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DEUTSCHE
INTERNATIONALE
SCHULE
KAPSTADT



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

INTRODUCTION

Dear Learners, dear Parents,

An important task lies ahead of you as a learner at the DSK and as parents who have to decide on what subjects should be pursued from grade 10 until the end of the grade 12.

We would like to assist you to make an informed decision in this regard. The implications of your decision may be far-reaching in terms of vocational and career decision-making.

It is not essential to know exactly what career lies ahead after school – a 14 or 15 year old cannot be expected to make such long-range decisions – but the choice of subjects now may well have long-term implications.

Pupils need to be aware and need to consider their subject choices with some care. Pupils need to be choosing subjects which they really enjoy and for which they have a natural aptitude. They will be doing these subjects for **three years** and the correct choice will impact on their motivation to excel.

We trust that you and your child will find this document helpful.

Kind regards,

Silke Werth
Head of IEB

UNIVERSITY AND UNIVERSITY OF TECHNOLOGY REQUIREMENTS

For some universities of technology courses, admission requirements are increasingly similar to those at universities. At university, admission is presently based on some type of “points system” according to which the final matric marks are allocated points. For the various degrees the total points count is specify. This differs amongst institutions, and also differs from year to year depending on the demand for courses.

The minimum required for a

- Higher Certificate Course requires an NSC (certificate)
- Diploma Course requires 4 subjects (not LO) at 40% or more
- Degree Course requires 4 subjects at 50% or more

(Subjects may need to be related to the course applied for)

Most tertiary institutions employ this system and some also have entrance exams that students write in their matric year. More and more universities, in particular UCT, are using National Benchmarking Tests (NBTs) as an additional criterion for entrance.

Many university courses do not require specific subjects – the **total points count** is often more important than the exact subjects taken. Having said this, there are exceptions which need to be kept in mind. They differ from institution to institution and change each year in line with the demand for each course, but some general pointers are given below.

1. Courses relating to the **Physical Sciences** (engineering, chemistry) require Maths and Physical Sciences. Maths Literacy is not a consideration.
2. **Biological Sciences and Medical** courses (marine biology, conservation, veterinary science, physiotherapy) require Maths, Physical sciences and Life Sciences;
3. For **Commerce** courses Maths is usually required. Accounting is not essential but is helpful.

4. Some university courses do not require the matric equivalent subject.
For instance, it is possible to do accounting or geography at university without having done it in grade 12.

It is the responsibility of pupils and their parents to find out the exact requirements of any specific tertiary educational course, and to understand that these may change on an annual basis.



FURTHER EDUCATION AND TRAINING PHASE

A. NATIONAL SENIOR CERTIFICATE AT THE DSK

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

The choice should be an informed one and the following criteria should assist you to make the right choice.

1. Please make use of our career guidance program in grade 9:

Term 1: Presentations by the three main universities at the DSK during school

time (Organizer: Mrs Kossmann)

Term 2: Information Evening Grade 9 on the 24th May 2016 at 18:00 in the KTS

regarding the two streams (Organizer: Ms Bachmann)

Term 3: Career Expo at the DSK (Organizer: Kossmann/Weidlich)

Term 4: Work shadowing Day for Grade 8 to 10.

