



Founded 1922

HERSCHEL
GIRLS SCHOOL

~ GRADE 8 ~

GETC CURRICULUM 2023

*Transforming teaching and learning
for the future*

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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 will the GETC Phase look like in 2024?

Grade 8s will study six academic CORE subjects as year courses.

CORE SUBJECTS:

- English (HL)
- Afrikaans (FAL) **or** isiXhosa (FAL)
- Mathematics
- Natural Sciences (Physical Science and Life Science)
- Creative Arts (Art: Visual Art and Design **or** Music **or** Drama)
- Life Orientation

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

ELECTIVES:

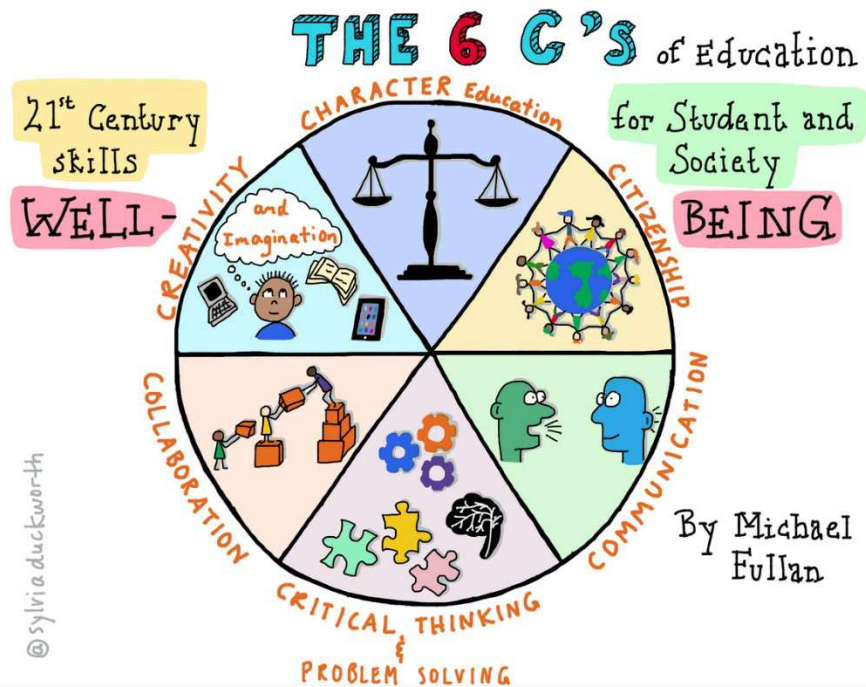
The learning areas that will be offered as electives are:

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

Which skills will be emphasised?

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

The educational emphasis will be on 21st century skills as illustrated below:



From: <https://twitter.com/sylvia duckworth/status/567373802968186880>

**“The whole purpose of education is to turn mirrors into windows.”
- Sydney J. Harris -**

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 the 21st Century Thinking Skills as Essential Skills.

GRADE 8: THE CORE SUBJECTS

ENGLISH Home Language

English Home Language in Grade 8 is taught through a series of six modules that focus on the core skills of the subject: listening and speaking, writing, grammar and language, reading for comprehension, reading poetry and reading fiction. We believe that this method allows students to develop a close focus on each aspect of the course and thus develop their skills in each area.

Pupils will spend between five and six weeks studying each module which will be led by an expert teacher in this area of the subject. Lessons focus on the development and improvement of skills and pupils will thus be assessed throughout each unit to track progress and identify areas for improvement or support. Each module will include at least two assessments. It is important for parents and pupils to note that the demands and skills of each unit are different and this will sometimes affect the results of assessment. For example, some pupils find they need more help developing the skills of comprehension than the skills of writing and this might be reflected in their results as they move through the units.

While the pupils will learn with different teachers through the modules, they will also have an English home room teacher with whom they will meet every two weeks for a reading lesson. This teacher will also monitor their overall progress and offer general help and advice in their English learning.

We believe that teaching English skills through this module system provides pupils with a secure and solid foundation for success in learning in their senior school years.

AFRIKAANS FAL

As one of the most widely spoken languages in South Africa, Afrikaans First Additional Language 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.

Grade Eight 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, the curriculum is structured around the following four themes in Grade Eight:

- Hello High School
- Making a Difference
- Food Culture
- My Feelings and I

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

IsiXhosa FAL

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 to extend vocabulary, formal language structure and an appreciation of literature. Activities will include critical thinking, textual analysis, formulation of an argument, visual literacy 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 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 assessment. The emphasis is on continuous assessment e.g. tasks, assignments, orals and research projects as well as tests throughout the year.

