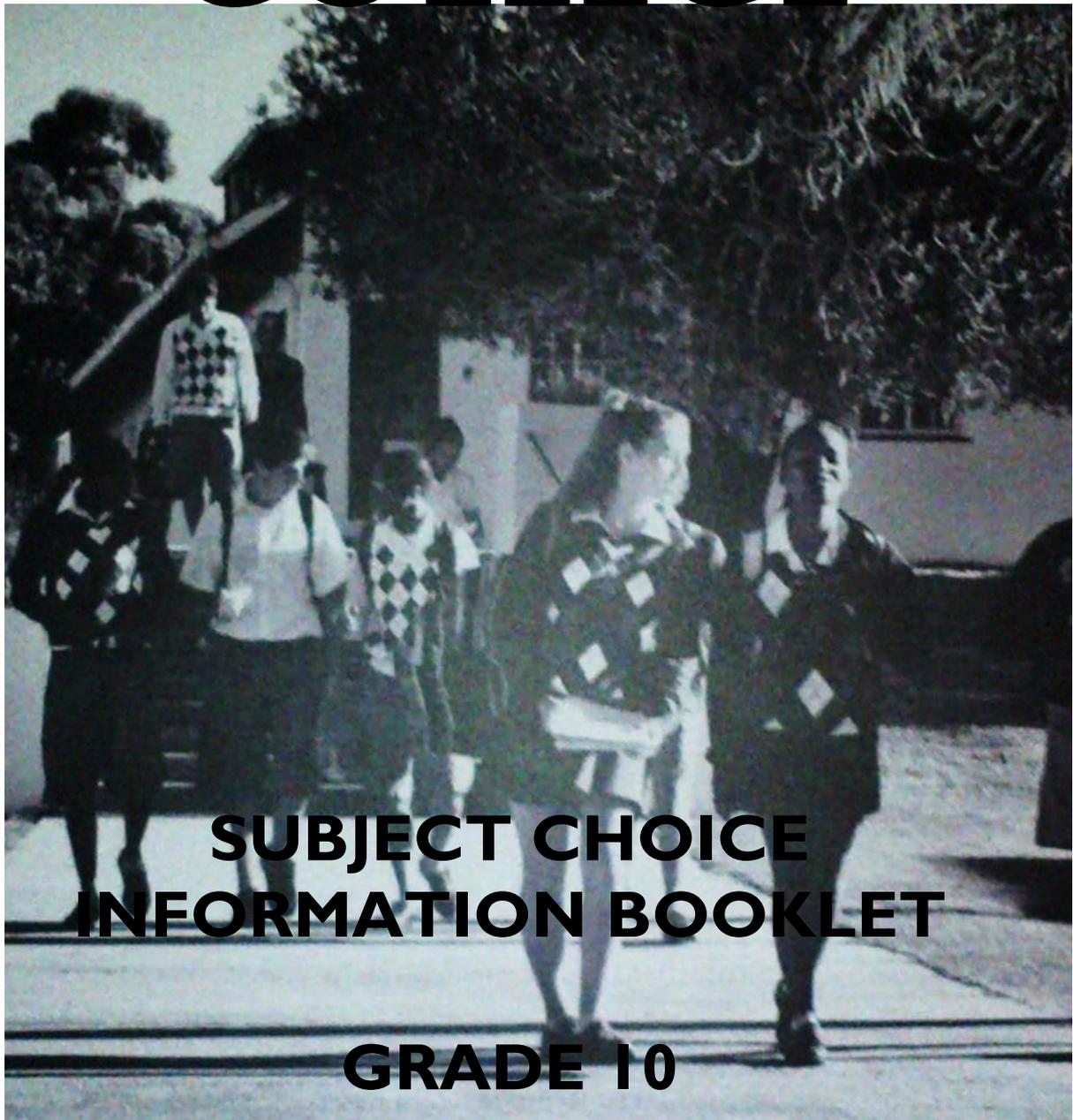


# WOODRIDGE COLLEGE



**SUBJECT CHOICE  
INFORMATION BOOKLET**

**GRADE 10  
2013**

## Dear Grade 9 Parents and Pupils

We hope that this booklet will assist you in making the best choices for the final three academic years at Woodridge College. As you make this subject choice decision together, both parents and pupils, it is important to keep in mind the following:

**The question of whose choice this is:** while parents know their children very well and have some definite ideas about their future, we feel strongly that it must be emphasised that this process is ultimately the child's decision. For this reason the school has tried to provide you both with all the information we feel is necessary in order to make an informed choice.

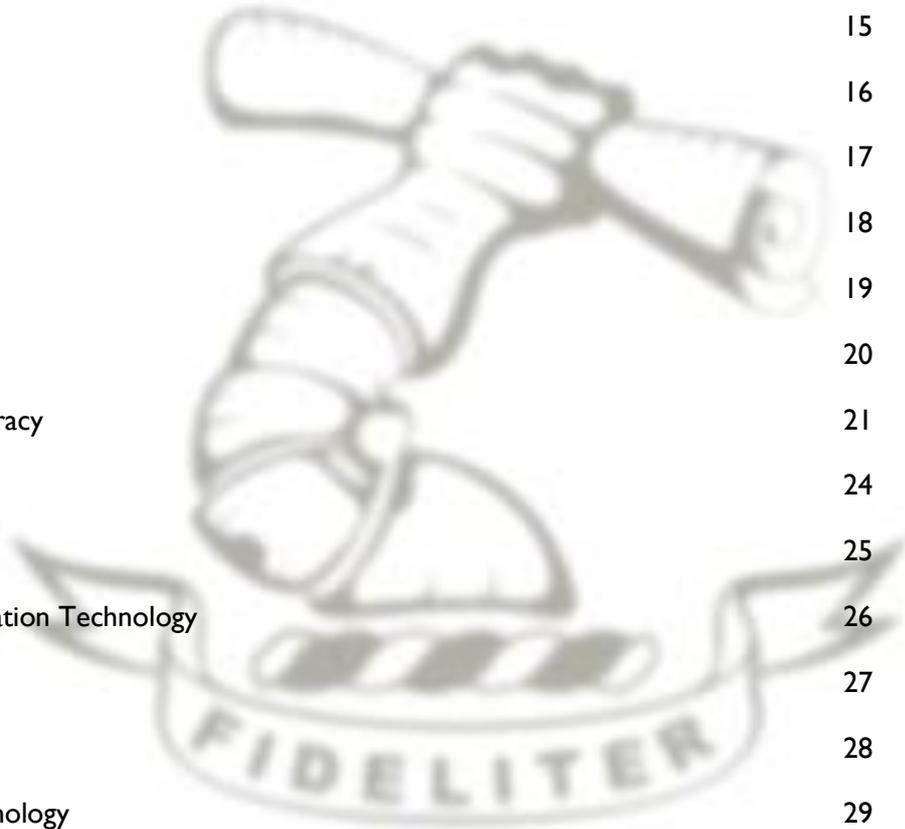
**Availability of staff and time table accommodations:** while we would like to accommodate each pupil regarding the combination of subjects they would like to take, this is not always possible due to staffing and time tabling issues. The subject choices that will be available to Grade 10's of 2013 will be made clearer at the Subject Choice Information evening to be held in the third term.

