Founded 1922

HERSCHEL
GIRLS SCHOOL

~ GRADE 9 ~

GETC CURRICULUM 2026

Transforming teaching and learning

for the 21st century

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VISION

Leading the education of girls into a future of limitless possibilities.

OBJECTIVES

Challenge traditional female stereotypes and models of success to nurture pioneering female change-makers to lead in an ever changing world	**Drive** the advancement and equitable representation of females in STEAM fields.	**Create** a dynamic, relevant, immersive space, rooted in community and supportive of holistic wellness.

VALUES (EMBRACE)

EQUALITY	MISSION	BRAVERY	RESILIENCE	AUTHENTICITY	COMMITMENT	EMPATHY

Learning to make a difference

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 6 years. We have recently undergone a reflection and evaluation process so that we can ensure that the curriculum we are designing for the Grade 8 and 9 pupils sets them up for success in the FET (Gr 10 – 12) and for the future world.

Learning areas have been grouped into Learning Communities. This allows cohesion for subjects – ensuring all courses are contributing meaningfully to the development of the core principles. These core principles allow for successful conceptual transfer between subjects. The grouping breaks down silos for - real life learning does not happen in this way and inter-disciplinary courses, which are so valuable, can align more effectively to the group outcomes.

There are a range of courses – optional and compulsory which either follow a year or semester program. In some learning areas there are a range of courses which allow the pupils some choice leading to autonomy and independence. The Grade 8 and 9 courses are designed to be interesting and meaningful and offer the pupils exposure to opportunities where they can make contributions to their communities.

'Students demonstrate interdisciplinary understanding when they bring together concepts, methods, or forms of communication from two or more disciplines or established areas of expertise so that they can explain a phenomenon, solve a problem, create a product, or raise a new question in ways that would have been unlikely through a single discipline.' (IB MYP Curriculum Program)

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.

Saadia Zahidi, Managing Director of the World Economic Forum said in an interview in 2023 'that it's also become very important to have leadership skills and to have social influence, and the ability to work with other people. The traits that make us human, make us able to relate with each other and to get innovative, creative things done in the workplace'. This was further emphasised in the Harvard Business review article by Stephen Kosslyn – author of building the intentional university. 'These are the skills that give humans the edge over robots'.

A powerful shift is required from static knowledge to lifelong learning, from routine tasks to creative and analytical thinking and from individual achievement to collaboration and emotional intelligence. We want to design curriculum that places emphasis on valuing agency, self awareness and purposeful learning; so that we can develop a problem solver, a systems thinker and a compassionate teammate, who is an adaptable curious humane being. (*Kiran Bir Sethi- Founder of The Riverside School)*

The future of work looks grim for many people. A recent study from Forrester estimated that 10% of U.S. jobs would be automated this year, and another from McKinsey estimates that close to half of all U.S. jobs may be automated in the next decade. Succeeding in the digital world requires us to understand how technology will impact our world but we will also need to cultivate critical soft skills too so we can do the things machines can't.

Our ability to manage and utilize emotion and to take into account the effects of context are key ingredients of critical thinking, creative problem solving, effective communication, adaptive learning, and good judgment. It has proven very difficult to program machines to emulate such human knowledge and skills, and it is not clear when (or whether) efforts to do so will ever bear fruit.

New careers. New challenges. New technologies. So how do we prepare them? We don't just teach what to know. We teach them how to bridge what they know to what they've never seen before. That bridge is called conceptual transfer. It's how students learn to use prior knowledge in original ways, connect ideas across disciplines and adapt to complexity with confidence. In an era of constant change, this is the skill that matters most. The goal is lasting understanding that can move, stretch, and evolve. (Julie Stern)

Our objective is to develop a kind, respectful, confident/brave, and well-balanced pupils who are able:

- To critically and creatively engage constructively in the world/different environments in an empathetic, responsible, anti-fragile and curious manner;
- To be adaptive, agile and open minded;
- To direct their own learning;
- To work collaboratively; and
- To be a life-long learner

in order to be the best version of themselves and to make an impact, not for personal gain but for the greatest good for the greatest number.

We believe our Grade 8 and 9 curriculum gives us the opportunity to teach all of 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.

We want to create curriculum that will set our pupils apart?

Adaptability – Learn, unlearn, relearn
Systems Thinking – Understand complex connections
Empathy & Ethics – Make wise, human-centered decisions
Creativity – Solve new problems in new ways
Collaboration – Work across disciplines and cultures
Curiosity - asking why?

The Grade 8 and 9 pupils have responded positively to this 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 2026?

The Grade 9 curriculum is divided into learning communities. Grade 9's will select from a list of compulsory and optional courses, some which will span a full year and others which will be semester courses.

Languages and Literature	English HL	Compulsory	Year course
	FAL: Afrikaans	Compulsory: select one	Year course
	FAL: isiXhosa		
	SAL French Intermediate	Optional	Year course
Mathematics		Compulsory	Year course
The Arts	Dramatic Arts 901	Compulsory: select one	Year course
	Visual Arts 901		
	Music 901		
	9CAE4 Music in Motion 902	Optional	Semester course
	9CAE3: Creative Pixels: Digital Illustration		
	9CAE1 There is no business, like show business		
	9CAE16 Smarter Filmmaking (Tech)		
Sciences	**Physical Science**	Compulsory	Year course
	Life Science/Biology	Compulsory	Year course
	9HSSG Geography/Earth Science:	Compulsory: select at least 1	Semester course
	9HSSG2 The Economics of Happiness		
	9HSSG3 "Hello Africa! Tell me how you're doing?"		
	9HSSG8 Funnels and Faults		
	9HSSG5 Around the World		

Individuals and Societies	**9HSSH History:**	Compulsory: select at least 1	Semester course
	9HSSH10 The Cold War: Nuclear Bombs and Superpower Rivalry		
	9HSSH3 Their Darkest Hour: WWII, the Holocaust and courage in catastrophe		
	9HSSH1 Divided by Design – The history and impact of apartheid in South Africa		
	9EMS Commerce	Compulsory: select at least 1	Semester course
	9EMS1 IOU (pre-requisite for Gr 10 Acc.		
	9EMS2 Biz and Beyond		
	Consumer Studies		Offered in the IFD programm
	Life Orientation	Compulsory	Year course
Design and Technology	9TECH8 Future-Room	Compulsory: Select 1	Semester course
	9TECH4 Robotics		
	9TECH6 Web and App Development		
	9CAE16 Smarter Film making (Tech)		
	9TECH2 Sport and Exercise Science		
	9TECH10: AeroCode – Mission-Based Drone Engineering		
	Digital Literacy	Compulsory	Year course

Which skills will be emphasised?