WHO SHOULD CONSIDER TAKING ISIXHOSA FAL?

It is strongly advised that a motivated and diligent mother-tongue pupil should select this subject in Grade 8 and 9 if they wish to continue isiXhosa to Grade 12. Pupils who have done isiXhosa First Additional Language or Second additional Language in primary school are also encouraged to take isiXhosa FAL in grade 8

MATHEMATICS

Grade 8 and 9 Mathematics aims to lay a sound foundation on which to build in the 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. In Grade 8, the use of calculators is not allowed until approximately half way through the second term.

We write six summative assessment tests per year, and these have the greatest weighting in terms of the final result in this subject. A variety of formative assessment tasks, however, are also used to develop skills and assess progress. An example is diagnostic testing before one of the important summative tests. This allows us to remediate, or extend, within a topic before the pressure of an important test.

In Mathematics we see critical thinking as one of the most important skill sets to teach. We aim to really focus on this through different, and creative, formative tasks. We have always given the students 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.

With our Grade 8's, we aim to run several lessons with a focus on material not covered in the regular CAPS curriculum. These "out of the syllabus" lessons aim to develop an interest in Mathematics outside of the classroom.

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 8 and 9 classrooms.

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

Herschel Maths Textbook (only available at school), a Mind Action Geometry Workbook Gr8 and a Casio Scientific Calculator

NATURAL SCIENCES

Physical Science

Physical Science is the way for students to gain a greater understanding and appreciation of the world they inhabit. In Grade 8 we encourage students to start asking questions about the world around them and to actively explore their environment. Our aim is to excite and enthuse the students with a sense of awe and wonder about the world and to begin to appreciate the way in which Science will affect the future on a personal, national and global level.

We use a variety of teaching and learning styles in our lessons. From whole-class teaching to practical demonstrations and experimentation. Students are able to plan and carry out scientific investigations, using apparatus correctly and safely. We encourage our students to ask, as well as answer, scientific questions and they are exposed to a large number of problem-solving activities. Students are exposed to graphs and statistics and will also use ICT in their lessons to enhance the learning experience. We are fortunate to have well-stocked laboratories and a full-time laboratory assistant so students can gain experience in handling laboratory equipment.

The Chemistry content area explored in Grade 8 includes the nature and behaviour of matter, atomic theory, the periodic table, mixtures and compounds. In the Physics section, students are given an introduction into electricity, light and colour.

Students will also be assessed using a number of different assessment tools. From more formal tests to practical work, enquiry-based research activities and presentations. With more contact time we will ensure that we foster and encourage curiosity and enthusiasm about the natural world beyond the limitations of a set syllabus.

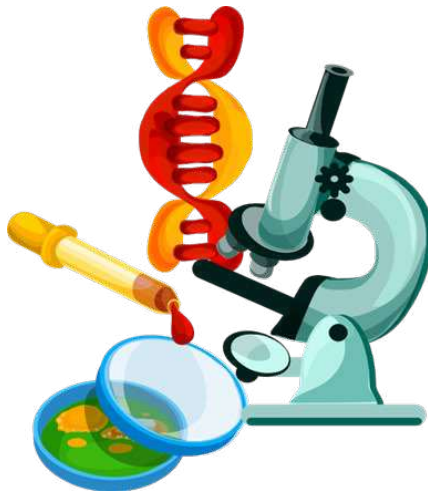
Life Science

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 8 the students study Histology (the study of cells), Biochemistry (Photosynthesis and Respiration), Physiology (Skin and Temperature regulation), Animal Behaviour

(Ecto- and Endotherms) and Ecology (including Symbiosis and Human impact on the Environment).

The specific aims and learning outcomes include completing investigations, analysing problems and using practical processes and skills in evaluating solutions, having a grasp of scientific, technological and environmental knowledge and being able to apply it in new contexts. students should also understand the uses of natural science and indigenous knowledge in society and the environment

We aim to develop comprehension, understanding, analysis and the use of the scientific method. students will be expected to synthesise answers to problems and develop research skills. The skills acquired are assessed in various ways including tests, worksheets, practical observations and project research.



