

**RHODES HIGH SCHOOL**  
**SUBJECT CHOICE INFORMATION**  
**BROCHURE**

**GRADE 10**

**2014**

# RHODES HIGH SCHOOL

## THE NATIONAL CURRICULUM STATEMENT A qualification at Level 4 on the National Qualification Framework

### **SUBJECT CHOICE**

#### GRADE 10: 2014 “Learning to make a difference”

The National Curriculum Statement requires extensive reading and extended writing in all subjects. It requires that learners think carefully about what they learn; that they have strong conceptual knowledge and are able to apply this in a variety of situations; that they are critical and curious learners; that they are aware of the social, moral, economic and ethical issues which face South Africa and citizens around the world. The National Curriculum Statement is embedded in the Constitution. The NCS is a 130-credit certificate at Level 4 on the NQF.

#### **INTRODUCTION:**

An important task lies ahead for parents and for our pupils who have to decide on what subjects should be pursued from Grade 10 until the end of the Grade 12 year, and it is our wish to enable you to assist your child to make an informed decision with which he will be able to live for the next three years. The implications of the decision may be far-reaching in terms of vocational decision-making.

It is obviously 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 of which pupils need to be aware and which they need to consider with some care.

Pupils need to be choosing subjects which they really enjoy and for which they have a natural aptitude, as they will be doing these subjects for *three years* and as successful vocational decisions depend on the selection of vocational fields for which the individual has a natural aptitude and a real enjoyment.

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

## **THE CURRICULUM:**

The curriculum is designed to give the learner the best possible life chance. It is purposefully designed for the 21<sup>st</sup> Century learner making it a learner-centered curriculum aimed at the holistic development of the learner.

### Learner profile for the 21<sup>st</sup> Century:

- Flexible generalists
- Life-long learners
- Skills, Knowledge and Values
- Committed and socially responsible
- Shift from education for employment to education for employability
- Adaptable workforce – ability to adapt acquired skills to new working environments

## **Further Education and Training (FET) Colleges:**

*Western Cape:*

College of Cape Town	021 – 462-2053
False Bay College	021 - 701-1340
Northlink College	021 - 930-0957
Westcoast College	022 - 713-3167
Boland College	021 - 886-7111/2
South Cape College	044 - 884-0359

## **Entrance requirements for NCS Grades 10 – 12:**

The minimum entrance requirement for Grade 10 is an official Grade 9 school report, which indicates promotion to Grade 10.

## **Changing subjects in Grades 10, 11 and 12:**

A learner may change one or more subjects in his or her Grade 10 year; however these changes may only be made after the June Examination and with the approval of the Headmaster, Grade Heads and relevant Subject Heads.

## Highlighting the differences and similarities between the GET and FET bands:

GET (NCS) NQF level 1 GETC (grade 9)	FET (NCS) NQF level 2 (10), 3 (11), 4 (12) NSC (grade 12)
<p><u>9 Learning areas:</u> All compulsory.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> English</li> <li><input type="checkbox"/> Afrikaans OR Xhosa</li> <li><input type="checkbox"/> Mathematics</li> <li><input type="checkbox"/> Natural Sciences</li> <li><input type="checkbox"/> Social Sciences:               <ul style="list-style-type: none"> <li><i>History</i></li> <li><i>Geography</i></li> </ul> </li> <li><input type="checkbox"/> Economic and Management Sciences</li> <li><input type="checkbox"/> Technology</li> <li><input type="checkbox"/> Life Orientation</li> <li><input type="checkbox"/> Arts &amp; Culture</li> </ul>	<p><u>7 Subjects:</u> Fundamental grouping of certain subjects into learning fields – each field is a category that serves as a home for related subjects.</p> <ul style="list-style-type: none"> <li>• 4 compulsory subjects</li> <li>• and 3 choice subjects – choice subjects selected with a <u>purpose</u>.</li> </ul> <p>*Certain subjects will unfortunately only be able to accommodate a <b>limited number of learners</b> – this will depend on human resources and facilities.</p> <p>*Subjects will also only be offered if there are enough applicants.</p>
<p><u>Focus:</u> High Knowledge, High Skills, High Expectations</p>	<p><u>Focus:</u> High Knowledge, High Skills, High Expectations</p>
<p><u>Underlying educational philosophy:</u> <i>Critical (related to skills) and Developmental (related to values and attitudes) Outcomes</i></p>	<p><u>Underlying educational philosophy:</u> <i>Critical (related to skills) and Developmental (related to values and attitudes) Outcomes</i></p>
<p>Achievement Rating Codes: 1 – 7</p>	<p>Achievement Rating Codes: 1 - 7</p>
<p>Learning Outcomes and Assessment Standards</p>	<p>Learning Outcomes and Assessment Standards</p>
<p>Evidence of work for each LA</p> <p>Moderation of work – internally and externally</p>	<p>Evidence of work for each subject</p> <p>Moderation of work -internally and externally</p>
<p>Assessment:</p> <p><i>Cass – 75%</i> <i>Formative – 25%</i></p>	<p>Assessment:</p> <p><i>Grades 10 + 11 = Internal CASS 25% and end of year assessment 75%</i> <i>Grade 12 = Internal assessment 25% and external exam 75%</i></p>