Me and Myself

Focus: Personal development, self-regulation, and internal growth

1. **Self-Management & Independent Learning**
Sets goals, manages time, and meets deadlines.
Reflects on feedback and adjusts strategies.
Demonstrates initiative and accountability.

2**. Metacognition**
Reflects on thinking and learning processes.
Identifies strengths and areas for growth.
Adapts strategies based on self-awareness.

3. **Critical Thinking**
Evaluates information for reliability and bias.
Differentiates between fact, opinion, and interpretation.
Uses logic and evidence to support conclusions.

4. Digital Fluency
Uses digital tools confidently and ethically.
Manages digital presence and practices responsible online behavior.
Applies computational thinking in problem-solving.

5. Ethical Awareness
Considers ethical implications of actions and decisions.
Demonstrates empathy and responsibility.
Reflects on values and their impact on others.

6**. Creativity & Curiosity**
Generates original ideas and explores new possibilities.
Takes risks and learns from mistakes.
Finds joy in experimentation and sharing creative work.

Me and Others (and School)

Focus: Social interaction, collaboration, and community engagement

1. **Collaboration**
Works effectively in groups.
Respects diverse perspectives.
Shares responsibility and contributes meaningfully.

2. **Communication**
Expresses ideas clearly in various formats.
Listens actively and responds thoughtfully.
Adapts communication to audience and context.

3**. Leadership**
Takes initiative and supports peers.
Demonstrates responsibility in group settings.
Encourages participation and open-mindedness.

4. **Social Awareness**
Demonstrates empathy and kindness.
Understands and respects different perspectives.
Engages constructively in group and school communities.

Me and the World

Focus: Global understanding, real-world application, and inquiry

1**. Global Awareness**
Shows curiosity about global issues.
Understands interconnectedness of local and global contexts.
Acts with empathy and responsibility toward global communities.

2. **Inquiry and Research**
Asks meaningful questions and investigates independently.
Evaluates sources for credibility and bias.
Synthesizes information to support conclusions or creative work.

3. **Practical Application & Applied Knowledge**
Applies knowledge in real-world or cross-disciplinary contexts.
Demonstrates craftsmanship and digital fluency.
Works with care, accuracy, and attention to detail.

LEARNING COMMUNITIES

LANGUAGES AND LITERATURE

MANIFESTO

At Herschel, language is more than a subject: it is a lens through which the world is understood, challenged, and re-imagined. In South Africa, multilingualism is a necessity, a bridge across cultures and identities. The ability to think and communicate in more than one language equips our students to be empathetic citizens, creative problem-solvers, and articulate leaders in an interconnected world.

In the 21st century, language competence cannot be measured only by grammar drills or essays written in isolation. While technical mastery remains important, it is embedded within broader practices of communication, creativity, and analysis. Our curriculum treats language and literature as a woven fabric of meaning. Texts across genres and languages, from Shakespeare to Fanie Viljoen, from isiXhosa oral poetry to modern satire, are read in dialogue with one another. A meme in French or Afrikaans can be analysed alongside a novel extract in English or isiXhosa. This inter-textual, multilingual approach sharpens critical thinking and cultural literacy.

We reject rote learning and embrace Inquiry-Based Learning (IBL). Our classrooms are dialogic spaces where students co-construct meaning, ask questions, and develop original insights. Lessons engage intellect, creativity, voice, and agency, sparking curiosity, demanding rigour, fostering joy. Our lessons aim to contribute to interdisciplinary projects and integrated focus days, and support the development of the Grade 9 Exit Profile by intentional teaching of transferable skills.

Language competence is not measured by isolated drills but through broader practices of communication, creativity, and analysis. In line with Herschel's vision, we cultivate:

- **Multilingual Fluency**: honouring South Africa's linguistic diversity.
- **Global Citizenship**: preparing students to engage international discourses.
- **Lifelong Learning**: nurturing skills of analysis, expression, and reflection.

We commit to innovative teaching that models agility, curiosity, and creativity. Our classrooms will be alive with dialogue, collaboration, and critical engagement. We challenge our students to inhabit multiple languages, traverse multiple texts, and use their voices powerfully in a complex world.

Language is freedom. Language is connection. Language is power.

LEARNING THREADS:

1.Communication and Expression

- Equip students to speak, write, and present with confidence across contexts and audiences.
- Foster expression as a form of personal agency, ethical persuasion, and leadership

2. Critical Literacy, Connections, Analysis and Interpretation - English and Afrikaans only

- Teach students to question texts, recognising bias, subtext, and ideology.
- Develop higher-order thinking through inter-textual connections across genres, modes, and languages.

3. Identity, Diversity and Cultural Awareness / Perspectives

- Explore how language and literature shape identity, belonging, and representation.
- Cultivate empathy and respect by engaging with diverse voices, both local and global.

4. Creativity

- Encourage imaginative play with form, voice, and genre in both writing and performance.
- Use creative practice to develop originality, problem-solving, and joy in language learning.

5. Multimodality

- Analyse and produce meaning across multiple platforms: text, image, sound, media, and performance.
- Equip students with visual and digital literacy for a complex, media-rich world.

6. Language / Grammar Competency

- Build strong foundations in grammar, syntax, editing, and stylistic precision.
- Empower students to manipulate language creatively and purposefully once technical skills are mastered.

SUBJECTS

HOME LANGUAGE – Compulsory Year Course
ENGLISH

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

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

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

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

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

FIRST ADDITIONAL LANGUAGE – Compulsory - Select ONE – Year Course
AFRIKAANS

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. By the end of this course, Grade Nine students will be able to:

★ Listen carefully and speak confidently to a range of target groups in a variety of contexts.

★ Read, view and engage with texts to develop comprehension skills. Students are expected to critically evaluate and respond to a variety of texts.

★ Write and present their views using correct formats and conventions in different contexts.

★ Use Language structures and conventions correctly and effectively.

