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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.

In the NSC curriculum a number of existing subjects gain a new name and, in some cases, a new framework and philosophy. Speech and Drama becomes Dramatic Arts, Art becomes Visual Arts, Computer Studies becomes Information Technology, and Biology becomes Life Sciences.

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 Heads of DSG and College, Melanie Webb and 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 and www.sacschool.com. We are, of course, also happy to advise you.

Please be sure to fill in the enclosed Subject Choice form and return it to Melanie Webb (DSG) or Aidan Smith (SAC) by the first day of next term.



Paul Edey
Headmaster, St Andrew's College



Shelley Frayne
Headmistress, Diocesan School
for Girls

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. 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 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.
3. 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.
4. 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.
5. 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.
6. In exceptional circumstances the IEB awards concessions (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 a concession 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 (Educational Psychologist) is in charge of concession 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). Options 8 and 9 are additional offerings.

Subject Options at SAC and DSG

- Option 1 English.
- Option 2 Afrikaans (Home Language or First Additional Language) or Xhosa (First Additional Language) or French (First Additional Language for 'immigrants' only)
- Option 3 Mathematics or Mathematical Literacy
- Option 4 Design, Dramatic Arts, French (Second Additional Language), Geography, Information Technology, Life Sciences, Music,
- Option 5 Geography, History, Physical Sciences, Business Studies
- Option 6 Accounting, History, Life Sciences, Visual Arts
- Option 7 Life Orientation
- Option 8 Dance (to be done as an 8th subject at an additional cost depending on class size, and not part of the regular timetable)
- Option 9 German (Second Additional Language) (Not part of the regular timetable and done on a private basis as either a First Additional Language or Second Additional Language option)

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

In addition to new themes and subject material, the main innovation in the National Senior Certificate curriculum, introduced in 2006, is the outcomes-based assessment framework. In the process of achieving specified learning outcomes, pupils obtain a percentage which correlates with a competency Rating Code from 1 to 7. The year mark for each subject will be composed of the final examination (75%) and a portfolio of continuous assessment tasks (25%).

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

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, increasing numbers of universities are requiring applicants to write admissions tests, 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, Mathematics at a certain level 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.

SUBJECT INFORMATION FOR CHOICES (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 Basic budget concepts Code of ethics Internal control	Partnerships Non-profit organisations Bank reconciliation Salaries and wages Disposal of assets Periodic inventory Internal auditing Analysis and interpretation	Manufacturing enterprises Production cost statements Companies Close Corporations Cash Flow statements Budgets

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.

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

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 BComm scenario which includes Economics, Commercial Law and Statistics.

The use of Accounting computer packages, at an elementary level, will be incorporated in the course with effect from 2011.

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

Offered in Option 2

Other subjects in this option: Xhosa, French (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 a consistent commitment throughout each year.

Afrikaans Home Language is also offered in Option Two. 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.

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.

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 as well as a sound academic knowledge of the language.

Business Studies

Offered in Option 5

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

This is a new subject in the NSC curriculum. It focuses on four key features:

- *Business Environment:* the different elements of the macro, micro and market business environments, as well as the complex and diverse nature of business sectors.
- *Business Ventures:* the development of important factors that contribute towards the creation of sustainable business enterprises, particularly the roles of creative entrepreneurs.
- *Business Roles:* the essential roles that learners need to perform in a variety of business contexts.
- *Business Operations:* 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.

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.

This subject lays the foundations for business studies at tertiary level and is of great interest for pupils considering a career in business.

Dance

Offered in Option 8 as an extra subject

The subject Dance Studies encompasses dance technique, performance, choreography and dance theory. This includes health care, history and music for dance. Through Dance Studies, learners are encouraged to develop cognitive skills and entrepreneurial abilities. Dance Studies provides both individual and interactive challenges, contributing to personal maturation, social development and spiritual enrichment.

Dance Studies is constructed under the scope of choreography or composition. This is to ensure that dance techniques, theories and improvisations are ultimately directed towards the development of the learner's own artistic ideas. In this light, creativity, technical development or self-motivated research are all considered vital elements in the learner's experience of dance education.

Learners will be required to choose between Ballet and Contemporary dance as a major. These dance practices will be integrated with theory, and the intention is to develop well-rounded, critical, creative and thinking dance enthusiasts. This will prepare learners for further dance training, and to open up a variety of possible career pathways.

