



Somerset College
Celebrating Potential

SUBJECT CHOICE
INFORMATION BOOKLET

GRADE 10 in 2012

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Letter from the Head of School

Dear Grade 9 Students

Choosing subjects for the final phase of your high school career can be a daunting task. However, if you work through this booklet carefully, talk to your parents and your teachers, and keep an open mind about your future, it should not be too difficult.

Begin by thinking about what general career direction you would like to follow. Even if you are unable to have clarity on this, you will at least know what your broad interests are, hopefully helped by your interactions with your Life Orientation teacher, with a career counsellor or with other professionals.

Further study should be taken as a guideline. Your general career direction and your broad interests will inform your possible choice of study options when you leave school. Clearly, you should do research into tertiary institutions to establish which subjects are required for a particular area of study. As a general rule it is advisable to keep your options open, as you may not yet have a clear direction to follow.

When making your choices, do not allow these factors to influence you too heavily:

- Who teaches the subject. Teachers change; your goal should be the subject itself, not the teacher.
- What subjects your friends are choosing. Remember, it is about you, and what is right for you, not anyone else.

There are many members of staff who are more than willing to assist you in this process. Mrs Visser, Mrs Moolman and Ms Badenhorst in the Student Development Centre, Mrs Tesselndorf and Mr Godwin in the Manor House and other tutors and teachers would be happy discuss your thoughts with you. Please make use of their services.

I wish you all of the best as you take this first important step towards becoming a senior at Somerset College. Allow this process to be a stimulating and exciting one as you make responsible and considered choices for your future.

Yours sincerely



Dr Tim Nuttall
Head of School

Letter from Deputy Head (Academic)

Dear Grade 9 Parents

You will be aware that a new curriculum has been phased in for Grades 10 to 12. The name of the Certificate received at the end of Grade 12 has been changed from the Senior Certificate to the National Senior Certificate. This year's Grade 9 class will be the seventh year group to receive National Senior Certificates at the end of their Grade 12 year in 2014.

This booklet is designed to give information about National Senior Certificate requirements and subject choices, including how the subjects relate to entry to tertiary studies. A brief outline of the Learning Outcomes, skills, content and methods of assessment has been included for each subject.

It is hoped that this booklet, together with the information provided at the subject choice information evening on **Thursday, 1st September** will assist you and your child in selecting a subject combination that is best suited for him/her. Please feel free to contact me or any other staff member after the information evening should you have any further queries regarding your child's choice of subjects. Parents and students who are still uncertain of their subject choice are invited to make an appointment to meet with Mrs Tessendorf or Mr Godwin to address their concerns.

The yellow subject choice form distributed at the subject choice evening needs to be completed, signed and returned to your child's Tutor on **Wednesday, 7th September**. We will contact you early in the fourth term should we have any concerns about the subjects that have been selected.

Yours sincerely

Janine Tessendorf (Mrs)
DEPUTY HEAD: ACADEMIC

National Senior Certificate

The National Senior Certificate replaced the Senior Certificate (Matric Certificate) in Grade 12 in 2008. The National Senior Certificate is a qualification on Level 4 on the National Qualifications Framework

- | | | |
|---|------------------------------------|---|
| 1 | Entrance requirements | An official Grade 9 school report which indicates promotion to Grade 10 |
| 2 | National Senior Certificate | Issued at the end of Grade 12 after the successful completion of Grades 10, 11 and 12 |

Somerset College students are entered for the National Senior Certificate through the Independent Examination Board (IEB).

Minimum Requirements for Entry into Higher Education Courses (Tertiary Institutions)

The old Endorsement or Matric Exemption system will no longer apply. Please note that these are the minimum requirements and that any tertiary institution may have additional requirements such as the need for specific subjects for particular courses.

Higher Certificate Courses National Senior Certificate with a minimum of **40%** in the language of learning and teaching of the higher education institution. *These courses are offered by various Colleges in a wide range of fields, e.g. Damelin*

Or you could put it as follows:

To pass the NSC

- One official language at Home Language Level at 40%
- 2 other subjects at 40%
- 3 others subjects at 30%

Higher Certificate Courses

- Pass the NSC (see above)
- Meet the language requirement for further study at a South African institution *

Diploma Courses

National Senior Certificate with a minimum of 40% in the language of learning and teaching of the higher education institution. This is coupled with an achievement rating of 3 (Moderate Achievement, 40-49%) or better in four recognised NSC subjects. *These courses are offered by Colleges and Universities of Technology.*

- Pass one official language at Home Language Level at 40%
- Pass 3 other subjects at 40% (excluding Life Orientation)
- Pass 2 subjects at 30%
- Meet language requirement for further study at a South African institution *

Degree study

National Senior Certificate with a minimum of 40% in the language of learning and teaching of the higher education institution. This is coupled with an achievement rating of 4 (Adequate Achievement) 50 – 59% in four designated subjects (excluding Life Orientation). All of the

subjects offered at Somerset College are on the list of designated subjects. *These Degrees are offered by Universities and some Universities of Technology.*

- Pass one official language at Home Language level at 40% or more
- Pass 4 subjects from the designated list at 50% or more (see table below)
- Pass 2 subjects at a minimum of 30%
- Meet the language requirement for entry to further study

Achieving the minimum requirements does not guarantee entry to a particular course or institution. Students are advised to contact tertiary institutions to confirm entrance requirements.

*Language requirement for entry to further study

- One of the two official languages offered by the learner must be either English or Afrikaans. To meet the language criterion to qualify for entry to study at a tertiary education institution, the learner must pass either English or Afrikaans at the First Additional Level, i.e. at 30% or more.
- A learner who offers 2 official languages at Home Language level, one of which is English or Afrikaans, and the other one of the official languages, e.g. Xhosa, and obtains between 30 and 39% in English and Afrikaans (i.e. does not pass it but obtains 30% or above) and passes the other language, qualifies for entry to further study at a tertiary institution.

Life Orientation, Career Guidance and Grade 10 Subject Choice

- One of the Learning Outcomes (LOs) for Life Orientation is as follows:
The learner will be able to make informed decisions about further study and career choices.
- Students are being guided in the process of achieving this outcome through input and tasks on self acceptance; self image, self awareness, personality, values, interests, strengths and abilities.
- They are helped to articulate their interests and abilities that could determine a basic direction of career or career type.
- The Life Orientation learning area will have covered the following aspects:
 - why people work
 - studying at tertiary level and preparing for the world of work
 - understanding the nature of the broad career areas
 - looking for jobs and applying for jobs
- Students are encouraged to start thinking of career options in terms of their interests and abilities and to make subject choices accordingly. They are also advised to make subject choices that will keep their options as open as possible.
- The students have completed a worksheet with exercises that include simple questionnaires. They used these to compile a one-page report summarising their interests, abilities and talents, personality traits and preliminary career options. The students have been asked to show the completed worksheet and the summary to their parents as part of a discussion on subject choices.

Professional career guidance consultant

Several parents have already made use of the services of Dr Ingrid Ahlert and Mr Hilton Calder.

This formal assessment was conducted at school in the second term. Should parents wish to make an appointment to see them: ahlert@gmx.net

Mrs Tessendorf and Mrs Visser screen final subject combinations of all Grade 9s and will make appointments with parents if they any concerns. Parents are also welcome to contact the school psychologist, Tini Visser, if they have queries about career related subject choices.

Mathematics and Mathematical Literacy in the Admission Requirements for Courses at Stellenbosch University and the University of Cape Town

Stellenbosch University

Admission requirements: Mathematics and Mathematical Literacy

PLEASE NOTE: Degree Programmes in Faculties may have additional admission Requirements. Minimum Admission Criteria for the University (Please note some faculties require more than the minimum admission requirements).

