



ST ANDREW'S COLLEGE



THE DIOCESAN SCHOOL  
FOR GIRLS

St Andrew's College  
and  
The Diocesan School for Girls

Subject Choices for Grade 10  
in 2021

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## Message from the Heads of St Andrew's College and the Diocesan School for Girls

This booklet is meant to assist pupils and their parents to make informed, creative decisions in selecting subjects to study from Grade 10 to Matric.

There are four main aspects for pupils and parents to consider in making subject choices: personal enjoyment, natural ability, tertiary education, and future careers.

By this time in their Grade 9 studies they should have gained insight into the first two aspects. The world beyond school needs to start entering their horizon, although they are unlikely to know precisely what tertiary programme they wish to follow or what types of careers they wish to pursue. University courses expect critical degree requirements and these could shape choices of subjects. All subject combinations offered at our schools could lead to University entrance.

The combined teaching staff of our two schools offer a wide range of subjects and, where appropriate, we encourage pupils to select a diverse combination.

The Deputy Head of DSG, Dr Petra Gentz, and the Second Master at College, Mr Aidan Smith, are responsible for managing subject combinations and choices. They are available to explain our system and offer advice. Our Heads of Department have drafted an entry in this booklet for each subject offered. Additional information about the academic programme at our schools can be found on the school web pages: [www.dsgschool.com](http://www.dsgschool.com) and [www.sacschool.com](http://www.sacschool.com). We are, of course, also happy to advise you.

**The enclosed Subject Choice Form is for your information and to assist you in discussing your child's choice with him/her. The final subject choice will be submitted electronically to Dr Petra Gentz (DSG) or Mr Aidan Smith (SAC) by the first day of Term 3. An email with the link to the electronic subject choice form will be sent to you towards the end of the term.**



Alan Thompson  
Headmaster, St Andrew's College



Jannie de Villiers  
Headmaster, Diocesan School

## General Conditions

1. College and DSG prepare pupils to write exams designed by the Independent Examinations Board (IEB), an organisation that is highly respected in our national context and internationally. The IEB is guided by the national curriculum and offers an independent assessment process.
2. Please give due consideration to the choice of subjects. Do research into possible careers at University and carefully consider your strengths, weaknesses and interests.
3. Once your decision has been made, please be aware that we discourage subject changes. Any subject change should be done through the Deputy Heads of the two schools and requires the written consent of parents. The NSC curriculum tends to see Grades 10, 11 and 12 as a block of connected study, with a progression of outcomes. Portfolio requirements begin in Grade 10. While it will be possible to change a subject choice during the first term of Grade 10, this is not a move to be taken lightly. Only in very exceptional cases will it be possible to change a subject in Grade 11.
4. Within the constraints of the timetable, the options structure and staffing capacity, we attempt to offer a wide variety of possible subject combinations. It is not possible to entertain combinations other than those offered.
5. If too few pupils opt for a particular course, it is not educationally or financially viable to offer it, and alternative arrangements will have to be negotiated.
6. If a pupil does not have sufficient aptitude for a subject, especially in the case of subjects where very specific attributes are required, the schools reserve the right not to allow the pupil to follow that course.
7. In exceptional circumstances the IEB awards “accommodations” (usually for extra time, sometimes for spelling) in the Matriculation examination for pupils with either physical or intrinsic learning disabilities. The success of an application for such an accommodation is directly dependent on specific documentary evidence of prior intervention and support. This evidence needs to have been collected over a number of years. Mrs Jane Jarvis (DSG) and Mrs Yvonne Lion-Cachet (SAC) (Educational Psychologists) are in charge of accommodation applications.

## Subject Choice Structure

The National Curriculum Statement requires that pupils study four core subjects: two languages, Mathematics or Mathematical Literacy, and Life Orientation. Pupils then choose another three subjects, making a total of seven in all.

Applying this requirement to our subject offering at St Andrew’s College and DSG, it is compulsory for pupils to study English in Option 1, Mathematics or Mathematical Literacy in Option 3, and Life Orientation in Option 7.

Pupils then choose one subject from each of the remaining options (2, 4, 5 and 6).

### ***Subject Options at SAC and DSG***

Option 1	English.
Option 2	<b>South African Pupils</b> Afrikaans (Home Language or First Additional Language) or isiXhosa (First Additional Language) <b>Pupils with “Immigrant Status”</b> French Second Additional Language or Mandarin Second Additional Language or Computer Applications Technology or Business Studies
Option 3	Mathematics or Mathematical Literacy
Option 4	Design, Dramatic Arts, Geography, Information Technology, Life Sciences, Music, (Mandarin (Second Additional Language) may be offered by arrangement)
Option 5	Geography, History, Physical Sciences, Business Studies
Option 6	Accounting, History, Life Sciences, Visual Arts
Option 7	Life Orientation

### **“Designated” Subjects have been abolished.**

Up till 2017, Design and CAT were classified as non-designated subjects and did not count in order to achieve a BD pass in Matric (which qualifies your child to apply for entry to a Bachelor’s Degree at University. This is no longer the case. All the subjects we offer are Designated, except for Life Orientation.

## **What is “Immigrant Status”?**

An immigrant candidate is:

- (i) A child or a dependent of a diplomatic representative of a foreign government accredited in South Africa; or
- (ii) a person who:
  - (aa) first enrolled at and entered a South African school in Grade 7 or a more senior grade, or
  - (bb) having begun his or her schooling at a school in South Africa, has attended school outside South Africa for two or more consecutive years after Grade 3 or its equivalent, and has subsequently returned to South Africa.

## **Assessment, Promotion (Grades 10 – 12) and Tertiary Education Requirements**

We follow the Curriculum and Assessment Policy Statements (CAPS) as set out by the Department of Basic Education and modified by the Independent Examination Board (IEB). In the process of achieving specified learning outcomes, pupils obtain a percentage. The year mark for each subject will be composed of the final examination (75%) and a portfolio of continuous assessment tasks (25%).