Design

Offered in Option 4

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

The importance of Design in today's world can be well explained by asking the following question: "How many existing things can you name that have **not** been designed and made by somebody?!"

Because we live in a 'made world', the study of specific knowledge, skills and values to deal with that reality is important, primarily so that we can contribute towards making the world a better place to live in. Design offers students this vital opportunity at secondary school level to assist in making wise choices for further study and career choices. Design is a creative, intellectual, problem-solving process involving problem/opportunity identification, planning, research,

innovation, conceptualisation, prototyping, communication and critical reflection. This process typically results in environments, systems, services and products that may be unique or intended for mass production, hand-crafted or produced by mechanical and/or electronic means. Design is concerned with issues of purpose, functionality and aesthetics in shaping the social, cultural and physical environments for tomorrow. Design is NOT Fine Arts in another guise. Although there are similarities, we encourage different skills and approaches which is evident from the above.

After a general first year in Grade 10 where a wide range of design appreciation and skills are promoted, students will select **one** of the following specialist areas of study for Grades 11 and 12:

Architectural Design; Fashion Design; Interior Design; Industrial Design; Jewellery Design; Graphic Design.

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!

SPECIAL NOTE: Although Design is not yet listed as one of the so called 'designated subjects' (something that is soon to change) many of South Africa's universities list it as a *recommended* subject for access to further study in a design related field. The subject is growing in stature each year and is also supported as a recommended subject for tertiary study by the Design Education Forum of Southern Africa, the professional body responsible for all design education in South Africa.

Dramatic Arts

Offered in Option 4

Other subjects in this option: Design, French (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 métier.

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 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

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

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

Pupils should have shown reasonable ability in Grade 9 French (about 60%) and have a good memory for vocabulary and a good ear for French pronunciation and intonation.

The Matriculation Examination consists of two written papers, a portfolio compiled during the year and an oral assessment. Magazines, tapes and videos are extensively used 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 recommended for those intending to go into the tourist or travel industries, and for those wishing to enter the diplomatic service or humanitarian movements. French has also been cited as a valuable asset for business executives.

Geography

Offered in Option 4
Other subjects in Option 4: Design, Dramatic Arts, French (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. At St Andrew's College and DSG, the learning of Geography takes place under the auspices of the Social Sciences in Grade 8 and 9, and Geography in Option 4 and 5 for Grades 10 to 12.

With the introduction of the NSC curriculum Geography has become more linked to ICT and in particular the use of Geographic Information Systems (GIS). South Africa is one of the first countries in the world to integrate Geographic Information Systems into the national curriculum. Our goal is to create a truly global awareness of the world around us and to understand and offer solutions to the issues that humankind faces.

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:

- Global climate patterns
- Forces creating the earth's landforms
- Demography and organisations

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:

- providing for population change – population and resources;
- planning for urban and economic change;
- coping with environmental change, such as that in coastal regions and in areas threatened by natural hazards;
- understanding fluvial geomorphology and structural landscapes;
- rural and urban development;
- global and local climate patterns.

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 at St Andrew's College and DSG provides our pupils with an Education for Life.

German

Offered on a private basis as a First or Second Additional Language. Arrangements can be made with the Headmaster or Headmistress.

There are three main reasons for learning German as a foreign language. Firstly, it promotes intellectual development by recognising the profound effect

foreign language learning has on the development of the learner's personality. Secondly, it promotes intercultural appreciation in the arts and sciences. Thirdly, it enables the learners to participate in basic communication in the target language with mother-tongue speakers, in day-to-day situations, equipping them with listening, speaking, reading and writing skills in a communicatively-oriented context.

This includes the development of a positive attitude towards foreign language learning and a sympathetic attitude towards other cultures and civilisations. In this way, it helps to enhance the learners' sense of their own values and the ability to act sensibly, and sensitively, in situations that differ from their own. German is a major cultural and scientific language and so we strive to create an awareness and appreciation of the importance of the German language in order to foster the cultural, economic and scientific links between South Africa and the German-speaking countries of Europe. We hope that our learners will come to use the German language as an instrument of international communication and cultural appreciation.

We do this through the development of listening comprehension, reading comprehension, speaking skills, writing skills and cultural studies (*Landeskunde*). We do this using specially selected texts, tapes and CDs as well as access to appropriate sites on the internet.