- A National Senior Certificate as certified by Umalusi
- A mark of at least 4 in four subjects designated for university study
- Write Stellenbosch University's Access Tests (ATs) specified for the programmes you wish to apply for.
- An aggregate of at least 50% for the ATs and NSC combined in a ratio of 40:60
- Look at further requirements under programmes in the University's prospectus

LEVELS	3	4	5	6	7
%	40-49	50-59	60-69	70-79	80-100

Faculty of Agrisciences

Programmes	Mathematics	Maths Literacy
AGRICULTURAL ECONOMICS AND MANAGEMENT		
• BScAgric	√ (level 4)	
• BAgricAdmin	√ (level 4)	
AGRICULTURAL PRODUCTION AND MANAGMENT		
• BAgric (Eisenburg)	√ (level 4)	√ (level 4)
AINIMAL PRODUCTION SYSTEMS		
• BScAgric	√ (level 4)	
CONSERVATION ECOLOGY AND ENTOMOLOGY		
• BSc	√ (level 4)	
FOOD AND WINE PRODUCTION SYSTEMS		
• BSc in Food Science	√ (level 4)	
• BScAgric in Viticulture and Oenology	√ (level 4)	
FORESTRY AND NATURAL RESOURCE SCIENCES		
• BSc	√ (level 4)	
PLANT AND SOIL SCIENCES		
• BScAgric	√ (level 4)	

Faculty of Arts and Social Sciences

Programmes	Mathematics	Maths Literacy
• BA in the Humanities	√ OR (Sosio- Informatics	√ (Sosio- Informatics

	: level 4)	: level 6)
• BA in Language and Culture	✓ OR	✓
• BA in Social Dynamics	✓ (level 5 if economics is taken as a subject in first year)	✓
• BA in Development and the Environment	✓ (level 5 if economics is taken as a subject in first year)	✓
• BA in Drama and Theatre Studies	✓ OR	✓
• BA in Human Resource Management	✓ (level 5)	
• BA in International Studies	✓ OR	✓
• BA in Law	✓ (level 5 if economics is taken as a subject in first year)	✓
• BMus in Music	✓	✓
• BA Music (General)	✓ OR	✓
• BA in Music (Music Technology)	✓ (level 4)	
• Diploma in Practical Music	✓	✓
• BA in Political, Philosophical and Economic Studies (PPE)	✓ (level 5)	
• B of Social Work	✓ OR	✓
• BA in Socio-Informatics	✓ (level 5)	
• BA in Sport Science	✓ (level 3)	
• BA in Value and Policy Studies	✓ (level 5)	
• BA in Visual Arts	✓ OR	✓

Faculty of Economic and Management Sciences

Programmes	Mathematics	Maths Literacy
BROAD PROGRAMMES WITH CAREER FOCUS		
• BComm	✓ (level 5)	
• BComm (Economic Sciences)	✓ (level 5)	
• BComm (Management Sciences)	✓ (level 5)	
• BComm (Mathematical Sciences)	✓ (level 5)	
PROGRAMMES FOR PROFESSIONAL REGISTRATION		
• BAcc	✓ (level 6)	
• BComm (Actuarial Science)	✓ (level 7)	
• BComm (Financial Accounting)	✓ (level 5)	
• BComm (Management Accounting)	✓ (level 5)	
• BComm (Psych) (Industrial Psychology)	✓ (level 5)	
PROGRAMMES WITH LAW SUBJECTS		
• BComm (with law subjects)	✓ (level 5)	
• BAcc, LLB	✓ (level 6)	

Faculty of Education

Programmes	Mathematics	Maths Literacy
<ul style="list-style-type: none"> • Bed (General Education) 	√ (level 3) OR	√ (level 5)

Faculty of Engineering

Programmes	Mathematics	Maths Literacy
For ALL the Engineering Programmes: <ul style="list-style-type: none"> • BEng (Chemical) • BEng (Civil) • BEng (Electrical and Electronic) • BEng (Electrical and Electronic with Computer Science) • BEng (Industrial) • BEng (Mechanical) • BEng (Mechatronic) 	√ (level 5)	

Faculty of Health Sciences

Programmes	Mathematics	Maths Literacy
<ul style="list-style-type: none"> • MB, ChB 	√ (level 4)	
<ul style="list-style-type: none"> • BSc in Dietetics 	√ (level 4)	
<ul style="list-style-type: none"> • B of Occupational Therapy 	√ (level 3) OR	√ (level 4)
<ul style="list-style-type: none"> • BSc in Physiotherapy 	√ (level 4)	
<ul style="list-style-type: none"> • B of Speech-Language and Hearing Therapy 	√ OR	√

Faculty of Law

Programmes	Mathematics	Maths Literacy
<ul style="list-style-type: none"> • BA (Law) 	√ (level 5 if economics is taken as a subject in first year)	√
<ul style="list-style-type: none"> • BComm (with Law subjects) 	√ (level 5)	
<ul style="list-style-type: none"> • BAcc, LLB 	√ (level 6)	
<ul style="list-style-type: none"> • LLB (four year) 	√ (level 5 if economics is taken as a subject in first year	√
<ul style="list-style-type: none"> • LLB (three years) 	Any B degree with aggregate of least 60% in the final year	

Faculty of Military Science

Programmes	Mathematics	Maths Literacy
<ul style="list-style-type: none"> • BMil in Human and Organisational Development 	√	√
<ul style="list-style-type: none"> • BMil in Organizational and Resource Management 	√ (level 3)	√ (level 5)
<ul style="list-style-type: none"> • BMil in Security and Africa Studies 	√	√

• BMil in Technology	√ (level 4)	
• BMil in Technology and Defense Management	√ (level 4)	

Faculty of Science

Programmes	Mathematics	Maths Literacy
PROGRAMMES IN THE BIOLOGICAL SCIENCES		
For All the Programmes in the biological Sciences: <ul style="list-style-type: none"> • BSc in Human Life Sciences • BSc in Molecular Biology and Biotechnology • BSc in Sport Sciences • BSc in Biodiversity and Ecology 	√ (level 5) If you take Maths (Bio) Level 4	
PROGRAMMES IN THE MATHEMATICAL SCIENCES		
• BSc in Mathematical Sciences	√ (level 6)	
PROGRAMMES IN THE PHYSICAL SCIENCES		
• BSc in Chemistry	√ (level 5)	
• BSc in Physics	√ (level 5)	
• BSc in Earth Sciences	√ (level 5)	
• BSc in Applied Geoinformatics	√ (level 5)	

Faculty of Theology

Programmes	Mathematics	Maths Literacy
• BTh (Bachelor of Theology)	√ OR	√
• BDiv (Bachelor of Divinity)		

University of Cape Town

Admission requirements: Mathematics and Mathematical Literacy

PLEASE NOTE: Degree Programmes in Faculties may have additional admission Requirements. Minimum Admission Criteria for the University (Please note some faculties require more than the minimum admission requirements).

The university uses an admissions rating system to measure academic achievement by converting percentages achieved in the National Senior Certificate examinations into an admission score equal to that percentage. The sum of six subjects scores (excluding Life orientation), is considered when deciding on an admission. The number of points required is not the same in every faculty. Faculties also differ as to which school-leaving subjects are required for admission, and how they convert symbols into points.

Faculty of Commerce

Programmes	Mathematics	Maths Literacy
• BCom SPECIALISATION Accounting Information Systems Philosophy, Politics and Economics	√ (level 5)	

Accounting & Law Economics & Law Economics & Finance Economics & Statistics Management Studies		
<ul style="list-style-type: none"> • BBus Sc (Management Studies and Computer Science) 	√ (level 6)	
<ul style="list-style-type: none"> • BBus Sc (Management Studies) 	√ (level 5)	
<ul style="list-style-type: none"> • BBusSc and BCom (Actuarial Science and Quantitative Finance) 	√ (level7)	

Faculty of Engineering and the Built Environment

Programmes	Mathematics	Maths Literacy
<ul style="list-style-type: none"> • Architectural Studies 	√ (level 4)	
<ul style="list-style-type: none"> • Engineering: Chemical Civil Electrical Electrical & Computer Electro-Mechanical Mechanical Mechatronics 	√ (level 6)	
<ul style="list-style-type: none"> • Geomatics 	√ (level 6)	
<ul style="list-style-type: none"> • Construction Studies 	√ (level 5)	
<ul style="list-style-type: none"> • Property Studies 	√ (level 5)	

Faculty of Health Sciences

Programmes	Mathematics	Maths Literacy
<ul style="list-style-type: none"> • MBChB 	√ (level 4)	
<ul style="list-style-type: none"> • BSc Physiotherapy 	√ (level 4)	√ (at least 60%) 90 % NSC average
<ul style="list-style-type: none"> • BSc Occupational Therapy 	√ (level 4)	√ (level 5)
<ul style="list-style-type: none"> • BSc Audiology and speech-language pathology 	√ (level 4)	√ (level 5)

Faculty of Humanities

Programmes	Mathematics	Maths Literacy
BACHELOR OF ARTS OR SOCIAL SCIENCES		
<ul style="list-style-type: none"> • BA and BSocSc (majors other than Economics or Psychology) • BA and BSocSc (majoring in Psychology) • Bachelor of Social Work 	√ OR	√