For promotion from Grades 10 through to 12, minimum marks per subject are required in four core and three elective subjects. According to NSC policy, the minimum requirements are: 40% in English and two other subjects, and 30% for another three subjects. (In Matric, there is no examination in Life Orientation, which is to be assessed through a portfolio.)

Admission to tertiary education institutions is based in the first instance on results achieved at the end of Grade 11, and then on the Matriculation result. In addition, all universities require applicants to write National Benchmarking Tests (NBT), which assess core skills in language and numeracy.

Admission to many first year university programmes does not require study in an equivalent subject at school. However, Matric Mathematics and/or Physical Science is often a prerequisite for programmes in Science and Business Faculties.

While the schools will do what they can to assist with university admissions, it is ultimately the responsibility of pupils and parents to find out the exact requirements of specific tertiary education programmes.

## Heads of Academic Departments 2020

<b>Department</b>	<b>Name</b>	<b>E-mail</b>
Accounting	Mr Des Alcock	<a href="mailto:d.alcock@sacschool.com">d.alcock@sacschool.com</a>
Afrikaans Home Lang.	Ms Maretha Potgieter	<a href="mailto:m.potgieter@sacschool.com">m.potgieter@sacschool.com</a>
Afrikaans First Additional Language	Mrs Annalie Hendrikz	<a href="mailto:a.hendrikz@sacschool.com">a.hendrikz@sacschool.com</a>
Business Studies	Mr Ian Hobson	<a href="mailto:i.hobson@sacschool.com">i.hobson@sacschool.com</a>
Computer Application Technology and Information Technology	Mr Joy Mika	<a href="mailto:j.mika@sacschool.com">j.mika@sacschool.com</a>
Design	Mrs Joha Dreyer	<a href="mailto:j.dreyer@sacschool.com">j.dreyer@sacschool.com</a>
Dramatic Arts	Mrs Susan Baker	<a href="mailto:s.baker@dsgschool.com">s.baker@dsgschool.com</a>
English	Ms Bridget Webster	<a href="mailto:b.webster@dsgschool.com">b.webster@dsgschool.com</a>
French	Ms Nontando Mlilo	<a href="mailto:n.mlilo2@dsgschool.com">n.mlilo2@dsgschool.com</a>
Geography	Mrs Mandy Ladds	<a href="mailto:m.ladds@sacschool.com">m.ladds@sacschool.com</a>
History	Mr Derrick O' Leary	<a href="mailto:doleary@sacschool.com">doleary@sacschool.com</a>
Life Orientation	Mr Walter Eksteen	<a href="mailto:w.eksteen@sacschool.com">w.eksteen@sacschool.com</a>
Life Sciences	Dr Ingrid Foster	<a href="mailto:i.foster@dsgschool.com">i.foster@dsgschool.com</a>
Mathematics	Dr Duncan Samson	<a href="mailto:d.samson@sacschool.com">d.samson@sacschool.com</a>
Music (Director)	Ms Belinda de Villiers	<a href="mailto:b.devilliers@dsgschool.com">b.devilliers@dsgschool.com</a>
Music (HoD)	Mr Johan Pretorius	<a href="mailto:j.pretorius@sacschool.com">j.pretorius@sacschool.com</a>
Physical Science	Mrs Kate Cobbing	<a href="mailto:k.cobbing@sacschool.com">k.cobbing@sacschool.com</a>
Visual Arts	Mrs Gabrielle Richards	<a href="mailto:g.richards@sacschool.com">g.richards@sacschool.com</a>
Xhosa	Mrs Shelly Roodt	<a href="mailto:s.roodt@dsgschool.com">s.roodt@dsgschool.com</a>

***Information about the Cambridge A Level subjects is available in a separate booklet.***

## INFORMATION ABOUT SUBJECTS (alphabetically by subject)

### Accounting

*Offered in Option 6.*

*Other subjects in this option: History, Life Sciences, Visual Arts*

The course covers the following topics over the three year period:

Grade 10	Grade 11	Grade 12
Accounting equation Accounting standards Journals and General ledger Financial statements Basic VAT concepts Manufacturing costs Salaries and wages	Partnerships Bank reconciliation Disposal of assets Periodic inventory Internal auditing Analysis and interpretation Manufacturing accounts	Production cost statements Companies: Statement of Comprehensive Income Statement of Financial Position Cash Flow statements Analysis of Financials Budgets Internal control Code of ethics VAT

The above table is simplistic and a very broad overview. There is considerable overlap and continuity between the Grades and work covered in the lower Grades is incorporated into and assessed throughout the course.

Pupils who are considering taking Accounting as a subject must begin with the course at the beginning of Grade 10. Pupils will not be allowed to start Accounting at a later stage due to the 'building blocks' nature of the subject. Pupils with a sound mathematical ability and who are competent in the English language will be at a clear advantage. The suggested minimum Mathematics Promotion Mark at the end of Grade 9 is 60%. An EMS result for the Accounting component should also be 60%+.

School Accounting is aimed at two groups of pupils: those who are going to continue studying the subject in tertiary studies and those who are not. Those who are planning to study BCom, BBus Sci, BEcon or any business/marketing courses at tertiary level, would be well advised to do the subject at school.

The Accounting syllabus covered at school is based on the practices and principles as applied in the real world. The syllabus is also very much in line with the first year course at university and it makes good sense to be on familiar ground for at least one subject in a typical first year BCom scenario, which includes Economics, Commercial



Law and Statistics. Pupils who have done Accounting at school are at a distinct advantage over their counterparts and achieve substantially better first year results; this has been statistically proven and gives those students a distinct advantage into their second year.

For the pupil who is not going on to do a business degree or diploma, financial literacy is equally important. Financial literacy is required in every professional career, and most forecasters are adamant that our children will end up in small businesses in as yet unmapped fields, where knowledge of the subject is vital.

## **Afrikaans First Additional Language (FAL)**

*Offered in Option 2*

*Other subjects in this option: Afrikaans HL, isiXhosa, French (for 'immigrants' only), Mandarin (for 'immigrants' only), CAT, Business Studies (for 'immigrants' only)*

Afrikaans is a modern language with a simple grammar, phonetic spelling and a wealth of literature, music and cultural diversity. Afrikaans enables you to communicate in all regions within South Africa and it holds many benefits within the workplace. Even today, more non-mother tongue speakers understand Afrikaans than any other language in South Africa.

