESSENTIAL SKILLS

COMMUNICATION

- Verbal, non-verbal and writing
- In a range of contexts
- In a variety of appropriate ways

COLLABORATION

- Working together
- Solving disagreements
- Persuading
- Using people strengths
- All ideas and people are heard
- Being respectful
- Goal-setting

META-COGNITION

- Self-reflection
- Self-evaluation

CREATIVITY

- Brainstorming multiple solutions
- Solving problems
- Innovating
- Communicating ideas in new ways
- Producing knowledge

CRITICAL THINKING

- Questioning
- Evaluating information
- Facts vs Opinions
- Challenging ideas
- Improving practices
- Making informed judgements

- Understanding different perspectives

AFFECTIVE

- Perseverance
- Internal motivation
- Empathy
- Discernment
- Initiative
- Self regulation
- Responsibility
- Self-efficacy
- Independence
- Flexibility
- Coping with frustration and change
- Learnacy

ETHICAL REASONING

- Thinking about issues of right or wrong
- Factoring values into decision-making

We now refer to these 21st Century thinking skills as Essential Skills

GRADE 9: THE SIX CORE SUBJECTS

ENGLISH (Home Language)

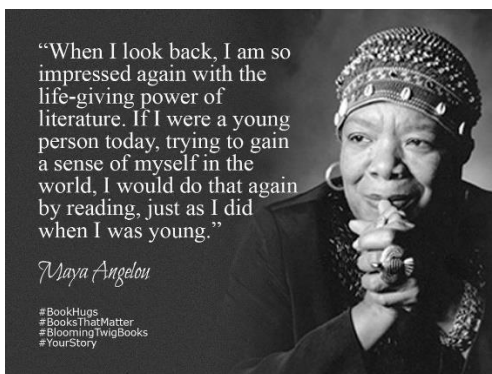
In Grade 9 students continue to develop the core English skills of close analytic reading, accurate and effective writing and listening and speaking that is appropriate to context and task. This year the students spend more time on literary reading and will study Simon Stephens' play *The Curious Incident of the Dog in the Night-time* and our own anthology of short stories as core texts. They will also develop the skills of poetry reading and analysis throughout the year as well as honing different types of listening and speaking.

In addition, students will complete distinct English skills units on grammar and language, comprehension, writing for different purposes and audiences, visual literacy and advertising and film.

Students' progress will be assessed throughout the year through both process and summative work and tests. At the end of the year there will also be a skills assessment test.

Students are encouraged to read independently throughout the year. During the winter holiday they will need to choose one novel from a provided list and read this in preparation for a holiday reading assignment.

The Grade 9 course is designed to develop the students' core skills in English and to become skilled, informed, critical and analytic, speakers, readers and writers.



AFRIKAANS (First Additional Language)

Afrikaans First Additional Language is a compulsory subject for the NSC final examination. As one of the most widely spoken languages in South Africa, Afrikaans is an obvious choice in the Western Cape.

Our main aim in this subject is to nurture a love for the language and a respect for all its users. We introduce a wide variety of relevant and challenging topics. Topics are also approached in a way that encourages diversity, inclusivity and social awareness.

In the Afrikaans department we follow a communicative approach to teaching Afrikaans as a First Additional Language. By the end of this course, Grade Nine students will be able to:

- ★ Listen carefully and speak confidently to a range of target groups in a variety of contexts.
- ★ Read, view and engage with texts to develop comprehension skills. Students are expected to critically evaluate and respond to a variety of texts.
- ★ Write and present their views using correct formats and conventions in different contexts.
- ★ Use Language structures and conventions correctly and effectively.

All four skills are assessed using a range of formative and summative assessments. The linguistic skills and concepts taught in Afrikaans reinforce those taught in English and will therefore be most beneficial.

In an effort to consolidate vocabulary used frequently, we structure our curriculum around the following four themes in Grade Nine:

- ★ Family and Friends
- ★ Into the Wild
- ★ Going Green
- ★ On the Sports Field

Our Grade Nine curriculum lays a solid foundation for a successful high school career in Afrikaans.

isiXHOSA (First Additional Language)

This is a compulsory subject for Grade 12 if a pupil does not select to do Afrikaans (FAL).

