



**Grade 9
Subject Choice
Information Booklet**

2011

Group A.

COMPULSORY SUBJECTS

- ENGLISH HOME LANGUAGE
- AFRIKAANS FIRST ADDITIONAL LANGUAGE (FAL)
- MATHEMATICS (CORE)
OR
MATHEMATICAL LITERACY
- LIFE ORIENTATION.

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 Home Language 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 Home Language 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 of the Department 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 at Oakhill and as the primary medium of communication at Oakhill. It will strive to ensure that spoken English at Oakhill is of a high standard.

TEACHING APPROACH.

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

The outcome-based 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. The Learning Outcomes should be clear and the Assessment Criteria presented to the learners.

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

Learners should be given the opportunity to familiarise themselves with the new technology 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.

External Examination	Paper I	3 hours	100 marks
	Paper II	3 hours	100 marks
Internal Assessment	Portfolio		100 marks
	Oral		100 marks
	TOTAL		400 MARKS

REQUIREMENTS

Paper I: MAKING MEANING OF TEXTS

LEARNING OUTCOME 2: Reading and viewing.

LEARNING OUTCOME 4: Language.

The paper will include:

1. A comprehension.
2. A summary.
3. Contextual questions on poetry (both seen and unseen).
4. A selection of questions from:
 - a. propaganda and advertising.
 - b. cross-curricular and visual material.
 - c. dictionary skills.
5. Editing skills.

Paper II. LEARNING OUTCOME 3: Writing and presenting.

LEARNING OUTCOME 4: Language.

Section A Drama: Shakespeare.
Prose: Novel / short stories.

Section B Transactional writing: Short pieces.

Continuous Assessment: Portfolio.

Each candidate is required to present his / her assignments in a folder for the teacher and subsequent transmission to the IEB for moderation before 31st October.

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

Section A Extended Writing

Section B Common Assessment Task

Section C Literature: Fourth Genre

Section D Tests

Section E Preliminary Examination.

Oral and Aural Assessment

LEARNING OUTCOME 1: Listening and Speaking.

LEARNING OUTCOME 4: Language.

This section is assessed internally and moderated externally.

It consists of the following:

Prepared speaking and relevant discussion / conversation	20
Prepared and unprepared reading and relevant conversation / discussion	20
Communication activity throughout the year	
Listening strategies	20
Speaking strategies	40

AFRIKAANS EERSTE ADDISIONELE TAAL.
VAKKEUSE INFORMASIE.

Die volgende informasie is relevant tot Afrikaans Eerste Addisionele as gekose vak.

Die volgende leeruitkomste is van toepassing:

- Leeruitkoms 1 – Luister en praat: Leerling moet die taal met gemak end selfvertroue kan besig.
- Leeruitkoms 2 – Lees en kyk: Leerling moet in staat kan wees om 'n wye verskeidenheid leesstof te kan lees en verstaan en tekste korrek te kan interpreter.
- Leeruitkoms 3 – Skryf en aanbied: Leerlinge moet in staat wees om 'n wye verskeidenheid skryfvaardighede te bemeester en deur middle hiervan 'n spesifieke teikengroep bereik.
- Leeruitkoms 4 – Leerlinge moet in staat wees om basiese taalvaardighede en konvensies aan te leer en korrek te gebruik.

Eksamens: Eksamens word opverdeel in twee vraestelle:

Vraestel 1 – Leesbegrip, Opsomming, Kommunikatiewe Grammatika,
Gedigte (100 punte)

Vraestel 2 – Voorgeskrewe werk en Skryfwerk (100 punte)

Jaarwerk: Akkumulasie van werk bestaande uit toetse, skryfwerk en enige ander opdragte soos deur die syllabus voorgeskryf. (100 punte)

Mondeling: Verskillende mondelingoetse soos deur die syllabus voorgeskryf bv. Voorbereid, rolspel, informele besprekings, dialoë, letterkundige besprekings, luidlees ens. Totaal – 100 punte.

TOTALE PUNT: 400 – Verwerk na 'n persentasiepunt.

MATHEMATICS IN GRADE 10.

MATHEMATICS IS **COMPULSORY** for all pupils in all schools in one of 2 forms. Mathematics (that we could call Core Mathematics) or Maths Literacy.