Proposed dates: 10 October to 18 October 2016

2. Ask for a consultation time slot with our career guidance counsellors:

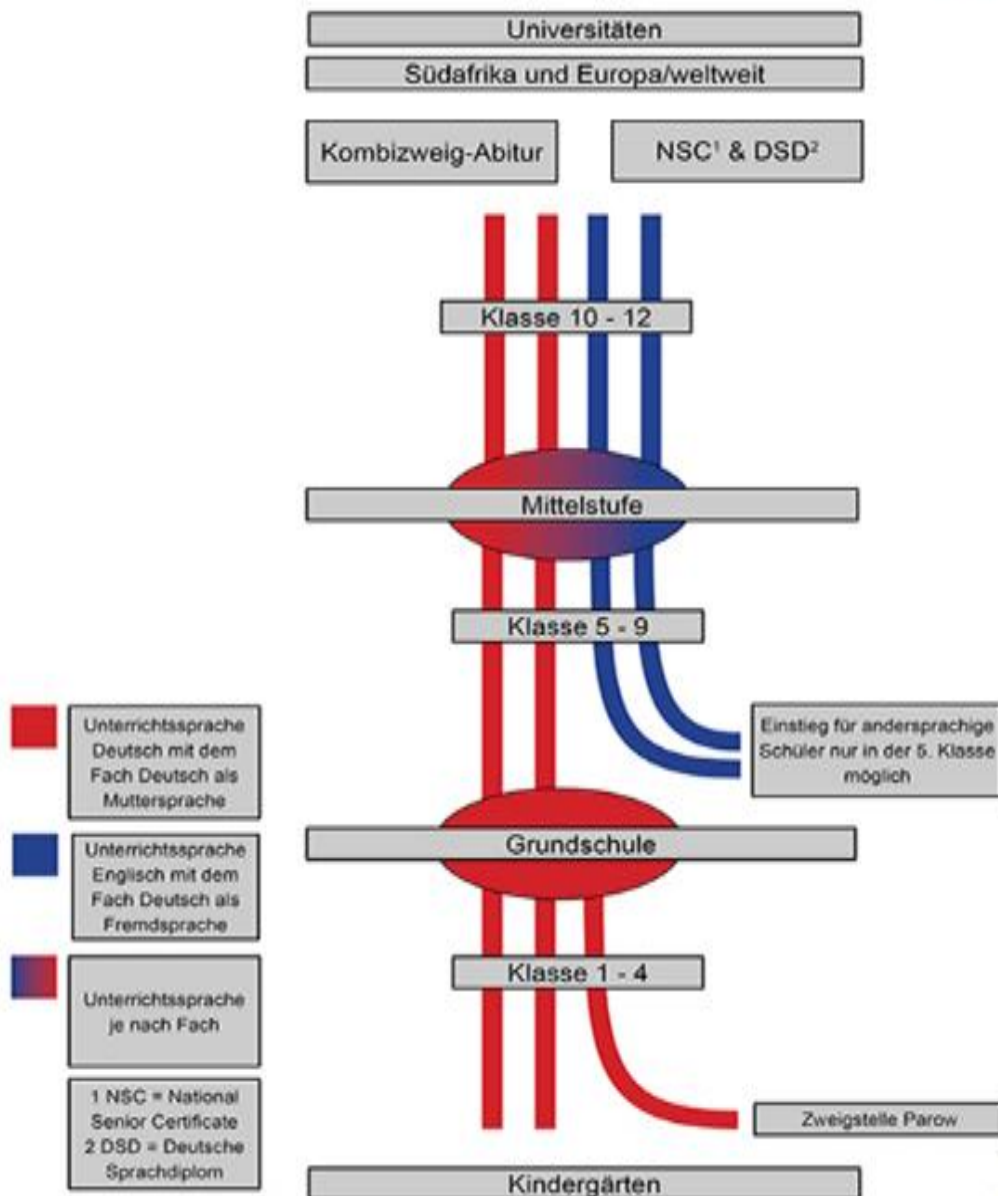
Mrs Kossmann/ Mrs Soeters – If you are considering studying in South Africa
Mrs Weidlich/ Mr Utz - If you are considering studying in Germany.

3. Think about your future and ask yourself the following questions:

- What is my preferred language?
- Did I inform myself enough what my options are?
- Where would I like to study?



Schulabschlüsse



Facts about the German and English stream:

	Kombizweig NSC + German Matric/Deutsches Abitur	NSC Stream (National Senior Certificate/ IEB)
Start	2007	2006
First final exam	2009	2008
Achievements/ Qualifications	Access to universities in SA, Germany , EU and other countries	Access to universities in SA and under certain conditions to universities in Germany etc.
Additional qualification		Deutsches Sprachdiplom II (DSD)
Examination Board	KMK + IEB (SA subjects)	IEB + KMK (DSD)
Number of lessons per week	41	41
Number of subjects	9 (including German, English, Mathematics, LO, French/Afrikaans, 2 science subjects, Art/Music, History)	7 (including English, Afrikaans, German, Mathematics, Mathematical Literacy, CAT, LO, Accounting, History, Visual Art, Life Science, Geography, Physical Science,..)
Main features	German as medium of instructions (Home Language) English 1 st add. Language, both German & English are written subjects	English as medium of instruction age) Afrikaans/Xhosa 1 st add. Language, German 2 nd add. Language
Further languages	Choice of Afrikaans OR French, Afrikaans is normally written subject	Afrikaans or Xhosa as 1 st additional languages is obligatory
Further subjects	2 or 3 Sciences (Biology, Physics, Chemistry) obligatory Choice of Art or Music (2 periods per week)	Wide choice of subjects may be offered: Accounting, History, Visual Art, Life Science, Geography, Physical Science,..
Change of streams	Yes, until term 3 in grade 10 at the latest	Yes, until term 3 in grade 10 at the latest

Summary	Twofold academic qualification for SA and Europe; In case of non-achievement of Abitur then the NSC qualification is possible.	Combined qualification: SA-national academic achievement + international German language certificate
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B. TERTIARY EDUCATION

The requirements for admission to degree courses at Universities and/or to certain courses in professional training include an NSC which is obtained in the German as well as in the English stream.