• BSocSc/BA majoring in Economics	√ (level 5)	
• BSocSc in Philosophy, Politics and Economics (PPE)	√ (level 5)	
PERFORMING AND CREATIVE ARTS PROGRAMMES		
• Bachelor of Music (Dance)	√ OR	√
• BA in Fine Art	√ OR	√
• BA theatre and Performance	√ OR	√
• Music Diploma Programmes	√ OR	√
• Performer's Diploma in Opera	√ OR	√
• Dance Teacher's Diploma	√ OR	√
• Performer's Diploma in Theatre	√ OR	√
• Bachelor of Music	√ OR	√

Faculty of Law

Programmes	Mathematics	Maths Literacy
• LLB	√ OR	√

Faculty of Science

Programmes	Mathematics	Maths Literacy
BSc majoring in <ul style="list-style-type: none"> • Applied Biology • Applied Mathematics • Astrophysics • Chemistry • Ecology & Evolution • Geology • Genetics • Human Physiology • Mathematical Statistics • Mathematics • Microbiology • Oceanography & Marine Biology • Physics 	√ (level 6)	
BSc majoring in: <ul style="list-style-type: none"> • Bussiness Computing • Computer Engineering • Computer Games Development • Computer Science 	√ (level6)	
BSc majoring in : <ul style="list-style-type: none"> • Archeology 	√ (level 6)	

• Environmental & Geographical Science		
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Compiled by T Visser

Resources: UCT 2011 Undergraduate Prospectus
University of Stellenbosch 2011 Undergraduate Admission Criteria

**Subject Choice Options at Somerset College
Grade 10 in 2012**

COMPULSORY SUBJECTS

1	English Home Language (1 st Language)
2	Afrikaans Home Language (1 st Language) <i>or</i> Afrikaans First Additional Language (2 nd Language) <i>or</i> isiXhosa First Additional Language (2 nd Language) <i>or</i> Life Sciences (<i>only for students exempted from Afrikaans</i>)
3	Mathematics <i>or</i> Mathematical Literacy
	Life Orientation

OPTIONAL SUBJECTS

One subject will be chosen from each of groups of subjects listed below

4	Physical Sciences (Science) (<i>only for students taking Mathematics</i>) <i>or</i> History <i>or</i> Consumer Studies
5	Life Sciences (Biology) <i>or</i> Geography <i>or</i> Information Technology (Computer Studies HG) <i>or</i> French <i>or</i> German <i>or</i> Music <i>or</i> Xhosa Second Additional Language (2 nd Language)
6	Visual Arts and Design (Art) <i>or</i> Dramatic Arts (Drama) Life Sciences (Biology) <i>or</i> History <i>or</i> Accounting
Optional subject	Advanced Programme Mathematics (Additional Mathematics) This will not be timetabled and will be subject to entrance requirements

Please note that if fewer than 7 students opt for a subject, we reserve the right to discontinue the subject or to charge a levy.

Important Notes on Subject Choice

- Life Sciences in Option 2 instead of Afrikaans Students who are exempted from taking Afrikaans are obliged to take Life Sciences (Biology) in Option 2 and must take French or German in Option 5. Students may take isiXhosa First Additional Language as their second language in place of Afrikaans.
- No student may select more than four languages in total.
- Music as a subject will be offered only in option 5.
- Information Technology involves a great deal of computer programming and will have entrance requirements.
- Mathematical Literacy – Please read the accompanying document on Mathematics and Mathematical Literacy before making a choice between these two subjects.
- Advanced Programme Mathematics - This will not be timetabled and will be subject to entrance requirements.

Changing subjects during or after Grade 10

It is possible to change subjects during Grade 10. This is not an easy thing to do, as the student needs to catch up on whatever has been missed. There are also some subjects that are almost impossible to start late, as the student needs to cover all the past work before any present work can be done, e.g. Mathematics, Physical Science, Accounting, Drama, Visual Arts and Information Technology. The timing of such a change will be at the discretion of the Academic Deputy Head in consultation with the relevant Heads of Department.

Permission needs to be obtained from the IEB if a student wishes to change subjects in Grade 11. The requirements of the new curriculum make it very difficult to make these changes at this late stage in a student's school career. Students, parents and the staff need to ensure that all subject changes are made before Grade 11.

Somerset College Language Policy

Introduction

Somerset College is committed to the promotion of language equity and language rights as required by a democratic dispensation. This is dependent on the availability of adequate resources and the demand for languages made by the learners. Languages will be offered in the context of the National Language Policy framework. It is the College's aim that by Grade 12 learners should be proficient (speaking, reading, and writing) in at least one of the additional languages.

Language levels: (Taken from the FET Language Statement)

Language learning in the Further Education and Training band includes all the official languages – Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi (Sesotho sa Leboa), Sesotho, Setswana, Siswati, Tshivenda, Xitsonga – as well as Sign Language, and can be extended to other languages endorsed by the Pan South African Language Board.

All languages can be offered at the following levels:

- **Home Language:** The learner's home language needs to be strengthened and developed so as to provide a sound foundation for learning additional languages. In the Further Education and Training band, all official South African languages have Home Language Learning Outcomes of a high, internationally-comparable standard. This is in line with the constitutional requirements of equal status for official languages. The cognitive level of the home language should be such that it may be used as a language of learning and teaching. Listening and speaking skills will be further developed and refined, but the emphasis at this level will be on developing the learners' reading and writing skills.
- **First Additional Language:** Learning a first additional language promotes multilingualism and intercultural communication. Learning Outcomes for First Additional Languages provide for levels of language proficiency that meet the threshold levels necessary for effective learning across the curriculum, as learners may learn through the medium of their First Additional Language in the South African context. This includes the abstract cognitive academic language skills required for thinking and learning. This applies to all official languages. There will be an equal emphasis on the skills of listening, speaking, reading and writing.
- **Second Additional Language:** Learning a second additional language furthers multilingualism and intercultural communication. Although reading and writing skills will be developed, at this level the emphasis will be on developing listening and speaking skills. The level of the Second Additional Language should target improved interpersonal communication.

The College Language Policy

The medium of instruction at the College is English.

Afrikaans and isiXhosa are offered as additional languages.

All learners will offer two SA languages for the National Senior Certificate (NSC) examination:

- English Home Language as the medium of instruction.
- One other additional South African language (Afrikaans, isiXhosa.)
- Afrikaans may be offered at Home Language or First Additional Language level while isiXhosa is offered at First Additional Language level.

GET Phase (grade 8 and 9): All learners do English at Home Language level and Afrikaans at either Home Language or First Additional Language level. Learners must also choose one of isiXhosa, French, German or Spanish as a Second Additional Language. Students may be placed in either Support English or Support Afrikaans upon the recommendation of the Student Development Unit.

FET Phase (grade 10 – 12): Learners will choose two official languages, with one of the two official languages offered on the Home Language level, and the other, on First Additional Language level (Afrikaans or isiXhosa)

National Senior Certificate:

Government Gazette (No 31231) published on 11 July 2008

The revised language requirement is as follows:

“The pass mark in languages offered at Home Language Level is 40%. The minimum admission requirement is a National Senior Certificate with a minimum of 30% in the language of learning and teaching of the higher education institution....”. The 30% minimum is the pass mark that applies to languages offered at First Additional Language Level. Learners should also note that individual higher education institutions require institution-specific admission requirements and point scores for admission.

Immigrant Status: (candidates matriculating from 2008)

The definition of an “immigrant”, as amended in the Government Gazette dated 27 November 1998, is as follows:

- A child or a dependent of a diplomatic representative of a foreign government accredited in South Africa; or
- Any other person who:
 1. Having begun his or her schooling at a South African school, has attended school outside South Africa for two or more consecutive years after Grade 6 or its equivalent.
 2. First entered a South African school in Grade 7 or a more senior grade.

GET Phase: In Grade 9, an immigrant must offer English at Home Language level and one other language. The learner can use French or German as his/her second First Additional Language.

FET Phase: The rules for Immigrant Status in the FET phase remain the same. In order to obtain a NSC a learner with immigrant status need offer only one language but must still have seven subjects. As yet, there are no additional provisos for endorsement. Due to the uncertainty surrounding the language policy of South African Universities, Somerset College insists that learners with immigrant status must offer two languages. The learner can use French or German as his/her second First Additional Language.

Learners with barriers to learning may be exempt from some of the measures mentioned in the above policy.

