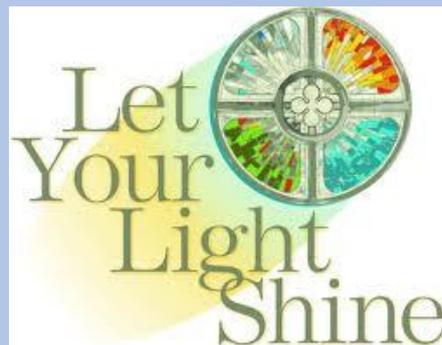




**Our Lady of Fatima  
Dominican Convent  
School**



**Subject Package  
Information Booklet  
for Grade 10 Learners of 2018**





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Innovation

Opportunity

Academic Excellence



Our Lady  
of Fatima  
DCS

IN GOOD HANDS



## Introduction

Our Lady of Fatima Dominican Convent School writes the Independent Examination Board (IEB) exams.

We offer the following subjects:

- ❖ Languages
  - Home Language: English
  - First Additional Language:  
Afrikaans **or** isiZulu
- ❖ Mathematics **or** Mathematical Literacy
- ❖ Life Orientation
- ❖ Physical Science, Life Sciences
- ❖ Accounting, Business Studies
- ❖ Geography, History
- ❖ Consumer Studies
- ❖ Dramatic Arts, Visual Art

To prepare the girls for their subject choices for Grade 10, 11 and 12 (FET phase) we have printed below:

1. **PUPILS PACKAGE**
2. **NSC REQUIREMENTS**
3. **INFORMATION REGARDING TERTIARY EDUCATION**
4. **DESIGNATED SUBJECTS**
5. **HOW TO CHOOSE A SUBJECT**

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### **TERMINOLOGY AND DEFINITIONS:**

IEB	Independent Examinations Board
FET	Further Education and Training (Grade 10 – 12)
GET	General Education and Training (Grade 1 – 9)
NSC	National Senior Certificate (Matric Certificate)
NBT	National Benchmarking Test
APS	Access Point Score



## **1. SUMMARY OF A PUPILS PACKAGE**

### **COMPULSORY SUBJECTS:**

- Home Language: English
- First Additional Language: Afrikaans **or** isiZulu
- Life Orientation
- Mathematics **or** Mathematical Literacy

**PLUS: A choice of THREE subjects, (see the table below)**

### **OPTIONAL SUBJECT PACKAGE GROUPS:**

- Choose one elective subject from **EACH GROUP** of subjects as laid out in the table that follows:
- A subject may not be chosen more than once.

<b>GROUP A</b>	<b>GROUP B</b>	<b>GROUP C</b>
Business Studies	Accounting	Accounting
Dramatic Arts	Geography	Consumer Studies
Life Sciences	Life Sciences	Life Sciences
Physical Science	Visual Art	History

- **The selection of Mathematics (Core) is compulsory if Physical Science / Accounting is chosen.**

## **2. NSC MINIMUM REQUIREMENTS**

### **MINIMUM REQUIREMENTS FOR OBTAINING A BASIC NSC (GENERAL)**

To obtain the **National Senior Certificate (NSC)** a learner must achieve:

- 40% in an official language at Home Language level
- 40% in two subjects
- 30% in three subjects
- A complete portfolio of evidence in the school-based assessment component is submitted in the subject failed.

### **ADMISSION TO HIGHER EDUCATION**

You will require the following minimum NSC results to commence study for a:

#### **Diploma Pass:**

- NSC plus 4 subjects *from the designated subjects list* at a minimum rating of 3 (40 – 49%) excluding Life Orientation
- Relevant institutional requirements

#### **Bachelor Degree Pass:**

- NSC plus 4 subjects *from the designated subjects list* at a minimum rating of 4 (50 – 59%) excluding Life Orientation
- Relevant institutional requirements



- ❖ As of 2010, some tertiary institutions have introduced National Benchmarking Tests (NBTs).  
The results of these tests are used to place prospective students into faculties.
- ❖ The following non-academic criteria are also considered as part of the application to tertiary institutions:
  - Community service
  - Leadership roles, and
  - General participation in clubs, youth groups, etc.

