Founded 1922

HERSCHEL
GIRLS SCHOOL

2026
GRADE 10

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 Independent Examinations Board 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 Advisor
- 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) from the Independent Examination Board.

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:

- ✔ 4 x Compulsory Subjects
- ✔ 3 x Elective Subjects

COMPULSORY SUBJECTS – GROUP A

1. At least one official language on the Home Language level: **English**
2. **Another official language** on First Additional Language level: Afrikaans or isiXhosa are offered at Herschel (pupils with immigrant status are exempt)
3. **Mathematics** or **Mathematical Literacy**
4. **Life Orientation.**

ELECTIVE SUBJECTS – GROUP B

The following is the list of FET elective subjects that Herschel offers.

At least <u>three</u> of the following should be selected:

Accounting
Business Studies
Consumer Studies
Design
Dramatic Arts
French (Second Additional Language)
Geography
History
Information Technology
Life Sciences
Music
Physical Sciences
Visual Arts

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

OPTIONAL 8th SUBJECTS (not accommodated within the school day between 7h40 - 15h00)

Additional options are Further Studies Mathematics and, for Further Studies English only the Personal Reading question (Question 3) is offered in Grade 10. 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%
In HL, FAL and practical subjects there is a oral/practical examination component that contributes to the final external examination mark.

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, Auditing.

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 business operations. 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 nurtures knowledge, skills, values and attitudes required for entrepreneurship and management. This 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. Whether planning further studies in the faculties of business, or other areas of tertiary study, Business Studies is a foundation for life.

Theme: Fashion Retail / Clothing and Apparel

- Our focus for 2024-2026 is on the fashion retail industry
- The content is centred around management within this industry, analysing the micro, market and macro environmental aspects related to this very competitive space

Some of the skills built over the three-year course:

- Using various tools to conduct environmental scans.
- Applying the eight business functions within the fashion retail space.
- Thinking critically about business problems, evaluate different perspectives, and propose creative solutions to real-world challenges.
- Entrepreneurial thinking, opportunity recognition, business planning, risk assessment, and venture management.
- Ethical awareness and behaviour, integrity, and social responsibility.
- Applying a range of management skills and competencies.
- Business report writing skills from a consultant perspective, offering advice to retailers.

Content framework

- Environmental Analysis Tools: SWOT, TOWS Matrix, PESTLE and Porter's Six Forces
- Business functions - Human Resources, Finance, Administration, Marketing, Public Relations, Production, Operations, Purchasing and General management, Risk management
- Corporate Social Responsibility and Investment
- Entrepreneurial values and competencies
- Forms of business ownership
- Creative thinking and problem-solving
- Labour Legislation and other laws affecting business operations
- Business contracts
- Ethics and professionalism in the workplace
- Investments and Insurance strategies
- 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. The theory is content-rich and each successive year builds in the previous year's knowledge.

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

Students taking **Dramatic Arts** from Grade 10-12 will explore a range of creative projects as an actor and theatre/filmmaker, which will equip them to specialise as either a performer or technical candidate at the end of Grade 12.

The future in which our students will live is an ever changing, challenging and automated place. Technology is accelerating at a dizzying speed and the next generation of young people will take on careers that do not exist yet. Universities and higher education spaces are looking for well-rounded, creative, empathetic thinkers that will work through problems, reshape traditional ideas and handle the uncertainty of the future with bravery and grit.

Dramatic Arts is a subject in which **creativity** and **academics** meet. We offer a unique blend of visual, aural, physical, kinaesthetic and performance elements to communicate, explore, reflect on and enhance the human experience. Dramatic Arts encompasses a range of performance modes across an exciting variety of styles and mediums, within a diversity of cultural and social contexts. Our students explore a range of theatrical texts, artistic movements and theatre makers. In addition, they become theatre makers themselves through developing practical and technical skills which include performance styles, staging, design, sound, lighting and other visual elements. Drama is a reflection of the world around us and through Drama, students will learn about history, philosophy, psychology, themselves and their place in society.

Dramatic Arts is directly keyed into every one of the "**Essential 21st century skills**." Equally, if not more importantly, Drama gives students the opportunity to hone the innately human skills that cannot be developed outside of human expression and connection. Critical thinking and communication skills are developed, and emotional intelligence, empathy, creativity and confidence are fostered by our programme, which is designed to nurture our students' ability to work collaboratively with others. They will gain skills in conflict resolution, problem solving, putting ideas forward with confidence as well as learning to listen, compromise and respect the ideas of others. We believe in developing the individual through Drama, not Drama through the individual and our learners leave the classroom as the best version of themselves, equipped to meet the demands of higher academic institutions as well as the challenges of the working world.

