

CURRO
Edenvale

Subject Choices

Grades 10 to 12



#Learners2Leaders

011 014 1955 | info.edenvale@curro.co.za

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A message from the executive head

The subject selection process is always a daunting process for most families as parents and learners are never exactly sure of what is correct. This can be a stressful time for all involved in making these decisions.

The subject choices learners make need to reflect their abilities and interests. Many parents have images of what they want their children to do or become but this sometimes conflicts with the learner's choices. This then leads to a learner not enjoying school and they become demotivated. I therefore encourage parents to sit down with their children and talk this process through with them. It is also difficult for the learner as not all 15-year-old children have a clear view of what they want to achieve in life. They have seldom had to make such big decisions in life up until now.

If a learner is very weak at the gateway subjects and hates them, they probably won't enjoy the higher education options and careers that those subjects lead to. One should exercise some wisdom here, aiming to find a balance between gateway subjects and a learner's interests. The danger is that one may overload a learner with the above subjects, and they do really badly thereby jeopardizing their chances of doing well academically and bring their average down so much that they lessen their chance of studying at a tertiary institution.

Some learners do not choose History for example, as they cannot see how that subject will be of use to them after school. But if they enjoy it and are able to write well, a subject like History could be a good choice. Ultimately, for their other subjects, grade 9s should try to choose subjects that they are good at and enjoy. It will open up their options if they choose their subjects from the designated list. They will usually then do better in subjects they enjoy which will push up their average and increase the possibility of being accepted into a wider range of courses.

The world of work today is dynamic and constantly evolving into new and different modes, requiring skills and knowledge sets that may not yet exist. This changing environment requires young people to be creative, explore their options, and to develop a wide array of transferable skills. Thus, it is important to think broadly about one's options and to be realistic about what career or work opportunities are possible when thinking about subject choices in grade 9 for grade 10. Importantly, though, trying to choose a career at this stage can be very overwhelming, and young people of this age do not know enough about themselves and what is on offer to make an informed decision.

It is important that teachers and parents do not apply pressure to their grade 9's into making career decisions at this stage. However, having said that, it is important for grade 9's to choose subjects that will act as gateway subjects, which if they do decide to study, will open up many options for them when they reach the stage of leaving school. Gateway subjects enable one to pursue a broad range of options after matric.

Curro Edenvale prepare learners 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. Please give due consideration to the choice of subjects. Do research into possible careers at University and carefully consider your strengths, weaknesses and interests. Once decisions are made it becomes difficult to make changes as numerous factors have to be taken into consideration. Subject changes particularly later in the grade 10 year are discouraged. Any subject change should be done through the Phase Head at school and this 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.

Whilst we try to take into consideration the various subject combinations it is not possible to entertain all the combinations. This is due the constraints of the timetable, the options structure, the number of learners showing interest in the subject and staffing capacity.

If too few learners opt for a particular course, it is not educationally or financially viable to offer it, and alternative arrangements will have to be negotiated.

If a learner 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 learner to follow that course.

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, learners 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 learners and parents to find out the exact requirements of specific tertiary education programmes.

The Booklet below aims to give you an overview of the subjects offered, what the study of these subjects entails and the combinations that are allowed as per the IEB and Umalusi.

Please read through this booklet carefully before making any choices of subjects.

Seeking advice from teachers, psychologists, career advisors etc is always very helpful in assisting with such decisions.

Mr A van Wyk

Executive Head

KNOW YOURSELF

- Your abilities
- The things you do well.
-

In order to determine your suitability for a career, it is also necessary to look at your abilities, values and interests, as the kind of person you are is reflected in the kind of work you will choose.

People often have difficulty in making career decisions because they do not know enough about themselves. This table may help you in a little self-analysis.

You may have strengths in these areas	If you	And so, perhaps, you should become an
Verbal	use a wide vocabulary, are sensitive to language, words and phrases	politician, preacher, teacher, translator, writer, secretary, salesman, diplomat, journalist, politician, communications specialist, actor, entrepreneur
Numerical	are good at Mathematics, accurate with figures, like logic and abstracts	computer analyst, teacher, mathematician, scientist, engineer, accountant, surveyor, astronomer
Practical	have manual dexterity, can work accurately, can solve mechanical problems	architect, artisan, builder, dentist, designer, engineer, mechanic, surgeon, landscape gardener, plumber, entrepreneur
Methodical	are naturally neat and tidy, like good order, have a good memory,	accountant, detective, lawyer, librarian, statistician, town planner, wage clerk, entrepreneur
Artistic	are talented and original, sensitive and imaginative	actor, painter, designer, musician, sculptor, writer, theatre technician, entrepreneur, desk top publisher, web designer, interior designer, entrepreneur
Social	have empathy, can deal with difficult human situations	social worker, teacher, diplomat, nurse, doctor, psychologist, personnel manager, trainer

YOUR INTERESTS

- The things you want to do.

This table indicates some of the careers which may suit your interests

If you like	Maybe you should look at these careers
people	child-psychologist, doctor, lawyer, manager, nurse, physiotherapist, preacher, teacher, receptionist, shopkeeper, hotel management
ideas, words	advertising, architect, broadcaster, editor, librarian, philosopher, poet, professor, author, reporter, salesman, teacher, media journalist
science and technology	airways pilot, engineering, chemistry, mathematician, microbiologist, metallurgist, pharmacist, soil conservationist, surgeon, technician, radiography
facts and figures	accountant, actuary, bookkeeper, business consultant, data processor, mathematician, quantity surveyor, statistician, teller
artistic activity	actor, architect, fashion designer, video/film producer, hairdresser, interior designer, jeweler, musician, web design, catering
using your hands	dress designer, florist, goldsmith, graphic artist, mechanic, museum worker, theatre designer, watchmaker

YOUR VALUES

- Which things come first?

Values are personal beliefs and knowing your values will help to determine the kind of work or career you want to follow. Values determine **why** you work, **what you want** from your job or career and **what is most important** to you in life. There are six areas or types of fulfilment that offer job satisfaction.

What do I want most from my work/career.

Security	Some people do not want to face risk or uncertainty in their lives.	Working in large institutions like banks, insurance companies, the professions and sound businesses often offer a degree of security.
Money	Most people want to earn a fair wage and have a good standard of living. Most learners will opt for money as what they most want from a career.	Work satisfaction is often more prized than financial gain. To earn well requires talent in a given field, a good standard of education, opportunity and an element of risk. Financial rewards might only come after many years of study or large financial outlay. The medical, legal and accounting professions offer good financial rewards.
Status	Status reflects other people's opinions about a chosen career. It comes from how they view a choice of career, the elements of authority and decision-making that goes with a specific career and is often to do with the power of office.	Status may build self-esteem but can cause elements of stress. Respect has to be earned and is not a right of position.
Independence	Many people want to have a degree of freedom in their work place, to be autonomous and work without the inhibition of close supervision.	Such people tend to find careers in the creative field, in academic and research organizations as well as being entrepreneurs. They are often self-motivated and free thinking.
Social values	These values often reflect in the caring professions and working with people. There is a strong sense of working within a community and bettering the lives of those less advantaged. A strong sense of commitment to others is evident and often not well recompensed.	The kind of work chosen by such people tends to be with NGOs, or in fields such as social work, teaching, medicine, policing and psychology.
Aesthetic values	People strong in these values tend to enjoy the arts and to have a pleasing workplace as well as contributing to making the world a better place.	Work in libraries, conservation, museums, journalism, photography and the arts appeal to those with strong aesthetic values.
Ask yourself questions such as: <ul style="list-style-type: none"> • <u>What do I want from a career?</u> • lots of money • job satisfaction • to do something useful 		<ul style="list-style-type: none"> • to work with people, machines, figures, by myself • to serve the community • status and respect • to travel • security to run my own business

Subject Choice

I hope that this booklet will assist in giving our learner and parent, the kind of information you will need in order to make an informed decision regarding subject choices. There have been so many changes in education and in the business world in recent years that it is difficult to look at where we are now and imagine what the world of work will be like in three years' time, the year of the final school exam, or in seven years, the year of graduation from a tertiary institution.

However, the future cannot overtake us unprepared and therefore it is not too early to start thinking about the future and planning for it, of which discerning subject choices are one aspect.

'Unemployment is now the scourge of virtually every single nation' states Clem Sunter in his book: *Never Mind the Millennium, What About the Next 24 Hours*. His view is that many schools are still educating for the job market of the 1950s, i.e. teaching children to be followers rather than leaders, instilling a culture of dependency, rather than teaching creative and lateral thinking, with the suggestion of looking for jobs rather than creating them.