**For acceptance into South African universities, a learner must achieve a minimum of 50% in Life Orientation.**

## **1. INFORMATION RELATING TO TERTIARY INSTITUTIONS**

In general:

- ❖ Mathematics and Physical Science will remain pre-requisites for faculties of Medicine, Science, Veterinary Science and Engineering.
- ❖ Mathematics will remain a pre-requisite for Bachelor of Commerce (Accounting).
- ❖ Mathematics is not essential for pupils intending to study Law, Drama, Languages and Fine Art.
- ❖ Accounting and Business Studies will be helpful subjects for those wishing to study degrees in commerce faculties. History is found to be useful in Legal Studies.

***It is important to check the requirements at each individual tertiary institution as these differ.***

## **2. DESIGNATED SUBJECTS:**

These are subjects, which are believed to develop critical thinking and problem-solving skills that are needed for success in degree studies.

In addition to the compulsory subjects, the following **designated subjects are offered at Our Lady of Fatima:**

- |                    |                    |
|--------------------|--------------------|
| ➤ Accounting       | ➤ History          |
| ➤ Business Studies | ➤ Life Sciences    |
| ➤ Consumer Studies | ➤ Physical Science |
| ➤ Dramatic Arts    | ➤ Visual Art       |
| ➤ Geography        |                    |



### **3. HOW TO CHOOSE A SUBJECT**

In choosing subjects from this list, a learner must also keep in mind the subject requirements for the career that she intends to follow. Many qualifications in the fields of science, engineering, technology, health sciences and business & economic sciences require a learner to achieve at a specific level in Mathematics (rather than Mathematical Literacy). In addition, some institutions have specific requirements for certain courses of study.

If as yet you are not sure what career to follow when you leave school, try to keep your options open.

#### **THE DECISION-MAKING PROCESS IN GENERAL**

When deciding on a subject package for matric, you need to ask yourself the following:

- ❖ **What are my abilities?**
  - Which subjects am I best at?
  - Which aptitudes did my aptitude test point towards?
  - What skills do I realistically have?
- ❖ **What are some of my interests?**
  - Which subjects do I have a passion for?
  - What general interests do I have?
- ❖ **What are my needs and values?**
  - What do I consider to be important?
  - What would I like to achieve in my life?

**ONLY AFTER CONSIDERING THE ABOVE THREE POINTS  
COULD I ASK MYSELF:**

#### **WHO ELSE CAN HELP YOU MAKE A DECISION?**

- ❖ Your **teachers** have been teaching you their particular subject for some time now and should have some idea as to how you would fare if you continued in that subject up to matric level.
- ❖ Your **Life Orientation teacher** has the requirements for tertiary education, which should also help you.
- ❖ Your **parents** need to be consulted. They would like to feel that you are making the best possible choice, which would fit in with your abilities, interests and future aspirations.



## **A STEP-BY-STEP APPROACH PROCESS OF DECISION MAKING**

### ***You know your objective***

You want to choose a package, which suits you best and allows you as many options open as possible.

### ***You have gathered the necessary information***

Not only have you done self-analysis, but you also have information about the subjects and what they can lead to.

### ***You need to examine alternatives***

After asking yourself the questions mentioned previously in this section, jot down some alternatives. Consult teachers where necessary. Discuss these with your parents.

### ***You need to make a decision***

After examining all the angles, you should be able to hone in on one choice. Be objective. Do not choose a package because you think it may be easy or your friend is doing it.

Remember: ***YOU*** are the person who will be following this course for the next three years of your life!





## English Home Language

### **INTRODUCTION & AIMS:**

Together with the English teacher, your daughter will explore the wonderful world of the imagination, learn how to appreciate the richness of the language and become functionally literate.

### **CONTENT & ASSESSMENT:**

The standard of the IEB English examination is very high. The total 400 mark, which make up the final English mark in Matric, is comprised of the following:

- ❖ 100 for **oral** work (this involves reading a minimum of seven books and a variety of oral exercises);
- ❖ 100 for the **Reading and Viewing Paper** (comprehension, summary, language and poetry);
- ❖ 100 for the **Writing & Presenting Paper** (drama, novel and two pieces of Transactional writing); and
- ❖ 100 marks for **portfolio** work. The portfolio is made up of:
  - Writing;
  - Common Assessment Tasks;
  - Tests;
  - Tasks on the Fourth Genre: Play or Film Study; and
  - Trial papers.