Grade 10

- Theatre History: The origins of Western Drama: Greek Theatre, the Commedia dell'Arte, Elizabethan Theatre, Oral Tradition and Traditional Cultural Performance Forms, South African Theatre 1960-1994
- Scene Studies: Greek, Elizabethan and South African Texts in context
- Devised Theatre: Heightened 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: Melodrama, the Development of Realism and Stanislavski
- Stylized Theatre ('isms') – late 19th and 20th century theatre, including Theatre of the Absurd.
- Poor Theatre (Grotowski), Epic Theatre (Brecht)
- South African Theatre 1960-Present (Workshopped theatre, Protest theatre, Resistance Theatre, Satire, Community 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 Postmodern Theatre as a world movement and within the South African context.
- South African Post-94 Theatre: Theatre for Reconciliation, Theatre for Identity, Theatre for Political and Social Commentary, Visual Theatre, Postmodern Theatre)
- Theatre and Film Production.

We asked our current students what they have gained from studying the subject:

How will Drama help me in my future career one day?: "Drama teaches you to work with your peers, so that one day when you have to work with other people you will be comfortable with others and confident in listening to other points of view as well as expressing your own." "You learn to express yourself articulately, you are comfortable expressing yourself in front of others, to improvise and be spontaneous. Drama expands your creativity." "It's an academic subject, but there is a nice mix between performance and theory and the theory is a part of something you enjoy - so you enjoy studying it."

What skills do I need to succeed in Drama?: "To be open to learning and having new experiences." "Just to be yourself, and be open to building confidence and not to holding back." "You don't need to be 'good at acting', because Drama is a process and you learn and grow as you go."

Why do I need Drama in my timetable?: "If I've had a bad day, or if I'm in a bad space, I can come to Drama and it's the high peak of my day. We do so many fun things, and we're kind of like a little family, it's so nice to have a positive and safe environment. It's so nice to be myself with the same group of people everyday." "The environment is so big, open and comfortable that even when we're doing Theory, it feels relaxing." "The Drama classroom is such a safe, warm space where I can let go of my stress and feel free. I've made real friends in this classroom and it's so nice to connect with people who have the same passions as you."

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 skills in English and we encourage pupils to read for pleasure regularly, from both non-fiction and fiction texts.

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. Poetry
   d. Visual Literacy
   e. Textual Editing
2. **PAPER TWO: Writing Paper**
   a. Literary Essay on the prescribed Shakespeare play
   b. Literary Essay on the prescribed novel
   c. Transactional Writing essays
3. **SBA PORTFOLIO:**
   a. Extended Writing
   b. CAT writing task
   c. Film Study Portfolio Tasks
   d. Tests
   e. Preliminary Examinations
4. **ORALS PORTFOLIO**
   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.

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

Having studied French in one semester in Grades 8 and both semesters in Grade 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

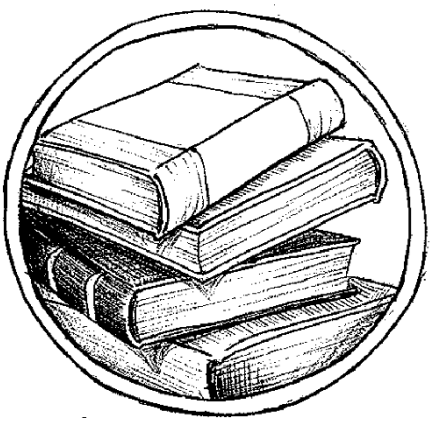
1. **PAPER ONE: Analysing Paper (25%)**
   Comprehension
   Visual Literacy
   Short Stories and Poetry

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

3. **PORTFOLIO: (25%)**
   4 essays = narrative 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 in much greater depth than in the standard curriculum and to hone their literary reading and analysis skills. Pupils will gain a detailed overview of some of the major texts of English. The final examination is set by the Independent Examinations 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.

