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DEUTSCHE INTERNATIONALE SCHULE KAPSTADT
Educating since 1883
BILINGUALE SCHULE MIT SÜDAFRIKANISCHER UND EUROPÄISCHER HOCHSCHULREIFE
BILINGUAL SCHOOL WITH SOUTH AFRICAN AND EUROPEAN UNIVERSITY ENTRANCE QUALIFICATION

DSK ENGLISH STREAM
SUBJECT CHOICE BOOKLET 2021

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1. Introduction

Selecting your subjects for grade 10 can be a challenging process. This booklet is intended to guide learners and parents in the decision-making process and share valuable information. This is a vital moment for families to converse on the topic and for learners to follow a process of introspection and self-evaluation. Important conversations must take place regarding learner aptitude, ability, future goals, careers or vocational dreams.

It is essential that we recognize our learners for who they are as unique young people living in a dynamic and fast evolving society. Identifying personal value systems, strengths and general interests play an important role in learners achieving success at school.

We recommend that parents and learners investigate apprenticeships, Colleges, Technikons and University application processes and admission requirements, both local and abroad, before completing the subject choice process. Relevant information can be found in Prospectus documents available online. These documents will also explain the NBT bench mark tests requirements and admission point systems unique to each tertiary institute.

If the learner does not have a clear direction in mind we suggest an evaluation by an educational psychologist who could provide further guidance. DSK also offers career guidance, a career indaba and open day opportunities so that learners may evaluate their choices in an informed manner. Ms. Nanette Olivier or Mrs Daniela Schleusener may be contacted for an appointment regarding career counselling.

The subject selection process comprises an initial online presentation (26 May 2021), review of options in this booklet by the learners and parents, completion of a first online subject selection in August () followed by a final online subject selection in November ().

We hope that this booklet assists you in the decision-making process and gives valuable insight to the exciting learning opportunities which lie ahead.

Warm regards

Ms Adrie Vivier

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2. The National Senior Certificate qualification.

Depending on learner performance, the following certificates may be achieved:

Higher certificate pass requirements
Must obtain at least 40% in your Home Language,
Must obtain at least 40% in two other subjects,
Must obtain at least 30% for three other subjects.
Must past at least 6 out of 7 subjects.

Diploma pass requirements
Must obtain at least 40% for your Home Language,
Must obtain at least 40% for three other subjects excluding Life Orientation,
Must obtain at least 30% in the Language of Learning and Teaching (LOLT) of the tertiary institution (Higher Education Institution),
Must pass at least 6 out of 7 subjects.

With this pass you can apply to study for a diploma at a TVET college or University of Technology.

Bachelor's Degree pass requirements
Must obtain at least 40% for your Home Language (compulsory),
Must obtain at least 50% for four other subjects excluding Life Orientation,
Must obtain at least 30% in Language of Learning and Teaching (LOLT) of the tertiary (Higher Education) institution,
Must obtain at least 30% for one other subject,
Must pass at least 6 out of 7 subjects.
With a Bachelor's pass you can apply to study towards a degree at a university, university of technology, TVET college or any accredited Higher Learning Institution.

What the grades mean:
Level 7: 80–100% (Outstanding achievement)
Level 6: 70–79% (Meritorious achievement)
Level 5: 60–69% (Substantial achievement)
Level 4: 50–59% (Moderate achievement)
Level 3: 40–49% (Adequate achievement)
Level 2: 30–39% (Elementary achievement)
Level 1: 0–29% (Not achieved: Fail)

Source: https://wcedonline.westerncape.gov.za/results-explained

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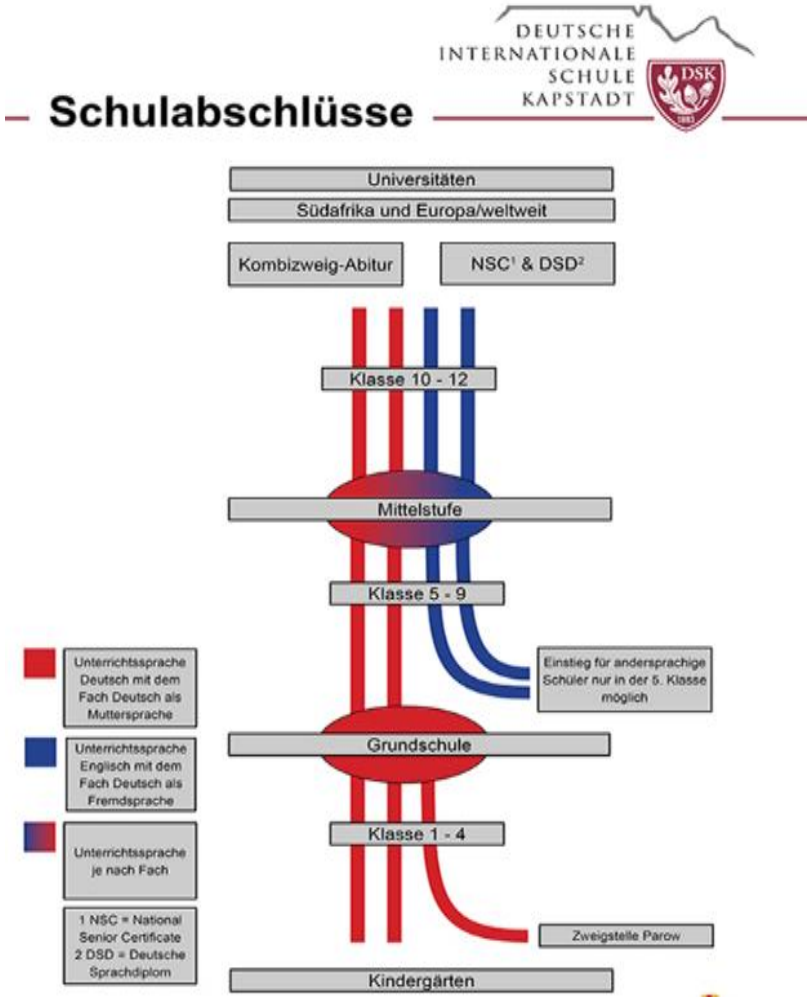
3. Grade 10-12 Further Education and Training phase (FET) at the DSK