CREATIVE ARTS

**Note:*

- *Each Grade 8 pupil needs to choose ONE of the following subjects as the focus of study for the Core Creative Arts year course: Drama OR Music OR Visual Arts.*
- *Please note that class sizes will be capped.*
- *The choices for 2024 have already been submitted and recorded.*

Dramatic Arts

Do you want to build your confidence? Learn to communicate more effectively, work collaboratively and build real connections with your peers? Do you want to learn about the world and your place in it, while developing your critical thinking and reflective skills? Dramatic Arts will help you grow in all of the “critical 21st Century skills” – through an immersive, fun, practical course that will extend your creativity, your theatre-making skills and grow your strength and ability as a performer.

The Drama classroom is a safe and uplifting space. Each term we engage with a new performance mode or style through projects designed to extend our students’ range and help grow them into the best performers that they can be.

These include performing monologues and scenes from published plays, television and film, creating and developing characters, exploring scene analysis, staging and learning to create and devise theatre around social issues that matter. You will learn to engage in physical theatre forms like movement and “Comic Book Theatre” (a fun, high-energy blend of comic books, blockbuster movies and physical theatre). You will also integrate technology into your learning through the use of theatre lighting and film-making.

You will further develop and apply your skills through reading, studying, staging and performing play texts that have been chosen for their relevance to the social and political issues that young people face.

Assessment is done through performance, reflection and application of skills learned. You will develop your reflective and reflexive skills through the use of several tools: The Drama journal, allows you to explore your creative processes through reflection and critical thinking. Your Portfolio will allow you to document your practical portfolio responsibilities in tasks, such as directing and design. You will also engage with planning and design through mood boards (on *Pinterest* or *Canva*) and filmmakers’ story boards.

Students taking Dramatic Arts learn to take ownership of their own Theatre Making experiences and, in so doing, develop creative, conceptual and communicative muscle, becoming more confident in their own ability and the abilities of others.

Video link: Drama at Herschel

<https://drive.google.com/file/d/1sMQiJ-RAuEoQYNKtNIEM2k-i4lCjdZhd/view?usp=sharing>

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. In Core Music various aspects of thinking skills are developed.

The Core subject is a fun course that explores many aspects of:
Theory - how to read, analyse and write (compose) music, General Music Knowledge - learning and understanding music from the past, present and the future, and Aural - training to really listen and understand music and sound.

Playing an instrument/singing - Instrumental lessons will be taught on a one-on-one basis with a teacher who will be allocated to your daughter. Students may learn to play more than one instrument.

We also introduce our students to music and technology. They learn how to compose using various types of software. They may compose songs, dance music, instrumental pieces and film music.

Core Music in Grade 8 offers an avenue for stimulating creativity and self-expression and is an opportunity to develop potential. Our classes are small, fun and an opportunity for the learners to break away from the 'normal' school environment. Music stimulates the brain, creativity and teaches us skills that no other discipline can. It increases our ability to communicate better, to understand and appreciate different cultures and their music. Music teaches the brain to be more creative, analytical, to understand emotions and how to express oneself in a non-competitive environment.

Specific details regarding instrumental lessons (for either the core subject or extra-curricular lessons) will be emailed to you by the Admissions Department.



Visual Art

Visual Art provides students with an opportunity to build a foundation from which they can make meaningful visual expression. Visual Art aims to engage, inspire and challenge students, equipping them with the knowledge and skills to experiment, invent and create their own works of art. As they progress, they should be able to think critically and develop a more rigorous understanding of art. They should also start to understand how art reflects and shapes our history and contributes to the broader community.

Visual Art includes both Theory and Practical components. The Theory aims to create a basic understanding of how to respond to art and appreciate it more deeply. We learn the basic language of art and the skill of analysis. The course exposes students to a wide range of artworks. This understanding serves as a base for further study in Visual Art.

In the Practical lessons, specific skills will be taught. Students learn about skills of observation and rendering. This will include the use of tonal gradation, colour mixture, compositional layout and textural exploration. Students will use a variety of different media including pencil, oil pastel and acrylic paint. Visual Art offers you an opportunity to express your individuality and to become increasingly observant of the context around you. 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. Whilst the primary skills are creating, interpreting and presenting, visual communication and personal reflection are also built into the course.



LIFE ORIENTATION

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

Life Orientation specifically aims to develop skills that allow our students to respond positively to challenges and to play an active role in the economy, environment and society at large. We teach our students 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. We also grapple with issues relevant to the teenage experience.