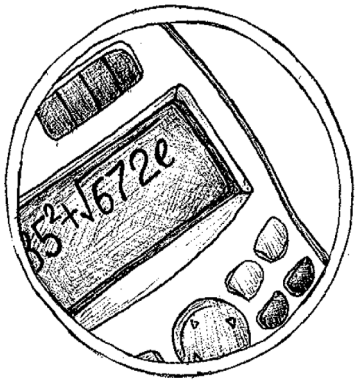
In Grade 10 the focus is only on Question 3 – the Personal Reading section. The full programme commences at the beginning of Grade 11. Even if you have not attempted the Grade 10 programme, you may still enrol for FSE in Grade 11.

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



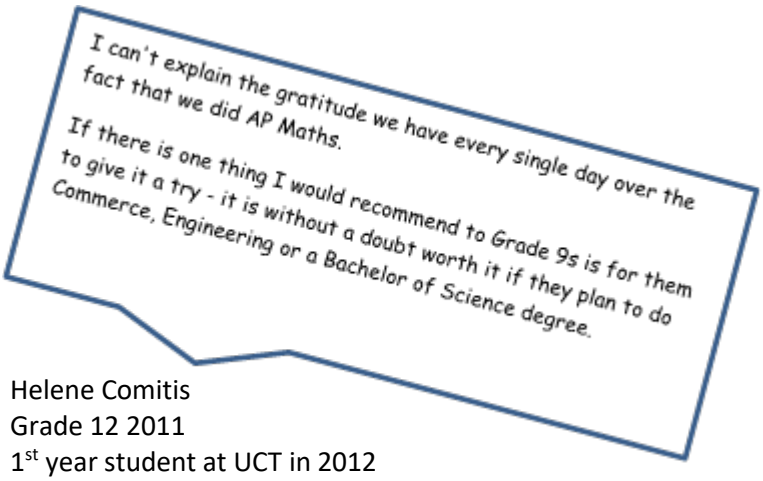
The content covers algebra and calculus, graph theory and matrices, finance and modelling, and statistics. The algebra and calculus sections are compulsory, while one of the other sections is optional and is carried through to matric level. Students taking the optional sections will be awarded an ISC 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.



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

History is more than just a collection of old stories—it's the lens through which we understand the past. From simple tales to intricate narratives, History unravels the threads of human experience. As an academic discipline, it's all about studying the patterns and processes that have shaped societies over time. Think of it as piecing together a giant puzzle of humanity, one piece at a time.

LEARNING OUTCOMES

Understanding the past in the present

By delving into history, students gain insight into how past events influence our present-day world. It's like connecting the dots between then and now, helping us make sense of the world we live in.

Values and ethics

Studying history isn't just about dates and facts—it's also about reflecting on our values and beliefs. Through historical inquiry, students develop a deeper understanding of ethical principles, empowering them to make informed decisions and contribute positively to society.

Historical thinking

At the heart of historical inquiry lies critical thinking. It's about analysing evidence, questioning assumptions, and constructing coherent arguments. By honing these skills, students become adept at interpreting historical events and understanding their significance.

ASPECTS OF HISTORICAL UNDERSTANDING INCLUDE:

Periodization: Exploring how change unfolds over time and the causes behind historical events.

Geography: Understanding how geographical factors influence societies.

Ideas: Examining the impact of philosophical, political, scientific, and religious ideas on history.

Multiperspectivity: Recognizing that history is shaped by diverse perspectives, including those of race, gender, class, ethnicity, and religion.

Factual analysis: Investigating how people, places, and events contribute to historical change.

LINKS TO CAREERS

Studying history isn't just about memorising dates—it's about developing valuable skills for the future. History students are natural problem-solvers, adept at analysing complex information and constructing compelling arguments.

- 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 verbally.

These skills are in high demand across a wide range of careers, from law and journalism to business and beyond.

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 THEMATIC ENQUIRIES

- 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)

Ultimately, 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.

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.

