Founded 1922

HERSCHEL
GIRLS SCHOOL

2024
GRADE 10
SUBJECT CHOICE

INDEX

INTRODUCTION

The Grade 9s are about to embark on a very exciting phase of their school career. The purpose of this booklet is to give some help and guidance to parents and their daughters as they come to make the difficult choice of subjects for Matric. It therefore includes the options which are offered by the school and the requirements for the National Senior Certificate, as well as some information regarding the content and skills of the different subjects from which they must choose.

Whilst your daughter may not know exactly what career she will pursue after school, she will need to consider a range of options so that she does not limit her choices.

In making their subject choice, pupils should be guided primarily by their interests; they should continue to study those subjects which they enjoy most and in which they perform best. Their choice of career should also be guided by this principle. Pupils who have already chosen a career path are advised to find out from the universities of their choice exactly what the conditions of entry are in case there are compulsory subjects which must be studied for Matric. Most tertiary institutions prefer entrants to have had a well-balanced secondary education rather than one which is too specialised.

We encourage your daughter ***not*** to:

- opt for easy options that appear to be less demanding
- choose a subject because she likes the teacher or because her friends are taking a similar subject.

Guidance is very important in making choices. There are many opportunities to obtain guidance if this is needed. The following channels are available at School:

- Subject Teacher
- Subject Head
- House Director
- Deputy Head: Academics
- Academic Support Teacher
- GoStudy Careers computer programme
- Myers-Briggs Sixteen personality test.

There are also many private educational psychologists and counsellors at academic institutions or in private practice who can be of assistance.

We trust that you will find this booklet helpful as you and your daughter make the necessary choices.

THE FURTHER EDUCATION AND TRAINING BAND

The FET band (Grades 10 to 12) is positioned between the General Education and Training (GET) band, which incorporates Grades Reception to 9, and the Higher Education and Training (HET) bands after Grade 12.

The purpose of the FET band is to prepare pupils for:

- higher education
- the world of work - by ensuring that pupils acquire and apply knowledge and skills in ways that are meaningful to their lives
- personal development and productive citizenship and
- life-long learning and different career paths.

The National Curriculum Statements for the FET band capture the principles of non-discrimination, democratic values and human rights, aiming to create individuals who are equipped to take their place as citizens of the 21st century.

All subject statements are infused with the principles and practices of social and environmental justice and human rights, as defined by the Constitution.

Candidates who write the final exit examination at schools will obtain the school-leaving certificate known as the **National Senior Certificate** (NSC).

LANGUAGES

These are offered on three levels:

HOME LANGUAGE:

Listening and speaking skills are developed but emphasis is on reading, analytical interpretation of texts and the various genres of writing skills.

FIRST ADDITIONAL LANGUAGE:

Equal emphasis on listening, speaking, reading and writing.

SECOND ADDITIONAL LANGUAGE:

Reading and writing skills are developed but emphasis is on listening and speaking skills.

SUBJECT COMBINATIONS

Pupils must select a minimum of 7 subjects in total:

LIMITATIONS

It is mandatory for pupils who study Physical Sciences to write Core Mathematics too; they may not change to Mathematical Literacy. **We strongly advise that students who are not currently achieving at least 65% in Mathematics do not choose to study Physical Sciences, IT or Accounting.**

- A candidate presenting the minimum requirements for the National Senior Certificate (NSC) shall not be allowed to offer more than four languages
- Not more than one language shall be offered from the same group
- The same language shall not be offered as a Home and a First or Second Additional Language, or as a First and Second Additional Language
- A candidate may not offer both Mathematics and Mathematical Literacy in Grade 10 and 11
- A maximum of one subject may be taken from any other assessment body as approved by the Minister of Education. This must be arranged well in advance.

OPTIONAL 8th SUBJECTS (outside of the timetable)

Additional options are Further Studies Mathematics and Further Studies English. A separate certificate is issued to those who pass these subjects.

While every attempt will be made to accommodate the selected choice of every student, timetable and staffing constraints may make this impossible. Students will be informed of this and will be given advice in making a different choice if this is necessary.

REQUIREMENTS FOR HIGHER EDUCATION STUDY

The following information reflects the ***minimum admission requirements*** for Higher Education and are applicable to Higher Certificate, Diploma and Bachelor degree programmes at all Higher Education Institutions (HEI). Higher Education Institutions set specific requirements that are higher than the minimum requirements in this document and access to certain faculties and courses depends on pupil performance. Higher Education South Africa (HESA) is responsible for setting the minimum requirements.

All Higher Certificate, Diploma and Bachelor degree programmes will require an NSC, but they will differ in the achievement ratings required.

Higher Certificate	Diploma	Bachelor's Degree
• Minimum Rating of 3 (40%-49%) Home language • 2 additional recognised NSC subjects at Rating of 3 (40%-49%) or better • 3 other recognised NSC subjects at Rating of 2 (30% -39%) or better • Minimum of 30% in the language of learning and teaching of the higher education institution of the candidate's choice • Appropriate combinations of NSC subjects at specified levels of achievement.	• Rating of 3 (40%-49%) or better in four recognised NSC subjects, one of which is an official language at Home Language level • 30% in one other NSC recognised subject. • Minimum of 30% in the language of learning and teaching of the higher education institution of the candidate's choice • Appropriate combinations of NSC subjects at specified levels of achievement *For example*: for a Diploma in Data metrics, a pass at a prescribed level in Mathematics or Information Technology could be required.	• Minimum Rating of 3 (40%-49%) Home language • Rating of at least 4 (50-59%) in four recognised NSC subjects • Must obtain at least 30% for one other subjects • Minimum of 30% in the language of learning and teaching of the higher education institution of the candidate's choice • Appropriate combinations of NSC subjects at specified levels of achievement *For example*: for a Bachelor's degree in Science, Maths and Physical Sciences are requirements, with achievement at an HEI-specified level in both subjects.

Please note: Further details of these requirements are available from the universities.

ASSESSMENT

This will be internal in Grades 10 and 11.

In Grade 12 in *many* of the subjects:
Portfolio of work: 25%
Final external examination: 75%
There is no aggregate.

The following **scale of achievement** is used to describe the level of competence achieved in each subject:

CODE	RATING	MARKS (%)
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Moderate achievement	50 – 59
3	Adequate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

Minimum requirements to pass and receive a National Senior Certificate.

*Although universities require more stringent achievement levels (see page 7), the following are the **minimum requirements** that a pupil must achieve to obtain a National Senior Certificate:*

- 40% in three subjects, one of which is an official language at Home Language level: and
- 30% in three subjects, provided that a complete portfolio of evidence in the school-based assessment component is submitted in the subject failed.

ACCOUNTING

Accounting focuses on measuring performance, and processing and communicating financial information about economic sectors. This discipline ensures that ethical behaviour, transparency and accountability are adhered to. Those who choose this subject should be logical, systematic and accurate in recording transactions and financial information. They are required to compile, analyse and interpret financial statements and managerial reports for use by interested parties.

Accounting is a valuable subject to study, as it:

- enables students to understand the finances of a business and prepares them to manage their personal finances responsibly
- develops analytical skills and precision, which can be used after school, either through further studies or in the workplace
- equips students to keep their own sets of books should they start their own businesses
- is ideally suited to those who prefer practical applications, problem-solving and calculation to writing essays.

There is no rote learning involved, but a commitment to daily practice is necessary.

LEARNING OUTCOMES

- Financial Information: Demonstrate knowledge, understanding and the application of financial information according to generally accepted accounting practice and concepts
- Managerial Accounting: Demonstrate knowledge and understanding of managerial accounting, as well as the application thereof
- Managing Resources: Demonstrate knowledge and understanding of the use of different financial and managerial control tools and strategies to manage resources in a responsible manner.