Mathematics Literacy offers a refreshing pragmatic course where topics useful to the life of your good honest citizen, whereby he / she will be able to grasp issues or their own lives: housing bonds, building plans, organizing data. The approach is not formal. The subject matter is different and the method of presentation is different to Core. 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. Those with artistic, dramatic, literature instincts can then become Mathematically literate without stress.

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. Almost all of the old Higher Grade is included and extended and NEW topics are brought in. Remember that the last syllabus changes were made in 1986 – so there is a radical effort to play CATCH UP. 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 will study at universities who will demand high level achievement.

It is tedious to see a subject simply as a key to get into University, that are no great shakes in themselves. Don't join the Core group and then fail to meet its commitments, because then you give yourself no marketing value. There are demands – meet them and then the doors open.

Are these Subjects Similar ?

No, they are 2 totally different subjects. Maths Lit 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. Changes from one to the other any later than Grade 10 will be disastrous. It is in your child's interest that you make the right decisions as soon as possible.

In the old days we could nurse pupils and they could change successfully in Grade 11 or Grade 12. The subjects differ so much now that nobody will benefit from having to change later. It will therefore be almost 'impossible' to escape from a bad choice either way later down the line. A worst case scenario must be avoided.

The Seven levels.

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

All Governments want their top citizens exposed through the education system. The top , Level 7 (or Level 6) will be exposed independent of their wealth or poverty. These will become the leaders in the top professions.

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.

The 4 levels of Assessing – refer to KRCP.

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

Testing KNOWLEDGE	Testing ROUTINE processing	Testing COMPLEX processes	PROBLEM SOLVING
K	R	C	P
20-30%	30-20%	30%	20%

In the old days a pupil would have got 80% simply because of safe teaching and safe testing at levels K and R. That pupil would struggle to get 50% if all of KRCP criteria are used.

With 20% devoted to genuine UNSEEN problems one can see that the days of pulling off an easy 80% are over.

Whenever your child's Mathematics mark is stated you should have the right to ascertain if it is a KR or a KRCP mark. You need honest reporting as you need to make decisions.

Your June and November percentages are the most complete guide. Term marks are a bit too generous, by the nature of assessing. You might then want to wait for the analysis at the end of Grade 9 before you make a decision with your child on what subject to take.

The Fairness of All this for 15 year olds.

No, it is not fair to throw in so many new topics on top of all the old stuff and raise the levels first and bring in KRCP. You only have to see the Model Papers and the CTA paper for Grade 9 to get frightened. But there are two responses:

Firstly, it is great that one can be exposed and developed, that teachers are compelled to prepare, that there will be no space for boredom and that one can reach the top.

It is not nice to come from an environment of protected teaching – where teachers avoid the full KRCP so that marks can seem high so that parents can not complain.

The system, dear people will expose your child at a level 1 to 7. You should have the humility to accept that. Given that your child is honest and works. It is not a punishable deed not to get the required marks.

Testing as KRCP measures at KRCP. This is qualitative not quantitative.

THE BEST ADVICE:

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

But if, after trying, you end as level 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. It is not in order for a pupil to go to Core and then not to work and not to develop. He/She will go backwards and ruin the prospects of others who are paying school fees.

Parents should realise the increasing need for emotional stability in a child's life and try to create a scenario which is not an easy-way-out nor does it put a child in an impossible situation that can lead to despair and rebellion.

It would be great if your child is given the OPPORTUNITY to DEVELOP.

The decision is simply whether to expose your child to high ideas and high ideals to be exposed to the top thinking possible through Core Mathematics; or to use Mathematics Literacy to create a happy environment whereby one's own life becomes possible.

What is the role of Portfolios ?

25% of the final mark in any year comes from the pupil's portfolio. This incorporates

June Exams	Formal Tests	Investigation(s)	Long Pieces	Short Pieces
30%	20%	10%	20%	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. Text books and drill, especially if it became bland imitation of 'teacher said' no longer have the power nor the emphasis.

If any parent wants to meet privately to be exposed to the official documents that represent Mathematics Literacy and/or Core Mathematics, feel free to approach.