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

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

★ Family and Friends

★ Into the Wild

★ Going Green

★ On the Sports Field

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

IsiXHOSA

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 skills:

· Ukuphulaphula nokuthetha (Listening and Speaking)

· Ukufunda nokubukela (Reading and Viewing)

. Ukubhala nokunikezela (Writing and Presenting)

. Izakhi nemigaqo yokusetyenziswa kolwimi (Language structures and conversions)

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

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

ASSESSMENT:

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

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

WHO SHOULD CONSIDER TAKING ISIXHOSA FAL?

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

SECOND ADDITIONAL LANGUAGE

9SAL1: FRENCH INTERMEDIATE SEMESTER 1 AND 2 – Optional Year Course

**Note – There is only ONE classes for 9SAL1 and so class numbers are limited. Preference will be given to pupils who wish to study French in Grades 10-12. French will be studied in both semesters so if you choose the French Intermediate course you will do the first part in Semester 1 and the second part in Semester 2.*

A Grade 9 textbook will need to be purchased from the French Department for this course.

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 online 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 to state your likes and dislikes,

talk about activities and learn how to ask questions. You will also learn how to interview and describe yourself and people, how to talk about your days at school and how to go shopping!

Plus, you'll master more numbers and learn to use the 24-hour clock so you'll never miss a train or plane when traveling 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. And yes, tasting French food and watching French movies are definitely on the menu!

MATHEMATICS

MANIFESTO

Empowering learners to think, question, create, and grow

In the Mathematics Department, we believe Mathematics is more than just numbers and getting to the right answer, but rather a way of thinking that empowers learners to question, explore, and make sense of the world. Our classrooms are spaces for critical thinking, metacognition, and inquiry, where students engage in deep reasoning, collaborate meaningfully, and connect mathematical ideas. We value process over memorisation, embrace mistakes as learning opportunities, and foster curiosity, creativity, and independence.

Our Learners Will Leave With:

- A **growth mindset** towards Mathematics
- Confidence in using **reasoning, logic, and creativity** to solve problems
- The ability to **collaborate, communicate**, and **reflect** on their learning
- Fluency with **digital tools** for mathematical exploration and verification
- An appreciation for Mathematics as a **powerful way to understand the world**

We are a department that believes in thinking bravely, learning deeply, and teaching with purpose.

LEARNING THREADS

These threads represent the recurring conceptual and skill-based strands that run through the two-year mathematics programme at Herschel. Each thread develops progressively from Grade 8 to Grade 9, ensuring continuity, increasing complexity, and preparing learners for senior mathematics. The *Thinking Classrooms* approach is embedded throughout, promoting problem-solving, collaboration, and independent thinking.

1. Number Sense, Algebraic Reasoning & Structure
Descriptor: Develops a solid understanding of number systems, algebraic notation, and the manipulation of expressions and equations. Progresses from foundational number properties in Grade 8 to advanced algebraic manipulation and functional thinking in Grade 9.

Order of operations, number properties (HCF, LCM, primes), introduction to algebra, solving basic equations, recognising patterns, multiplying and factorising expressions,

simplifying algebraic fractions, rearranging literal equations, exponents and scientific notation, solving linear, quadratic, and exponential equations.

2. Functional Thinking & Pattern Recognition
Descriptor: Transitions learners from working with numeric and algebraic patterns to understanding and representing functional relationships graphically and symbolically.

Identifying, continuing, and describing patterns; connecting sequences to algebraic rules. Linear, quadratic, and exponential functions; inequalities; graphing methods; interpreting gradients, intercepts, and points of intersection.

3. Geometry, Spatial Reasoning & Deductive Proof
Descriptor: Strengthens the ability to visualise, describe, and reason logically about shapes, transformations, and spatial relationships — building precision through formal proof.

Properties of 2D shapes, angle relationships, symmetry, transformations, introduction to 3D shapes and nets. Pythagoras theorem, congruence and similarity, quadrilateral proofs, formal geometric reasoning and terminology.

4. Measurement, Proportion & Scale
Descriptor: Connects abstract mathematics to physical space, real-world problems, and proportional reasoning.

Perimeter, area, volume, unit conversions, distance–speed–time, basic ratios and percentages. Cylinder volume, advanced ratio problems, direct and inverse proportion, proportional graphs, application in finance and data contexts

5. Data Handling, Probability & Statistical Reasoning
Descriptor: Develops the ability to collect, organise, represent, and interpret data, moving from descriptive statistics to probability-based decision-making.

Data types, graphical representations, averages, range, Excel skills through the *Data Project*. Basic to compound probability, tree diagrams, multiplication and addition rules, linking proportional reasoning with statistical thinking.
6. Financial Literacy & Real-World Application

Descriptor:
Equips learners with the skills to apply mathematical concepts to everyday financial decisions.

Prices, discounts, receipts, introductory budgeting. Percentage change, exchange rates, simple and compound interest, timelines, financial modelling.

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

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

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

Our aim as a department is to continually research new pedagogical thinking in the delivery of lessons, particularly focusing on ideas that indicate greater depth of thinking and understanding in Mathematics. In the Grade 9 Maths MS Teams group, we offer a wealth of additional resources to support our students. Under the FILES section, Grade 9 students can access a comprehensive collection of past Herschel tests, exams, and worksheets, complete with memos for all topics covered. Additionally, a video directory is available where students can watch our teachers' lessons on every topic. This resource is particularly useful if a pupil misses lessons or needs some consolidation.

SCIENCES

MANIFESTO

"Exploring, Understanding, Transforming"

We are a community of curious minds united by the desire to understand the natural world — from the smallest particles to the vast landscapes of our planet and beyond. Together, Physics, Chemistry, Biology, and Geography provide the lenses through which we explore life's patterns, processes, and possibilities. Our purpose is to empower young women with the knowledge, skills, and courage to inquire, to innovate, and to care for the world they will inherit.

We envision a learning community where the sciences are integrated, and every individual develops:

- a curiosity to question and test ideas.
- perspective to see the interdependence of people, places, and environments.
- and to responsibly act with integrity and compassion in a changing world.

We aspire to equip individuals to be critical thinkers, ethical leaders, and active contributors to South Africa and beyond - women who see challenges as opportunities and approach the future with optimism, courage, and evidence-based thinking.