The Abitur or the NSC (IEB) with a DSD 2 (Deutsches Sprachdiplom) is a minimum requirement for entrance to any tertiary institute in Germany.

C. GUIDANCE IN DECIDING ON A STUDY COURSE IS VERY IMPORTANT. WHERE IS THIS GUIDANCE TO BE FOUND?

1. Your child's academic achievement (reports) during the General Education and Training phase – GET (Grades 7, 8 and 9).
2. The advice and suggestion of the school
 - Headmaster
 - Subject Teacher
 - Carer guidance teacher/Student Counsellor
3. Your child's preferences, interest, aptitudes and values.
4. Private Educational Psychologists and other institutions.
5. The possible choice of tertiary study, and career.

DO

1. Consider **your child's** suitability for the chosen course.
2. Be realistic about the amount of advanced work the learner can cope with, **but** do not underestimate his/her capabilities or the effects of hard work.
3. Look ahead to future career plans and be certain of the university or career requirements.
4. Consult the school if in doubt.

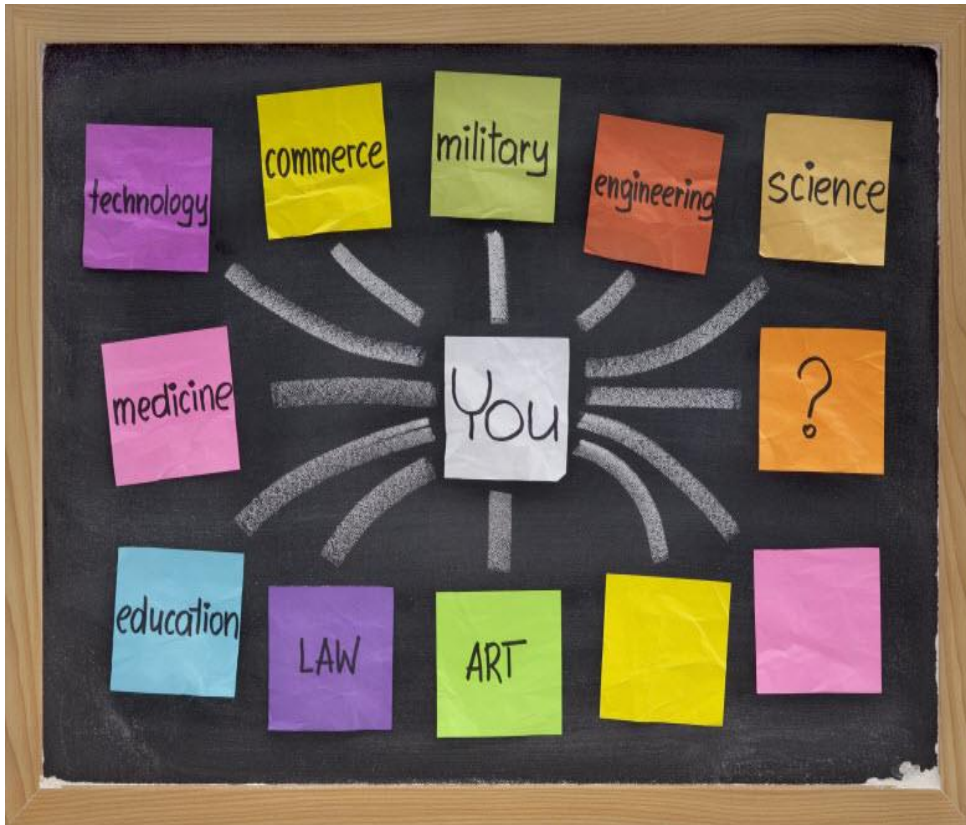
DO NOT!!

Let your child:

1. opt for the easiest course only to find that he/she has limited options.
2. choose certain subjects because his/her friends are choosing them.



3. choose a subject because he/she likes a certain teacher.