August 2011

Eighth Subject Offerings and the Languages in Option 5

German as an eighth subject at Somerset College: Grade 8 - 11

Students at Somerset College have traditionally been able to take German (Foreign Language) as an eighth subject. In this context students have been able to write the examinations in June and November without any other obligations such as teacher-pupil interaction, class time or additional assessment pieces. Two areas of concern have emerged as a result of the current situation:

- 1) Students are not consistent in terms of writing the examinations. They arrive for one but not for the other.
- 2) Students anticipate that German will count when determining the Merit Lists, yet they do no other pieces of assessment during the course of the year.

In order to instil some structure to the programme, the following procedures have been put in place:

- 1) Students who wish to take German as an additional subject will have to register with Mrs Tessendorf. In doing so they will be expected to complete one assessment piece per term. In non-examination terms the assessment will take the form of a test or a comprehension or some form of written work. These marks will then be reflected on their reports.
- 2) An administrative fee of R500-00 for the year will be charged to the student's account. This is non-refundable if the student chooses to withdraw during the course of the year.
- 3) Assessment pieces will be written during the Friday test slots which take place at 13h25. Students will report to the Manor House

Spanish as an eighth subject at Somerset College: Grade 8 - 11

The same terms and conditions apply as for German. In this instance, the co-ordinator will be Mrs Carolina Schurer.

German an eighth subject at Somerset College: Grade 12

Grade 12 students who wish to do German as an additional subject will have to register with the IEB in order to write the National Senior Certificate. This will be done together with their other subjects as per instruction from Mrs Tessendorf. The submission of a Portfolio in Grade 12 is a non-negotiable requirement. In order to do this students in Grade 12 will have to arrange meetings with Mrs Rohwer during the school day and/or after school in order to touch base with her and to ensure that the Literature pieces and set works are being covered. They will have to present the same portfolio as students who take German within the school subject offering. In addition to an administrative fee of R500-00 which is payable to the College, the Grade 12 students will be expected to remunerate Mrs Rohwer for the time she spends on marking your examinations and assessments. This will be a private arrangement between Mrs Rohwer and the student. Mrs Rohwer will issue invoices to the students and they will pay her directly.

Spanish an eighth subject at Somerset College: Grade 12

The same terms and conditions apply as for German. In this instance, the co-ordinator will be Mrs Carolina Schurer.

Spanish/German/French in Option 5: Grade 10-12

The minimum class size is seven students. In the event of there being fewer than seven students interested in taking this subject in option 5, as part of the subject offering of the College, the subject will be treated in the same way as the 8th subject offering. In other words, parents will be required to pay a registration fee of R500 and they will have to enter into a private tutoring arrangement with the relevant teachers. However, these students will have their lessons timetabled as part of the formal school day.

History an eighth subject: Grade 10 - 11

- 1) Students who wish to take History as an additional subject will have to register with Mrs Tessendorf. In doing so they will be expected to complete a variety of assessment pieces during the course of each term. These marks will then be reflected on their reports.
- 2) An administrative fee of R500-00 for the year will be charged to the student's account. This is non-refundable if the student chooses to withdraw during the course of the year.
- 3) Assessment pieces will be written as per arrangement with Dr Kitshoff.

History an eighth subject at Somerset College: Grade 12

Grade 12 students who wish to do History as an additional subject will have to register with the IEB in order to write the National Senior Certificate. This will be done together with their other subjects as per instruction from Mrs Tessendorf. The submission of a Portfolio in Grade 12 is a non-negotiable requirement. In order to do this students in Grade 12 will have to arrange meetings with Dr Kitshoff during the school day and/or after school in order to touch base with him and to ensure that the curriculum is being covered. They will have to present the same portfolio as students who take History within the school subject offering. In addition to an administrative fee of R500-00 which is payable to the College, the Grade 12 students will be expected to remunerate Dr Kitshoff for the time he spends on marking your examinations and assessments. This will be a private arrangement between Dr Kitshoff and the student. Dr Kitshoff will issue invoices to the students and they will pay him directly.

Accounting

OFFERED IN OPTION	Option 6 only
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Financial information • Managerial accounting • Managing resources
KEY SKILLS THAT WILL BE DEVELOPED	<ul style="list-style-type: none"> • Communication • Problem solving • Organisation and management skills • Analytical evaluation of information • Create “financial awareness” – LIFE SKILL
TOPICS COVERED OR CONTENT OUTLINE	<ul style="list-style-type: none"> • Ethics • Budgeting • VAT • Salaries and Wages • The Accounting Cycle – Source Documents <ul style="list-style-type: none"> ○ Journals ○ Ledgers ○ Trial Balance ○ Final Accounts ○ Financial Statements
METHOD OF ASSESSMENT IN GRADE 12	<ul style="list-style-type: none"> • Continual assessment/portfolio 25 % • Examination 75%
MINIMUM ENTRANCE REQUIREMENTS	Based on achievement in Mathematics and English in Grade 9 (a minimum of between 65% -70%). Levels of personal organisation and analytical skills will also be considered.
TERTIARY EDUCATION	Its main function is to prepare those who will go into the general field of business directly after school, or after qualifying at a university or colleges and universities of technology. It is recommended for those who intend to read for a B.Com or B.Econ at university or any of the business-related diplomas at colleges and universities of technology.

Advanced Programme Mathematics (Additional Mathematics)

OFFERED IN OPTION	Optional Extra Subject
LEARNING OUTCOMES	<ul style="list-style-type: none">• In Advanced Programme Mathematics we have 5 Unit Standards per grade level.• Each Unit Standard has a number of Learning Outcomes. Each Learning Outcome has a number of Assessment Standards.
KEY SKILLS THAT WILL BE DEVELOPED	The core competencies include (but are not limited to): <ol style="list-style-type: none">1. Knowing sophisticated procedures.2. Developing of complex abstract reasoning.3. Applying Mathematics in the real world.
TOPICS COVERED OR CONTENT OUTLINE	Topics include: <ol style="list-style-type: none">1. Differentiation2. Integration3. Algebra4. Statistics5. Matrices & applications6. Mathematical modelling.
ASSESSMENT IN GRADE 12	Examination 100%
MINIMUM ENTRANCE REQUIREMENTS	Based on achievement in Mathematics in Grade 9. Levels of personal organisation will also be considered
TERTIARY EDUCATION	This subject is a very challenging one, and will extend the mind of students who take it. It is recommended for those students who intend, or will need, to take a course in Mathematics at tertiary level.

Afrikaans First Additional Language

OFFERED IN OPTION	Offered in Option 2 only
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Leeruitkoms 1 : Luister en Praat • Leeruitkoms 2 : Lees en Kyk • Leeruitkoms 3 : Skryf en Aanbied • Leeruitkoms 4 : Taal
KEY SKILLS THAT WILL BE DEVELOPED	<p>Leeruitkoms 1 : Die leerder is in staat om te luister en te praat vir verskillende doeleindes en teikengroepe en in 'n verskeidenheid kontekste.</p> <p>Leeruitkoms 2 : Die leerder is in staat om te lees en te kyk vir begrip, om krities te evalueer en om op 'n wye verskeidenheid tekste response te lewer.</p> <p>Leeruitkoms 3 : Die leerder is in staat om vir 'n wye verskeidenheid doeleindes en teikengroepe te skryf en aan te bied deur konvensies en formate gepas vir verskillende kontekste te gebruik.</p> <p>Leeruitkoms 4 : Die leerder is in staat om taalstrukture en -konvensies gepas en doeltreffend te gebruik.</p>
TOPICS COVERED OR CONTENT OUTLINE	<ol style="list-style-type: none"> 1. Luister (luisterbegrip) en Praat (mondeling) 2. Lees (hardoplees en voorgeskrewe werke) en Kyk (filmstudie, strokiesprente, ander visuele materiaal). 3. Skryf en Aanbied (assessering en portefeulje) 4. Taal (assessering van taalkennis en taalmanipulasie)
METHOD OF ASSESSMENT IN GRADE 12	<ol style="list-style-type: none"> 1. Vraestel 1 (Leesbegrip, Opsomming, Poësie, Funksionele Taalvaardigheid) 2. Vraestel 2 (Literatuurstudie, Transaksionele Skryfwerk) 3. Mondeling (Deurlopende interne assessering) 4. Portefeulje (Deurlopende assessering)