## **FURTHER EDUCATION AND TRAINING BAND**

### **A. National Senior Certificate**

1. The new system enables a pupil to qualify for a School Leaving Certificate (GETC) at the end of Grade 9. Pupils who continue, move into the Further Education and Training (FET) phase.
2. The duration of the course is 3 years – Grades 10, 11 and 12. Successful learners will qualify with a NSC – National Senior Certificate.

### **B. Subject Choice:**

1. Subjects are classified as Fundamental (i.e. compulsory) or Elective (choice).
2. All learners must choose 7 subjects – 4 Fundamentals and 3 Electives.

### **C. Guidance in deciding on a study course is very important. Where is this guidance to be found?**

- a) Your child's academic achievement during the GET phase (grades 7 – 9)
- b) PACE Programme – Life Orientation Grade 9
- c) The advice and suggestion of the school:
  - Principal
  - Academic Head
  - Subject Teacher
  - Guidance Counsellor
- d) Your child's preferences, interest, aptitudes and values
- e) Private Educational Psychologists and other institutions
- f) Consider potential career directions, but remember that these may well change in the coming years.

### **DO**

1. Consider the child's suitability for the chosen career.
2. Be realistic about the amount of advanced work he/she 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, college or career requirements.
4. Consult the school if in doubt.

### **DO NOT**

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

In order to qualify for a NSC, all learners **must meet** the requirements in the table below when choosing 7 subjects. Bear this in mind when completing the choice form.

**\*Tip:** First select your 4 Fundamental subjects on the subject choice form, and then decide on your 3 Electives.

<b>4 Fundamental subjects (Compulsory)</b>	<b>3 Electives (Choice)</b>
<ul style="list-style-type: none"><li>• 2 LANGUAGES  (One language at Home Language and another language at 1<sup>st</sup> additional level)</li></ul>	3 other NCS subjects from a field or all fields – <i>refer to RHS NSC subject course form.</i>
<ul style="list-style-type: none"><li>• MATHEMATICS</li></ul>	
<ul style="list-style-type: none"><li>• LIFE ORIENTATION</li></ul>	

### **NCS ACHIEVEMENT CODES:**

LEVEL	PERCENTAGE	DESCRIPTION
1	0 – 29%	Not achieved
2	30 – 39%	Elementary achievement
3	40 – 49%	Adequate achievement
4	50 – 59%	Moderate achievement
5	60 – 69%	Substantial achievement
6	70 – 79%	Meritorious achievement
7	80 – 100%	Outstanding achievement

### **PLEASE NOTE THE FOLLOWING:**

- a. Learners interested in applying for Information Technology will have to supply their own printing paper. There will be an additional fee if IT is studied as an 8<sup>th</sup> subject
- b. Learners interested in applying for Consumer Studies will be required to purchase their own ingredients.

## **Brief descriptions of the NCS subjects offered at Rhodes High School:**

### **Accounting:**

Accounting focuses on measuring performances, and processing and communicating financial information about economic sectors. This discipline ensures that ethical behaviour, transparency and accountability are adhered to. It deals with the logical, systematic and accurate selection and recording of financial information and transactions, as well as the compilation, analysis and interpretation of financial statements and managerial reports for use by interest parties.

The subject develops learners' knowledge, skills, values, attitudes and ability to make meaningful and informed personal and collaborative financial decisions in economic and social environments.

### **Afrikaans**

Afrikaans is one of the 11 official languages of the country and one of the two languages that that can be selected as a First Additional language – the other being Xhosa. According to the School's Act of 1996 all learners have to pass 2 official languages of the country.

Learners are taught to communicate verbally and in writing.