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.

Pupils become better citizens through studying History. Whether at the local, national or global levels, the study of events, personalities, and forces for change contributes to the education of citizens with a breadth of insight.

Besides the fun and enjoyment which comes 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 new curriculum for Grades 10-12 takes learners through an exciting exploration of world history from 1450 to the present. The overall idea is the making of the modern, inter-connected world through a series of powerful interactions between continents, nations and societies. We understand the change from the largely disconnected world of 1450 to the global village of today. We situate local histories within this global context. South African history is interwoven into this multi-national global story.

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, French (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 is a demanding course, requiring both creativity and the ability to think and reason logically. Although a high mark in Mathematics is recommended, it is not a prerequisite.

While Information Technology forms the basis for studies in Computer Science it is also of interest to those pupils wishing to embark on a career in Information Systems, Engineering and Business Sciences. As computers becomes a pervasive element of all disciplines, it will directly benefit a student in almost any field of study.

Life Orientation

Life Orientation is a compulsory Matriculation subject.

In the FET (Further Education and Training Band: Grades 10-12), pupils work through four learning outcomes:

Learning Outcome 1 [Personal Well-being]

The pupil should achieve and maintain personal well-being through applying life skills to planning and achieving life goals. Pupils learn about life roles, relationships and how to prevent and manage stress.

Learning Outcome 2 [Citizenship Education]

The pupils are able to demonstrate an understanding and appreciation of the values and rights that underpin the Constitution in order to practise becoming responsible citizens. Religions, ethical traditions and indigenous belief systems are also taught and discussed.

Learning Outcome 3 [Recreational and Physical Ability]

The pupil is able to explore and engage responsibly in recreation and physical activities, to promote well-being. Pupils are educated in nutrition and how sport and one's current fitness levels, and physical well-being are all interlinked. Furthermore, the pupils are taught developmental skills in the areas of playing games, learning about leadership and developing an awareness of the etiquettes of sportsmanship and spectator behaviours.

Learning Outcomes 4 [Careers and Career Choices]

The pupil is able to demonstrate self-knowledge and the ability to make informed decisions regarding further study, career fields and career pathing.

Along with learning the skills of Time Management, Organisation of self and Study Methods, pupils are required to research higher education courses, job conditions and contracts, labour laws and the need for lifelong learning.

Additionally, pupils are required to obtain five certificates during the three years they take to complete the FET band. At least three learning outcomes need to be covered.

Examples include:

- L01 - President's Award, Speaker's Certificate
- L02 - Community Service, Learner's or Driver's Licence
- L03 - Life-Saving certificate, Umpiring certificate
- L04 - Computers - ICDL certificate, Work Experience

Life Sciences

Offered in Option 4

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

Offered in Option 6.

Other subjects Option 6: Accounting, History, Visual Arts.

Various threads run through Grades 10-12: cells and their specialisations; structure and processes of life; environmental studies; and development, change and continuity. The ecological approach is adopted for much of the teaching 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.

The department aims to encourage the development both 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, 11 and 12 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. At the end of the NSC, a Life Sciences pupil 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 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 such as the Internet and CDROM have been implemented in this learning area

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

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. Mathematics as a subject aims to equip pupils with the mathematical and numeric skills necessary to become competent and successful members of society. It deals with both everyday mathematics (the skills, knowledge, attitudes and values that are needed to understand budgets, interest, banking and so on) and more advanced and theoretical mathematical concepts. Competence in mathematical process skills such as investigating, generalising and proving are seen to be more important than the acquisition of content knowledge for its own sake.

Pupils are placed in sets, according to their abilities, to ensure that each pupil learns at a manageable rate and teachers can more effectively monitor the progress of each pupil. Pupils are encouraged to choose to write the optional

Paper 3 which covers Euclidean Geometry and Probability as well as some Statistics. It is advisable that pupils wishing to study Engineering do elect to write this paper. For the very mathematically able and interested pupils, Advanced Programme Mathematics (AP Maths) is also offered as an 8th subject. This course is particularly important for pupils who will do Mathematics I at a tertiary institution.

The subject Mathematics in the FET band provides a platform for linkages to Mathematics in Higher Education institutions. Mathematics is an essential element in the curriculum of any pupil who intends 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. It is an important tool for creating, exploring and expressing theoretical and applied aspects of the sciences. Mathematics is also important for the personal development of any learner.

