A journey to success...

Durban Girls' High School

Subject Choices Booklet 2024

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Subject Choices form **pdf**

Foreword

Making a decision about your subjects for the National Senior Certificate is not easy. You need to consider your skills, aptitudes and interests as well as your possible future study and career requirements. The aim is to choose a package, which takes into account the above, as well as providing a range of opportunities for tertiary study.

You can never have too much information about the subjects that are available to you. This booklet will hopefully help you to make the most suitable & sensible choices.

Here are some guidelines to use when making your choice of subjects:

1. Choose a Subject Package that will give you a balanced workload and which is suited to your interests and capabilities.

2. Do not choose subjects primarily for their vocational value. Your career choices and preferences may change between Grade 9 and when you are ready to leave school. Too many learners follow a career path chosen for them by their parents, only to find after much expense and unhappiness that the career was not what they wanted to do at all.

3. Make sure that the subjects you choose will not close the door on future career paths. If you do have a career or a particular direction for further education in mind, check the qualifying requirements for any compulsory subjects. The School Counsellor has the current relevant information.

4. Remember that you will be spending a great deal of time on these subjects in the next three years so make quite sure you have made the correct choice.

5. Some of the reasons for choosing an incorrect subject package are:
    - *Selecting a subject merely because you like the/a teacher or because your friend has chosen it;*
    - *Because it seems to be the easiest option;*
    - *Pressure from a parent/guardian to do a certain subject;*
    - *Denial of aptitude relative to other learners' performance.*

We would like to extend our thanks to the Heads of Subjects for their contributions to the individual subject descriptions.

If you have any queries, please do not hesitate to contact me:

- Phone: 031 274 2700
- Email: botha@dghs.co.za

Mrs BM Botha

Deputy Principal
Subject Choices Administrator

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National Senior Certificate

1. Rules of Subject Combination

The minimum number of subjects required for the National Senior Certificate is 7 (seven) in the following combination:

I **Group A**: **4 Subjects [Compulsory Subjects]**

- 2 Official Languages, one of which must be the Language of Teaching and Learning
- Mathematics or Mathematical Literacy
- Life Orientation

II **Group B**: **3 Subjects from the prescribed list [Elective Subjects]**

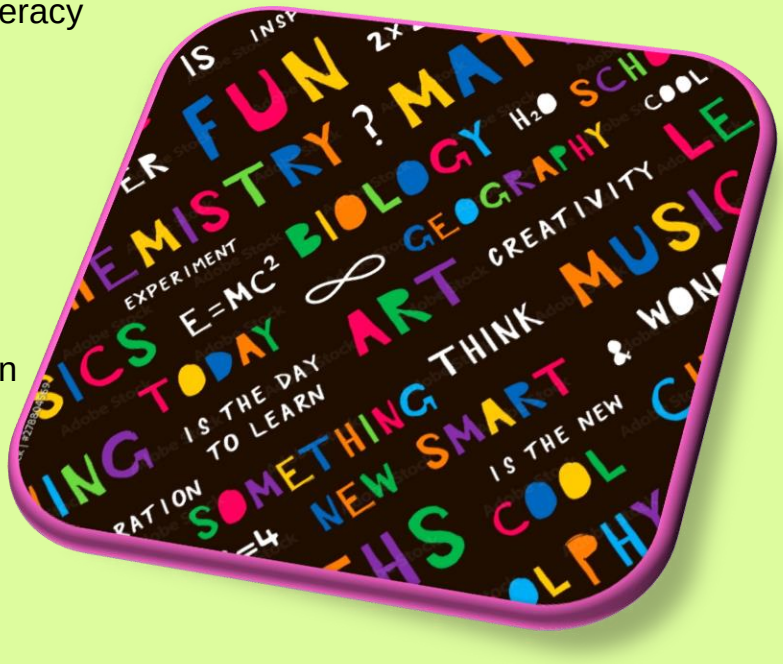
2. Subjects offered at Durban Girls' High School

I **Group A**

- English Home Language
- Afrikaans First Additional Language or isiZulu First Additional Language
- Mathematics or Mathematical Literacy
- Life Orientation

II **Group B Subjects**

- Accounting
- Business Studies
- Consumer Studies
- Dramatic Arts
- Engineering Graphics and Design
- Geography
- History
- Information Technology
- Music
- Life Sciences
- Physical Sciences
- Visual Arts



3. Minimum Requirements for admission to Higher Certificate, Diploma or Bachelor Degrees

GRADE 12 PASSING REQUIREMENTS

- Complete all school-based assessments: CASS / Year Marks
- Complete all practicals: Visual Art / Dramatic Art / Consumer Studies / EGD / Music
- Read novels for Home and First Additional Languages