NSC CONTENT FRAMEWORK

- Accounting concepts – Sole Trader, Partnership, Non-Profit Organisation, Manufacturing enterprises and Companies
- Completing of source documents, recording information, posting to ledgers, trial balance (manually and/or accounting package e.g. Pastel)
- Analysing and showing the effect of transactions on the accounting equation
- Preparing and interpretation of financial statements
- VAT concepts, calculations and application
- Financial and managerial accounting
- Budgets
- Indigenous bookkeeping systems
- Salaries and wages
  - Code of ethics
  - Internal control, audit.

CAREER LINKS

Accountant, Auditor, Cost Accountant, Forensic Accountant, Economist, Marketing, Law, Management, Entrepreneur, Teacher, Lecturer, etc.

AFRIKAANS FIRST ADDITIONAL LANGUAGE

In a country with 11 official languages, multilingualism is an essential skill. This subject gives learners the opportunity to be proficient in at least one additional language, namely Afrikaans. Afrikaans is spoken by 49,7% of the population of the Western Cape and the study of Afrikaans therefore equips Herschel students to engage with their wider community.

Afrikaans First Additional Language offers the many cognitive benefits of second language learning. People who speak more than one language have improved memory, problem-solving and critical-thinking skills, enhanced concentration, the ability to multitask, and better listening skills. Afrikaans belongs to the same language family (West Germanic Languages) as English, a compulsory subject for all students. Students therefore benefit from learning skills and concepts that can be used in a cross-curricular manner.

LEARNING OUTCOMES

The student 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** her views using correct formats and conventions in different contexts
- Use **Language** structures and conventions correctly and effectively.

Themes studied in class are chosen according to their topical value, and relevance in relation to the interests of teenagers. Texts are chosen to expose students to a diverse collection of voices and viewpoints.

Ceilidhe Speirs (matriculated in 2014) studied medicine at UCT: "*Studying medicine I use Afrikaans in the wards talking to patients all the time. We do Afrikaans lessons and exams as part of our curriculum, mainly situational Afrikaans, i.e., how to talk to patients about medical things. But having a good foundation helps so much as I don't have to re-teach myself the basics. I've gone on a few rural clinics with SHAWCO to areas where Afrikaans is the only language spoken. Helped a lot then to have decent Afrikaans!*"

BUSINESS STUDIES

Business Studies develops students' insight into South African and global business so that they can understand the functions of the different role-players and the various issues and challenges that influence and impact on business. The subject lays a sound foundation for students to conduct themselves in the business world within a national and international context. It also lays a sound foundation for further business-based studies at a higher level by introducing students to basic and advanced business concepts and practices.

The subject contributes to the development of the economy by nurturing sound knowledge, skills, values and attitudes required for entrepreneurship. This fascinating and useful course has been formulated to cover modern-day approaches to business and is a progressive building of skills acquired during the three-year course.

Business Studies offers students the opportunity to be alerted to the world in order to learn to think critically about the impact of current events on the world of business; to discuss topical issues; to break out of preconceived moulds; to discover the exciting opportunities available through the exploration of the hitherto unknown and so much more. Whether planning further studies in the faculties of business, or whether planning other areas of tertiary study, Business Studies is a foundation for life.

LEARNING OUTCOMES

The student should be able to:

- analyse the impact of the environment on business practice
- explore business opportunities through business ventures
- fulfil a variety of business roles by using contemporary knowledge and skills
- perform business operations successfully by applying a range of management and specialised knowledge and skills.

CONTENT FRAMEWORK

- Micro, Market and Macro environments
- Environmental Analysis Tools: SWOT, PESTLE and Porter's Six Forces Model
- Corporate Social Responsibility and Investment
- Entrepreneurship
- Forms of Business Ownership
- Creative thinking and problem-solving
- Labour Legislation and other laws affecting business operations
- Business Contracts
- Marketing, Production and other Business Functions
- Ethics and Professionalism
- Investments and Insurance
- Creating a Business Plan and Action Plan
- Self-management
- Relationships and Team Performance.

CONSUMER STUDIES

Consumer Studies has a broad, in-depth scientific foundation and a wide variety of topics are covered. It focuses on developing the skills, knowledge, values and attitudes to enable students to become responsible and informed consumers of food, clothing, housing, furnishings and household equipment.

Consumer Studies aims to teach students to make informed decisions, and to make optimal use of resources to improve human well-being, while becoming aware of our impact on the natural environment and sustainability.

The practical food production component focuses on developing a variety of practical skills to enable students to produce good quality food products. This is a most enriching and rewarding subject that can make a difference for a lifetime!

OVERVIEW OF TOPICS

Management of the Consumer Role

- Rights and responsibilities of consumers
- Decision making
- Factors influencing consumer buying behaviour
- Marketing strategies
- Income and expenditure patterns of South African families
- Budgeting
- Banking and payment methods
- Consumer protection policies and practices
- Consumer organisations
- Channels for consumer complaints
- Consumer contracts
- Taxes, interest rates and inflation
- Sustainable consumption of water and electricity.

Food and Nutrition

- Factors that influence food habits of consumers
- Nutritional and energy needs of different consumer groups
- South African Food-based Dietary Guidelines
- The six foods groups in the South African food guide pyramid
- Nutrients: Functions and sources
- Daily meal planning
- Prevention and management of food-related health conditions
- The commercial use of food additives
- Food labelling as a source of information
- Food related consumer issues
- Food spoilage, contamination, hazards, hygiene and safety
- Food storage
- Waste control and recycling.

Design elements and principles

- Design elements: Line, shape, form, space, colour and texture
- Design principles: Proportion, balance, rhythm, harmony and emphasis
- Application of design elements and principles in clothing and interior design.

Fibres and fabrics

- The origin and use of fibres and fabrics in clothing and furnishings.

Clothing

- Fashion cycle
- Current fashion trends for young adults
- Fashion and appearance in the world of work
- Wardrobe planning.

Housing and interior design

- Factors influencing housing decisions
- Design features in housing and interiors: Ergonomics and universal design
- Planning of space
- Evaluation criteria when purchasing furniture and household appliances
- Different housing options
- Financing related to buying and maintaining a house
- Finances and contracts related to buying furniture and household appliances.

Entrepreneurship

- Qualities of a successful entrepreneur
- Moving from an idea to the production and marketing of a food product
- Factors influencing efficient production
- Requirements for quality products
- Marketing plan
- Costing of food products.

Food production

- Basic food science
- Practical skills to produce good quality food products.

THE COURSE COMPONENTS

Consumer Studies consists of a theory component and a practical food production component. About 25% of lesson time is used for practical work and 75% for theory.

CAREER LINKS

In Consumer Studies, basic knowledge and skills will be gained to do courses in Higher Education in the areas of food, nutrition, clothing, textiles, housing and interior decorating or interior design. Possible career options are as diverse as food technology, journalism, the clothing industry, and marketing.

DESIGN

"Design is intelligence made visible" – Alina Wheeler

Description

Do you want to help design a better South Africa?

Good design or bad design - Design is what makes the world around us function.

Everything from fashion items, heavy industrial machinery, motorcars and cell phones to traffic signs and tax forms owe their existence to design. **People create design**. Design is a creative, emotional, and intellectual process that requires practical and theory skills and knowledge in order to plan, conceptualise, visualise, research, make, innovate, and reflect in response to a design problem or brief.

Design is for creative, adaptable, curious, open-minded learners who are able to see the world differently. Learners 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 we live by understanding and exploring the links between design, human needs, social justice, and environmental sustainability.