Throughout this process it is vital to keep in mind the value of remaining balanced and obtaining an all-round education. Thus, look carefully at your choices in Sciences, Commerce and the Humanities, as they are all vital to the success of developing a holistic pupil who is to be successful in the 21<sup>st</sup> Century.

**Adele Vorster**  
Grade 9 Grade Head  
July 2012

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# General Information

Please read through this booklet carefully before making your final decision.

## Selection Criteria

When selecting subjects, there are three considerations:

1. ability to cope with the subject and to find it interesting;
2. need for future tertiary studies, and
3. subjects that will add to the skills that are needed for effective living and working – teamwork, creativity, communication and self-confidence.

Moreover, a subject choice package needs to be balanced – some language, some numeracy, some science and some creative arts. You may want to ask yourself the following questions:

- Which subjects do I get my best results in?
- Do my marks reflect my ability in these subjects?
- Which subjects do I enjoy doing? Why?
- What do I want to do when I leave school? What skills and personality attributes do I need?
- Have I started to think about different career options?
- Will my subjects and personality enable me to enter into the field that I wish to pursue?
- What subjects are necessary for my chosen career?
- Does liking or disliking the teacher influence my subject selection?
- **Am I willing to risk my future, and drop a subject because I don't like a particular teacher?**
- Will the subjects that I choose allow me to consider more than one career path?
- Do I want to go to university or any other tertiary institution after Grade 12?
- Have I considered tertiary education other than university?
- Should my decision, regarding my subjects, be swayed by my friends? If so, am I willing to accept the consequences?

Lastly, remember that subjects are chosen for the full duration of your last three years at High School - with no anticipation of any subject change during this time. In the event that you decide that you made the incorrect subject choice the following procedures are to be followed:

- Grade 10: You can, with written permission from your parents and the teachers involved, change at the beginning of a new term.
- Grade 11: It is recommended that you have a full assessment done by a registered psychologist before deciding to change subjects. However, you will only be allowed to change subjects at the beginning of the year.
- Grade 12: You will not be allowed to change subjects except under exceptional circumstances as agreed to by the Independent Examination Board.

# Subject choices and study options

The following shows you general guidelines for study options at universities depending on your subject choice: (Note: Each university has its own criteria. If you are uncertain, contact the university of your choice for clarification.)

## Mathematics and Physical Science (are both required for careers in):

- ENGINEERING AND THE BUILT ENVIRONMENT

- Construction Studies
- Civil Engineering
- Electrical Engineering
- Electrical and Computer Engineering
- Electro-Mechanical Engineering
- Geomatics
- Mechanical Engineering
- Mechatronics

- HEALTH SCIENCES

- MBChB (Medicine)
- Physiotherapy
- Occupational Therapy
- Audiology
- Speech-Language Pathology

- SCIENCE

- Biology, Earth and Environmental Sciences
- Chemical, Molecular and Cellular Sciences
- Information Technology
- Mathematical, Physical and Statistical Sciences

## Mathematics (is required for careers in):

- COMMERCE

- Bachelor of Business Studies (Actuarial and Management Sciences)
- Bachelor of Commerce (Accounting, Economics, Information Systems)

- ENGINEERING AND THE BUILT ENVIRONMENT

- Architectural Studies
- Property Studies

- HUMANITIES

- Named Degree Programme (Philosophy, Politics and Economics)
- General Degree Programme (Applied Statistics, Economics, Mathematics, Statistics)

## Mathematics or Mathematical Literacy (is required for careers in):

- HUMANITIES

- Dance – Specialised certificates and diplomas
- Teaching – Certificate or Diploma
- Film and Media Production
- Visual Art – Drawing, Painting, Sculpture, Photography
- Design – Product Design, Graphic Design, Interior, Textiles and Surface Design
- Labour, Organisational Psychology and Human Resources Management
- Music – BMus in Music, Specialised Certificates and Diplomas
- Social Work
- Theatre and Performance – Acting, Music Theatre, Theatre Making

- GENERAL DEGREE PROGRAMMES

- Bachelor of Arts Majors – Afrikaans, Business French, Classical Studies, Dance, Drama, Economic History, English, Film Studies, French, German, Hebrew Language and Literature, History, Italian, Jazz Studies, Law, Linguistics, Mathematics, Media and Writing, Music, Visual and Art History, Xhosa.
- Bachelor of Social Sciences Majors – Archaeology, Environmental and Geographical Sciences, Gender Studies, Industrial Psychology, Philosophy, Politics, Psychology, Public Policy and Administration, Religious Studies, Social Anthropology, Sociology.

- LAW

The Bachelor of Laws (LLB) is offered in three different ways:

- 4 year Undergraduate
- 3 year Postgraduate
- 5 year Combined Under- and Postgraduate



# Assessment in FET

## Make-up of marks

Final marks will be made up of (this is applicable for most subjects, although there are subjects, such as Visual Art, that have practical components that may count more):

- Internal Continuous Assessment CASS – 25%
- External Assessment by IEB (Examinations) – 75% (Grade 12)

## Requirements for promotion to the next grade:

No.	Subject	Minimum Requirement (see table below)	Rating	Percentage
1	English	3	Adequate	40%
2	Afrikaans/other language	2	Elementary	30%
3	Mathematics/Mathematical Literacy	2	Elementary	30%
4	Life Orientation	3	Adequate	40%
5	Elective 1	3	Adequate	40%
6	Elective 2	2	Elementary	30%
7	Elective 3	2	Elementary	30%

## Scales of achievement

Code	Rating	Marks (%)
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Moderate	50 – 59
3	Adequate	40 – 49
2	Elementary	30 – 39
1	Not Achieved	0 – 29

Pupils who have been in the country for less than five (5) years may take another subject in place of Afrikaans. This subject will have to be approved by the school and it is the responsibility of the parent to find a suitable teacher who is au fait with CASS and examination requirements and is able to meet these for the school.

## UNIVERSITY REQUIREMENTS AS THEY CURRENTLY STAND:

### Stellenbosch:

level	3	4	5	6	7
%	40-49	50-59	60-69	70-79	80-100

#### \* **University admission subjects:**

Accounting, Agricultural Sciences, Business Studies, Consumer Studies, Dramatic Arts, Economics, Engineering Graphics and Design, Geography, History, Information Technology, Languages (one language of learning and teaching at a higher education institution and two other recognised language subjects), Life Sciences, Mathematics, Mathematical Literacy, Music, Physical Sciences, Religion Studies and Visual Arts.