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NSC Higher Certificate Status	NSC Diploma Status	NSC Bachelor Status
English at 40% *	ENGLISH at 40%	ENGLISH at 40% i.e. Home Language
Any 2 other subjects at 40%	Any 3 other designated subjects at 40%	4 designated subjects at 50% - Home Language can be one of these. (excluding LO)
Any 3 further subjects at 30%	Any 2 further subjects at 30% (can include LO)	Any 2 further subjects at 30% (excluding LO)
ONE subject may be below 30%	ONE subject may be below 30%	Life Orientation at 50%

* Some universities may require 50% for English

Entrance into tertiary education

EVERY UNIVERSITY HAS DIFFERENT GENERAL REQUIREMENTS

- The Language of Teaching and Learning of the tertiary institution must be passed at Home Language or First Additional Language at a minimum of Level 4 (50%).
- Life Orientation must be passed [At a minimum of Level 4 (50%) to satisfy the requirements of some universities e.g. UKZN].
- There is no designated subject list any more.
- Aim to obtain as many points as possible.
  A guide is 28-48 points for university entrance.

  - Commerce - need Mathematics.
  - Bachelor of Sciences and Engineering - need Mathematics and Physical Science.
  - Health Sciences - need Mathematics and Physical Science; may also include Life Sciences.
  - BSc Environmental Science - need Mathematics and Physical Science or Life Sciences.
  - Built Environment (e.g. Architecture, Property Development, Quantity Surveying) - need Mathematics.
  - Humanities, Law & Nursing will accept Mathematical Literacy.
  - In addition, universities set their own minimum entrance requirements for admission to their programmes.

Consult the university Undergraduate Prospectus or the School Counsellor for further details.

Generally speaking, university training will provide the learner with a broader theoretical training than a technical course at a University of Technology e.g. D.U.T.
A technical college provides vocational and commercial training and the learner usually qualifies with a certificate.

COMPULSORY SUBJECTS

ENGLISH HOME LANGUAGE

Learners are taught skills necessary for successful communication in listening, speaking, reading and writing. Learning to use language effectively prepares the individual for interpersonal communication and provides cognitive academic skills for learning across the curriculum.

Areas of study include: Listening and Speaking, Reading and Writing, Language Conventions and Structures. It is envisaged that as the learners progress through the Senior Secondary Phase of their schooling, they will be exposed to various genres of texts to hone their critical insight and evaluation skills.

Learners are encouraged to read extensively as the curriculum demands elaborate and varied individual creative and interpretative responses in language, literature and comprehension.

The final promotion mark is based on continuous assessment (which includes formal and informal testing) as well as the examination.

English Home Language is COMPULSORY and must be passed with a minimum of 40%.

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MATHEMATICS

SCOPE

Mathematics involves the study of abstract problem solving and reasoning. The main topics in the FET Mathematics Curriculum are:

1. Functions
2. Number Patterns, Sequences, Series
3. Finance, Growth and Decay
4. Algebra
5. Differential Calculus
6. Probability
7. Euclidean Geometry and Measurement
8. Analytical Geometry
9. Trigonometry
10. Statistics

A learner who decides to take Mathematics as a subject must be committed to invest time and effort to ensure she copes with this rigorous and challenging subject. Extra time is required on a daily basis to consolidate and internalise what has been taught. A typical Mathematics candidate must be a hard-working, dedicated learner who is willing to faithfully spend an average of 2½ hours per week on the subject.

It is strongly recommended that a Grade 9 learner should attain at least 50% in order to continue with Mathematics in Grade 10. Should she fail (less than 30% in Grade 10 or Grade 11) she will be required to study Mathematical Literacy the following year.

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EDUCATION AND CAREER LINKS

- The advantage of taking Mathematics is that it opens more doors for learners when choosing to study further and offers more career options, provided that the learner achieves success in the subject. Mathematics learners may enter fields of study such as Medicine, Engineering, Actuarial Science and other science-related fields.
- It also has an important role in the Economic, Management and Social Sciences.
- Mathematics is used as a tool for solving problems related to modern society and for accelerating development in societies and economies.
- The financial aspects of dealing with daily life are informed by mathematical considerations.
- Mathematical ways of thinking are often evident in the workplace.

For ADVANTAGE LEARN information click HERE

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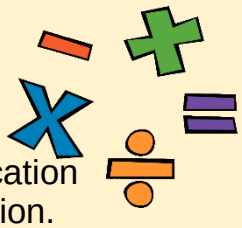
MATHEMATICAL LITERACY



PURPOSE

South Africa has come from a past in which poor quality or lack of education resulted in very low levels of literacy and numeracy in our adult population. International studies have shown that South African learners fare very poorly in mathematical literacy tests when compared to their counterparts in other developed and developing countries. Learners who did not achieve mathematically in General Education and Training usually stopped studying Mathematics, thus contributing to a perpetuation of high levels of innumeracy.

In the teaching and learning of Mathematical Literacy, learners will be provided with opportunities to engage with real-life problems in different contexts, and to consolidate and extend basic mathematical skills. Thus, Mathematical Literacy will result in the ability to understand mathematical terminology and to make sense of numerical and spatial information communicated in tables, graphs, diagrams and texts.