Afrikaans First Additional Language is offered in Option Two and lies within the fundamental component of the NSC. The curriculum requirements for First Additional Languages are considerably higher than before and learners should know from the outset that First Additional Languages require consistent commitment throughout each year. The curriculum is structured to provide equal time for reading, speaking and writing the language. Learners are encouraged to communicate in their second language and also to be able to appreciate the literature and cultural aspects.

## **Afrikaans Huistaal**

*Offered in Option 2.*

*Other subjects in this option: Afrikaans FAL, isiXhosa FAL, French (for 'immigrants' only), Mandarin (for 'immigrants' only), CAT, Business Studies (for 'immigrants' only)*

Most pupils choosing Afrikaans Home Language do it because of the academic and/or personal challenge. Because of its very high literature requirements and the recurrence of English Home Language concepts and techniques, pupils find that it also benefits their English. There is a good correlation between English A-candidates and

Afrikaans Home Language. The examination requirements are exactly the same as for English Home Language.

Afrikaans Home Language is not exclusively for mother tongue speakers. It is really for those candidates who love literature and who wish to extend themselves academically. They should have a reasonably strong Afrikaans grounding. Afrikaans Home Language provides candidates with a boosted CV for university acceptance. Offering more than one language at Home Language level has become an important indicator to assess the academic potential and commitment when selecting students for ALL courses.

Learners taking Afrikaans as a subject will benefit from an all-round experience of the culture, a sound academic knowledge of the language, literature, visual literacy as well as textual analysis.

**Please note:** Learners who choose Afrikaans Home Language in Grade 10 still have the option to move to Afrikaans First Additional Language after the July or November examinations in Grade 10 and after the July examination in Grade 11 should it be in their best academic interest.

## **Business Studies**

*Offered in Option 2 for 'immigrants' only in place of a First Additional Language*

*Offered in Option 5*

*Other subjects in this option: Geography, History, Physical Sciences*

Business Studies includes relevant and current theory and practice which is essential for sustaining business enterprises. It provides opportunities for students to consider present-day challenges within the South African framework. Skills such as **decision-making, problem-solving, conflict management, creative thinking, systems thinking and effective communication** in a competitive and constantly changing environment are critical to this subject.

This subject focuses on the following key areas:

- The development of important factors that contribute towards the creation of **sustainable business enterprises**, particularly the **roles of creative entrepreneurs** who are able to **manage and lead**. To identify and research viable business opportunities and explore these and related issues.
- The different elements of the **macro, micro and market business environments**, as well as the complex and diverse nature of business sectors. To learn to analyse the impact of changing and challenging environments on business practice.

- The essential elements needed to running a business that is **socially responsible and well governed, professional and ethical**. Students need to demonstrate and apply contemporary knowledge and skills to a variety of business situations.
- The knowledge and skills to effectively manage essential operations such as **human resources, public relations, marketing and production**, within the context of **relevant legislation** and contemporary issues. To demonstrate and apply a range of management skills and specialised knowledge to perform business operations successfully and improve the performance of the business.

### Sections covered:

Conflict management	Professionalism and ethics
Entrepreneurship, management and leadership	Marketing and branding
Industrial relations and legislation	Human resources
Investment opportunities and insurance	Performance management
Corporate Social Responsibility and Corporate Governance	
Creative Thinking and Problem Solving	
The micro, market and macro environments	

The purpose is to put learners in a position where they are able to effectively apply knowledge and skills to analyse and deal with different business environments, to initiate and carry out business ventures and successfully carry out business operations. Business Studies aims to equip students with a sound foundation to participate in future business, commerce and management studies at tertiary level, to enter business or to create self-employment.

## **Computer Applications Technology**

*Offered in Option 2*

*Computer Applications Technology (for pupils exempt from taking a FAL by the IEB or for 'immigrants' in place of a First Additional Language)*

The Government has abolished 'DESIGNATED SUBJECTS' with immediate effect. Computer Application Technology (CAT) used to not be designated subjects and could therefore not be counted as one of the four subjects above 50% required for a BD pass (which allows the candidate to study for a degree at university).

### WHAT IS COMPUTER APPLICATIONS TECHNOLOGY?

Computer Applications Technology is a subject which draws from aspects of subjects such as Computer Studies. It further originates from and is a subset of the broader knowledge domain of information and communication technologies (ICTs). ICTs are the combination of networks, hardware and software as well as the means of

communication, collaboration and engagement that enable the processing, management and exchange of data, information and knowledge.

See below the Practical component of the subject:

	<b>Word Processing</b>	<b>Spreadsheets</b>	<b>Databases</b>	<b>Fourth application</b>
<b>Grade 10</b>	<ul style="list-style-type: none"> <li>• Documents</li> <li>• Basic file management</li> <li>• Text, paragraphs and page functions and manipulation</li> <li>• Lists and columns</li> <li>• Graphics, shapes and diagrams</li> <li>• Tables</li> <li>• Formatting and editing</li> <li>• Introduction to review and proofing functions</li> <li>• Basic templates</li> <li>• Introduction to integration</li> <li>• Basic troubleshooting</li> </ul>	<ul style="list-style-type: none"> <li>• Workbooks and worksheets</li> <li>• Cells, rows, and columns</li> <li>• Formatting and editing</li> <li>• Introduction to calculations</li> <li>• Introduction to formulae and functions</li> <li>• Introduction to charts/graphs</li> <li>• Introduction to error indicators</li> <li>• Basic file management</li> <li>• Introduction to integration</li> <li>• Basic troubleshooting</li> </ul>		Presentations <ul style="list-style-type: none"> <li>• Slide design and layout elements</li> <li>• Editing and formatting</li> <li>• Text and lists</li> <li>• Charts, illustrations and tables</li> <li>• Slide manipulation</li> <li>• Basic custom animation</li> <li>• Slide show</li> <li>• Introduction to integration</li> </ul>
<b>Grade 11</b>	<ul style="list-style-type: none"> <li>• File management</li> <li>• Advanced document layout</li> <li>• Customising</li> <li>• Reviewing tools and proofing functions</li> <li>• Electronic forms</li> <li>• Mail merge</li> <li>• Styles</li> <li>• Sections</li> <li>• Reference functions</li> <li>• Integration techniques</li> <li>• Troubleshooting</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced formatting</li> <li>• Advanced formulas and functions</li> <li>• Error indicators</li> <li>• Graphs/charts</li> <li>• Manipulate worksheets</li> <li>• Import/export data</li> <li>• Integration techniques</li> <li>• Troubleshooting</li> </ul>	<b>Basic skills and basic knowledge in working with</b> <ul style="list-style-type: none"> <li>• Tables: Records, fields and data types</li> <li>• Record manipulation</li> <li>• Basic field properties</li> <li>• Formatting and editing</li> <li>• Forms</li> <li>• Basic data validation</li> <li>• Basic queries</li> <li>• Simple reports</li> <li>• Calculations</li> <li>• Integration techniques</li> </ul>	<b>Html / Web design</b> <ul style="list-style-type: none"> <li>• What is HTML?</li> <li>• HTML syntax</li> <li>• Basic HTML tags</li> <li>• Basic text and text formatting</li> <li>• Structure of a simple HTML page</li> <li>• HTML links</li> <li>• HTML images</li> <li>• HTML lists</li> </ul>
<b>Grade 12</b>	<ul style="list-style-type: none"> <li>• Advanced file handling</li> <li>• Customise templates</li> <li>• Import/export data</li> <li>• Data sources</li> <li>• Professional documents</li> <li>• Use/reinforce word processing skills</li> <li>• Integration techniques</li> <li>• Troubleshooting</li> <li>• Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Complex functions</li> <li>• Text manipulation</li> <li>• Date and time calculations</li> <li>• Advanced graphs/charts</li> <li>• Validation of data</li> <li>• Integration</li> <li>• Troubleshooting</li> <li>• Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Reports</li> <li>• Grouping information</li> <li>• Calculation fields in queries and reports</li> <li>• Data validation techniques</li> <li>• Troubleshooting</li> <li>• Problem solving</li> </ul>	Html / Web design <ul style="list-style-type: none"> <li>• HTML tables</li> </ul>

The Theory Component is divided into the following sections:

**A. Computer Application Terminology**

**B. Systems technologies**

Questions related to the content, concepts and skills in the systems technologies topic area.

**internet and network technologies**

Questions related to the content, concepts and skills in the Internet and WWW, e-communication and network technology topic areas.

**Information management**

Questions related to the management of information.

**Social implications**

Questions are focused on the content, concepts and skills in the social implications focus area, namely impact of ICTs on society and health, social, legal, ethical, security and environmental issues.

**Solution development**

Questions focused on the solution development topic area, namely the knowledge and understanding that supports the practical application of skills.

**C. Integrated scenario**

This section is based on a single scenario and will be aligned to all the topics. This section will also assess the understanding of these technologies to make informed decisions in a real-life end-user scenario, ranging from choices of technology to its responsible use.

**Computer Applications and Careers**

- B Engineering: Computer Applications Technology, Civil Technology and Mechanical Technology
- B Com: Computer Applications Technology and Tourism
- MBChB: Computer Applications Technology
- B Sport Science: Computer Applications Technology
- BSc: Computer Applications Technology
- BSc Architecture: Computer Applications Technology
- B Ed: Computer Applications Technology
- BA: Computer Applications Technology, Tourism

## Design

*Offered in Option 4*

*Other subjects in this option: Dramatic Arts, Mandarin (Second Additional Language), Geography, Information Technology, Life Sciences, Music*

The course covers the following topics over the three year period:

Grade 10	Grade 11	Grade 12
<p><b>The Design process:</b> this is taught through a design portfolio in which students record their process of thoughts and ideas, responding to a given design problem.</p> <p><b>Design production:</b> time management and safe practice in producing a practical product designed by the candidate.</p> <p><b>Design theory:</b> Design Literacy History of Design Design in a contemporary context.</p> <p>The above topics are covered repeatedly over grade 10 and 11 in various different formats to prepare the students for matric Design.</p> <p>Students are introduced to a variety of design disciplines, including <b>Architectural and environmental Design; Interior Design; Fashion Design; Jewellery Design; Industrial Design and Graphic Design.</b></p>		<p>In grade 12, Design consists of a total of 400 marks:</p> <ol style="list-style-type: none"> <li>1. A <b>School based assessment</b> made up out of a written essay format research task, a variety of tests and a preliminary exam (3hr paper). All covered over term 1 and 2. (100 marks)</li> <li>2. A <b>year work practical project</b> made up of a design portfolio, a design workbook, leading to the production of a product and a presentation drawing. Covered in term 1. (100 marks)</li> <li>3. An externally set <b>practical exam project</b>, made up of a design workbook, leading to the production of a product. Covered mainly in term 2. (100 marks)</li> <li>4. An externally set <b>written exam paper</b> of 3hrs based on the design theory covered over the year. (100 marks)</li> </ol> <p>Over Grade 12, students may select one or more of the specialist disciplines of study for their practical work.</p>

**In choosing to study Design a student will, amongst other things, be offered the opportunity to:**

- appreciate design as an integral part of the “made world” and the underlying matrix of life;
- develop into a confident, innovative, skilled individual who can work positively towards specific goals;

- engage in problem-solving processes to develop strategies and solutions to the challenges of tomorrow;
- understand the social contribution of design with regard to economic growth, entrepreneurship and sustainability;
- develop their creative potential;
- reinforce concepts of design methodology and problem solving as a lifelong learning skill.

If you are someone who enjoys a challenge; who wants to engage in pursuits that stretch the imagination through exciting techniques; who is keen to test existing boundaries in creative fields; and who enjoys challenging the issues of today, working with both abstract concepts and real-life problems, this is the subject for you!