NATIONAL SENIOR CERTIFICATE COURSE (IEB) AT THE DSK

Pupils must choose **7 subjects**:

Choose **ONE** from each option:

- OPTION 1** English Home Language
- OPTION 2** Afrikaans First Additional Language **or**
Xhosa First Additional Language **or**
another Foreign Language (**ONLY** if exempt from a South African language)
- OPTION 3** Mathematics (Mathematical Literacy - from Grade 11 only)
- OPTION 4** Life Orientation
- OPTION 5** German home language **or** first additional language

AND

Choose **TWO** from these options:

- OPTION 6** Physical Sciences
 - OPTION 7** Geography
 - OPTION 8** Accounting
 - OPTION 9** Life Science
 - OPTION 10** Visual Arts
 - OPTION 11** Computer Applications Technology (CAT)
 - OPTION 12** Design & Technology
 - OPTION 13** Drama
 - OPTION 14** Business Studies
 - OPTION 15** History
 - OPTION 16** IT (external online course) *
- Additional Subjects:**
- OPTION 17** AP Mathematics**
 - OPTION 18** AP English***

*Information Technology may be done through several external organisations outside of the school. (Inquiries: silkwerth@dsk.co.za)

** Advanced Programme Mathematics (AP Maths): begins in the fourth term of Grade 10 and is an additional subject.

*** Advanced Programme English (AP English): begins in Grade 11 and is an additional subject.

E. REQUIREMENTS FOR AN NSC (IEB)

- To obtain the National Senior Certificate, a pupil must :
 - * achieve **40% or more in three subjects**, one of which is an official language at Home Language level, and
 - * **30% or more in three subjects**, provided that evidence of the school-based assessment component is submitted in the subject failed.
- Performance Rating Codes
Each subject will be assessed and awarded points as follows:
 - 1 for 0-29% - Not achieved
 - 2 for 30-39% - Elementary achievement
 - 3 for 40-49% - Adequate achievement
 - 4 for 50-59% - Moderate achievement
 - 5 for 60-69% - Substantial achievement
 - 6 for 70-79% - Meritorious achievement
 - 7 for 80-100% - Outstanding achievement
- Final Assessment
Assessment consists of 2 components:
 - **Internal Assessment**, makes up 100% of the assessment mark in Grades 10 and 11, and 25% to 50% of the final assessment mark in Grade 12.
 - **External Assessment**, which consists of a series of final examinations in Grade 12. This makes up 50%-75% of the final assessment.

In other words: grade 12 FINAL assessment mark is calculated as:
Internal (25%/50%) + External (75%/50%)
- Subject Change Policy
Once the subject choice has been completed at the end of grade 9 :
 - Pupils may change two subjects in Grade 10 and only one subject in grade 11.



- Grade 10's may only change after the Mid-Year examinations or the Final examinations.
Grade 11's may only change after the Final examinations (year-end).
- All changes are dependent on Western Cape Education Department approval.
The school makes application for the change if requested by parents.
- All changes are dependent on space being available in the relevant classes.
- All changes must go through the Head of IEB and no change will be done until all the relevant forms are returned.



F. SUBJECTS OFFERED IN THE SENIOR HIGH SCHOOL PHASE (FET) IN ALPHABETICAL ORDER:

- **ACCOUNTING [Mr Kuhudzai]**

At school, Accounting consists of three main topics: Financial Accounting, Managerial Accounting, and Management of Resources. The initial focus of the subject is on basic concepts and book-keeping, as well as procedures needed to maintain good internal control. As the learners progress, the focus moves away from book-keeping to analysis and interpretation.

By grade 12, learners are able to analyse and interpret real-world financial results of public companies listed on the JSE.

Time is also spent examining ethical practices, forecasting and budgeting, and a variety of other topics.

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

Please be aware that Accounting may not be chosen if the learner wants to take Math Lit. at any point in his last three years of school.

- **Advanced Programme English [Mrs Koch]**

PURPOSE

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

Advanced Programme English enables learners to:

- establish connections between different genres, texts, trends and contexts.
- structure arguments and insights in a coherent manner using accurate textual references.
- use higher-order cognitive skills to design critical judgements

- draw on the recommended texts as well as other texts that they have encountered.
- draw broadly on their experience of a variety of texts.
- apply their knowledge, compare and contrast, analyse and critique both seen and unseen texts.
- reflect philosophically on the texts they have studied.
- present sophisticated, well-structured and clearly substantiated responses which synthesises their personal views in relation to the variety of texts which they have studied.

AP English is a two- year course, beginning in Grade 11. If there is sufficient ability and interest this may be considered in Grade 10, although students are often not yet able to cope with the rigours of the subject.

- **Advanced Programme Mathematics [Mr Pandit, Mrs Kleynhans]**

The Advanced Programme Mathematics course is aimed at preparing learners for tertiary studies in Mathematics. The course is challenging and is offered to learners who consistently demonstrate an excellent ability in Mathematics.

At the Deutsche Internationale Schule Kapstadt, AP Mathematics is offered as an additional subject and for most learners it will be their 9th or even 10th subject. The course thus demands a serious commitment, good organisational skills and the ability to work independently.