### **IMPORTANT NOTES:**

- ❖ English is the **only** subject which has to be passed in order for the learner to be promoted. The pass mark is 40% but if the learner hopes to gain entry into university, she is expected to get at least 50% in her home language.
- ❖ **Reading** is one of the most important, if not the most important, of daily skills, and needs to be nurtured from a young age. This is evident as it is from reading that one extends one's vocabulary, comprehension skills and general knowledge.
- ❖ Grade 10 to 12 is the FET phase of the school. From Grade 10 the learners are geared towards their **final** Matric examinations. There is a **big adjustment** in Grade 10 in content, pace and homework to prepare the learners for their final year of school.
- ❖ The IEB is focused substantially on current affairs and relies on the learners' ability to draw on their general knowledge. With this as our motivation, we strongly advise the learners to keep abreast of the world around them. This will enable them to debate, to substantiate their views and to grasp certain thematic and topical issues.



## **Afrikaans – First Additional Language**

### **INTRODUCTION & AIMS:**

As South Africa is a multi-lingual country, the government has made it one of its priorities to ensure that South Africans are able to communicate effectively in at least two of the country's 11 languages. Not only is Afrikaans the third most widely spoken language in South Africa but it is also rich in culture and beautifully expressive. Here at Fatima, we offer Afrikaans at **FIRST ADDITIONAL LANGUAGE** level, focusing on the following skills: listening, speaking, reading and writing.

### **CONTENT & ASSESSMENT**

Matric marks are calculated out of a possible 400 marks:

- ❖ 100 Trials Paper 1 (comprehension, summary, poetry, grammar)
- ❖ 100 Trials Paper 2 (novel and transactional writing)
- ❖ 100 School Based Assessment (Portfolio comprising of written work, third genre literature, a common assessment task, tests and preparatory examinations)
- ❖ 100 Orals (formal prepared orals, listening comprehension, informal discussions and book reviews)

Assessment is continuous and class marks make up an important part of pupils' year marks. It is therefore in their best interest to work hard for these assessments and not only for examinations.

### **IMPORTANT NOTES:**

Support and encouragement from parents will help to break down any barriers to learning Afrikaans. Learners must realise that Afrikaans is a subject for which they can and **must learn**. Unless learners take the responsibility to learn rules and vocabulary, they will not achieve the results, which they desire.

The teachers devote themselves to teach, encourage and help the learners in their classes and it is not only necessary for the learners to carry out all given tasks but to also read more widely and to familiarise themselves with spoken Afrikaans by making time to watch the many Afrikaans programmes offered by **KykNET, Via and SABC 2**.





## **isiZulu – First Additional Language**

### **INTRODUCTION & AIMS:**

It is a requirement that learners speak isiZulu at home or have received full preparation of isiZulu at **FIRST ADDITIONAL LANGUAGE** in Primary School.

It is the school's aim that by the end of Grade 12 learners should be proficient in speaking, reading and writing isiZulu.

Specific role:

- ❖ To establish solid foundations in the understanding of the constructs of the language through primarily focusing on sound recognition, development of isiZulu vocabulary in the early grades and moving on to the interpretation, sentence construction and grammatical structures in the higher grades
- ❖ To get pupils to develop the ability to express themselves fluently in orals and written formats in isiZulu.

### **CONTENT & ASSESSMENT:**

There are 400 marks, which make up the final isiZulu FAL mark in Matric and is comprised of the following:

- ❖ Paper I (100 marks) consists of comprehension, summary, communicative language and contextual questions on prescribed and unseen poetry.
- ❖ Paper II (100 marks) consists of writing and presenting language, literature and transactional writing.
- ❖ Oral Assessment (100 marks) consists of prepared speaking, prepared and unprepared reading and listening strategies.
- ❖ Portfolio (100 marks) consists of extended writing, common assessment tasks, third genre literature, tests and preparatory examinations.