LEARNING THREADS

1. **Systems and Interactions**: How do components of a system interact, and how does change in one part affect the whole?
   In Biology/Life Sciences: Ecosystems, organ systems
   In Physics: Forces in motion, circuits
   In Chemistry: Reactions, equilibrium
   In Earth Science/Geography: Climate systems, plate tectonics

2. **Evidence and Investigation**: How do we collect, test, and interpret data to build scientific understanding?
   In all subjects: Emphasis on scientific method, experimental design, analysis of real data. Encourages inclusion of inquiry-based practicals and lab reports

3. **Change and Scale:** How do scientific processes operate across time and scale?
   In Biology/Life Science: Evolution, growth, population change
   In Physics: Atomic to universal scales, rates of change, Reaction rates, molecular interactions
   In Earth Science/Geography: Geological timescales, erosion, - weathering population growth

4. **Ethics and Impact**: How do science and technology affect people and the planet?
   In Environmental Studies (Geog and Life Sci): Climate change, conservation, migration, human rights, pollution
   In Biology/Life Science: Bioethics, genetics
   In Chemistry/Physics: Energy use, pollution, sustainability
   Promotes inclusion of case studies and debates

5. **Structure and Function**: How does the structure of a system or material influence what it can do?
   In Biology/Life Science: Cells, anatomy
   In Physics: Atomic structure, bonding, Engineering principles, materials science
   In Earth Science/ Geography- climatology - atmosphere

SUBJECTS

PHYSICAL SCIENCE – Compulsory Year Course

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

We use a variety of teaching and learning styles in our lessons. From whole-class teaching to practical demonstrations and experiments. Students are able to plan and carry out scientific investigations, using apparatus correctly and safely. As a result students gain much experience of handling laboratory equipment. We encourage our students to ask and to answer scientific questions and they are exposed to a large

number of problem-solving activities. Learners are exposed to graphs and statistics and will also use ICT in their lessons to enhance the learning experience.

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

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

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

LIFE SCIENCE/BIOLOGY – Compulsory Year Course

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

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

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

GEOGRAPHY/EARTH SCIENCE – Compulsory Select ONE Semester Courses

9HSSG8: FUNNELS and FAULTS

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

9HSSG2: THE ECONOMICS OF HAPPINESS

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

9HSSG5: AROUND THE WORLD IN SIX MONTHS!

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

9HSSG3: "HELLO AFRICA! Tell me how you're doing?"
**NOTE: You may only select this optional course if you did not do it in Grade 8.*

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 course is to instil an interest in, and love of your continent, while learning useful Geography-and-entrepreneurship-based knowledge and skills.

A pupil needs to take atleast 3 HSS (History HSSH and Geography HSSG) courses in their Grade 9 Year. If a pupil is taking French intermediate, they will only take two HSS courses

THE ARTS

MANIFESTO

At the heart of human expression lies the need to imagine, create, and communicate. The Arts Faculty cultivates this impulse by equipping students with the skills, confidence and vision to shape their own stories while connecting with the voices of others. In our classrooms, students are not passive learners but active creators who bring ideas to life, whether through performance, sound, or image. They are encouraged to take risks, explore new perspectives, and find joy in the process of making.
We believe that Drama, Music and Visual Art are not just subjects but essential ways of knowing and engaging with the world. The arts provide a lens through which students make sense of themselves, their communities, and cultures past and present. They challenge us to see differently, to listen more deeply, and to express with courage. Through the arts, students discover who they are, how they relate to others, and how they might influence the world around them. They learn to create boldly, reflect critically, and collaborate meaningfully, preparing them to thrive in a future that demands innovation, empathy and resilience.

By choosing subjects from this faculty, students will:

- **Explore like artists** – Observe and interpret the world with sensitivity, experiment with techniques and media, and craft artworks that express individual vision while reflecting broader cultural and historical contexts.
- **Create like dramatists** – Develop confidence, creativity and collaborative spirit through devising, acting, staging, and theatre-making, while exploring the social issues and stories that shape their world.
- **Listen like musicians** – Listen deeply, play expressively, and create original works that integrate technology, culture and emotion, discovering how music connects people across time and place.

Through the Arts, our students become imaginative thinkers, courageous performers, and reflective makers — ready to contribute meaningfully to their communities and the wider world.

LEARNING THREADS:

1. Inspired by the World *(outside-in)* Students interpret and respond to external influences, such as history, culture, existing artists or works, genres, or movements to deepen their own understanding.

- **Visual Arts:** Exploring a range of art movements, learn and develop the styles and techniques of influential artists, both historical and contemporary. Creating original work that is informed by this new knowledge.
- **Drama:** Analysing and performing dramatic texts and plays, genres and styles of performance, social issues and adapting and integrating theses into new performances.
- **Music:** Studying musical traditions and genres; exploring the socio-political impact of music. Learning to critically evaluate and analyse composition and performance.

2. Inside-Out The student's original voice and perspective drives the creation of practical work or theoretical thinking and expression. Ideas start from within and are expressed outwardly through the arts.

- **Visual Arts:** Conceptualising and creating artworks that reflect personal identity, emotions, or imagination, showing originality, creativity and deep personal relevance.
- **Drama:** Using observation and self-reflection students write, devise and create original theatre and film pieces, creating stories and developing characters based on personal insight.
- **Music:** Exploring compositional and performance technique, encouraging the development of self-expression and creativity.

3. Connect & Collaboration The Arts exists as a means of connection: Collaborating, developing empathy, sharing ideas, and engaging with others to create meaningful connections and impact.

- **Visual Arts:** Connecting with peers and teachers, exhibitions and group critiques. Allowing and cultivating reflection, problem solving and critical thinking of both their own and their peers' works. Encouraging self-exploration to create connection and meaning with themselves and the viewer/audience.
- **Drama:** Through ensemble work, all creative projects promote collaboration, listening, empathy and understanding through the use of small and large-group projects, where students must learn to navigate inter-personal relationships.

These are student-managed with teacher guidance, using sustained process and peer-reflection to guide the development of the work.

- **Music:** Through collaborative projects and ensemble work, pupils develop aural and teamwork skills; focusing on performance etiquette and critically evaluating each other's creative processes.

4. Exploration and realisation Experimentation, analysis, innovation and craft. Breaking down ideas or works, transforming them, and discovering new possibilities. Honing the practical tools, skills and processes needed for students to realise their full creative potential.