Furthermore, Mathematical Literacy will develop the use of basic mathematical skills in critically analysing situations and creatively solving everyday problems. In the information age, the power of numbers and mathematical ways of thinking often shape policy. Unless citizens appreciate this, they will not be in a position to use their votes appropriately.

SCOPE

The main areas of study are

1. Finance
2. Measurement
3. Map work
4. Data handling
5. Probability

Learners are taught to:

- use numbers with understanding to solve real-life problems in different contexts including the social, personal and financial;
- use mathematically-acquired skills to perform with understanding financially-related calculations involving personal, provincial and national budgets;
- model relevant situations using suitable functions and graphical representation to solve related problems;

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- describe, represent and analyse shape and space in two dimensions and three dimensions using geometrical skills;
- engage critically with the handling of data (statistics and probability), especially in the manner in which these are encountered in the media and in presenting arguments;
- use computational tools competently (a scientific calculator is taken as the minimum).

EDUCATIONAL AND CAREER LINKS

The workplace requires the use of fundamental numerical and spatial skills in order to meet the demands of most occupations. To benefit from specialised training for the workplace, a flexible understanding of mathematical principles is often necessary.

Mathematical Literacy is designed to enable learners to handle the mathematics that affects their lives with confidence and so be appropriately educated for the modern world. They will be able to proceed with learnerships in career pathways that require Mathematical Literacy at the relevant National Qualifications Framework (NQF) levels.

Students proceeding to Higher Education institutions will have acquired a mathematical literacy that will enable them to deal effectively with mathematically related requirements in disciplines such as the Social and Human Sciences. Mathematical Literacy should not be taken by those learners who intend to study disciplines that are mathematically based, such as Commerce, Health Sciences or Engineering.

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LIFE ORIENTATION

Life Orientation is compulsory for all learners and is the study of the self in relation to others and to society. It applies a holistic approach. It is concerned with the personal, social, intellectual, emotional, spiritual, ethical and physical growth and development of learners and the way in which these dimensions are interrelated and are expressed in life.

Life Orientation is an interdisciplinary 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.

Physical Education forms an integral part of the L.O. curriculum. Physical Education is about teaching every learner to lead an active life, within the bounds of her ability. Learners must have the required ability and knowledge of healthy practices, nutrition and movement skills to find enjoyment and satisfaction in recreational and sports situations. Learners are assessed in theory and in practice and are expected to participate in games, sport and recreational and leisure-time activities as set out in the curriculum.

There are **four** learning focus areas:

1 Personal Well-Being
2 Citizenship Education
3 Recreation and Physical Well-Being
4 Career and Career Choices

Learners are expected to complete five internal assessment tasks and one external certificate task per year.

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FIRST ADDITIONAL LANGUAGES (Afrikaans & isiZulu)

AFRIKAANS

Afrikaans remain the **third most spoken language in South Africa** (After isiZulu and Xhosa).
Being able to speak, read and write Afrikaans as an additional language is very beneficial, not only as a tertiary institution student but also in the workplace.

THE COURSE

- An outcomes-based approach, which incorporates the assessment criteria, is maintained.
- The approach is holistic and skills are taught in an integrated way.
- We use the communicative method of teaching, using written, visual and audio-visual texts.
- The use of themes, topics and learning material from other sections of the curriculum is encouraged.
- The course consists of Language, Literature, Oral and Written work.

CONTINUOUS ASSESSMENT

- The standardisation of languages involves continuous assessment and portfolio evaluation of a learner's work in both a formative and summative way.
- Learners can reflect and improve on their work/marks.
- Learners are required to complete 10 - 11 formal tasks per year, two of which are examinations.

All learners will read and study a separate novel during the year. This is mostly done during lessons and is called the Class Reading Book. This is over and above the Literature work to be covered.

Learners will also be expected to read at least one library book on their own every year.

IMPROVING YOUR SKILLS

Regular reading at home is encouraged in order to broaden the learner's basic vocabulary; understanding comes in time. Even in homes where Afrikaans is completely foreign, reading aloud should be part of the programme as this is imperative to developing reading skills.

Other measures can be undertaken, e.g. watching television programmes, but both learner and parent must ensure that this is a productive exercise.

Extra lessons are offered at school once a week free of charge.

In Grades 10 – 12 learners will do a **Vocabulary** assessment once a cycle.

On the **Afrikaans website** (this link is only accessible using your DGHS Google account) learners can find the Grammar Rules & Creative Writing online flipbooks, various grammar explanation videos, links to online exercises, extra assistance information, etc.

isiZULU

1. **Who takes isiZulu in Grade 10?**

Learners with a good background of isiZulu who have enthusiasm and a flair for language and are interested in:

1.1.1 broadening their knowledge of African languages;
1.1.2 community work;
1.1.3 learning about African culture.

2. **The course consists of** Language, Literature, Oral and Written work, as well as a creative component.

COURSE OUTLINE:

Grade 10: Greater emphasis of oral work i.e. reading and basic grammar. Discussion of cultural issues.