Pupils have to decide in **grade 9** which stream they want to choose for grade 10, either the *German Stream* or the *English Stream.*



Think about your future and ask yourself the following questions:

a) Which language do I communicate confidently in?
b) Where would I like to study?
c) Am I aware of all my options or do I need to investigate more?
d) Did I consult with the school career guidance counsellor?

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Facts about the German and English stream:

	Kombizweig NSC + German Martic/Deutsches Abitur	NSC Stream (National Senior Certificate/ IEB)
Start	2007	2006
First final exam	2009	2008
Achievements/ Qualifications	Access to universities in SA, Germany, EU and other countries	Access to universities in SA and under certain conditions to universities in Germany etc.
Additional qualification		Deutsches Sprachdiplom II (DSD)
Examination Board	KMK + IEB (SA subjects)	IEB + KMK (DSD)
Number of lessons per week	41	36-41 depending on subject choices.
Number of subjects	10 (including German, English, Mathematics, LO, French/Afrikaans, 2 science subjects, Art/Music, History, Sport)	7 (including English, Afrikaans, German, Mathematics/Mathematical Literacy, CAT, LO, Accounting, History, Visual Art, Life Science, Geography, Physical Science, Design)
Main features	German as medium of instructions (Home Language) English Home Language, both German & English are written subjects.	English as medium of instruction Afrikaans/Xhosa 1st add. Language, German 2nd add. Language
Further languages	Choice of Afrikaans or French.	Afrikaans or isiXhosa as 1st additional languages is obligatory.
Further subjects	2 or 3 Sciences (Biology, Physics, Chemistry) obligatory Choice of Art or Music (2 periods per week)	Wide choice of subjects may be offered: Accounting, History, Visual Art, Life Science, Design, Physical Science, AP Mathematics, and AP English…
Change of streams	Yes, until beginning term 2 in grade 10 at the latest	Yes, until beginning of term 2 in grade 10 at the latest

Summary	Two-fold academic qualification. In case of non-achievement of Abitur then the NSC qualification is possible.	Combined qualification: SA-national academic achievement + international German language certificate

4.Tertiary education

The requirements for admission to degree courses at Universities and/or to certain courses in professional training include an NSC. Learners obtain the NSC in the German as well as in the English stream. The Abitur or the NSC (IEB) with a DSD 2 (Deutsches Sprachdiplom) is a minimum requirement for entrance to any tertiary institute in Germany. Selected general subjects will be accepted as direct entry to Universities in Germany and parents can use the Anabin website to assist in their subject choices. (https://anabin.kmk.org)

Most tertiary institutions require the criteria above as well as an entrance exam that students write in their matric year. More and more universities are using National Benchmarking Tests (NBTs) as an additional criterion for entrance.

Some university courses allow admission based on a point systems other courses require specific subjects. In generally the expectations are;

- Courses relating to the ***Physical Sciences*** (engineering, chemistry) require Maths and Physical Sciences. Mathematical Literacy is not a consideration.
- ***Biological Sciences and Medical courses*** (marine biology, conservation, veterinary science, Physiotherapy) require Mathematics, Physical Sciences and Life Sciences;
- For ***Commerce Courses*** Mathematics is usually required. Accounting is not essential but is helpful.
- Some university courses do not require the matric equivalent subject. For instance, it is possible to study accounting or geography without having done it in grade 12.

It is the responsibility of pupils and their parents to find out the exact requirements of any specific tertiary educational course, and to understand that these may change on an annual basis. Some Universities in the Netherlands may require at least one advanced programme. Please check this with care.

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5. Information to guide your decision making.

Consider the following when making subject choices:

a) Your child's academic achievement (reports) during the General Education and Training phase – GET (Grades 7, 8 and 9).
b) The advice and suggestion of the school, Headmaster, Subject Teacher, Career guidance teacher/Student Counsellor
c) Your child's preferences, interest, aptitudes and values.
d) Private Educational Psychologists and other institutions.
e) The possible choice of tertiary study, and career.

DO	DO NOT
Consider your child's suitability for the chosen course.	Let your child: Opt for the easiest course only to find that he/she has limited options.
Be realistic about the amount of advanced work the learner can cope with, but do not underestimate his/her capabilities or the effects of hard work.	Let your child: Choose certain subjects because his/her friends are choosing them or because he/she likes a certain teacher.
Look ahead to future career plans and be certain of the university or career requirements. Consult the school if in doubt.	Allow subject changes without due consideration.