At Curro Edenvale our aim is to create *foxes*, the new generation of entrepreneurs rather than *hedgehogs*, those who rely on others to create jobs and wealth; to instil initiative and independence, and to encourage the spirit of entrepreneurship. Therefore, the subjects we offer and our aims as teachers are to reflect the changing world of work and to enable our learners to have the knowledge and skills that they need in a fast-changing world. It is important that education keeps pace with global changes and that our learners are encouraged to become critical and curious learners, aware of the social, moral, economic and ethical issues facing us all.

Advice to learners

- Core Mathematics is essential for careers in medicine, engineering, commerce, architecture and computers.
- Look at your own interests, abilities and values as these provide a very realistic guide to your future. Decide on those subjects that match your abilities and interests as well as possible career fields.
- Try not to limit your choice to one career field with subjects, i.e. Accounting, Business Studies or IT, as this does not give you a breadth of interest, should you change your career path.
- It is best not to focus too strongly on one particular career field as you may find your interests changing; therefore, keep your options open and as wide as possible.

Decide which subjects you need to have, then those that might be helpful in a career and finally choose the subjects which you enjoy.

The parent's role

Please encourage your child to explore different career options, even those which you might believe to be unsuitable at this stage, while helping them to be realistic. Teenagers are often uncertain about their aptitudes and abilities and it is only by exploring many diverse careers, looking at job advertisements, talking to friends and experiencing different job situations that they can come to a decision. In Grade 11, we shall be arranging work experience for our learners in a chosen field, but meanwhile they can be exploring various options, reading about careers, talking to the parents of friends and generally beginning to have an insight into the world of work. The right decision concerning subject choice is an informed and rational decision based on knowledge of oneself, the subjects available, the opportunities that exist and on family economics.

The National Senior Certificate

The National Senior Certificate became the school-leaving qualification in 2008 and is based on a curriculum which provides updated, contemporary and expanded versions of subjects currently offered in our school.

The government introduced the changes to the National Curriculum by introducing CAPS (Curriculum Assessment Policy Statements). We introduced these Policies in Grade 10 a few years ago. The IEB curriculum was adjusted to adapt to the changes of the CAPS documents issued by the government. At the end of Grade 12 learners will write the National IEB examinations to obtain their National Senior Certificate.

To qualify for a National Senior Certificate, candidates should offer a minimum of 7 subjects as follows:

- Two official languages, at least one at home language level
- Mathematical Literacy or Mathematics
- Life Orientation
- Minimum of three subjects from the NSC approved subjects
- A candidate may not offer more than four languages in the package of seven

There are additional subjects that are recognized for the National Curriculum Statement. These are as follows: Equine Studies, Nautical Sciences, Maritime Economics, Modern Greek (from 2009), Sports and Exercise Sciences (from 2010). Only one of these can be offered as part of the seven-subject programme. They may be offered in addition to the seven-subject package.

In all subjects, a portfolio of evidence will contribute 25% and final examination 75%. Practical/performance assessment components may contribute up to a further 25%, making the final examination in such case worth 50%.

Life Orientation will be assessed through a combination of a portfolio of evidence and prescribed subject-specific practical assessment, i.e. no external examination.

Seven levels of competence are provided for:

Description of Marks / percentages		Rating code achievement
Outstanding	80-100	7
Meritorious	70 -79	6
Substantial	60-69	5
Adequate	50-59	4
Moderate	40-49	3
Elementary	30-39	2
Not achieve	0-29	1

Pass requirements

- In order to qualify for a National Senior Certificate, a learner must achieve:
- A minimum rating of three, i.e. 40% or more in three subjects.
- One of the three subjects must be an official language at home language level.
- A minimum rating of two, i.e. 30% or more, in three other subjects.

Note:

- It is compulsory for a learner to pass an official language at home language level, i.e. at 40% or above.
- If a learner offers more than the minimum number of 7 subjects, passes in the additional subjects will be taken into account when determining whether a learner has met the minimum requirements.

In order to qualify for entry into **further study at the higher certificate level**, a learner must:

Pass the NSC

Meet the language requirement for further studies at a South African institution, namely, one of the two official languages offered by learner must be either English or Afrikaans. To meet the language criterion to qualify for entry to study at a tertiary education institution, the learner must pass either English or Afrikaans at least at the 1st additional level, i.e. at 30% or more.

In order to qualify for entry into further study at the diploma level, a learner must:

Pass the NSC as follows:

- one official language at home language level (40%);
- three other subjects (40%), and
- two subjects (30%)

Meet the language requirement for further studies at a South African institution, namely, one of the two official languages offered by the learner must be either English or Afrikaans.

To meet the language criterion to qualify for entry to study at a tertiary education institution, the learner must pass either English or Afrikaans at least at the 1st additional level, i.e. at 30% or more. The key difference between qualifying for entry to diploma studies rather than higher certificate studies is that the learner must achieve 40% or more in four subjects (incl. the official language at home language level) rather than just three subjects.

In order to qualify for entry into **further studies at bachelor's degree level**, a learner must:

• Pass the NSC as follows:

- one official language at home language level at 40% or more;
- four subjects at 50% or more, and
- two subjects at a minimum of 30%.

Meet the language requirement for further studies at a South African institution, namely, one of the two official languages offered by the learner must be either English or Afrikaans. To meet the language criterion to qualify for entry to study at a tertiary education institution, the learner must pass either English or Afrikaans at least at the first additional level, i.e. at 30% or more.

The list of elective subjects available at our school is as follows:

Accounting	History
Business Studies	Information Technology
CAT (Computer Applications Technology)	Life Sciences
Dramatic Arts	Physical Sciences
Engineering Graphics and Design	Visual Arts
Geography	

Please remember to note that Core Maths is compulsory when selecting Accounting or Physical Science or Information Technology.

Very important to note:

The key difference between qualifying for entry to diploma studies rather than higher certificate studies is that the learner must achieve 40% or more in four subjects (incl. the official language at home language level) rather than just three subjects.

In order to qualify for entry into **further studies at bachelor's degree level**, a learner must:

- Pass the NSC as follows:
- one official language at home language level at 40% or more;
- four subjects at 50% or more, and
- two subjects at a minimum of 30%.

Meet the language requirement for further studies at a South African institution, namely, one of the two official languages offered by the learner must be either English or First Additional Language (Afrikaans or isiZulu)

To meet the language criterion to qualify for entry to study at a tertiary education institution, the learner must pass either English or First Additional Language (Afrikaans or isiZulu) at least at the first additional level, i.e. at 30% or more.

The list of elective subjects available at our school is as follows:

	Languages (one language of learning and teaching at a higher education institution and another recognized language subjects)
Accounting	
Business Studies	Life Sciences
CAT (Computer Applications Technology)	Mathematics
Engineering Graphics and Design	Mathematical Literacy
Geography	Physical Sciences
History	Visual Arts
Information Technology	Dramatic Arts

Very important to note:

Specific institutional and programme needs may have a specific language requirement, a specific level of performance in Life Orientation or require appropriate combinations of recognized National Senior Certificate subjects and levels of achievement. Learners must compare their results against specific institutional requirements for the course of study they wish to follow.

Subject Choice

In addition to the compulsory subjects of:

- English (Home Language)
- Afrikaans or isiZulu First Additional Language (FAL)
- Life Orientation
- Core Mathematics or Mathematical Literacy

Learners must take **three other subjects**, **ONE** subject from each group as indicated on the subject choice form.

Subject Change

A learner may change **a** subject during the course of Grade 10 but must achieve the learning outcomes of the new subject at the end of Grade 10. Learners may not change subjects once they have enrolled for Grade 11. Grade 12 learners are only able to offer those subjects assessed in Grade 11. Core Mathematics is essential for studying Accounting, Information Technology and Physical Sciences, therefore, should a learner who is taking either of these subjects change to Mathematical Literacy, and then Information Technology and/or Physical Sciences would also have to be changed.

Choosing a Subject Package

You, as the learner, need to take the following three steps:

- Step 1** Look at the subjects necessary to a career, e.g. Mathematics and Physical Sciences for engineering.
- Step 2** Look at those subjects which will be useful to a career or which will give a wider number of options, e.g. Accounting for Chartered Accountancy.
- Step 3** Look at the subjects you enjoy when making your final decision.

VERY IMPORTANT

- You should not choose a package of subjects you enjoy without considering its relevance to a future career.
- You should not choose a package or a subject because you like the teachers involved with the subjects.
- Subjects should not be chosen because they are considered ‘easy’!
Those subjects do not exist!
- If you need a subject but find it difficult, e.g. Mathematics, you should find out now about extra lessons, study methods, filling in gaps missed in earlier years.
- Mention must be made of the importance of English. Even science subjects require a competency in English. A matric exemption is still needed in order to gain entrance to a university.

You must evaluate yourself very carefully; your abilities, values, interests and goals in life, and career options. Only then will you make a careful, reasoned, mature subject choice and career choice.