In the GET phase at Herschel, the Life Orientation curriculum is delivered in modules. In Grade 8, the following modules are covered, which each aim to develop specific skills and/ or impart pertinent content knowledge:

- Social media
- Relationships
- Addiction
- Nation building
- Human Rights
- Effective learning strategies
- Global health

Assessment is both formal and informal and may make use of verbal feedback or surveys. Many modules are too personal to be assessed, however, Controlled Tests are written in Terms 2 and 4 while tasks are administered in Terms 1 and 3. Reporting will be done on a semester basis.

ADDITIONAL SUBJECTS


DIGITAL TECHNOLOGY

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 8s 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)
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Gamified for youth		<p>Python Basics example:</p> <p>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>
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Research Skills - practical tools for navigating research, thinking and writing.

The Grade 8s will systematically, diligently and carefully work through a six-step process based on the 'Big6' model developed by Mike Eisenberg and Bob Berkowitz (1987). This model is designed to help students to develop the skills and understanding that they need to find, process, assess, authenticate and use information effectively in order to write a research essay.

This includes: understanding a complex question, doing research, organising relevant information into a logical format, writing an academic essay, including proper referencing and understanding the importance of integrity throughout this process. We will make use of many types of information sources, available electronically and in the school's Baxter Resource Centre.

THE BIG6



LIBGUIDE TEAM, 2017. BIG6 - Information Literacy Model. VGU Library.
Available:
<https://vgulibguide.wordpress.com/info-literacy-skills/big6-model/>, [Accessed
on 15 October, 2021]

GRADE 8 ELECTIVE CHOICES

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

- The choosing of electives should not be viewed as a subject choice for Grade 12 but you do need to read carefully and choose your electives **according to the instructions**.
- Choose **4 electives** that you are interested in studying **per line**. Make sure you are prepared to do any of the four you have selected. Avoid duplicating choices in different lines.
- **Two electives will be allocated** to you per line: one for Semester 1 and one for Semester 2.
- If there are problems with the selection, you will be contacted and informed of the problem and the proposed solution.
- Your parents/ guardians will be notified by e-mail of the electives assigned to you for both semesters in 2024. Please keep a record of your assigned electives for future reference.
- Each pupil will be required to have covered electives from **at least FOUR different learning areas**.
- **TECH, EMS and HSS are compulsory learning areas**. You need to select **at least two** HSS electives in your set of electives for 2024 - one in the **Geography** category and the other one in the **History** category.
- If you are considering taking Accounting in Grade 10, then you **must** include *Basic Business (EMS) in Grade 8 and Accountify (EMS) in Grade 9*.
- French Beginners (SAL1) is an optional language course in Grade 8 but will be covered **in both semesters**. If you are considering taking French in Grade 9 and Grades 10 – 12, then you must include French for beginners (SAL1).
- You may choose an additional Creative Arts elective if you have covered all the compulsory learning areas. It is an optional learning area.
- 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 time table, you will go to the elective that has been assigned to you.
- You will not be allowed to do the same elective more than once.
- Some electives are cross-curricular and may cover two learning areas. This is indicated below the title of the elective.
- Every effort will be made to allocate two of your choices to you per line.
- Classes will be limited in size and will be capped.
- Your online form needs to be completed and submitted at the latest by **27 October 2023**.
- Correspondence will be sent to your parents/ guardians by email. Please enter the email address very carefully, clearly and correctly on the online form.

THE THREE LINES OF ELECTIVES

ELECTIVE ONE	
8SAL1	French for Beginners (<i>Prerequisite for Grade 9 and Grade 10 French</i>)
8HSSG8	"Hello Africa! Tell Me How You're doing" (EMS)
8HSSG9	Close the gaps with Maps
8HSSH9	Makings of the Modern World
8HSSH10	Social Awareness... Let's Talk
8CAE3	Dancing through History - Pioneers and boundary pushers (HSSH)
8TECH2	Robotics
8CAE5	Visual Theatre (Tech) (semester 1 only)
8CAE9	Smart Filmmaking (Tech) (semester 1 only)
8CAE8	From the page to the stage (Tech) (semester 2 only)

ELECTIVE TWO	
8HSSG9	Close the Gaps with Maps
8HSSH5	Travelling in Africa with Avi and Kumbi
8EMS1	Basic Business (Prerequisite for Accountify Elective and 10 Acc)
8TECH3	Food Science (semester 1 only)
8CAE7	Music and Media (Tech)
8CAE9	Smart Filmmaking (Tech) (semester 1 only)
8CAE8	From the page to the stage (Tech) (semester 2 only)
8CAE6	Design-o-vation (Tech) (semester 2 only)