- **Visual Arts:** Experimenting with media, distorting reality, revisiting and challenging styles by incorporating new media with traditional techniques. Growing and encouraging a personal voice and original style through experimentation. Culminating in a tangible artwork.
- **Drama:** Students explore and perform in a range of dramatic elements and styles, developing skills and performance techniques through voice, body, imagination, stagecraft and design. The practice of these skills is done through the development of practicals that are refined for a marker or audience.
- **Music:** Learning, understanding and experimenting with the basic Elements of Music throughout different genres and traditions.

These four threads

1. Capture **original voice through creation** (*Inside-Out*).
2. Incorporate **response to external sources** (*Outside-In / Inspired by the World*).
3. Emphasise **connection and communal engagement** (*Connect & Communicate*).
4. Encourage **experimentation, transformation** and the honing of **craft** (*Explore & Transform*).

SUBJECTS:

Each Grade 9 pupil will choose one of the following Optional Year Courses in Creative Arts – Drama 901, Music 901 or Visual Arts 901. **It is important in Grade 9 to ensure that if you are considering pursuing a specific field in Grade 10, that you ensure you select this in Grade 9.**

VISUAL ART 901

Visual Arts is not just about learning to draw, it's about learning to see, think, and respond to the world in new and meaningful ways. It's a space where we experiment with exciting materials and processes, explore ideas, and express our individuality through visual language.

In the art studio, students work with a wide range of materials, styles and techniques, from painting and drawing to sculpture, design, mixed media and digital art. Along the way, they develop their observation skills, think critically, take creative risks, and reflect thoughtfully on their choices. Visual Arts is rooted in curiosity, experimentation, and discovering personal ways of communicating through visuals and form.

We explore how visuals shape the way we understand identity and culture. Through a variety of practical projects students build their own visual language, they grow in creative confidence, deepen their ability to reflect, and sharpen skills such as problem-solving, interpretation and visual literacy.

Visual Arts nurtures skills that go far beyond the art room. Students learn to plan and revise, to work independently and collaboratively, and to approach challenges with flexibility and imagination. These transferable skills support students in many areas of life – from innovation to communication and critical engagement with the world.

This subject celebrates individuality and encourages thoughtful exploration in a supportive environment. Visual Arts allows students to bring their ideas to life through hands-on making. It also offers a space to grow as thinkers, makers, visual storytellers and creators.

DRAMA 901

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.

This includes a holistic introduction to drama and performance, exploring improvisation skills, creating and developing characters, exploring scene analysis, staging and creating theatre for young people. You will learn to use your voice more effectively and engage in physical theatre forms, using movement and visual storytelling. You will also integrate technology into your learning through an exploration of scenic design, theatre sound and lighting and filmmaking. 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 societal and current issues that young people face.

Assessment is done through performance, reflection and application of skills learned. You will develop this through writing tasks that to explore your creative processes through reflexive and critical thinking. Creative design projects in which production portfolios and planning are taken on will further extend you as a theatre and filmmaker.

Students taking Dramatic Arts learn to take ownership of their own production experiences, working collaboratively to stage performances. In doing so, they will develop creative, conceptual and communicative muscle, becoming more confident in their own ability and the abilities of others.

MUSIC 901

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.

Music 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. The course includes all elements of music, including the study of Jazz, Popular Music, Musical Theatre, Film Music and much more.

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.

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.

9CAE16: SMARTER FILMMAKING – Optional Semester course. Semester 1 only

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

Smarter filmmaking is an extension of the Grade 8 Course 'Smart Filmmaking', although having done this course in Grade 8 is not a prerequisite for doing this course. Smarter Filmmaking takes students on a deeper exploration of filmmaking planning and execution, from the planning process (in areas such as production design, scheduling and marketing), the artistic decision making (cinematography), acting and directing for film, editing and post-production. Filmmaking will explore storytelling in genre and how pre and postproduction can enhance the visual world of the film.

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. This course is also an ideal choice for any students considering following the Technical (Filmmaking stream in Dramatic Arts Grade 10-12.

9CAE1: THERE IS NO BUSINESS LIKE SHOW BUSINESS – Optional Semester Course. Semester 2 only

Step behind the curtain and discover what it really takes to make it in the performing arts industry. This short course equips learners with the essential skills every theatre-maker and performer needs beyond the stage. From preparing for professional auditions and creating a standout self-tape, to marketing a play and budgeting for a successful run, participants will gain hands-on experience in navigating the business of theatre. The course also explores how to pitch a production to a professional theatre, giving learners practical insight into bringing creative visions to life. Whether you dream of performing, producing, or running your own show, this course offers the tools and confidence to thrive in the world of show business.

9CAE4: Music in Motion 902– Optional Semester Course

This course offers an engaging introduction to the many roles music plays in our lives, exploring its power to entertain, inspire, unite, and challenge. Students will begin by asking *What is music?* and examining how it shapes our everyday experiences. We will study rhythms from around the world, the role of protest music in driving social change, and the unique storytelling of musical theatre. The course also investigates the relationship between music and media, and how sound contributes to meaning across different platforms. Practical skills include learning to interpret musical notation, developing listening skills to understand sound, and creating original music using technology. Students will also explore instruments and their cultural significance, recognising how music carries the unique and underlying power to unite us all. Finally, we will highlight the numerous and varied career opportunities in the music industry, equipping students with insight into possible futures in performance, production, education, music therapy and beyond.

In Grade 9, students deepen their understanding of how music both reflects and shapes the world around us. They will explore the socio-political power of music, with a focus on Protest Music and its impact across cultures and history. Students will continue to develop their theory and literacy skills, recognising chords and exploring musical elements in greater depth. Practical projects include creating original compositions using GarageBand, integrating performance, research, and technology. By the end of the year, pupils will see music not only as a subject of study, but as a powerful means of self-expression and social change.

9CAE3: CREATIVE PIXELS: Digital Illustration – Optional Semester Course

This optional semester course offers students the opportunity to explore drawing, colour, composition, and texture using digital tools in art. The course examines the work of illustrators and introduces techniques such as layering, blending, and digital brushwork to enhance visual storytelling. Students progress from initial sketches and concept development to fully realised digital artworks, developing a unique artistic style along the way. Structured exercises and guided refinements help strengthen technical skills, improve workflow efficiency, and develop strategies for organising digital files. Students complete a final original digital illustration that showcases imagination, technique, and narrative expression.