Compulsory Subjects

An important requirement of the new curriculum is that all learners study either Mathematics (Core Maths) or Mathematical Literacy. This new requirement is to enable learners to meet the demands of the 21st century and our fast growing technological-based society. No longer can Mathematics be an option. It is becoming as necessary to have a sound mathematical basis, to be able to think numerically, to be able to make sense of numbers, tables, graphs, maps and texts, as it is to have a driving licence.

Core Mathematics

Mathematics, algebra, geometry and trigonometry provide the skills that enable learners to get to grips with the discipline of mathematical science. Graphs, symbols, tables and diagrams are used to describe and solve problems. The ability to collect and analyse data is applied to local, national and global issues. Financial Mathematics is a core component of both Core Mathematics and Mathematical Literacy. Core Mathematics is essential for study at university in the fields of medicine, engineering, science, architecture, accounting and commerce.

Mathematical Literacy

Mathematical Literacy aims to develop the everyday use of numbers, graphs and symbols, allowing learners to become ‘numerate’, i.e. having an ability to read and make meaning of signs and symbols and to apply that knowledge in daily life.

Life Orientation

Life Orientation (LO) is a key subject in developing learners to become skilled in life issues and to take a meaningful place in society. It encompasses respect and tolerance based on equality and the dignity of all people. It is a subject that informs learners about further studies, career fields, citizenship, belief and value systems, sexuality, political and religious systems, health issues as well as creating a greater awareness of the world around them. The aim of these compulsory subjects is to give learners a wider knowledge of the world in which they live and how to meet the increasing demands of that world. Reading, writing, numeracy, Mathematics and research build a strong knowledge and skills foundation and are the keys to helping learners find and understand knowledge and to apply that knowledge in any situation.

English

The study of English underpins and enhances all learning. English is more than a subject, it is a life skill. The key to our success in life is communication. All the skills we learn in English are based on communication, whether verbal, visual, written, informal or formal. As children read more, they become aware of the world around them, learn to express themselves so much better and develop a flair for vocabulary and spoken English. As they write for themselves and for class assignments, they become more fluent in their use of language. English prepares a learner for a lifetime's work regardless of the chosen career field. It encompasses the skills of reading, communication both verbal and written, spelling, report writing, summarizing, letter-writing and minute-taking. It involves critical analysis and thinking, the art of evaluation and develops the ability to 'think on one's feet'. All these are essential in one's job or career.

Course Work Grades 10, 11 and 12

Language:	A study of the development and structure of language, the use of language i.e. analysis of cartoons, advertisements, propaganda, summary and précis, report writing, dictionary skills and vocabulary development, editing skills, comprehension of a variety of texts and the skills of analysis and interpretation.
Literature:	A study of a variety of poetry. A study of a Shakespearean play each year. The study of two set novels each year (Grade 10 only) film study
Visual literacy:	Analysis of film, advertisements, pictorial representations, photos, cartoons, art works to develop a feeling for visual structure and appeal as well as developing a critical awareness of the hidden message.
Creative writing:	A variety of writing assignments is set throughout the year, including creative writing, poetry, prose and drama, transactional topics, literature studies and essays based on the set works.
Oral work:	Reading, both prepared and unprepared, is continually assessed, impromptu and prepared orals or oral presentations are set throughout the course of each term class/forum discussions are assessed throughout the year.

Research skills are encouraged in each area of English in order for the learners to extend their knowledge and develop clear, analytical thinking.

In the final year a portfolio has to be presented which consists of personal and creative writing, transactional writing, tests, the preparatory exam and assignments given during the course of the year as well as the fourth genre of literature study, often a film study, which is not covered in the literature exam. This portfolio showcases the learner's best work during the year.

The oral mark is comprised of four genre discussions, role play, prepared speeches and reading, listening comprehensions and general conversation throughout the year. Each learner is expected to have read at least seven books during the course of the year and to be able to discuss them in the external moderation.

However, this level of assessment is begun in Grade 10 in order to prepare learners sufficiently well for the final assessment.

Assessment in Grade 12:

Paper 1:

Making meaning of texts, which includes comprehension, summary, propaganda, advertising, editing skills and a response to poetry. (100 marks)

Paper 2:

Writing, which includes literature studies, transactional writing of short pieces e.g. letter, minutes (100 marks)

Continuous assessment:

A portfolio, comprised of a range of work submitted throughout the year as well as a national CAT (Controlled Assessment Task) (100 marks)

Oral presentations throughout the year. (100 marks)

Both the portfolio and the oral work are externally moderated by the IEB.

Breakdown of marks:

Oral portfolio: (100 marks)	CASS portfolio: (100 marks)	Literature exam: (100 marks)	Language exam: (100 marks)
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Afrikaans

Aims

The aim of teaching Afrikaans First Additional Language is to equip our learners adequately to become fluent in Afrikaans and to master the four learning outcomes as stated in the National Curriculum Declaration namely: -

- listening and speaking
- reading and visualization
- writing and presentation
- language

Status

Its new status as First Additional Language raises the standard of the subject close to that of a First Language.

Requirements

According to the National Curriculum Statement learners should possess a vocabulary of 4000 to 6500 words at the beginning of Grade 8, 5000 to 7500 words at the beginning of grade 9 and 6000 to 8000 words at the beginning of Grade 10.

AFRIKAANS EERSTE ADDISIONELE TAAL

Die volgende informasie is relevant tot Afrikaans Eerste Addisionele as vak:

In Graad 10-12-word leerlinge aan 'n Afrikaanse kurrikulum blootgestel wat hulle in staat stel om aan die vereiste standaard van Graad 12 te voldoen. Hierdie standaarde moet sodanig wees dat leerders hul addisionele taal op 'n hoë vlak kan gebruik om hulle vir verdere of hoër onderwys of vir die arbeidsmark voor te berei.

Spesifieke doelstellings vir die leer van addisionele tale:

Die aanleer van 'n Eerste Addisionele Taal behoort leerders in staat te stel om:

- taalvaardighede te verwerf om te kommunikeer, met inagneming van die teikengroep, doel en konteks;
- die addisionele taal vir akademiese leer oor die kurrikulum heen te gebruik; met vertroue en genot te luister, te praat, te lees /kyk, en te skryf /aan te bied. Hierdie vaardighede en houdings vorm die grondslag vir lewenslange leer; eie idees, sienings en emosies, mondeling en skriftelik uit te druk;
- die addisionele taal te gebruik om hulle eie ervarings en bevindinge oor die wêreld mondelings en skriftelikuit te druk;
- die addisionele taal te gebruik om inligting te verkry oor die kurrikulum heen en in 'n wye verskeidenheid ander kontekste. Inligtingsgeletterdheid is 'n noodsaklike vaardigheid en vorm die grondslag vir lewenslange leer; en
- die addisionele taal te gebruik as 'n instrument vir kritiese en kreatiewe denke; opinies oor etiese kwessies en waardes uit te druk; krities in interaksie te tree met 'n wye verskeidenheid tekste perspektiewe, waardes en magsverhoudings in tekste te herken en te bevraagteken; tekste vir 'n wye verskeidenheid doelwitte soos genot, inligting en navorsing krities te lees.

Die volgende leeruitkomste is van toepassing:

1. Luister en praat:

- Die leerder is in staat om te luister en te praat vir verskillende doeleindeste en teikengroepe en in 'n verskeidenheid kontekste.

2. Lees en kyk

- Die leerder is in staat om te lees en te kyk vir begrip, om krities te evaluateer en om op 'n wye verskeidenheid van tekste response te lever.

3. Skryf en aanbied

- Die leerder is in staat om vir 'n wye verskeidenheid doeleindeste en teikengroepe te skryf en aan te bied deur konvensies en formate gepas vir verskillende kontekste te gebruik.

4. Taal

- Die leerder is in staat om taalstrukture en –konvensies gepas en doeltreffend te gebruik. Oorsig van taalvaardighede en inhoud

Luister en praat:

Praat: Om in formele en informele omstandighede gesprek te voer, te debatteer en argumenteer. Om sowel voorbereide as onvoorbereide lees te kan doen. Luistertoetse se doel is om te bepaal hoe goed verskeie Afrikaanse tekste (ook liedjies, gedigte ens.) verstaan word wanneer dit voorgelees / gespeel word.

Lees en kyk:

Om 'n verskeidenheid tekste (literêr en nie-literêr) te lees, te analyseer, evaluateer, vergelyk, afleidings te maak, opinies te gee en op te som.

Skryf en aanbied:

Die skryf van 'n verskeidenheid tekste - kreatiewe skryfwerk en transaksioneel.