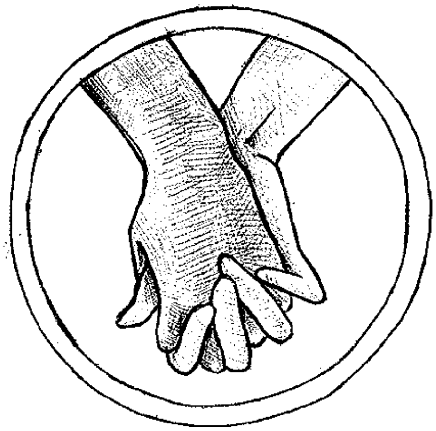
IEB COURSE CONTENT

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:

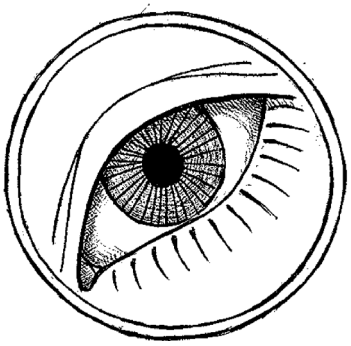
1. Development of the self in society
2. Social and environmental responsibility
3. Democracy and human rights
4. Careers and career choices
5. Study skills
6. Physical Education

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 will be provided opportunities 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

CONTENT FRAMEWORK

The content is organised into the following four strands across the FET phase:

1. **Life at the molecular, cellular and tissue level**: e.g., The chemistry of life, cells, viruses, bacteria, protists and fungi, 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, reproduction in plants, animals and humans).
3. **Environmental Studies:** Biospheres to ecosystems, biodiversity and classification, Population and community ecology, human impacts on the environment.
4. **Diversity, change and continuity:** History of life on earth, evolutionary theory e.g., natural selection, speciation and hominid evolution, which will include the origin of *Homo sapiens*.

PRACTICAL ASSESSMENT TASKS (PAT):

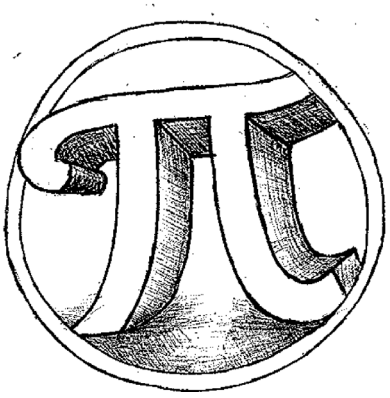
The PAT assesses AIM 2. It is conducted under controlled conditions by all students. It is an integral aspect of skills development and students are expected to demonstrate a variety of skills, such as their ability:

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

"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.

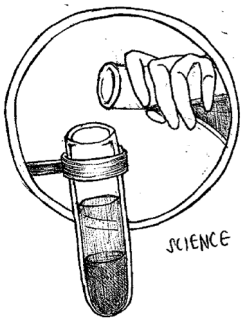
PRE-REQUISITE FOR TAKING THE SUBJECT

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 investigates physical and chemical phenomena through scientific enquiry and the practical application of scientific models, theories and laws to explain and predict observations in the physical environment.

WHY IS IT AN IMPORTANT SUBJECT?

Physical Sciences teaches you the vital skills of problem solving and critical thinking. You will develop your skills of questioning, observation, measurement, collaboration and communication. Practically, you will design investigations, analyse data and draw conclusions based on evidence. Physical Sciences is a skill-based subject, so our emphasis is on the development of a skill "toolbox" to apply to a wide variety of different contexts and problems in our studies and in everyday life. In our exciting and rapidly advancing technological age, the skills taught in Physical Sciences underpin (and at the very least, support) *all* tertiary fields of study and future careers.

LEARNING OUTCOMES

The Physical Sciences curriculum is designed so that students learn:

1. technical skills, critical thinking, and scientific reasoning to investigate and solve problems
2. how to explain and interpret scientific and technical knowledge in the context of their everyday lives
3. how to evaluate the impact of science on the quality of the human experience and on the sustainability of our environment.
4. attributes of resilience and perseverance – critical to facing challenges

WHAT DOES IT CONSIST OF?

Physical Sciences comprises two main sub-fields of study; namely: Physics and Chemistry. The content is divided into six broad knowledge areas:

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

PRE-REQUISITE FOR TAKING THE SUBJECT

Physical Sciences requires Mathematics competencies, so it is important that a student is prepared to grow their Mathematical skills in tandem with their Physical Sciences skills. Core Mathematics is a pre-requisite for Physical Sciences studies. We strongly recommend that a student achieves a minimum of 65% for Mathematics in Grade 9 to comfortably tackle Physical Sciences in the senior phase.

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

Physical Sciences prepares students life beyond high school by teaching them the vital skills of critical thinking and adaptation. Competency in the subject is an entry requirement for all Bachelor of Sciences, Engineering and Medical courses. Some (but not all) medically allied courses require Physical Sciences at the matriculation level. It is advised that if in doubt, the student approaches our Tertiary Studies and Career counsellor to ascertain the core requirements for their future field of study.