Afrikaans Home Language

OFFERED IN OPTION	Offered in Option 2 only
LEARNING OUTCOMES	<ul style="list-style-type: none">• Leeruitkoms 1 : Luister en Praat• Leeruitkoms 2 : Lees en Kyk• Leeruitkoms 3 : Skryf en Aanbied• Leeruitkoms 4 : Taal
KEY SKILLS THAT WILL BE DEVELOPED	<p>Leeruitkoms 1 : Die leerder is in staat om te luister en te praat vir verskillende doeleindes en teikengroepe en in 'n verskeidenheid kontekste.</p> <p>Leeruitkoms 2 : Die leerder is in staat om te lees en te kyk vir begrip, om krities te evalueer en om op 'n wye verskeidenheid tekste response te lewer.</p> <p>Leeruitkoms 3 : Die leerder is in staat om vir 'n wye verskeidenheid doeleindes en teikengroepe te skryf en aan te bied deur konvensies en formate gepas vir verskillende kontekste te gebruik.</p> <p>Leeruitkoms 4 : Die leerder is in staat om taalstrukture en -konvensies gepas en doeltreffend te gebruik.</p>
TOPICS COVERED OR CONTENT OUTLINE	<ol style="list-style-type: none">1. Luister (luisterbegrip) en Praat (mondeling)2. Lees (hardoplees en voorgeskrewe werke) en Kyk (filmstudie, strokiesprente, ander visuele materiaal).3. Skryf en Aanbied (assessering en portefeulje)4. Taal (assessering van taalkennis en taalmanipulasie).
METHOD OF ASSESSMENT IN GRADE 12	<ol style="list-style-type: none">1. Vraestel 1 (Leesbegrip, Opsomming, Poësie, Funksionele Taalvaardigheid)2. Vraestel 2 (Literatuurstudie, Transaksionele Skryfwerk)3. Mondeling (Deurlopende interne assessering)4. Portefeulje (Deurlopende interne assessering).

Consumer Studies

Consumer Studies involves integrated theory and practical skills that may create opportunities for self-employment and entrepreneurial ventures related to food, clothing and furnishing.

The subject will also provide learners with underpinning knowledge and skills to enter programmes in the Higher Education band in the areas of food, nutrition, clothing, textiles, housing and interior design.

OFFERED IN OPTION	Option 4 only
LEARNING OUTCOMES	<p>Learning Outcome 1</p> <p><u>Management of the consumer role</u> - The learner is able to demonstrate knowledge of responsible consumer practices and to effectively address consumer issues.</p> <p>Learning Outcome 2</p> <p><u>Knowledgeable consumer choices</u> - The learner is able to make knowledgeable consumer choices about food, clothing, housing and furnishings within a given socio-economic and cultural context.</p> <p>Learning Outcome 3</p> <p><u>Responsible use of resources</u> - The learner is able to demonstrate consumer responsibility towards the sustainability of the environment, the community and one's self through the judicious use of resources.</p> <p>Learning Outcome 4</p> <p><u>Production and marketing of food, clothing and soft furnishing products</u> - The learner is able to apply knowledge and demonstrate skills to produce quality consumer products and to apply entrepreneurial knowledge and skills to market these products.</p> <p><i>Somerset College will focus on Food Production</i></p>
KEY SKILLS THAT WILL BE DEVELOPED	<ul style="list-style-type: none"> Investigational skills Interpretation skills Communication skills Problem solving skills Production skills Planning skills

<p>TOPICS COVERED OR CONTENT OUTLINE</p>	<p>Consumer Education Food and Nutrition Clothing Housing and furnishings Production/Practical - the learners will, where possible, cook at least once a cycle</p>
<p>METHOD OF ASSESSMENT IN GRADE 12</p>	<p><u>IEB Assessment</u> One portfolio will show evidence of both theory and practical work. In grade 12 the internal assessment will make up 25% of the final mark and consist of 3 tests, 3 other tasks and 1 examination. The practical component will consist of 2 internally set practical assessment tasks (PATs) and one externally set and moderated PAT. The external assessment will make up 75% of the final mark with the PAT comprising 25% and the final theory examination comprising 50%.</p> <p><u>School-based Assessment (Internal)</u> This will include assignments, class tests, class work, group work, interviews, investigations, projects, surveys and worksheets. Summative Assessment Formal tests, controlled tests, formative CTA's and trial examination External Assessment Theory and practical</p>
<p>JOB OPPORTUNITIES</p>	<ul style="list-style-type: none"> • Consumer Services and event management. • Co-ordinate events within the fields of food or design. • Marketing and Management • Marketing consumer products within a company. • Public Relations and Media • Promoting products to consumers and dealing with advertising. • Product Development and Quality Assurance • Developing new consumer products suited to their needs - this could be clothing, food or furnishings. • Promotion or Liaison Officer • Introduce new / existing products of a wide variety to consumers. Demonstrate, develop, test and market products. • Journalism. Writing talent and creativity applied in the press, radio, and TV media on a full-time, part-time or freelance basis. • Research. In the food, nutrition, clothing and housing fields in the manufacturing industry and at research institutions. • Dietician. Register for private practice or in the service of hospitals / private companies. • Field of Clothing • Clothing designer, dressmaker, merchandiser or fashion buyer • Field of Housing • Interior designer or housing consultant • Hotel / Restaurant / Catering • Hospitality industry: manage game lodges, offer private catering • Food Services Management • Entrepreneur. Opportunities in the food, clothing, housing fields; this

	<p>is especially relevant to a working-from-home situation</p> <ul style="list-style-type: none"> • Formal education. Teach/lecture at university, technical university, technical college or high school. • Formal education. Develop programmes, do extension work in government services or NGOs in community development.
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<p>WHAT QUALITIES DO I NEED TO TAKE CONSUMER STUDIES?</p>	<p>Even though Consumer Studies is fun - remember it is also hard work! Consumer Studies students are those people who have a passion for food, clothing, housing, soft furnishings and Interiors and have high standards, values and goals in life.</p> <p>The Consumer Studies Department would like to see the following qualities:</p> <ul style="list-style-type: none"> • <i>Passion</i> • <i>Commitment</i> • <i>Hard work</i> • <i>Dedication</i> • <i>Attention to detail</i> • <i>Keen interest in health</i> • <i>Love for life - You are what you eat!</i> • <i>Fashion-conscious — Interior awareness</i> • <i>Time Management and organizational skills</i> • <i>Creativity and flair</i>
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Dramatic Arts

SUBJECT OFFERED IN OPTION	Option 6 only
What is the subject Dramatic Arts (Drama)?	<ul style="list-style-type: none"> • Drama entails the study of the representation of human experience in dramatic form for an audience. • Drama integrates practical experiences and competencies with the study of dramatic practices, processes and products. • Learners explore how theatrical elements are selected and combined for particular purposes within diverse contexts, with a focus on the role of the dramatic arts in South Africa. • Learners acquire specific abilities to express themselves including skills in, vocal and physical communication, interpretation and expressiveness, the creation and presentation of performances, and the analysis and interpretation of performance texts in context. • Learners should be exposed to live performances wherever possible, whether by professionals, community practitioners or other learners. • Dramatic Arts is a powerful tool for developing skills of cooperation and collaboration.
BROAD TOPICS:	<ul style="list-style-type: none"> • Performance texts in context (theory) • Theatre and/or film production (theory) • Personal resource development (practical) • Acting and performance (practical)
SPECIFIC AIMS	<p>Grade 10 – 12 Dramatic Arts learners aim to:</p> <ul style="list-style-type: none"> • develop the human instrument (body/voice/mind/emotions) as a medium of expression, communication and creativity • develop drama skills, techniques and processes to experiment with and shape dramatic elements meaningfully, both individually and with others • create and present dramatic products across a range of modes (lyrical, narrative, dramatic) and styles (realistic, heightened), alone and in collaboration with others • understand, analyse and interpret principles and elements of drama in texts and performances in context, in South Africa and the world • reflect on and evaluate their own and others' dramatic processes, practices and products • develop insight into how the dramatic arts affirm, challenge and celebrate values, cultures and identities • engage with contemporary issues through the dramatic arts
INTRINSIC EDUCATIONAL VALUE	<ul style="list-style-type: none"> • REINFORCE the rest of the school curriculum. • CHALLENGE STUDENTS' PERCEPTIONS about their world and about themselves. • Since COMMUNICATION and EMPATHY are central to Drama the learning style is EXPERIENTIAL (learning by doing and actively participating) • Learners will be better able to UNDERSTAND IDEAS, THINK LATERALLY, and SOLVE PROBLEMS CREATIVELY.