Grade 11: Refining of grammar already learnt. Three set-works. Reading is emphasised.
Presentation of prepared and unprepared speeches. Discussion of cultural issues.
Book review. Short essay.

Grade 12: Three set-works studied in depth. Oral examination. Grammar is revised through the correction of essays and prepared presentations.

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CHOICES – ELECTIVE SUBJECTS

All elective subject choices are conditional on space available, aptitude and learners' marks. The minimum requirement will not guarantee acceptance. Subject numbers are limited.

ACCOUNTING

PURPOSE

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

SCOPE

This subject includes accounting knowledge, skills and values focusing on the financial, managerial and auditing fields. Ethics and Internal Control are discussed in all sections of work.
This scope embraces the following features:

Financial Accounting:

This includes the logical, systematic and accurate recording of financial transactions as well as the analysis, interpretation and communication of financial statements.

Managerial Accounting:

This includes concepts such as budgeting and costing. It emphasises the analysis, interpretation and communication of financial and managerial information for decision-making purposes.

Managing Resources:

This includes basic internal controls, audit processes and codes of ethics. This feature places emphasis on knowledge, understanding and adherence to ethics in the pursuit of human dignity, acknowledging human rights, values and equity in financial and managerial activities.

EDUCATIONAL AND CAREER LINKS

The learning outcomes correspond directly with **current learning** in **Higher Education and Training Institutions** and **form a base for learning** in the **Higher Education and Training band**.

Learning in this subject enables learners to continue with their studies in further and higher educational institutions and professional bodies, inter alia in the fields of **financial, cost and managerial accounting and auditing.**

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COURSE OUTLINE

N.B. ALL MODULES ARE COMPULSORY

GRADE 10

* Accounting concepts for the sole trader up to financial statements & analysis thereof
* Identify and complete source documents, record the information in the sub-sidiary, journals, post to the ledgers and draw up the trial balance of a sole trader manually and/or using an accounting package.
* The accounting equation of sole traders.
* Explain basic VAT concepts.
* Distinguish between financial and managerial accounting.
* Explain basic budget concepts.

GRADE 11

* Accounting concepts for partnerships and non-profit organisations up to financial statements & analysis thereof.
* The accounting equation of partnerships and clubs.
* Bank & Creditors Reconciliation
* Accounting concepts for all aspects of Tangible Assets.
* Accounting concepts for recording using both Perpetual & Periodic Inventory methods.
* Perform elementary VAT calculations.
* Apply costing principles and cost behaviour in a manufacturing environment.
* Prepare and present a cash budget for a sole trader.

GRADE 12

* Accounting concepts for manufacturing enterprises and companies up to financial statements & analysis thereof.
* Record the unique information for a company.
* Analyse and interpret the influence of transactions on the accounting equation of companies.
* Analyse and interpret bank, debtors and creditors reconciliations.
* Analyse published financial statements and audit reports of companies.
* Apply the principles of VAT in different situations.
* Prepare, present, analyse and report on cost information for a manufacturing enterprise by compiling a production cost statement / unit cost calculations.
* Analyse and interpret projected income statements and a cash budget for a public company.
* Inventory systems and valuations

NB: In order for a learner to study a BCOMM degree in tertiary education, MATHEMATICS needs to be in their subject package.

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BUSINESS STUDIES

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 deals with business principles, theory and practice that are essential in the development of entrepreneurial initiatives, sustainable enterprises and economic growth.

SCOPE

This subject has the following core features:

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

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.

Business Roles: This feature covers the essential role that learners need to perform in a variety of business contexts.

Business Operations: This feature should equip learners with the knowledge and skills to manage essential business operations such as human resources, public relations, marketing and production effectively.

EDUCATIONAL AND CAREER LINKS

The objectives of the subject link with those of the Business, Commerce and Management fields and with other relevant fields at Higher Education and Training levels.

Business Studies equips learners with a sound foundation to participate in future business, commerce and management studies and to enter or to create self-employment.

COURSE OUTLINE

GRADE 10

- Identify the various components of micro (internal), market and macro business environments and discuss the relationship between these environments.
- Identify and discuss contemporary socio-economic issues (e.g. poverty, HIV/AIDS, unemployment, gambling, violence, crime, riots etc.) that impact on business.
- Investigate the nature of business being conducted in the vicinity and classify it into primary, secondary and tertiary enterprises.

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GRADE 11

- Compare and describe the extent to which a business can control and influence the micro (internal), market and macro business environments.
- Investigate ways in which a business can adapt to challenges in the macro environment and analyse whether this is to the benefit of the business.
- Analyse and explain the challenges of the micro environment (e.g. difficult employees, lack of vision and mission, strikes, unions).
- Analyse and explain the challenges of the market environment (e.g. competition, shortages of supply, changes in consumer tastes and habits).
- Analyse and explain the challenges of the macro environment (e.g. changes in income levels, political changes, contemporary legal legislation, labour restrictions, HIV/AIDS, micro-lending).
- Explain socio-economic issues (e.g. poverty, HIV/AIDS, unemployment).
- Examine the links between tertiary, secondary and primary business enterprises.

