



**Grade 9 Subject Choice**

**Information Booklet 2018**

**(for 2019)**

## **AN INTRODUCTION**

At the end of Grade 9 you will have completed the General Education and Training (GET) phase of your education. If you satisfy the academic requirements you will be promoted to Grade 10. The Further Education and Training (FET) phase of your education is a three-year programme which ends in Grade 12 with you writing the National Senior Certificate (NSC) Examinations. There are a few key differences between GET and FET that you need to note:

- 1) In Grades 10-12, there is a far greater focus on exams in the compilation of your marks. Your final year mark will be calculated as follows:  
75% Examination + 25% Continuous Assessment = 100%
- 2) FET is a three year programme. Although you are technically allowed to change a subject in Grades 10 and 11, it is not recommended or encouraged. Thus, we want to help you make the right subject choice for your future at the end of Grade 9.
- 3) Some subjects change their form from Grade 10 (e.g.: Natural Sciences divides into Physical Sciences and Life Sciences and Social Sciences becomes History and Geography). When you sign up for a subject it is **very important** that you have a good understanding of what you will study and the competencies (skills) you will need to be successful in this subject.
- 4) You will no longer take the same core subjects as everyone else in your grade, but will study only seven (7) or eight (8) subjects that demand “high knowledge – high skills”.
- 5) Everyone is expected to complete the basic 7 subject National Senior Certificate. Oakhill’s timetable allow you to take an extra (eighth) subject. Grade 10’s are encouraged to start with eight subjects to give you the opportunity to try an additional subject. This can be very enriching and give you more time to decide which subjects you want to continue with. You may drop the extra subject after the June examinations in Grade 10 or Grade 11, or at the end of Grade 10 or Grade 11. You may also continue with the additional subject and write the NSC in that subject. There will be an additional charge of R1 150 for every subject that you enter in addition to the 7 subjects.
- 6) We also encourage some learners to tackle the AP Mathematics or AP English Programmes. There are additional textbooks for AP Maths and novels for the AP English option.
- 7) There is no extra charge for the tuition of an 8th subject or AP Mathematics or AP English. There is, however, an additional charge for these subjects when you write the IEB Exam. This charge is R1 150 for an additional elective subject and R955 for AP Mathematics and AP English for 2019. This amount may increase every year.

At Oakhill School we work towards and write the Independent Examination Board Examinations (IEB) in matric.

### **The IEB actively strives to:**

- Set well-constructed, probing assessments that test the learners' understanding of what information applies in a certain circumstance
- Test learners' understanding of how and why specific knowledge is applied
- Direct teachers in their teaching to develop clear logical thought in learners with a good understanding of the subject matter
- Communicate their learning clearly

The IEB is a recognised body in the South African education landscape, committed to building a robust system for all learners in our country. The significance of its independence now is to provide an alternate voice on curriculum and assessment matters, to contribute positively to debate on educational issues and to provide an approach that ensures that independent schools are accommodated in respect of their needs and desires within the South African education framework, for the greater good of our country. The IEB sees itself as a partner in our country’s education system, supporting that which needs to be supported with whatever we have to contribute.

### **The IEB produces consistent, reliable results in the Grade 12 National Senior Certificate:**

- Average pass rate is between 97% and 98%
- Pass with entry to degree study, between 78% and 80%

(Source: extracted from [www.ieb.co.za](http://www.ieb.co.za))

To enter the National Senior Certificate examination, a learner must offer a 7 subject package, with the following specifications:

(1) **COMPULSORY SUBJECTS:**

- English Home language
- Afrikaans First Additional Language (FAL)
- Mathematics (core) OR Mathematical Literacy
- Life Orientation (LO)

(2) **ELECTIVE SUBJECTS:**

The elective subjects are offered in 4 lines and you will have to choose one subject in each of 3 or 4 lines. Your selection will thus be restricted to the subject lines.

Oakhill offers the following elective subjects\*:

- Accounting
- Business Studies
- Computer Applications Technology (CAT)
- Dramatic Arts
- Geography
- History
- Information Technology (IT)
- Life Sciences
- Physical Sciences
- Visual Art

All subjects carry 20 credits, except for Life Orientation which is a 10-credit subject.

\* The offering of a subject is considered based on the demand for the subject.

## **ENGLISH HOME LANGUAGE**

### PHILOSOPHY:

“Language is a tool for thought and communication. Language constructs and expresses cultural diversity and social interaction. Learning to use language effectively enables learners to think and acquire knowledge to express their identity, feelings and ideas, to interact with others and to manage the world.” (National Curriculum Statement, April 2005). With this understanding it is the main aim of the Oakhill English Department to promote the learner’s intellectual, emotional, social and cultural development through developing their competence in using language as well as their understanding of more advanced concepts in literature and language study.

### OBJECTIVES:

The Oakhill English Department embraces the spirit of the Constitution of South Africa, whereby the curriculum aims “to heal the division of the past and to encourage learners to participate and contribute towards a society based on democratic values, social justice and fundamental human rights.” The aim is for Oakhill learners to exit Grade 12 fully equipped with the skills of the English language that will enable them to contribute fully and competently to these values. The Department also strives to promote excellence in English as the primary medium of communication at Oakhill. It will strive to ensure that spoken and written English is of a high standard.

### TEACHING APPROACH:

The Oakhill English Department encourages students to be sensitive to cultural, ethnic, racial, class and gender issues. Students are encouraged to challenge bias, stereotypes and discrimination found in texts.

The skills approach is implemented whereby learners are given opportunity to demonstrate the skills of speaking, listening, writing or presenting, reading or viewing wherein they use the appropriate structures and conventions.

Learners are presented with opportunities to critically study events, literature and experiences as presented from a variety of points of view.

Learners are given the opportunity to familiarise themselves with new technologies and to utilize this technology for presentations and research.

A text-based approach is encouraged to enable learners to become critical readers, writers, viewers and designers of texts. A wide variety of texts is used and each is understood and studied within its context. Learners are exposed to increasingly complex texts as they progress through Grades 10 to 12.

A communicative approach is used whereby learners learn by *doing*. The teacher is a facilitator of this action and provides the opportunity for learners to use language in class, in its various forms to speak, to read, to write and to view.

### MEANS OF ASSESSMENT (Matric Assessment is composed of):

External Examination	Paper I	3 hours	100 marks
	Paper II	3 hours	100 marks
Internal Assessment	Portfolio		100 marks
Internally assessed and externally moderated	Oral		100 marks
	TOTAL		400 MARKS

**REQUIREMENTS** (Grades 10 - 12)**Paper 1:** UNDERSTANDING TEXTS

The paper will include:

1. A comprehension
2. A summary
3. Contextual questions on poetry (both seen and unseen)
4. Visual literacy: adverts and cartoons
5. A selection of questions from:
  - a. dictionary skills
  - b. grammatical corrections/explanations
  - c. editing skills

**Paper 2:** WRITING

Section A	Drama:	Shakespeare
	Prose:	Novel
	Film:	Selected films

Section B Transactional writing: Short pieces

**Continuous Assessment:** PORTFOLIO

In Matric each candidate is required to present his / her assignments in a folder for the teacher and subsequent transmission to the IEB for moderation before Preliminary Exams.

This should be a powerful motivator for the student to take responsibility for his/her own learning.

Section A	Extended Writing
Section B	Common Assessment Task (Set by the IEB)
Section C	Literature: Fourth Genre (usually film) Section
D	Tests ( a specific range of tests)
Section E	Preliminary Examination

**Oral and Listening Assessment**

Listening and Speaking.

This section is assessed internally and moderated externally. It consists of the following:

Prepared speaking (including an oral) and relevant discussion / conversation which shows a relevant and up to date knowledge of the world around us.