- Kreatief: sluit in verhalende, beskrywende opstel ensomeer.
- Transaksioneel: sluit in e-pos, dagboekinskrywing, blog, dialoog ensomeer.

Taalstrukture en -konvensies:

Taalstrukture en - konvensies word in die konteks van bestaande vaardighede onderrig en ook as deel van 'n sistematiese taalontwikkelingsprogram.

Eksamen:

Die eksamen word verdeel in twee vraestelle van 2½ uur elk:

Vraestel 1:

Afdeling A - Leesbegrip (30)

Afdeling B - Opsomming (10)

Afdeling C - Gedigte (30)

Afdeling D - Kommunikatiewe Grammatika (30) (Totaal 100 punte)

Vraestel 2:

Afdeling A - Voorgeskrewe Prosa (60) en Transaksionele skryfwerk (40) (Totaal 100 punte)

Let wel: Hierdie punteverdeling geld vir grade 10-12 en mag in graad 9 verskil. Vraestelle mag korter wees en die puntetotaal minder, bv. 1½ uur vraestel – 60 punte ens.

Deurlopende Assessering van Jaarwerk (Portefeuilje):

Samestelling van werk bestaande uit toetse, skryfwerk (produk- en proestake) en enige ander opdragte soos deur die sillabus voorgeskryf. (100 punte)

Mondeling:

Verskillende mondelinge werk soos deur die sillabus voorgeskryf bv. (on)voorbereide lees, (on)voorbereide mondeling, luistertoetse, rolspel, informele besprekings, dialoë, letterkundige besprekings, debat, paneelbesprekings ensomeer. (100 punte)

TOTALE PUNT: 400 (Verwerk na 'n persentasiepunt)

isiZulu is the most widely spoken first language in South Africa, with it being understood and spoken in almost 65% of the South African community. There are about 1.5 million IsiZulu speakers in Gauteng and more than 70 000 in Mpumalanga. The language is also spoken and understood in parts of Malawi, Mozambique, Swaziland, Zimbabwe, and Kenya (Swahili).

At our school, isiZulu is offered as a First Additional Language. Up to grade 9, the main emphasis is on developing listening and speaking competencies, but this is not to mean reading and writing skills will not be taught. From Grade 10 the demands of the language increase yet it becomes more enriching.

We strongly believe that a language is the powerful tool for facilitating the understanding of cultural diversity in our rainbow nation. We value isiZulu not just as a language, but as a lifelong learning skill. Therefore, over and above the academic aspects of isiZulu, learners will be introduced to isiZulu culture, traditions and history, which will be useful to them in communicating with isiZulu speakers.

Aims

- To foster in learners a desire to develop in language competence.
- To help learners listen with accuracy, sensitivity, and critical discrimination.
- To help learners speak the language with clarity, confidence, fluency and a sensitive awareness of audience in a variety of situations and for a variety of purposes.
- To guide learners towards reading with increasing comprehension, enjoyment and discrimination.
- To develop learners' ability to write language that is appropriate to their purposes.
- To promote learners' control of the language by raising their grammatical awareness during communicative activities.
- To develop learners' ability to deal with information in different ways, depending on the type of discourse and the text in which it occurs.
- To assist them to meet the challenge of living in a multilingual environment.

Areas of learning

1. Listening
2. Speaking
3. Reading
4. Writing

Listening

Listening activities should enable learners to:

- respond appropriately to greetings, questions and instructions.
- recognise the way in which the voice is used to express subtleties of meaning.
- recognise when – a point is being made, emphasised, developed or illustrated; a line of thought is being changed, a conclusion is being drawn.
- identify the main ideas, arguments and facts and to make notes when listening to oral presentations.
- follow the argument in conversation, small group discussions and debates and to be able to participate in them.

- recognise different social situations and relationships suggested by different choices of words, idiom and register.
- interpret character and comment on performance in dramatisations.

- understand and respond to stories heard from teachers or classmates or from other sources such as radio or TV.
- make ongoing predictions while listening, based on their processing of the message (story / argument / information) as it unfolds.
- answer questions orally or in writing after listening to a passage from radio, tv, book, etc. (listening comprehension).

SPEAKING

Speaking activities should enable the learners to:

- speak the language at an appropriate level of fluency with comprehensible articulation and pronunciation.
- read a text aloud, with appropriate use of pause, pace, phrasing, emphasis and tone of voice to convey meaning.
- to speak the language in ways appropriate to circumstance and situation (context), for example by choosing appropriate words, style and register, by organising content effectively and logically and by using appropriate intonation and stress.
- to use language in social interaction, group activities and debates, presenting short talks clearly and coherently, giving and asking for information, telephone conversations, problem solving, giving instructions and making requests.
- appreciate the role which tone of voice, attitude and body-language play in communication.

Reading

Learners activities should enable the learners to:

- use a dictionary.
- understand the purpose of the contents page, the index, chapter and paragraph headings, and bold print, punctuation and footnotes.
- respond to the features which show that a writer is introducing or developing an idea, emphasizing a point, changing a line of thought and drawing a conclusion.
- read critically with a view to distinguish between main points and supporting argument, statement and examples, literal and figurative language, fact and opinion, factual and emotive language.
- read critically with a view to recognising implicit meaning, bias, stereotyping, techniques of persuasion, dishonest and illogical arguments.
- account for differences in format, organisation and style arising from differences in context and purpose.
- skim a text to get the gist of it.
- identify and extract relevant information in a text.
- read intensively at least two, but preferably more, suitable texts such as a novel, poems, a collection of plays and short stories each year, with a view to developing both reading skills and literary appreciation.

Writing

Writing activities should enable the learners to:

- use the current orthography accurately.
- punctuate correctly and consistently in order to clarify meaning.
- apply the conventions appropriate to practical or functional writing relevant to their daily needs and the demands of the work place.
- express themselves easily in various informal writing activities.
- express themselves in more formal ways as required by a given context for a specific purpose and audience, with due attention to choice of word and expression
- variation in sentence length
- interpretation of the topic to give
- to the development of the writing activity from its beginning.
- basic methods of developing the argument.

Written composition.

Written paragraphs.

Written texts.

With reference to the First Additional languages (Afrikaans and isiZulu) the assessments breakdown is the same.

Mathematics

There is no doubt that ‘Mathematics is the glue that holds together the universe’ (Albert Einstein).

Mathematics is the language of the sciences—physical, economic and human—and is required for many careers. With the introduction of the National Senior Certificate, all learners are required to take either **Core Mathematics** or **Mathematical Literacy**.

These are two totally different subjects and so movement between them is not possible, unless a move from Core Maths to Mathematical Literacy becomes necessary by the end of Grade 10.

Core Mathematics

Core Mathematics is required by learners who intend following a career in the pure or applied sciences, biological sciences, commerce and related fields. The emphasis in this subject is on the application of mathematical knowledge and skills to problem-solving. It is challenging and requires much ability and dedication. Grade 9 learners need to achieve **a minimum of 55%** consistently in Grade 9 to be sure of success in Core Mathematics. Should a learner be unable to continue with Core Mathematics at the end of the Grade 10 year, due to poor performance, it is possible to change to Mathematical Literacy. But it should be noted that at no time is it possible to change from Mathematical Literacy to Core Maths. In Mathematics learners will write two three-hour compulsory papers which will cover algebra, differential calculus, analytical geometry, trigonometry, Euclidian Geometry and statistics.

Guidance as to the choice of which Mathematics discipline to follow will be given by the teachers, and it would be wise to follow this advice.

Mathematical Literacy

This is a more practical course than Core Mathematics which sets out to empower learners with practical skills and knowledge that will enable them to cope with the demands of every-day life and the workplace. Real-life contexts are used wherever possible to teach this syllabus – such topics as

- Tax
- Loans and bonds
- Income, expenditure
- Statistics
- Graphing
- Areas and volumes
- Maps, latitude, longitude and other reference systems

The focus and methodology of this subject is **very different** to that of Core Mathematics and is in no way a ‘watered-down’ version of Core Maths. It should be taken by those learners who find it difficult to cope with the abstract concepts of algebra and geometry, and who do not intend doing a science or commerce degree at university.

Life Orientation

Life Orientation is now a compulsory learning area together with English, Afrikaans and Mathematics, either Core Mathematics or Mathematical Literacy. It comprises much of what was once taught in counselling and guidance lessons, PE, health education and civic responsibility.

So, what exactly is life orientation?

- It is the study of self in relation to others and society.
- It is concerned with the personal, social, intellectual, emotional, spiritual, motor and physical growth of individuals.
- It focuses on the way the intellectual, personal, social, emotional, spiritual and physical dimensions interrelate and are expressed in our daily lives.
- It is about the development of self in society.
- It supports the development of balanced and confident
- learners who will contribute to a just and democratic society that is productive and provides an improved quality of life for all.