The AP Mathematics course consists of 4 modules. The Algebra and Calculus module is compulsory.

Learners then have to elect one of the following 3 modules:

- a) Statistics and Probability
- b) Graphs Theory
- c) Financial Mathematics and Mathematical Modelling

At the end of grade 12 Learners write 2 exam papers. One paper examines the compulsory module and the other paper examines the optional modules.

- **AFRIKAANS [Mrs Zimmermann, Mrs Koole]**

By the time learners enter Grade 10, they should be proficient in their First Additional Language with regards to both interpersonal and cognitive academic skills.

Learners should be able to use their additional language at a high level of proficiency to prepare them for further or higher education.

Specific aims of learning Afrikaans as an Additional Language

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

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

These skills and attitudes form the basis for lifelong learning;

- use their Additional Language and their imagination to find out more about themselves and the world around them. This will enable them to express their experiences and findings about the world orally and in writing;
- use their Additional Language as a means of critical and creative thinking: for expressing their opinions on ethical issues and values; for interacting critically with a wide range of texts; for challenging the perspectives, values and power relations embedded in texts; and for reading texts for various purposes, such as enjoyment, research, critique.

- **Business Studies [Mr Kuhudzai]**

Business Studies would be suitable for a pupil wanting to follow a career in commerce, such as a Bachelor of Business Science, but offers useful life skills to all. The subject covers a wide range of work including the price mechanism, the public sector, international trade, inflation, employment and development economics. This is a tough academic subject which tests both knowledge as well as application of that knowledge.

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

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

- analyse the use of resources efficiently to satisfy the competing needs and wants of individuals and of society;
- understand the concept of monetary and real flows in an open economy within the confines of production, consumption and exchange;
- develop skills to apply demand and supply, as well as cost and revenue analyses to explain prices and production levels;
- understand reconstruction, growth and development, as well as a critical approach to initiatives for a fair distribution of income and wealth, human rights, and responsibilities;

- acquire an advanced Business vocabulary that will allow debate and communication in the essentials of the subject;
- apply, in a responsible and accountable manner, principles that underlie basic economic processes and practices;
- explore a variety of methods and strategies to analyse and explain the dynamics of markets;
- collect, analyse and interpret production, consumption, and exchange data as well as other information in order to solve problems and make informed decisions;
- understand human rights concerns, reflect on the wealth creation process, and engage in poverty alleviation;
- analyse and assess the impact of local and global institutions on the South African economy, and
- explain economic events and forecast their consequences or predict likely future outcomes.

- **Computer Applications Technology (CAT) [Ms Kleynhans]**

CAT is the effective use of **information**, using this information with computers for effective communication. It uses **technology** (in a computer environment)- that is so available to us- to communicate within different sectors of society.

The purpose of CAT is to equip the learners with the knowledge , skill, values and attitudes to create , design and communicate in different formats as well as collect , analyse (process)and present information effectively to various markets with in society.

Learners are taught:

- To apply problem solving skills
- Use critical/ creative thinking – within the end-user applications of computer technology
- Enhance their computer competence - to interact and communicate effectively with all levels of society and sectors of the market.
- Gives a greater understanding of social and environmental issues on a global scale thereby better communication.
- It includes the having knowledge and skills of ethics (piracy) and responsibility (social)
- With a better understanding of effective management and being able to communicate effectively within different contexts, marketable skills and capabilities are developed, enhancing job satisfaction and therefore job performance capabilities.



Subject content

Theory

Computer components (hardware)
Memory and storage
Software + operating systems
Network operations (www)
File management
Legal, ethical and security related to IT
language
Use and impact of computers in society
docs
Health + ergonomics (sitting correctly chairs)

Practical (PAT)

Word processing
Spreadsheets
Database
Presentations
Browse (with purpose)
HTML (hypertext mark-up)
Language used to create web

This subject is complementary to all other subjects like **maths**, **languages**, even **arts** and **sciences**.

Leading to careers in : Desktop publishing
 Web design
 Office management
 Software specialist

In closing **CAT** gives:

- ✓ Technical understanding
- ✓ Software management
- ✓ Modern communication - essential to cope at university.
- ✓ Problem solving skills
- ✓ Independent and critical thinking

Use **CAT** as a vehicle to equip learners in the exciting **e-world** that we all find ourselves in!!

- **DESIGN & TECHNOLOGY [Mrs. Maunder]**

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

Design and Technology is a challenge to all young people. It requires initiative, an enquiring mind, determination, the careful management of time and resources, and a sense of responsibility for making decisions and taking action. These qualities are strengthened through designing and making.