CONTENT OUTLINE	<p><u>THEORETICAL: A rigorous academic component including:</u></p> <ul style="list-style-type: none"> • Performance texts in context e.g. Prescribed plays (South African and other), key playwrights & theatre practitioners (local and international). • Theatre and/or film production e.g. origins & evolution of the theatre; staging techniques; acting styles, theatre movements through the ages; technical aspects of theatre. <p><u>PRACTICAL: A time consuming and demanding component including:</u></p> <ul style="list-style-type: none"> • Personal resource development through training & developing of an actor's tools for performance e.g.: voice, body, gesture, expression, discipline, commitment, working collaboratively.
METHOD OF ASSESSMENT IN GRADE 12	<ul style="list-style-type: none"> • External examination (300) • Written examination (150) • Performance (150)
MINIMUM ENTRANCE REQUIREMENTS	<ul style="list-style-type: none"> • Audition (monologue & poem) • Passion for theatre in all its forms, • Strong work ethic (good time management, readiness for after hours' rehearsal, keenness for research assignments, an ability to work individually as well as collaboratively) • Collaborative spirit
TERTIARY EDUCATION	<ul style="list-style-type: none"> • Dramatic Arts is a fully accredited Matriculation subject. It will especially empower those who consider following careers in law / engineering / politics / entertainment / journalism / education. • Dramatic Arts prepares learners for entry into further studies for a possible career in the drama (or related arts) field, while equipping learners with crucial life skills such as: confidence, self-esteem, creativity, communication skills, empathy, self-discipline, critical and creative thinking, leadership and collaborative teamwork which will benefit the individual in any field or future interest.

English Home Language

OFFERED IN OPTIONS	Option 1 Compulsory Subject
LEARNING OUTCOMES	Listening and Speaking Reading and Viewing Writing and Presenting Language
KEY SKILLS THAT WILL BE DEVELOPED	Communication: listening, speaking; reading and writing - the basis of learning in all areas. Exploring personal, national and global issues through exposure to a wide range of texts. Expressing ideas and opinions. Critical awareness: recognising values and attitudes in texts. Correct application of language structures. Correct application of language conventions to fit different contexts.
TOPICS COVERED OR CONTENT OUTLINE	Language Comprehension Language Skills, including summary, visual literacy, functions Writing: Functional, Transactional and Creative Speaking in a range of contexts Film Study Poetry Shakespeare play Novel
METHOD OF ASSESSMENT IN GRADE 12	Portfolio Common Assessment Task Oral Assessments Trial Examinations Language Examinations Literature Examinations

French

OFFERED IN OPTIONS	Offered in Option 5
LEARNING OUTCOMES	Use of language in communication Knowledge of content Personal response to texts, topical issues Study and appreciation of literary works
KEY SKILLS THAT WILL BE DEVELOPED	Ability to speak and converse in modern standard French Ability to understand spoken French and to respond appropriately Ability to read and understand French Ability to write in French
TOPICS COVERED OR CONTENT OUTLINE	Topical magazine and newspaper articles Comprehensive grammar Set themes related to everyday life (vocabulary, idiomatic expressions, etc) Study of literature in two compulsory themes: - theme 1: prescribed texts - 3 short stories and 5 poems - theme 2: teacher's choice of literature and other documents
METHOD OF ASSESSMENT IN GRADE 12	Portfolio of extended writing developed throughout the Grade 12 year. Two final written examinations at the end of the Grade 12 year. One final oral examination / moderation in October of the Grade 12 year. Continuous Assessment
TERTIARY EDUCATION	Besides the value that French has for extending knowledge of languages generally, it is recommended for those intending to go into the hotel, journalism, medical, engineering or travel fields, as well as those wishing to enter the diplomatic service.

Geography

OFFERED IN OPTION	Option 5
LEARNING OUTCOMES	Identify and solve problems Collection, analysis and organisation of information Critical and creative thinking skills Effective communication using a variety of media Organisation and management of self
KEY SKILLS THAT WILL BE DEVELOPED	Observation Application of skills Analysis Research Data handling Map Reading GIS (Grade 10) Spatial analysis

	Grade 10	Grade 11	Grade 12
TOPICS COVERED OR CONTENT OUTLINE	Climatology Geomorphology People and Places (Population) People and Organisations Mapwork and GIS	Mapwork Water Masses Ecosystems Development and Sustainability People and their Needs	Mapwork Climate and weather Fluvial Processes and Landforms People and Places People and their Needs

METHOD OF ASSESSMENT IN GRADE 12	Theory Paper (300) Mapwork Paper (100) Portfolio (100) Including an Investigative Research project.
TERTIARY EDUCATION	Geography is recommended for career fields such as Cartography, Climatology, Education (primary, secondary and tertiary teaching), Environmental Management, Journalism, Marketing, Regional and Urban Planning, Remote Sensing, Research, Tourism and Travel, Hydrology, Geology, Economics, Public Relations and Health Sciences.

German as a Foreign Language

OFFERED IN OPTIONS	Offered in Option 5
LEARNING OUTCOMES	Use of language in communication Knowledge of content Personal response to texts Literary insight From Level 7 (80 – 100%) to Level 1 (0-29%)
KEY SKILLS THAT WILL BE DEVELOPED	Ability to speak and converse in modern standard German Ability to understand spoken German and to respond appropriately Ability to read and understand German Ability to write in German
TOPICS COVERED OR CONTENT OUTLINE	Topical magazine and newspaper articles Comprehensive grammar Set themes related to everyday life (vocabulary, idiomatic expressions, etc)
METHOD OF ASSESSMENT IN GRADE 12	Portfolio assignments to a set theme Paper 1: Reading and Viewing (Learning outcome 2) and Language (Learning outcome 4) Paper 2: Writing and Presenting (Learning outcome 3 and 4) One external oral examination Continuous Assessment
A FEW VALID REASONS TO CHOOSE GERMAN	You don't have to be Einstein to learn or use German. Science and Technology Germany is the world's largest contributor to Research and Development. South Africa needs constant access to Germany's wide-ranging competence in science and technology. Business Germany is an economic giant, a champion of free trade and the powerhouse of Europe. Germany is also South Africa's largest trading partner! It is therefore inevitable that at some point you are going to encounter a German-speaking business-partner. Europe-based companies doing business in Southern Africa as well as local companies trading with Germany will always prefer employees that have no problem communicating. Speaking German will give you the edge over other job-seekers! Practical Fields The Travel Industry, the Hotel Industry, the Airline Industry and Import-Export. <i>(Goethe Institut)</i>

History

OFFERED IN OPTIONS	Option 4 and Option 6
LEARNING OUTCOMES	<p>The learner is able to acquire and apply historical enquiry skills.</p> <p>The learner is able to use historical concepts in order to analyse the past.</p> <p>The learner is able to construct and communicate historical knowledge and understanding.</p> <p>The learner is able to engage critically with issues around heritage and the construction of identity.</p>
KEY SKILLS THAT WILL BE DEVELOPED	<p>The ability to read critically, to analyse data and to draw valid conclusions (Research and Retrieval)</p> <p>The discipline and skill to carry out research into original documentary sources (Interpretation)</p> <p>The sensitive handling of language so that arguments, propositions and hypotheses can be made precisely and lucidly (Communication / Discursive Writing)</p> <p>A clear understanding of the moods and attitudes of a given time (Empathy)</p> <p>An understanding of Cause and Effect</p> <p>The ability to read widely and recall and apply relevant information (Recall)</p>
TOPICS COVERED OR CONTENT OUTLINE	<p>The syllabus is shaped by a key question: <i>How has our world today been shaped by the past?</i></p> <p>Grade 10: How did the world change between 1450 and 1850? Early Colonialism; Slavery; American and French Revolutions; American Civil War; Industrial Revolution and the impact of Imperialism; Pseudo-Scientific Racism</p> <p>Grade 11: How did the world change between 1850 and 1950? The challenges to capitalism and communism; the impact of ideas around race and racism; competing nationalisms and identities in Africa; Pan-Africanism; segregation and apartheid in South Africa</p> <p>Grade 12: How have mid-20th century legacies shaped our present? The impact of the Cold War; the Civil Rights Movement and other forms of Popular Protest in the 1960s; the end of the Cold War and the collapse of the USSR; South Africa in the 1970s, 1980s, and 1990s; Globalization</p>
METHOD OF ASSESSMENT IN GRADE 12	<p>Students write <u>two papers</u>:</p> <p>Paper I (two and a half hours; 150 marks) Themes: The Cold War; the end of the Cold War; the collapse of the USSR; Globalisation Three sections: Section A: Single-Source analysis - 60 marks Section B: Multi-Source analysis - 50 marks Section C: Multi-Source essay - 40 marks</p> <p>Paper II (2 hours; 150 marks): Themes: South African history; popular protest in the 1960s; protest in Eastern Europe in the 1980s</p>