Learners 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.

What does it consist of?

Students develop practical and theory skills that enable them to explore different ways of thinking and knowing, of being aware of and sensitive to the world in which we live, be innovative, versatile, and flexible and able to work independently, or with others. Design is inclusive and provides multiple opportunities for challenged learners to achieve their human potential and become economically independent.

The practical courses are grouped as follows:

- **Visual Communication Design (2D Design: illustration, packaging, branding)**
- **Product Design (product invention, fashion, furniture, lighting)**
- **Environmental Design (architecture plans, model making)**
- **Surface Design (pattern making).**

Design Theory is integral to all areas of design practice. It includes Design as a business activity; South African Design; Pan African Design and Design in a global context - in different societies and cultures, past and present.

What skills do I need to succeed in Design?

- Drawing and 3D construction skills
- Critical, logical, and conceptual thinking
- Time management
- Problem solving and Visual Literacy.

What can I expect to gain from Design?

- A development of 2D and 3D technical skills
- A theoretical understanding of the History of Design and Design Principles
- An exposure to local and international designers, innovators, and change-makers
- An understanding of how creativity can benefit individuals, society, and our environment
- An awareness of the impact of design on everyday life.

How do I know if Design is the right subject for me? The answer is “Yes” if:

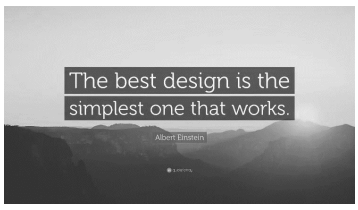
- I am an innovative thinker who likes to create and build new things
- I would like to use my creativity to help people and our environment
- I enjoy drawing and working with my hands
- I have good time management skills and can multi-task
- I am willing to work hard and develop the necessary skills.

How will this subject help me to get into the world of work or further studies?

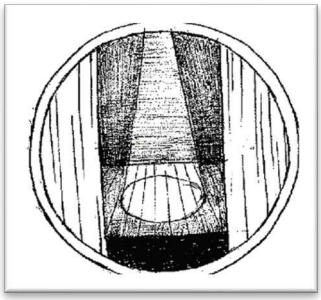
Design skills, knowledge and values create versatile and thoughtful learners who develop essential lifelong skills, regardless of what career choices they eventually make.

The Design Industry and allied fields such as business, commerce and services, human and social sciences, manufacturing, engineering, and technology offer many career options for the young designer, both in the formal and informal sectors.

The range is vast - from advertising, digital and graphic design, computers, information design, illustration, packaging, photography, craft, ceramics, jewellery, textiles, fashion, furniture, interior design, industrial design, landscape design, architecture, engineering, marketing, design education and research, heritage and conservation, curators (museums and galleries), television, theatre and film industries, display design, event design, theatre and set design, marine design and boat building.



DRAMATIC ARTS



Drama is a social art form which integrates visual, aural, physical, kinaesthetic and performance elements to communicate, explore, reflect on and enhance human experience. The subject Dramatic Arts encompasses a range of performance modes across a variety of media and within a diversity of cultural and social contexts. Our students explore a range of texts which are connected to key artistic movements, theatre practitioners and world events. Students develop practical and technical theatre making skills which include performance styles, staging, design, sound and lighting.

Those students who select Dramatic Arts will be equipped with a set of tools which will be useful in all spheres of learning and life. Critical thinking and communication skills are developed, and emotional intelligence, empathy, creativity and confidence are nurtured. Drama students learn to work collaboratively with others, gaining skills in conflict resolution, problem solving, putting ideas forward with confidence as well as learning to listen to and respect the ideas of others. Our vision is to develop the individual through Drama, not Drama through the individual.

Grade 10

- Theatre History: The origins of Western Drama: Greek Theatre, the Commedia dell'Arte, Elizabethan Theatre, Indigenious Theatre forms and South African Theatre 1960-1994
- Scene Studies: Greek, Elizabethan and South African Texts in context
- Devised Theatre: Physical theatre styles, Directorial concept and design, the process of creating performance including workshopping, characterisation, acting styles, staging and technical aspects.

Grade 11

- Theatre History and Theory: The Development of Realism and Stanislavski
- Stylized Theatre ('isms') – late 19th and 20th century theatre
- Poor Theatre (Grotowski), Epic Theatre (Brecht)
- South African Theatre 1960-Present (Workshopped theatre, Protest theatre, Satire, Community Theatre, Theatre for Reconciliation, Theatre for Identity, Theatre for Political and Social Commentary, Educational Theatre, Postmodern Theatre)
- Play study: Texts in context as well as practical scene studies from theatre texts
- Scriptwriting and Theatre Making Skills.

Grade 12

- The Grade 12 Year is a continuation of the learning in Grade 10 and 11 and this is studied in greater depth through Matric set works and their relevant histories and movements in both a South African context and beyond
- An additional focus on 20th Century Movements and Theatre of the Absurd
- Theatre and Film Production.

Grade 10-12 continues the development of the following practical skills over its 3-year course:

- Vocal Development (Diction, resonance, modulation, vocal interpretation of texts, accents, character work, choral verse)
- Physical work (performance style, physical theatre, release of tension, physical expressiveness, gesture, body language, flexibility and versatility, aiming to increase body awareness, expressiveness, confidence and skill in movement)
- Playmaking: Conceptual interpretation of text and design, the process of creating performance including workshopping, characterisation, acting styles, staging and technical aspects
- Collaboration and mediation skills within dramatic practices, processes and products.
- Integrated performance and theoretical tasks to develop critical, reflective and reflexive thinking: journaling, essay writing and research skills.

ASSESSMENT

Formative assessment is a continual process in which the individual's ability to reflect on and give feedback to own and peer work is developed. Summative assessment practices will allow for the synthesis of a number of activities. These may take the form of performance projects, demonstrations, portfolio work, group work, written examinations, or research assignments. The focus is on the ingenuity and creativity of students to create an effective visual/aural environment.

ENGLISH HOME LANGUAGE

This is a compulsory subject at Herschel.

We access our thoughts and feelings through language. We communicate through language. We connect with others through language, and we gain knowledge and understanding of the world around us through language. The English Home Language level course seeks to develop in pupils the skills of effective and nuanced communication as well as those of sensitive and perceptive reading. Pupils engage with language through a variety of means from creating podcasts, to analysing Shakespeare.

All the core areas of language are explored in the FET phase, particularly, reading literature, writing creatively and for transactional purposes, listening and speaking and reading and analysing grammar, and non-fiction and media texts. Reading is an essential component in developing skill in English and we encourage pupils to read for pleasure, from both non-fiction and fiction texts regularly.

The Grade 10 course begins with an exciting study of literature in genres. Pupils choose their course from a range of options. Thereafter pupils will read from a range of literary genres, time periods and places. The courses in Grades 10 and 11 cover the skills of the CAPS but are developed to be appropriately challenging, in preparation for the IEB final examination.

IEB COURSE CONTENT

1. **PAPER ONE: Reading Paper**
   a. Comprehension
   b. Summary
   c. Visual Literacy
   d. Grammar
   e. Poetry

2. **PAPER TWO: Writing Paper**
   a. Essay on the Novel
   b. Essay on Shakespeare
   c. Transactional Writing essays

3. **PORTFOLIO:**
   a. Creative Writing
   b. Film Studies
   c. Mock exams
   d. Tests
   e. Various Listening and Speaking tasks including the Seven Book Oral

While English Home Language is a compulsory subject, we hope that your daughter will find it so enriching that she would have chosen it anyway! Within the subject are the essential skills to access all other subjects and, we believe, to interact with and explore the world and one's humanity. You can best support your daughter in this subject by ensuring that reading is a part of her everyday life and your family routine. The positive effect on academic progress in all subjects, resulting from just half an hour of reading per day, is well documented.