This subject is highly practical, but theoretical knowledge and research always forms the basis of each design brief. This challenges our learners to investigate and gain as much information required to make good design decisions when solving design problems.

Our students are encouraged to make use of ICT (Information and Communication Technology) resources and CAD (Computer Aided Design) when working on various design projects, learning to use the materials that help them to be better designers. They also learn how to work collaboratively and how to receive feedback from the teacher who guides them through the design processes as they come to grips with some of the challenges that come with contextual design.

In this subject we explore the following aspects of Design and Technology:

- Typography
- Graphic Design
- Advertising
- Communication
- Product Design
- Engineering Drawing
- Engineering Building
- Woodwork
- Metalwork
- Textile Technology
- Fashion Design
- Manufacturing
- Sustainability
- Evaluating and testing

- **Drama [Mrs Engelhard]**

Drama is a social art form which integrates visual, aural, physical, kinaesthetic and performance elements to communicate, explore, reflect on and enhance human experience. The subject Dramatic Arts encompasses a range of performance modes across a variety of media and within a diversity of cultural and social contexts.

PURPOSE

The subject Dramatic Arts develops and promotes human creativity as a rich, diverse and productive resource through dramatic communication, interaction and representation. Learning in the Dramatic Arts involves using experience, reflection, analysis and re-experience to gain skills, knowledge, values and insight. The approach is inclusive, ensuring that all learners, including those with special educational needs, will be actively and creatively engaged in the learning process.

The goals in the subject Dramatic Arts include:

- contributing to nation-building by challenging, exploring or celebrating values and attitudes in society through the use of dramatic practices, processes and products;
- working in and through dramatic practices, processes and products to analyse past and present contexts, diverse traditions and heritages (including indigenous knowledge systems);
- affirming the dynamic nature of culture in an inclusive way;
- redressing the imbalances of the past, by working towards the elimination of prejudice, stereotyping and bigotry;
- raising consciousness of national imperatives (including issues about HIV/AIDS, the environment, human rights and social justice) through dramatic practices, processes and products;
- developing verbal and non-verbal communication skills, using a range of registers appropriate to diverse social and cultural contexts;
- exploring and representing ideas and feelings, and their consequences, by using dramatic forms of communication;
- developing practical skills which contribute to technical proficiency and creative expressiveness in dramatic practices, processes and products;
- acquiring and applying knowledge of specific dramatic practices, processes and products within a cultural context;
- developing skills in describing, analysing, interpreting, evaluating and appreciating dramatic practices, processes and products through critical reflection;
- promoting the learner's self-esteem, self-discipline and commitment through interactive and experiential

learning in a supportive environment;

- **ENGLISH [Mrs Nortje, Mrs Ball]**

All pupils study English Home Language.
English First Additional Language is not offered at the DSK.

The subject consists of the four basic elements of English: Writing, Reading, Speaking and Listening, as well as Grammar and Visual Literacy through the use of a textbook and supplementary learning material.

Every Grade covers set works (literature and poetry) chosen by the English Department, and the Independent Examination Board (IEB) at Grade12 level. We cover a wide variety of genres – from contemporary South African literature to the classics. Our poetry anthology too, consists of a wide range of genres. There is also a Film Study module in Grade 10-12.

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

- **GEOGRAPHY [Mr Ehrman]**

1. WHY TAKE GEOGRAPHY IN GRADE 10?

The study of Geography provides a pupil with useful knowledge, various skills and also helps the learner to formulate opinions on many current issues affecting modern society. Most pupils tend to enjoy the subject as it is tangible whilst it can be integrated with most of their other subjects.

The subject can also be an important cog in the future career plan of certain pupils. Many careers options involving Geology, Climatology, Urban Planning, Tourism, Oceanography, Education, Cartography, Environmental Management and GIS Technicians to name a few, require the advanced study of Geography at a tertiary institution.

2. SYLLABUS COVERED: GRADES 10–12

- **Grade 10:** Geographical skills and techniques; The composition and structure of the atmosphere; Plate tectonics, folding, faulting, volcanoes and earthquakes; Population: structure, growth, and movement; Water resources: water in the world, oceans, flooding, water management.
- **Grade 11:** Geographical skills and techniques; Global air circulation; Africa's weather and climate; Geomorphology: rocks and landforms, slopes, mass movements; Development: differences, issues, and opportunities; Resources and sustainability: soil, energy.

- **Grade 12:** Geographical skills and techniques; Climate and weather: cyclones, local climate; Geomorphology: drainage systems and fluvial processes; Rural and urban settlement; Economic geography of South Africa.