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6. Core and elective subjects National Senior Certificate – 7 subjects.

Compulsory Core subjects 1-5:

1) English Home Language
2) Afrikaans First Additional Language OR IsiXhosa First Additional Language
3) German Second Additional Language
4) Mathematics OR Mathematical Literacy
5) Life Orientation

Elective subjects 6 and 7:

Learners pick TWO of the following subjects.

- Life Sciences
- Physical Sciences
- Visual Arts
- History
- Geography
- Accounting
- Business Studies
- Computer Application Technology
- Design

An 8th *elective subject* may be chosen from the list above as an additional subject. This depends on the timetable availability and is also subject to approval based on the learner's grade 9 academic achievements.

Additional Subjects: (not included in the school fees)

- Information Technology (SSIR) offered by SIRS as an online and self-study course to teach learners coding at an additional cost per year payable to SSIR directly. Inquiries: info@ssirs.co.za
- Advanced Programme Mathematics
- Advanced Programme English
- Advanced Programme Physics

Advanced Programme Mathematics (AP Maths), Advanced Programme Physics and Advanced Programme English (AP English) are additional subjects and an additional cost will be levied for the Grade 12 IEB registration. Additional subjects have limited contact hours and require independent learning.

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7. Assessment information

Grade 10 and 11:

Grade 10 and 11 are preparation years for grade 12 and subject content is taught that learners will need to be able to write the NSC at the end of grade 12. The promotion requirements are based on the school's promotion policy.

Deutsches Sprachdiplom 2 (DSD 2)

It is compulsory for all learners to write the DSD 2 exam in grade 11. Learners are prepared in the German lesson in grade 10 and 11 for this exam.

Grade 12:

The school leaving certificate includes all results accumulated in grade 12. All tests and exams are moderated by the Independent Examination Board. There are three components of importance in this year:

Portfolios (SBA)

All grade 12 class based assessments such as tasks, orals, tests, practical's are included in the subject portfolio folder. The portfolio marks are combined at the end of the year with the final exam marks and make up the overall marks in each subject. The content for each subject is published by the IEB in the subject guidelines and are accessible on the IEB website: www.ieb.co.za

Preliminary exams:

The preliminary exams take place in term 3 and are a practice run before the final exams. The obtained marks are included in the portfolio of each learner. During the exams no teaching takes place to enable learners to fully concentrate on the exams. Learners only attend on the days where exams for their chosen subjects are scheduled.

Final Assessment

` Assessment consists of two components:

The final assessments are externally set and assessed by the IEB. Depending on the subject they can be weighted between 50%-75% of the end-year mark.

In other words: The Grade 12 end year mark is calculated as:

Internal (25%- 50%) + External (50- 75%)

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8. Subject Change Policy

After you have chosen your subjects you may only request a change from one to another or to drop additional subjects in Grade 10 until end of term 1

In Grade 11 before the end of term 1. With the exception of the Mathematics and Math literacy changes, no subject changes can be considered later in grade 11. Much of the Grade 12 content is covered in Grade 11 and learners wishing to change subjects would be at a distinct disadvantage.

No subject changes are allowed in Grade 12.

All changes are dependent on Western Cape Education Department approval. The school makes application for the change if requested by parents and according to recommendations by the subject teacher and the Head of IEB.

All changes are dependent on space being available in the relevant classes.

To facilitate a subject change a learner should:

a) Collect the subject change form from the school office.
b) Discuss the change with the incoming and outgoing subject teachers. Collect signatures.
c) Discuss the subject change with parents and investigate the implication on future Tertiary admission requirements. Parents sign the form.
d) The form is submitted to the office for consideration and approval. Only after approval has been granted and system changes take place, may the learner change subject.

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9. Subject information in alphabetical order

ACCOUNTING

At school, Accounting consists of three main topics: Financial Accounting, Managerial Accounting, and Management of Resources. The initial focus of the subject is on basic concepts and bookkeeping, as well as procedures needed to maintain good internal control. As the learners progress, the focus moves away from bookkeeping to analysis and interpretation.
By grade 12, learners are able to analyse and interpret real-world financial results of public companies listed on the JSE.
Time is also spent examining ethical practices, forecasting and budgeting, and a variety of other topics.

Much like Maths, Accounting builds on itself from Grade 10 through to 12, so it is very important that learners work hard and consistently right from the beginning.
Accounting is not required for any university courses, but it does provide a valuable insight into the Accounting processes used in the real world and has many useful practical applications.

ADVANCED PROGRAMMES (AP COURSES):

Why the AP courses?

The key purpose of the Advanced Programme courses in Mathematics, Physics, English and Afrikaans is to prepare learners for tertiary study.

In Mathematics and Physics the preparation is in the form of exposure to concepts and branches that are part and parcel of the first-year university studies in Mathematics, Physics and related courses; the emphasis is on subject content and giving learners a fundamental understanding of advanced mathematical and scientific concepts.

By contrast the Advanced Programmes in English has been designed to encourage learners to develop a strong sense of personal voice, both in relation to the texts they have studied and the questions to which they must respond. The ability to interrogate ideas and formulate responses across a wide range of texts is critical in the learner's development.

This is encouraged by active involvement in tutorial-style discussions following their independent reading of the texts. The programme is designed to promote independent study and build confidence through the freedom to articulate opinions and defend them, and in being able to interrogate the opinions of others. Key traits such as independent thinking and self-discipline are developed and will sustain learners as they advance their studies.