In this subject students will develop the following IZAKHONO (Skills):

- UKUPHULAPHULA NOKUTHETHA (Listening and Speaking)
- UKUFUNDA NOKUBUKELA (Reading and Viewing)
- UKUBHALA NOKUNIKEZELA (Writing and Presenting)
- IZAKHI NEMIGAQO YOKUSETYENZISWA KOLWIMI (Language structures and conversions)

The following aspects are crucial in this subject: reading for meaning and insight, essay and transactional writing, formal language structure and a study of literature. Activities will include critical thinking, textual analysis, formulation of an argument, visual literacy, literature study, writing and communicative skills. Formal isiXhosa is used as the medium of instruction and presentation in the classroom.

Themes chosen to study are topical and relevant and aim to relate to the interests of students, as well as to equip them to participate as responsible citizens in the life of local, national and global communities.

ASSESSMENT:

All four skills are assessed using both formative and summative assessments.

The emphasis is on continuous assessment e.g. tasks, assignments, tests, orals, writing, literature studies and research projects throughout the year.

WHO SHOULD CONSIDER TAKING ISIXHOSA FAL?

It is strongly advised that motivated and diligent mother-tongue pupils and a pupil who has done isiXhosa First or Second additional language in primary school should select this subject in Grade 9 if they wish to continue isiXhosa FAL to Grade 12.

MATHEMATICS

Grade 8 and 9 Mathematics aims to lay a sound foundation on which to build in FET phase. We see the first two years of High School Mathematics as a two year curriculum, forming part of a 5 year curriculum, and treat it as a continual development of mathematical skills. Our main focus in the Senior Phase is on basic algebra and geometry. These are the two most important topics to master for success in this subject in Grade 12.

We will write six summative assessment tests per year, and these will have the greatest weighting in terms of the final result in this subject. We will, however, have numerous Formative Assessment tasks that will take on a variety of forms, for e.g. diagnostic testing before any of the Summative Tests. This will allow us to remediate or extend within a topic before the pressure of a summative test.

In Mathematics we see Critical Thinking as one of the most important skill sets to teach. We aim to focus on this skill through creative Formative Tasks. We have always given the girls many opportunities to compete in different Mathematics Competitions and Olympiads and will certainly continue to do so. This is one of our most useful tools for teaching Critical Thinking skills.

Our aim as a department is to continually research new pedagogical thinking in the delivery of lessons, particularly focusing on ideas that indicate greater depth of thinking and understanding in Mathematics.

We look forward to an energised and rewarding year in our Grade 9 classrooms.

You will need: *(Both as per the official Textbook and Stationery lists)*

- Textbooks: Keys Gr9 and Mind Action Geometry Workbook Gr9
- Casio Scientific Calculator

**Mathematics is not about
numbers, equations, computations, or algorithms:
It is about understanding.**

William Thurstone

NATURAL SCIENCES

Physical Science

Building on the knowledge and skills acquired in Grade 8, Grade 9 students are encouraged to ask questions, but to also develop an analytical and critical way of thinking through the process skills of formulating questions and hypotheses. Therefore, more emphasis is now placed on the scientific method and this is best illustrated by the EXPO research project which all Grade 9 learners are tasked with. This project gives the students an opportunity to formulate a question around a topic that interests them and to solve a problem relating to that topic. In this process, the students are guided by experienced teachers and mentors.

We use a variety of teaching and learning styles in our lessons. From whole-class teaching to practical demonstrations and experiments. Students are able to plan and carry out scientific investigations, using apparatus correctly and safely. As a result students gain much experience of handling laboratory equipment. We encourage our students to ask and to answer scientific questions and they are exposed to a large number of problem-solving activities. Learners are exposed to graphs and statistics and will also use ICT in their lessons to enhance the learning experience.

The Chemistry content area includes the theory of chemical bonding and writing chemical formulae and balancing chemical equations. This knowledge is then applied to the reactions of metals, non-metals, acids and bases. In the Physics section, learners continue to discover more about electrical circuits and energy sources and forces and work is also introduced.

Students will be assessed using a number of different assessment tools: formal tests, practical work, enquiry-based research activities and presentations.

By the end of the Grade 9 year we hope to have instilled a scientific attitude of critical thinking, open-mindedness and respect for the viewpoints of others. Our aim is to develop in each pupil an appreciation of Physical Science so that they can wisely make the best choice about the various career paths available to them by taking Physical Science in the FET phase.

Life Science

This subject is about a study of what makes up life. It is an analytical scientific subject where the theory is supported by the use of IT in lessons and the subject matter is underpinned and explored in practical lessons. In Grade 9 students study the Scientific Method, Cell and Molecular Biology, Human Physiology- introduction to transport systems (vascular and lymphatics) and Human Support system – the skeleton.