Discussion around 7 novels read during the year.

Prepared and unprepared reading and relevant conversation / discussion.

Communication activity throughout the year

Listening strategies

Speaking strategies

## **AFRIKAANS EERSTE ADDISIONELE TAAL**

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

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

### **Spesifieke doelstellings vir die leer van addisionele tale:**

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

- taalvaardighede te verwerf wat nodig is om akkuraat en gepas te kommunikeer, met inagneming van die teikengroep, doel en konteks;
- die addisionele taal vir akademiese leer oor die kurrikulum heen te gebruik;
- met vertroue en genot te luister, te praat, te lees / kyk, en te skryf / aan te bied. Hierdie vaardighede en houdings vorm die grondslag vir lewenslange leer;
- eie idees, sienings en emosies, mondeling en skriftelik, met vertroue uit te druk en te regverdig ten einde selfstandige en analitiese denkers te word;
- die addisionele taal en verbeelding te gebruik om menslike ervarings uit te beeld en te verken. Dit sal hulle in staat stel om hulle eie ervarings en bevindinge oor die wêreld mondelings en skriftelik uit te druk;
- die addisionele taal te gebruik om inligting te verkry en te bestuur vir leer oor die kurrikulum heen en in 'n wye verskeidenheid ander kontekste. Inligtingsgeletterdheid is 'n noodsaaklike vaardigheid in die "inligtingseeu" en vorm die grondslag vir lewenslange leer; en
- die addisionele taal te gebruik as 'n instrument vir kritiese en kreatiewe denke; opinies oor etiese kwessies en waardes uit te druk; krities in interaksie te tree met 'n wye verskeidenheid tekste perspektiewe, waardes en magsverhoudings in tekste te herken en te bevraagteken; tekste vir 'n wye verskeidenheid doelwitte soos genot, inligting en navorsing krities te lees.

Die volgende leeruitkomst is van toepassing:

#### **1. Luister en praat**

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

#### **2. Lees en kyk**

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

#### **3. Skryf en aanbied**

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.

#### **4. Taal**

Die leerder is in staat om taalstrukture en -konvensies gepas en doeltreffend te gebruik.

### **Oorsig van taalvaardighede en inhoude**

#### **Luister en praat:**

**Praat:** Om in formele en informele omstandighede gesprek te voer, te debatteer en argumenteer. Om sowel voorbereide as onvoorbereide lees te kan doen.

**Lees en kyk:** Om 'n verskeidenheid tekste (literêr en nie-literêr) te lees, te analiseer, evalueer, vergelyk, afleidings te maak, opinies te gee en op te som.

**Skryf en aanbied:** Die skryf van 'n verskeidenheid tekste - kreatiewe skryfwerk en transaksioneel.

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

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

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

**Vraestel 1:** Afdeling A - Leesbegrip (30)  
Afdeling B - Opsomming(10)  
Afdeling C - Gedigte (30)  
Afdeling D - Kommunikatiewe Grammatika (30) (Totaal 100 punte)

**Vraestel 2:** Afdeling A - Voorgeskrewe Prosa (60) en Transaksionele skryfwerk (40) (Totaal100 punte)

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

**Deurlopende Assessering van Jaarwerk (Portefeulje):** Samestelling van werk bestaande uit toetse, skryfwerk (produk- en prosestake) en enige ander opdragte soos deur die sillabus voorgeskryf. (100 punte)

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

TOTALE PUNT: 400 (Verwerk na 'n persentasiepunt)

## **MATHEMATICS**

MATHEMATICS IS **COMPULSORY** for all pupils in all schools in one of two forms: Core Mathematics or Mathematical Literacy.

### **(CORE) MATHEMATICS**

Core Mathematics is a focused formal study, where a pure formal approach is taken. It focuses on CONTENT that is able to be seen in context. Just as it can be seen as a severe challenge to those with Mathematical limitations, it can be seen as a wonderful opportunity to develop one's powers of thinking and to be exposed to the modern world.

Those pursuing high level professions like Finance, Engineering, Research, Computer Technology and Medicine will study at universities who will demand high level achievement in Mathematics.

If you are not sure and probably in the 40 – 55% bracket for Mathematics in Grade 9, then at least try Core Mathematics in Grade 10. There are demands – meet them and then the doors open. However, if you do not attain a Mathematics pass mark for Grade 9, it is recommended that you start Grade 10 doing Maths Literacy.

#### The Seven levels

Each pupil will be rated on a scale 1 to 7.

The secret is to FIND ONE'S LEVEL and then to aspire higher.

The system of assessing will ensure that levels will be exposed and very rarely a person will achieve outside his/her level. In the old days one could process an A symbol. In the new system you will only get an A if you are Level 7 or Level 6.

1	2	3	4	5	6	7
Inadequate	Adequate	Satisfactory	Acceptable	Competent	Excellent	Exceptional
Under 30%	30%	40%	50%	60%	70%	80%+

#### The 4 levels of Assessing

Questions in Papers will be set according to the following levels:

Testing KNOWLEDGE	Testing ROUTINE processing	Testing COMPLEX processes	PROBLEM SOLVING
20%	30%	35%	15%

The June and November report marks are most informative with regards to your Mathematical ability. Term one and three marks are a bit too generous, by the nature of assessing (class tests are usually set on only one or two sections of work, while exams cover five or more sections). You might then want to wait for the results at the end of Grade 9 before you make a decision on taking (core) Mathematics or Mathematical Literacy.

#### THE BEST ADVICE:

Find your level. Try your best. Dream your dreams.

But if, after trying, you end as level 4 or 5, do not get tense and demand level 7 of yourself. Find your level, secure your level and then build your level.

#### Is it possible for a non-genius to do CORE MATHEMATICS?

Yes, simply because 30% is a pass and 50% of the work is based on knowledge and routine and 50% is acceptable. If you choose (core) Mathematics you have to work hard and develop.

#### What is the role of Portfolios ?

25% of the final mark in matric comes from the pupil's portfolio. This incorporates the following:

June Exams	June Exams / Formal Tests	Long Pieces	Short Pieces (x2)
30%	20%	30%	20%

Short pieces are great. They are little issues that make Mathematics interesting. Mind-maps, metacogs, realizations – the list is eternal. Investigations are great especially if they lean to new knowledge. These are the tools that teach pupils to Mathematise.

## **MATHEMATICAL LITERACY**

**Mathematical Literacy** offers a refreshing pragmatic course where Mathematics is used to understand everyday situations and solve real problems. Mathematical problems are set in contexts that the learner can relate to. The subject matter is different and the method of presentation is different to Core Mathematics. It is a totally different subject. Pupils will emerge Mathematically literate and able to control their own lives or their own business without the onerous pressure of formal proofs and high order thinking.

Learners opting to continue with Mathematical Literacy must be able to deal with text and have an inquiring mind to solve problems.

#### The 4 levels of Assessing

Questions in Papers will be set and then assessed at one or other of the levels.

Testing KNOWLEDGE	Testing ROUTINE processing	Testing MULTI-STEP procedures	REASONING & REFLECTING
K	R	C	P
30%	30%	20%	20%

#### What is the role of Portfolios ?

25% of the final mark in matric comes from the pupil's portfolio. This incorporates the following:

Prelim Exams	Formal Tests	Alternate Assessment	Additional Assessments (x 2)
40%	20%	20%	20%

#### **Are Core Mathematics and Mathematical Literacy Similar?**

No, they are two totally different subjects. Mathematical Literacy is not a watered down course. It is not a Higher Grade/ Standard Grade dichotomy. The differences are not only in the CONTENT but in the METHOD of teaching and of ASSESSING.