FRENCH: SECOND ADDITIONAL LANGUAGE

When deciding whether to study a foreign language, French is the language that will give a student the most choices later in her studies or when choosing a career.

COURSE FRAMEWORK

A great deal of emphasis is put on the cultural aspects of France and the wider French-speaking world. Students learn to speak French in a variety of contexts and to develop the skills required to cope with many relevant, everyday situations. It is to be noted that verbal communication currently counts for a substantial portion (25 percent) of the final Grade 12 result.

The French textbook is an excellent resource for students to develop grammatical skills and to extend their vocabulary. The Internet is used more and more as a teaching tool. Students are encouraged to consolidate various semantic structures. They read authentic texts from French magazines and newspapers, which is a valuable opportunity to improve their general knowledge. French clips and movies are used to improve their listening skills and correct pronunciation.

In order to facilitate an **internationally recognised** qualification, our Grade 11 and 12 students have the opportunity to write the DELF examination through the Alliance Française.

LEARNING OUTCOMES

- Listening, speaking and reading: Students are able to listen and read for enjoyment and for information, and respond to a wide range of situations
- Writing: Students can communicate their thoughts, ideas and requests in a range of situations
- Language: Students can use language appropriately and effectively.

PRE-REQUISITE FOR TAKING THE SUBJECT

Studying French in Grades 8 and 9 of the GET phase will establish a solid foundation of basic skills in French and will be essential to ensure success in French in Grades 10-12.

CAREER LINKS

More people in Africa speak French than any other language. With the long-awaited African Renaissance and France's interest in our beautiful country, the relevance of French as a foreign language is even more pronounced. The ability to speak and understand French enhances travel, business and cultural opportunities not only on our own continent where French is spoken in 25 countries, but also on the other four continents. Furthermore, it is the most spoken and used language after English on the Internet. French is one of the official working languages of:

- the United Nations and many of its agencies and departments i.e., UNESCO, the International Monetary Fund and the International Labour Bureau
- the International Olympic Committee
- the International Red Cross
- "*Medecins sans frontieres*" (doctors without borders) - This is an international humanitarian aid organisation providing emergency medical aid in more than 80 countries.

Historically, France and the French language have had an enormous influence internationally. In the Humanities and the Social Sciences many of the most important writings have come from France. In addition, most graduate schools require knowledge of at least one foreign language, and French remains the most commonly used language after English. The French economy is one of the strongest in the world and is increasingly a leader in technological innovation.

IEB COURSE CONTENT

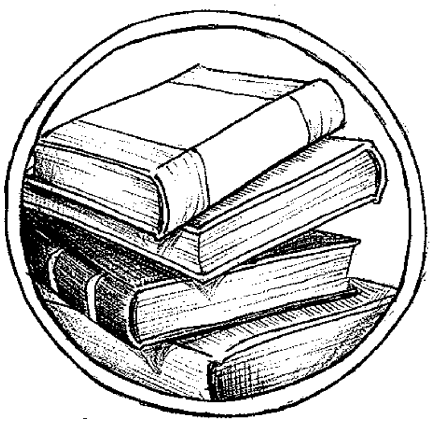
1. **PAPER ONE: Analysing Paper (25%)**
   Comprehension
   Visual Literacy
   Short Stories and Poetry

2. **PAPER TWO: Writing Paper (25%)**
   1 Essay on relevant topics
   3 Messages
   2 Transactional Writings

3. **PORTFOLIO: (25%)**
   3 essays = creative and discursive
   3 assessments as per examination requirements
   Mock examination

4. **ORAL: (25%)**
   Various Listening and Speaking assessments:
   - Role-play
   - General conversation
   - Text presentation (based on current topical articles)
   - Discussion of literature
   - Listening

FURTHER STUDIES IN ENGLISH



Further Studies in English (previously AP English) is an exciting course that aims to challenge pupils to develop their own voice and critical response to English Literature. Pupils read and study a wide range of texts both in class and individually. This course provides pupils with the opportunity to engage with literary texts at much greater depth than in the standard curriculum and to hone their literary reading skills. Pupils will gain a detailed overview of some of the major texts of English. The final examination is set by the Independent Examination Board. It has been rated as equivalent to a full A Level (British Curriculum) in English Literature by NARIC (UK) if achieved alongside English Home Language.

Further Studies in English students will

- read widely from the prescribed texts, as well as other texts written in the context of the prescribed works
- apply their knowledge, compare and contrast, analyse and critique both seen and unseen texts
- reflect philosophically on the texts they study
- structure arguments and insights in a coherent manner using accurate textual references
- design critical judgements
- establish connections between different genres, texts, trends and contexts
- write logically structured essays, in which all aspects of the topics are analysed, argued and explored in appropriate detail.

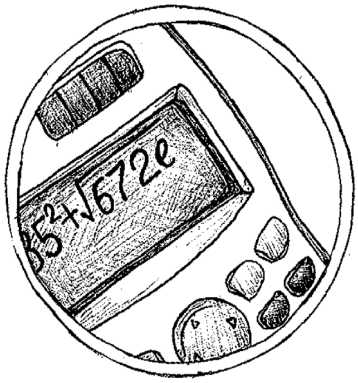
This Programme is currently a two-year study which commences at the beginning of Grade 11. However, a pre-AP course is offered in Grade 10 year to introduce students to the course. This is highly recommended and suggested by the IEB.

The most essential characteristic of a Further Studies in English student is a voracious appetite for reading and a curious mind!

In the words of a past Matriculant:

"FS English is the most academic course which I studied at school. It made me think laterally, critically, philosophically and independently". (Duduzile Ndlovu)

FURTHER STUDIES MATHEMATICS



The content covers algebra and calculus, graph theory and matrices, finance and modelling, and statistics. The algebra and calculus sections are compulsory, while one of the other sections is optional and is carried through to matric level. Students taking the optional sections will be awarded an ISC Further Studies (Extended) certificate. Students opting to take only the compulsory section will be awarded an ISC Further Studies (Standard) certificate. The kind of material covered is different to Mathematics and tends to involve greater conceptual understanding and application.

PRE-REQUISITES FOR TAKING THE SUBJECT

This subject caters for interested and proficient mathematics students and covers alternative topics to those covered in the Mathematics syllabus. While students will be taught the work, they will be required to exercise initiative and independence in dealing with the material. This will require self-discipline to work independently. Students who take Further Studies Mathematics may offer it only as an eighth subject.

This course has proved to be very stimulating for students with an interest and ability in Mathematics. Students who have taken this course in the past and continued to study have found that it provides excellent foundations for any tertiary study which involves Mathematics.

We strongly advise that girls who are not currently achieving at least 70% in Mathematics at present do not choose to study Further Studies Mathematics.

I can't explain the gratitude we have every single day over the fact that we did AP Maths.

If there is one thing I would recommend to Grade 9s is for them to give it a try - it is without a doubt worth it if they plan to do Commerce, Engineering or a Bachelor of Science degree.

Helene Comitis
Grade 12 2011
1st year student at UCT in 2012

GEOGRAPHY

Geography is an Environmental Science and very much a focus of most business practices and industries today, especially sustainable engineering. The 21st century is considered to be the Ecological Age with a need for people who are creative and innovative and who are able to develop the world sustainably. Green issues and sustainable development are trends dominating the world of business today and the leaders of the future will need to have a good understanding of the world functioning as a unit in order to provide practical and sustainable solutions. The transferable skills which Geography fosters are an asset in the complex world of employment today. Geography is about the future, flexible thinking, and providing a base for life-long learning.