INDIVIDUALS and SOCIETY

MANIFESTO

In our Learning Community - Individuals and Society, our collective focus is designed to promote an understanding of the forces that influence our world; past, present, and future, that are central to human advancement. As society has changed and continues to change, students will be equipped with the knowledge, critical thinking, and perspectives to interpret the shifts that have shaped our world and respond appropriately. By examining how people make decisions; how societies change over time; how resources are used and shared and how values guide human behaviour, pupils will discover the connections between individual choices and collective outcomes. Simultaneously, an emphasis on personal wellness, emotional intelligence, and self-understanding will ensure that students develop the resilience and interpersonal skills needed to make healthy choices and contribute meaningfully to society amid change.

LEARNING THREADS

1. **Active Citizenship and Responsibility (sustainability):**

- In Life Orientation: Understanding human rights vs responsibility. Introduction to community service and volunteering. Consumerism.
- In EMS: Understanding how economic and business decisions impact society and the environment, promoting sustainable choices for the future.
- In History: Encouraging civic responsibility and responsible leadership, including raising current social and environmental concerns (project-based learning to explore and promote action to solve a current problem in our community or city, e.g. culture and heritage.)
- In Consumers: Understanding the role of consumers as citizens, awareness of supporting the economy, contributing to social and environmental sustainability

1. **Systems promoting Change and Continuity (Political and Economic):**

- In Life Orientation: Understanding of democracy and nation building. Change from apartheid SA to new democracy.
- In EMS: Examining political and economic systems and understanding the structures and practices that drive change.
- In History; Examining the impact of industrialisation and technology on society over time e.g. systemic discrimination and its impact on marginalised groups, adaptation of ideologies, e.g. socialism and capitalism. (Using timelines, primary sources, current events, sources from the media and understanding change within context of time.)
- In Consumers: Understanding the impact of capitalism, including inflation and the cost of credit on the standard of living of consumers; and the impact of food security on the nation.

2. **Entrepreneurship:**

- In Life Orientation: time management, goal setting and organisational skills, grit and growth mindset.
- In EMS: Using market research tools to identify opportunities, develop business ideas and satisfy needs and wants.
- In Consumers: developing an understanding of the marketplace, identifying gaps in the market in order to develop a product to fill the gap and fulfill consumer needs and wants.

3. **Personal Wellness:**

- In Life Orientation: Mental health awareness, mindfulness, coping strategies, the addiction cycle and substances, self-esteem – influences on self-esteem, strategies to build self-esteem.
- In EMS: Building financial confidence and responsible decision-making skills.
- In History: Development of empathy and understanding of human relationships to promote humanitarian action.
- In Consumers: Understanding of the responsibility of consumer in ensuring that they make good choices with regard to their health

4. Cause and Effect;

- In Life Orientation: Social media – decisions and impacts. Addiction – impact of choices and lifestyle.
- In EMS: Exploring supply and demand, trade cycles, and economic choices, to understand how decisions and events influence economic outcomes.
- In History: Examining the causes and effects of political, social and economic systems, such as apartheid, and its impact on our city of Cape Town (Current challenges e.g. spatial development, integration, housing, transport, education, etc)
- In Consumers: Understanding the impact of changes in the world, on our role as consumers; how social media and technology influence choices made by consumers

SUBJECTS:

HISTORY – Compulsory – Select atleast one Semester Courses

9HSSH3: THEIR DARKEST HOUR: WWII, the Holocaust, and courage in catastrophe –

Step into one of the darkest chapters of human history—World War II and the Holocaust. In this course, you'll not only explore how Nazi Germany rose to power and occupied Europe with genocidal ruthlessness, but also how the entire world was drawn into a global conflict that reshaped nations and societies. From the causes of the war to the key battles and resistance movements, we'll look at the courage of ordinary people in extraordinary times. You'll also learn about the devastating impact of the Holocaust, as well as the liberation of the concentration camps and the pursuit of justice afterward. Through debates, projects, and survivor testimonies, you'll discover how the lessons from this era remain relevant today.

9HSSH10: THE COLD WAR

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

problem-solving skills through a variety of written, digital and group activities while deepen your understanding of the world in which we live.

9HSS1 : DIVIDED BY DESIGN : The History and Impact of Apartheid in South Africa

In this course, we'll delve into the dark history of Apartheid South Africa, beginning with the pseudo-scientific ideas that justified racial segregation and laid the groundwork for one of the most notorious systems of institutionalized oppression. We'll examine the key laws that enforced apartheid, such as the Group Areas Act and the Pass Laws, and how these policies shaped every aspect of life in South Africa.But apartheid's legacy didn't end with its official abolition in 1994. We'll explore the lasting impacts of these laws and how the effects of apartheid still linger in our society today, from economic inequalities to spatial segregation. This course invites you to not only understand the past but also to consider its ongoing influence on the present and future of South Africa. Join us as we unpack the painful history of apartheid and reflect on the road to reconciliation and justice.

(A pupil needs to take atleast 3 HSS (History HSSH and Geography HSSG) courses in their Grade 9 Year. If a pupil is taking French Intermediate they will only take two HSS courses.)

ECONOMIC AND MANAGEMENT SCIENCES - Compulsory Select One Semester Course

9EMS1: IOU

**Note: If you are considering taking Accounting in Grade 10, you need to select IOU*

In this course students will build on their knowledge of bookkeeping and accounting concepts acquired in Grade 8 by exploring credit transactions. Students will evaluate the role of the National Credit Act, as well as the rights and responsibilities of customers and businesses in terms of credit. Students will then use the knowledge of accounting concepts and transactions to process all credit and cash transactions into the various accounting books.

9EMS2: BIZ and BEYOND

In this course we explore the essentials of governments, micro economics, trade unions, business functions and entrepreneurship. Through hands on experience of market day, explorative class discussions and real-world examples, students gain a solid understanding of how these elements shape our economy and society, empowering them to think critically and prepare for future success in the business world.

LIFE ORIENTATION - Compulsory Year Course

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

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

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

Constitutional Rights and Responsibilities

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

Development of the Self in Society

This module uses the tools learned in Grade 8 and continues to build self-motivation and self-esteem. The topic of Sex Education is also covered in this module, the aim of which is to debunk myths and to remind about instilled family and school values. Students are guided through coping with challenging situations through role play and discussion.