ADVANCED PROGRAMME ENGLISH

The purpose of Advanced Programme English (APE) is to provide learners who have significant enthusiasm for English with the opportunity to increase their knowledge, skills, values and attitudes associated with English. The study of Advanced Programme English is intended to provide learners with the opportunity to extend themselves by engaging with challenging poetry; texts and films, which will enable them to respond to literature in its broadest context.

Advanced Programme English enables learners to:

- Establish connections between different genres, texts, trends and contexts.
- Structure arguments and insights in a coherent manner using accurate textual
- references.
- Use higher-order cognitive skills to design critical judgements draw on the recommended texts as well as other texts that they have encountered.
- Draw broadly on their experience of a variety of texts.

- Apply their knowledge, compare and contrast, analyse both seen and unseen
- Texts.
- Reflect philosophically on the texts they have studied.
- Present sophisticated, well-structured and clearly substantiated responses, which
- Synthesises their personal views in relation to the variety of texts which they have
- studied.

ADVANCED PROGRAMME MATHEMATICS

The Advanced Programme Mathematics course aims at preparing learners for tertiary studies in Mathematics. The course is challenging and offers learners a deeper understanding of Mathematics and targets learners who consistently demonstrate an excellent ability in Mathematics.

AP Mathematics is offered as an additional subject and for most learners it will be their 9th or even 10th subject. The course thus demands a serious commitment, good organisational skills and the ability to work independently and is only available to learners who have achieved 70% or more for Mathematics in Grade 9.

The AP Mathematics course consists of four modules. The Algebra and Calculus module is compulsory. Learners then have to elect one of the following three modules:

1) Statistics and Probability
2) Graphs Theory
3) Financial Mathematics and Mathematical Modelling

At the end of Grade 12, leaners write two exam papers. One paper examines the compulsory module and the other paper examines the optional modules.

ADVANCED PROGRAMME PHYSICS

Advanced Programme Physics is an extension of the physics studied in Physical Sciences in the NSC.

The purpose of Advanced Programme Physics is to provide learners who have significant enthusiasm and interest in the physics component of Physical Sciences with the opportunity to increase their knowledge, skills, understanding and problem-solving

abilities. The study of Advanced Programme Physics is intended to provide learners with insight into the models used, their limitations and some ideas used in modern physics.

Advanced Programme Physics is aimed at increasing the number of learners who through competence and desire enter Higher Education to pursue careers in science, engineering and technology. Advanced Programme Physics is an extension and challenge for learners who demonstrate a greater than average ability in, or enthusiasm for physics. The greater breadth of physics knowledge gained and the depth of problem-solving skills developed through being exposed to Advanced Programme Physics enhances the learner's understanding of physics and the passion for and a commitment to the continued learning of physics. It is a gateway to success in further studies.

Although specific practical work is not prescribed, it is essential that students are familiar with conducting investigations and analysing experimental results.

Advanced Programme Physics enables learners to:

- Increase conceptual understanding and develop reasoning skills
- Focus on the process of science and especially physics, rather than on answers
- Make connections across domains and think broadly about the physical world
- Appreciate foundational physics principles
- Use scientific models to communicate physics phenomena and solve physics
- problems
- Communicate ideas, problems and solutions
- Perform data analysis and draw conclusions
- Become problem solvers and users of physics
- Demonstrate the patience and perseverance to work both independently and
- Collaboratively on challenging questions
- View physics as an interesting, valuable and important learning area
- Develop attitudes relevant to science
- Develop an understanding of the links between physics and other scientific and
- technological subjects
- Promote the value of physics and its role in the development of society

Advanced Programme Physics is valuable in the curriculum of any learner who intends to pursue a career in the physical, mathematical, engineering, medical, financial, earth, space and environmental sciences or in technology.

The subject Advanced Programme Physics provides the ideal platform for linkages to Physics and Applied Mathematics in Higher Education institutions. Advanced Programme Physics is intended to provide talented learners an opportunity to advance their

potential, competence, enthusiasm, interest and success in physics so that it is more likely that they will follow science related careers.

AFRIKAANS

By the time learners enter Grade 10, they should be proficient in their First Additional Language concerning both interpersonal and cognitive academic skills.
Learners should be able to use their additional language at a high level of proficiency to prepare them for further or higher education.

Learning Afrikaans as a First Additional Language should enable learners to:

Acquire the language skills necessary to communicate accurately and appropriately taking into account audience, purpose and context listen, speak, read/view and write/present the language with confidence and enjoyment.

These skills and attitudes form the basis for lifelong learning and learners will use their Additional Language and their imagination to find out more about themselves and the world around them.

This will enable them to express their experiences and findings about the world orally and in writing. Afrikaans is a means of critical and creative thinking for learners to express their opinions on ethical issues and values; for interacting critically with a wide range of texts; for challenging the perspectives, values and power relations embedded in texts; and for reading texts for various purposes, such as enjoyment, research, critique.

BUSINESS STUDIES

Business Studies would be suitable for a pupil wanting to follow a career in commerce, such as a Bachelor of Business Science, but offers useful life skills to all.

The subject covers a wide range of work including the price mechanism, the public sector, international trade, inflation, employment and development economics. This is a tough academic subject, which tests both knowledge as well as application of that knowledge.