If you want to ask advice on your child, feel free.

When you make a decision, the child is really making a contract to you, to his peers and to the school to co-operate fully.

It might be that you want to wait until the following 3 'papers' have been marked and assessed.

The IEB's official Common Task Paper: 1 – 5 hours.	The IEB's formal Examination.	The school's subsidiary test.
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By that time we will; have the KRCP measures worked out as well as the 1 to 7 level category.

MATHEMATICAL LITERACY.

Maths Literacy is a different subject from Mathematics.

It is about using mathematics to understand everyday situations and solve real problems. Mathematical problems are set in context that the learner can relate to.

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

The content of Mathematical Literacy is contained in the Learning Outcomes of the subject.

- Learning Outcome 1 – Number and Operations in Context.
Estimations, fractions, percentages, money matters (tax, mortgages etc)
Costing, budgets, ratios and proportions.
- Learning Outcome 2 – Functional relationships.
Numerical data in a variety of contexts, draw graphs to show relationships, tabulate.
Use numerical arguments to verify relationships.
- Learning Outcome 3 – Space, shape and Measurement.
Solve problems in 2D and 3D contexts, lengths, perimeter, area.
Volume, surface areas, conversions, scale drawings, bearings.
- Learning Outcome 4 – Data Handling.
Calculate and interpret averages (mean, mode, median, range)
Measures of central tendency and spread (variance, standard deviation, quartiles)
Probability concepts.
Represent and communicate analyses of data effectively.

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 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.

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 four Learning Outcomes for Life Orientation are as follows:

LO1: Personal Well-being	The learner is able to achieve and maintain personal well-being.
LO2: Citizen Education	The learner is able to demonstrate an understanding and appreciation of the values and rights that underpin the Constitution in order to practice responsible citizenship.
LO3: Recreational and Physical well-being	The learner is able to explore and engage responsibly in recreation and physical activities, to promote well-being.
LO4: Careers and Career Choices.	The learner is able to demonstrate self-knowledge and the ability to make informed decisions regarding further study, career fields and career pathing.

The Life Orientation lessons are split in half with the Physical Education component: the girls attending one and the boys the other, alternating weekly.

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

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

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 other subject at Oakhill School: marks are obtained by the writing of S. Tests 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.

Teaching Life Orientation is a very exciting and fulfilling subject to teach. The learners are at liberty to express their innermost thoughts and feelings in a non-judgemental and confidential basis and it is a privilege to witness such honesty and growth in a classroom setting. The growth in the learners is on emotional and spiritual levels as well as intellectual and this goes a long way in promoting the holistic nature of this subject.

GROUP B.

ELECTIVE SUBJECTS.

A CHOICE OF THREE SUBJECTS FROM THE FOLLOWING: PLEASE NOTE THAT THE CHOICE MUST BE MADE ONE FROM A, ONE FROM B AND ONE FROM C.

**A. Physical Science OR
History OR
Business Studies OR**

**B. Accounting OR
Geography OR
Visual Arts OR
Music.**

**C. Life Sciences OR
Dramatic Arts OR
Information Technology**

THE HUMANITIES:

Globalisation worldwide since the 1980s and the move to a Democratic South Africa in the 1990s, has led to a countrywide emphasis on the importance of mathematics, sciences and entrepreneurship, to the detriment of the humanities at university level. This mind set has also been felt at school level.

In 2008 the **Academy of Science of South Africa** appointed professor Jonathan Jansen (vice-chancellor of the University of the Free State) and professor Peter Vale (Professor of Humanities at the University of Johannesburg) to chair a study into the state of humanities at South African Universities.

The Consensus study on the state of the Humanities in South Africa: Status, Prospects and Strategies was three years in the making, and a panel of twelve academics investigated the area.

The study refers to its deep unhappiness over the international trend *“towards the commercialisation of knowledge”* which has promoted a *“shallow interpretation of what it is to be human in the twenty-first century.”*

The disciplines that make up the humanities work to produce an essential set of analytical skill, along with vital bodies of knowledge. It is the humanities that encourage informal analysis, judgement (evaluation) and creative critique.

“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.”