Geography will therefore enable students to understand the relationship between people and the environment. It is one of the few subjects that amalgamates many different learning areas (Life Sciences, Physical Sciences, History and Commerce).

SKILLS ACQUIRED BY STUDYING GEOGRAPHY AND VALUED IN THE WORKPLACE

- Acquire and interpret raw data, organise and analyse information
- Be able to write a concise report reflecting critical thinking
- Identify issues and formulate questions for an investigation
- Apply geographical skills and environmental knowledge to issues and challenges
- Recognise values and attitudes and demonstrate the ability to recommend solutions
- Problem-solving skills
- Creative and independent thinking
- Computer literacy and GIS
- Good team players who are well rounded in terms of **environmental responsibility, our global interdependence, cultural tolerance and understanding and commerce, trade and industry.**

NSC CONTENT FRAMEWORK

1. **The atmosphere, weather and climate and links to current climatic trends and future predictions as well as effect on world economy**:
   - Investigating a changing global climate and the impact on human activity and environment now and in the future
   - Climate of Africa and South Africa, practical weather interpretation and forecasting and predicting future climatic changes. e.g., The financial implications of drought on the economy.

2. **Structure and changing landforms of the earth (with links to climate change)**:
   - The earth, a series of moving plates e.g., earthquakes, volcanoes
   - Landforms caused by erosion and weathering and the geology of Cape Town.

3. **Population (Demographic Studies): Effect of growth on sustainability and world economy**
   - Populations change all the time for a number of reasons. These changes impact on places and communities, on the lives of individuals and the policies of politicians and others who need to plan. Students will investigate spatial distribution, processes and patterns plus key human-environment interactions.

4. **Geographical Skills and Techniques: Electronic mapping of current trends using GIS as well as basic map reading**
   - GIS computer programme, which will enable students to understand how raw data is captured, manipulated and this information is then displayed as a series of layered maps. GIS skills are used by many **companies** for marketing purposes and strategic planning.

5. **Regular local field trips to experience and physically see what is taught in the classroom.**

6. **Oceanography and Marine Biology: understanding the link between oceans, the atmosphere, ecology, economy and sustainability.**
   - Ocean - as a supplier of food, impact on humans, forms of exploitation, coastal environment, environmental management**.**

7. **Development and Sustainability: consideration of China and India as emerging economies and their effect on the world economy and resources.** South Africa is explored in terms of current world economic trends.

8. **Fluvial (River) processes and landscapes**

9. **Settlement:** Rural and urban landscapes are explored as well as the effects of expansion. Sustainable engineering, eco-cities, sustainable architecture and town planning are investigated.

WHAT CAN GEOGRAPHERS DO?

Compared to other subjects, Geography graduates are among the most employable in the world. They possess the skills that employers look for. In part, this is because the subject combines knowledge of Science, Economics, the Arts and the Humanities.

CAREER OPTIONS **:** Green Engineering with an emphasis on sustainability, Environmental Law, Viticulture, Travel and Tourism, Urban / town planners, Weather forecasting, Land Surveying, Cartography, Human Management and Administration, Resource Management, Marketing, Remote Sensing Specialism, GIS specialist / Analysis or Management [used in all sectors of the economy], Business sector requiring a knowledge of economic trends as well as 'green issues' Research, Marine Biology, Oceanography, Education/Lecturing.

HISTORY

INTRODUCTION

At its core, History is the narrative we tell ourselves about the past. The historical stories we construct can be as simple as they can be complex. As an academic discipline, History is the study of patterns and process – for example, of change and continuity, cause and consequence - in society over time (Seixas & Morton, 2013:1). History is involved in the construction of knowledge, and it is governed by distinct disciplinary methods, philosophies, and objectives.

LEARNING OUTCOMES

Through the investigation of the past, History enables students to understand and evaluate how past actions impact on and, to some extent, can explain the present. A study of History, coupled with a reflection of one's values and attitudes, can go a long way towards strengthening our capacity to make **better and more informed** choices in order to contribute constructively to society and to protect the principles of human rights and socio-economic justice.

LINKS TO CAREERS

The benefits of studying this subject extend beyond an otherwise limited view of salary earnings at the end of every month. The 21st century workplace, and indeed world, looks very different to its predecessors. Studying History is an excellent preparation for this new world of work.

The study of History provides a sound vocational preparation for a wide range of jobs and careers. This is because history students essentially are problem-solvers:

- They hypothesise and seek solutions to problems
- They analyse evidence, to organise and synthesise ideas and to construct coherent arguments
- They assess issues in the light of considerable and often conflicting amounts of data and to present complex sources of information accurately in writing or orally.

It is therefore not limited to being a career in itself. Historical thinking skills are of significant value to a wide range of careers.

CONTENT FRAMEWORK

The IEB History curriculum locates South Africa within Africa and the world. The department strives to locate Africa and the post-colonial world at the centre of our perspective, and to examine these contexts across the globe through a rigorous assessment of the past.

Key question guiding our pedagogy and areas of study are:

- What patterns of transformation and revolution shaped world history between the 15th and 19th century? (Grade 10)
- How have the concepts of communism, capitalism, imperialism, nationalism and racism shaped the modern world? (Grade 11)
- How did the Cold War – its origins, nature and demise – shape world history between the 1940s and the 2000s? (Grade 12)

A note on content

We feel it worth emphasising that whilst content is very important as it provides the context for all teaching, learning and assessment, our approach is to concentrate on fostering independent understanding, underscored by sound historically accurate detail, to produce **critical thinkers** as they **work with evidence** to **construct a record** of past events.

EXTRA-CURRICULAR

Regular tours and excursions are planned to enrich learning. Outings to local sites are prioritised, and successful international tours have been undertaken (Russia, Czechoslovakia and Germany (2012), the USA East coast (2014) and Cambodia and Vietnam (2017).

INFORMATION TECHNOLOGY

"*Information Technology is the study of the various interrelated physical and nonphysical technologies used for the capturing of data, the processing of data into useful information and the management, presentation and dissemination of data. Information Technology studies the activities that deal with the solution of problems through logical and computational thinking. It includes the physical and non-physical components for the electronic transmission, access and manipulation of data and information.*"

Topic Area	**Sub-Topics**
Solution Development	• Algorithms and problem solving • Introduction to Solution Development • Application Development • Software Engineering Principles
Communication Technologies	• Networks • e-Communication
Systems Technologies	• Introduction to computers • Hardware • Software • Computer Management
Internet Technologies	• Internet • World Wide Web • Internet Services
Data and Information Management	• Data Representation • Database Management • Database Design
Social implications	• Legal issues • Ethical issues • Social issues • Environmental issues • Health issues • Computers and Society

What do we hope to achieve by offering Information Technology (IT)?

Modern society requires people to be able to adapt to a changing environment and develop skills that equip them for the 21st Century.

Computers and programming might seem to be the focus of IT, but what IT is actually teaching students is the above skills.

Pupils can code their practical exam in Java.