### University of Cape Town:

#### **Examples of APS calculations for NSC applicants**

##### **Faculties of Commerce, Humanities and Law**

- English Home Language 75% = 75 pts
- Afrikaans/isiXhosa First Additional Language 70% = 70 pts
- Mathematics 84% = 84 pts
- Life Sciences 86% = 86 pts
- Geography 79% = 79 pts
- Accounting 69% = 69 pts
- Life Orientation 80% = 0 pts
- Mathematics P3 70% = 0 pts

Total = 463/600

APS = **463**

##### **Faculty of Engineering & the Built Environment**

The EBE APS is a score that is notionally out of 100, with the NSC and NBT results making equal contribution. To calculate the EBE APS score, first add the percentages obtained for the six NSC qualifying subjects (see page 33) and divide the result by 12. Second, add the percentages obtained for the three NBTs and divide the result by 6. Add the two results together. If Mathematics Paper 3 was also passed, a bonus of up to 3 points is obtained by multiplying the percentage obtained by 0.03 and adding to the previous total.

EBE APS = NSC total / 12 + NBT total / 6 + 0.03 x % Maths 3

Where:

NSC total = sum of the percentages obtained for the six qualifying subjects (600 maximum)

NBT total = sum of the percentages obtained for the three NBT subjects (300 maximum)

% Maths 3 = the percentage obtained for Mathematics Paper 3 (100 maximum)

- English Home Language 75% = 75 pts
- Afrikaans/isiXhosa First Additional Language 70% = 70 pts
- Mathematics 84% = 84 pts
- Physical Sciences 86% = 86 pts
- Geography 79% = 79 pts
- Accounting 69% = 69 pts
- Life Orientation 80% = 0 pts
- Mathematics P3 70% = 0 pts

Total = 463/600  
 NBT Scores of: AL: 55%  
 QL: 60%  
 MAT: 50%

Therefore, NSC score is 38.6 ( $463/12 = 38.6$ ), NBT score is 27.5 ( $165/6$ ), and Maths P3 score is 2.1 ( $70 \times 0.03$ ).

APS = **68.2**

### Faculty of Health Sciences

- English Home Language 75% = 75 pts
- Afrikaans/isiXhosa First Additional Language 70% = 70 pts
- Mathematics 84% = 84pts
- Life Sciences 86% = 86 pts
- Physical Sciences 79% = 79 pts
- Accounting 69% = 69 pts
- Life Orientation 80% = 0 pts
- Mathematics P3 70% = 0 pts

NBT Scores of: AL: 55%  
 QL: 60%  
 MAT: 50%  
 Make a total 165/300, added to 463  
 APS = 628/900

An additional 10 points are added if you have passed a third official South African language at Home or First Additional Language Level.

### Faculty of Science

If Mathematics Paper 3 is passed with at least 40%, then 20% of the final mark will be added to the APS total (max of 20 bonus points). Therefore, the following example,

- English Home Language 75% = 75 pts
- Afrikaans/isiXhosa First Additional Language 70% = 70 pts
- Mathematics 84% = 84 pts
- Life Sciences 86% = 86 pts
- Geography 79% = 79 pts
- Accounting 69% = 69 pts
- Life Orientation 80% = 0 pts
- Mathematics P3 70% = 0 pts

APS = 463/600 PLUS 14 ( $70/5$ ) = 467

### Rhodes University:

To qualify for the NSC with bachelor degree study status learners are required to take seven subjects, four of which are compulsory (two languages, Life Orientation and either Mathematics or Mathematical

Literacy) and three of the learner's own choice from the subjects on offer at their school. To qualify for degree studies at a University at least four of the seven subjects must fall within the list of 'designated subjects' set out below and the student must have obtained an achievement rating of 4 (adequate achievement 50-59%) or above in these four subjects. The designated subject list is:

Accounting	History
Agricultural Sciences	Information Technology
Business Studies	Languages
Consumer Studies	Life Sciences
Dramatic Arts	Mathematics/Mathematical Literacy
Economics	Music

Engineering	Physical Science
Graphics and Design	Religion Studies
Geography	Visual Arts

#### EXAMPLES OF POINTS CALCULATIONS

English Home Language	73%	7.3 points
Afrikaans/isiXhosa first/Additional Language	69%	6.9 points
Mathematics	84%	8.4 points
Life Sciences	86%	8.6 points
Music	90%	9.0 points
Accounting	69%	6.9 points
Life Orientation	70%	0 points
Mathematics Paper 3	50%	0 points
<b>TOTAL POINTS</b>		<b>47.1 points</b>

#### University of Pretoria: (could only find requirements for 2009)

7	Outstanding Achievement	80-100%
6	Meritous Achievement	70-79%
5	Substantial Achievement	60-69%
4	Adequate Achievement	50-59%
3	Moderate Achievement	40-49%
2	Elementary Achievement	30-39%
1	Not Achieved	0-29%

Afrikaans	4
English	4
Mathematics	6
Physical Science	6
Life Science	7
Accounting	3
Life Orientation	Excluded
<b>APS Total</b>	<b>30</b>

Please note that subjects from the designated list may be a pre-requisite for certain degree programmes. The designated NSC subject list:

- Accounting
- Agricultural Science
- Business Studies (previously Business Economics)
- Consumer Studies (previously Home Economics)
- Dramatic Arts
- Economics
- Engineering Graphics and Design (previously Technical Drawing)
- Geography
- History
- Information Technology
- Languages \*
- Life Sciences (previously Biology)
- Mathematical Literacy
- Mathematics
- Music
- Physical Science (previously Natural Sciences)

- Religion Studies
- Visual Arts

\* Based on the languages used as medium of instruction at the University of Pretoria, it is advisable that students should offer English and/or Afrikaans as a Home Language or as a First Additional Language, together with any other language of choice.

**Humanities, Occupational therapy, diploma in Oral Hygiene, some courses in Information Technology and Education accept Mathematical Literacy. All others require Mathematics.**

### **University of Johannesburg:**

The minimum admission requirement is a National Senior Certificate (NSC) as certified by Umalusi with an achievement rating of 4 (Adequate Achievement, 50-59%) or better in four subjects chosen from the following recognised 20-credit NSC subjects (which will be known as the designated subject list):

- Accounting
- Agricultural Sciences
- Business Studies
- Consumer Studies
- Dramatic Arts
- Economics
- Engineering Graphics and Design
- Geography
- History
- Information Technology
- Languages (one language of learning and teaching at a higher education institution and two other recognized language subjects)
- Life Sciences
- Mathematics
- Mathematical Literacy
- Music
- Physical Sciences
- Religion Studies
- Visual Arts

\*Life Orientation must be divided by TWO to calculate the APS rating.