Therefore, LO prepares and guides learners for life. It aims to encourage and assist them in coping with our rapidly changing society and addresses the following areas:

- knowledge by providing theoretical content;
- values, exploring strong beliefs and principles; religious, political and cultural;
- attitudes, i.e. the way we approach and respond to situations in life;
- problem-solving, i.e. the application of knowledge to specific situations, and
- decision-making

LO is also concerned with the context or environment in which we exist, encouraging an attitude of ‘responsible citizenship’. It promotes a balanced lifestyle that is healthy, productive and includes physical activity and recreation. LO also deals with career decision-making.

It is an interdisciplinary subject including the following fields of study

- Sociology;
- Human movement science;
- Psychology;
- Labour and industrial studies, and
- Political Science.

In short, Life Orientation promotes knowledge, values, attitudes and skills that prepare learners to respond effectively to the challenges that confront them as well as the challenges they will have to deal with as adults, and to play a meaningful role in society and the economy.

Elective Subjects

Accounting

Accounting has been called the language of a business. It involves the recording of business transactions in a systematic manner so that the businessman is able to determine the financial position of the business. Every organisation, whether a multi-billion company or a stall at the local flea market, needs an accountable and responsible individual who can:

- keep accurate records of daily transactions;
- ensure control of all the aspects of the financial function from the cash to credit policy, and
- analyse the data into information which can be used to
- determine the nature, function, viability and future of the business.

There is much information in today's world that very few people understand fully and yet which has a direct impact on daily life:

- understanding the business section of the newspaper; being able to
- read financial statements, whether for the local golf club, or as a member of a board of directors;
- the value of the gold price as it affects daily economics;
- the understanding of financial statements, salary scales, salary deductions, PAYE and contributions to medical aid and pension funds;
- the drawing up of a budget and keeping track of income and expenditure.

Accounting can make this information accessible.

The subject of accounting:

- teaches analytical and logical thinking
- decision-making and responsibility
- numeracy, speed and accuracy
- teaches the recording of transactions (i.e. bookkeeping)
- teaches the analysis and interpretation of these entries
- develops logical thinking skills, which are relevant to a range of occupational tasks other than actual accounting or bookkeeping
- develops knowledge and skills immediately relevant to employment after school, as the majority of learners eventually enter occupations within the commercial world
- can be recommended to learners who are planning to enter tertiary education and training and also those learners who will enter occupations in the commercial field immediately on leaving school.

In the new curriculum **Accounting** encompasses knowledge, skills and values focusing on:

- **financial accounting**, which includes the logical, systematic and accurate recording of transactions as well as the analysis and interpretation of financial statements;
- **managerial accounting**, which includes concepts such as costing and budgeting, and
- **managing resources**, which includes concepts such as code of ethics and internal control of assets.

However, to be a viable employment-related skill, a high level of competence should be achieved at Grade 12 level. It is important to realise that in Grade 8 and 9 we only ‘explore’ the subject. It does become increasingly difficult with a lot of interpretation and application as we proceed to Grade 12.

Accounting at university

It has been stated that accounting at matric level is not a prerequisite for degrees involving accounting at some university such as a BComm or CA. However, research by the IEB based on learner results at the University of Natal during the years of 1988–1990, indicated the following:

MA = learners with accounting at matric

NMA = learners with no matric accounting

Criteria	MA	NMA
learners who dropped out of university accounting	5%	27%
learners who passed university accounting top matric	74%	39%
learners who passed university accounting	100%	62%
average university accounting marks of top matric learners	70%	48%

NOTE: Accounting requires a certain basic level of logical thinking and arithmetical ability and accuracy.

Business Studies

Business studies involves the study of how private enterprise can be managed to achieve its objectives as efficiently and as profitably as possible. Self-employment and entrepreneurship are on the increase and business studies aims to give the learners the skills and expertise they will need in order to run their own business. The main purpose of the business studies at school level is to give the learner a sound insight into the commercial world. As such, it develops knowledge and skills relevant to a wide range of careers and equips learners to cope with the many challenges they face as adults in the world of work, e.g. relationships between employee and employer and the development of a healthy attitude to life in respect of work. Business studies at school is certainly most valuable for learners wishing to follow occupations in the commercial field after leaving school. It provides a firm foundation for many of the in-service, part-time and correspondence courses offered in banking, marketing and financial management.

Areas of study

- Business enterprise, including self-employment and entrepreneurship
- Forms of ownership
- Purchasing function
- general management and communication
- production
- marketing and advertising
- finance: bank accounts, investing credit and insurance

- personnel, including recruitment, selection of staff, CVs, labour legislation and labour relations
- administration
- the business environment

Learners are expected to interpret, apply and express factual information and contribute their own opinions, and will be expected to read widely beyond the textbook. Learners are expected to answer long insight and higher order thinking questions in the examinations. This subject is vital in today's entrepreneurial world.

Computer Applications Technology (CAT)

What is CAT?

CAT involves the acquisition of operational knowledge of information and communication technologies, computer application skills and knowledge in problem -solving and information management.

CAT equips learners with knowledge, skills, values and attitudes to create, design and communicate information in different formats.

CAT equips learners with knowledge, skills, values and attitudes to create, design and communicate information in different formats.

It also makes it possible for learners to collect, analyse and edit data and to manipulate, process, present and communicate information to different sectors of society

CAT requires learners to operate competently in an electronic environment and encapsulates basic operational knowledge of:

- computer hardware and software;
- networked environments;
- information and communication technologies in different environments;
- computer ethics, security and viruses;
- ergonomics, health and safety issues;
- social and environmental issues;
- using an operating system including file management, and general troubleshooting.

Outline of the subject: Grades 10 to 12

Grade 10

Primarily word-processing
Spreadsheets
Presentations
Information management
Operational knowledge (theory)

- Hardware
- Software
- Networks
- Internet
- Social implications

Grade 11

Word-processing
Spreadsheets
Web design (HTML)
Databases
Information management
Operational knowledge (Theory)

- Hardware
- Software
- Networks
- Internet
- Social implications

Grade 12

Word-processing
Spreadsheets
Web
design
(HTML)
Databases
Additional
package
Information management
Operational knowledge (theory)

- Hardware
- Software
- Networks
- Internet
- Social implications

PLEASE NOTE:

All learners taking CAT must have access to a computer after hours for the completion of homework, revision, assignments and portfolios.

CAT is complementary to all other subjects in the FET band and it enhances further studies in a variety of different fields. Our learners are encouraged to use computer-generated presentations in a variety of subjects, and this is an invaluable subject to have for tertiary education.

Career opportunities

- communications
- computer science
- economics
- education
- engineering
- personal assistant
- publishing
- secretarial and office management
- selling and marketing
- teaching
- technology
- tourism

In fact, there are very few careers which do not require a competent level of computer literacy and a sound working knowledge of word-processing, spreadsheet and presentation skills.

Dramatic Arts

Consists of theory and practical components.

Theatre remains any society's sharpest way to hold a live debate with itself... If it doesn't challenge, provoke or illuminate, it is not fulfilling its function. Peter Hall

Dramatic Arts engages us with past and present narratives that talk to the complexities of being a South African. It makes no attempt to hide the truths associated with the complex issues we manage on a daily basis. The subject provokes us to consider our individual position and collective attitudes and to interrogate our thinking about our historical past and contemporary present within a global society. It offers no apologies and no answers to many of the big questions we as a nation are trying to tackle in our attempt to shake off the burden of our apartheid past and to work through the considerable baggage, we carry with us through which we filter much of what we say and do.

What does 'Dramatic Arts' expect of the learner?

Like any other subject "Dramatic Arts" requires the learner to commit to his / her own personal understanding and development through consistent hard work. Given its practical outcomes all learners will be expected to attend set tutorial lessons (as prescribed in the school's regular timetable) as well as at least one additional hour per week beyond the regular academic school hours. Should a full production be accomplishable and viable, all cast members will be expected to rehearse according to a strenuous schedule that may include evening and weekend/ holiday presence.

Aims are to:

- To develop the human instrument (body/voice/mind/emotions) as an instrument of expression, communication and creativity.
- Develop drama skills, techniques and processes to experiment with and shape dramatic elements meaningfully both individually and with others.
- Create and present dramatic products across a range of modes (lyrical, narrative, and dramatic) and styles (realistic, heightened).
- To understand and analyse principles and elements of drama in texts and performances in context, in South Africa and the world.
- To reflect on and evaluate their own and others' dramatic processes, practices and products.
- To develop insight into how the dramatic arts, affirm, challenge and celebrate values, cultures and identities.
- Engage with contemporary issues through the dramatic arts.
- To promote social, cultural and personal development.

Benefits of studying Dramatic Arts

Communication: Effective. Self-assured. Convincing.