Subject Selection and Career Guidance

This module covers the importance of and time management and goal setting but also explores personal aptitude and interests as well as providing guidance for subject selection for Grade 10. This will enable students to make sound decisions in lieu of future careers and subject choices for the last phase of their high school careers.

Social Development: EQ & Mindfulness

Students will be guided to recognise and identify emotions in themselves and others, relate to other people in the moment and communicate with others about their emotions. This will develop their empathy, understanding and ability to truly connect with their peers and other people they encounter. The ability to regulate their own emotions will certainly be a positive contributor to building relationships and avoiding misunderstanding and conflict. Students also learn coping strategies to reduce personal anxiety and stress levels.

Ethics & Values

In brief, ethics refers to the investigation and analysis of moral principles and dilemmas. It also refers to rules or guidelines that establish which conduct is right or wrong, for individuals and for groups. Students will explore values, discuss ethical theories, familiarise themselves with the principles of ethics and explore ethical dilemmas. Most importantly, this module develops critical thinking skills, self-awareness and an awareness of the complexity of decision-making frameworks; it develops the students' ability to collaborate, to communicate with

clarity, to substantiate their statements, as well as to debate, investigate and arrive at an understanding of a situation/event.

Assessment in Life Orientation:

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

DESIGN AND TECHNOLOGY

MANIFESTO

At the heart of innovation lies the ability to imagine, design, and build solutions that shape our world—physically, digitally, and ethically. The Design and Technology Learning Community cultivates the creative confidence, technical fluency, and ethical awareness needed to thrive in a rapidly evolving global landscape.

We believe that design, coding, and digital literacy are not just technical skills but essential tools for agency, expression, and responsible innovation. Through our subjects, pupils will develop the ability to think critically, create purposefully, and engage ethically equipping them to solve real-world problems and contribute meaningfully to their communities and beyond.

By choosing subjects from this faculty, pupils will:

- Think like designers – Explore human-centered design, prototype solutions, and iterate creatively to meet real needs.
- Code like technologists – Apply computational thinking to build smart systems, automate tasks, and solve problems with precision.
- Act like digital citizens – Navigate digital spaces responsibly, communicate effectively, and reflect on the ethical impact of technology.

LEARNING THREADS:

1.Innovation & Problem-Solving

- Design: Human-centered design, prototyping, iterative development
  Projects focused on sustainability, accessibility, and user experience
- IT: Algorithmic problem-solving, software development, automation
  Building apps or systems to address real-world needs
- Digital Literacy: Using digital tools to research, plan, and present solutions
  Integrating multimedia and data to communicate ideas effectively

2. Systems & Interactions

- Design: Smart technology, feedback loops, environmental design ecosystems
  Understanding how design choices affect system performance
- IT: Programming logic, hardware-software integration, IoT
  Creating interactive systems (e.g., sensors, microcontrollers)
- Digital Literacy: Exploring digital platforms and networks
  Understanding how digital systems (e.g., cloud, social media) interact

3. Ethics & Impact

- Design: Sustainable materials, inclusive design, environmental impact
- IT: Data privacy, cybersecurity, algorithmic bias
  Social implications of technology
- Digital Literacy: Responsible online behaviour, digital footprint, misinformation
  Reflecting on the societal impact of digital media
  Debates on ethical use of AI and emerging technologies

4. Creativity & Expression

- Design: Spacial design, human-centred design, aesthetic development
  Exploring form, function, and emotional impact
- IT: Coding (e.g., sensors, lights, switches)
  Building digital experiences (simulations)
- Digital Literacy: Multimedia creation (video, audio, graphics)
  Digital publishing and presentation tools

SUBJECTS:

Compulsory Learning Community - select at least one semester course

9TECH6: WEB and APP DEVELOPMENT

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

What you will learn

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

9TECH2: SPORT and EXERCISE SCIENCE

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

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

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

9TECH4: ROBOTICS: HOW TO BUILD AND PROGRAMME A HELPFUL ROBOT

*Note: You may only select this course if you did not complete this course in grade 8

In this course 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.

9TECH8: FUTURE-ROOM: Smart Living for the Modern Teen

*Note: This course has a technology component and covers two learning areas, The Arts and Design&Technology.

Future-Room is an innovative and hands-on course designed for Grade 9 students interested in the intersection of interior design and smart home technology. This course introduces learners to the foundational principles of spatial planning, architectural drawing, and design thinking, while encouraging creativity and technical skill development.

Students will begin by exploring the fundamentals of scale drawing, including the accurate use of scale ratios, architectural symbols, and the creation of detailed ground plans. Emphasis will be placed on rendering techniques using pencil crayons and markers, allowing students to visually communicate their design ideas.

A key component of the course is the development of mood boards—a vital tool in the design process. Students will learn to curate colours, textures, and materials to express the emotional and aesthetic qualities of their interior spaces, with a focus on designing a teenager's bedroom and bathroom within a smart home context.

Students will also be introduced to orthographic drawing, gaining the ability to translate conceptual ideas into precise, technical representations essential for professional interior design.

To bring their designs to life, students will construct scale models of their planned spaces. This process includes practical skills such as cardboard cutting and scoring, 3D printing and the moulding of custom furniture pieces. These models will incorporate smart technologies—such as switches, lights, and sensors—integrating functionality with form.

By the end of the course, students will have developed a comprehensive understanding of interior design principles, spatial awareness, and smart home integration, equipping them with valuable skills applicable to both creative and technical fields.

9TECH10: AEROCODE – Mission-Based Drone Engineering

In AeroCode, you'll become a mission designer, coder, and pilot as you take on real-world challenges using drones and digital tools.
This personalised learning journey builds on your Grade 8 drone and 3D printing experience. You'll learn how to plan and code autonomous drone missions, simulate and debug them in a virtual environment, and then fly them in real life. You'll also design and 3D print custom parts to support your mission—like payload holders or landing gear. Throughout the course, you'll build a digital portfolio that showcases your thinking, coding, design work, and flight performance.

What You'll Do:

- Plan and storyboard a real-world drone mission
- Code your drone to fly, scan, drop, or respond to sensors
- Test and fix your code in a simulator
- Design and 3D print mission-specific components
- Fly your drone in a real outdoor mission
- Document your journey in a digital portfolio

Skills You'll Build:

- Drone coding and flight control
- Debugging and problem-solving
- 3D design and printing
- Safe and responsible drone operation
- Digital storytelling and reflection

Whether you're interested in engineering, coding, design, or just love solving problems, AeroCode gives you the tools to explore the future of technology—one mission at a time.