Afrikaans as a First Additional Language is a general study of language and literature – with more emphasis on communication and functional language.

### **Business Studies:**

The subject deals with the knowledge, skills, attitudes and values critical for informed, productive, ethical and responsible participation in the formal and informal economic sectors. The subject encompasses business principles, theory and practice that underpins the development of entrepreneurial initiatives, sustainable enterprises and economic growth.

This subject will ensure that learners:

- Acquire and apply essential business knowledge, skills and principles to productively and profitably conduct business in changing business environments;
- Create business opportunities, creatively solve problems and take risks, respecting the rights of others and environmental sustainability;
- Apply basic leadership and management skills and principles while working with others to accomplish business goals;
- Be motivated, self-directed, reflective lifelong learners who responsibly manage themselves and their activities while working towards business goals; and
- Be committed to developing self and others through business opportunities and ventures.

## **Consumer Studies:**

Consumer Studies focuses on:

1. Food and nutrition
2. Clothing
3. Housing
4. Furnishings and household equipment.

The subject lays the foundation for consumer education that will develop learners into responsible and informed consumers.

Consumer Studies prepares learners to acquire knowledge, skills and values to produce and market food, clothing and furnishings to satisfy consumer needs. South Africa's rich cultural heritage should be used as an inspiration.

The subject involves integrating theory and practical skills to create opportunities for self-employment and entrepreneurial ventures. Learners will also be prepared to enter tertiary programmes in the areas of food, nutrition, clothing, textiles, housing or interior design.

Consumer Studies is therefore aimed at improving the quality of life experienced by individuals and subsequently that of communities.

An additional fee of R300 will be required by learners interested in this subject to cover consumables and breakages.

## **Dramatic Arts:**

Drama is a social 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.

The Dramatic Arts is divided into both practical and theory classes. The subject is integrated – what is taught theoretically is covered practically.

Learners should:

- Develop a range of personal resources including both internal (emotional, imagination, discipline, self-esteem, self image) and external (effective body expression, non-verbal communication, vocal skills).
- Construct and perform drama's using a variety of dramatic forms and practices.
- Affirm and challenge values, cultures and identities
- Be challenged to examine and justify their personal, collective, cultural and artistic choices, and to determine what they have learned from their choices and values.

Course content will include cultural practices, oral studies; play texts; performance styles; dramatic practices and media.

### Entrance requirements:

Numbers limited to 25 learners.

Learners wanting to take this subject should appreciate and be committed to the Dramatic Arts, have at least a code 3/4 in English and be able to work in a team. Learners must agree to take part in all activities to the best of their ability. They must work towards building trust and a safe, non-critical environment. They must respect the view of other class members. Learners must be prepared to take part in practical activities after school hours when necessary. They must attend school productions and need to be aware that school organized theatre visits will be compulsory and certain payments will be required for this.

### **Economics:**

Economics is the study of how individuals, business, governments and other organizations within our society choose to use scarce resources to satisfy their numerous needs and wants in a manner that is efficient and equitable.

Economics equips learners with knowledge, skills, values and attitudes that will enable them to participate in, contribute to, adapt to and survive in a complex economic society. It will enable them to demonstrate a critical awareness of the benefits of responsible and sensitive resource utilization.

### **English**

English remains compulsory. All learners study English Home Language. English Additional language is not offered at Rhodes. Learners are taught to communicate effectively and correctly and they are trained in comprehension, general grammar, textual analysis and oral skills.

English has developed from content assessment to a more sophisticated evaluation of the learner's overall communication skills. That is, the content and skills are used as tools to cultivate the learner's ability to make him/herself understood in varied frameworks. This means that the learner's ability to clarify and shape ideas is more important than the content of the ideas.

Various texts will be studied during the three-year course, notably novels, Shakespeare, film study and poetry. Emphasis will be placed on oral work and more importantly, the writing portfolio, which is built up during the year. These two aspects of the syllabus will contribute to at least half the mark.

### **Geography:**

This is a science that studies physical and human processes and spatial patterns on Earth in an integrated way over space and time. It examines spatial distribution of people and their activities, physical and human-made features, ecosystems and interactions between humans, and between humans and the environment in a dynamic context.