GRADE 12

- Develop strategies in response to challenges in business environments.
- Evaluate those strategies and make recommendations for their improvement.
- Examine and analyse the nature and process of corporate social investment, how it works and the benefits and problems for both business and communities.
- Discuss and understand responsible business practice/s.
- Assess corporate social investment projects including human rights issues.
- Discuss the key points of the Employment Equity Act, the National Skills Development
- Strategy and Human Resource Development Strategy.
- Discuss how professional, ethical and effective business practice should be conducted in changing and challenging business environment.
- Differentiate between management and leadership styles and approaches.
- Apply conflict management skills to resolve differences in business situations.
- Collaborate with others to contribute towards the achievement of specific objectives.
- Analyse the Labour Relations Act, Basic Conditions of Employment Act and the
- Consumer Protection Act.
- Select and motivate a choice of possible business career paths.
- Investigate a range of available business investment opportunities and distinguish between compulsory and non-compulsory insurance.

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CONSUMER STUDIES

*Every individual is a **consumer** because we utilise goods and services. However, there are so many choices and opinions regarding the use of these goods and services. For this reason, Consumer Studies is considered a valuable and essential subject.*

All learners who take this subject will benefit from the variety of life skills with which they will be empowered and which they will utilise ***throughout*** their lives. Consumer studies focuses on developing knowledge, skills, values and attitudes in learners to enable them to become responsible and informed consumers of food, clothing, housing and furnishings. It also helps them to use resources in a sustainable manner.

Consumer Studies is an examinable subject and ***does count for university entrance.*** There is a considerable amount of theory along with the practical cookery component. All learners are encouraged to work hard and equip themselves for their future as consumers.

The ***practical component*** of food preparation is thoroughly enjoyed by learners. They will be required to do practical examinations. Please note that up to a maximum of 12 practical cookery sessions are allowed for the year – this means that they don't cook all the time! We no longer offer the sewing practical component.

Career Opportunities:
This subject could be an introduction to the following fields:
Consumer Consultant and Event Management, Marketing and Management, Public Relations and Media, Product Development and Quality Assurance, Research, Teaching, Dietician, Clothing Design and Merchandising, Retail Buying, Education, Entrepreneurs, Interior Design, Hotel, Restaurant or Catering Industry.

The following areas are covered from Grade 10 – 12:

GRADE 10:

Consumer:

- Rights & responsibilities; Decision making
- Factors influencing buying behaviour; Marketing

Food & Nutrition:

- Food practices of consumers; Energy and nutritional requirements
- Food groups & nutrients; Meal planning
- Food Hygiene

Fibres & Fabrics:

- Identifying fibres and their properties and their choice in clothing and soft furnishings

Clothing:

- Young adults' choice of clothing

Housing & Interior:

- Factors influencing housing
- Design features

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GRADE 11:

Consumer:

- Income & expenditure; Budgeting; Banking and payment methods
- Consumer protection & consumer organisation

Food & Nutrition:

- Functions & sources of nutrients; Energy and nutritional requirements of age groups
- Food contamination and food hazards

Design Elements and Principles:

- Design elements & design principles; Colour; Application in clothing and interiors

Fibres & Fabrics:

- Appearance and use of fabric construction techniques for clothing and soft furnishings
- Fabric finishes on clothing

Housing and Interior:

- Space planning; Choice of furniture

Entrepreneurship:

- Choice, production and marketing of products; Marketing; Production costing

GRADE 12:

Consumer:

- Financial and contractual aspects for consumers
- Taxes, interest rates & inflation
- Sustainable consumption of water & electricity; Municipal responsibilities

Food & Nutrition:

- Prevention and management of nutritional and food-related conditions
- Food-borne diseases; Food labelling
- Food-related consumer issues

Designs Elements and Principles:

- Application when planning a wardrobe

Clothing:

- Fashion and appearance in the world of work; Fashion cycle
- Planning a wardrobe; Consumer issues regarding clothing & textiles

Housing and Interior:

- Housing acquisition options; Finances relating to buying a house
- Choosing household appliances
- Contractual responsibilities of buying furniture and household appliances

Entrepreneurship:

- Production and marketing of a product
- Requirements for quality products
- Marketing plan
- Sustainable profitability

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DRAMATIC ARTS

"Drama is the course which best prepared me for the challenges of university, even though I am now taking a Science course. It taught me to analyse meaning, to write effectively, to listen and to work with others." H. Mchunu – DGHS Old Girl

"Drama gave me the confidence to pursue my goals and achieve my dreams." C. du Plessis – DGHS Old Girl

"Writing Dramatic Arts journals prepared me for the assessed work I have to do in my Law degree...who would have thought?" E. Qangule – DGHS Old Girl

The Course

The Dramatic Arts course is a challenging but immensely rewarding one. Combining academic rigour with practical creativity, the course develops learners in a number of ways: **analytical skills** are cultivated through the study of various play texts, explorative essays and practical evaluation sessions; **confidence and self-expression** are encouraged through a range of practical performance assignments; written and verbal communication is developed as learners must frequently offer clear and insightful arguments responding to performances or play texts, both in discussion and written form...AND…it's fun!