The specific aims and learning outcomes include completing investigations, analysing problems and using practical processes and skills in evaluating solutions, extending scientific, technological and environmental knowledge and applying knowledge in new contexts. Students should also understand the uses of natural science and indigenous knowledge in society and the environment.

The skills we aim to develop are comprehension, application of knowledge, analysis of data, investigation, developing laboratory skills, exploring the scientific method, learning to use research skills and synthesising answers to problems. The skills acquired are assessed in various ways including tests, worksheets, practical observations and project research.



CREATIVE ARTS

Each Grade 9 pupil will choose one of the following Core Creative Arts subjects - Art: Visual Arts and Design, Drama or Music. **It is important in Grade 9 to ensure that if you are considering pursuing a specific field in Grade 10, that you ensure you select this in Grade 9.**

Art (Visual Art/ Design)

In this core art subject, students will spend six months doing Visual Arts and the other six months doing Design. Whilst both subjects are visual and involve creativity coupled with skill, they are also seen as unique subjects with their own specific qualities. In the Grade 8 and 9 years, both subjects will be sampled to allow students to best decide where their specific interest lies. In Grade 10, students can take either Visual Arts or Design.

Visual Art

In the Practical lessons, specific skills will be taught. Students will learn about skills of observation, visual representation and conceptual response. Students will use a variety of different media including pencil, oil pastel and acrylic paint. While the projects involve a certain amount of direction from the teacher, students are also given freedom to explore their own creativity while creating their artworks.

The short Theory component is necessary in order to gain a basic understanding of how to respond to Art and appreciate it more deeply. We analyse a diverse range of artworks, discussing various aspects of them as well as the specific context within which the works were created and the intentions of the artists when creating their artworks. Students will need this understanding as a base for further study in Visual Art.

Visual Art offers an opportunity to express one's individuality and become increasingly observant of the context around one. It develops confidence in critical decision making and interpretation. Creative open-minded thinking, organisational ability and independent problem solving will also be developed within a secure space.

Design

Core Design provides students with an opportunity to develop critical thinking through problem solving for the world around us. Design is for creative, adaptable, curious, open-minded students who are able to see the world differently. Students are made aware of the purpose and aesthetics of design in society. They will be able to make a productive contribution towards shaping the world in which they live by understanding and exploring the links between design, human needs, social justice and environmental sustainability.

Core Design aims to engage, inspire and challenge students, equipping them with the knowledge and skills to experiment, invent and create their own functional designs. They should also start to engage with and understand how design reflects and shapes our future and contributes to the broader local and global communities.

The Core subject includes both Theory and Practical components. The Theory aims to create an understanding of specific design terminology and expand their aesthetic perceptions. They will learn the basic language of design through the design process and the design elements and principles. The course exposes students to a wide range of design movements, works and technologies. This understanding serves as a base for further study in Design at the FET level.

In the Practical lessons, specific skills will be taught. They will learn about how to demonstrate a knowledge of form and function, design principles, construction and manufacture of design products. This will include the use and knowledge of specific tools, materials and construction methods.

Students become visually literate, design literate and culturally literate. They develop specific practical and theory skills, knowledge and values that will enable them to participate and succeed in an economically complex society as designers and critical users of the products of design.

Drama

Dramatic Arts is a subject that aims to develop the whole individual through an exploration of oneself and one another. It is a creative and collaborative learning area that hones the ability of the individual to communicate, to work together and to reflect and think critically about the world in which we live. This year focuses on developing an awareness of personal and group identity through the exploration of the self and the masks that we wear in life and on stage.

Workshopped performance: Students engage with the workshopping process as the theme of Identity is explored through a self-made performance. Students write monologues, scripts, improvise material and may incorporate a range of styles such as movement, dance, music, film. Students are encouraged to create scrapbooks and reflect on their work in a personal journal.

Scripted Drama: Students engage with scripted drama around challenging and relevant issues that speak to their own world view. Play scripts chosen are message-centred, issues-based and they encourage meaningful critical thinking and conversation. As theatre makers, students will stage, design, costume, direct, perform and own their work.

Writing and Filmmaking: Students engage with the fundamentals of filmmaking as they develop their own documentaries/mockumentaries on issues in their daily lives. They have a personal choice of subject matter and tell stories that are meaningful to them. The filmmaking process includes: storyboarding, design, performance, shooting and editing.

Introduction to Text in Context: South African Theatre is explored through the play 'The Year of the Bicycle'. The issues of connection, identity, race, class and friendship within a broader South African context are explored through the study of the characters, themes and messages of the play. Performance skills are extended through the staging of scenes from the play.