**Mathematical literacy accepted in Art and design, Education, Nursing, Sport Psychology, Humanities, Law and most diplomas. It is not accepted by Engineering, Management and Sciences.**

### **University of the Free State:**

- “Designated list” of school subjects:
  - Accounting
  - Agricultural Sciences
  - Business Studies
  - Consumer Studies
  - Dramatic Arts
  - Economics
  - Engineering Graphics and Design
  - Geography
  - History

- Information Technology
- Three Languages (one of these must be the language of teaching and learning at a higher education institution and two other recognized language subjects)
- Life Sciences (Biology/Physiology)
- Mathematics or Mathematical Literacy
- Music
- Physical Sciences/Natural Science
- Religion Studies
- Visual Arts

**Only Occupational therapy, Nursing and LLB (law) accept Mathematical Literacy.**

**In summary: (Mathematical literacy)**

BA Humanities Mostly accept Mathematical literacy  
 Nursing  
 Occupational Therapy  
 Law (some universities)(UFS)  
 Education

BCOM do not accept Mathematical Literacy

Engineering do not accept Mathematical Literacy

Health Sciences some degrees accept Mathematical Literacy (OT) but mostly not

LAW some universities accept Mathematical Literacy (UJ) others not (US)

BSc do not accept Mathematical Literacy

**Computer application technology:**

CAT is one of the recognised subjects in the NCS and is therefore also recognised by universities. I.e. the fact that CAT is not on the designated list, does not mean that it is not recognised by universities.

**For a learner to be able to enter university, the *minimum* requirements are as follows:**

National Senior Certificate (NSC) with at least 30% in the Language of Learning and Teaching (LoLT) of the university, plus at least 50% (4) in **four** 20-credit subjects from the designated list.

This means that a learner's remaining subjects could be ANY other NCS recognised subjects.

E.g.

Subject:	Status and Credits	Comm.	Designated subject		
Sepedi HL	Designated list – 20 credits		①	Four 20-credit subjects from designated list	This learner will be eligible to enter for degree study at a university providing that he/she achieves at least 50% in the four designated subjects
English FAL	Designated list – 20 credits	University LoLT	②		
Mathematics or Mathematical Literacy	Designated list – 20 credits		③		
Life Orientation	Recognised subject – 10 credits				
Business Studies	Designated list – 20 credits		④	Two other NCS recognised 20-credit subjects	
Computer Applications Technology	Recognised subject – 20 credits				
Tourism	Recognised subject – 20 credits				

**Furthermore, universities may set additional admission requirements for specific programmes, etc.**

Most universities make use of a Points System where they award a certain number of points for each subject depending on the level of achievement. Depending on the number of points scored, the learner may or may not be admitted to certain programmes. E.g. UP's APS use the following scores:

Code	Description	Percentage	UP's APS
7	Outstanding	80 – 100%	7
6	Meritorious	70 – 79%	6
5	Substantial	60 – 69%	5
4	Adequate	50 – 59%	4
3	Moderate	40 – 49%	3
2	Elementary	30 – 39%	
1	Not Achieved	0 – 29%	

This means that if the learner above scored the following marks:

E.g.

<b>Subject:</b>	<b>Mark obtained</b>	<b>APS</b>	
Sepedi HL	65%	5	
English FAL	53%	4	
Mathematics / Mathematical Literacy	72%	6	
Life Orientation	62%	Excluded	UP excludes LO for APS purposes
Business Studies	67%	5	
Computer Applications Technology	82%	7	Learner is awarded points for CAT and Tourism, though these subjects do not appear on the designated list
Tourism	48%	3	
<b>Total;</b>		<b>30</b>	

The learner's APS is 30 and the learner could be considered for any programme that requires an APS of 30 or less.

**Please note:** The way in which APS is calculated may differ from institution to institution.

Visit the institution's web site to verify how points are scored.

This example was used to illustrate that CAT is recognised by universities and is awarded points if the minimum requirements for entry into higher education is met.

## **SUBJECT CHOICES 2013** (This is subject to change depending on demand, availability of staff, etc.)

- 1 English
- 2 Afrikaans / isiXhosa / French
- 3 Mathematics / Mathematical Literacy
- 4 Life Orientation
- 5 Physical Sciences / Life Sciences / Business Studies / History / Tourism
- 6 Physical Sciences / Life Sciences / IT / CAT / Visual Arts
- 7 Life Sciences / Accounting / CAT / Geography / Music

# English (home language)

## Learning Outcomes

1. Listening and speaking: pupils can listen and speak for a variety of purposes, audiences and contexts.
2. Reading and viewing: pupils are able to understand, critically evaluate and respond to a wide range of texts.
3. Writing and presenting: pupils are able to use formats and conventions appropriate to a variety of contexts.
4. Language: pupils are able to use language structures appropriately and effectively.

## Content of Syllabus

The English syllabus focuses on four areas:

1. Language: critical literacy skills, comprehension skills, summary skills, use and evaluation of persuasive language, visual literacy and editing skills are taught in this area.
2. Literature: set works in a variety of genres are studied, namely novels, short stories, plays, film and poetry. The texts studied vary from grade to grade.
3. Orals: listening and comprehension, prepared orals, reading and informal discussions, such as debates and role playing, are included in this section.
4. Writing: the pupils explore creative writing as well as writing for specific purposes (for example CVs, letters of application, reviews, etc).

## Skills Required

Listening, critical thinking, an enjoyment of reading, an open mind and the inclination to participate in discussion are all useful skills in the English classroom. All texts (whether written, visual or spoken) are responded to critically. Pupils are expected to be aware of contexts within which texts operate.

## Possible Careers

English skills are important for all careers since effective communication, confident presentation skills (on paper and in person) and the ability to understand information are all crucial to success in the world of work. ALL careers/degrees requirements look at your English results.

It is important to note that pupils must pass their Home Language in order to pass the grade. The CASS (Cumulative Assessment) component is very important and the mark is made up of:

- 25% Oral
- 25% CASS
- 50% Examination

# Afrikaans (first additional language)

The syllabus of Afrikaans First Additional Language introduces the pupil to the pleasures of literature, grammar, poetry and prose on a higher level.

## Learning Outcomes

1. **Listening and Speaking:** The pupil is able to listen and speak for a variety of purposes, audiences and contexts.
2. **Reading and Viewing:** The pupil is able to read, to evaluate critically and respond to a wide range of texts.
3. **Writing and Presenting:** The pupil is able to write and present, for a wide range of purposes and audiences, using conventions and formats appropriate to diverse contexts.
4. **Language:** The pupil is able to use language structures and conventions appropriately and effectively.

## Content of Syllabus

Language and Literature outcomes:

Reading:	Linguistic analysis & literature texts, visual
Creative Writing:	Creative, transactional, functional pieces
Speaking:	Oral, role-play, dialogue, and acting
Understanding:	Written, visual and listening comprehension tests

## Careers

Teacher, translator, interpreter, editor, newsreader, journalism, creative writing, proof-reader, media personalities, tourism, hospitality services, education, academic field.

# French (first additional language)

## Learning Outcomes

1. Listening and speaking
2. Reading and viewing
3. Writing and presenting
4. Language

## Scope

Teaching and assessment of languages should make provision for inclusion of all pupils, and strategies should be found to assist all pupils to access or produce language texts.