Changing from Core Mathematics to Mathematical Literacy any later than Grade 11 is not recommended, although certain individuals have done so even as late as the start of their Grade 12 year with excellent results in



matric.

## **LIFE ORIENTATION**

*Life orientation is the study of the self in relation to others and to society.*

Life Orientation guides and prepares learners for life's responsibilities and possibilities.

It is a unique subject in the Further Education and Training Band in that it applies a holistic approach to the personal, social, intellectual, emotional, spiritual, motor and physical growth and development of students. This encourages the development of a balanced and confident individual who can contribute to a just and democratic society, a productive economy and an improved quality of life.

Life Orientation addresses skills, knowledge, values and attitudes about self, the environment, responsible citizenship, a healthy and productive life, recreation and physical activity and career choices. It is an interdisciplinary subject in that it integrates the knowledge, values and skills embedded in various disciplines such as Sociology, Psychology, Political Science and Human Movement Science.

The topics for Life Orientation are as follows:

<b>TOPIC 1:</b> Development of the self in society
<b>TOPIC 2:</b> Physical Education
<b>TOPIC 3:</b> Study skills (not for assessment purposes in Gr 12)
<b>TOPIC 4:</b> Careers and career choices
<b>TOPIC 5:</b> Democracy and Human rights ; Social and environmental responsibility

Learners are encouraged to participate fully by communicating their own views and feelings about the topic under discussion and classes are thus interactive and stimulating for all.

When appropriate, videos and DVD's are shown and guest speakers are invited to address the learners on a regular basis.

The growth in the learners is on an emotional and spiritual level as well as intellectual.

In Grade 11, the learners do three days of Job Shadowing during school time as part of their curriculum on careers and are expected to present a comprehensive report about their experience.

The marking system for Life Orientation is the same as for any other subjects at Oakhill School: marks are obtained by the writing of S-Tests (only grade in 12) and assignments throughout the year. There is presently no end of year exam in the FET phase, but the same portfolio requirements exist.

In addition to this portfolio, each learner is expected to produce two certificated tasks per year, totalling six for Grade 12. The learners are informed as to the nature of these tasks.

The Life Orientation marks are weighted as follows:

In Grade 10 - 12	Life Orientation	75% (of the term mark)
	Physical Education	25% (of the term mark)

Life Orientation is one of the subjects that participates in the Matric One Research Task Option. (Any student who does not take any of the other subjects that participate in the project must choose an investigation in Life Orientation.)

## **THE HUMANITIES:**

*“The skills the humanities set out to instil: close reading, analysing, arguing and writing, are generic skills needed in every place of work and every moment of life.”* (Source: [www.asaf.org.za](http://www.asaf.org.za))

The disciplines that make up the humanities work to produce an essential set of **analytical skills**, along with vital bodies of knowledge. It is the humanities that encourage informal analysis, judgement (evaluation) and creative critique. Opting for History or Geography or both as FET subjects thus provides students with skills that are useful and applicable in all professions.

## **HISTORY**

You should study history if you wish to learn how and why the world and its peoples came to be as they are today. At the same time, History also recognizes that there is far more to the past than the events that created the world we know today. Recognizing what we share with people in the past, while simultaneously exploring how profoundly their lives differed from our own, provides some of history's most fascinating insights. History teaches analytical skills, and is a good place to learn the craft of fine writing. Because History gives us tools for analyzing and explaining problems in the past, it is an essential tool for problem-solving in the present and future. Any career that rewards clear thinking, good writing, articulate speaking, and the ability to ask and answer complicated questions about how the world works will be open to a well-trained history major. History students often pursue careers in Journalism, Politics, Teaching, Lecturing, Writing, and as career Historians. (Source: <http://history.wisc.edu>)

The approach in the FET Phase (Grades 10–12) is to encourage critical thinking so that different approaches to History can be accessed and understood, helping students to make sense of the world in which they live. The focus is on the development of skills. These skills form a basis of life-long learning. The study of History encourages students to be sensitive to cultural, ethnic, racial, class and gender issues. Learners are encouraged to challenge bias, stereotypes and discrimination found in texts. Besides engaging with sources in a variety of contexts, various essay writing formats are emphasised. These include the discursive essay, in which the learners argues and debates a particular question or statement; the extended writing, which tests a learner's command of information; and the source-based essay, which challenges the learner to create arguments based on information in a variety of sources.

### **Curriculum Overview:**

#### **Grade 10:**

The World around 1600 and Expansion and conquest: 15<sup>th</sup>– 18<sup>th</sup> centuries  
 The American War of Independence; The French Revolution; The Revolution in Haiti  
 Colonial Expansion in Southern Africa in the 1800s; The South African War and Union  
 Gangs and gang culture (new theme) and Modern terrorism (new theme)

#### **Grade 11:**

Communism in Russia 1900–1940; Capitalism in the USA 1900–1940  
 Ideas of Race in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries; Nationalism: South Africa, the Middle East, Africa Apartheid and resistance to apartheid in South Africa 1948 – 1963

#### **Grade 12:**

The Cold War (with China and the Vietnam War as alternating case studies)  
 Independent Africa (Tanzania, Congo, Angola as case studies)  
 Civil Society Protests 1950s to 1970s  
 Civil resistance in South Africa 1970s to 1980s  
 The coming of democracy in South Africa and dealing with the past (the TRC)

The end of the Cold War and a new world order (1990 to present)

**Assessment Requirements:** (By Matric the following exam structures will be in place)

**1. Examinations:**

**Paper 1:** Extended writing: In this two hour exam paper candidates will be expected to write an essay in which they develop an argument and express historical understanding. They will also have to demonstrate extended writing skills to illustrate a factual understanding of identified events and the significance thereof. This Paper is out of 100 marks.

**Paper 2:** Source-based Paper: In this three hour paper candidates will be expected to engage in source analysis and write a multiple-source essay to develop an argument based on the sources. This is a 200 mark Paper.

**2. The Portfolio – Continuous Assessment:**

History students will collect all the work that is completed and ultimately will select the best pieces to be used in the portfolio assessment, following the precise requirements provided by the IEB.

Project work or investigations as well as presentations will form an important and integral part of the CASS assessment.

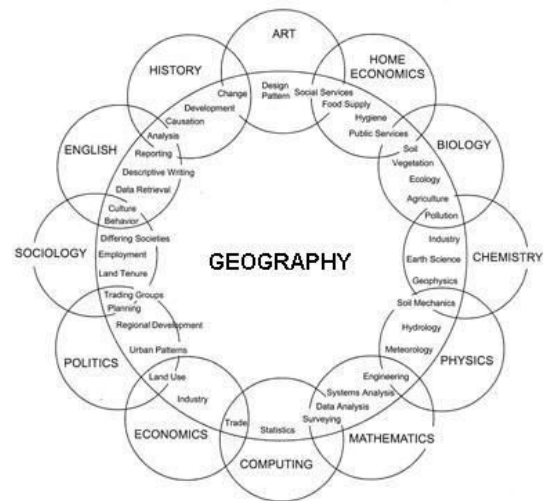
History is one of the subjects that participates in the Matric One Research Task Option.

## GEOGRAPHY

Geography is the Science subject of the Humanities, a subject that links to all other subjects:

Man, his position in the world and how he interacts with the natural and built environment, stand central in this multi-skilled subject, skills which include map interpretation, developmental, environmental and research skills.

**Any learner may choose to take Geography as a subject in the FET phase.** Learners are encouraged to have a positive and adventurous spirit when tackling Geography, as well as an open, enquiring mind, eager to explore natural processes.