**Design now counts fully as a subject for entry to all South African Universities!**

## **Dramatic Arts**

*Offered in Option 4*

*Other subjects in this option: Design, Mandarin (Second Additional Language), Geography, Information Technology, Life Sciences, Music*

Drama is a social art form which integrates visual, aural, physical, kinaesthetic and performance elements to communicate, explore, reflect on and enhance human experience. The subject Dramatic Arts encompasses a range of performance modes across a variety of media and within a diversity of cultural and social contexts. It develops and promotes human creativity as a rich, diverse and productive resource through dramatic communication, interaction and representation.

Dramatic Arts consists of both theoretical and practical components offered as a Matriculation subject.

The theory syllabus covers theatre history, performance styles, contributions of theatrical practitioners, theatre architecture, arts administration, entertainment marketing and theatre technology.

The practical component of Dramatic Arts will develop the learner's sensory and emotional perception, imagination, discipline, self-esteem and self image. This subject will also develop a learner's external personal resources as movement, voice, verbal and non-verbal communication skills. Creative work consists of constructing and performing drama. Through a variety of dramatic forms and practices, learners explore characters and issues drawn from their own ideas, cultures and contexts. The

process of creating, making and presenting encourages questioning, justifying, interpreting and shaping meaning.

The skills gained in the subject prepare the students for careers, which focus on communication and interaction with people. Law, management, advertising, marketing, public relations, medicine, journalism, psychology and social work are just a few of the careers, which need good communicators. Although it is not the main aim of the department to train students for the stage and screen, many have found success in the professional fields of the performing arts, especially in the film metier.

Our department is privileged to be in Grahamstown where the National Arts Festival is held. The First Physical Theatre Company and Rhodes University Drama Department are in close proximity to our schools so we are able to draw on the experience and professional input from guest lecturers.

## **English Home Language**

*Offered in Option 1*

*English Home Language is a compulsory subject.*

Although the subject is compulsory, it is certainly unwise to regard English as simply a timetable filler.

The National Curriculum Statement specifies four learning outcomes for English, three of which impact directly on pupils' performances in their other subjects. The outcomes are:

- LO 1 Listening and speaking
- LO 2 Reading and viewing
- LO 3 Writing and presenting
- LO 4 Language

On a purely practical level, it is vitally important for pupils to be able to listen attentively and speak confidently. All subjects are enhanced by the ability to read with understanding and comprehension, and the skill of writing and presenting work accurately, succinctly and logically will be of great importance throughout a pupil's working life and beyond. Although a sound understanding of the mechanics of language may seem less useful, this knowledge strengthens the ability to express oneself successfully.

There is an expectation that by Grade 12, pupils have read AT LEAST SEVEN books, which will be assessed in either a writing or an oral task.



There can be little doubt that English is the most useful world language. Most pupils will proceed to tertiary education and the ability to communicate in English is invaluable at tertiary institutions, even if English is not the medium of instruction.

Beyond these practical considerations is the importance of English as a means of cultural expression. Many of the greatest works of literature are written in English. Even a cursory knowledge of the great novels, dramas and poems plays a role in making us civilised beings. The study of literature not only puts us in touch with our inner emotions. It also encourages us to **think** and when we learn to think for ourselves, our real education starts.

*"We do not read and write poetry because it's cute. We read and write poetry because we are members of the human race and the human race is full of passion. Business, law, medicine, and engineering; these are all noble pursuits necessary to sustain life. But poetry, beauty, romance, love - these are what we stay alive for."*

**Tom Schulman**

## **French**

*Offered in Option 2 for 'immigrants' only*

*Other subjects in Option 2: Afrikaans, Xhosa FAL, Mandarin SAL, Business Studies, CAT*

French is ranked the second most influential language of the world and is spoken as a native language in more than two dozen countries on five continents.

The aim of the course is to give pupils competent conversational knowledge of the language, and an understanding of France and its customs.

The Matriculation Examination consists of two written papers, a portfolio compiled during the year and an oral assessment. Magazines, DVDs and CDs are used extensively to make the language as alive as possible. 'Communication' is the key factor, and this is the emphasis when teaching and assessing the language.

Besides the value that French has for extending knowledge of language generally, it is important to know that learning another language can help one understand one's own language better. Studies have shown that students who study another language often do better academically. Foreign language study can also help to increase problem-solving skills and self-discipline.

## Geography

*Offered in Option 4*

*Other subjects in Option 4: Design, Dramatic Arts, Mandarin (Second Additional Language), Information Technology, Life Sciences, Music*

*Offered in Option 5*

*Other subjects Option 5: Business Studies, History, Physical Sciences*

Geography is the meeting point of many disciplines, since all of the Earth's systems, whether natural or human, interact across its surface. Geography provides a unique link between the natural sciences and humanities, creating the overview necessary for the full understanding and effective management of our planet, its people and its resources.

### **Geography is:**

#### **Understanding**

- the natural world;
- the interactions of people with each other and with their environment;
- the opportunities and constraints facing different communities around the world.

#### **Learning**

- to manage the world, its people and its resources;
- skills for life - to enable learners to participate in building tomorrow's world and the creation of a sustainable future.

### **Geography in the NSC is based on:**

- the study of themes and issues related to the natural, human and economic systems of the world, the processes that shape them, their inter-relationships and evolution over time;
- the responsible and sustainable management of these systems;
- the development of a sound awareness of our environment and a sense of place at all scales, from the local to the global;
- The development of key skills, such as: the ability to collect, analyse and present information; planning and teamwork; responsible decision-making which considers environmental, economic and socio-political factors.

### **What do we study?**

#### **Grade 10**

Students follow courses based largely on the investigation of the physical and human environments. We focus on comparisons between the African continent and other

places around the world, with an introduction to different forms of enquiry, field-work, research and problem-solving using the principals of GIS.