### **IMPORTANT NOTES:**

- ❖ Learning isiZulu FAL promotes multilingualism and intercultural communication.
- ❖ Study of isiZulu FAL can lead to language-oriented careers such as journalism, translation, language teaching, marketing, advertising, diplomacy, and so on.
- ❖ Reading is essential for First Additional Language students because it enhances their vocabulary growth, helps improve writing and improves their general language competence as well as improves their general knowledge.

**ISIZULU**  
Ngiyakuthanda



## Life Orientation

### **INTRODUCTION & AIMS:**

Life Orientation is one of the four **fundamental** subjects in the Further Education and Training Band, which means that it is **compulsory** for all learners in Grades 10 – 12.

It is the study of self in relation to others and to society. It aims to develop 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.

### **CONTENT & ASSESSMENT:**

Life Orientation addresses skills, knowledge, values and attitudes about:

- ❖ the self
- ❖ the environment
- ❖ responsible citizenship
- ❖ a healthy and productive life
- ❖ social engagement
- ❖ recreation and physical activity
- ❖ career choices

It not only focuses on knowledge but also emphasizes the importance of the application of skills, values and attitudes in real-life situations and participation in physical activity, community organisations and initiatives.

Learners are required to complete tasks that are an extension of the work covered in class. These tasks vary in format and rigour, and it is essential that learners not only complete all tasks but also adhere to given deadlines.

Assessment is continuous and report marks are reflected as such.

### **PLEASE NOTE:**

**Any grade 12 learner who fails to achieve a minimum of 50% in this subject will not be accepted into any South African University.**





## **Mathematics**

### **INTRODUCTION & AIMS:**

- ❖ To equip learners to survive financially, as consumers and investors now & in their future
- ❖ To create an analytical, logical mind in life with decision-making & interpretation
- ❖ To provide the tools for application in other learning areas and employment
- ❖ To provide a foundation for further education & professions

### **CONTENT & ASSESSMENT:**

The curriculum from Grade 10 – 12 covers the following topics:

- ❖ Algebra & Equations
- ❖ Patterns / Sequences
- ❖ Financial Maths
- ❖ Functions / Graphs
- ❖ Differential Calculus
- ❖ Probability
- ❖ Trigonometry
- ❖ Analytical Geometry
- ❖ Euclidean Geometry
- ❖ Trigonometry
- ❖ Statistics

## **Advanced Programme Mathematics**

### **INTRODUCTION & AIMS:**

Learners who excel in their Mathematics and are passionate about it are offered, at an additional cost, the opportunity to study AP Mathematics. This course is taught separately to the school's timetable and lessons are offered twice a week either before or after school.

### **CONTENT & ASSESSMENT:**

Pupils write two modules:

#### **Compulsory:**

- ❖ Algebra and Calculus: Differentiation and Integration

#### **Optional (choose 1):**

- ❖ Graph theory and Matrices
- ❖ Financial Mathematics and Mathematical Modelling
- ❖ Statistics

### **IMPORTANT NOTES:**

Learners who intend studying Mathematics at a tertiary level and have sound time management skills are encouraged to participate in this course as it serves as an invaluable bridge between the school curriculum and the skills required at University.

At present, it does not contribute to any extra points towards University application.



## Mathematical Literacy

### INTRODUCTION & AIMS:

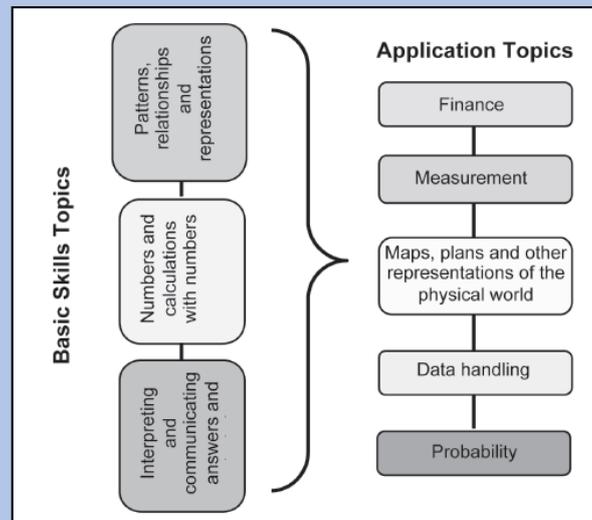
Mathematical Literacy provides learners with an awareness and understanding of the role that mathematics has in the modern world. It is a subject driven by life-related applications of mathematics. It enables learners to develop the ability and confidence to think numerically and spatially in order to interpret and critically analyse everyday situations and solve problems.