## Purpose

- Broaden and deepen language competencies, including abstract language skills and the aesthetic appreciation and enjoyment of texts, so that pupils are able to listen, speak, read/view and write/present with confidence.
- Use language as a tool for critical and creative thinking. This objective recognises that knowledge is socially constructed through the interaction between language and thinking.
- Pupils will be able to challenge the domination of any language or language variety and assert their language rights in a multilingual society.

## Career Links

Learning French enables pupils to continue with their studies in further and/or higher educational institutions and professional bodies. It also enables them to develop skills, knowledge, values and attitudes to pursue different career paths in various countries.

French is an alternative language subject for immigrant pupils.

# German (first additional language)

## Learning Outcomes

5. Listening and speaking
6. Reading and viewing
7. Writing and presenting
8. Language

## Scope

Teaching and assessment of languages should make provision for inclusion of all pupils, and strategies should be found to assist all pupils to access or produce language texts.

## Purpose

- Broaden and deepen language competencies, including abstract language skills and the aesthetic appreciation and enjoyment of texts, so that pupils are able to listen, speak, read/view and write/present with confidence.
- Use language as a tool for critical and creative thinking. This objective recognises that knowledge is socially constructed through the interaction between language and thinking.
- Pupils will be able to challenge the domination of any language or language variety and assert their language rights in a multilingual society.

## Career Links

Learning German enables pupils to continue with their studies in further and/or higher educational institutions and professional bodies. It also enables them to develop skills, knowledge, values and attitudes to pursue different career paths in various countries.

German is an alternative language subject for immigrant pupils.

# Xhosa (second additional language)

## Learning Outcomes

9. Listening and speaking
10. Reading and viewing
11. Writing and presenting
12. Language

## Scope

Teaching and assessment of languages should make provision for inclusion of all pupils, and strategies should be found to assist all pupils to access or produce language texts.

## Purpose

- Broaden and deepen language competencies, including abstract language skills and the aesthetic appreciation and enjoyment of texts, so that pupils are able to listen, speak, read/view and write/present with confidence.
- Use language as a tool for critical and creative thinking. This objective recognises that knowledge is socially constructed through the interaction between language and thinking.
- Pupils will be able to challenge the domination of any language or language variety and assert their language rights in a multilingual society.

## Career Links

Learning Xhosa enables pupils to continue with their studies in further and/or higher educational institutions and professional bodies. It also enables them to develop skills, knowledge, values and attitudes to pursue different career paths in various countries.

Xhosa is an alternative language subject for pupils in place of Afrikaans.

# Life Orientation

Life Orientation is a dynamic subject that prepares pupils for life and its possibilities. Our exciting curriculum equips our pupils for meaningful and successful living in a rapidly changing society. We focus on the social, personal, intellectual, emotional and physical growth of learners, and the way in which these facets are interrelated. The Life Orientation learning area aims to empower learners to use their talents to achieve their full physical, intellectual, personal, emotional and social potential. They are given opportunities to use these talents in making a positive contribution to our community. Pupils are taught how to make informed, morally responsible and accountable decisions about their health and the environment and are encouraged to acquire and practise life skills that will assist them to respond to life's challenges.

## Learning Outcomes and content taught:

There are four progressive focus areas for grades ten to twelve:

Personal well being	This examines the self-concept, emotional literacy, social competency and life skills. It seeks to deal with the realities of peer pressure, factors that influence quality of life and the dynamics of relationships, and endeavours to prepare pupils for a variety of roles. This focus addresses issues related to the prevention of substance abuse, diseases of life style, reproductive health, teenage pregnancy, sexually transmitted infections, HIV and AIDS, and the promotion of personal, community and environmental health. Various perspectives on the above are explored.
Citizenship education	Aspects addressed within this area include human rights as contained in the constitution, social relationships and diversity. Political literacy, the importance of volunteerism and social service are emphasised. The causes, consequences and prevention of social ills and the promotion of environmentally sustainable living are addressed. Knowledge of diverse religions and belief systems is emphasized as it contributes to the development of responsible citizenship and social justice.
Recreation and physical well-being	Knowledge of healthy practices and sound nutrition, participation in games, sport, recreational and leisure time activities, and an understanding of the relationship between nutrition, health, physical activities and environment can improve the quality of lives and well-being of all pupils. Physical well-being is also shown as potentially important to open doors to various careers, community projects and lifelong well-being.
Careers and career choices	The nature of the FET band demands that pupils make critical decisions regarding career fields and further study. Pupils are exposed to learning strategies and study skills, skills pertaining to assessment processes, information about institutions of higher education, and preparation for job applications and interviews. Self-knowledge and knowledge of labour laws, the job market and work ethic are critical.

# Mathematics

## Learning Outcomes

1. Number and Number Relationships
2. Functions and Algebra
3. Space, Shape and Measurement
4. Data Handling and Probability

## Content of Syllabus

When solving problems, pupils are able to recognise, describe, represent and work confidently with numbers and their relationships to estimate, calculate and check solutions. They are able to investigate, analyse and represent a wide range of functions and solve related problems. They are able to describe, represent, analyse and explain properties of shapes in 2-dimensional and 3-dimensional space with justification, as well as, collect, organise, analyse and interpret data to establish statistical and probability models to solve related problems.

## Skills Learnt

Mathematics establishes a proper connection between Mathematics as a discipline and the application of **Mathematics in real-world contexts**. Mathematics provides pupils with the means to analyse and describe their world mathematically, and so allow pupils to deepen their understanding of Mathematics while adding **to their mathematical tools for solving real-world problems**.

## Possible Career Routes

Mathematics is an essential element in the curriculum of any pupil **who intends to pursue a career in the physical, mathematical, computer, life, earth, medicine, commerce, engineering, space and environmental sciences or in technology**. It is an important tool for creating, exploring and expressing theoretical and applied aspects of the sciences. Please note, that while Mathematics is a requirement for many degree courses, simply taking Mathematics does not guarantee a place in their chosen course. Most tertiary institutions have a minimum mark requirement.

# Mathematical Literacy

All pupils must take either Mathematics or Mathematical Literacy.

## Learning Outcomes

1. Numbers and operations in Context
2. Functional Relationships
3. Space, Shape and Measurement
4. Data Handling

## Content of Syllabus

Mathematical Literacy enables pupils to

- to investigate a range of different contexts which include financial aspects of personal, business and national issues;
- to solve problems in real and simulated contexts;
- measure, estimate and calculate physical quantities;
- apply knowledge of statistics and probability to communicate and critically interrogate findings and draw conclusions.

## Kind of Pupil

Pupils who really battle with Mathematics and are not likely to need Mathematics for the tertiary course of their choice, should take Mathematical Literacy, which give them a solid base for coping with numeracy demands of the modern world.