Therefore, we, who teach the humanities subjects would encourage each student moving into the FET Phase to seriously consider taking history or geography as a matric subject choice. We believe that armed with the skills that will be provided and honed, any future career path will benefit.

(Source: www.asaf.org.za/wp-content/uploads/2011/08/25-July-final.pdf 10 August 2011)

HISTORY.

History today is at the forefront of cutting edge developments in education: we now know that the skills of critical thinking and analysis, debate and discussion, and accessing and evaluating information are ESSENTIAL in equipping our children to deal with the 21st century world. Our children are bombarded with information, and are at risk of becoming passive receivers of the mass of multimedia with which they are confronted on a daily basis. The skills that they learn in History are pivotal in the growth of active, critical thinkers who can engage with past and current issues on a deep level, rather than simply accepting the barrage of information they receive via the internet, print media, television, social networking, cell phones, etc.

We live in a global world where, more and more, people are connected across the boundaries of language, race, ethnicity, gender, religion, politics and age, and the study of Human Sciences equips our children to negotiate their way through these human relationships, and the ways in which meanings are constructed and communicated.

The approach in the FET Phase (Grades 10 – 12) is to encourage critical thinking so that different approaches to histories can be accessed and understood, helping learners 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.

Any learner may choose to take history as a subject. However, it is important that those who do choose this area of study realize that there is going to be time spent on accessing information from a variety of sources. Learners must learn to think critically and to engage with sources provided and with the sources they find themselves. Discussion and debate do form a cornerstone of this subject.

While there is still a need to be able to write clearly and express oneself lucidly, the emphasis has shifted from pure essay writing to being able to work with the sources that provide clues to historiographies. (the changing and different ways in which histories are recorded and debated).

The outcome-based approach is implemented whereby learners are given opportunity to demonstrate history skills: the ability to acquire and apply historical enquiry skills, to be able to use historical concepts to analyse the past, to be able to interpret and convert data to construct and communicate knowledge and to be able to engage critically with issues around heritage (local and public history).

Students will examine key questions to uncover and understand trends and events world-wide, thus aiding an understanding of how events interlock to create a bigger picture. The overall key question for the FET band is *“How do we understand our world today? What legacies of the past shape the present?”*

Each grade (Grades 10-12) opens with a broad survey of the world at the beginning of the period that is the focus for the year and then moves into specific areas of study.

Grade 10: 1450 – 1850

Grade 11: 1850 – 1950

Grade 12: 1960 – current.

In the FET Phase the students will work towards the final matric examination which is made up of two papers:

Assessment Requirements:

1. Examinations:

Paper 1: Source-based Questions: In this three hour paper candidates will be expected to engage in source analysis and a short multiple-source essay to develop an argument based on the sources.

Paper 2: 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.

2. The Portfolio – Continuous Assessment:

Through the year in grades 10 – 12 learners will collect all the work that is completed and ultimately they will select the best pieces to be used in the portfolio assessment.

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

GEOGRAPHY .

Geography is the Science subject of the Humanities.

Man, his position in the world and how he interacts with the natural and built environment, stands 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 outings. 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 the latest Geographic Information System.

The content focus in the FET Phase moves from a global scale to continental and then to national. 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.

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.

The theory paper counts 300 marks, and the Mapwork practical paper counts 100 marks.

2. Continuous Assessment.

It is important to realize that assessment 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 at the end of the year. Samples will cover all content 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.

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.

Students from Grade 10 – 12 will participate in a JSE Stock Trading simulation game.

Subject Rationale.

Economic growth and personal financial empowerment are largely dependent on the positive contribution of both business and individuals to the economy. Business takes place in an inherently complex context that requires informed, imaginative, participative, contributing and reflective business practitioners who can dynamically perform a range of interdependent business operations.

The subject Business Studies will provide the student with essential business knowledge, skills, attitudes and values which will enhance their employability as well as prepare them to establish, own and run their own businesses one day either in the formal or informal sector of the economy.

Students will also learn basic skills in aspects such as team dynamics, leadership, time management and professional practice which should be beneficial to their private lives and contribute to success in their future careers.

Business Studies encompasses business principles, theory and practice that underpin the development of entrepreneurial initiatives, sustainable enterprises and economic growth.