ELECTIVE THREE	
8SAL1	French for Beginners (<i>Prerequisite for Grade 9 and Grade 10 French</i>)
8CAE4	Band for Beginners
8CAE6	Design-o-vation (Tech)
8TECH2	Robotics
8HSSG6	A Journey Through Time to the Anthropocene (Tech)
8HSSH4	'Women Rise!'
8EMS1	Basic Business (Prerequisite for Accountify Elective and 10 Acc)

DETAILS OF THE ELECTIVES

CREATIVE ARTS

** Note: Choosing an elective in this learning area is not compulsory, but is recommended as a creative outlet. It also provides students with an opportunity to select a second Arts option apart from the one chosen as a core subject.*

8CAE8: FROM THE PAGE TO THE STAGE

**Note: This elective has a technology component and covers two learning areas, Creative Arts and Technology.*

Audiences love to watch a good show on the stage - but what really goes into taking a play from the pages of the play text to the final product that the audience sees? In this course, students will work on taking a scripted drama from any genre and developing it towards performance in their own chosen space, for an audience. They will get involved in all facets of the production process, from devising the visual and thematic concept, to the casting and acting, directing and designing of the play. They will examine the roles that the behind-the-scenes players take on, getting involved in all aspects of production: theatre lighting and sound, makeup, costume, stage design, marketing and stage management. The elective will culminate in the performance of the finished play.

8CAE9: SMART FILMMAKING

**Note: This elective has a technology component and covers two learning areas, Creative Arts and Technology.*

This elective will explore the exciting process of filmmaking on a smartphone. The course will cover areas such as scriptwriting, mastering camera functions, planning visual storytelling, composition and camera shots, lighting, recording sound clearly, editing and overall production techniques. There will also be a short course on acting for the camera.

At the end of the module the learners will produce their own short film.

Course requirements: A smartphone and editing software such as iMovie or CapCut.

8CAE5: VISUAL THEATRE

**Note: This elective has a technology component and covers two learning areas, Creative Arts and Technology.*

We live in a highly visual world in which so many art forms work together to create the visual language of theatre. This elective will focus on a comprehensive range of Visual theatre elements and explore the hands-on practicalities of both making and performing.

This course will immerse you in visual theatre forms such as masks, makeup, puppets and animations, as well as experimenting with theatre lighting and visual projections. You will also look into the history of Visual theatre through learning about the local and international theatre practitioners and plays that have been instrumental in developing this exciting theatre form.

8CAE4: BAND FOR BEGINNERS

** Note: A maximum of 12 students can be assigned to this elective.*

This enjoyable and creative course is designed to introduce students to the playing of a wind or percussion instrument. The course involves applying the basic fundamentals of music reading applicable to the particular technique of the instrument(s) being studied.

It will include a little history about the development of the instrument and a study of some prolific players. At the end of the course, the aim is to be able to play simple tunes of varying genres in an ensemble. Join this class for musical fun!

8CAE7: MUSIC and MEDIA

**Note: This elective has a technology component and covers two learning areas, Creative Arts and Technology.*

This course suits students who wish to develop an understanding of GarageBand and iMovie. This course will allow them to use the apps on their iPad with insight.

The course will involve the following:

- They will produce podcasts which include an interview and jingle.
- They will develop the understanding of basic recording and editing of sound.

- They will complete a music video including the filming and editing and develop an understanding of basic filming and editing of videos.
- They will conduct meaningful interviews and research.

8CAE3: DANCING THROUGH HISTORY - PIONEERS AND BOUNDARY PUSHERS

**Note: This elective has a History component and covers two learning areas, Creative Arts and HSS History.*

This is an elective for both trained and beginner dancers. We will use the medium of practical Contemporary Dance to explore how this dance genre came into being and developed. Pupils will have the opportunity to learn the technique of Contemporary Dance, develop their own choreographic skills and discover the history of dance in the 20th and 21st centuries.

Please note that while Contemporary Dance experience is not required, this is a practical elective and all pupils will be required to dance.

8CAE6: DESIGN-O-VATION: Exploring Surface and Product Design

**Note: This elective has a Technology component and covers two learning areas, Creative Arts and TECH*

Welcome to "DESIGN-O-VATION: Exploring Surface and Product Design," a dynamic and creative elective course designed for the Grade 8 student who is eager to delve into the world of Surface and Product Design.