## Skills learnt

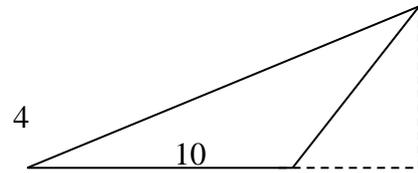
The essentials of numeracy are taken further by working in contexts, which become increasingly relevant. The engagement with space and shape becomes more practical. The methods and uses of statistics and chance are dealt with in greater depth, and more complex financial issues that directly affect pupils' lives are dealt with.

## Career Routes

Pupils who proceed to higher education will be able to deal with mathematically-related requirements in disciplines such as the social and life sciences.

**EXAMPLES TO HIGHLIGHT THE DIFFERENCE BETWEEN MATHEMATICS AND MATHEMATICAL LITERACY**

**MATHEMATICAL LITERACY:**



Calculate the area of the triangle,

with a base of  $10\text{ cm}$  and a height of  $4\text{ cm}$ .

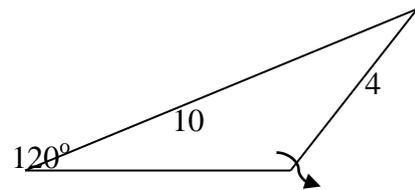
$$A = \frac{1}{2}b.h = \frac{1}{2}(10)(4) = 20\text{ cm}^2$$

**MATHEMATICS:**

Calculate the area of the triangle,

with a base of  $10\text{ cm}$ , a side of  $4\text{ cm}$ ,

and an included angle of  $120^\circ$ .



$$A = \frac{1}{2}absinC = \frac{1}{2}(10)(4)sin120^\circ = 17,32\text{ cm}^2$$

**MATHEMATICAL LITERACY:**

Continue the given number pattern for three more terms:

1, 2, 4, 8, ...

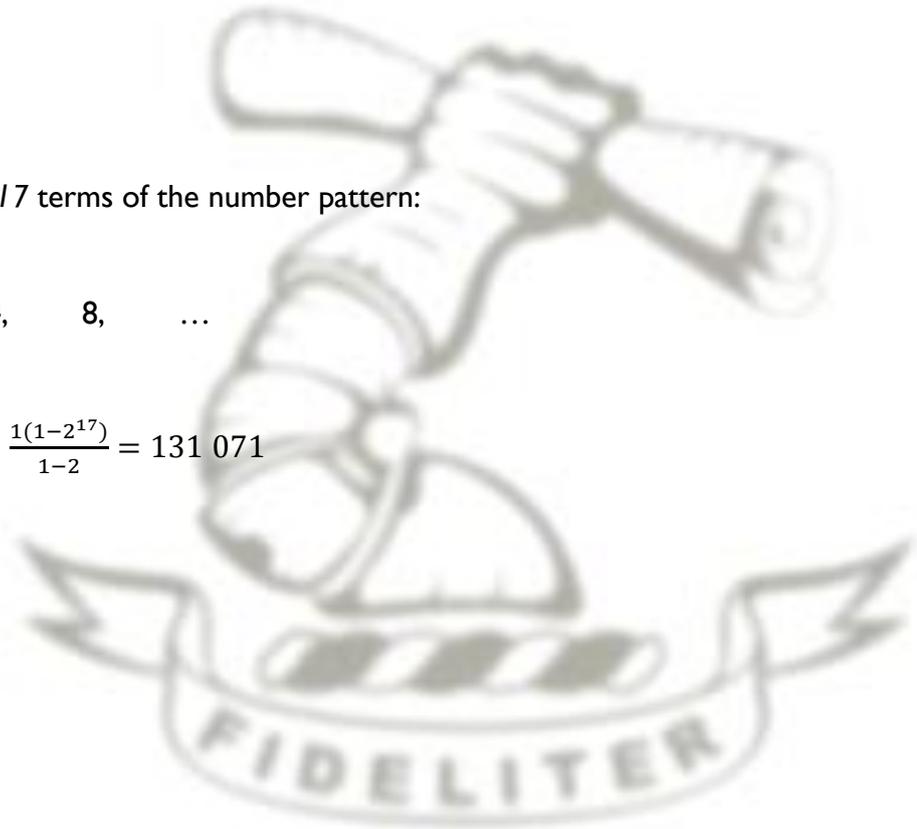
Answer: 16, 32, 64

**MATHEMATICS:**

Determine the sum of 17 terms of the number pattern:

1, 2, 4, 8, ...

$$S_{17} = \frac{a(1-r^n)}{1-r} = \frac{1(1-2^{17})}{1-2} = 131\,071$$



# Accounting

## Learning Outcomes

1. Financial Information
2. Managerial Accounting
3. Managing Resources

## Content of Syllabus

Accounting focuses on measuring performance, and processing and communicating financial information about the economic sector. 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 interested parties.

## Type of Pupil

A pupil, who demonstrates an ability to think logically and analytically, holistically and laterally as well as has reasonable numeracy skills. Any pupil who wishes to be motivated to develop their higher order thinking skills.

## Skills learnt

Accounting encompasses accounting knowledge, skills and values focusing on the financial, managerial and auditing fields. Financial accounting, cost and managerial accounting and auditing serve as a framework to capture the essence of Accounting and should be seen as progression for further development within this subject. The ability to analyse situations and to write reports relevant to the analysis will stand pupils in good stead in whatever field they wish to pursue.

## Career Links

Learning in this subject enables pupils to continue with their studies in further and/or higher educational institutions and professional bodies, *inter alia* in the fields of financial, cost, managerial accounting and auditing. It also enables them to develop skills, knowledge, values and attitudes to pursue different career paths (not only to become Chartered Accountants, Accountants or Bookkeepers).

# Business Studies

## Learning Outcomes

13. Business Environments
14. Business Ventures
15. Business Roles
16. Business Operations

## Scope

The subject Business Studies 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 underpin the development of entrepreneurial initiatives, sustainable enterprises and economic growth.

Business Studies encompasses relevant and contemporary theory and competence essential for promoting excellence and contributing towards sustainable business enterprises.

The subject has the following core features:

- Business Environment: focuses on the different elements of the macro, micro and market business environments, as well as the complex and diverse nature of the business sectors.
- Business Ventures: focuses on the development of important factors that contribute toward the creation of sustainable business enterprises. A key feature is the development of creative entrepreneurs who can identify and responsibly pursue productive business opportunities.
- Business roles: covers the essential roles that pupils need to perform in a variety of business contexts.
- Business Operations: equips pupils with the knowledge and skills to effectively manage essential business operations such as human resources, public relations, marketing and production.

## Career Links

Achievement of the Business Studies Learning Outcomes equips pupils with a sound foundation to participate in future business, commerce and management studies, to enter business or to create self-employment.

# Computer Applications technology

## Learning Outcomes

1. Operational Knowledge of Information and communication Technologies
2. Integrated end-user Computer Applications Skills and Knowledge in Problem Solving
3. Information Management

## Content of Syllabus

Computer Applications Technology equips pupils with knowledge, skills, values and attitudes to create, design and communicate information in different formats. It also makes it possible for learners to collect, analyse and edit data and to manipulate, process, present and communicate information to different sectors of society.