Dramatic Arts is the kind of course, which would suit a learner who is equally keen to learn about the **theoretical, literary and historical aspects of drama and theatre as the practical.** Assessments are rich and varied, ranging from performances of existing play scripts, to devised work to written essays and examinations. Learners are assessed not only on their performance skills, but also on their creativity, their ability to critique both their own work and that of others, and the ability to explore historical, socio-political and moral messages expressed by playwrights.

Learners who take Dramatic Arts are expected to rehearse during break times and after school when required. This is part of the homework requirement for Dramatic Arts.

Are you?

- creative and energetic;
- passionate about the Arts;
- hardworking;
- self-motivated;
- interested in how Drama can comment on the world around us?

Do you?

- enjoy teamwork;
- have good time-management skills;
- want a course which is both academic and creative?

HOWEVER,...what does taking Drama prepare you to do in the future? Basically anything, that involves communicating confidently with others:

Teacher	**Journalist**	**Lawyer**	**Media and Advertising Executive**
Politician	**Set Designer**	**Radio DJ**	**Human Resources Manager**
Doctor	**Performer**	**Events Co-Ordinator**	
Entrepreneur	**Social Worker**		

... the possibilities are endless...

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Dramatic Arts covers the four broad topics (below) that are repeated with increasing complexity every term in each grade:

• Personal resource development
• Acting and performance
• Performance texts in context
• Theatre and/or film production

Broad Topics Covered

Grade 10

- Understand and apply basic elements of drama, theatre and voice production
- South African theatre- Cultural performance forms and oral tradition
- Identify, understand and apply elements of drama in a South African scripted play text
- Socio-political context of studied texts
- Non-verbal communication- including physical theatre
- Analysis and conceptualizing of performance
- Speech and breathing physiology
- Different Theatrical Movements: Ancient Greek Theatre and Workshop Theatre

Grade 11

- Theatrical Movement of Realism
- Theatre Practitioners: Stanislavski, Grotowski and Laban
- History and Development of South African Theatre
- Study of scripted plays in each movement covered
- Laban and the creation of movement
- Different Theatrical Movements: Realism, Theatre for Identity, Poor Theatre
- Stylised Theatre
- Exploring the voice and body through the Alexander Technique
- The role of the director and designer in theatre and film

Grade 12

- 20th Century Theatrical Movements: Surrealism, Expressionism, Dadaism, Symbolism, Futurism, Constructivism
- Interpreting performance skills and techniques
- Existentialism, Absurdism and Epic Theatre
- Exploring the changes to South African theatre and it development
- South African Contemporary Theatre
- Socio-political development of South Africa and the role of theatre
- Application and analysis of practitioners' techniques

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ENGINEERING GRAPHICS AND DESIGN

What is Engineering Graphics and Design?

Engineering Graphics and Design is the language in which technical fields are communicated. As technology evolves, the language it is communicated in stays the same. Engineering Graphics and Design therefore is a useful subject that helps learners to stay with times as it enables them to create, design and communicate new and existing ideas in an ever evolving technological world.

Engineering Graphics and Design enables learners to communicate, create, design and present ideas and concepts through developing skills of analyzing, interpreting, problem solving, organizing and drawing information from various technical concepts. As technology evolves, Engineering Graphics and Design remains at the forefront of preparing and teaching learners how to present information through drawing either by hand or using Computer Aided Design (CAD). Without the technical knowledge and drawing skills, computer software and drawing boards merely remain as tools rather than assets.

Technical information is presented through drawing, using either a drawing board and drawing equipment or computer software. The ability to technically present concepts, both by hand and CAD, is a well sought after skill in the industry and provides learners with a range of opportunities to further their careers.

Careers

Learners have a vast range of careers they can venture into with Engineering Graphics and Design as a platform. These careers often provide lucrative salaries and opportunities to travel the world. Some of these careers includes:

- Architecture
- Engineering (Mechanical, Civil, Electrical)
- Landscaping
- Quantity Surveying
- City Planner
- Draughts person
- Interior Design
- Creative Design
- Industrial Designer
- Manufacturing

Being able to draw and present information technically, is a favorable skill in the technical industry and many company offer internships with the opportunity to grow, learn and develop more knowledge and skills so that they can be seniors in their various fields. These internships offer young people the opportunity to have a foot in the door to a career, in a world where early career opportunities are few and far between.