Students will be introduced to the Design Process, a vital structure used in conceptualising any design product. Through hands-on tasks and creative exercises, students will develop their skills in selecting motifs, arranging elements, and conceptualising their designs for a repeat pattern wrapping paper design. For the rendering of their wrapping paper designs the students will be using a variety of mediums such as markers, paint, and pencil crayons.

In addition to surface design, students will explore the Design Process for creating functional products, specifically a prototype of a household toaster, using card and paper. They will learn the step-by-step approach of product conceptualisation, which includes problem identification, ideation, sketching, prototyping, and refinement. This hands-on experience will equip students with the skills and mindset needed to transform everyday objects into innovative and user-friendly designs.

To culminate their learning experience, students will have the exciting opportunity to build and construct a scale model of the toaster they've conceptualised. What makes this project unique is that it will incorporate the wrapping paper designs they created earlier in the course. This integration of surface design into product design will challenge students to think holistically about aesthetics and functionality, bridging the gap between form and function in design.

"DESIGN-O-VATION" promises to be an engaging and enriching design course that not only nurtures students' design strengths, but also equips them with essential design skills. Top of Form

This elective will provide the students with a hands-on experience, practical knowledge of materials and construction techniques which are essential skills in the world of Design.

ECONOMIC MANAGEMENT SCIENCES

Note: This is a compulsory learning area. All students must choose one of the following electives. Students who are considering taking the **Accountify elective in Grade 9 and Accounting in Grade 10 must sign up for **EMS1: Basic Business** in Grade 8 as a prerequisite.*

8EMS1: BASIC BUSINESS

Follow the flow of money through the business: from transaction initiation to recording in the financial records of the business. Students learn about different types of businesses within the formal and informal sector. We investigate the different ways of making payments, card facilities and source documents used by businesses and basic accounting concepts. Using these skills students will interpret transactions and, using basic bookkeeping skills, process and record cash transactions in the financial records of the business. Students will investigate various business ideas, explore options of saving and investing as well as sourcing capital.

8HSSG8: “HELLO AFRICA! TELL ME HOW YOU’RE DOING”

Note : This elective has an EMS component and can be selected in place of **8EMS1: Basic Business if you do not wish to select Accounting. See page 27 for details.*

“The important thing is to never stop questioning”

~ ALBERT EINSTEIN ~

HUMAN SOCIAL SCIENCES

** Note: This is a compulsory learning area. All students must choose at least two electives in this group - one from the Geography category and one from the History category. A pupil may choose a third HSS elective if she has met all the other requirements. Some HSS electives may be cross-curricular. See below.*

GEOGRAPHY

8HSSG8: “HELLO AFRICA! TELL ME HOW YOU’RE DOING?”

**Note: this elective covers the HSS Geography and EMS learning areas.*

How often have you wondered about the vast, diverse and complex continent that we live on? Although Africa is often portrayed as having a tragic history, there is hope! After getting to know the lay of the land through maps, surveys and Google Earth, we will focus on a variety of stories from Africa involving music, innovation, community-building, social and environmental activism and entrepreneurship. Working with maps, documentaries, statistics, news articles and interviews, will help you to learn to question, think, reason and understand. A creative hands-on, entrepreneurship project will hopefully inspire a greater connection to the African continent while you research, design and make a “proudly South African product” of your own. The aim of this elective is to instil an interest in, and love of your continent, while learning useful Geography-and-entrepreneurship-based knowledge and skills.

8HSSG6: A JOURNEY THROUGH TIME TO THE ANTHROPOCENE

**Note: This elective covers the HSS Geography and TECH learning areas.*

The Anthropocene, the most recently named geological age of the earth, has become a well-used term in many fields of study today. It is the only time period in the history of the world that has been mainly shaped by humans. In this elective we will “dig deep” and uncover the journey of the earth, from 4.6 billion years ago to now. Using studies from Geology, Palaeontology, Archaeology, Physical Science, Life Science and Anthropology, we will learn about the ever-changing world. We will learn plenty of impressive new vocabulary, and you will stretch your curiosity, observation, thinking and creative skills. You will research, write, design and make a pop-up story book to showcase what you discover in this elective.