This is the subject where we do try to explore our environment through a variety of means and where possible through outings and excursions. Research tasks will tackle local, regional and global issues, and self-discovery and exploration of issues becomes a part of this subject. Theory is backed up by map work; discovery of the physical or spatial components being investigated wherever possible.

The content of the subject is balanced by the acquisition of important geographical skills: To investigate processes, to acquire information from fieldwork and a variety of other sources, to access and interpret information graphically, pictorially and diagrammatically and to analyse information gained from a variety of sources, such as Geographic Information Systems (GIS).

The content focus in the FET Phase moves from a global scale to a continental and then to national focus. Besides the important skill of being able to work with a variety of maps and photographs, Geography also investigates the physical and human environment: Climatology, Geomorphology (the continually changing factors that form the Earth), Ecosystems and Human Geography issues are investigated. Each sub-section is covered annually.

### Curriculum Overview:

**(The broad themes are unpacked each year showing growth and development in depth and breadth annually)**

Geography is divided into two main areas:

- **Physical Geography**
- **Human Geography**

### Topics covered in GRADE 10

Geographical skills and techniques: topographic maps, GIS

1. The composition and structure of the atmosphere
2. Plate tectonics, folding, faulting, volcanoes and earthquakes
3. Population: structure, growth, and movement
4. Water resources: Water in the world: oceans, flooding and water management

### Topics covered in GRADE 11

Geographical skills and techniques: topographic maps, aerial photos, orthophoto maps, GIS

1. Global air circulation, Africa's weather and climate
2. Rocks and landforms, slopes, mass movements
3. Development: differences, issues, and opportunities
4. Resources and sustainability: soil, energy

## **Topics covered in GRADE 12**

Geographical skills and techniques: topographic maps, GIS, synoptic weather maps

1. Climate and weather: cyclones, local climate
2. Geomorphology: drainage systems and fluvial processes
3. Rural and urban settlement
4. Economic Geography of South Africa:

## **Assessment Requirements:**

### **1. Examinations**

Two exams will be written in each examination session. Both papers are completed on the same day. **Paper 1:** The longer, theory paper is completed first and is followed by

**Paper 2:** Map-work, practical paper

In Matric the THREE hour theory paper counts for 200 marks, and the Map-work practical paper counts for 100 marks (1,5 Hours).

### **2. The Portfolio - Continuous Assessment**

It is important to realize that assessments is a continuous, on-going process. Assessment is done in a variety of ways, including S-tests, assignments, projects, research tasks and presentations. Every piece of work has validity and helps the teacher to develop the individual. The best samples of work will be chosen for a portfolio of work compiled in August of the matric year. Samples will cover content spanning the year and the various types of assessment covered.

Individual and group research, discussion and investigation form an integral part of this subject and learners need to be prepared to tackle individual and group research and field work.

Geography is one of the subjects that participates in the Matric One Research Task Option.

MANY PEOPLE THINK THEY KNOW WHAT GEOGRAPHY IS ABOUT...

WHAT'S THE HIGHEST MOUNTAIN IN IRELAND?

FACTS ABOUT CAPITALS OF THE WORLD ARE IMPORTANT BUT GEOGRAPHY IS SO MUCH MORE THAN THAT...

REKJAVIK LONDON DUBLIN PARIS LISBON ALGIERS BERLIN MADRID

PHYSICAL HUMAN BIOLOGICAL

GEOGRAPHY

GEOGRAPHY HELPS US UNDERSTAND HOW THE WORLD WORKS!

IT EXPLORES THESE SYSTEMS...

THROUGH SPACE AND TIME!

GEOGRAPHY IS SOMETHING YOU DO!

EMPLOYERS ACROSS ALL SECTORS VALUE THE WIDE-RANGING RESEARCH, ANALYTICAL, PRACTICAL, AND COMPUTER SKILLS THAT GEOGRAPHY STUDENTS OFFER...

ALONG WITH THEIR EXTENSIVE KNOWLEDGE ABOUT PHYSICAL AND HUMAN PROCESSES!

SO GEOGRAPHY: GET INTO IT!

(Source: <http://liminaltwinings.com/geography> Accessed 30 Aug 2017)

**GEOGRAPHY HELPS YOU UNDERSTAND HOW THE WORLD WORKS.**

GEOGRAPHY EXPLORES DIFFERENT SYSTEMS—THE PHYSICAL, THE HUMAN, AND THE BIOLOGICAL—THROUGH SPACE.

PHYSICAL HUMAN BIOLOGICAL

GEOGRAPHY

FOR EXAMPLE: THE PHYSICAL SYSTEM INCLUDES LANDFORMS, CLIMATE, AND RIVERS;

THE HUMAN SYSTEM INCLUDES CULTURE, MIGRATION, ECONOMICS AND POLITICS;

AND THE BIOLOGICAL SYSTEM LOOKS AT HABITAT, SPECIES DISPERSAL, & ADAPTATION.

HOWEVER, GEOGRAPHY IS MORE THAN JUST SYSTEMS.

FOR EXAMPLE: AN ECOLOGIST MIGHT STUDY HOW INDIVIDUAL SPECIES DEPEND ON ONE ANOTHER,

WHILE A BIOGEOGRAPHER MIGHT STUDY HOW THOSE DEPENDENCIES INFLUENCE & ARE INFLUENCED BY LOCATION.

GEOGRAPHY ADDS A SPATIAL PERSPECTIVE.

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## **COMMERCE:**

### **BUSINESS STUDIES**

Business Studies is a stimulating and challenging course that has relevance to everyday life as it also prepares the student to become an enlightened consumer.

The syllabus is intended to lead to courses that will encourage students:

- To understand and appreciate the nature and scope of business, and its role in society.
- To develop a critical understanding of organisations, the markets they serve and the process of adding value.
- To be aware that business behaviour impacts on a range of stakeholders - both internal to the business and externally.
- To be aware of the economic, environmental, ethical, governmental, legal, social and technological issues associated with business activity.
- To develop skills in:
  - Decision making and problem solving
  - The quantification and management of information
  - Effective communication

The emphasis should be on the application of concepts and issues to the local context. Therefore, pupils are encouraged to be aware of current trends and affairs.

Pupils are expected to demonstrate the following skills during assessments:

1. Knowledge and critical understanding of the content.
2. Application of this knowledge to a specific theme.
3. Analysis of problems, issues and situations by
  - distinguishing between statements of fact, statements of value and hypothetical statements.
  - making valid inferences from material.
  - organising ideas.
  - making valid generalisations.
4. Evaluation of the reliability of material, checking that conclusions drawn are consistent with given information and discriminating between alternative explanations.

#### **Final Assessment**

Pupils write two examinations at the end of Grade 12. These examinations together with their School Based Assessments (SBA) make up their final result. The breakdown of the final result (out of 400) is given below:

- **Paper 1:** Application of Business Knowledge
  - Marks: 200
  - Time: 2 Hours
- **Paper 2:** Problem-solving and Analysis
  - Marks: 100
  - Time: 2 Hours
- **SBA:** Various tasks and assessments
  - Marks: 100
  - Time: School Year

Business Studies is a subject that participates in the One Research Task Option.

## **ACCOUNTING**

Accounting is one of the skills learnt at school level which will stand students in good stead in whatever they choose to do in the future. It is one of the skills which is needed in all walks of life.

Accounting is a reasonably easy subject at school level and should be chosen by students with good logical interpretation and reasoning. It is also a subject that will require a high work ethic and students must have an interest in business.

### **Recommendations for students choosing to do Accounting:**

- They should find Accounting in Grade 9 relatively easy with a recommended minimum Grade 9 mark of 60% in the June exam.
- They should enjoy Accounting in Grade 9.
- They should have good competency in Core Mathematics and good English comprehension skills.
- They should also have good logical reasoning and organizational skills.