## Type of Pupil

A pupil, who demonstrates an ability to think logically and analytically, holistically and laterally

## Skills learnt

The development of self-discipline, productivity, accuracy, neatness and personal style necessary for the effective application of information management and communication skills; an understand of and proficiency in collecting, accessing, capturing and analysing data, as well as interpreting, manipulating and processing information in order to make informed decisions; Effective communication by using appropriate communication modes and tools; the ethical and responsible use of end-user computer application programmes; the responsible use of information and communication technologies in the promotion and protection of human rights and values; and entrepreneurial skills and opportunities.

## Career Links

Although Computer Applications Technology is located within the Information Technology and Computer Sciences sub-field, this subject is complementary to all other subjects in the Further Education and Training band.

Computer Applications Technology allows pupils to develop basic to advanced end-user computer skills. This ensures that pupils can enter different career pathways in a number of fields, or apply these and related skills to create employment for themselves and for others.

# Geography

At Woodridge College Geography is geared towards developing knowledge, skills, values and attitudes to responsibly interact within the environment in which we live.

Having completed the FET Geography course, a person should be able to:

- Identify and solve problems
- Collect, analyse and organise information
- Think critically and creatively
- Communicate effectively

The knowledge focus falls on:

- Ecology (investigating soil as a foundation for various ecosystems)
- Climatology (investigating weather and climate)
- Geomorphology (investigating the structure and formation of landscape)
- Mapwork including Geographical Information Systems (as an essential tool in understanding the above).
- Population Geography (investigating population growth and movements)
- Settlement Geography (investigating the structure of various settlements)

Key skills that are developed include:

- Data handling
- GIS
- Map reading
- Observation
- Research
- Spatial analysis

Formal assessment occurs by way a series of assignments, a research project, several control tests and an examination. The examination comprises a theory and a Mapwork paper that are typically written on the same day.

Geography is a recommendation for tertiary training that can lead to careers in cartography, climatology, the earth sciences, economics, education, environmental management, journalism, public relations, tourism, urban planning.

# History

The study of history aims to help students make better sense of how past human actions influence our daily life as well as our future. It further aims to build people's capacity to make informed decisions that will make a constructive contribution to society in which democracy is advanced. It set outs to be a tool for personal empowerment which leaves students with an advanced understanding of human action. Students are guided to appreciate that as human beings they can make choices that can make the world a much better place.

## Content

Some topics covered across Grade 10 to 12 are:

- Slavery
- Colonialism
- Challenges to capitalism: the Russian Revolution and the establishment of the communist state (Marxism-Leninism and Stalinism).
- Crisis of capitalism: the Great Depression in the USA and its wider impact in terms of the emergence of fascist economies and states (e.g. Nazi Germany and Japan).
- How unique was apartheid South Africa?
- What was the impact of the Cold War in forming the world as it was in the 1960s?
- What was the impact of the collapse of the USSR in 1989?
- How did South Africa emerge as a democracy from the crises of the 1990s?
- What do we understand by globalisation?

## Skills

History at Woodridge College teaches you to develop skills which can serve you well both in your future careers and in your private lives – skills such as

- independent thinking
- research skills – the ability to find evidence
- analytical skills – the ability to develop arguments
- harnessing appropriate evidence
- the critical awareness that enables you to probe beneath the surface of history
- the ability to produce ideas in a readable and coherent form.

## Careers

As History covers all dimensions of the human experience it links up very well with other university disciplines – especially African languages, Anthropology, Economics, English, foreign languages, Geography, Journalism, Law, Philosophy, Political Studies, Psychology and Sociology. History is a subject which opens up certain obvious career paths, such as teaching, research and museum or archival work. It also provides an excellent preparation for a career in law, administration, government service, journalism or politics. Moreover, many businesses like to employ people who can generally be relied upon to think independently and exercise sound judgement – critical skills developed in History!

# Information Technology

Pupils are offered the opportunity to take IT (Information Technology – previously known as Computer Studies) as one of the choice subjects, starting in Grade 10.

Because of the locale, only 25 students can be accommodated. If there are too many applicants, a selection will have to be made. IT is one of the more difficult subjects and pupils applying should have an above average aggregate as well as an above average mark in Mathematics. Pupils taking IT should have access to a computer and printer at home.

## What is the subject about?

- “IT requires a problem-solving approach where problems are seen as mere challenges.”
- IT is about problem solving incorporating the computer and a programming language. It is about THINKING and SOLVING PROBLEMS.
- The subject is highly abstract in nature and requires a reasonable amount of research.
- The subject includes theory. The breakdown of marks is approximately 55% practical and 45% theory.
- It is vital that all prospective applicants do a thorough soul-searching as to whether they have the right personality type to take this subject. There are many careers in the IT industry that do not involve programming and most do not require that you have done IT as a subject at school.

## Requirements

- Academic Ability: Pupils must have an all-round strong academic ability with a strong leaning towards abstract thinking and mathematical concepts. Pupils will have to take Mathematics as one of their subjects (and not Mathematical Literacy).
- The Right Personality: The personality traits such as ability in abstract and logical thinking, willingness to give attention to detail, responsibility in completing tasks, independent learning, perseverance, and self-motivation are as important as academic ability in succeeding. Pupils who are easily frustrated or despondent or who experience difficulty in sustained and focused thinking are not likely to succeed.
- Time: Computer programming is a skill that is built up by extensive practice. Students doing another practical subject like Music or Art may find that they have insufficient time for all the practical work. Other time-consuming commitments (sport, orchestra, band, choir, youth group leader, scouts, etc.) or a hectic social life could also stand in the way of success.

# Life Sciences

## Learning Outcomes

Outcomes include what pupils should be able to do and what they should be able to understand and know.

1. Scientific inquiry and problem-solving skills
2. Constructing and applying scientific knowledge
3. The Nature of Science and its relationship to technology, society and the environment.

## Content

In life the value of the reward is in direct proportion to the gravity and breadth of the challenge. Life Science presents great challenges and very great rewards. Life Science is a subject that involves the systematic study of life in the natural and man-made environment. Many of the assessments are based on the understanding of concepts and processes and their application in society. What is important in the Life Sciences curriculum is the need to ensure that pupils develop critical enquiry skills and are able to reflect on them. The following core concepts will form the basis of the grade 10, 11 and 12 syllabuses:

- Cells and Molecular studies, Genetics, Bioengineering
- Structure, Control and Processes in basic life systems of plants and animals
- Environmental studies, Ecology, Animal and Plant diversity
- Biodiversity, Change and Continuity, Marine Ecology

## Kind of Pupil

- Determined, up for a challenge, those that recognize a need for real mental growth
- Have access to, and succeed in, lifelong education and training of good quality
- Demonstrate an ability to think logically and analytically, as well as holistically and laterally
- Be able to transfer skills from familiar to unfamiliar situations, enjoy case histories
- Willing to allow expansion of their intellectual horizons. It's not all about marks!