Assessment: Theory is tested through written assessments and reflection to consolidate practical skills and processes and give students a language with which to express this. Learners develop their reflective and reflexive skills in the use of their Drama journal, which explores their year's process in writing, pushing them to think critically about their experiences and learning. Students are further assessed through feedback, discussion, writing and performance. Students completing this course will have developed greater depth and capacity as theatre makers and as individuals.

Music

Virtually every person, every day, experiences music. Every culture and/or religion in the world includes music in some form: for ceremony, relaxation, communication, celebration and enjoyment. The world would be inconceivable without music.

Core Music is a fun subject that explores many aspects of:

Theory: How to read, analyse and write (compose) music using ordinary manuscript paper as well as technology such as Garage Band, Movie Maker and Sibelius.

General Music Knowledge: Learn, listen and study music from the past, present and the future. Students will learn why music is so relevant in everyday life and how to apply the knowledge and skills learned in this course in their daily lives.

Aural: In this part of the course, students will train their ears to really listen and understand music and sounds.

Playing an instrument for fun: fluency and flexibility will be achieved with some effort.

Instrumental lessons will continue to be studied, on a one-on-one basis, with the Herschel teacher to whom your daughter has been allocated.

Music is an extremely important subject for all students to learn as it can lead to better brain development, increase their ability and skills to connect and understand others, and to be in touch with their emotions. Music also relieves stress and creates a platform or medium for students to express themselves through sound. Core Music in Grade 9 offers an avenue for stimulating creativity and self-expression and is an opportunity to develop potential in a non-competitive environment.

LIFE ORIENTATION

As a compulsory subject right up to Matric level, Life Orientation is pivotal to the holistic development of students. It guides and prepares students for life's possibilities and in a rapidly transforming society, it ensures that they are well equipped with personal, social, intellectual and emotional skills.

Life Orientation specifically aims to develop skills that allow students to respond positively to challenges and to play an active role in both the economy, environment and society at large. We teach students how to exercise their constitutional rights and responsibilities whilst being mindful to respect the rights of others. Students are guided to making informed and responsible decisions about their personal health, the environment as well as further studies and careers.

In the GETC phase at Herschel, the Life Orientation curriculum is delivered in modules. In Grade 9. Students are introduced to the following modules, which each aim to develop specific skills and/ or impart pertinent content knowledge:

Constitutional Rights and Responsibilities

This module is skills-based which employs relevant case studies and uses a variety of relevant media sources. Students will be taught strategies to read for meaning and thinking skills in order to deal with attitudes and values with regards to human rights, tolerance, racism, and gender bias. In essence, our students are taught to become active citizens.

Personal Development: Mindfulness

Each class follows an adapted series of workshops where students learn coping strategies to reduce personal anxiety and stress levels. This module is facilitated by a Mindfulness practitioner.

Development of the Self in Society (including Career Guidance)

This module uses the tools learned in Grade 8 and continues to build self-motivation and self-esteem. It also incorporates Career Guidance by covering goal setting, personal aptitude and interest as well as guidance for their subject choice for Grade 10.

Life beyond Herschel

Time-management and study skills takes an in-depth look at the World of Work, which will enable students to make sound decisions in lieu of future careers and subject choices for the last phase of their high school careers. Community Responsibility and Coping with Challenging situations are two more topics which will be covered in this module.

Social Development: EQ

In this module, students will be guided to recognise and identify emotions in themselves and others, relate to other people in the moment and communicate with others about their emotions. This will develop their empathy, understanding and ability to truly connect with their peers and other people they encounter. The ability to regulate their own emotions will certainly be a positive contributor to building relationships and avoiding misunderstanding and conflict.

Assessment in Life Orientation:

Assessment is formal and informal, and surveys may be done. Some modules will be able to assess skills and/or knowledge, some will not, due to the personal nature of the module and the fact that some skills can only be applied in real life situations. Reporting will be done on a semester basis.




ADDITIONAL SUBJECTS

DIGITAL LITERACY

We give learners a pathway to careers in technology in a format that is fun, and with future-proofed skills for what the world needs. Learners can build their own website, mobile app or 'from scratch' and create a portfolio of real-project experience and certifications to be proud of. Our goal is to give pupils a head start on their tech career so that by the time they matriculate - they are years ahead of their peers.