Topics covered in Grade 10 include:

- The atmosphere – heating and moisture content
- Forces creating the earth's landforms
- Demography
- Water Resources

### **Grade 11 and 12**

This exciting course aims to help students develop key skills for life through the study of important local and global issues in the following areas:

- global energy balance, global air circulation and droughts;
- Geomorphology – understanding fluvial geomorphology and structural landscapes
- coping with environmental change, such as that in coastal regions and in areas threatened by natural hazards;
- rural and urban settlement;
- resources and sustainability;
- global and local climate patterns;
- the economic geography of South Africa;
- Geographic skills and techniques (map skills, atlas use, fieldwork and Geographic information systems)

### **Geography and Careers**

The study of Geography provides an essential base for a wide range of careers, including business management, administration and government, manufacturing, marketing, planning, tourism, environmental, resource or estate management, forestry or farming, engineering, education and many others. The broad range of skills developed through the study of Geography provides pupils with an Education for Life.

### **History**

*Offered in Option 5*

*Other subjects in this option: Business Studies, Geography, Physical Sciences*

*Offered in Option 6.*

*Other subjects Option 6: Accounting, Life Sciences, Visual Arts*

A key focus of History is to make young people aware of their place in society as a citizen of that society. Through studying History, whether at the local, national or

global levels, the study of events, personalities, and forces of change contribute to the education of citizens with a breadth of insight.

Besides the fun and enjoyment which come with learning about people and organizations, about the dramas of conflict and co-operation, the study of History develops crucial intellectual skills. The most important of these are the ability to gather evidence and to create a convincing argument on a topic of interest. The study of History enhances enquiry, research and presentation competencies (both written and oral), and develops analytical abilities. Studying History provides a platform for success in tertiary education and a life skill for the worlds of work and leadership.

History tends to attract those who enjoy its intellectual challenges and those who feel that the subject is accessible and of general interest. A pupil who reads well, comprehends easily, and writes fluently, has a distinct advantage in this subject. However, pupils who lack confidence in these areas should not be put off History. Studying History definitely improves all these skills.

The Senior Phase of History has both South African and International themes as prescribed by the CAPS and IEB policies and the department fulfils those requirements.

Grade 10 History includes

- Study of Racial Theories, including the Holocaust, Rwandan Genocide
- The growth of Nationalism in South Africa: Black and Afrikaner.
- The Russian Revolution

Grade 11 History includes:

- USA 1920's and the Great Depression
- Global impact of this and the Road to War.
- Resistance to Apartheid (1950's and 1960's)

Matric syllabus (some of which is covered in Grade 11)

- Origins of the Cold War
- Independent Africa: Various Case Studies
- New World Order: Post- Cold War world
- End of Apartheid and Post-Apartheid South Africa (1970's, 1980's and 1990's)
- Civil Protest in the USA: 1960's protest movements

Historians become journalists, lawyers, teachers and professors, archaeologists, business entrepreneurs and leaders, civil servants and more aware, mature citizens.

## **Information Technology**

*Offered in Option 4*

*Other subjects in Option 4: Design, Dramatic Arts, Mandarin (Second Additional Language), Geography, Life Sciences, Music*

Information Technology focuses on computer activities that deal with the solution of problems through logical thinking, information management and communication. It also focuses on the development of computer applications using current development tools. The subject develops awareness and understanding of the social and economic implications of using computers and how knowledge of the principles of computing can be applied to our daily lives, to the world of work and to our communities.

The course provides pupils with a good grounding in both theoretical and practical aspects of Information Technology. The theory section of the course covers hardware and system software, e-communication and social and ethical issues. Practical programming forms a major part of the course from an early stage and major programming projects and software development are undertaken in the final year. These acquired skills will enhance the use of information and communication technology in social and economic applications, system analysis, problem solving, logical thinking and information management and communication.

Information Technology requires both creativity and the ability to think and reason logically.

While Information Technology forms the basis for studies in Computer Science and Information systems, programming as a literacy is becoming a pervasive element of all disciplines, and therefore every student will benefit from doing it.

## **isiXhosa**

*Offered in Option 2*

*Other subjects in this option: Afrikaans FAL, French (for 'immigrants' only), Mandarin (for 'immigrants' only)*

The focus of studying Xhosa as an additional language is to build a fluency and understanding of the spoken language.

It is important to understand that grammar and vocabulary are the building blocks of language. In order for pupils to become competent Xhosa speakers we focus on building on the vocabulary already acquired in the lower grades.

The following skills will be built upon in an integrated and progressive manner as pupils move on up through Grades 10, 11 and 12:

- Listening
- Speaking
- Reading and Viewing
- Writing
- Thinking and reasoning
- Language structure and use

Assessment will be continuous, and will take the form of weekly oral and written assignments and tests, as well as examinations in July and November.

## **Life Orientation**

Life Orientation is a compulsory, examinable Matriculation subject. Pupils require a minimum of 40% for Life Orientation to receive a matriculation certificate and a minimum of 50% for admission to any South African university.

The Education Department implemented the CAPS (Curriculum and Assessment Policy Statement) which has been introduced from Grade 10-12. From 2019, the Grade 12 External Certificate Task will be replaced by a Community Service Project.

Therefore, the School Based Assessment (SBA) for Grade 12 in 2019 will consist of:

- Common Assessment Task (CAT) A 20%
- Community Service 10%
- Physical Education Task 10%
- 3 × internal tasks (10% each) 30%

The following topics are included in the LO curriculum from Grade 10-12:

- Development of the self in Society
- Social and Environmental responsibility
- Democracy and human rights
- Careers and Career Choices
- Study Skills
- Physical Education

## Life Sciences

*Offered in Option 4*

*Other subjects in Option 4: Design, Dramatic Arts, Mandarin (Second Additional Language), Geography, Information Technology, Music*

*Offered in Option 6*

*Other subjects in Option 6: Accounting, History, Visual Arts*

Various threads run through Grades 10-12: cells and their specializations; structure and processes of life; environmental studies; and development, change and continuity. The ecological approach is adopted for much of the teaching in Grade 10 and 11 as it examines how plant and animal organisms adapt to their environment and to each other, as well as the effect of human, social and other processes. Evolutionary changes form much of the basis of Grade 12 work. Life Sciences will be taught and assessed according to various outcomes: the ability to make decisions about present and future uses of science; environmental management; life style choices and the application of the learning area to real life. The functioning of the human body is also a major topic in the subject in Grades 11 and 12. Life Sciences differs from traditional Biology in that it requires critical thinking and application of scientific knowledge in addition to the content knowledge, while Biology is considered a content knowledge subject only.