### **Topics covered in Accounting:**

- Bookkeeping up to trial balance level.
- Management Accounting, including the preparation of bank reconciliations, asset management, budgeting and stock valuations.
- Preparation of Financial Reports (e.g. Income Statement, Balance Sheet and Cash flow statements) at year end including all adjustments for the following forms of ownership:
  - Sole traders
  - Partnerships
  - Companies
    - Analysis and interpretation of financial statements
    - Costs and manufacturing accounting
    - Internal control within a business
    - Vat.

In Grades 10 - 12 the promotion marks are determined by combining the final exams, weighted at 75% with the continuous assessment (CASS) mark, weighted at 25%.



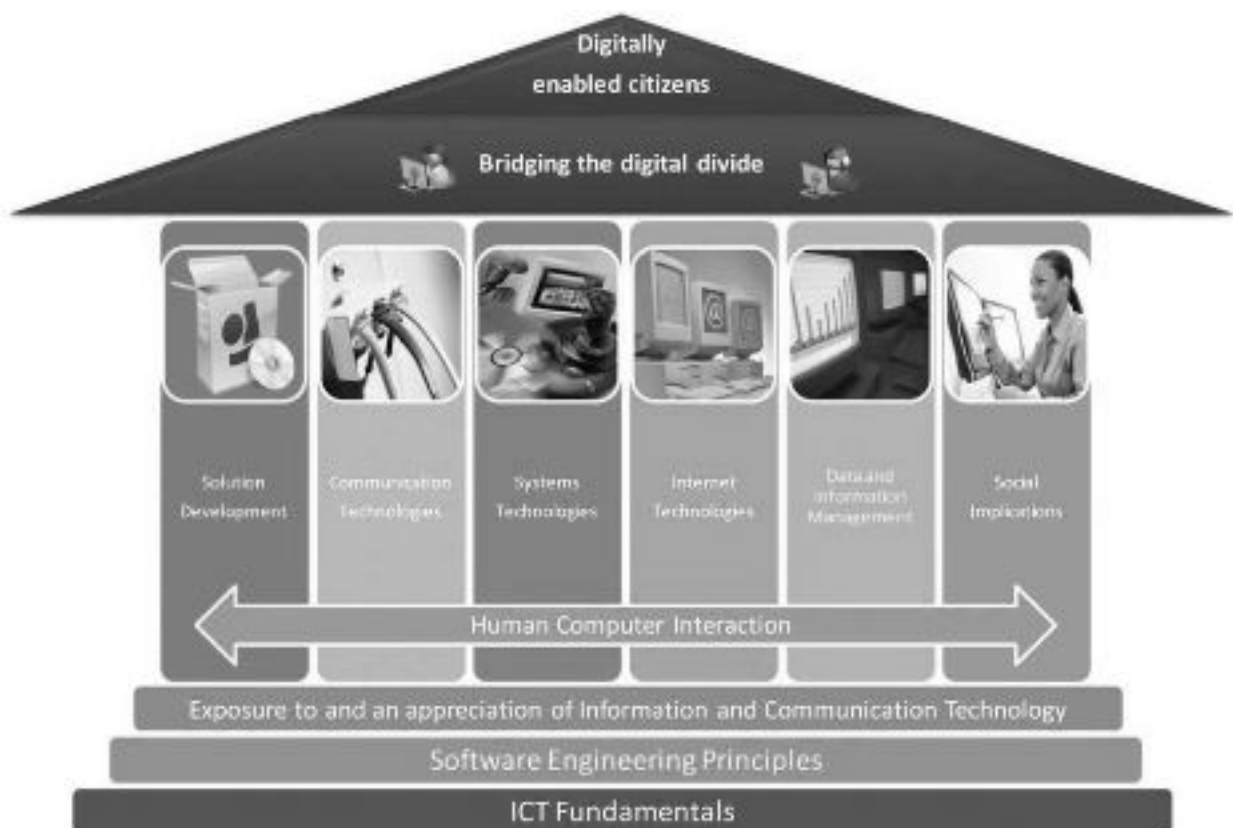
## INFORMATION TECHNOLOGY (IT)

### What is IT?

The South African Department of Education's **Curriculum and Assessment Policy Statement (CAPS)** provides this definition:

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

The diagram below illustrates how the six main topic areas of the Information Technology curriculum support the teaching of digitally informed learners.



## What is taught in the subject IT?

The table below provides the six topics and sub-topics to be covered in Information Technology in Grades 10-12 and the resources required:

Topic Area	Sub-Topics	Weighting (Content)	Resources
<b>Solution Development</b>	Algorithms and Problem Solving Introduction to Solution Development Application Development Software Engineering Principles	±60%	Computers Textbook Software • Introductory graphical programming language • Database Management Software • High-level programming language within a visual development environment using an IDE with a GUI builder • Internet • Browser
<b>Communication Technologies</b>	Networks E-communication	±7%	
<b>Systems Technologies</b>	Introduction to Computers Hardware Software Computer Management	±10%	
<b>Internet Technologies</b>	Internet World Wide Web Internet Services	±8%	
<b>Data and Information Management</b>	Data Representation Database Management Database Design	±10%	
<b>Social Implications</b>	Legal Issues Ethical Issues Social Issues Environmental Issues Health Issues Computers and Society	±5%	

### Specific aims of IT:

In Information Technology a learner will:

- use appropriate techniques and procedures to plan solutions and devise algorithms to solve problems using suitable techniques and tools (we use **Java** as a programming language)
- understand and use appropriate communication technologies for information dissemination
- appreciate and comprehend the various systems technologies used in the developing of a computer-based system
- understand that all ICT systems are built upon software engineering principles
- understand and use Internet technologies for various tasks
- comprehend and apply the concepts of data and information management to understand how a knowledge-driven society functions
- understand the social implications of ICTs and how to use ICT technologies responsibly

### How is IT assessed?

Assessment involves activities that are undertaken throughout the year. In Grades 10-12 assessment comprises of two different but related activities: informal daily assessment (assessment for learning) and formal assessment (assessment of learning).

Informal assessment is the daily monitoring of students' progress. This is done through observation, discussion, practical demonstrations, student-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe students or to discuss with students how learning is progressing. Informal assessment should be used to provide feedback to the students and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom.

All assessment tasks that make up a formal programme of assessment for the year are regarded as formal assessment. The following table provides the formal assessment requirements for Information Technology:

Formal Assessment			
25% (during the year)	75% (end-of-year)		
SBA Tasks	PAT	End-of-year Exam (50%)	
25%	25%	25%	25%
<b>Grades 10 &amp; 11</b> 5 tests 1 exam (mid-year)	<b>Project</b> Software development project including aspects of planning cycle as well as principles of software engineering.	<b>Written exam</b> 2 - 3 hours Theory aspects of all content, concepts and skills of all topics	<b>Practical exam</b> 3 hours Solution Development
<b>Grade 12</b> 4 tests 2 exams (mid-year & prelim)			

**Please note:** the above represents the minimum assessment requirements – more assessments will be done to the discretion of the teacher.

#### What type of learner should choose IT as a subject?

Those with enthusiasm, enquiring minds, logical thought processes and the maturity to spend hours at a computer fine-tuning their programming skills. The subject IT is not for the lazy learner! There is an enormous amount of work to be covered and to become proficient, many hours of hard work is required. The rewards are directly in proportion to the effort expended! For those wanting extension there is infinite scope beyond school level, in terms of books and information on the Internet.