Curriculum

Engineering Graphics and Design is FET phase subject (grade 10 – 12) and is structured around two main concepts (Civil and Mechanical) tested over two examination papers distinguished by the projection system used for each concept (either First- or Third Angle Orthographic Projection). The curriculum and its content topics are as follows:

Paper 1 First Angle Orthographic Projection	Paper 2 Third Angle Orthographic Projection
- Civil Analytical - Perspective drawing - Solid Geometry - Interpenetration - Descriptive Geometry - Civil Application	- Mechanical Analytical - Isometrics - Development of Transition Pieces - Loci's of a Helix/CAM/Mechanism - Mechanical Assembly

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Each learner also has to design, create and complete a Practical Assessment Task (PAT) which accounts for 25% of their year mark. The PAT requires theoretical knowledge coupled with design flair and skill to solve a problem of either a Mechanical or Civil Nature and is structured to gives learners insight to the project and presentation process in the technical industry. This projects offers learners the opportunity to express their expertise and individuality.

Computer Aided Design (CAD) is an elective that is offered by schools that have the infrastructure and facilities to do so. CAD is a useful tool that simplifies the drawing process and allows the drawer to accurately draw and present work in more detail. This is a skill that is highly sought after in the industry and creates job opportunities for young educated learners.
Learners wishing to do EGD must attain at least 50%

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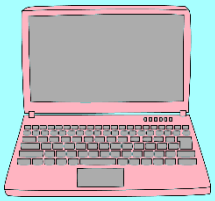
INFORMATION TECHNOLOGY



Information Technology focuses on activities that deal with the solution of problems through logical thinking, information management and communication.
It focuses on the development of computer applications using current development tools.
The subject has a three-part approach:

- THEORY
  I.T. focuses on an understanding of hardware, peripheral devices, processors and their inter-connectivity as well as the system software and network communications. It focuses on the economic, social, cultural, environmental, political and ethical effects of their use across a range of application areas.

- PRACTICAL PROGRAMMING (Delphi Computer Programming)
  This requires a logical, imaginative and innovative mind. A mind that is extremely aware of detail is essential. Careful logic and the ability to think in a divergent manner make for good programming. Delphi Programming is studied.

- PRACTICAL ASSESSMENT TASK (Delphi Computer Programming)
  Each year of the three-year course, learners are required to individually produce software based on a given scenario. This project is to be researched, planned and coded.

Objective/purpose of the subject:

Information Technology will enable learners to understand the principles of computing through the current use of a programming language, hardware and software and how these apply to their daily lives. Computer skills are in high demand in the business world and this subject will equip learners with these much needed skills.

CAREERS RELATED TO INFORMATION TECHNOLOGY:

- Computer Engineering; Computer Science
- Computer Science Education; Computer Software Architect; Mechatronics
- Data Communication and Network Specialist
- Financial and Actuarial Specialist
- Hardware & Software Support Technician; I.T Educator & Trainer

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- Information Technology Sales Executive
- Programmer; Systems Developer
- Telecommunications Engineer

REQUIREMENTS:

- It is recommended that learners wishing to take Information Technology should be achieving a minimum mark of **60% in Grade 9 Mathematics**.
- Learners MUST have daily access to a computer with the relevant software (provided) loaded and basic Internet connectivity, as they will be required to practise their computer skills daily.

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Geography

Geography is a **multi-disciplinary** subject, which means that it draws skills and content from a range of other subjects, especially Physical Science, Life Science, History and Mathematics. For this reason, Geography complements other fields of study at tertiary level.

At its core, Geography investigates the **relationships** that exist within and between the natural and human worlds. These relationships are visually presented in the form of maps; hence map-making and map-interpretation are special fields that "belong" to Geography. With the development in technology the field of digital map-making (known as GIS) has become very exciting and is in high demand in every sector of the economy and society. In other words, this relatively new career field is opening up to people with geographic skills.

In addition to developing spatial interpretation skills, Geographers develop an understanding of the world using **complex thinking**. Essentially this approach seeks to understand the many inter-relationships and links that exist within the world and Geographers use their complex thinking skills to better understand and solve local, regional and global problems. Again, the ability to think in this way is vital in a vast array of career fields, both directly linked to Geography and outside of the geographic realm.

How do you decide if Geography is for you? Consider the following:

- Are you naturally curious about the world around you?
- When you travel, do you deliberately choose the window seat so that you can observe the world outside?
- Do you have a **strong** social and environmental conscience (in other words, do social inequalities and environmental degradation concern you to the point that you want to be part of the solutions to these issues)?
- Do you like working with visual data (maps, graphs, diagrams, infographics and cartoons)?
- Do you have a broad general knowledge and an interest in current affairs?
- Are you interested in seeing the links between people and the environment?

If you have answered yes to all of the above, there is a good chance that Geography is a good subject choice for you.