	<p>Two Sections: Section A: Discursive Essay - 70 marks Section B: Two fact-based essays - 40 marks each</p> <p>This assessment counts 75% of the total year mark [300], to which is added a portfolio mark out of 100. The portfolio consists of a historical investigation, an individual presentation, the Preliminary examination and three other pieces of work (essays or tests) done during the Grade 12 year.</p>
TERTIARY EDUCATION	<p>While History is not a prerequisite for any tertiary course, historical method is fundamental to all reading, thinking, research and writing in the Humanities and in many of the sciences. History is a great help in the study of all Social Sciences including Journalism, Law and Literature, etc.</p> <p>History offers the student a critical look at the past, a polished writing ability, and the potential to formulate complex arguments relating to almost any topic.</p>

Information Technology

OFFERED IN OPTION	Option 5 only
TOPIC AREAS	<p>The curriculum is designed to introduce learners to the breadth of the field of Information Technology.</p> <ul style="list-style-type: none"> • Solution Development (60% of the course) Algorithms, Web Development (XHTML), Introduction to Solution Development, Application Development, Software Engineering Principles • Communication Technologies Networks, E-communication • Systems Technologies Hardware, Software, Computer Management • Internet Technologies Internet, WWW, Internet Services • Data and Information Management Data Representation, Database Design and Management • Social Implications Legal, Ethical, Social, Environmental and Health Issues
SPECIFIC AIMS OF INFORMATION TECHNOLOGY	<p>In Information Technology a learner will:</p> <ul style="list-style-type: none"> • 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; and <p>understand the social implications of ICTs and how to use ICT technologies responsibly.</p>
METHOD OF ASSESSMENT IN GRADE 12	<ul style="list-style-type: none"> • Theory Examination • Practical (programming) Examination • Programming Project • School Based Assessment
MINIMUM ENTRANCE REQUIREMENTS	If a student does not achieve 65% for Mathematics in Grade 9, he/she might have to spend a disproportionate amount of time on the practical section.
RESOURCES REQUIRED	<ul style="list-style-type: none"> • 24 hour access to the Internet • 24 hour access to a computer running at least Windows 7 • 24 hour access to a computer with MSOffice 2007 Professional (including MS Access) • Scratch, JGrasp, Netbeans

THE LONG AND THE SHORT OF IT.....	Do you have an enquiring mind? Do you want to take an ever developing, changing subject? Do you have/want to learn the character traits of a programmer: attention to detail, tenacity, the ability to work under pressure and good time management?
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Life Orientation

OFFERED IN OPTION	Compulsory subject Gr 10 -12
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Personal Well-being – The learner is able to achieve and maintain personal well-being. • Citizenship Education – The learner is able to demonstrate an understanding and appreciation of the values and rights that underpin the Constitution in order to practice responsible citizenship, and to enhance social justice and environmentally sustainable living. • Recreation and Physical Well-being – The learner is able to explore and engage in recreation and physical activities, to promote well-being. • Career and Career Choices – The learner is able to demonstrate self-knowledge and the ability to make informed decisions regarding further study, career fields and career pathing.
KEY SKILLS THAT WILL BE DEVELOPED	<p>Critical thinking Empathy Decision- making Responsibility for personal well-being and that of others Tolerance and respect for the opinions, religious beliefs and views of others Sensitivity to human rights Concern for the environment Leadership Awareness of health issues – importance of correct nutrition and avoiding diseases of lifestyle, as well as the importance of recreation and physical activity</p>
TOPICS COVERED OR CONTENT OUTLINE	<p>Self-awareness and self-esteem Gender issues Sexuality Democracy Career guidance World politics Religions, belief systems and worldviews Health issues (nutrition, diseases, HIV/AIDS) Sport and Physical Education Relationships Substance abuse Leadership Environmental issues Diversity, discrimination and human rights Study skills</p>
METHOD OF ASSESSMENT IN GRADE 10 - GRADE 12	<p>100% Continuous Assessment in FET phase.</p> <p>GRADE 12: Students will produce a final NSC portfolio containing work showing their progress in Grade 12 which includes four internal portfolio</p>

	tasks, two IEB Common Assessment Tasks as well as four external certificate tasks completed in their Grade 10 and 11 year.
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Life Sciences (Biology)

OFFERED IN OPTIONS	Option 2 (<i>only for students exempted from Afrikaans</i>), Option 5 and Option 6
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Scientific Inquiry and Problem-solving skills • Construction and Application of Life Sciences Knowledge • Life Sciences, Technology, Environment and Society
KEY SKILLS THAT WILL BE DEVELOPED	Identify and question phenomena Plan an investigation Data collection and manipulation Analyse, synthesize and evaluate data Communicate findings Interpret and make meaning of knowledge Application to everyday life Explore and evaluate scientific ideas – past, present and future Motor skills relating to laboratory work Translation
TOPICS COVERED AND CONTENT OUTLINE	
TISSUES, CELLS AND MOLECULAR STUDIES	Colloids, emulsions, solutions etc... The microscope and its history The cell and all organelles in detail Osmosis and turgidity Microscopic investigation of cells Membrane practical Differences between plant and animal cells Cell differentiation and cell growth Uncontrolled cell growth – cancer Chromosome structure (briefly) Cell division – mitosis Tissues – plant tissues and mammalian tissues Cell biotechnology – tissue cultures and stem cells
ENVIRONMENTAL STUDIES	Biodiversity – meaning Levels of biodiversity - genetic diversity, species diversity and ecosystem diversity Biodiversity under threat – monoculture, deforestation, pollution, alien plants Medicines and biodiversity Fynbos and Rocky Shores
STRUCTURE, CONTROL AND PROCESSES	Biochemistry of life Human Nutrition and balanced diet Vitamins and minerals Energy requirements linked to anorexia, bulimia and obesity Nutrient deficient diseases – kwashiorkor etc ... and food allergies Photosynthesis and respiration Photosynthesis and respiration practicals Breathing and gaseous exchange Smoking and your lungs

DIVERSITY, CHANGE AND CONTINUITY	Classification Fossil studies History of life on earth
METHOD OF ASSESSMENT IN GRADE 12	Two theory examinations, one Practical examination and Continuous Assessment that is submitted as part of a portfolio

Mathematics

OFFERED IN OPTION	Option 3 - Either Mathematics or Mathematical Literacy must be taken
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Number and Number Relationships • Functions and Algebra • Space, Shape and Measurement • Data Handling and Probability
KEY SKILLS THAT WILL BE DEVELOPED	<ul style="list-style-type: none"> • Problem solving skills – the learner is able to recognise, describe, represent and work with numbers and their relationships to estimate, calculate and check solutions. • The learner is able to investigate, analyse, describe and represent a wide range of functions and solve related problems. • The learner is able to describe, represent analyse and explain properties of shapes in 2- and 3-dimensional space with justification. • The learner is able to collect, organise, analyse and interpret data and establish statistical and probability models to related problems.
TOPICS COVERED OR CONTENT OUTLINE	<ul style="list-style-type: none"> • General Algebra – numbers and exponents. Sections introduced: number patterns, simple and compound growth and converting between fractions and decimals. • General Algebra – manipulation of algebraic expressions, solving linear equations/inequalities and general graphs. Sections introduced: exponential equations, trigonometric and exponential functions and mathematical modelling. • Geometry and Trigonometry – volume and surface areas of right prisms, polygons, similarity of triangles and solving triangles. Sections introduced: analytical geometry, transformations and history of geometry and trigonometry. • Statistics and Probability.
METHOD OF ASSESSMENT IN GRADE 12	Written Examination - 75% Continual Assessment - 25%
TERTIARY EDUCATION	<p>Mathematics is the basis of many careers in the South African system. Most university studies in Science, Engineering, Medicine, Architecture and Commerce require Mathematics, as do some diplomas at colleges or universities of technology. Some faculties at universities will accept Mathematical Literacy.</p> <p>Please read the document: <i>Mathematical Literacy or Mathematics in the Admission Requirements for University</i></p>