As this is a personalised learning journey, it is delivered online by Inspire Africa and is self-paced rather than teacher-facilitated. Please note that participation in this course involves an additional cost R520 per pupil.

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

9CAE16 SMARTER FILM MAKING

See p. 31 for details

DIGITAL LITERACY – Compulsory Year Course

This year-long programme equips learners with the essential skills to navigate, create, and think critically in a digital world. Through engaging, hands-on projects and real-world applications, students will explore the tools and technologies that shape how we live, learn, and work.

Learners will develop a strong foundation in digital citizenship, understanding how to manage their digital footprint, protect personal information, and engage responsibly in online spaces. They'll also explore cybersecurity basics, learning how to identify risks and stay safe in a connected environment.

The course introduces data analysis using Microsoft Excel, and learners will use Word and PowerPoint to present findings and communicate ideas effectively. Students will also gain practical experience with micro:bits and sensors, learning how to collect data, respond to environmental inputs, and build simple interactive systems.

What Learners Will Explore:

- Responsible digital behaviour and online safety
- Data collection, analysis, and visualisation
- Creating digital artefacts using Microsoft tools
- Introduction to physical computing with micro:bits and sensors
- Problem-solving through real-world tech challenges
- Reflective thinking and digital documentation

This programme is designed to build confidence, creativity, and critical thinking, giving learners the tools to understand and shape the digital world around them. Whether they're analysing data, coding a sensor response, or presenting a digital project, students will gain future-ready skills that support learning across all subjects.

GRADE 9 COURSES

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

- Remember that this is **not a subject choice** for your senior grades: you will choose your subjects at the beginning of Term 3 in Grade 9 for Grade 10 2027.
- Read carefully and choose your courses according to the instructions.
- There are a number of compulsory courses. Some of the compulsory courses you have a choice of your selection. You will rank your order of preference in these courses.
- You have to take a Geography HSSG, History HSSH, Design and Technology TECH and EMS course. You will be allocated either two HSSH or HSSG courses.
- These courses will be divided over the two semesters of Grade 9.
- So you have 5 courses which you are able to select.
- You have one additional optional course you can select from the Learning Communities or French.
- If you are considering taking **French in Grade 10**, you need to have completed French Beginners in Grade 8 and French Intermediate (both semesters) in Grade 9.
- If you choose French, it is a year course and as such you are not able to select an additional course and will not be able to do required three courses in HSSH and HSSG.
- If you are considering taking **Accounting in Grade 10**, you need to have completed Basic Business in Grade 8 and *IOU in Grade 9*. Please note - you cannot enrol for *IOU* if you did not successfully complete Bank-It
- Bank-It will not be offered in Grade 9 as it is a Grade 8 course.
- You may **not repeat** any course.
- If there is a problem with your selection when these are sent out to your parents/guardians, please see Ms East as soon as possible and before the end of Term 4.
- Please understand that classes are limited in size.
- The online form needs to be submitted by **20 October 2025**.

The three lines are indicated on the next page.

THE THREE LINES OF GRADE 9 COURSES

COURSE ONE	
9CAE16	Smarter Filmmaking (semester 1 only) (TECH)
9CAE1	There is no business, like show business (semester 2 only) (TECH)
9CAE3	Creative Pixels: Digital Illustration
9TECH8	Future-Room (TECH)
9EMS1	IOU *(Prerequisite for Accounting in Grade 10) (semester 2 only)*
9EMS2	Biz and Beyond (Semester 1 only)
9HSSH3	Their Darkest Hour: WWII, the Holocaust, and courage in catastrophe
9HSSG5	Around the World in Six Months
9HSSG3	"Hello Africa! Tell me how you're doing?"
9TECH10:	AeroCode – Mission-Based Drone Engineering

COURSE TWO	
9TECH4	Robotics (only select this if you have not done this in Grade 8)
9TECH2	Sport and Exercise Science
9TECH8	Future-Room (CAE)
9CAE1	There is no business, like show business (semester 2 only) (TECH)
9CAE16	Smarter Filmmaking (semester 1 only) (TECH)
9HSSH10	The Cold War: nuclear bombs and superpower rivalry
9SAL1	French Intermediate (Prerequisite for French in Grade 10/studied in both semesters)
9EMS2	Biz and Beyond (Semester 1 only)
9EMS1	IOU *(Prerequisite for Accounting in Grade 10) (Semester 2 only)*
9TECH10:	AeroCode – Mission-Based Drone Engineering

COURSE THREE	
9HSSH10	The Cold War: nuclear bombs and superpower rivalry
9HSSH1	Divided by DesignL The History and Impact of Apartheid in South Africa
9HSSG2	The Economics of Happiness
9HSSG8	Funnels and Faults
9EMS2	Biz and Beyond (Semester 1 only)
9EMS1	IOU *(Prerequisite for Accounting in Grade 10) (Semester 2 only)*
9TECH6	Web and App Development
9CAE4	Music in Motion 902
9TECH10:	AeroCode – Mission-Based Drone Engineering

INTEGRATED FOCUS DAYS

These are a new addition to the curriculum offering and take place on selected week B Fridays. They are the new and improved version of the Single Focus Days. While there will still be some Single Focus Days, the other week B Fridays will involve integrated learning days.

This collaborative inter-disciplinary learning opportunity will allow us to expose the pupils to problem solving and solution finding with real world applications; peaking their curiosity and providing opportunities for inquiry.

Pupils will have developed skills and learnt content or learnt how to access knowledge in their learning areas and these will be transferred to their projects to allow for conceptual development. AI, Data Competencies and ICT integration will be skills and tools that are central to these projects.

These learning opportunities will assist the pupils in developing a deeper understanding of the interconnected nature of knowledge and develop the competency of how to transfer skills.

ASSESSMENT IN GRADE 9

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

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

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

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

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

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

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

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

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

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BUT IF YOU CAN TEACH HER
TO LEARN BY CREATING CURIOSITY
SHE WILL CONTINUE
THE LEARNING PROCESS AS
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~ CLAY P. BEDFORD ~