Confidence: Developing self-esteem and becoming confident not just about performing but about expressing an idea.

Creativity: Introducing the creative process and how it applies to problem solving in real-world scenarios.

Critical Thinking: Questioning and critiquing not only the ideas and thoughts of others but even their own long-held thought paradigms.

Different ways of understanding: Evaluating and understanding different perspectives.

Politics and Philosophy: Theatre creates a platform for the exploration and unpacking of different philosophies and the socio-economic and political factors that shaped those movements.

Individualism: Developing an intense sense of individualism, through self-expression in all forms – and filtering critique for constructive feedback.

Passion: Fostering an appreciation for the arts (most learners experience an aesthetic awakening and grow in confidence when expressing their opinions about the arts).

Improvisation: Learning to think on their feet effectively.

Emotional Intelligence: An invaluable skill developed through understanding what it means to be human, our common humanity and the human condition. By inhabiting characters completely different from who they are and to portray them convincingly, the learners must learn empathy and emotional honesty.

Validation: The subject is a space for expression and constructive criticism, allowing the learners to be both the providers and the recipients.

Thinking out of the box: Instilling a personal culture of innovation and seeking fresh perspectives on the status quo.

Engineering Graphics and Design

EGD aims to develop the learner's ability to address problems and exploit opportunities in a creative and innovative way. Learners are equipped to apply cognitive skills, such as critical and creative thinking, analysis, synthesis and logic to practical real-life design and engineering problems. The subject equips learners with the skills, knowledge, attitudes and values to function in an engineering and design environment. It also stimulates an innovative and entrepreneurial spirit and enhances learner's technological literacy.

The learners will thus be equipped to appreciate the interaction between people's values, society, environment, human rights and technology. Application of the design process helps to solve Civil, Electrical and Mechanical problems analytically and graphically and to understand the concepts and knowledge used in Engineering graphics and design.

SCOPE

EGD as a subject gives learners the opportunity to:

Communicate ideas graphically by employing drawing instruments and computer-based tools. Learn by solving problems in a creative way. Carry out practical projects and tasks using the process skills of investigating by means of meaningful research, design, making, evaluating and communicating. Learn by dealing directly with human rights and social and environmental issues in their project work. Use their engagement with knowledge in a purposeful way to create positive attitudes, perceptions and aspirations towards manufacturing, engineering and technology-based careers.

Who should take the subject?

If you enjoy it, you should take it regardless. If you as a learner are looking to go into any Engineering field, any Design field, any trade field or any entrepreneurship field this is definitely a subject you should consider. However, those are not its limits. Most of the practices and skills learned in EGD can be applied to many "problem solving" areas and are useful! Whether it is mounting a picture on a wall, tiling your own kitchen floor or working as a draftsman?

You will use the skills!

Unfortunately, there is still a large perception out there that EGD is an easy subject as it is primarily a "non-academic" subject, and because it is Skills based that it will be an easy ride. This is not true.

Granted, while you will not spend hours and hours memorizing theorems, facts and figures! It is the subject that you will most probably work the hardest and the most in, because it takes time.

Ask any learner that has taken it before. Because it is learned method and application based, like any skill, the only way to be good at it is to apply it again and again, in different scenarios. So, if you are "lazy", don't like, or have the patience to spend longish periods of time on one task making sure it is perfectly completed, perhaps this subject is not for you?

What are the advantages of taking EGD?

Apart from being an enjoyable and rewarding subject for those who make the effort, Naturally, all design and drawing is done today on computer so any experience on these mediums is an immediate advantage. We will also be in a fortunate position to have a 3D printer in our department, which will be incorporated more and more into the classroom and will allow more learners to bring their own projects, ideas and designs into reality.

Examinations

From Grades 10 - 12 the learner will write a minimum of two formal exams sessions per year in most cases doing two exams varying from 2–3hours in length. Paper 1 focusing on the civil based sections of work and Paper 2 focusing on mechanical.

The two papers are then combined to give one final mark for that exam.

THE FUTURE

EGD includes but is not limited to:

Applications of the principles of mathematics, physical science, computers applications technology and life sciences to manufacturing, engineering and technology problem solving. Conceptual design, synthesis and graphics. Conceptual knowledge, understanding application of material and processes and manufacturing and built environment.

Architectural, mechanical, structural, electrical and civil engineering. Enabling learners is to consider a range of technological solutions to problems, particularly those that are more sustainable and ones that are not detrimental to human health, well-being and the environment.

Geography

Geography offers a broad field in education for learners wanting to enter a range of careers as diverse as administration, business, law, cartography, geology, and planning. Geography is an integrated spatial study of the earth, its people, places, environments and societies. The subject seeks to understand the impact and relationship between these factors and how this influences our earth over space, time and place. Geography can be split into two main branches; Human and Physical Geography. Even though we can differentiate between them, they are still closely linked and often affect each other. Human geography studies spatial elements of human existence; the

distribution of people, the usage of land, air etc. Very important is the abuse of these elements. Physical geography study patterns of physical processes such as climate, hazards, soils, water, oceans, landforms and ecology. It is important to understand how these elements constantly change and requires conservation and environmental planning.

What skills do you require and develop during your studies?

- ability to observe and recognize spatial patterns and processes;
- communication skills (verbal and writing);
- ability to read, understand and interpret maps, graphs and charts;
- ability to undertake scientific research;
- aptitude for accurate details;
- engage in decision-making and problem-solving skills;
- aptitude for statistics and mathematics, and
- ability to use computers to analyse electronic information

How do I know if I want to become a geographer?

Score yourself against the following statements

(1 = strongly disagree, 3 = unsure, 5 = strongly agree).

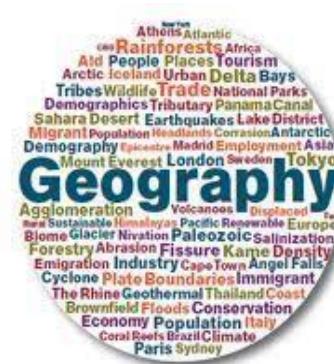
Keep a record of your score so you can evaluate yourself at the end.

- I enjoy learning about places.
- Do you like to see places and features on maps?
- I choose the window seat when I travel in taxis, cars, buses, trains etc.
- So that I can observe things on my journey.
- I am interested to hear news about what happens in other countries.
- I like to work outside, away from an office.
- I am interested in finding ways to solve problems.
- I enjoy asking questions about the world in which I live.
- I like to see how different things connect with each other.
- I enjoy collecting and analysing information about the world in which I live.
- I like to see the 'big picture' showing people and places are inter-connected.
- I am concerned about a declining environment.
- I find it interesting to know how people can reduce their impact on the environment.

Add the score from each of your responses and compare with the table below!

< 15	Hmmm, perhaps you need to think about some other career possibility.
15 to 30	You show a low interest in Geography and should think about another career.
30 to 40	You are not really convinced although show a great deal of interest in being a geographer. Relook at where you have scored at 4 or 5 and examine careers that relate more directly to these statements.
40 to 50	Good – you should consider a career in Geography. There are lots that interest you.
50 to 60	You have a bright future as a geographer!

Please do not only go on what the exercise tells you. Geography is a subject with a lot of theory, challenging your mind and thought processes. A subject that can be widely used but takes a lot of effort and study time.



Some career opportunities that could be considered:

Cartographer
Coastal zone manager
Climatologist
College/University lecturer/researcher
Community development
Conservation officer
Conservationist
Consultant in a range of geographical fields
Delivery manager
Development facilitator
Earth scientist
Ecologist
Economic development planner
Environmental educator
Environmental impact analyst
Environmental manager
Environmental planner
Geographic information specialist
Geologist
Geomorphologist

Hazardous waste planner
Health services planner
Hydrologist
Land use planner
Map editor
Map librarian
Meteorologist
Military planner
Natural resource manager
Regional planner
Remote-sensing analyst
Social ecologist
Social ecologist
Social scientist
Soil scientist
Teacher (elementary and secondary)
Tourism development/Tour guide
Traffic manager
Transportation planner
Travel agent
Urban/City planner
Water resource manager

History

"The future is dark, the present burdensome, only the past, dead and buried bears contemplation."
G.R. Elton

There is no doubt that History has had bad press as a subject. In the past this was well justified, the subject was badly taught, recall orientated and deathly boring to all except the most dedicated of students. Reams of dates and names were learnt parrot fashion and no understanding or questioning was required. Today, however, all of that has changed. The subject is now not only relevant, interesting and challenging **but most importantly it teaches skills that can be applied to all walks of life.** Learners learn the skills of presentation of a subject or an argument in the written, oral and audio-visual format, something which can be carried forward into any profession or interview situation. They learn to analyse and synthesize information from a whole host of differing sources.