4iR has moved onto 5iR already. Let's keep our children's tech skills up to date with what the future market needs - coding, web game and mobile app development. We endeavour to give our learners Practical project experience and ways to solve current tech problems we face today. So, imagine Grade 9s building their own website, cyber bot, or game from scratch, and coding it themselves. We invite learners to join our Beginners Pathway in Digital Literacy and gain skills that will equip them to solve tomorrow's problems using tech.

Here are some of the projects that they will work on:

Projects	Brochure, memo, proposal	Budget for a start-up	Encoded algorithms	Website (to save the world)	Space Hawk asteroid killer	Mobile app (solving social issue)
Gamified for youth			<p>Python Basics example: Joburg has been invaded by an Alien race called the Roaches. You're a member of the Secret Resistance and you'll be using Python to code secret messages and algorithms to help defeat the Roaches.</p>			

GRADE 9 ELECTIVES

*Note to students: Please read the following points before selecting your electives.

- Remember that this is **not a subject choice** for your senior grades: you will choose your subjects at the beginning of Term 3 in Grade 9 for Grade 10 2024.
- Read carefully and choose your electives according to the instructions.
- Choose 4 electives **per line** that you are keen to study. These are not ranked in order of choice - please note you could be assigned **any two of the four**.
- **Two electives will be allocated to you per line:** one for Semester 1 and one for Semester 2. That is a total of 6 electives over the year.
- You will study **three electives per semester:** one from Line 1, one from Line 2 and one from Line 3. When these lines are indicated on your personal timetable, you will go to the elective class that has been assigned to you.
- You may **not repeat** any elective. Avoid choosing it more than once when selecting.
- If you are considering taking **Accounting in Grade 10**, you need to have completed Bank-It in Grade 8 and *Accountify in Grade 9*. Please note- you cannot enrol for Accountify if you did not successfully complete Bank-It.
- EMS - Bank- It will not be offered in Grade 9 as it is a Grade 8 elective.
- If you are considering taking French in Grade 10, you need to have completed French Beginners (both semesters) in Grade 8 and French Intermediate (both semesters) in Grade 9.
- Try to balance your set of electives by covering all four learning areas.
- The compulsory learning areas are HSS - Social Sciences, TECH - Technology and EMS- Economic Management Sciences. You must have the required courses in these learning areas. You need to select two HSS electives (one GEOG and one HIST) and one in the EMS and TECH groups.
- If there is a problem with your selection when these are sent out to your parents, please see Ms East as soon as possible and before the end of Term 4.
- Please understand that classes are limited in size.
- The online form needs to be submitted by **31 October 2022**.

The three lines are indicated on the next page.

THE THREE LINES OF GRADE 9 ELECTIVES

ELECTIVE ONE	
9SAL1	French Intermediate (Prerequisite for French in Grade 10/ studied in both semesters)
9CAE3	A Whole New World Of Rhythm (Semester 2 only)
9CAE8	The Sounds and Songs of Protest (HSSH) (Semester 1 only)
9HSSH6	Faces of Activism
9EMS1	Accountify (<i>Prerequisite for Accounting in Grade 10</i>)
9TECH6	Designing and creating using Javascript and HTML
9HSSG9	Funnels and Faults
9HSSG5	Around the World in Six Months

ELECTIVE TWO	
9SAL1	French Intermediate (Prerequisite for French in Grade 10/studied in both semesters)
9TECH7	Bubbling, baking and brewing with Bugs
9HSSH10	The Cold War: nuclear bombs and superpower rivalry
9HSSG2	The Economics of Happiness (EMS)
9HSSG5	Around the World in Six Months
9CAE11	The Crafty Art of Playmaking
9EMS1	Accountify (<i>Prerequisite for Accounting in Grade 10</i>)

ELECTIVE THREE	
9HSSH3	Making Choices in Nazi Germany
9HSSG2	The Economics of Happiness (EMS)
9HSSG9	Funnels and Faults
9CAE12	Theatre-making: Directing, Devising and Design. (TECH)
9TECH7	Bubbling, baking and brewing with Bugs
9SAL1	French Intermediate (Prerequisite for French in Grade 10/studied in both semesters)
9TECH4	Sport and Exercise Science (Semester 2 only)

DETAILS OF THE GRADE 9 ELECTIVES

CREATIVE ARTS

9CAE12: THEATRE-MAKING: Directing, Devising and Design

** Note: This elective covers two learning areas - CAE and TECH*

To make a success of oneself in today's competitive world, one often has to become an entrepreneur in order to live and work. The Arts are no exception. 'Theatre-maker' is the term for the highly innovative, adaptive and multi-skilled individuals who create their own opportunities in the creative sphere. They write plays, workshop with actors, market their own work, direct, design costumes, sets and lighting and learn to make magic - often out of nothing. This elective will explore these skills, taking a masterclass approach and equipping students with the tools to direct, conceptualise and design, work with text and to create the space in which their own stories can come to life.