Scope of the Subject:

This subject has the following core features:

Business Environment:

This section focuses on the different elements of the macro, micro and market business environments, as well as the complex and diverse nature of business sectors.

The student will be required to read newspapers and watch affairs related programmes on television to enhance their knowledge on contemporary issues such as globalization, relevant legislation, socio-economic issues and infectious diseases and the challenge that these provide for business enterprises will be analysed.

Business Ventures:

This feature focuses on the development of important factors that contribute towards the creation of sustainable business enterprises. A key feature is the development of creative entrepreneurs who can identify and responsibly pursue productive business opportunities.

The student will study issues related to establishing a business, such as entrepreneurship, forms of ownership, location factors, legal considerations (e.g. contracts) and social and environmental issues.

The student will also focus on the generation of ideas, research, drawing up and presentation of business plans and business information and the development and implementation of achievable action plans.

Business Roles:

This feature covers the essential roles that the student needs to perform in a variety of business contexts.

The student will be expected to be able to demonstrate and apply contemporary knowledge and skills to fulfil a variety of business roles. The primary focus of this section is on preparing the student to apply self-management skills and to be professional business practitioners, collaborators, team members, innovators, entrepreneurs and citizens.

Critical issues, such as, community development, diversity, team dynamics, leadership, professionalism, ethical practice, personal growth as well as managing and adapting to change and transformation are included.

Business Operations.

This feature should equip the student with the knowledge and skills to effectively manage essential business operations such as human resources, public relations, marketing and production. These need to be developed within the context of relevant legislation and contemporary issues.

Each of the above mentioned sections will make up 25% of the final assessment mark for this subject.

How is Business Studies taught ?

- Students have the opportunity to work in groups on major activities, for example, devising a business plan for a start-up business.
- Group discussions.
- Individual research and presentations.
- Simulations.
- Practical tasks, for example, establishing and running a micro-business.

ACCOUNTING.

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

Accounting is not an easy subject at school level and should only 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 8 and 9 relatively easy with a recommended minimum Grade 9 mark of 60% in the June exam.
- They should enjoy accounting in Grade 8 and 9.
- They should have good competency in Mathematics (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
 - Close Corporations
 - Companies
 - Sports Clubs
- Analysis and interpretation of financial statements
- Costs and manufacturing accounting
- Internal control within a business
- Vat.

In grades 10 and 11 the promotion marks are determined by combining the final exams, weighted at 75% with the continuous assessment (CASS) mark, weighted at 25%. The CASS mark is determined as follows:

- a minimum of 3 formal tests (10% each)
- a minimum of three tasks chosen from the enclosed list (Project, case study, presentation, computer assignment, research task) (15% each)
- June exams (25%)

INFORMATION TECHNOLOGY.

What is Information Technology?

The South African Department of Education's National Curriculum Statement(NCS) provides this definition: *"Information Technology focuses on activities that deal with the solution of problems through logical thinking, information management and communication. It also focuses on the development of computer applications using current development tools. The subject develops awareness and an understanding of their social, economic and other implications of using computers."*

The NCS also states that the purpose of the subject Information Technology is to *"...enable learners to understand the principles of computing through the use of current programming language, hardware and software and how these apply to their daily lives, to the world of work and to their communities."*

What is taught in the subject IT?

The following table gives a broad breakdown of the 4 Learning Outcomes (LO's) that are targeted in IT, and also shows the percentage weighting that each has.

Learning Outcome	Description.	Weighting
1	Technical aspects of computer hardware (inside the computer's case, as well as external hardware such as printers, cell phones, etc) and also network related hardware (cables, wireless devices etc). Software (system programmes) that make the hardware work, including operating systems, programmes for specific devices etc.	20%
2	e-Communication involving internal networks (such as those at schools) and the internet- setup and use of its diverse features, dangers and benefits.	10%
3	Social and ethical issues concerning computers, including economic reasons for using computers, ubiquitous computing, health and ergonomic issues, computer solutions to national/international issues, new computer related developments, the "digital divide" etc.	10%
4	Computer programming and software development.\, including the use of spreadsheets and databases.	60%

As can be seen from this table, the last LO has the largest weighting, which ties up with the NCS definition and purpose given above.