3. ACQUISITION OF SKILLS

Besides learning a valuable body of information regarding geographical processes that shape the world around them, students will also acquire a number of useful skills including data analysis, research and problem-solving techniques, map work skills, and the ability to interpret various geographical understandings of the world.

4. TYPICAL PROFILE OF A PROSPECTIVE SENIOR GEOGRAPHY STUDENT

The student should be achieving more than 50% in Grade 9, as the Academic standard increases substantially in Grade 10. A reasonable grasp of Mathematics is also preferred (because various elementary Mathematical and statistical techniques are used in the different sections) but not essential.

- **German as Second Additional Language (SL) [Mr Schrodt]**

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

For this subject the student are aiming two separate qualifications:

IEB-Exam German Second Additional Language	DSD II German Diploma
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<p>Kind of qualification</p>	<p>Exam is part of seven subjects to achieve the National Senior Certificate</p>	<p>DSD II is an additional qualification to the final South African exam, which is only offered by the German schools in Southern Africa.</p> <p>It is a certificate to prove proficiency in German for potential studies at a German university.</p>
<p>What language level does it examine?</p>	<p>It is equal to Level A2/B1 of the Common European Framework of Reference for Languages.</p>	<p>It is equal to Level B2/C1 of the Common European Framework of Reference for Languages.</p>
<p>Subject content</p>	<p>In Grade 10/11:</p> <ul style="list-style-type: none"> - Maintain work with a language text- and workbook (Ausblick) - Preparation for DSD-Examen - Optional: Reading of German Literature chosen by the subject teacher <p>In Grade 12:</p> <ul style="list-style-type: none"> - Reading of compulsory literature and a list of pragmatic texts and poems chosen by the IEB - Preparation for DSD-Exam- compulsory 3 topics are chosen by the German Department in Germany/ ZfA 	
<p>Assessment</p>	<p>In grade 12 the course includes an internal assessment (Portfolio), an oral mark and an external examination consisting of two papers that are set by the IEB.</p>	<p>In Grade 12 it comprises three written examinations and a 20-minute oral exam.</p>



- **German Home Language [Mrs Schleusener, Mrs Werth]**

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

Literature is an essential aspect of this course covering 2 set works per half year (Roman und Drama) and are chosen in grade 10 and 11 by the German department and in Grade 12 by the IEB.

We cover a wide variety of genres from modern day to classic literature and poetry. Included in the course are also research projects, presentations, film studies, creative writing, to name a few.

In grade 12 the course includes an internal assessment (Portfolio), an oral mark and an external examination consisting of two papers that are set by the IEB.

It is essential for learners to try and maintain their German language competency level by reading and communicating in German as much as possible as the amount of German spoken in the English stream is very limited due to the fact that German as a Home Language is the only course in the English Stream where German is still the teaching medium.

- **HISTORY [Mrs Ball]**

“Study the past if you would define the future” [Confucius]

WHO SHOULD BE CONSIDERING TAKING HISTORY IN GRADE 10?

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

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

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

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

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

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

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

WHAT WILL I BE LEARNING ABOUT?

- and the negotiated settlement, The TRC; Globalisation and the New World Order **Grade 10**; Ming, Mogul, Aztec, Inca, Songhay and Ottoman Empires, The expansion of Europe, Revolutions of the Eighteenth Century; The Atlantic Slave Trade; Shaka and the Mfecane; The Great Trek; Diamonds, Gold and the South African; The legacy of Jan van Riebeeck, Cecil John Rhodes and Paul Kruger; The Origins of Modern-Day South African Politics
- **Grade 11** Lenin and Stalin; The Wall Street Crash and Great Depression; Social Darwinism and Scientific Racism, The Holocaust, The Origins of the Conflict in the Middle East; Decolonisation in Africa; Africa's Despots; Apartheid;
- **Grade 12** The Cold War; China's Rise to a 21st Century Global Power; Uhuru and Africa in the 21st Century; Martin Luther King and the Civil Rights' Movement; Steve Biko and Black Consciousness; The Collapse of the Soviet Union; The Road to Democracy

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

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

- **INFORMATION TECHNOLOGY [external course]**

Today you would have to search for a very long time to find a job that does **not** require computer skills. Programming skills are increasingly becoming required across almost every industry imaginable. As such, Information Technology (IT) is an essential course of study for anyone. IT is a subject where “you either get it or you don’t... and if you don’t, you’re not working hard enough!”

The IT syllabus is essentially made up of two parts; Practical and Theory.

The theory half of the syllabus deals with understanding how computers do what they do. What is RAM? How does a CPU function? How does the internet transfer information? We also look at the social impact of computers – piracy and other e-crimes as well as how one should behave “online”.