9CAE7: THE CRAFTY ART OF PLAYMAKING

The art of playwriting goes back Millenia, but plays are still as relevant today as they were in the Greek amphitheatres and Elizabethan playhouses. In this playwriting elective, students will explore the structural building blocks of plays, some of these tools include character, conflict, plot, genre, working with dialogue and building tension through the stages of the narrative. Students will also learn how to work with location, context, and time as well as how to format their manuscripts. Ultimately, they will have learned all the concrete tools to write a short play and hopefully discover more of their individual creative voices through that process. At the end of the course, students will have an opportunity to hear their plays read by actors in a recorded session.

9CAE8: THE SOUNDS AND SONGS OF PROTEST (Semester 1 Only)

** Note: This elective covers two learning areas - CAE and HSS*

Protest music aims to share social messages to bring about change. In the US, songs of protest developed from spirituals through social-gospel to culminate in songs of the civil-rights movement and the blues. Music was also one of the most powerful weapons used in the struggle against apartheid before the birth of democracy in South Africa. In the words of musician and activist Sifisa Ntuli: "A song is something that we can communicate to those people who otherwise would not understand where we are coming from." In this elective, students will examine the role played by protest music in shaping the struggle for liberation and resistance to oppression in both the US and SA during the twentieth century. Students will be introduced to the works of Nina Simone, Billie Holiday, Sam Cooke, Miriam Makeba and Hugh Masekela (to name just a few). In order to fully understand the selected songs, students will examine the historical context in which the songs originated, exploring the history of slavery and Jim Crow in the American deep South, as well as the social history of apartheid. This elective is highly recommended for students interested both in the beauty of music and who have a passion for social justice and political consciousness.

9CAE3: A WHOLE NEW WORLD OF RHYTHM (Semester 2 Only)

This elective will be offered by Herschel's Percussion Department. Rhythm is around us all the time. We experience it in nature; from the cyclic pattern of the seasons, to the repetitive motion of the waves in the ocean. We use it when we walk in the corridors and when we run on the sports field.

In this elective, we'll be exploring rhythms from around the world and navigating our way through different cultures and traditions through their unique percussion "languages".

We'll explore and play:

- African Percussion Grooves
- Konnakol: Vocal Rhythms from India
- Body Percussion
- South American Rhythms
- Drum Line Music

This is a practical elective, so come ready to play and learn about a whole new world of rhythm.

ECONOMIC AND MANAGEMENT SCIENCES

**Note - This is a compulsory learning area. Choose one elective from this category.*

9EMS1: ACCOUNTIFY

**Note: If you are considering taking Accounting in Grade 10, you need to select this course in Semester 1 or 2.*

In this course you will build on your knowledge of bookkeeping and accounting concepts that you acquired in Grade 8 by exploring credit transactions. You will evaluate the role of the National Credit Act, as well as the rights and responsibilities of customers and businesses in terms of credit. You will then use the knowledge of accounting concepts and transactions to process all credit and cash transactions into the accounting records of your very own business. You will prepare for your business by drafting a business plan, social media page and make your products to sell at school. You will learn to create a persuasive investor pitch and learn about the different functions within a business.

9HSSH2: THE ECONOMICS OF HAPPINESS - See p. 27 for details.

**Note: This elective has an economic component and covers two learning areas, HSS and EMS*

HUMAN AND SOCIAL SCIENCES

**Note - You must choose at least two electives in this learning area: one from the Geography group and one from the History group.*

Geography:

9HSSG8 : FUNNELS and FAULTS

In this course students will explore a range of major adverse phenomena that result from natural processes of the Earth and its atmosphere, for example: volcanic eruptions, tornadoes, earthquakes, hurricanes, floods, tsunamis, storms and other geological processes. These disasters can cause massive damage and a huge loss of life. Students will also examine what happens in the atmosphere that causes storms, where these massive storms occur and why storms are called by different names. They will also explore how geological processes have shaped the Earth's surface. A key question that will be investigated is to what extent humans are contributing to the more frequent occurrence of natural disasters. The reaction of humans to these catastrophic phenomena will also be scrutinised to learn about and devise apt solutions to save lives.