Mathematical Literacy

OFFERED IN OPTION	Offered in Option 3 as an alternative to Mathematics. Either Mathematics or Mathematical Literacy must be taken
LEARNING OUTCOMES	<ol style="list-style-type: none"> 1. Number and Operations in Context 2. Functional Relationships 3. Space, Shape and measurement 4. Data Handling
KEY SKILLS THAT WILL BE DEVELOPED	<ul style="list-style-type: none"> • The learner is able to use knowledge of numbers and their relationships to investigate a range of different contexts which include financial aspects of personal, business and national issues. • The learner is able to recognise, interpret, describe and represent various functional relationships to solve problems in real life and simulated contexts. • The learner is able to measure using appropriate instruments, to estimate and calculate physical quantities, and to interpret, describe and represent properties of and relationships between 2- and 3-dimensional objects in a variety of orientations and positions. • The learner is able to collect, summarise, display and analyse data and to apply knowledge of statistics and probability to communicate, justify, predict and critically interrogate findings and draw conclusions.
TOPICS COVERED OR CONTENT OUTLINE	<ul style="list-style-type: none"> • General Algebra – fractions, decimals exponents, rate, ratio, direct/inverse proportion, simple and compound growth and scientific notation. • General Algebra – Cartesian co-ordinate system, tables/formulae/graphs depicting relationships between variables, rates of change. • Geometry and Trigonometry – measurement (length, distance, volume, area, perimeter, time), polygons, circles, angles, Pythagoras, conversions of units in the metric system, scale drawings, basic transformation geometry. • Statistics and Probability.
METHOD OF ASSESSMENT IN GRADE 12	<p>Written Examination - 75%</p> <p>Continuous Assessment - 25%</p>
TERTIARY EDUCATION	<p>At present some Universities have indicated that they will not recognise Mathematical Literacy as a Mathematical Qualification. Please read the document: <i>Mathematical Literacy or Mathematics in the Admission Requirements for University</i></p>

Music

<p>The main purpose of this subject is to provide the student with the knowledge and ability to become a practicing musician in the present time. The old style of music left the student with good playing skills but with no knowledge of band work, the arranging and composition of music, popular music and the music industry. The new syllabus addresses all of the above in a way that will empower musicians to become performers as well as sound technicians, event co-ordinators and composers and arrangers.</p>	
<p>Music is studied in 4 designated areas:</p>	
<p>LO 1 - PRACTICAL</p>	<p>The student learns an instrument/s up to the minimum of Grades 5/6. A huge variety of instruments is allowed playable in any genre e.g. Rock or Jazz or Folk. In the final exam the student plays 2 pieces at Gr. 6 level and 1 on Gr. 5 level. One other piece is played in an ensemble/band sometime in the matric year and marked. e.g. a piece played at the Pops Concert. Students must also play Technical exercises and Sight Reading at Gr.5 or 6 level. Students playing at a higher level earn up to 3% extra for the higher level.</p>
<p>LO 2 – COMPOSITION, ARRANGEMENT AND IMPROVISING</p>	<p>The student learns how to arrange and compose music as well as record it in a studio. They are encouraged to develop a personal style in any genre but centre their compositions on relevant social issues. Included in this LO is the learning to improvise in various styles. E.g. the Blues.</p>
<p>LO 3 – THEORY AND HARMONY</p>	<p>The learning of Theory and Harmony up to about Gr. 5/6 level. The student must be able to apply this knowledge to their own and compositions of others. They must become conversant in other notation systems like Tonic Sol Fa, Guitar Chords and Tab notation.</p>
<p>LO 4 – MUSIC CULTURE AND HISTORY</p>	<p>The students learn about the genres of Western Europ/American and South African Classical, Jazz and Rock music as well as indigenous Indian and African music. They also learn how to register compositions with SAMRO</p>

Physical Sciences

OFFERED IN OPTION	Option 4 only
LEARNING OUTCOMES	<ul style="list-style-type: none"> • use process skills, critical thinking, scientific reasoning and strategies to investigate and solve problems • explain, interpret and evaluate scientific and technological knowledge and apply it in everyday contexts. • critically evaluate scientific knowledge and its impact on the quality of socio-economic, environmental and human development
KEY SKILLS THAT WILL BE DEVELOPED	<ul style="list-style-type: none"> • conducting investigations • interpreting data • solving problems • communicating and presenting information and scientific arguments • recalling, stating and discussing prescribed concepts • applying and evaluating scientific knowledge
TOPICS COVERED OR CONTENT OUTLINE	PHYSICS Mechanics (Force, energy and motion) Waves (Sound and light) Electricity and magnetism CHEMISTRY Systems Chemical Change INTEGRATED Matter and materials
METHOD OF ASSESSMENT IN GRADE 12	<ul style="list-style-type: none"> • Written external examination 75% • A portfolio containing a variety of pieces that cover all three Learning Outcomes. This will include practical work, alternative assessment pieces, project work, etc. 25%
TERTIARY EDUCATION	Physical Science is the basis of many areas of scientific study, including Electronics, Engineering, Medicine, etc. Many of the technology diplomas at Technikons require or recommend it, as do many degrees in the faculties of Science, Engineering, Medicine, Veterinary Science, etc.
PREREQUISITE	Obtain at least a 60% average for Grade 9 Science Offer Mathematics (as opposed to Mathematical Literacy) in Grade 10

Visual Arts and Design

OFFERED IN OPTION:	Option 6 only
LEARNING OUTCOMES:	<ul style="list-style-type: none"> • Conceptualising • Making • Management and Presentation • Visual Culture and Design Studies
KEY SKILLS THAT WILL BE DEVELOPED:	<ul style="list-style-type: none"> • Record and analyse observations and ideas for different purposes and audiences (including Information Technology) • Discuss and question critically • Organise and present information in visual diary • Investigate, combine and manipulate materials and images • Apply and extend their experience of a range of materials and process refining their control of tools and techniques (e.g. drawing, painting, print-making, design, collage and mixed-media). • Experiment with and select methods and approaches, synthesize observations, ideas and feelings and make images and art works. • Analyse and evaluate their own and other' work • Adapt and refine their work and plan and develop this further in the light of their own and others' observations.
TOPICS COVERED OR CONTENT OUTLINE:	<ul style="list-style-type: none"> • Visual and Design Literacy • Popular Culture and Mass Media – Contemporary Visual Culture in daily life: the Global Village • South African Visual Arts and Design – Socio Political Issues in South African Visual Arts and Design – Contemporary Visual Arts and Design • Global Visual and Design Studies – Contemporary Studies: Western, Asian, Indian, Pacific Rim etc.
METHOD OF ASSESSMENT IN GRADE 12:	<ul style="list-style-type: none"> • Practical Projects in a chosen discipline (e.g. drawing, painting, print-making, design, collage and mixed-media) - CASS • Practical Examination • Visual Diary • Tests and Written Examinations • Research Assignment
TERTIARY EDUCATION:	<ul style="list-style-type: none"> • Architecture • Fine Art – Drawing, Painting, Sculpture, Printmaking, Multi-media, Mixed media, Ceramics • Design – Graphic, Industrial, Interior Design. Fashion, Set Design, Jewellery, Textile etc. • Film-making

Please note:

There is a termly charge for Art Materials which compulsory in the Grade 10 year (R600-R800), and voluntary in Grade 11 and 12. This is charged to the school account.

isiXhosa First Additional Language

OFFERED IN OPTION	Offered in Option 2
LEARNING OUTCOMES	<p>Learning Outcome 1: Listening and Speaking</p> <p>Learning Outcome 2 : Reading and Viewing</p> <p>Learning Outcome 3: Writing and Presenting</p> <p>Learning Outcome 4 : Language</p>
KEY SKILLS THAT WILL BE DEVELOPED	<ul style="list-style-type: none"> • The ability to make meaning of text. The ability to speak and converse in IsiXhosa. • The ability to create meaningful texts across a wide variety of formats and for a range of purposes. Focus is on functional writing such as letters/dialogues/faxes/emails. • Prepared speaking and the ability to understand spoken IsiXhosa and to respond appropriately within certain situations such as “Egaraji”(at the garage)/”Esibhedlele”(at the hospital)/”Erestyu”(at the restaurant). • Prepared and unprepared reading. Reading of traditional IsiXhosa short stories known as “lintsomi”, magazines and prescribed books. • The ability to understand and use grammatical structures within certain relevant situations.
CONTENT	<ul style="list-style-type: none"> • Comprehensive grammar/Vocabulary/Idiomatic expressions. • Relevant themes such as “Ifashoni”(fashion)/”Iholide”(holiday)/”Ukutya”(food)/”Umzantsi Afrika”(South Africa). • Themes are selected for each grade in both Second and First Additional Language. • Literature – Traditional short stories:”lintsomi”, prescribed novel or drama and Poetry. • Transactional writing. • Creative Writing such as invitations and birthday cards. • Prepared speaking and informal conversations. • Reading
METHOD OF ASSESSMENT IN GRADE 10 - 12	<p>Continuous Assessment</p> <p>Oral examination and moderation</p> <p>Two written examinations (including comprehension/grammar/literature/summary) Paper 1 and paper 2</p> <p>Portfolio including extended writing</p>