The department aims to encourage the development of learning area specific skills and other skills such as problem solving, critical thinking, information processing to answer enquiries, satisfying curiosity; all the while encouraging pupils to think independently.

The courses in Grades 10 and 11 are extended to include topical, relevant issues. This is balanced by pupils having a knowledge foundation. The aim is to prepare the pupils to focus on the application of underlying principles and concepts in a new situation rather than just relying on the manipulation of prescribed information. The development of these skills is critical because when writing their final examinations, Life Sciences pupils should be competent in the application of thinking skills, practical skills, social skills, and locating and manipulating data, and should have the ability to communicate effectively.

Pupils choosing Life Sciences should have a solid work ethic, be conscientious about daily revision, and be able to cope with large volumes of reading, follow instructions and think independently. They should also be willing to learn the 'language' of Life

Sciences, and apply the terminology in a meaningful way when expressing ideas. This is of particular importance as pupils are required to write both argumentative and discursive essays.

The Grade 12 final examinations consist of three papers: Paper I (theory and application of three of the four strands of the matric syllabus); Paper II (case studies and essay on the remaining strand of the matric syllabus) and Paper III (practical examination of an unseen scenario). Learners also prepare a comprehensive portfolio of their work, which includes a research task, requiring the skill of collating and critically evaluating information; and using that information to answer a research question.

Pupils enjoy the subject and have fun learning it, because the focus is on issues and not just on content; learning thus becomes more meaningful and relevant. The further development and integration of technology into our schools has now created another dimension for pupils to explore and to use in Life Sciences. Creative ways of using information technology tools are continuously being implemented in this learning area.

The study of Life Sciences will enhance career opportunities in medicine, pharmacy, agriculture, industry, biotechnology, biochemistry, microbiology, marine biology, environmental and patent law, education, research and other related disciplines such as bioengineering, psychology, nursing, and environmental science.

## **Mandarin**

*Offered in Option 2 (Second Additional Language for 'immigrants' only) and Option 4.*

*Other subjects in Option 2: Afrikaans, Xhosa, French, Business Studies, CAT*

*Other subjects in Option 4: Design, Dramatic Arts, Geography, Information Technology, Life Sciences, Music*

Mandarin (the Chinese language), generally regarded as the language of the future, is widely spoken in some countries in the world. The need for acquiring this language has become more prominent than ever with the rise of the Chinese economy. Mandarin is also called Standard Chinese, an official language in China, Hong Kong and Singapore. It is one of the six official languages of the United Nations.

Mandarin is now an IEB matriculation subject. The curriculum for Grades 10-12 will build on what we have done in Grade 8 and Grade 9, thus having taken Mandarin as FAL in Grade 8 and Grade 9 is a prerequisite for this subject.



This subject focuses on the language skills which include listening, speaking, reading/viewing, writing and presenting skills to help learners communicate appropriately in Mandarin. Learners will learn both the alphabetical phonetic transcription called Pinyin and the written form of the language called characters. However, the shift will be gradually from Pinyin to character writing. Learners are expected to be able to read and write without the aid of Pinyin when they reach Grade 10.

By the time they reach Matric, learners are expected to write completely in characters for their writing pieces and tests in the portfolio as well as IEB examinations (Paper 1 and Paper 2) at end of the year. As a language subject, they will be exposed to various forms of the language, such as literature, poems, short stories, texts, news and correspondence in daily life. Learners are expected to be proficient in speaking Chinese for their oral assessment. These are in the form of role play, individual discussion on prepared texts, group discussion and etc.

Learners will get opportunities to experience and acquaint themselves with Chinese culture through the support of Confucius Institute at Rhodes University.

Please Note: The following universities offer Chinese courses as a major or Honours course: Rhodes University (major and Honours degree), University of Stellenbosch (major and Honours degree), University of Cape Town (major), Durban University of Technology (credit course), the University of Johannesburg (credit course) and the University of South Africa (major), the University of Western Cape (Chinese Medicine and Acupuncture) and University of South Africa from beginners to advanced level at under graduate degree level.

## **Mathematics**

*Offered in Option 3*

*Other subjects in this option: Mathematical Literacy*

Mathematics requires an interest in problem-solving and the ability to think abstractly and reason logically. Emphasis is placed not only on mathematical techniques (such as algebraic manipulation) but also on mathematical process skills (such as reflection, investigation, explanation and justification). Mathematics as a subject demands a high level of rigour as well as critical thinking and creative reasoning.

Pupils are placed in sets, according to their mathematical ability, to ensure that each pupil learns at a manageable pace and teachers can more effectively monitor the progress of each pupil. For those pupils who have a particular flair for the subject, AP Mathematics is offered as an additional subject from Grade 11.

Mathematics is essential for any pupil intending to pursue a career in the physical, mathematical, computer, earth, space and environmental sciences or in technology. Mathematics also has an important role in the economic and management sciences.

If a pupil does not perceive Mathematics to be necessary for the career path or study direction chosen, he/she may choose to take Mathematical Literacy. However, pupils should only opt for Mathematical Literacy once they have contacted their tertiary institutions of choice and enquired about the entrance requirements for the relevant courses.

## **Mathematical Literacy**

*Offered in Option 3*

*Other subjects in this option: Mathematics*

One of the important differences between Mathematics and Mathematical Literacy is that Mathematics focuses on formal, more abstract mathematical concepts, whereas Mathematical Literacy focuses on the areas in everyday life where mathematics is needed, i.e. on problems and situations related to daily life contexts which require spatial, numerical or statistical competence.

The curriculum has been designed to develop skills necessary for pupils to gain confidence, become self-managing persons and improve chances of success in dealing with financial and other quantitative demands of the modern world.