9HSSG2: THE ECONOMICS OF HAPPINESS

**Note: This elective covers two learning areas, HSS and EMS*

What is "success"? What is "happiness"? What is wealth and what is poverty? Can these concepts be measured? Using documentaries, maps, data and case studies, we will look at the delicate balance between social, economic and environmental development in the world and South Africa. The concepts of globalisation vs localisation will be debated and the UN Sustainable Development Goals will be evaluated by looking at development projects around the world. We will learn about ways to ensure a happy and sustainable way of life on earth. There will be time to get creative with some practical experimentation and you will design a meaningful, hopeful, action-based project that will bring together everything you learn in this elective.

9HSSG5: AROUND THE WORLD IN SIX MONTHS!

The world awaits us! Amidst a flurry of twirling Flamenco skirts, tenacious souk vendors, pristine white beaches, galleries, museums, delectable restaurants and palaces lies the promise of a memorable getaway for travellers from all over the world. In this course we will be using map reading skills latitude, longitude, distance and time, analysing data and assessing the positive and negative impact of tourism on the environment and economies of countries. We will also explore landscapes, landmarks, currencies, cuisine and climates across the globe. Our roadtrip starts by exploring our own country, continent and then moving abroad! The Island hopping segment focusses on the formation of islands ,island features and their geography. "To travel is to live' ... as stated by Hans' Christian Anderson so let's start living!

History:

9HSSH3: MAKING CHOICES IN NAZI GERMANY

Examining aspects of the origins and history of the Holocaust in Germany, and Nazi-occupied Europe, will reveal a range of human behaviour which people are capable of during times of brutality towards their fellow human beings. It will also expose the impact of fear, propaganda and ideology on human relationships. This course will look closely at power and its impact on choice making within society. The choices made by perpetrators, resisters, rescuers and bystanders will provide a fascinating study of the Holocaust as well as interesting reflection of choices we make today. We will utilise the materials developed by Facing History and Ourselves in our studies to develop a range of historical and life skills.

9HSSH6: THE FACES OF ACTIVISM – Nelson and Winnie Mandela

WWMD? What Would the Mandelas Do? South Africa's story of oppression and activism is brought to life as we learn about the experiences and journey of two colossal activists, Nelson and Winnie Mandela. Learn what it takes to be an activist and the importance of activism in the world. This elective will explore how individuals defied the oppression of the apartheid regime. The personal stories of these iconic figures provide us with a lens into our country's History and how people's lives were impacted. We will engage historical thinking and analysis of historical evidence with the intent of developing a deeper and richer understanding of our collective past. Our world needs activists where people stand up and challenge injustice and inequality wherever it appears.

9HSSH10: THE COLD WAR

Out of the ashes of World War Two emerged a new type of conflict that would hold the world in its grip for over four decades – the Cold War. Deep ideological tensions emerged between capitalism, democracy and communism as the Superpowers, America and the Soviet Union, competed for dominance around the world. In this elective we will explore the origins of the Cold War and the deepening and significant rivalry between the USA and USSR. Cold War flashpoints in Vietnam, Cuba, Berlin and Germany will provide us with the opportunity to deepen our understanding of world politics then and how it has shaped our modern world. This elective will develop your critical thinking and problem-solving skills through a variety of written, digital and group activities while deepen your understanding of the world in which we live.

SECOND ADDITIONAL LANGUAGE

**Note - This is an optional learning area in Grade 9 except if you wish to study French in Grades 10-12. French will be studied in both semesters so if you choose the French Intermediate elective you will do the first part in Semester 1 and the second part in Semester 2.*

9SAL1: FRENCH INTERMEDIATE SEMESTER 1 AND 2

Explore this beautiful and fascinating language and become more knowledgeable about France and its culture, traditions and cuisine. We will start this course with some quick revision of the course you did in Grade 8 in French for Beginners. You will then proceed and learn how to talk about hobbies and sport, family, your home and pets. As we live in South Africa you will also be able to talk about wild animals and learn many funny idiomatic expressions. Finding a French pen pal and making your own French "mayonnaise" are also part of the fun of studying this course.

By the end of this course, you will have visited all the regions of France, savoured some regional food and watched some more French movies. You will learn a really cool French song and much about café culture and restaurants in Paris. You will be able to order food and know how to find your way around in any French city. You will be able to understand French fashion flair and do some serious seasonal shopping in Paris. And before I forget: a "mousse au chocolat" competition and a visit to a French restaurant are also part of your studies in this course.