8HSSG9: CLOSE THE GAPS WITH MAPS

In the age of Google Maps and the like, the human race is losing the ability to navigate ourselves from place to place. In this elective, students will learn spatial skills which range from learning to use basic map work implements to using complex Geographic Information Systems. You will become empowered to provide advice to decision-making bodies about important crises which the global community faces daily, like poverty and climate change. Your creativity will be stretched as you learn to produce your own maps after studying the cartography of ancient ones. Together, we will travel to all four corners of the globe via Google Earth and be able to add our well-researched, fact-checked information to a worldwide app which others will find useful. This elective encourages you to develop your spatial intelligence, which not only helps with direction and location, but will also give you the ability to recognise and understand the position of objects around you relative to yourself.

HISTORY

8HSSH4: 'WOMEN RISE!'

"Each time a woman stands up for herself, without knowing it possibly, without claiming it, she stands up for all women." Maya Angelou (an American poet, author and civil rights activist).

Using historical investigative skills, you will engage with thought-provoking questions around women's issues, identity and the obstacles to legitimate transformation. Your studies will explore women's various places and roles in societies during the 20th century, including South African society. This course will cover a range of transferable skills which will increase your understanding and extend your knowledge about the journey of different women's liberation struggles. It will include the difficulties faced by different women and how pioneering women challenged the gender mindsets and practices of their time. We will compare their experiences to the position of women currently and assess the degree to which gender equality has been secured.

8HSSH5: TRAVELLING IN AFRICA WITH AVI AND KUMBI

Curious about our continent? This elective offers you a chance to explore the incredible history of Africa by ‘travelling’ through it, both in time and space. We ‘visit’ the glorious histories of African kings and queens, civilisation and states from ancient times to the eve of European colonialism. As we ‘journey’ through the continent, we will also meet ordinary people doing extraordinary things. We will explore their art, technology, culture and ideas and explore the significance of salt, gold, iron and clay. We will learn how Africans and Europeans encounter each other - and unpick the complex forces that this sets in motion. Historical thinking and writing skills are prioritised, but this elective will appeal to students who love dynamic, project-based learning and creative tasks. You will leave enriched and empowered.

**Note: The book Travelling In Africa with Avi and Kumbi forms a key text for the course (available on Loot, Takealot, and at The Book Lounge)*

8HSSH9: MAKINGS of the MODERN WORLD

What role has human innovation, machines and technology played in shaping our modern-day world? This elective explores the makings of the modern world by providing a framework in which major historical events of the 20th century can be best understood. We will explore a wide variety of themes and historical processes that have shaped the modern world, by looking at the evolution of technology from the Industrial Revolution in the 19th century into the 20th century, and by exploring the transformational, creative power of technology on society through WWI and WWII. We will focus on the challenges of warfare in WWI (trench warfare), considering the intersection between the demands of war, inventions and innovation. Our journey will continue to explore the impact of technology on society between WWI and WWII considering the benefits and challenges of technology. Consideration of the transformation in our communications, mobility and automation will afford learners the opportunity to explore the transition from a mechanical to an electronic world. This exciting elective will appeal to students interested in social history and will deepen their critical thinking and writing skills.

8HSS10 : SOCIAL AWARENESS... LET'S TALK

This is an exciting elective that will examine ways in which societies and communities are organised and determine how privilege and power impact on people through social norms and hegemony. Students will explore how society is structured, how it shapes individuals and how hierarchies are shaped by the people in society. This social awareness course will afford students many opportunities to cross-examine the matrix of interrelated systems of privilege, oppression, hegemony and biases that individuals in society live through and the changes which are needed to promote social justice. It will be presented through critical conversations, participative learning, personal reflection and practical strategies whereby students will become active agents for change. Many skills will be developed in this elective, for example, listening, writing, thinking, researching and presenting which will result in new attitudes and personal growth.

Some of the topics which will be covered are:

- Social Identity
- Intersectionality
- Injustice
- Restorative justice
- Diversity and inclusivity.

8CAE3 : DANCING THROUGH HISTORY - PIONEERS AND BOUNDARY PUSHERS

**Note : This elective has an HSS History component. See page 24 for details.*

Education
is the most powerful weapon
you can use
to change the world

~ Nelson Mandela ~

SECOND ADDITIONAL LANGUAGE

If you are considering doing French in Grades 10 to 12, then you must select French Beginners Semester 1 and French Beginners Semester 2 in Grade 8 and French Intermediate Semester 1 and French Intermediate Semester 2 in Grade 9.

A Grade 8 textbook will need to be purchased at School for this elective.