## COMPUTER APPLICATIONS TECHNOLOGY (CAT)

*“So, what does an employer look for in a graduate? You need to do the basic things well. Can you compose documents on Word faster than anyone else? Can you express yourself clearly and confidently in the English language? Can you do basic analyses on an Excel spreadsheet at the drop of a hat? Can you generate a Powerpoint presentation en route to work? Unless you can do all these things, and more, in the 21<sup>st</sup>-century workplace, you are out of the race for a decent job **no matter what your degree.**”*

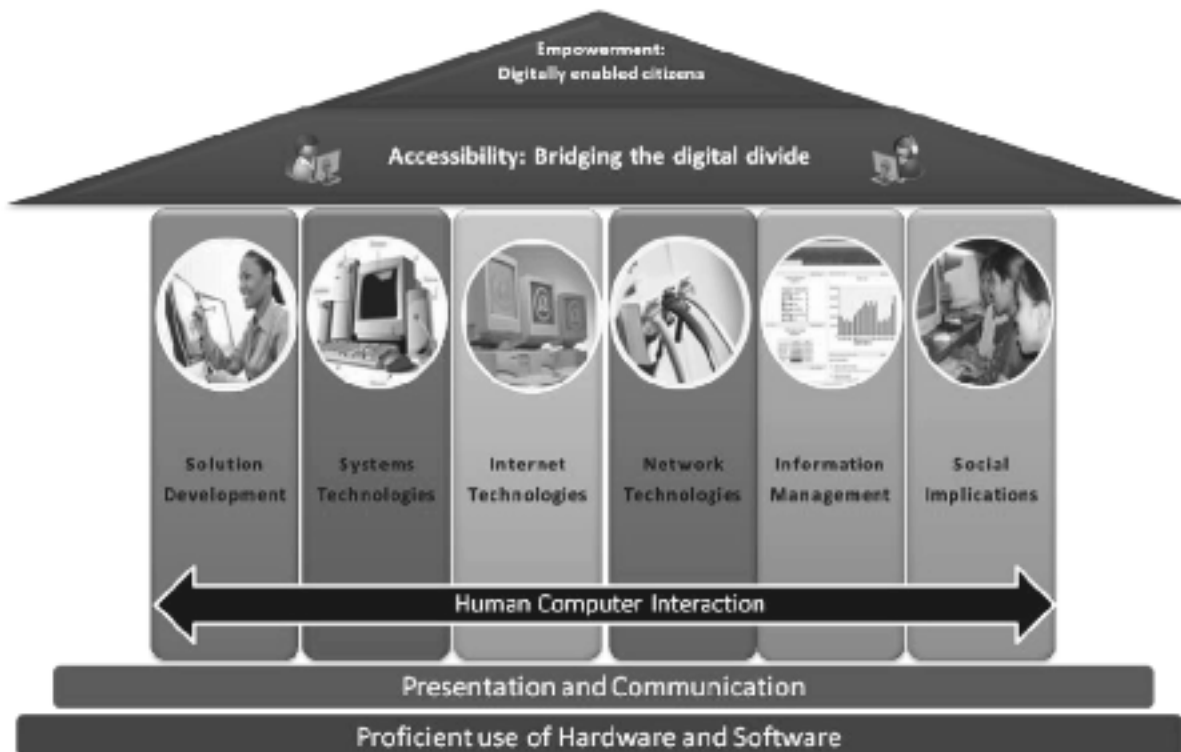
Work is hard – Prof Jonathan Jansen (TimesLive)

<http://www.timeslive.co.za/opinion/columnists/2013/08/12/it-s-hard-work-to-work>

### What is CAT?

Computer Applications Technology is the study of the integrated components of a computer system (hardware and software) and the practical techniques for their efficient use and application to solve every day problems. The solutions to problems are designed, managed and processed via end-user applications and communicated using appropriate information and communication technologies (ICTs). ICTs are the combination of networks, hardware and software as well as the means of communication, collaboration and engagement that enable the processing, management and exchange of data, information and knowledge.

### Main topic areas:



### What will a student learn in the CAT class?

The content of Computer Applications Technology encourages the development of creativity, critical thinking, research skills, and reading proficiency and interpretational skills.

A CAT student will:

- use end-user software applications proficiently to produce solutions to problems within a defined scenario.
- understand the concepts of ICTs about the technologies that make up a computing system.
- understand the various technologies, standards, and protocols involved in the electronic transmission of data via a computer-based network.

- use the Internet and the WWW and understand the role that the Internet plays as part of the global information superhighway.
- find authentic and relevant information, process the information to draw conclusions, make decisions and communicate the findings in appropriate formats.
- recognise the legal, ethical, environmental, social, security and health issues related to the use of ICTs and learn how use ICTs responsibly.

#### Software used in CAT (as prescribed by the IEB)

- Word processing: Microsoft Word
- Spreadsheets: Microsoft Excel
- Databases: Microsoft Access
- Presentations: Microsoft PowerPoint
- Web design: HTML

#### Assessment

Formal Assessment			
25% (during the year)	75% (end-of-year)		
SBA Tasks	PAT	End-of-year Exam (50%)	
25%	25%	25%	25%
<b>Grades 10 &amp; 11</b> <ul style="list-style-type: none"> <li>● 5 tests</li> <li>● 1 exam (mid-year)</li> </ul> <b>Grade 12</b> <ul style="list-style-type: none"> <li>● 4 tests</li> <li>● 2 exams (mid-year &amp; prelim)</li> </ul>	<b>Project</b> Software development project including aspects of planning, research as well as use of software to present planning, research and solutions.	<b>Written exam</b> 2 - 3 hours Theory aspects of all content, concepts and skills of all topics	<b>Practical exam</b> 3 hours Solution Development

**Please note:** the above represents the minimum assessment requirements – more assessment will be done to the discretion of the teacher.

#### Grade 12 Practical Assessment Task (25% of the total mark of CAT)

The Practical Assessment Task is a project that assesses the learner's procedural skills and individual interaction with data and information as well as the way in which he or she processes, manipulates and presents the information. The information will finally be presented in several documents. These must be presented in the application programs studied. The PAT is done in class facilitated by the teacher and it is done over an extended period of approximately 3 months.

#### Why choose CAT?

CAT has strong links to all the other subjects offered at school, and in fact to all spheres of life. After completing the CAT curriculum, students will possess advanced skills using Microsoft Office applications. This will enable them to apply their skills using similar software applications, and will prove to be an advantage in whatever career they choose to follow.

## **THE SCIENCES:**

### **PHYSICAL SCIENCE**

Physical Science is a three year course which culminates in two three hour exams – that of Physics and Chemistry.

The final mark in matric comprises of a 25% continuous assessment (CASS) component and 75% of the final exam.

The CASS marks in matric are comprised as follows:

June exams	= 20%
Practical Investigations	= 40%
Alternative investigation or practical	= 10%
Prelim exam	= 30%

Chemistry essentially considers the make-up and interaction of materials, while Physics broadly studies the effect of motion, forces and other phenomena (such as heat and electricity) in our daily lives. The Chemistry section relies significantly on the application of a large content base, while Physics generally tests thinking and mathematical skills.

The Grade 10 Science curriculum is structured to develop competence in the following three focus areas:

- the construction and application of scientific and technological knowledge;
- scientific inquiry and problem-solving in a variety of scientific, technological, socio-economic and environmental contexts;
- the nature of science and its relationship to technology, society and the environment.

The six core knowledge areas have the following foci:

- two with a chemistry focus – Systems; Change
- three with a physics focus – Mechanics; Waves, Sound and Light; Electricity and Magnetism
- one with an integrated focus – Matter and Materials.