Mathematical Literacy will ensure a broadening of the education of a learner who is suited to the modern world, by ensuring that learners are able to become:

- ❖ A self-managing person
- ❖ A contributing worker
- ❖ A participating citizen

### CONTENT & ASSESSMENT:

The following overview of the content taught in Mathematical Literacy is sourced from the Curriculum and Assessment Policy Statement for Mathematical Literacy:



### IMPORTANT NOTES:

#### THE DIFFERENCE BETWEEN MATHEMATICS AND MATHEMATICAL LITERACY

MATHEMATICS	MATHEMATICAL LITERACY
focuses on the <i>discipline of mathematics</i> , and this often means working with more abstract concepts	focuses on the role of mathematics <i>in the real world</i>
applications are important, but do not have to be only real life contexts	Relevant or current contexts are used



<b>MATHEMATICS</b>	<b>MATHEMATICAL LITERACY</b>
content is expanded on as the learners progress from one year to another	basic mathematics is needed and a few new concepts are introduced in Grades 10 and 11
both the <b>content</b> and <b>contexts</b> become more complex and advanced each year	the <b>contexts</b> become more complex from year to year

**MATHEMATICAL LITERACY IS NOT A WATERED DOWN VERSION OF MATHEMATICS – IT IS AN ENTIRELY DIFFERENT SUBJECT WITH DIFFERENT OBJECTIVES.**

### **DECIDING BETWEEN MATHEMATICS AND MATHEMATICAL LITERACY:**

There are three perspectives that this decision needs to be approached from:

❖ **A marks-based perspective**

You cannot choose to study Mathematics if you are unable to attain the required results.

❖ **A career-based perspective**

Mathematical Literacy can impose restrictions on your course of tertiary study.

❖ **An interest-based perspective**

In order to excel in any subject the learner needs to enjoy and understand the merits of their chosen subject.

### **MATHEMATICS CANDIDATES (Suggested Grade 9 CASS result of > 70%)**

Learners with an aptitude and giftedness for comprehensive, critical and abstract thinking should DEFINITELY explore Mathematics and develop their confidence levels by solving problems that are more challenging. They must enjoy and feel challenged by the higher level of thinking and reasoning required in Mathematics. This will equip them to study further (not necessarily Mathematics) at a tertiary level with no restrictions on their chosen course of study.

### **MATHEMATICAL LITERACY CANDIDATES (Suggested Grade 9 CASS result of < 60%)**

Those who have difficulty with the basic and foundational mathematical skills required in the Senior Phase of the GET (Grade 7 – 9), and who do not enjoy the more abstract concepts of Mathematics at this level should take Mathematical Literacy. Tertiary education is still an option but there will be restrictions on the course of study.

In general, this means you will not be able to study *Engineering, Medicine, Economics and Accounting*. This does, however, depend on the Institution you choose to study at so parents/learners are advised to check on course requirements.



**THE UNDECIDED LEARNER (Those learners with a Grade 9 CASS result between 60% and 70%)**

These learners are sitting on the fence. They could potentially manage with Mathematics, but will probably not manage the application and problem solving type questions. In addition, as these questions can represent up to 50% of the final examination papers, this means they are unlikely to achieve particularly high results in the subject. Should these learners choose to pursue Mathematics, by the time they reach matric, they must be prepared to spend a lot of extra time on their work.