Geography prepares learners to

- ❑ Explain processes and spatial patterns
- ❑ Make well-informed judgments about changing environments
- ❑ Think more critically and creatively about sustainable living
- ❑ Recognize how we influence the environment
- ❑ Apply a range of geographical skills and techniques to issues in a rapidly-changing world

The main themes of the new course are:

1. Geographical skills such as mapping and geographic information systems
2. Physical geography and ecology including weather, water and climate
3. Demography, development and sustainability, settlement
4. People, their needs and organizations

The scale of study will sharpen each year. Each theme is studied at a global (grade 10), continental (grade 11) and national level (grade 12).

Learners will have to:

- ❑ Identify and solve problems
- ❑ Work effectively with others
- ❑ Organize and manage themselves and their activities
- ❑ Collect, analyse, organize and evaluate information
- ❑ Communicate effectively, use science and technology (computer skills)
- ❑ Demonstrate an understanding of the world

Geography is useful for those thinking about a career in engineering, geology, the life sciences and conservation, meteorology, oceanography, geomatics (surveying), planning, architecture and the social sciences such as anthropology and economics.

### **History:**

History is a study of change and development in society over time and space. It draws on archeology and oral history to interrogate the past. The study of History enables us to understand and evaluate how past human actions impacts on the present and influences the future.

History promotes non-discrimination, raises debates, confronts issues and builds capacity in individuals to address current social and environmental concerns.

History, over the last few years, has been moving in a new direction and these new trends will continue into the FET phase. History is no longer just a recall of information, but it has become far more analytical and pupils are required to show a deeper understanding of the topic being studied. Reading and comprehension skills have become important and the ability to analyse historical sources has become a critical component of the syllabus.

Essay writing is still important, but the emphasis is now on showing an understanding of the topic and being able to structure an argument as opposed to listing the facts.

Assessment will take many forms such as examinations, written tasks, assignments. Oral, written and performance assessments are included.

It is advisable that learners obtain a satisfactory result in English in Grade 9.

History qualifications open doors to future careers in law, management, media, administration, academia, marketing, public relations, the diplomatic corps. It provides essential and professional skills to the contemporary world.

History training will help at school and in adult life. Learners have to analyse evidence, organize ideas and construct coherent arguments. History teaches learners to assess issues in the light (often conflicting) data, and to present complex information accurately.

### **Information Technology (IT):**

IT focuses on activities that deal with the solution of problems through logical thinking, information management and communication. This subject will enable learners to understand the principles of computing through the use of current programme language, hardware and software, and how these apply to their daily lives, to the world of work and to their communities.

The following Learning Outcomes will be achieved:

1. Hardware and System Software i.e. an understanding of hardware and the system software that is needed to make the hardware operational
2. e-Communication – develop an understanding of electronic communications. This includes the legal, ethical, social, political and moral aspects of access to information and data protection.
3. Social and ethical issues – the reasons for using computers and the effects of their use across a range of application areas.
4. Programming and Software Development – the design, implementation, test and delivery of efficient and effective solutions to problem situations is studied. Thus object-orientated programming language, databases, spreadsheets, websites and their interconnectivity will be used in the design and implementation of solutions to specific real life problems.

Entrance requirements: numbers are limited by the facilities. Entrance into the subject will be based on the academic achievements by the learner in Mathematics and Languages.

An additional fee of R950 will be required by learners registering for this subject as their 8<sup>th</sup> subject.

It is essential that learners have access to a computer at home, preferably with e-mail and Internet facility. They must expect to put in extra work on practical exercises and accuracy in the Computer room.

### **Life Orientation:**

A compulsory fundamental subject in the NCS. It is a subject which has been established to facilitate the development of self (individual learner) in relation to others and society. The purpose of the course is to engage learners holistically (personally, psychologically, cognitively, physically, morally, spiritually, culturally, socio-economically and at a constitutional level).

Learners should be prepared to respond to life's challenges and opportunities positively with a responsible approach, aware of their rights and responsibilities to themselves and others in the broader South African and global contexts.

Life Orientation is an inter-disciplinary subject that draws on and integrates knowledge, values, skills and processes embedded in various disciplines such as Sociology, Psychology, Political Science, Human Movement Science, Labour Studies and Industrial Studies.

The courses in Life Orientation for grades 10, 11 and 12 are divided into four focus areas:

- ❑ Personal Well-Being (developing and maintaining personal well-being)
- ❑ Citizenship Education (the values and rights that underpin the Constitution in order to practise responsible citizenship)
- ❑ Recreation and Physical Well-being (engaging responsibly in recreation and physical activities, to promote well-being)
- ❑ Career and Career Choices (developing self-knowledge and the ability to make informed decisions regarding further study and career paths).