8SAL1: FRENCH FOR BEGINNERS

**Note: If you select French SAL1, then you will automatically be enrolled for Semester 1 and Semester 2.*

Semester 1 and Semester 2

Explore this beautiful and fascinating language and become more knowledgeable about France and its culture, traditions and cuisine. Some specific regions of France will be explored and numerous activities and games will be used to lay the foundations of basic spoken French. This is an introductory course about why French is more than just another school subject and how studying and speaking it will give you an advantage in the current world of work. In this course you will learn how to greet people in French, how to count and tell the time. You will also learn how to make French pancakes, state your likes and dislikes, talk about activities and learn how to ask questions. Tasting French food and watching movies are also on the menu.

In this second part of the French for Beginners course you will learn how to interview and describe some famous people, how to talk about your days at school and how to go shopping for stationery. You will find out if you have a name day. More numbers will be learned and the 24 hour clock will be explored so that you will know how not to miss your train or plane in France when travelling in France. Phone conversations and how to make appointments will make you more conversant in basic French. Embrace the journey of "French for Beginners" as an inviting portal to delve into the core of the language's essence, cultural richness, and the vibrant tapestry of life in France.

TECHNOLOGY

** Note - This is a compulsory Learning Area and all Grade 8 students must choose one of the following electives.*

8TECH2: ROBOTICS: HOW TO BUILD AND PROGRAMME A HELPFUL ROBOT

In this elective you will discover how to build and program a helpful Robot. You will be using Swift Programming and Lego Mindstorms EV3 robots to learn robot design and basic programming in real-time. By the end of this course, you will be able to program a robot to form basic functions, for e.g. speak, move, collect objects, and respond to outside stimulus. You will be programming and working with real robots.

8TECH3: FOOD SCIENCE

** Note: A maximum of 12 students can be assigned to this elective.*

Food Science is the application of science to the selection, preservation, processing, packaging and distribution of food. This is used to ensure that a safe, nutritious and wholesome food is made available to the consumer.

This elective will include kitchen skills – learning about different components and safety. The chemical and physical composition of food will be studied. Food will be processed and preserved. The origins of food will be researched. Cost comparisons and food labels will be explored. Recipes will be followed using different measuring skills. There is a limit on the number of pupils in this elective.

**Note: The following cross-curricular electives have a technology component*

8HSS6: A JOURNEY THROUGH TIME TO THE ANTHROPOCENE

See p. 28 for details.

8CAE9: SMART FILM MAKING

See p. 22 for details

8CAE7: MUSIC and MEDIA

See p. 23 for details

8CAE8: FROM PAGE to the STAGE

See p. 22 for details

8CAE: DESIGN-O-VATION

See p. 24 for details

ASSESSMENT IN GRADE 8

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 assessed throughout their duration by means of continuous assessment. Both formative and summative assessment will be part of a series of different types of assessment throughout both semesters. Practical components of electives will be assessed in appropriate ways. Different tasks and tests will be weighted according to their significance and the skills which are demonstrated by the students when they complete the tasks.

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.

Assessment is 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 Term 1 and 3 but a brief report will be sent to parents at the end of Semester 1 and Semester 2. Staff are always accessible to discuss your daughter's progress

We do understand that our Grade 8 (and 9) curriculum is very different and all the information and making this decision is overwhelming.

Perhaps a possible way to tackle making this decision, could be

1. to start by reading about the various electives in the booklets and just highlighting which grab your immediate attention and interest on the list in the booklet. You can even use different colours if there is a range of interest.
2. then to think about whether you want to explore studying French later on at high school. If so highlight and circle that in the list in the booklet.
3. then to think about whether you want to explore studying Accounting later on at high school. If so highlight Basic Business in the list in the booklet.
4. now look at the list and the highlighted electives, and ensure you have one of each of the following HSSH, HSSG, EMS and TECH.
5. now work out which you will choose in the different lines – you need 4 per line.

Then use this checklist

Tick	
	I have chosen 4 electives in each line
	I have chosen electives in the three compulsory learning areas: HSS, EMS and TECH
	I have chosen one Geography (HSSG) and one History (HSSH) elective in the HSS learning area
	I have chosen electives in at least FOUR different learning areas
	I am considering taking French in Grade 10 and have selected French Beginners
	I am considering taking Accounting in Grade 10 and have selected Basic Buisness
	I have not selected the same elective twice in different lines
	I have submitted my online form before or on 27 October 2023

Please do not hesitate to contact myself, Kerri-Lyn East keast@herschel.org.za if you would like to discuss this further.



“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 ~