**SOME EXTRA POINTS TO CONSIDER WHEN MAKING YOUR DECISION**

- ❖ Mathematics is an advantage on a report, but only if the learner is able to get a decent mark, otherwise it can actually drag one's Access Point Score (APS) down and hinder one's entrance chances. In some cases, failing Mathematics in Grade 12 can mean sacrificing the Bachelor Degree Pass.
- ❖ A learner is able to change from Mathematics to Mathematical Literacy in Grades 10 and 11, depending on the number of learners in each class. It is however, the responsibility of the learner to catch-up the work missed in her own time.
- ❖ A Mathematical Literacy candidate is unable to change to Mathematics.
- ❖ Mathematical Literacy is not easy. Although the work is more accessible to the average student, it has its own challenges and STILL USES GRADE 8 AND 9 MATHEMATICS to solve its problems. To achieve 80%, or even 70% becomes more difficult to obtain as one progresses to Grade 12. The Grade 12 year itself is especially challenging and brings together all of one's school mathematics.





## **Business Studies**

### **INTRODUCTION & AIMS:**

Business Studies is a subject, which develops insight into both South African, and global business practices. It fosters an understanding of the various issues and challenges that influence and impact business.

The subject lays a sound foundation for learners to initiate and/or carry out business within a national and international context. It also forms the foundation for further business-based studies at a higher level of education.

### **CONTENT & ASSESSMENT:**

The subject focuses on:

#### ❖ **Business environments**

Learners investigate the different environments within which a business operates and develop strategies to deal with challenges encountered.

#### ❖ **Business ventures**

Learners look at the entrepreneur as leader & manager and explore different types of investment opportunities as well as insurances. They also learn about forms of ownership and the impact this has on the success or failure of a business.

#### ❖ **Business roles**

Learners are introduced to the essential roles that they need to perform (as a citizen, team member, professional and entrepreneur) in a variety of business contexts. They delve into creative thinking and problem solving, ethics and conflict management.

#### ❖ **Business operations**

Learners acquire the knowledge and skills necessary to manage essential business functions, such as human resources, public relations, marketing & production, within the context of relevant legislation and other contemporary issues.

### **IMPORTANT TO NOTE:**

Feedback received from past pupils indicates that Business Studies has helped them tremendously with both their tertiary studies and with life in general.

Learners who take Business Studies will be required to learn large volumes of work and then apply their learning to answer questions asked. They should also have a good general knowledge of the business world and current affairs.

Final Matric assessment consists of:

PAPER 1: 2hrs/ 200 marks (short questions)

PAPER 2: 2hrs/ 100 marks (Two Business Reports)



## **Consumer Studies**

### **INTRODUCTION & AIMS:**

The subject Consumer Studies focuses on developing knowledge, skills, values and attitudes in learners, to enable them to become responsible and informed consumers of food, clothing, housing, furnishings and household equipment and to use resources optimally and in a sustainable manner. The subject also promotes the application of knowledge and skills in the production of quality marketable products that will meet consumer needs.

### **CONTENT & ASSESSMENT:**

Learning Areas involve:

- ❖ Consumer Education
- ❖ Food and Nutrition
- ❖ Clothing
- ❖ Housing and furnishings
- ❖ Production/Practical – the learners will, where possible, cook at least once a cycle

### **IMPORTANT NOTES:**

Should you choose consumer studies as an option?

If you have the qualities we are looking for and have always been interested in cooking, nutrition, fashion, textiles and interior design, marketing and your rights as a consumer, then you are the person who should be studying Consumer Studies.

It is easy to identify those pupils who have chosen it because they really want to, and those who have thought it to be an easy option!

Consumer Studies is a life skill - you will definitely use the skills you learn every day of your life.

So remember...you do not have to study Consumer Studies solely to enter the relevant job opportunity fields, of which there are many, but you can choose it because it will help you in your everyday life and, most of all, it is FUN!

**NB: The Consumer Studies Department is equipped to take a MAXIMUM of 16 learners.**

**It is imperative that the girls make their choice before the course begins in Grade 10.**

**It is not always possible to accommodate girls when they want to change their subject packages.**



## **Dramatic Arts**

### **INTRODUCTION & AIMS:**

Dramatic Arts is a subject that teaches the theory and practice of drama and theatre; it is about creative self-expression through drama and confident communication as a life skill.

As social beings, we interact with others daily and the better equipped we are at being able to listen and interpret, engage and interact, the more integrated we can be in our personal, work and social environments.