TECHNOLOGY

**Note - This is a compulsory learning area. You must have one elective from this category.*

9TECH6: DESIGNING USING JAVASCRIPT AND HTML



Learn the fundamentals of programming using HTML and JavaScript to create drawings, animations, and an interactive website. This course is self-paced allowing you to work at your own speed. It is highly recommended that you take this course should you wish to do Information Technology in Grade 10.

What you will learn

- You will learn how to build static and interactive web page.
- Style the text
- Get foundational knowledge with a brief history of the main front-end development programming languages.

9TECH2: SPORT and EXERCISE SCIENCE (Semester 2 only)

The human body is one of the most amazing machines we have, and scientists have been studying it for years to understand how the body works. Join us for a semester and explore the exciting world of sport and exercise science.

This elective will explore aspects of the physiological, biomechanical, psychological, sociological, and motor development aspects of human movement in various contexts.

If you like building models, presenting research to your peers or just explore some sports you never thought of playing, join us for a fun, informative elective.

9TECH7: BUBBLING, BAKING AND BREWING WITH BUGS.

This elective will focus on the practice of Biotechnology- past and present. Biotechnology is the use of biology to solve problems and make useful products that help improve our lives and the health of the planet. It has endless applications in our lives. We will be looking specifically at the use of microorganisms in Biotechnology. These very small living organisms have a bad reputation as being harmful, but we'll have a look at how they can be very useful.

Many of these processes started 1000's of years ago to make food products such as bread and cheese but people were not really aware of the biology in the processes. These processes have advanced driven by sophistication of technology, development of skills and knowledge and increased economic demand. We will study some of the cultural practices rooted in biotechnology and how the processes have modernised. This elective will look at a variety of different biotechnological processes. It will mostly have a practical focus. Some of the processes we will study will be cheese making, yoghurt making, bread making, ginger beer making and oil spill clean ups.

**Note: The following cross-curricular electives have a technology component*
9CAE12: THEATRE-MAKING: Directing, Devising and Design

See p.24



ASSESSMENT IN GRADE 9

Herschel academic staff support assessment that is appropriate, functional and meaningful. The principle of ‘assessment for learning’ is more important than ‘assessment of learning’. Skills-based education as a principle does not mean that content knowledge is not important, but is viewed as key to a basic education at Herschel. This will enable students to cope well with life and work beyond school.

Both Core Subjects and Electives will be continually assessed throughout their duration by means of formative and summative assessment. There will **not** be an emphasis on rote learning or over-measurement. As the curriculum is based on content knowledge as well as skills, both aspects will be covered in varying degrees depending on the nature of the elective that has been selected. Continuous assessment will be conducted in all subjects and electives and cover a range of different types, for e.g. practical tasks, orals, projects, research tasks, tests, group work, exercises, thinking maps, etc. Some electives have practical or performance components and will, therefore, be assessed differently.

Assessment will be based on sound educational principles. Every effort will be made to coordinate assessment to avoid overloading students. Detailed reports will be issued at the end of Semesters 1 and 3, but a brief progress report will be sent to parents at the end of Terms 2 and 4. Your daughter’s results will be accessible to you throughout the term and all academic staff can be contacted at any time if you are concerned about her lack of progress.

We have reviewed and evaluated the assessment structures and procedures in place for Grade 9. After much discussion, we believe, upon reflection, that it is important for the Grade 9’s to have a ‘taste’ of examinations in a somewhat ‘low-stakes’ context ahead of entering the FET (Further Education and Training Phase).

The examinations will be slightly longer than a normal Grade 9 summative assessment and as a result, teachers will be able to assess more content and interlinking skills. This allows the teachers to assess specific subject material more holistically.

We will mimic some of the rigor required in writing an examination and that which is involved in the preparation for an examination period. Examination preparation techniques and strategies can also be developed and trialed. This allows pupils the opportunity to show proficiency in specific skills under examination conditions and to grow in confidence as a result, meeting the next examination opportunity with less trepidation.

On another level, this also plays a role in reassuring pupils that their subject choice is right for them, and that they have the acumen and skills to flourish in subjects they have elected to take through to matric.

Examination writing is a skill, and we believe this examination time period, will help them to better prepare for the transition into Grade 10 and the FET.

Valuable reflection after the examination session will help them to identify key areas in the basics of their subjects and in their general preparation techniques and strategies that require focus ahead of the following year.



“YOU CAN TEACH A STUDENT
A LESSON FOR A DAY,
BUT IF YOU CAN TEACH HER
TO LEARN BY CREATING CURIOSITY
SHE WILL CONTINUE
THE LEARNING PROCESS AS
LONG AS SHE LIVES.”

~ CLAY P. BEDFORD ~