Pupils are required to be mathematically proficient. An ability to express information in the form of an essay is essential for success.

After studying the three-year course, the learners will be able to:

- Analyse the use of resources efficiently to satisfy the competing needs and wants of individuals and of society;

- Understand the concept of monetary and real flows in an open economy within the confines of production, consumption and exchange;
- Develop skills to apply demand and supply, as well as cost and revenue analyses to explain prices and production levels;
- Understand reconstruction, growth and development, as well as a critical approach to initiatives for a fair distribution of income and wealth, human rights, and responsibilities;
- Acquire an advanced Business vocabulary that will allow debate and communication in the essentials of the subject;
- Apply, in a responsible and accountable manner, principles that underlie basic economic processes and practices;
- Explore a variety of methods and strategies to analyse and explain the dynamics of markets;
- Collect, analyse and interpret production, consumption, and exchange data as well as other information in order to solve problems and make informed decisions;
- Understand human rights concerns, reflect on the wealth creation process, and engage in poverty alleviation;
- Analyse and assess the impact of local and global institutions on the South African economy, and
- Explain economic events and forecast their consequences or predict likely future outcomes.

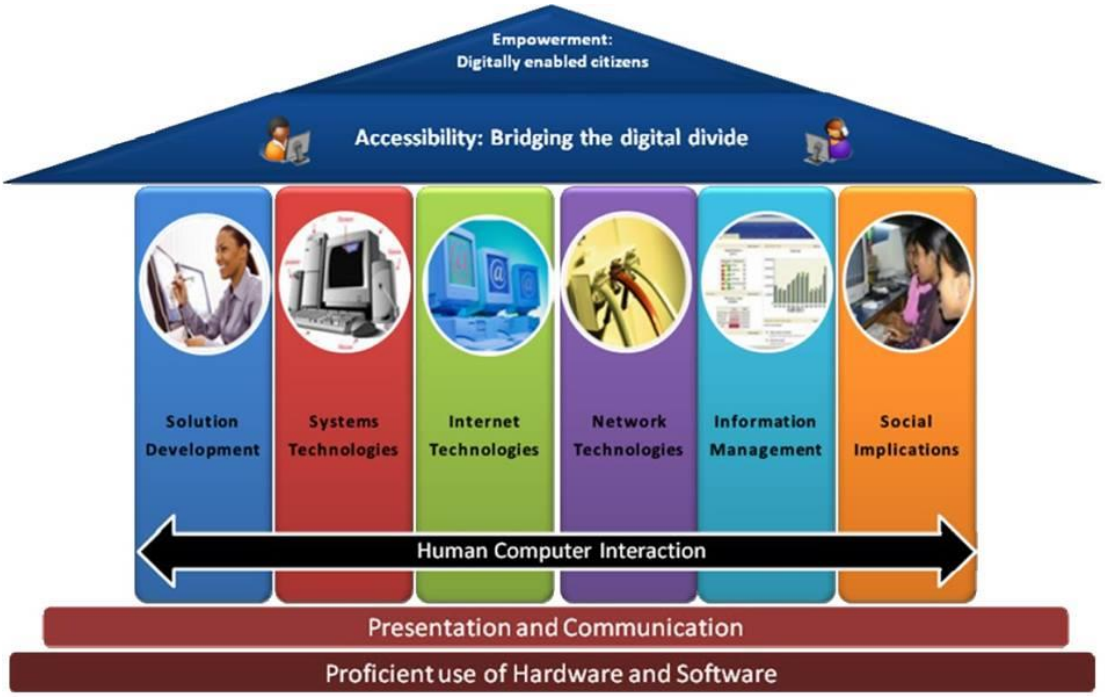
COMPUTER APPLICATIONS TECHNOLOGY (CAT)

CAT is a life skill. It prepares learners for the 21st century.

Computer Applications Technology is the study of the integrated components of a computer system (hardware and software) and the practical techniques for their efficient use and application to solve everyday problems.

The solutions to problems are designed, managed and processed via end-user applications and communicated using appropriate information and communication technologies (ICTs). ICTs are the combination of networks, hardware and software as well as the means of communication, collaboration and engagement that enable the processing, management and exchange of data, information and knowledge.

The goal is to teach and learn the ICT needed today in a way that learners will know how to learn more ICT in future.



The Pillars of Computer Application Technology (from the DBE Curriculum and Assessment Guidelines document)

A CAT learner can expect to be competent in:

- Using end-user software applications proficiently to produce solutions to problems within defined scenarios
- Using the Internet and the WWW and understanding the role that the Internet plays as part of the global information network
- Finding authentic and relevant information, processing the information to draw conclusions, making decisions and communicating the findings in appropriate presentation media
- Recognising the legal, ethical, environmental, social, security and health issues related to the use of ICTs and learning how to use ICTs responsibly

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What employers want	What CAT offers
Information skills	Work with data and information
Fluent computer users	Use of computers across a range of applications as well as understanding the environment in which they work: Hardware, software, operating system, computer management Internet and WWW Social, environmental, legal and ethical implications
Communication skills	Create documents that conveys a message or information Word Processing Presentations Spreadsheet – communicate trends and patterns Database – create reports and answers queries Basic HTML design
Technology skills	Learn about ICTs Systems technologies Network technologies Internet technologies Social, environmental, legal and ethical implications
Problem solvers	Solve problems using ICTs and applications Communication problems – extract, summarise, organise information Information problems – identify information needs, find data and information, manipulate, process, analyse, synthesise and communicate solutions Data problems – calculations, queries, trends, patterns

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DESIGN

The aim of Design is to help equip our learners for living and working in a diverse and technological world.