What does computer programming involve?

Most people use computer programmes that have been developed by other people. Every day people use Microsoft Word to create documents or Excel to create spreadsheets, or an e-mail programme to send and receive messages. These are very handy for everyday tasks. To gain an understanding of how these programmes were developed and to develop logical problem analysing and problem solving skills, the skill of computer programming can be learned.

Computer programming (as taught at school) involves:

- analysing problems into their smallest components.
- designing a solution for each part of a problem and combining them into a complete solution.
- coding that solution in a computer language.
- testing that the solution works under most normal circumstances.

These very valuable skills teach thought processes that can be applied throughout one's life.

Computer programming is not as easily learned skill. It requires hours of practice, sitting at a computer, experimenting with different options to understand how they work. It is challenging but produces great rewards – the euphoria of getting a programme to work (after hours of toil) is a wonderful experience!

The hardest part of computer programming at school is learning one or more computer programming languages. There are many, many programming languages. Each language requires that its particular syntax is learned and applied. Once one programming language is well understood, it is easier to learn other programming languages because many of the structures in the different languages are similar (conditional statements, loops etc). We use the programming language Java (one of the two programming languages approved by the IEB).

How is IT assessed?

As with all subjects in the new curriculum, each Learning Outcome in the subject IT has been divided into several Assessment Standards, which are criteria that must be met by learners. Assessment takes different forms, depending on what is being assessed and what the purpose of the assessment is.

Assessment can take the form of Self, Peer, Group and Teacher Assessment. There are many different assessment tools available – these include checklists, making grids and rubrics. The focus in the new curriculum is not on the quantity of assessment, but rather on the quality of assessment and its contribution to the furthering of learners' progress.

The programme of assessment comprises 7 items, i.e.

- 2 tests (First and Third term)
- 2 exams (Midyear and end of year)
- 3 tasks (One per term 1 – 3)

Plus

A practical Assessment Task (PAT). In IT this will take the form of a programming project and a research project.

Summary:

Assessment Programme			
25%	75%		
Portfolio	PAT	End-of-year-exam	
25%	25%	50%	
2 tests 1 exam (midyear) 3 tasks	Practical project (LO4) Research. This can cover all LO's	30%	20%
		Covers LO1, LO2, LO3 and development aspects of LO4	Practical exam LO4

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

What type of learners 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.

Requirements:

Core mathematics and preferably Science.

SCIENCES.

PHYSICAL SCIENCE

Physical Science is a year course which cumulates in two three hour exams. The final mark in matric comprises of a 25% continuous assessment (CASS) component and 75% of the final exam. This assessment system in grades 10 and 11 reflect this method.

The CASS marks in matric are comprised as follows:

tests = 20%

practicals = 40%

investigations = 10%

prelim exam = 30%

Once again the weighting system used in grades 10 and 11 are similar to the above.

As with most disciplines, Science requires regular revision. This in turn means that it is expected that pupils will make use of their textbook and other supplementary resources and will revise work on an almost daily basis in order to improve their familiarity with the subject and concepts therein. Roughly 15% of the Science course focuses on application with specific reference to the socio-political climate of South Africa. It is thus incumbent on pupils to remain abreast of current news and events and continuously try and apply subject knowledge and ethics to the same. In this regard the structure of the research essays in such so as to provide training in such skills as the essays are open-ended and require research and self-analysis to arrive at an answer.

Will my child cope?

The level of mathematics required is similar to that of Maths Core at a mid-year grade 11 level. Should a candidate be offering Maths Lit at the start of a grade 11 year some concepts will prove difficult but are still manageable with lots of practice.

Due to the precise nature of Science a high level of reading skills / English comprehension is essential as is a good vocabulary. Specific words have specific meanings and these cannot be confused. In this regard, it is recommended that all learners do as much reading as possible in order to expose themselves to the English language.

A willingness to revise on a daily basis is essential. The syllabus is too long for the class to become bogged down on a single concept. It is expected that pupils revise the work covered on a daily basis and approach the teacher with queries the next day in order not to become lost. Similarly, where mathematical concepts are being taught, daily drill is essential and allows the pupil to show the teacher exactly where the problems are. There are a number of text books which can be recommended in this regard.