Mathematical Literacy is suitable for:

- Pupils who wish to proceed to disciplines within the social and life sciences sector, since Mathematical Literacy will enable them to deal efficiently with mathematically related requirements in these areas.
- Equipping mathematically less able pupils with the skills and knowledge needed to be able to interact confidently with the mathematics encountered in everyday life.

Pupils should only opt for Mathematical Literacy once they have contacted their tertiary institutions of choice and enquired about the entrance requirements for the relevant courses. Mathematical Literacy should not be taken by those learners who intend studying disciplines at a tertiary level that are mathematically based, such as the natural sciences, commerce or engineering.

## **Music**

*Offered in Option 4 only*

*Other subjects in Option 4: Design, Dramatic Arts, Geography, Information Technology, Life Sciences, Mandarin (Second Additional Language)*

Our vibrant Music Department is known for the diversity of genres on offer. The main areas of study for Subject Music are Performance, Theory/Composition and Listening. The use of technology plays an integral role and we have a well-equipped music studio and composition lab.

In order to enter Grade 10 Subject music, pupils should ideally have done Music as their SAL option in grades 8 & 9 and have reached Grade 2 - 3 (Royal Schools, UNISA or Trinity College) on their instrument and have a theory level of approximately Grade 3. They need to reach Grade 5 - 6 for the Matric practical exam at the end of Grade 12. Students are expected to practice their instruments daily.

The study of Music, besides adding to one's quality of life generally, is relevant to all areas of professional performance, the entertainment industry (including radio, television and films), composition, and journalism.

## **Physical Sciences**

*Offered in Option 5*

*Other subjects in this option: Business Studies, Geography, History*

Pupils will already have studied Natural Science in Grades 8 and 9, and so will have some idea of what the subject entails. A mathematical ability, a fair command of the English language (required to describe abstract concepts), an ability to visualise in 3 dimensions, and a general interest in the working of the physical universe provide the right ingredients for a pupil to enjoy and do well in this subject.

An understanding of concepts is built over three years (Grades 10 – 12) and this is a difficult subject to pick up after Grade 10. The examination syllabus is covered over

two years in Grade 11 and Grade 12, although valuable foundations are laid in Grade 10.

The course comprises equal portions of Physics and Chemistry. These subjects give insight into so many of our experiences and can help us to understand the behaviour of what we see around us.

Physical Science is a prerequisite for many areas of scientific study, including Electronics, Pharmacy, Engineering and Medicine. Many of the technical diplomas at Technikons require or recommend it, as do many degrees in the Faculties of Science, Engineering, Medicine, Veterinary Science and Dentistry.

Pupils choosing to do Physical Science may not take Mathematical Literacy as a subject and should they change to Mathematical Literacy at any stage, will not be allowed to write Physical Science (this is a DBE ruling). For this reason, the suggested minimum Mathematics Promotion mark at the end of Grade 9 is 60%.

## **Visual Arts**

*Offered in Option 6.*

*Other subjects in this option: Accounting, History, Life Sciences,*

It is the ambition of the Visual Arts Department that our pupils learn to develop and express their individuality through their creativity. This ethos is pertinent in the theoretical and practical component of the subject. Pupils are taught to express themselves in their practical work by using and developing their own 'personal symbolism' or 'visual language'. Fifty percent of the subject is Visual Culture Studies, aka Art History, and the other fifty percent is practical work.

The theoretical and practical components of the subject are taught in an integrated manner. Pupils are taught that Art is a visual language and that the history of art and the ability to think, evaluate and synthesise information is crucial to the development of their practical work. Visual Culture Studies also includes aspects relating to anthropology, theology and philosophy.

The subject demands that pupils extensively explore their choices of subject matter as well as evaluate what they are learning in theory classes. It goes without saying that we value conceptual thinking most highly. Art is not an isolated subject and every effort is made as far as possible to illustrate this fact to pupils by linking themes to current affairs and course structures and or syllabi from other subjects. Pupils are also

exposed to some of the various niches of the art world, i.e. graphic design, corporate art, craft etc.

In the practical component the development of creative process is of utmost importance and it is within the context of the visual journal/diary that true integration between the practical and theory components is formed. Pupils work from their own images, i.e. photographs etc., as far as possible and they are taught and encouraged to conduct proper research. In essence, the visual journal/diary provides a platform for all facets of the subject. *It is imperative that pupils wanting to take Visual Arts at a FET level realise that it is expected that they work on their art on a daily basis.* Like any practical subject the development of skill requires practise and active participation.

In conclusion, the subject holistically strives to encourage problem solving and independent thought. We, as educators, endeavour to ensure that pupils who leave our department in Grade 12 have an inherent understanding of the value of Art; we also aim to prepare pupils who wish to study art/design related subjects at tertiary level with the necessary skills to succeed in their pursuit in becoming artists/designers in their own right.

For candidates who do not choose to study Art at a tertiary level it is crucial to acknowledge that Visual Arts as a subject strives to equip learners with following important skills/attributes:

- Language Development
- Research Methodology
- Synthesis of Learning.
- Decision Making and Problem Solving.
- Visual Literacy
- Cultural Awareness

## Advanced Programme English

Advanced Programme English is an **optional, additional** course which pupils can take from Grade 10 to Grade 12. One final paper is written as part of the IEB Grade 12 examinations. Advanced Programme English is benchmarked as equivalent to A Level English Literature and most South African universities award 'added value' or points to pupils who pass the course. Several SAC and DSG pupils who have studied Advanced Programme English have been accepted at British universities.

The course is divided into three sections. The first section is an intertextual study of two novels and two films. In the final exam pupils have to refer to all four texts in answering an essay question. The second section is an in depth study of four poets. The final section requires the pupils to offer a philosophical reflection on four works of fiction of their own choice and is mainly a self-study exercise.

This is not an easy course and does not suit pupils who are not avid readers. Pupils who have completed the course, however, frequently remark on the benefits the course holds once they have started tertiary study. They have learned to think for themselves, justify their opinions and consider and analyse information across disciplines.

Classes are held once a week in the evenings. Grade 10s would normally start classes towards the middle of the second term.