They learn research skills and they develop the ability to critically examine, understand and then act upon information presented to them. They also learn the skill of writing a non-abstract essay, something which is extremely important at university level. They are also exposed to the histories and differing cultures in this country and around the world which allows them insight into how and why countries operate like they do and helps them understand what is going on there. History offers the skills needed in today's professional world, especially the ability to think, assess the validity of information and opinions and then communicate logically, clearly and convincingly.

It has often been argued that History is of no use and cannot get one a job.

- The late Mr Harry Oppenheimer, former Chairman of Anglo-American, looked for a study of History and Politics in those he employed.
- Mr Clem Sunter (Future Scenario Planner) recognises the need for a study of History in entrepreneurs and business people.

History is a vibrant, interesting and exciting subject and teaches the knowledge and skills that will greatly benefit **leading role players in any profession.**

Syllabus

We try to teach the skills mentioned above through using Historical material that is interesting, challenging and well-resourced. Our syllabi are only determined at present by the IEB in Grade 12.

At present our syllabi in Grade 10, Grade 11 and Grade 12 cover the following topics:

20th Century History, including the causes, course and results of WW1 and the Cold War; a brief look at the Civil Rights Movement in the USA in the 1950's and 1960's. Further topics included Africa in the 20th century, looking at Colonialism, decolonisation and independence movements; the Rise of the Superpowers of Soviet Russia and the USA between 1917 and 1941 as well as the Rise of Hitler and WW2. In South Africa the History covered starts with the Discovery of Diamonds in the 1860's and basically carries through all periods up until 1994.

Grade 10

- The world around 1600
- Expansion and conquest during the 15th – 18th centuries.
- Transformation of Southern Africa after 1750
- Colonial expansion after 1750
- South African War and Union

Grade 11

- Communism in Russia 1900 – 1940
- Capitalism and the USA 1900 – 1940
- Ideas of race in the late 19th and 20th centuries
- Nationalism: South Africa, Middle East and Africa
- Apartheid in SA 1940s – 1960s

Grade 12

- The Cold War
- Independent Africa
- Civil society protests 1950s – 1990s
- Civil resistance 1970s – 1980s in SA
- Coming of democracy in SA
- End of the Cold War and new global order

History offers a preparation for careers in the legal profession, political science, social sciences, journalism, teaching and lecturing.

Information Technology (IT)

As it is important that every person is literate, so it has also become important that every person becomes computer literate. It is therefore necessary that every school leaver can use the computer as an aid with confidence. Information Technology is not restricted to the study of the computer itself but includes theory methods by which a variety of problems can be solved. The aim is to give the learners enough details and background in order that they will understand the concepts well and will be able to apply and interpret them in their own words. Information Technology focuses on activities that deal with the solution of problems through logical thinking, information management and communication. It also focuses on the use of computer applications using current application packages, as well as the programming language Java or Delphi, developing abilities in managing and critically interpreting information. The subject develops awareness and an understanding of the social, economic and other implications of using computers.

The syllabus for the theory component is constantly updated in response to technological developments. However, in general, it includes:

- the study of computer hardware and devices;
- analysis of operating systems, application packages and programming skills;
- logical design and analysis;
- electronic communication and networking principles;
- application packages such as spreadsheets, word-processing and databases;
- system software;
- web page authoring;
- social and economic implications of the use of computers, and current and future trends.

Information Technology has a school-based component built into the final assessment.

Programming is a mixture of language and logic skills, therefore learners interested in taking the subject must have good results in English and Mathematics.

The assessment is based on the three-year syllabus, and the marks are derived from a theory examination, a practical examination, and a portfolio of project work.

PLEASE NOTE: All learners taking Information Technology must have access to a computer and printer after hours for the completion of homework, revision and assignments and portfolios.

The school computer centre will be available for learners who do not have a computer at home.

Core Mathematics is essential for learners who wish to study Information Technology.

Career opportunities

Communications	Programmer
Data administrator	Publishing
Hardware engineer	Secretarial and office management
Information Technology (IT)	Selling and marketing
Marketing	System analyst
Network administrator	Teaching
Operations specialist	Web designer
Personal assistant	

In fact, there are very few careers which do not require a competent level of computer literacy and a sound working knowledge of word-processing, spreadsheet and presentation skills

Life Sciences

'Life Sciences involves the systematic study of life in the changing natural and human-made environment.' (the NCS curriculum statement)

What is Life Sciences?

All people should have some knowledge of, and interest in the living world around them. This may find expression in gardening, farming, outdoor activities such as birdwatching and hiking, or even in the full appreciation of literature. A study of the environment is of relevance to all, in the sense that all living organisms are essentially interdependent for survival. With an understanding of biological issues, the learner will be able to identify and relate to world-wide problems such as malnutrition and eating disorders, AIDS, genetics, overpopulation and destruction of natural resources. Life Sciences includes the study of plant and animal species, their structure, their habits and their place in the environment. It will answer many questions as to why certain species look and behave the way they do. Biology covers a wide range of topics from the structure of the microscopic unit of life, the cell, to human physiology. Included are studies of ecological niches that are easily destroyed by human negligence. By education at all levels, this destruction can be halted, but it is to our biologists that we look for guidance.

Therefore, we educate our learners in the understanding of:

- life processes—a study of cells and tissues as well as all the processes which occur in them. This will include a study of genetics, respiration, photosynthesis and many more. It will also look at organs and systems in the human body, e.g. eye, kidney and heart;
- the variety of life forms: plants, animals, fungi, viruses and bacteria;
- the interrelationship and interdependence of living and non-living factors, and
- how the life processes are affected by the environment.

The aims of this department are:

- to instil knowledge about the diversity of life;
- to instil knowledge about the physiology of all living organisms;
- to develop the skills involved in scientific research;

- to develop within each learner the awareness of the impact that mankind has on the earth and with this the responsibility which each of us carry, and
- to develop problem-solving skills which will equip the learners in the broader subject of life.

Why choose Life Sciences as subject?

Apart from the variety of careers that are available for learners with biology, major issues on which we all have to make informed decisions are part of the biology syllabus, e.g. the nature of the human body and its functions, the environment and ecology, and AIDS to name but a few.

Even more important is that the subject matter covered in this subject equips learners with an understanding of their own body and health, enabling them to make positive life choices.

Life Sciences as a career option

As a career, Life Sciences offers many opportunities. Many learners go on to become marine biologists, zoologists and botanists. Others will go into applied sciences such as medicine, microbiology, veterinary science, dentistry, scientific agricultural research, forestry, nature conservation and game ranging, horticulture, environmental impact assessment, genetics and many others. Many life scientists pursue a career in a research field or as lecturers and teachers. There is a critical shortage of scientists and technologists in South Africa. Hence, there are many career opportunities in the various fields of science, mathematics, physics, chemistry, biology, geology and engineering. A recent survey showed that there are five times as many jobs in the biological field as in the other sciences. This is not surprising if you consider that the major problems facing society, i.e. health, the environment, food production and management of environmental resources, are all biology related.

Careers in Life Sciences

If you find plants interesting:

horticulturist, plant physiologist, species conservationist, systems analyst (ecological impact studies), biochemist, molecular biologist, cell biologist, ecologist, environmental technologists /scientist, agriculturalist, cell/tissue researcher, forester, viticulturist/citriculturist, plant breeder / geneticist, farmer.

If you find animals interesting:

- species conservationist (zoologist/entomologist), marine biologist/ecologist, systems analyst (ecological impact studies), biochemist, molecular biologist, (e.g. cancer research immunology), cell/structural biologist, animal biologist, environmental scientist / technologist, biosphere scientist, tissue culturist, radiation biologist, toxicologist, animal welfare specialist, game ranger, veterinarian, veterinary nurse, geneticist, animal breeder, plant protection researcher (mainly entomology), museum collections manager, parasitologist

If you are intrigued by the microscopic world:

- microbiologist, pathology technician, soil biologist, environmental microbiologist, plant pathologist, bio technician, and water quality controller

If you are interested in people and health issues:

- medical doctor, medical researcher, medical technician, biochemist, molecular biologist, physiologist, dietician, nutritionist, nurse/healthcare worker, dentist, dental technician, dental nurse, dental hygienist, immunologist, dermatokineticist, pharmacokinetics, pathology technician, physiotherapist, occupational therapist, health scientist, neuroscientist, radiation biologist, radiologist, geneticist (molecular/population), optician, speech therapist, health inspector, and tissue culturist

If you are concerned about broader environmental issues:

- botany/zoology/entomology species conservationist, marine biologist/ecologist, environmental microbiologist, environmental technologist, waste management specialist, fisheries consultant, game ranger, and biosphere scientist

If you enjoy Mathematics and Statistics:

- biostatistician, bioanalyst

If you have a flair for language and the arts:

- technical translator/writer, technical editor, environmental lawyer, teacher, lecturer and scientific illustrator

Physical Sciences

Physical Sciences encompass both physics and chemistry. Physics is the study of the relationship between matter and energy. Chemistry is a study of the composition of matter and the reactions between the various forms of matter. Included in the physics section, which makes up half the course, is the study of waves, light, electricity dynamics and mechanics. The chemistry section includes a study of the atom, periodic table, bonding, chemical reactions and inorganic as well as organic chemistry.