In conclusion, Science is a course that will reward those who make an effort and, although challenging, is quite attainable by anyone who is willing to work.

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 things – 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.
- 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 etc.)
 - Human life systems:
 - Support (skeleton)
 - Transport (blood and vascular)
 - Excretory system.
 - Endocrine system.
 - Nervous system and sense organs.
 - Environmental studies.
 - Population dynamics.
- Core content for Grade 12.
 - The inheritance in living organisms, chromosomes(DNA), genetic engineering and Biotechnological application.
 - Mitosis and meiosis.
 - Male and female reproductive systems.
 - Plant reproduction and its benefits.
 - Organisms and change: origin of life.
 - Environmental studies: impact of humans.
- Practical Work.
 - Practical work is an important part of Life Science.
 - 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 weekly afternoon is required in Grade 11 and 12 to fulfil the IEB portfolio requirements.

THE ARTS:

VISUAL ARTS.

The most important requirement is a love of Art and an interest in the history of painting and architecture.

There is a large portfolio of art practical work required so dedication and a sense of responsibility is needed.

Extra – one hour a week is compulsory for Grades 10, 11 and 12. In Grade 12 a great deal of time is spent in the Art room on art pieces.

Portfolio for Grades 11 and 12.

- Year work practical pieces. Exam practical in Grade 12.
- Art history examination – 3 hours.
- Career investigation.
- Artist investigation.
- Exam sketchbook.
- Year work sketchbook – to be worked on every day, and assessed weekly
- Total 50/50 split between Theory and practical.
- Class work assignments.

Art is at the basis of a vast range of careers: computer graphics, architecture, fine arts, fashion design. In fact any career involving problem solving skills, conceptualising, creativity and research.

Art History – covers the development of Modern European and South African Art and Architecture.

Practical Art – the basis of all the disciplines is drawing and is required in the sketchbook and portfolio pieces no matter what medium you choose to work in.

Oakhill specialises in painting and drawing (are encouraged to try all mediums including video art, installation, sculpture and graphics).

Art can develop all aspects of a learners psyche. It encourages an ability to question and analyse philosophies and theories of Modern Art – thus encouraging lateral, critical thinking.

There are opportunities for self discovery and expression. Learner's individuality is encouraged and we pride ourselves on fostering the development of unique styles. Learners understanding and perception of the world is enriched.

MUSIC.

If a student wants to do Music in Grade 10, he/she should ideally already have been playing an instrument for at least a year. One cannot start the piano or classical guitar in Grade 10 without going through much stress to reach the required level (from nowhere to grade three in one year is not easy. It could be done, but with at least two hours practice every day.) Very few students can manage this. One could start the flute or saxophone in Grade 10 as it is relatively easier to master the required level on an instrument that plays only one line of music. It is a good idea to read music notation if one plays the guitar. Tabs are accepted but the reading of music notation is required for all other aspects of the subject. Reading of music notation is something a student can acquire quite quickly.

The practical requirement for music in Grade 10 is a minimum of three pieces at grade 3 – 4 level.

In grade 11 the level is grade 4 – 5 and

for Matric the minimum practical level is three pieces: two grade 5 and one grade 6 piece.

There are also scales and aural components to make up the 100 marks of the practical report. There is also improvisation and ensemble playing.

A student may do rock guitar, drums, idols-style singing or classical singing as well as the more classical instruments.

Practising must take place daily. In Grade 10 the minimum practical practice time after school is one hour every day of the week. It increases to at least an hour and a half to two hours over the next two years. If a student does not have “enough time” to comply with this, it is advised not to take music.

The written component includes theory of music to about grade 4; harmony (cadences and chord progressions); instrumentation; composition in various scales and genres; history of music; analysis of scores and pieces; arrangements; using software; and set works to be studied for matric.

There are two portfolios per year: one is School-based assessment and one is the IEB portfolio that is sent in.

I am able to teach the following practical subjects: piano, harp and classical guitar (the latter, only up to grade seven level). I cannot teach any of the wind instruments, electric guitar; any of the violin family instruments or singing. Students who wish to do those instruments must find outside teachers who are willing and able to teach them one hour lessons once a week. The teachers must be prepared to write progress reports once a term, with a general mark included. The teachers are welcome to attend the practical examination sessions I will be conducting at school twice a year.