A fair amount of practical work is done to facilitate a better understanding of the concepts being taught. Experience has shown that significant difficulties with Mathematics hinder success in this subject.

#### Reasons to strongly consider taking Science as a subject:

- It is a wonderful experience trying to understand why, from the smallest sub-atomic particles to the stars and galaxies, behave and interact the way they do.
- It is an entry requirement for a wide variety of University Faculties and careers.
- Science helps you to develop your ability to reason logically and provides you with the skills on how to do valid investigations or theoretical modelling.

Natural Science in Grades 8 and 9 consists of a combination of Biology and Physical Science. Natural Science is thus not necessarily a good indicator for success in Physical Science in the later grades. The content, nature and demands of Physical Science differs significantly from that of Natural Sciences - if in doubt, consider taking the subject for at least the first 6 months in Grade 10 and/or taking more than the minimum number of subjects required.

Each concept in Grade 10 builds on the fundamental knowledge done before and is the basis for Grade 11 and Grade 12 work. This makes it extremely difficult to start Physical Science as a subject in Grade 11. The matric syllabus starts in Grade 11 as it takes two years to complete.

It is vital that a candidate must be willing and able to work hard on a daily basis to understand and practice each concept as it is covered. Each concept on its own is not difficult to understand - you really do not have to be a top achiever to enjoy and pass Physical Science with a good mark. If you are not able to cope with the content in Grade 9 and the first 6 months in Grade 10 however, there is a low probability that you will be able to cope later on.

It is also important to understand that merely having Science as a subject does not open many career paths. It usually requires a mark at least above 60% ,and for many University courses a mark of 70% or above, to have any chance of getting in. Again, this is really attainable if you work on a daily basis and diligently memorise the definitions and basic theory needed to apply that basic knowledge.

## **LIFE SCIENCES**

The Life Sciences curriculum is learner-centred, integrated and holistic and relevant to the learner's lives and needs of the country; and promotes critical and creative thinking and problem solving.

### **Requirements:**

- A satisfactory pass and a genuine interest in the study of living organisms – big and small.

### **Content:**

- **Core content for Grade 10 includes:**
  - Cell and tissue studies (plant and animal)
  - Biological compounds, nutrients and enzymes
  - Human physiology: Nutrition and gaseous exchange.
  - Energy transformation: photosynthesis and respiration.
  - Ecology: biodiversity and topical environmental issues.
  - Fossil Studies
- **Core content for Grade 11 includes:**
  - Each theme within Grade 11 requires application, with a focus of diseases associated with each topic.
  - Study of micro-organisms (bacteria, viruses and fungi) Plant and Animal Diversity
  - Biogeography
  - Human life systems:
    - Support (plant and animals)
    - Transport (plant and animals)
    - Excretory system.
    - Nervous system and sense organs.
  - Environmental studies
- **Core content for Grade 12:**
  - The inheritance in living organisms, chromosomes (DNA), genetic engineering and Biotechnological application.
  - Meiosis.
  - Male and Female reproductive systems.
  - Plant reproduction and its benefits.
  - Diversity, change and continuity: Evolution.
  - Population Ecology
- **Practical Work**
  - Practical work is an important part of Life Sciences.
  - Through experiments and experimental design learners will acquire and be assessed on a range of 8 identified skills – observational, measuring, manipulative, procedural, inference, investigative and evaluation skills.
  - Assessment has also moved more towards a task-based rather than only a test-based exercise. Pen and paper examinations still have a place to assess skills in the cognitive domain.
  - Practical work, like experimental design, demands time and thus a regular afternoon is required in Grade 12 to fulfil the IEB portfolio requirements.

Life Sciences is a subject that participates in the One Research task Option.

## **THE ARTS:**

### **VISUAL ARTS**

#### **Why Art?**

In today's world problem solving, critical thinking, and the ability to think out of the box are skills that are essential. This subject incorporates: high order thinking, conceptualisation, creativity and originality. At the same time one has to work with concrete materials and mediums in new and innovative ways.

Gone are the days when if you could draw something that looked like something else you were considered an artist! The ability to examine oneself and to look at the world in a critical manner is encouraged. The freedom to choose mediums and subject matters is given at Oakhill. We allow experimentation in a supportive and loving environment. Self-expression is valued. Art works with the mind, the emotions and with developing fine motor control.

The Art History component involves: analysis of unseen works, a thorough understanding of the history of the styles in paintings, architecture and sculpture and extensive training in research techniques. The psychology, philosophy and socio economic aspects of an era are all covered in terms of the context of an Art form.

Art by its nature caters for all abilities as the student determines largely the complexity of the theme and the medium to be worked in. A student can pass on 4 well worked-on pieces of work for Matric or they can go on to fill a room and gain 100%.

#### **Assessment:**

##### **Journals**

Assessment of the learner's creative products is not limited to the final artwork, but also includes the entire creative process. Documenting the creative process is important because it makes thinking skills explicit and it encourages learners to take conscious responsibility for their creative work.

Development of the concepts by the learner up to the final product are taken into account, covering preparations, exploration, techniques and synthesis of all developmental stages into the final work. The journal incorporates the learner's self-reflection on his/her creative process before, during and after creating the work.

Visual Journals must be exhibited with the SBA drawing/s and artwork/s as well as the Examination Artwork/s. The creative processes therein are assessed for a mark which counts towards the SBA Portfolio. A journal for year work drawing and other practical is required.

### **MAKING CREATIVE ARTWORKS**

A drawing component is compulsory and the student may choose one of the following disciplines in which to specialise in: Drawing, Painting, Sculpture, Photography, New Media, Puppetry, Installation or Mixed Media.

Some learners need the freedom to work across disciplines. This is in keeping with contemporary art practices and is encouraged. All learners, including those who choose to work in an experimental way must justify their decisions clearly in the Visual Journal, showing technical and conceptual experiments, and influences

The attitudes called for are: perseverance, audacity, curiosity, wonder, boldness, openness to experience, openness to moments of illumination, tolerance of ambiguity, introspection, spontaneity and metacognition.

#### **Assessment in Grade 12**

Internal:

Portfolio Written: 100

Visual Journals: 30

Practical Drawing and Artwork: 70

External:

Examination Written: 100

Visual Journal: 30

Practical Drawing and Artwork: 70



Even if students are not going to follow a career in Architecture or Design of any kind, Art is invaluable for a teenager who is growing and learning about themselves. Art is a hobby, in all its forms, for life. To be visually aware and literate is an extraordinary advantage - even when travelling, one's appreciation of Art and architecture opens up new worlds. Art throughout the ages has been what civilizations leave behind them as a mark of their achievements!

## **DRAMATIC ARTS**

### **Who studies 'Dramatic Arts'?**

Simply put, anyone who is interested in understanding and analysing and mimicking general human behaviour, psychology, sociology and philosophy throughout the ages. The Dramatic Arts learner wants to change our world and him/herself in it.

### **What does the subject 'Dramatic Arts' entail?**

During the course of three years the learner will, through progressively more demanding tasks, acquire the skills to finally:

- Demonstrate technical proficiency, expressiveness and creativity through the application of internal and external personal resources within a variety of dramatic practices, processes and products.
- Create, make and present dramatic products through experimenting with and shaping dramatic elements in a process of artistic and cultural exploration and collaboration.
- Identify, understand and analyse the content, form and context of dramatic processes, practices and products across a range of periods, cultures and styles and
- Reflect on and evaluate their own and others' dramatic processes, practices and products.

These skills will be explored and established through a variety of practical and theoretical exercises.

Each year at least two plays, corresponding to a chronologically explored theatre timeline and philosophy, will be analysed dramatically, stylistically, socio-politically and practically - from a pre-modern mindset, a modern mindset and a postmodern mindset.