In a nutshell, a student who matriculates with competency in Physical Sciences skills will open the doors to a very wide variety of tertiary fields in a rapidly developing technological world.

VISUAL ARTS

In today's digital and fast-changing world, the ability to think creatively and express original ideas is more important than ever. Visual Arts is not just a subject, it is a powerful journey of self-expression, creative problem-solving, and personal growth. It is intellectually challenging, requiring critical thinking, analysis and research.

Visual Arts teaches far more than just how to draw or paint. It helps you develop critical life skills. You learn how to communicate both visually and verbally, and to solve problems creatively. As a Visual Arts pupil you become more observant, more open to new ideas, and more confident in your ability to express yourself. These are the kinds of skills that are useful in any career, from the creative industries to business, education, science, and beyond. Art helps you see the world differently and respond to it with innovation and originality.

OVERVIEW: WHAT WILL YOU DO?

In Visual Arts you will explore the fundamentals of numerous art disciplines. Alongside the practical work, you'll be introduced to art history, studying creative traditions and current art. You'll try new materials, techniques, and styles, and begin to define your personal artistic identity. Projects will challenge you to think conceptually and emotionally, and to connect your art to the world around you. In Grade 12 you will be able to work in the disciplines of your choice from photography, film, digital art and animation to painting, sculpting, printmaking and drawing. You'll have the freedom to explore personal themes and make art that truly represents who you are. Art becomes a safe space to express who you are and how you see the world.

WHAT ABOUT THE THEORY?

Art theory and history aren't dry or disconnected, it is a way of seeing the world differently. You will explore how art reflects the values, struggles, and beauty of different societies. You will also be exposed to new ideas, challenging perspectives, and fresh inspiration. You will look at modern and contemporary art. You will learn how artists respond to social, political, and personal issues, and how your own work fits into this broader creative landscape.

CAREERS IN ART AND BEYOND.

Visual Art opens doors to a wide range of exciting careers, some traditional, and many that are part of our digital future. Art is a practical and viable career choice despite competition as there are numerous opportunities available for art graduates. Art pupils can explore careers in many creative fields.

WHAT IF I AM NOT GOING INTO AN ART CAREER?

Even if you do not go on to work in a creative industry it is important to note that taking Visual Arts develops skills that you will need to be successful in any career. The skills gained through art are essential in almost every career field. Creative thinkers are in high demand across industries.

Soft skills that are highly valued by employees and are developed through Visual Arts:

- Communication
- Leadership
- Teamwork
- Creativity
- Time Management
- Emotional Intelligence
- Adaptability
- Problem Solving
- Work Ethic
- Critical Thinking
- Conflict Management

DO I NEED TALENT?

No, you do not need to be a 'born artist' to take Visual Arts. Studying art is about developing your skills through practice, learning techniques, and improving over time. The focus of the Visual Arts course is on helping pupils grow creatively, regardless of their starting level. What really matters is your passion, your curiosity, and your willingness to experiment.

MORE REASONS TO TAKE VISUAL ARTS…

Visual Arts plays an important role in education, fostering critical thinking, creativity, problem-solving, communication and social skills. It enhances creative thinking, encouraging individuals to generate unique ideas, approaches and solutions.

Visual Arts can be a powerful tool for social change, inspiring dialogue and influencing public opinion. It provides a creative outlet, stimulates imagination, and can even have therapeutic effects.

Creating art involves experimentation and adapting to unexpected outcomes which fosters adaptability, flexibility and resilience in the face of challenges or uncertainties.

"Creativity now is as important in education as literacy." Sir Ken Robinson

Scan the QR code above for a list of some possible careers in art.	Scan the QR code above to see where to study art.	Scan this QR code above to see the Tate Modern in Britain's YouTube video: "Why Study Art"

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TIME LINE

Subject Choice SFD	**Friday 13 June**
Subject Choice information evening	**Monday 23 June**
Subject Choice forms need to be completed online. https://forms.office.com/r/kk8iR0BNxv	**Friday, 8 August**
Conduct feedback meetings with pupils and parents regarding staff recommendations by appointment with Academic Support and Deputy Head: Academics	**Week of 18 August**
Finalisation of Subject Choices	**25th August**