"Design is not just what it looks like and feels like,

Design is how it works" -Steve Jobs

Design develops unique critical thinking and problem-solving skills. Design falls under the category of applied arts and is a balance between Practical tasks and Design theory. Learners use a wide variety of computer programs to aid in digital design production including the Adobe suite.

Student creative freedom forms the bases of the subject and learners are encouraged to develop within a field of their choice. The subject comprises multiple components including a visual journal to guide the learner's creative process, a presentation component to communicate the design concept and a final manufactured product. Learners may choose to specialize in any of the following Design fields towards grade 12:

- Communication Design- graphics, advertising campaigns, editorial design, corporate identities, package design.
- Animation and illustration.
- Product Design – fashion, carpentry and furniture, ceramics, jewelry design.
- Industrial Design
- Textile Design and Surface Design such as screen printing.
- Architecture and Landscape design
- Theatre set and costume design

The subject mark weighting is 50% theory and 50% practical assessments. Which allows for each learner to achieve success. This is an active subject where learners are occupied with a great variety of production materials and processes.

The grade 12 year culminates in a formal exhibition opening in which we celebrate the learner's creative achievements.

ENGLISH

All pupils study English Home Language. The subject consists of the four basic elements of English: Writing, Reading, Speaking and Listening, as well as Grammar and Visual Literacy with a textbook and supplementary learning material.

Every Grade covers set works (literature and poetry) chosen by the English Department, and the Independent Examination Board (IEB) at Grade12 level. We cover a wide variety of genres – from contemporary South African literature to the classics.

Our poetry anthology too, consists of a wide range of genres. There is also a Film Study module in Grade 10-12.

Oral work takes up a lot of time and comprises prepared speaking, conversations, unprepared/prepared reading and the discussion of each students' personal reading history.

GERMAN AS SECOND ADDITIONAL LANGUAGE (SAL)

The subject consists of the four basic elements of German: Writing, Reading, Speaking and Listening.

For this subject the student are aiming two separate qualifications:

	IEB-Exam German Second Additional Language	DSD II German Diploma
Kind of qualification	Exam is part of seven subjects to achieve the National Senior Certificate	DSD II is an additional qualification to the final South African exam, which is offered by all German Schools in Southern Africa. It is a certificate to prove proficiency in German for potential studies at a German university.
What language level does it examine?	It is equal to Level A2/B1 of the Common European Framework of Reference for Languages.	It is equal to Level B2/C1 of the Common European Framework of Reference for

		Languages.
Subject content	In Grade 10/11: Preparation for DSD-Examen Optional: Reading of German Literature chosen by the subject teacher Preparation for DSD-Exam- compulsory 3 topics are chosen by the German Department in Germany/ ZfA In Grade 12: Reading of compulsory literature and a list of pragmatic texts and poems chosen by the IEB	
Assessment	In grade 12, the course includes an internal assessment (SBA), an oral mark and an external examination consisting of two papers that are set by the IEB.	In Grade 11, it comprises three written examinations and a 20-minute oral exam.

HISTORY

"Study the past if you would define the future" [Confucius]

History is an ideal subject for a learner who has an interest in local, national and global affairs and politics. History is, in essence, the thinking man's subject and will enable young people to assume an informed role within an ever-evolving contemporary society.

History should receive serious consideration if enjoyed in Grade 8 and Grade 9. The study of History has been developed to test one's ability to evaluate information and foster argument – and counter-argument – through a well-developed knowledge of past and current affairs.

Hence, language skills are essential in expressing complex concepts. A learner who thinks systematically and logically will enjoy History. A love of reading and writing will also be an advantage in the study of history.

WILL HISTORY EQUIP ME WITH THE NECESSARY SKILLS TO GAIN A PLACE AT UNIVERSITY AND TO FIND EMPLOYMENT WHEN I LEAVE SCHOOL?

History should be considered an absolute 'must-do' subject for any learner considering (a) archaeology (b) media, writing and journalism, (c) law and (d) politics as a potential career.

In essence, History would prove to be a 'foot-in-the-door' subject for any BA-related course at a tertiary institution. Moreover, the IEB requirements equip a learner more than any other matric subject for tertiary research and essay writing. The rigorous selection of information required in history is a solid foundation for scientific and commercial courses.

Nor should pupils considering a business-orientated career overlook History. The 21st century is characterised by trading relations with many countries and cultures. History will ensure that learners enter the business sector with a far better understanding of the countries and cultures with which they will potentially be dealing. The revised curriculum has been specifically tailored with the global economy in mind and provides an attractive balance to commerce and science-dominated senior certificates.