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.

Mathematical Literacy

Offered in Option 3

Other subjects in this option: Mathematics

Mathematical Literacy is a new subject being offered in the FET Band i.e. for Grades 10, 11 and 12. The National Curriculum Statement for Mathematical Literacy states that the purpose of the subject is to provide learners with an awareness and understanding of the role that mathematics has in the modern world.

One of the major differences between Mathematics and Mathematical Literacy is that Mathematics focuses on formal, more abstract mathematical concepts, whereas Mathematical Literacy focuses on the areas in real life where mathematics is needed i.e. on problems and situations related to daily life contexts in which mathematics is imbedded. Students learn practical skills that will enable them to find concrete solutions to numeric, spatial and statistical problems associated with the everyday challenges of life.

It is inappropriate to compare Mathematical Literacy with the old SG Mathematics, as it is an entirely different subject with its own distinctive curriculum and purpose. The curriculum has been designed to develop skills

necessary for learners to gain confidence, become self-managing persons and improve chances of success in dealing with financial and other quantitative demands of the modern world. Teachers will aim to foster an approach of curiosity and exploration in order to encourage learners to enjoy, appreciate and value the subject. Learners are encouraged to explore their own ways of thinking in order to develop individual methods and strategies for practical problem-solving situations.

The Learning Outcomes of Mathematical Literacy are designed to enable learners to handle, with confidence, the mathematics that affects their lives. However, 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 or engineering.

Mathematical Literacy is suitable for:

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

Music

Offered in Option 4

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

The four areas of study for Music are Performance, Composition and Improvisation, Theory and Critical Reflection. The use of technology plays an important role across all four areas.

Pupils should have reached a practical level approximately equivalent to Grade 2 - 3 (Royal Schools, UNISA or Trinity College) on their instrument by the end of Grade 9. A very wide range of instruments (e.g. electric instruments, steel pan, drum kit, voice) can be offered and a practical level of Grade 5 - 6 is required by the end of Grade 12. Pupils are required to practise their instrument for at least one hour per day. A theory level of approximately Grade 3 is also required by the end of Grade 9. This provides the basis for harmony and composition components of the NSC syllabus.

The study of Music, besides increasing one's enjoyment generally, is relevant in all areas of professional performance, composition, entertainment (including radio, television and films), 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 Matric course is a three year course comprising equal portions of Physics and Chemistry. 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. The learning outcomes in this subject are threefold and can be thought of as developing the

- **HANDS** (LO1: Investigation & problem-solving skills)
- **HEAD** (LO2: Construction & application of scientific & technological knowledge)
- **HEART** (LO3: Science, Society & Environmental values)

The topics covered in Chemistry broadly embrace 'Matter & Materials' and 'Chemical Reactions and Change'. The topics covered in Physics span the concepts of 'Mechanics', 'Waves, Sound and Light' and 'Electricity and Magnetism'.

Visual Arts

Offered in Option 6.

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

Visual Arts is a very intensive and time-consuming subject, which should be chosen only by those who are genuinely interested in the subject.

Visual Arts involves both practical work and History of Art, with half the final marks allocated for History of Art and half for the practical component.

Practical work includes painting, drawing (in a number of different mediums) and etching. Pupils are required to have a marked artistic ability in drawing, which is the basis for all practical work. All pupils work towards fulfilling practical portfolio requirements.

History of Art (which includes Visual Literacy) requires a good memory for visual images and the ability to look critically, interpret and respond to these images in fluent written English. A historical study is made in the area of architecture, painting and sculpture from ancient to modern times from both International and South African sources.

The study of Art enhances one's aesthetic appreciation of the world in general and artistic creations in particular. Skills obtained in this subject will unlock your creativity and last a life time, and enable you to lead a fuller and more complete life.

It also forms the basis for such careers as architecture, clothing design, graphic design (including advertising), industrial design, interior design, TV production, photography, working in the IT industry, and all areas of professional art, e.g. painting, graphics, pottery, sculpture and associated crafts. The success of a pupil's application for admission to a tertiary institution to study Art, Architecture, Advertising, Graphics and all the other subjects mentioned here, will depend largely on the quality of the portfolio submitted.

Xhosa

Offered in Option 2

Other subjects in this option: Afrikaans, French (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.

Heads of Academic Departments 2011

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