Learning and Innovation "The 4 C's"	Digital Literacy	Career and Life
Critical thinking & problem solving	Information literacy	Flexibility & adaptability
Creativity and innovation	Media Literacy	Initiative & self-direction
Communication	ICT Literacy	Social & cross-cultural interaction
Collaboration		Productivity & Accountability
		Leadership & responsibility

ISIXHOSA FIRST ADDITIONAL LANGUAGE

"Multilingualism is an important tool for social cohesion, and for individual and social development. South Africa is a multilingual country with eleven official languages. It is important, therefore, that children learn additional languages as early as possible. There are many cognitive advantages of learning languages…" (Quoted from an article by: MR HM MWELI DIRECTOR–GENERAL DEPARTMENT OF BASIC EDUCATION). Embrace multilingualism, diverse language groups, different cultures and communication in South Africa today by learning isiXhosa now! It is a distinct advantage for non-mother tongue students who have their sights set on a variety of careers in South Africa to study isiXhosa.

PRE-REQUISITE FOR TAKING THE SUBJECT AS A FIRST ADDITIONAL LANGUAGE

- This course is studied by *pupils who have successfully completed* either *isiXhosa Home Language or isiXhosa First Additional Language* in the GET phase
- It is a formal language and literature teaching and learning course
- The study requires analytical thinking skills, critical evaluation and responses to texts in isiXhosa, together with referring to underlying cultural aspects as background for literature study and beyond
- The course is aimed at a student who enjoys studying and mastering the linguistic structures of language and who is keen to develop her existing knowledge of the culture and literature of the language.

ISIXHOSA FIRST ADDITIONAL LANGUAGE CORE SKILLS:

- **UKUPHULAPHULA NOKUTHETHA** (Listening and Speaking)
- **UKUFUNDA NOKUBUKELA** (Reading and Viewing)
- **UKUBHALA NOKUNIKEZELA** (Writing and Presenting)
- **IZAKHI NEMIGAQO YOKUSETYENZISWA KOLWIMI** (Language and use in context)
- **UNCWADI** (Literature study)

LEARNING OUTCOMES

The student 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 language literary texts to develop comprehension skills
- Students are expected to critically evaluate and respond to a variety of literary texts (Traditional literature, novel, short stories, poetry, drama) and language texts
- Write and present their views using correct formats and conventions in different contexts pertaining to the language and literature components of the language

- Use language structures and conventions appropriately, correctly and effectively in oral and written work.
- The learning outcomes aim to inculcate an appreciation for the language in all its facets by enhancing the skills of the students in critical thinking and presentation and by being culturally and aesthetically sensitive across a range of social contexts. Themes chosen to study are topical and relevant and aim to relate to the interests of learners, as well as equip learners to participate as responsible citizens in the life of local, national and global communities.

ASSESSMENT

The emphasis is on continuous assessment as set out in the IEB SAGS document. Assignments, tests and projects will be conducted throughout the year and there will be skills-based assessments in June and November consisting of two papers as referred to below– covering all aspects of the syllabus.

IEB COURSE CONTENT

1. PAPER ONE: Making meaning of text

1. Comprehension
2. Poetry
3. Communicative language

2. PAPER TWO: Writing and presenting

1. Literature

2. Transactional writing

3. PORTFOLIO:

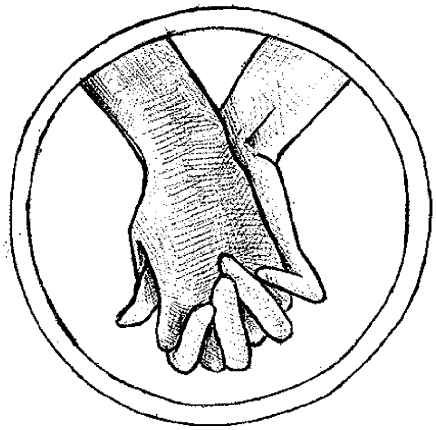
1. Extended writing
2. Common assessment task
3. Literature (3rd genre)
4. 3 Tests (paper 1 skills, paper 2 skills and 3rd genre)
5. Preparatory examinations

4. ORAL:

1. Prepared speaking
2. Reading - prepared and unprepared
3. Listening strategies, comprehension and critical awareness
4. Speaking strategies

LIFE ORIENTATION

This subject is compulsory.



Life Orientation is the study of the self in relation to others and to society. It addresses skills, knowledge, and values about the self, the environment, responsible citizenship, a healthy and productive life, social engagement, recreation and physical activity, careers, and career choices. These include opportunities to engage in the development and practice of a variety of life skills to solve problems, to make informed decisions and choices and to take appropriate actions to live meaningfully and successfully in a rapidly changing society. It not only focuses on knowledge, but also emphasises the importance of the application of skills and values in real-life situations as well as the participation in physical activity, community organisations and initiatives.

IEB CONTENT FRAMEWORK:

The subject contains the following *six* topics:

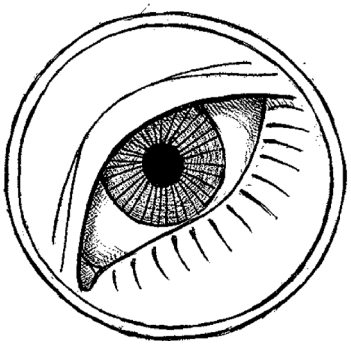
1. Development of the self in society
2. Social and environmental responsibility
3. Democracy and human rights
4. Careers and career choices
5. Study skills
6. Physical Education

SPECIFIC AIMS

Life Orientation specifically **aims** to:

- guide and prepare students to respond appropriately to life's responsibilities and opportunities
- equip students to interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural, and socio-economic level
- guide students to make informed and responsible decisions about their own health and well-being and the health and well-being of others
- expose students to their constitutional rights and responsibilities, to the rights of others and to issues of diversity
- equip students with knowledge, skills, and values to make informed decisions about subject choices, careers, additional and higher education opportunities, and the world of work
- expose students to various study methods and skills pertaining to assessment processes
- expose students to an understanding of the value of regular participation in physical activity
- create an awareness of our collective responsibility as global citizens.

LIFE SCIENCES



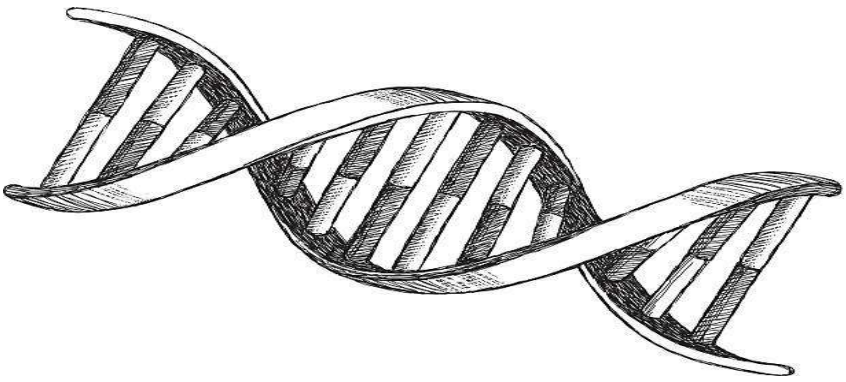
Life Sciences is based on and is still very closely related to Biology and Physiology. What makes it different now is the slight change in focus in content and the exciting emphasis on skills development. This new approach and philosophy is reflected clearly in the three Specific aims that underpin the **Life Sciences**.

The content has been enhanced with the addition of relevant and current topics. In short, it is encouraging students to relate what they have learnt in **Life Sciences** to the world around them.

Other than assessing, processing and analysing content, the skills base in **Life Sciences** is the most exciting area. The Scientific method (which is the focus of specific aim 2) encourages students to view data critically, to ask questions, to problem solve, to evaluate, analyse and synthesise information. The communication of findings i.e., in graphic, written or verbal format will involve the acquisition of a range of valuable skills. We have excellent facilities in our laboratories and students are able to explore the practical component of this subject.