The course teaches creative interpretation in terms of both theoretical analysis and practical arts processes. It thus supports the formation of adaptive intelligence, critical and creative thinking and involves the acquisition of many transferable skills.

### **CONTENT & ASSESSMENT:**

Dramatic Arts includes theoretical and practical components.

The course is academically comprehensive and engages higher order, conceptual skills.

The process of practical skills acquisition requires a self-motivated and pro-active approach to learning – as any creative process requires a high level of rigorous research and lots of hard work!

### **IMPORTANT NOTES:**

Please note that as drama is a social art form, at least two thirds of the practical work is done in groups and you will need to be able to work together co-operatively, reliably, amicably and productively. Sometimes you will have to rehearse after school with your groups, while at other times you will have individual tasks to work on by yourself at home.

There is a compulsory co-curricular hour of practical work in the afternoons once a week for the senior grades.





## Geography

### **INTRODUCTION & AIMS:**

Are you interested in studying geography further? You should be, because Geography tackles the big issues:

- ❖ Environmental responsibility
- ❖ Our global interdependence
- ❖ Cultural understanding and tolerance
- ❖ Commerce, trade and industry

The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why, and helps to prepare you for those changes.

The transferable skills that Geography fosters are an asset in the complex world of employment today. Compared to other subjects, Geography graduates are among the most employable. They possess the skills employers look for. In part, this is because the subject combines knowledge of science and an understanding of social science. Geography is about the future and encourages evolving think tanks. Geography opens many doors to further education, especially if combined with mathematics and physical science. Study fields include environmental science, geology, town and regional planning, development studies, tourism and many more.

### **CONTENT & ASSESSMENT:**

The core modules covered from Grade 10 – 12 are:

1. Climatology
2. Geomorphology
3. Population Studies
4. Development Studies
5. Settlement
6. Sustainable resource use
7. The economy of South Africa
8. Mapwork

Assessments every term are based on theory modules as well as practical mapwork.

Examinations: Theory = 300 marks  
Mapwork = 100 marks

In Grade 12, the research project counts for 45% of the Cass mark and fieldwork is also an important aspect of Geography.

### **Important Notes:**

<b>Would you like to develop the following skills?</b> <ul style="list-style-type: none"><li>❖ Research technique</li><li>❖ Handle data</li><li>❖ Ask questions and find answers</li><li>❖ Make decisions about an issue</li><li>❖ Analyse material</li><li>❖ Organise yourself</li><li>❖ Think creatively and independently?</li></ul>	<b>Would you like to develop the following characteristics?</b> <ul style="list-style-type: none"><li>❖ Good communicator</li><li>❖ Spatially aware</li><li>❖ Socially, economically and environmentally aware</li><li>❖ Problem Solver</li><li>❖ Good team player</li><li>❖ Computer literate</li><li>❖ Well rounded, flexible thinker</li></ul>
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## Life Sciences

### **INTRODUCTION & AIMS:**

The subject Life Sciences involves the systematic study of life in the natural and human-made environment.

The purpose of Life Sciences is to enable the learners to:

- ❖ Explore those concepts that are essential for understanding life processes
- ❖ Explore the interrelationship and interdependence of components of the living and the physical world
- ❖ Develop inquiry, problem-solving, critical thinking and other skills to interpret and use the Life Sciences' concepts in explaining phenomena
- ❖ Apply scientific knowledge in their personal lives
- ❖ Apply scientific knowledge as responsible citizens in ways that contribute to a healthy life style and sustainable management of resources
- ❖ Develop an understanding of the nature of science, the influence of ethics and biases, and the interrelationship of science, technology, indigenous knowledge, environment and society.

### **CONTENT & ASSESSMENT:**

Life Sciences draws on various disciplines and organises learning into four knowledge strands, namely:

- ❖ Cellular and Molecular Studies (Microbiology, Genetics)
- ❖ Plant and Animal Structure & Processes (Botany, Zoology, Physiology)
- ❖ Environmental Studies (Ecology)
- ❖ Diversity and Change (Taxonomy, Anthropology)

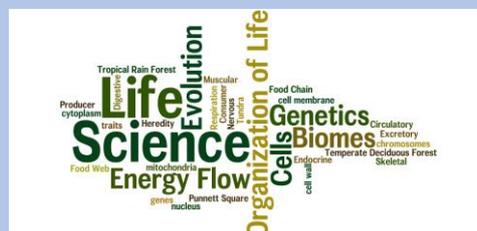
### **IMPORTANT NOTES:**

This subject suits a person who has an inquiring mind and a love of the natural world; animal and plant.