WHAT WILL I BE LEARNING ABOUT?

and the negotiated settlement, The TRC; Globalisation and the New World Order Grade 10; Ming, Mogul, Aztec, Inca, Songhay and Ottoman Empires, The expansion of Europe, Revolutions of the Eighteenth Century; The Atlantic Slave Trade; Shaka and the Mfecane; The Great Trek; Diamonds, Gold and the South African; The legacy of Jan van Riebeeck, Cecil John Rhodes and Paul Kruger; The Origins of Modern-Day South African Politics

Grade 11 Lenin and Stalin; The Wall Street Crash and Great Depression; Social Darwinism and Scientific Racism, The Holocaust, The Origins of the Conflict in the Middle East; Decolonisation in Africa; Africa's Despots; Apartheid;

Grade 12 The Cold War; China's Rise to a 21st Century Global Power; Uhuru and Africa in the 21st Century; Martin Luther King and the Civil Rights' Movement; Steve Biko and Black Consciousness; The Collapse of the Soviet Union; The Road to Democracy

WILL CERTAIN SKILLS MAKE IT EASIER FOR ME TO SUCCEED IN THE SUBJECT?

A firm command of the English language will prove useful. History will require analysis, research, critical thinking and the ability to construct a meaningful argument (and counter-argument) in response to the myriad essay-type questions posed. Learners, therefore, who have struggled with English during Grade 9, may find History in the senior grades challenging.

INFORMATION TECHNOLOGY [external course]

Information Technology (IT) is the study of the various interrelated physical and non-physical technologies used for the capturing of data, the processing of data into useful information and the management, presentation and dissemination of data. Information Technology studies the activities that deal with the solution of problems through logical and computational thinking. It includes the physical and non-physical components for the electronic transmission, access, and manipulation of data and information.

Information Technology is divided into the four main topics:

- Systems Technologies
- Internet and Communication Technologies
- Social Implications
- Data and Information Management, Solution Development
- In Information Technology a learner will:
- use appropriate techniques and procedures to plan solutions and devise algorithms to solve problems using suitable techniques and tools
- understand and use appropriate communication technologies for information dissemination;
- appreciate and comprehend the various systems technologies used in the developing of a computer-based system;
- understand that all ICT systems are built upon software engineering principles;
- understand and use Internet technologies for various tasks;
- comprehend and apply the concepts of data and information management to understand how a knowledge-driven society functions;
- understand the social implications of ICTs and how to use ICT technologies responsibly

Recommended enrolment requirement: English 60% Mathematics 60%

The preferred service providers for IT is SSir Online School. The IT Java course is recognized by the IEB.

Further information is available at http://www.ssir.co.za

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LIFE ORIENTATION

Life Orientation is the study of the self in relation to others and to society. It addresses skills, knowledge, and values about the self, the environment, responsible citizenship, a healthy and productive life, social engagement, recreation and physical activity, careers and career choices. These include opportunities to engage in the development and practice of a variety of life skills to solve problems, to make informed decisions and choices and to take appropriate actions to live meaningfully and successfully in a rapidly changing society. It not only focuses on knowledge, but also emphasises the importance of the application of skills and values in real-life situations, participation in physical activity, community organisations and initiatives.

Life Orientation is one of the four fundamental subjects required for the National Senior Certificate, which means that it is compulsory for all learners in Grades 10, 11 and 12. It is a unique subject in that it applies a holistic approach to the personal, social, intellectual, emotional, spiritual, motor and physical growth and development of learners. This encourages the development of a balanced and confident learner who can contribute to a just and democratic society, a productive economy and an improved quality of life for all.

The subject contains the following six topics in Grades 10 to 12:

- Development of the self in society
- Social and environmental responsibility
- Democracy and human rights
- Careers and career choices
- Study skills
- Physical Education

LIFE SCIENCES

A very strong argument can be made that addressing and solving the world's most pressing issues (for example the spread of viral diseases, starvation, under-nutrition, global-warming, overpopulation, loss of natural resources, diabetes, obesity) will largely be solved by research in such areas as biotechnology, virology, ecology, marine biology, and genetics—all of which are inextricably linked to Life Sciences.

Much of the current Life Science Syllabus from grades 10 – 12 focuses on these fields of study and thus provides the learners with an inkling of the possible careers which they may wish to pursue in the future.

Numerous practical approaches are used in our teaching such as model-building, dissections, research projects, computer research, plant experiments, field work, microscope investigations, group presentations, and computer enrichment and assessment.

By the end of grade 12, students should have acquired a thorough understanding of important life processes in plants and animals, the ability to use the correct methodology required in proper scientific investigation, research skills, an understanding of the major issues confronting our society, and the role that they can play in solving many of society's pressing problems.

Although content knowledge and understanding is a basic requirement, assessment tasks are designed specifically to test higher cognitive skills, such as problem-solving, investigative and report writing skills as well as evaluating and designing experiments during practical tasks.

It is advisable to have Physical Science as a complimentary subject; tertiary studies that are linked to Life Sciences have Physical Sciences as an admission requirement.

Succeeding in Life Sciences requires an interest in scientific inquiry, commitment to regular revision, disciplined study and a practical and inquisitive approach.

MATHEMATICS

The Further Education and Training (FET) Mathematics curriculum strives to develop a clear progression in each of the various learning areas as the learner progresses from grade 10 to grade 12. Most topics are repeated and studied in more detail as the learner moves through the FET phase.

The grade 10 curriculum introduces the learner to important Algebraic concepts, formal Euclidean Geometry (including many proofs), Analytical Geometry and Trigonometry. It is expected that learners must acquaint themselves exceptionally well with the grade 10

curriculum as it forms a foundation for the grade 11 and 12 curriculum and any aspect of the grade 10 and 11 curriculum may be examined in Grade 12.