While most regard Dramatic Arts as a purely practical subject it is important to understand that the subject entails a vast amount of theoretical work, essential to understanding concepts and applications. It is NOT a "soft option", but rather an imperative "soft skill".

The final matric assessment is based on a 3 hour/ 150 mark written paper (covering two texts), an ESIT (Externally Set Integrated Task - compiled, standardised and issued to all IEB schools) focusing on the production demands, conceptualisation and historical value of one set play and an externally examined practical exam. The practical exam requires each learner to perform a monologue, a scene and an "own choice" (usually during the October holidays).

The final mark is fairly weighted to include all of the above as well as work done throughout the year and compiled in a portfolio.

### **What does 'Dramatic Arts' expect of the learner?**

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

The nature of the subject also necessitates attendance of theatre events. Since Knysna and surrounds offer very little in this regard (with the exception of extremely occasional and mostly amateur productions of mass/popular

entertainment such as musicals and pantomimes) Oakhill School's Drama Department offers annual tours to the National Arts Festival in Grahamstown. Since there is a cost involved these tours cannot be made compulsory, but it will be to the advantage of Dramatic Arts learners to attend. While participation is aimed at all Grade 11 and 12 learners, Grade 10 learners may be included with permission of parents (since some booked productions often have age restrictions even though such productions can barely be compared with what is freely and consistently available via television, film and other media). This tour also offers opportunities to Art and Music students. (The National Grahamstown Arts Festival usually takes place during early July of each year, during school holidays).

### **What can the learner expect to learn?**

The study of this subject has traditionally been associated with the individual's development of:

Self confidence

Effective communication

Self identification

Self knowledge

Creativity

Spontaneity

The ability to see 'the whole picture'

The ability to assimilate 'the whole picture'

The ability to manipulate perception

The ability and confidence to be honest despite stereotypical expectations

Social skills

### **So what?.....the future.**

Dramatic Arts is a useful supporting elective for diverse Learning Fields. Its transference values of confidence, creativity, problem solving, conflict resolution, inventiveness and communication can easily be accessed in the services, manufacturing and engineering fields among others.

The achievement of the basic goals of this subject will catalyse students' potential to enter into institutions of higher and additional learning, specifically regarding such tertiary subjects as Speech and Drama, Creative Arts, Theatre and Film Studies and Media Studies.

Careers successfully managed by university students who included this subject in their final priorities include positions in galleries and museums, arts industries (arts management, stage management);

community arts centres, craft centres; cultural villages and cultural tourism; event co-ordination; media, publishing and advertising; popular entertainment (buskers, stand-up comedians, clowns, cabaret artists, magicians); private and independent drama studios; professions such as teaching, preaching, law, psychology, public relations, social services, stage, television, video, radio and film industry; theatre design, (costume, set, make-up, lighting, sound, promotional material); therapists (play therapy , drama therapy).

### **Fact is.....**

The notion of the "starving artist" is an archaic and irrelevant one. Film, theatre, art, media and entertainment are parts of one of the fastest growing industries in this country.

## **ADDITIONAL PROGRAMME SUBJECTS:**

### **Advanced Programme Mathematics (APM)**

This is an optional subject from Grades 10-12. This subject is delivered during the school academic time frame and also (potentially) outside normal school hours. This subject requires a fair amount of self study and additional effort by the students. Students will be expected to write June and November examinations, culminating in a final matric exam (no coursework is required for a portfolio). Exposure to the subject is key, and any pass mark (40%) is seen as a success, particularly if 50% or above is achieved. The IEB will issue a separate certificate for the course as this mark cannot be used for points accumulation when applying to universities.

It is not unheard of, at least to begin with, that students can achieve better results in AP Maths than for Core Maths. This is attributed to the dedication, drive and focus required to achieve in this subject.

Entry into Grade 10 APM requires 65% for Mathematics in Grade 9.

### **Advanced Programme English**

Advanced Programme English is the 'Rolls Royce' of English as it develops skills in students for first year university. The choice of texts is challenging and the final matric papers are exceptionally open-ended with an emphasis on creating detailed and extended argument with clear textual support.

The course has also been used by solid English students to improve their skills and enjoy reading and discussing a range of texts (and film) which are not covered in the English Home language syllabus.

The AP English course has been built around an hour a week's tutorial (much like university), with reading time and some poetry discussion covered in class time.

There is no portfolio for the AP option. The AP English requirements are three extended essays in a three hour examination: Poetry, film and novel, and philosophy linked to reading.

## **UNIVERSITY REQUIREMENTS AND THE FET**

The designated list of subjects has been removed (via a government gazette notice on 2 March 2018).

Since the removal of the designated list, a learner may be admitted to degree studies, provided that the learner:

- passes ANY 4 subjects from the recognised 20-credit subject list at 50% or more. (The only NSC subject that does not have 20-credits is Life Orientation).
- passes one official language at Home Language at 40% or more.
- passes 2 subjects at a minimum of 30%
- meets the 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 institution, the learner must pass either English or Afrikaans at the First Additional level, i.e. at 30% or more.

Individual university faculties have very specific requirements for their courses. In making subject choices it is important that the different university requirements are investigated. Grade 9's and their parents are encouraged to investigate the different universities and their requirements thoroughly before making final subject choices.

The universities are in the process of introducing their own specific entrance tests and these are weighted against matric results when considering the acceptance of a candidate. All those who wish to study at the country's universities are required to write the **National Benchmarking Test (NBT)** in their matric year. These dates can be

accessed on the university websites or the NBT website itself. Matric students are required to register to write these tests online. They will receive an examination number once a session has been booked and payment made. There are a number of opportunities to write the NBTs and families must manage the process sensitively.

All applicants are required to write the Literacy Test, and those wishing to study Commerce, Engineering & Built Environment, Health Sciences and Science are required to write the Mathematics test.

The universities are using the access test results (or NBTs) as provisional filters in working with admissions. Specific details need to be accessed and followed on the various university websites.

Many of the universities are stating that provisional admission will be based on the final Grade 11 results with final admission based on final Grade 12 results.

Oakhill is an academic institution that strives to provide each student with every opportunity to earn a Bachelor Degree Pass in Matric which will provide access to university study. At the same time, we do recognise that the university pathway is not meant for each of our students, but will endeavour to guide them to achieve the best results possible within the subject constraints of what we offer.

Some information from a variety of universities follows:

UCT

<http://www.uct.ac.za/>

[http://www.students.uct.ac.za/sites/default/files/image\\_tool/images/434/prospective/ug\\_prospectus/ug\\_prospectus.pdf](http://www.students.uct.ac.za/sites/default/files/image_tool/images/434/prospective/ug_prospectus/ug_prospectus.pdf)

STELLENBOSCH

<http://www.sun.ac.za/english>

[http://www.sun.ac.za/english/maties/Documents/2018%20Minimumvereistesboekie\\_Eng.pdf](http://www.sun.ac.za/english/maties/Documents/2018%20Minimumvereistesboekie_Eng.pdf)

NMMU

<https://www.mandela.ac.za/>

<https://www.mandela.ac.za/www/media/Store/documents/apply/admission/how/12-Undergrad-Guide-2018.pdf>

UNIVERSITY OF WESTERN CAPE

[www.uwc.ac.za/](http://www.uwc.ac.za/)

RHODES

<https://www.ru.ac.za/>

WITS

<https://www.wits.ac.za/>

PRETORIA

<http://www.up.ac.za/>

NORTH-WEST (POTCHEFSTROOM)

<http://www.nwu.ac.za/>

FREE STATE

<https://www.ufs.ac.za/>