Man's influence on the environment is also an important part of Life Science.

It is a subject that takes analytical and critical thinking. Discursive essays are written in the examinations.

Over the years, the Life Science syllabus has changed its focus from being a detailed content-based subject, to one of application and good scientific thinking.





## Physical Science

### **INTRODUCTION & AIMS:**

The subject 'Physical Science' investigates physical and chemical phenomena in order to explain and predict events in the physical environment around us.

### **Physical Science promotes:**

- ❖ Knowledge and skills in scientific inquiry and problem solving.
- ❖ Construction and application of scientific and technological knowledge
- ❖ An understanding of the nature of science and its importance to technology, society and the environment.

Pupils are equipped with investigating skills relating to physical and chemical phenomena. These skills include classifying, communicating, measuring, designing or investigation, drawing conclusions, formulating models, identifying and controlling variables, hypothesizing, inferring, observing, interpreting, predicting, problem solving and reflection.

### **CONTENT & ASSESSMENT:**

There are six main knowledge areas in the subject Physical Science, each being expanded with each successive year. These knowledge areas are:

#### **Integrated Chemistry & Physics:**

- Matter & Materials: Understand what matter is made of and why this matters.

#### **Chemistry:**

- Chemical Systems: Science applied in the environment around us
- Chemical Change: Exploring what chemical change is and how we can use it

#### **Physics:**

- Mechanics: Understanding force and motion
- Waves, Sound & Light: Investigating the wave nature of sound and light
- Electricity & Magnetism: Exploring the interrelated concepts of electricity & magnetism

### **IMPORTANT NOTES:**

The subject prepares pupils for future learning. Pupils choosing Physical Science in Grade 10 to 12 have improved access to academic courses in Higher Education and to careers related to Applied Science.

Scientific and technological development is essential for the country's economic growth and the well-being of its people.

**Pupils considering choosing Physical Science are required to choose Mathematics and should be competent therein.**



## Visual Art

### **INTRODUCTION & AIMS:**

The primary aim of the Senior Visual Art programme is to enhance and develop artistic skills with a focus on tertiary education in a specialized field that will lead to a career in one of the many facets of the vast and ever expanding art and design world. Visual Art is a platform for the learners to develop their skills in both the practical and theoretical component of the subject:

### **CONTENT & ASSESSMENT:**

The Visual Art theoretical component examines the history of Art from the Ancient through to the Conceptual with particular emphasis on visual literacy skills.

An exciting and innovative practical component allows for exploration in many Fine Art practices.

Such experimentation in different medias and techniques will develop technical skills but also competencies in creative problem solving, communication and time management. Visual Art requires lateral thinking and the ability to conceptualize.

Learners are given the freedom to develop their individual talents, which allows them to grow as individuals. All must develop their drawing skills to a high degree.

### **IMPORTANT NOTES:**

#### **Qualities required**

- ❖ The learner must be creative with an ability to think laterally.
- ❖ The learner must be self-motivated, with a positive, disciplined attitude.
- ❖ An ability to meet deadlines.
- ❖ Must have an ability to draw.
- ❖ An ability to maintain consistent effort and persevere through challenges without giving up.
- ❖ An above average ability in English

#### **Some of the more popular career directions**

- ❖ Fine Art, a B.A. or B.Tech — this leads to specialized fields in the commercial world or a purely artistic career.
- ❖ The Fine Art graduate can specialize as an Art Historian, gallery curator, Art journalist or teacher/lecturer.
- ❖ Fashion Design.
- ❖ B.A. in Brand Communication or Graphic Design — there are many specialized fields within this career from layout artist, illustrator, web designer, animation, cartooning, brand manager, art director and copywriting among others.
- ❖ B.A. in Architecture
- ❖ Art Therapist — working in conjunction with a psychologist or autodidact