Algebraic skills, with a particular emphasis on factorisation, algebraic fractions, equations and exponents are emphasised. New functions are introduced and learners must be able to sketch these and make basic analyses from sketches. Formal proofs in Euclidean Geometry are relatively new to the grade 10 learners and they are expected to familiarise themselves with all of these and the associated logic. Trigonometry and Analytical Geometry are also new concepts introduced in grade 10.

The aim of the grade 10 curriculum is not only to ensure that children acquire knowledge and skills which will enable them to progress through the phase, but also to apply this knowledge and skills to problem solving using critical and creative thinking.

The examination in grades 10-12 consists of two papers covering the following topics:

Paper 1

- Algebra, Equations and Inequalities
- Functions and Graphs
- Patterns and Sequences
- Finance and Growth
- Probability

Paper 2

- Trigonometry
- Analytical Geometry
- Euclidean Geometry and Measurement
- Statistics

WEIGHTING ACCORDING TO TAXONOMY OF COGNITIVE LEVEL FOR BOTH PAPER 1 AND PAPER 2

Assessment tasks are designed to the following weighting

Level		%
1	Knowledge	20 (± 3)
2	Routine procedures	30 (± 3)
3	Complex procedures	35 (± 3)
4	Problem solving and investigations – reasoning and reflecting	15 (± 3)
	Total	100

(from the DBE Curriculum and Assessment Guidelines document)

It must be stressed that learners will find Mathematics curriculum in grades 11 and 12 extremely challenging if they are not familiar with the various aspects of the grade 10 curriculum. Learners are urged to constantly practise and master all facets of the course using the many resources available.

MATHEMATICAL LITERACY

This subject is officially only available at the DSK from grade 11. Mathematical learners will be offered to grade 10 learners, dependant on enrolment numbers. Learners doing core mathematics, but who are in danger of failing the year or learners who have been identified as Real Schuller before transferring the NSC stream, will be allowed to add Mathematical Literacy as an additional subject after June.

From grade 11 onwards, Mathematical Literacy can be chosen as an additional subject (self-study) or may replace Mathematics completely.

The competencies developed in this subject allow learners to make sense of simple mathematical problems in a twenty-first century society. It aims to prepare learners for real life mathematical problems such as taxation, interpreting graphs and dealing with measurements. All five topics focus on elementary and real-life contexts.

- Finance
- Measurement
- Maps & plans
- Data handling and Probability

Learners will solve familiar as well as unfamiliar problems and compare the results to enable them to make the best decision in a given situation.

It is very important that learners and parents discuss the selection with the Mathematics teacher before choosing or changing to Mathematical Literacy. Learners should consider future career ambitions as various university programs require them to do Mathematics (with a minimum requirement), rather than Mathematical Literacy.

PHYSICAL SCIENCES

Physical sciences provide the foundation for students to ask the big questions about the nature of the universe, from the scale of atoms and quakes all the way up to our own galaxy, and everything in between.

Students will learn to understand the hidden workings of the world around them; communicate their ideas in a scientific context; conduct experiments, analyze data and draw meaningful conclusions; think critically about real-world problems; and understand the role that science and technology plays in today's world.

The subject is divided into Physics and Chemistry. Students will have many opportunities to perform experiments for themselves in both disciplines, which, together with tests and other forms of assessment, will form a part of their year mark.

Learners choosing Physical Sciences as a subject in Grades 10-12, including those with barriers to learning, can have improved access to academic courses in Higher Education; professional career paths related to applied science courses and vocational career paths. Physical Sciences plays an increasingly important role in the lives of all South Africans owing to their influence on scientific and technological development, which are necessary for the country's economic growth and the social wellbeing of its people.

A successful science student will have shown that they are able to problem-solve, work hard and engage with abstract concepts. These are all critical attributes for someone wanting to pursue tertiary studies.

Six main knowledge areas inform the subject Physical Sciences. These are:

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

REQUIREMENTS

Due to conceptual thinking skills and problem solving required for Physical Sciences, a minimum of 60% in Mathematics in grade 9 is required. It is also advisable to achieve 60% in Chemistry and Physics in grade 9. An external DBE CAPS requirement links the Physics enrolment to Mathematics. Learners taking Mathematical Literacy may not be registered for Physical Sciences according to the DBE and IEB guidelines.

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VISUAL ARTS

Visual Art learners are passionate individuals who love the act of creating.

Problem solving and lateral thinking are integral to this subject and each pupil is encouraged to develop an individual approach to his or her art making. Visual Arts as a subject extends learner's awareness of the world around them and ensures holistic personal development.

The Grade 10 Visual Arts program is guided, allowing learners to develop specific skills of production, whilst Grade 11 Visual Arts focusses on development of style and concept. Grade 12 learners have complete creative freedom, they receive a theme which they personalise and conceptualise. Learners are able to produce work which is perceptual, conceptual or emotive in nature without restrictions to their creative endeavours.

A Visual Diary process, drawing and artwork is submitted for each project. This is supported by a small research component and Art History lessons. Learners choose their own mode of art production which may include:

- Painting
- Sculpture
- Ceramics
- Printmaking
- Photography
- Video Art
- Installations
- Land Art
- Happenings and Performances
- Mixed or New media such as digital image manipulation

The subject mark weighting is 50% theory and 50% practical assessments. Allowing for each learner to achieve success. A highlight of this subject is the Matric Final Art Exhibition where parents and the public are invited to a formal opening.