Much time is required for the subject, especially if you take into consideration after-school activities: an hour of ensemble; an hour lesson per week; and six to seven hours of practice every week. The practical load alone is eight hours a week, not counting the homework (theory, harmony and composition) and the tasks.

Natural talent, great diligence and determination and intelligence are needed in equal measures.

Music students form the core group for the annual *Music in the Blue of Evening*, and will be expected to make themselves available for a number of other performances through the year.

DRAMATIC ARTS.

Who studies 'Dramatic Arts'?

Simply put, anyone who is interested in and had enjoyed the very basic classes offered as part of the GET learning area, Arts and culture. The ideal learner is fluent in the English language and has an interest in all forms of communication and its ability to express and transfer ideas of every imaginable kind. The Dramatic Arts learner enjoys exploring our world and him/herself in it. The subject rekindles the concept of Homo Ludens, the playing human, albeit in a serious way.

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 three plays, corresponding to a chronologically explored theatre timeline, will be analysed dramatically, stylistically, socio-politically and practically. By matric all studied plays are modern (Twentieth Century or contemporary).

While most regard Dramatic Art as a purely practical subject it is important to understand that the subject entails a large amount of theoretical work, essential to understanding concepts and applications.

The final matric assessment is based on a 3 hour/ 200 mark written paper, a Common Integrated Task (compiled, standardised and issued to all IEWB schools) focusing on the production demands of one set play and an externally examined practical exam. The practical exam requires each learner to perform a monologue, a scene with multiple characters and a physical theatre piece (usually in a group).

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.

Learners will also be equipped with knowledge to develop their own instrument (body, mind and voice) and the ideal learner will commit to regularly exercising this knowledge in their own time (e.g. voice exercise, social observation etc.)

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.

The achievement of the basic goals of this subject will catalyse learners' 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).

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.

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.

UNIVERSITY REQUIREMENTS AND THE FET.

General:

To qualify for university entrance, candidates must write and pass seven subjects.

- The FOUR compulsory subjects: Two official languages, Life Orientation and either Mathematics or Mathematical Literacy.
- THREE subjects of the learner's own choice from the subjects on offer at their school.
- To qualify for degree study at university at least FOUR of the subjects must fall within the list of "designated subjects".
- An average of at least 50% must be attained in at least FOUR subjects of the designated list (A level 4)
- If passed at an achievement rating of 4 or above, the compulsory subjects will provide three of the four required subjects from the designated list (two languages and either Mathematics or Mathematics Literacy). However, learners are advised to choose at least TWO subjects from the designated list, especially if weak in Mathematics (or Literacy) and in danger of not obtaining an achievement rating of 4 in mathematics. (An important rule of thumb is that if Mathematics was a course requirement in the "old" system the universities will probably demand Mathematics rather than Maths Literacy).

Specific:

However, over and above this general description specific university faculties have very specific requirements. In making subject choices it is important that the different university requirements are investigated. This has been tackled by the Life Skills Programme this year and I encourage learners and their parents to investigate the different universities 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 want to study at the country's universities are advised to write the **National Benchmarking Test** in their matric year. Universities use York High, George, as a testing centre and dates are supplied to the school annually. These dates can also be accessed on the university websites.

The universities are using the access test results (or NBTs) as provisional filters in working with admissions. Specific details need to be 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.

The Admission Points Score (APS) to be applied at Rhodes:

NSC Rating	%	APS for English	APS for Life Orientation	APOS for each other subject
7	90-100	16	4	8
7	80-89	14	3	7
6	70-79	12	2	6
5	60-69	10	1	5
4	50-59	8	0	4
3	40-49	0	0	0
2	30-39	0	0	0
1	0-29	0	0	0

The Designated Subject List:

Accounting	History	Agricultural Science	Languages	Music
Life Science	Economics	Information Technology	Geography	Visual Arts
Business Science	Engineering	Consumer Studies	Physical Science	Religion Studies
Mathematics	Dramatic Arts	Mathematical Literacy		