There are 3 broad subject-specific aims in Life Sciences which relate to the purposes of learning Science:

- AIM1: KNOWING LIFE SCIENCES
- AIM 2: INVESTIGATING PHENOMENA IN LIFE SCIENCES
- AIM 3: APPRECIATING AND UNDERSTANDING THE HISTORY, IMPORTANCE AND APPLICATIONS OF LIFE SCIENCES IN SOCIETY



IEB CONTENT FRAMEWORK

The content is organised into the following four strands which will be covered in each grade:

1. **Life at the molecular, cellular and tissue level**: e.g., Chromosomes, DNA and Genetics & Biotechnology (e.g., genetic engineering, CRISPR, cloning, stem cells)
2. **Life Processes in plants and animals**: includes human physiology (e.g., digestion, excretion, nervous & chemical co-ordination, immunity, thermoregulation & homeostasis)
3. **Environmental Studies:** Population and community ecology, human impacts on the environment
4. **Diversity, change and continuity:** Plant and animal diversity (special emphasis on evolutionary patterns/phylogenetic trees), evolution which will include the origin of *Homo sapiens*.

PRACTICAL ASSESSMENT TASKS (PAT):

An integral aspect of skills development in IEB is the ability of students to be able to:

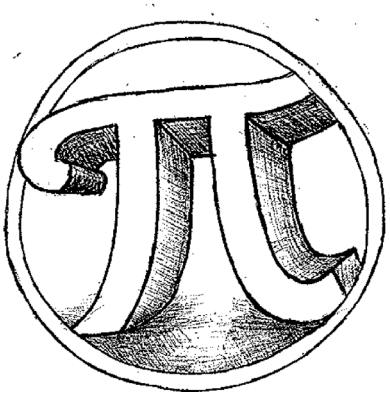
- Design an experiment
- Evaluate an existing experiment
- Performing a simple experimental procedure
- Collecting, graphing, analysing and interpreting data.

*"There is **no pre-requisite** for taking this subject except an interest and passion, BUT…..*
Life Sciences is a prerequisite for certain universities to enter into the Health Sciences (medicine, physiotherapy, dietetics etc.)".

"LIFE SCIENCES: THE FOUNDATION OF A RANGE OF FUTURE EXCITING CAREERS."

"LIFE SCIENCES: IS ONE OF THE MOST DIVERSE OF ALL SCIENCES AND COVERS ALL ASPECTS OF THE STUDY OF LIVING ORGANISMS, RANGING FROM UNDERSTANDING THE GENE TO MANAGING ECOSYSTEMS."

MATHEMATICS



Mathematics enables creative and logical reasoning about problems in the physical and social world and in the context of Mathematics itself. Mathematics is based on observing patterns and applying rigorous logical thinking to lead to theories about abstract relations.

The study of Mathematics contributes to personal development through a deeper understanding and successful application of its knowledge and skills. It is a discipline in its own right and pursues the establishment of knowledge without necessarily requiring applications in real life.

Mathematics is an essential element in the curriculum of any student who intends to pursue a career in the physical, mathematical, computer, life, earth, space and environmental sciences or in technology. It also has an important role in the economic, management and social sciences. The subject Mathematics in the FET band will provide a platform for links to Mathematics in Higher Education institutions. If any tertiary courses after school currently require Mathematics, students will need to choose Mathematics as opposed to Mathematical Literacy.

NSC CONTENT FRAMEWORK
Students will learn how to:

- use mathematical process skills such as making conjecture, proving theories and modelling situations
- work with algebraic expressions confidently
- investigate and monitor the financial and statistical aspects of personal and community life and political decisions
- work with a wide range of patterns and transformations of functions and solve related problems
- analyse shape and space in two and three dimensions using various approaches in geometry and trigonometry
- collect and use data to establish basic statistical and probability models
- use calculus in solving optimisation problems and to work with rates of change in non-linear functions
- solve problems involving sequences and series in real-life and mathematical situations
- use technology as an integral part in calculations and in the development of problem-solving skills.

MATHEMATICAL LITERACY

In everyday life a person is continually faced with mathematical demands which the adolescent and adult should be able to handle with confidence. These demands frequently relate to financial issues such as hire-purchase, mortgage bonds, and investments.

There are others, however, such as the ability to read a map, follow timetables, estimate, and calculate areas and volumes, and understand house plans and sewing patterns. Various situations are encountered daily that require the efficient use of ratios and proportion e.g., cooking, dosage of medicine, etc. Here, mathematical literacy is required by a self-managing person.

Mathematical Literacy will develop the use of basic mathematical skills in critically analysing situations and creatively solving everyday problems.

LEARNING OUTCOMES

1. Number and Number Relationships
2. Functions and Algebra
3. Space, Shape and Measurement
4. Data Handling.

NSC CONTENT FRAMEWORK

All students in the FET band increasingly become involved in issues related to their lives which involve Mathematics, inter alia, in working towards being able to:

- Use numbers with understanding to solve real-life problems in different contexts including the social, personal, and financial
- Use mathematically acquired skills to perform with understanding financially related calculations involving person, provincial and national budgets
- Model relevant situations using suitable functions and graphical representation to solve related problems
- Describe, represent, and analyse shape and space in two and three dimensions using geometrical skills
- Engage critically with the handling of data, especially in the way these are encountered in the media and in presenting arguments.

PRE-REQUISITE FOR TAKING THE SUBJECT:

Competence in reading and understanding texts is an essential skill for this course.

MUSIC

Music is a great life-skill: it teaches self-discipline and tenacity and is invaluable as an emotional and creative outlet. There are also proven performance benefits in other academic disciplines through left-right brain hemisphere stimulation and ... you do not have to be considering a career in music to take it as a subject– in fact that may be the very reason why you should consider it.

NB: The minimum matric requirements are less terrifying than one would imagine – the rudiments section is already completed by the end of Grade 9 and the practical level is equivalent to Grade V ABRSM/Trinity (obviously if you are more advanced than that we will not hold you back!).

The current course is very relevant to the real music world, including all styles and genres of music as well as the latest computer technology.

The Independent Examination Board requires three 'Topics' to be covered in Grade 10:

Topic 1: Musical performance and improvisation – a minimum of Grade 3 level is required by the end of the year. Learners have to demonstrate technical control over the instrument, develop sight reading skills, demonstrate aural skills and perform a variety of solo pieces on one (or more) instrument(s).
Topic 2: Music Literacy – Students will learn the concepts and skills of music literacy (theory), compositional techniques, melody writing, music analyses, music technology and an introduction to harmony.
Topic 3: General Music Knowledge and Analysis – this includes the following:

- Introduction to music: Elements of music and musical styles
- Form: basic forms and pop and jazz structures
- Genres: Popular music, South African styles, introduction to Baroque music, Introduction to Classical characteristics
- Instruments: to classify and identify various instruments (including the human voice)
- The South African Music Industry: the economic cycle of the music industry from the origin of a musical idea to the publishing and performing of the work.

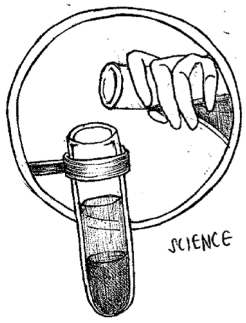
PRE-REQUISITE FOR TAKING THE SUBJECT

Students who are considering choosing Music should preferably have achieved a minimum of a Grade 3 practical level on the first instrument, by the end of the Grade 9 year. Students who have not taken music as a Core subject in Grades 8 and 9 need to discuss their options with Ms Conrads and/or Mr Gouws.