The weighting for assessment in the subject Life Orientation in Grade 12 is an exception. The internal assessment component will be 100% of the total mark. The internal assessment will be externally moderated.

### **Life Sciences:**

While Life Sciences does include content from the previous Biology syllabus, it is far wider and more relevant to the learners in that it examines the interrelationship of Life Sciences, technology, indigenous knowledge, environment, society and of different attitudes and values.

The course also aims to develop inquire, problem solving, critical thinking and experimental and data handling skills.

The subject Life Sciences involves the systematic study of life in the changing natural and human-made environment. This systematic study involves critical inquiry, reflection, and the understanding of concepts and processes and their application in society.

The course content has been divided in the following knowledge areas:

- ❑ Tissues, cells and molecular studies
- ❑ Structures and control of processes in basic life systems
- ❑ Environment studies; and
- ❑ Diversity, change and continuity

Life Sciences prepare learners for tertiary education, vocational careers and the world of work. It caters for those interested in fields such as medicine, virology, microbiology, biochemistry, bioengineering, psychology, nursing, education, marine biology, genetics, and environmental science and sports science.

### **Mathematics:**

Mathematics enables creative and logical reasoning about problems in the physical and social world and in the context of Mathematics itself. It is an essential element in the curriculum of any learner who intends to pursue a career in the physical, mathematical, computer, life, earth, space and environmental sciences or in technology. It also has an important role in the economic, management and social sciences.

Topics covered in the FET phase are:

1. Number and number relationships
2. Functions and algebra (including calculus)
3. Space, shape and measurement (various geometries and trigonometry)
4. Date handling and probability (statistics)

Any learner who wishes to take Mathematics must have shown real competence at the GET level and must be prepared to work in a consistent, disciplined manner for all three years of the FET phase. The demands of the subject are high.

Any learner choosing core subjects in the Science or Engineering and Technology fields should take Mathematics.

### **Music:**

Music is the art of organizing sounds. It expresses the intellectual, emotional and spiritual aspects of human experiences. It is an art form that uses sound combined with other forms of musical expression such as poetry and dance, often enhanced by technology. It can communicate a broad range of ideas and issues from historical, cultural, socio-economic and other contexts.

Music has the power to unite groups and to mobilize community involvement towards the improvement of the quality of life, social healing and affirmation of human dignity.

Music is offered as a full time subject, which enables the learner who has musical ability, to develop this talent in a true and purposeful way.

The syllabus is divided into 6 components:

- ❑ Solo performance on the chosen instrument
- ❑ History of music
- ❑ Harmony
- ❑ Composition
- ❑ Aural training
- ❑ Form

These components are taught, however, as an integral unit and not as separate sub-sections. Ensemble work and improvisation will also play an important part in the curriculum.

#### Instruments:

RHS offers Singing tuition. Learners may make application for other instruments, but must then provide their own tutor for the practical elements of the particular instrument(s). Piano, Violin and Recorder can be offered at school, but please note that an extra cost is attached hereto. The theory will be offered at school.

#### **Physical Science:**

The subject focuses on investigating physical and chemical phenomena through scientific inquiry. By applying scientific models, theories and laws it seeks to explain and predict events in our physical environment. This subject also deals with society's desire to understand how the physical environment works, how to benefit from it and how to care for it responsibly.

The curriculum covers both chemistry and physics. Teaching and learning will also take account of the OBE principles as laid out in the NCS.

Pupils wishing to take Physical Science should have an ability to appreciate natural phenomena, have a curiosity of how the universe works, have an above average numerical ability and an ability to formulate logical deductions. Although Physical Science is not a "difficult" subject, it requires regular, systematic study.

Learners must be aware that the subject requires a structured and diligent approach to the subject. The ability to grasp concepts and learn information is also very important as well as good problem solving skills. These skills can be developed but require a learner to be interested, enthusiastic and self-disciplined in order to ensure success.

Educators will have a methodical and logical approach to the subject, which will include practicals, projects and other informed activities.

Learners are expected to offer Mathematics.

#### **isiXhosa First Additional Language:**

The expectation is that pupils already have the ability to speak the language. The language of instruction is Xhosa and different forms of cultural and traditional links to the language are learnt. The rich idiomatic phrases of the Xhosa language will also be covered.

Pupils are expected to do literature books until Grade 12. These include novels, drama books and short stories. As a result two exam papers are written. The first paper is a language paper and the second paper covers literature.