## Careers

Pupils who have studied the Life Sciences will have access to:

- Academic courses at institutions such as Universities and Technikons, to study science-related programmes, eg. bio-technology and environmental degrees, research.
- Professional careers such as science teaching, medicine, dentistry, engineering, pharmacy and radiography.

At Woodridge College, Life Sciences is committed but not focused on human biology but examines as much of the 'queen of sciences' as possible. Course material is varied and assessments vary from fun to very demanding.

# Music

## Learning Outcomes

1. Music Performance and Presentation on the pupil's chosen instrument.
2. Improvisation, Composition and Arrangement.
3. Music Literacy.
4. Critical Reflection.

## Content of the syllabus

1. The study of an instrument, and the performance of repertoire covering a variety of musical styles, in both solo and group contexts. The planning and execution of a performance event, including, amongst others, the production of a management plan, programme notes and marketing material.
2. Improvisation, composition and arrangement of own and/or existing music.
3. The development of competencies in aural, visual and notation skills that are applied in the performance, reading, writing, transcription, analysis and documentation of music.
4. The study of Music History, Harmony, Form and Compositional Techniques in a variety of musical genres and styles. Basic research and presentation of critical reports on aspects of music practice.
5. Music technology – recording equipment, software applications, sound amplification etc.
6. An introduction to the functioning of the music industry.

## Requirements:

To be accepted for Music as a subject, the candidate must have reached a level of at least Grade 3 in his/her chosen instrument by Grade 9. Theoretical knowledge is an advantage. An audition and theoretical test may be required.

## Career opportunities

The music industry is a vast, global multi-billion-dollar enterprise and offers an enormous number of career opportunities in the fields of Classical, Jazz and Popular music: e.g. composer, arranger, performer, conductor, recording engineer, producer, video producer, DJ, event organiser and many more.

Related fields: music retail, musical theatre, education, music journalism, advertising, film music, radio and television, music software development and production.

# Physical Sciences

The subject Physical Sciences is made up of Physics (mechanics, electricity, waves) and Chemistry (matter, chemical reactions and chemical systems). We seek to understand the relationship between non-living matter and energy, and use technology to improve the world.

Physical Science is the study of how things work. From understanding the basic building blocks that make up the universe, designing a telescope strong enough to be able to study the stars and galaxies, to working out whether or not you will be able to stop in time to avoid going through a red robot.

Physical Science not only studies the laws that govern the universe, but also helps us understand the world around us by applying our knowledge to solving problems, using both lateral thinking and logic. Core concepts that form the basis of the Grade 10, 11 and 12 syllabus include Mechanics (dealing with objects in motion); Waves, Sound and Light; Electricity and Magnetism; Matter and Materials; Chemical Change and Chemical Systems (dealing with topics such as the water cycle.)

Practical work is an integral part of learning how things work, and is an important part of the Physical Science syllabus. Pupils will take part in a variety of demonstrations and “hands-on” experiments of both chemical and physical phenomena. Doing this will not only teach them skills in objective observation, but also in recording the results and, most importantly, drawing conclusions.

Physical Science is very important for a multitude of careers, whether you go into agriculture, medicine, scientific research, radiography, or want to become a dentist, optometrist, pharmacist, engineer, forensic scientist, veterinarian or even a movie stuntman.

## Do you have what it takes to be a good science student?

All learners taking Physical Science need to be willing to work hard at achieving and mastering the following skills:

- Identifying and solving problems
- Working and communicating effectively with others
- Organising and managing themselves effectively
- Collecting, analysing and critically evaluating information
- Using Science and Technology responsibly towards the Environment

## What do you need these skills for?

These skills will help learners to:

- Have access to lifelong education and training
- Demonstrate the ability to reflect and to think logically and analytically
- Develop entrepreneurial opportunities
- Be culturally and aesthetically sensitive across a range of social contexts.
- Explore education and career opportunities, such as engineering, medicine, some building sciences and most Bachelor of Science degrees.

# Tourism

## Learning Outcomes

1. Tourism as an Interrelated system
2. Responsible and Sustainable Tourism
3. Tourism Geography, Attractions and Travel Trends
4. Customer Care and Communication

## Content of Syllabus

The subject Tourism involves the study of why people travel and how to meet their needs and expectations. It focuses on the tourism industry as an interrelated, broad and dynamic economic sector. The subject addresses tourism geography, creates an awareness of the role played by South Africa in the international tourism industry, and investigates and evaluates the value of tourism to a country. The subject emphasises the responsibility of all citizens to contribute towards responsible and sustainable tourism practices and socio-economic growth. The value and importance of appropriate and clear communication, a respect for diversity, and the provision of quality service are highlighted.

## Skills learnt

The knowledge, skills, values and attitudes gained in this subject will develop an appreciation of the heritage, cultural and other diversities of South Africa, thereby instilling national pride. The skills include effective communication, use science and technology effectively when communicating and accessing information, work effectively with others as a member of a team, organise and manage themselves and their activities responsibly and effectively, and collect, analyse, organise and critically evaluate tourism information.

## Career Links

The knowledge, skills, values and attitudes gained in this subject will serve as a starting point to prepare the pupil for progression into Higher Education studies in the travel, tourism, tourism development, marketing, tourism management and related fields. The subject also exposes pupils to possible entrepreneurial opportunities and the world of work.

# Visual Arts

## Learning outcomes

The new subject, Visual Art, focuses strongly on research and investigation of practical and theoretical concepts. (Note: there may be an additional cost component for this subject.)

The subject Visual Arts develops many kinds of skills. These include:

- Technical skills – manipulation of various media in the process of making art;
- Perceptual skills – observation of life, interpretation and composing; and
- Critical and analytical - writing and talking about visual cultures studies.

## Content of syllabus

The practical and theoretical components are now an integrated activity.

Practical component - pupils are exposed to a diverse range of skills training. Our department competently offers drawing in multiple mediums, painting in acrylic on canvas, including photo emulsion, photography in digital technology, computer software knowledge such as Art Rage, stencil art, collage and multi-media, animation, and the art of embossing.

Theory component - Visual Culture study lessons are introduced in an audiovisual room with PowerPoint presentations. Visual cultures are critically analysed by pupils and teachers on a weekly basis and a research essay is presented each term. Examinations take the form of critical thinking essays with limited time to formulate an argument backed by extensive knowledge of artists, art movements and trends.

Visual journals play an intensive role in the integration of practical and theoretical components. A strong personal reflection is expected in the IEB interpretation of the National Curriculum.

## Skills required of pupils

Strong work ethic: there is no room for pupils who do not meet deadlines. A commitment to making time sacrifices and a willingness to work over weekends and after school in the art rooms is essential.

## Possible careers

Artist, teacher, curator of a gallery, journalist, advertiser, researcher, architect, computer software programmer, web designer, photographer, industrial engineer, printer, copywriter, event organiser.