CAREER LINKS

Careers in music often require tertiary study and doing music as a subject gives one a sound foundation to build on. Careers include Composing, Arranging, Performing (solo or in groups/ensembles), Teaching, Conducting, Entertaining (bands, cabaret, musicals), Music therapy, Recording (sound engineer), Music critic, writer, researcher. And … by the time you matriculate, music careers that possibly do not even exist now!

PHYSICAL SCIENCES



SUBJECT SUMMARY

Physical Sciences investigate physical and chemical phenomena. This is done through scientific inquiry, application of scientific models, theories and laws in order to explain and predict events in the physical environment.

WHY IS IT AN IMPORTANT SUBJECT?

Physical Science teaches you the skills of classifying, communicating, measuring, designing an investigation, drawing and evaluating conclusions, problem-solving and reflective skills. The emphasis is on application rather than rote learning. Physical Science teaches students to think critically and always base conclusions on results. It links well with Life Sciences and the skills taught can be applied to all areas of learning. Mathematics is a large component of the content taught in Physical Science, so it is essential that Physical Science students have a strong foundation in mathematics.

LEARNING OUTCOMES

The Physical Sciences curriculum is designed so that students are able to:

1. use technical skills, critical thinking, and scientific reasoning to investigate and solve problems
2. explain and interpret scientific and technical knowledge and apply it in everyday contexts
3. evaluate the impact of science on the quality of environmental and human development.

In practice, this means that the work covered will deal with practical experiments, theoretical problems involving calculations, and a study of topics such as global warming, various chemical industries, or nuclear energy where the work of scientists has an impact on the life of the world around us.

WHAT DOES IT CONSIST OF?

Physical Science consists of two main components: Physics and Chemistry. The content is divided into 6 main knowledge areas:

- Matter and Materials
- Chemical Systems
- Chemical Change
- Mechanics
- Waves, Sound and Light
- Electricity and magnetism

At the end of Grade 12 the students will write two examinations of 150 marks each. Paper 1 consists of Physics based questions and Paper 2 of Chemistry based questions. Each paper is written over two and a half hours. The papers consist of both multiple choice and structured questions.

PRE-REQUISITE FOR TAKING THE SUBJECT

In scientific calculations, some mathematics is involved, so students doing Physical Sciences have to also study Mathematics. Experience has shown that students that do not excel in both Mathematics and Natural Science in Grade 9 do not cope with Physical Sciences in the senior grades. As a result, we recommend that you need to achieve 65% for Mathematics in Grade 9 to take Physical Sciences.

HOW WILL THIS SUBJECT HELP YOU GET INTO THE WORLD OF WORK OR FUTURE STUDIES?

Physical Science prepares students for the workplace by teaching them the vital skills of critical thinking and adaptation. Physical Sciences plays an increasingly important role in the lives of all South Africans owing to their influence on scientific and technological development, which are necessary for the country's economic growth and the social wellbeing of its people. Physical Science is a requirement for any Science based course. These include all Bachelor of Science degrees, medicine, engineering, dentistry and microbiology.

VISUAL ARTS

The Visual Arts Department at Herschel encourages and affirms innovation, individuality, inquisitive thinking, explorative processes, and perceptive awareness. This ethos is pertinent in both the theoretical and practical component of the subject. Pupils selecting Visual Arts as a subject have the opportunity to be passionate about developing creative responses and becoming adept problem solvers. Visual Arts as a subject extends pupils' awareness of the world around them and ensures holistic personal development and readiness to participate meaningfully beyond the classroom.

The Grade Ten Visual Arts programme is guided, allowing pupils to develop specific skills of production as well as laying the base for developing their own personal visual language. By Grade Twelve the pupils have more creative choice to personalise and conceptualise themes. A range of approaches to producing Art, including perceptual, conceptual and emotive can be taken without creative restriction. A Visual Journal process, drawing and artwork is submitted for each project and supported by a research component. As the Grade 12 final Practical examination is a Drawing exam, a range of drawing media, skills and stylistic approaches are explored and developed.

Visual Arts is made up out of two integrated facets: History of Art (Visual Cultural Studies) and Practical Art. This allows pupils to develop their own expression based on an understanding of the visual culture of the past and the present. Fifty percent of the subject is theoretical and fifty percent is practical in IEB Visual Arts. Visual Cultural Studies lays the foundation for visual literacy, a knowledge of the theory of art and develops critical skills of analysis, writing and research skills. Thematic modules offer extensive exploration leading to an inherent understanding of the value and role of Art covering both international art and the art of South Africa from prehistoric to contemporary times.

Practical work develops out of broad experimentation with a variety of media, techniques, and stylistic approaches. Drawing forms an essential part of the practical portfolio and includes observation-based studies as well as creative, conceptual approaches. The Process of development of concepts and methods of expression are recorded in Visual Journals and the journey to a final artwork is rigorous. Passion for Art, diligence, an inquisitive mind, and a love of culture are some of the requirements. The development of skills and a personal visual language requires daily practice, and it is important that pupils selecting Visual Arts are prepared to work on their art daily which requires self-motivation and, at times, self-discipline.

The creative thinking that is developed equips pupils to be responsive to the demands of the contemporary world and is invaluable to any career choice. Specific career options would range from, and include, management and marketing, architecture, photojournalism, Fine Arts, gallery curatorship, film industry creative directorship, craft, jewellery design, and a broad base for design fields.

Students who have completed Core Art will have a strong basis from which to proceed. Whilst application can be made from students that did not take Art in Grade Nine, it is recommended that a consultative meeting is set up with the Art Department prior to making this decision.

PEOPLE TO CONTACT:

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Mrs H. Goedeke	Head	hgoedeke@herschel.org.za
Ms K. East	Deputy Head: Academics	keast@herschel.org.za
Ms T. Rousseau	Deputy Head: Pastoral/Accounting	trousseau@herschel.org.za
Ms N. Barendse	Accounting/Business Studies	nbarendse@herschel.org.za
Mrs M. Smith	Academic Support/Career Guidance	msmith@herschel.org.za
Ms H. Basson	Afrikaans FAL	hbasson@herschel.org.za
Ms J. Euvrard	AP English/English Home Language	jeuvrard@herschel.org.za
Mr J. Stegmann	AP Maths/Mathematics/Maths Lit	jstegmann@herschel.org.za
Ms B. Cass	Consumer Studies	bcass@herschel.org.za
Mrs C. du Toit	Design	cdutoit@herschel.org.za
Mrs S. McArthur	Dramatic Arts	smcarthur@herschel.org.za
Mrs S. Macfarlane	French SAL	smacfarlane@herschel.org.za
Mrs N. Parker	Geography	nparker@herschel.org.za
Ms L. Wills	History	lwills@herschel.org.za
Mr E. Charikinya	Information Technology	echarikinya@herschel.org.za
Mrs S. Gordon	Life Orientation	sgordon@herschel.org.za
Mrs S. Rule	Life Sciences	srule@herschel.org.za
Mr J. Gouws	Music	jgouws@herschel.org.za
Mrs P. Broadhurst	Physical Sciences	pbroadhurst@herschel.org.za
Ms N. Jordan	Visual Arts	njordan@herschel.org.za
Ms Z. Bovana	IsiXhosa FAL	zbovana@herschel.org.za

TIME-LINE

Term 3:	
Subject Choice information evening	**Tuesday, 20 June**
Subject Choice forms need to be completed online	**Friday, 4 August**
Conduct feedback meetings with pupils and parents regarding staff recommendations by appointment with Academic Support and Deputy Head: Academics	**Monday 14th August to Friday 22nd August**
Finalisation of Subject Choices	**Friday 25th August**
Subject Changes:	Subject changes can **ONLY** be enacted **after the June exams in Grade 10** until a week into Term 3.