Recommended:

- English 60%
- Mathematics 60%

The preferred service providers for IT is Sirs because the course includes the IEB syllabus and therefore will be recognized by the IEB.

Ssirs: self-study online course with Mr Arnold Lamont (IEB):
information on the website under <http://www.ssir.co.za>

Telephone (office): 044 3820450

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- **LIFE ORIENTATION** [Mr Lehmann, Mrs Kossmann, Ms de Beer]

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

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

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

- 1) Development of the self in society
- 2) Social and environmental responsibility
- 3) Democracy and human rights
- 4) Careers and career choices
- 5) Study skills
- 6) Physical Education

- **LIFE SCIENCES [Mrs Heye]**

WHY LIFE SCIENCES?

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

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

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

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

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

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

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

- Mathematics [Mr Stark, Mr Pandit, Mrs Kleynhans, Mrs Odding, Mr Kuhudzai]
Grade 10

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

The grade 10 curriculum introduces the learner to important Algebraic concepts, formal Euclidean Geometry (including many proofs), Analytical Geometry and Trigonometry. It is expected that learners must acquaint themselves exceptionally well with the Grade 10 curriculum as any aspect of this curriculum may be examined in Grade 12.

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

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

Main topics in the FET Mathematics Curriculum

The examination in grade 10 consists of two papers covering the following topics:

Paper 1

Algebra
Functions
Number Patterns
Finance
Probability

Paper 2

Statistics
Analytical Geometry
Euclidean Geometry
Trigonometry

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

- **Mathematical Literacy [Mrs Odding, Mrs Kleynhans]**

The competencies developed in this subject allow learners to make sense of simple mathematical problems in a twenty-first century society. It aims to prepare learners for real life mathematical problems such as taxation, interpreting graphs and dealing with measurements. All five topics (Finance, Measurement, Maps & plans, Data handling and Probability) focus on elementary and real-life contexts. Learners will solve familiar as well as unfamiliar problems and compare the results to enable them to make the best decision in a given situation. Learners should consider future career ambitions as various university programs will require them to do Mathematics, rather than Mathematical Literacy.

- **PHYSICAL SCIENCES [Mrs Schomer, Ms Kleynhans]**

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

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

The subject is divided into physics and chemistry. Students will have many opportunities to perform experiments for themselves in both disciplines, which, together with tests and other forms of assessment, will form a part of their year mark. While it is important that students have a basic competence in mathematics, curiosity is essential. Students are encouraged to ask questions, as this is the very nature of scientific inquiry. Physical sciences are not necessarily the difficult subject that it is

often made out to be, it is vital that students work consistently throughout the year, as it is not a “cram” subject.

Physical sciences are seen as a gateway subject for university. A successful science student will have shown that they are able to problem-solve, work hard and engage with abstract concepts. These are all critical attributes for someone wanting to pursue tertiary studies. Many courses require that students have taken physical sciences.

In grade 10, we have pioneered a new approach to physical sciences teaching. Students are given choices in the path they take through the subject. Teaching is done in modules, with students being taught by several teachers throughout the year in their area of expertise. Students are also given the opportunity to study a topic, purely for their own interest and will not count towards their final marks. This may include forensics, astronomy, nuclear physics, sports science, etc.

SYLLABUS

- **Grade 10:** Waves, light, magnetism, electrostatics, basic electricity, circuits, electromagnetic induction, basic chemical systems and chemical change, atomic structure, the nucleus, electron structure, chemical bonding, the water cycle and the hydrogen cycle.
- **Grades 11 & 12:** We develop on the themes introduced in Grade 10, giving equal weighting to Physics and Chemistry and the intersection of these two disciplines.
New topics include mechanics, gravity, acids and bases, Doppler Effect and touches on some concepts from Quantum mechanics.

- **VISUAL ARTS [Mrs Maunder]**

Visual Art is a subject which challenges and extends learners on many levels. Problem solving and lateral thinking are integral to this subject. Each pupil is encouraged to develop an individual approach to their work.

Visual Culture Studies (Theory) has an important role to play in the learners' education, developing critical and logical thinking skills. Research skills are honed in this subject as pupils are expected to research artists and techniques which interest them and implement this in their own work.

Learners are encouraged to explore traditional and contemporary media such as Instagram, Photoshop and incorporate this into their projects.

A highlight of this subject is the Matric Final Exam Exhibition to which parents and the public are invited.

The **final assessment** is as follows :

PAT: Practical assessment task: Painting, Mixed media	75%
Visual Culture Studies	25%

For further information, queries and feedback, please do not hesitate to contact me:

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