The aim of the course

The **IEB syllabus states** that it wishes '*to provide through well-designed studies of experimental and practical science, a worthwhile educational experience ... whether or not learners go on to study science beyond this level.*' Learners need to understand the role played by experiment and observation in establishing knowledge and are given opportunities to make discoveries, learn measuring techniques, practice the recording and treatment of observations, the drawing up of conclusions and the presentation of results. Thus, practical demonstration and learner experimentation, augments research as well as theoretical explanation.

The outcomes we aim for at Curro Edenvale are that learners:

- investigate phenomena related to science;
- demonstrate the acquisition of knowledge and an understanding of scientific concepts and principles;
- apply scientific knowledge and skills to problems in innovative ways;
- demonstrate an understanding of how this knowledge and these skills contribute to the management,
- development and utilisation of natural and other resources;
- use scientific knowledge and skills to support responsible decision-making;

- understand the relationship between science and culture, the ethical issues related to the sciences and the changing and contested nature of the natural sciences;
- understand the inter-action between the natural sciences, technology and socio-economic developments, and
- obtain perspective in life, e.g. to develop a reverence for their Creator and an esteem for the wonders of creation through contact with the subject matter, methods and evaluation.

These outcomes will be assessed throughout the course of the next three years and a portfolio of work completed during Grade 12 will contribute to the final matric mark.

The IEB National Senior Certificate examination in Grade 12 is based on the work also covered in Grades 10 and 11.

Learners who wish to study this subject:

- must have an enquiring mind;
- a desire to be able to explain phenomena;
- must be able to work consistently in this demanding subject;
- must take core Mathematics not Mathematical Literacy to be allowed to study Physical Science, and
- must achieve at least a 70% aggregate in the science section of the Natural Sciences paper in Grade 9.

Physical Sciences is required for many career fields.

These include:

Aviation: pilot, aeronautical engineering

Life Sciences: biokinetics, biomedical engineering, forensic science, genetics

Engineering: Aeronautical, civil, mechanical, electrical, chemical, industrial, surveying, palaeontology, archaeology, geology

Earth Sciences: palaeontology, archaeology, geology

Health Sciences: dietetics, medicine, dermatology, physiotherapy, occupational therapy, dentistry, radiography, pharmacy, optometry, chiropractic

Animal Sciences: veterinary science, marine biology, zoology, ichthyology

Plant Sciences: botany, horticulture, viticulture, wood science, forestry, entomology, agronomy

Visual Arts

Visual Arts represents a broad field of creative practice that involves the hand, the eye, the intellect and the imagination in conceptualising and crafting two-dimensional objects and environments which reflects the aesthetic, conceptual and expressive concerns of individuals or groups. Visual Arts is a subject that enables learners to engage and respond with their world in a meaningful way and encourage learners to be creative with purpose. This subject offers a range of visual, tactile and other sensory experiences structured within the learning programme to stimulate creative imagination, develop art-making skills and challenge learners intellectually. This subject aims to develop learners to identify and solve problems within an art context.

It is important to remember that this subject is vastly different from Creative Arts in Grade 9. The focus is on the visual form of art and not dance, drama and music.

The report mark will be based on 50% of Art History and 50% for the practical side of Art. Through Grades 10 to 11, learners will get the opportunity to experiment with different art mediums and choose the best suitable medium to specify in Grade 12.

In summary, this subject is not about grabbing a pencil or a brush to express a whim or emotion, but rather the creative thought – expressed in an intelligent manner.

Grades 10 to12 Visual Arts learners aim to:

- explore, develop and realise creative ideas in response to both externally set and self-generated projects, drawing on own experience and own knowledge of visual culture in the past and present;
- explore and manipulate materials, techniques, processes and technology in the making of imaginative and innovative artworks of personal expression;
- explore materials, processes and techniques in an efficient, economical, safe and responsible way;
- manage own working process;
- observe, assess and analyse art forms, processes and products;
- communicate effectively using visual, oral and written language skills;
- critically appraise own work and that of others;
- develop entrepreneurial skills and professional practice within art to explore a variety of career options;
- be exposed to the diversity of visual arts traditions in international and Southern African contexts and use it as a resource;
- appreciate the critical role visual arts plays in the enrichment of the visual environment of the school and community;
- understand the links between visual arts and the creative industries, such as design and advertising; and
- understand the social and historical role of visual arts in transforming societies.

The following career opportunities may be explored within a visual art context:

BA Visual Communication		
Field	Career	Job opportunities
Interaction Design	Interactive design	Interactive designer Interactive developer User experience designer Interaction designer User interface designer Mobile application developer Developer Multimedia artist Retail designer Product designer User-centered designer Packaging designer Innovation designer Concept artist
	Interactive development	
	Form and space	
Screen Arts	3D animation	3D visualizer 3D animator Character animator Layout artists 3D specialist Game designer Technical director Compositor Special effects artist Stop-motion animator Cell animator Storyboard artist Motion graphics designer
	Traditional animation	
	Film and television	Sound designer for film and TV Documentary Filmmaker Scriptwriter
Visual Studies	Film theory	Advertising director Corporate filmmaker Film/TV director Film/TV editor Art curator Art historian Museum curator Brand manager Brand consultant Marketing research manager Copywriter Copy editor
	Art history	
	Visual culture	
Design Studies	Photography	Commercial photographer Director of photography Editorial photography Professional image retoucher Illustrator Storyboard illustrator Art director Graphic designer Editorial designer Advertising executive Packaging designer
	Illustration	
	Communication design	

Timetable – Subject lines

You will need to contact the Senior Phase Head should you have any questions regarding the subject choice. We advise you to contact the Career Counsellor at Omega should your child need guidance with his or her career path.

The subject choice selections must be done as per the timetable lines. Please refer to the table below.		
Compulsory Subject	Line 1 (only choice)	English
Compulsory Subject	Line 2 (choose 1 subject)	Afrikaans or isiZulu
Compulsory Subject	Line 3 (choose 1 subject)	*Mathematics or Mathematical Literacy
Elective Subjects – Line 4, 5 and Line 6		
Note: Mathematics is a compulsory subject selection if you choose Information Technology, Physical Science or Accounting in Elective column		
Elective Subjects	Line 4 (choose 1 subject)	*Information Technology Business Studies Geography History
Elective Subjects	Line 5 (choose 1 subject)	*Physical Science Life Sciences Computer Applications Technology (CAT) Geography Business Studies
Elective Subjects	Line 6 (choose 1 subject)	*Accounting *Physical Science Engineering Graphics Design Life Sciences
Compulsory Subject	Line 1 (only choice)	Life Orientation

SUBJECT CHOICES

Subjects are selected as per timetable lines for Grade 10

We follow the curriculum guidelines provided by the Independent Examinations Board (IEB) which lead to a National Senior Certificate (NSC) with the likelihood of qualification for entry to university.

Mr A Kok (High School - Phase Head)

Email: alistair.k@curro.co.za

The Subject Choice form must be completed and is enclosed.

Grade 10 - Subject choice form (Complete and submit to the Phase Head)

Please complete this form and refer to the guidelines in this booklet.

Please email the completed form to Mr A Kok (Email to: alistair.k@curro.co.za), or you can hand a form in at the Reception desk for his attention.

Learner Details Name and Surname			
Class		Family code	
Line	LEARNER'S 1 ST CHOICE	PARENT'S CHOICE	FINAL SUBJECT CHOICE
	SUBJECT	SUBJECT	SUBJECT
1.	English	English	English
2.			
3.			
4.			
5.			
6.			
7.	Life Orientation	Life Orientation	Life Orientation

Courses will be offered only if viable and if they enjoy sufficient demand.

Timetable subject lines are the same for Grade 10, Grade 11 and Grade 12.

Class sizes are limited – selection criteria are based on class size and/or academic record.

*** Not all subjects may be presented every year as this depends on class sizes and/or subject combinations and/or timetable structure.

These choices need to be submitted as this will assist us with the timetable lines for Grade 10 and establishing the educator workloads.

By signing this form, you acknowledge receipt of this booklet and confirmation of the submission of the final subject choice form to the Phase Head

Parent Name and Surname

Parent's Signature (Date)

Learner's Details (Name and Surname)

Learner's Signature (Date)