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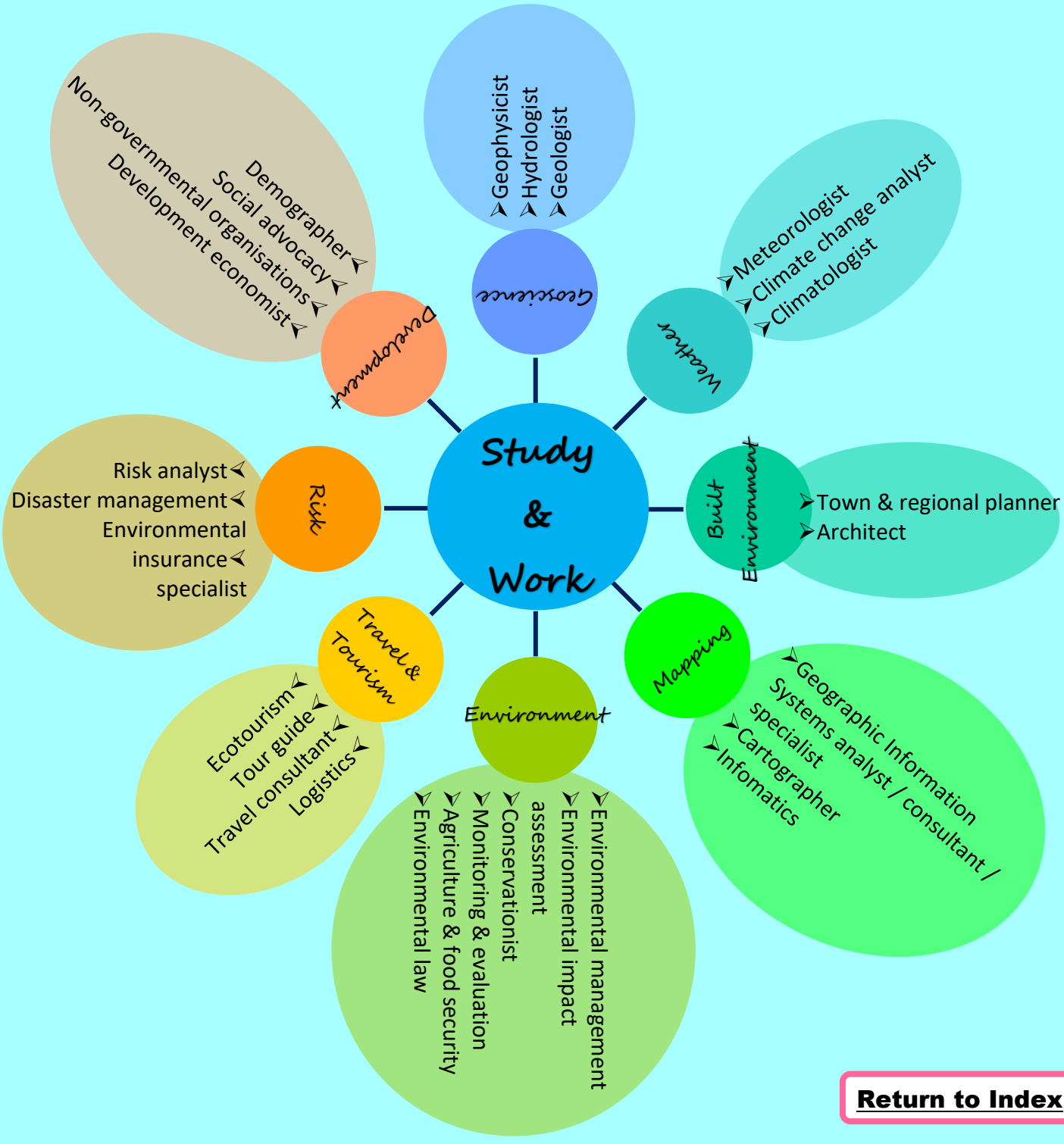
Topics covered in Geography

Grade 10	Grade 11	Grade 12
• Geomorphology: internal forces that shape the earth • Population studies • Climatology – foundation concepts • Water studies	• Geomorphology: how rock structure influences the appearance of the landscape • Resources and sustainability • Development studies (global inequalities and reasons for these) • Climatology – air circulation at different scales	• Geomorphology: river landforms • Climatology – cyclones & anticyclones, local climates • Settlement studies • Economic geography of South Africa

Study & work opportunities in Geography



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HISTORY

"I like History, but I'm not going to take it because it won't help me in my career." Sound familiar? Perhaps the following explanation of the subject will dispel this common misconception.

Firstly, modern methods of History teaching emphasise that History is a discipline and not a mass of dates and facts. History develops logical thought and sound judgement while providing an essential background of cultural and general knowledge. A study of History encourages critical thinking. A learner is trained to detect bias, not to accept information at face value and to examine critically all information presented to her.

A proper study of History also teaches the following skills: the ability to make decisions by weighing up available evidence; skills in research and the ability to present what one has discovered through research in a meaningful, concise way. The skills involved in History are also required for many subjects studied at tertiary level and the disciplined approach required in History creates a distinct advantage.

All companies or institutions are faced with problems at various times. Any problem is halfway to being solved if its origins can be traced, something which a History student will be accustomed to doing. As History is the study of man in the past, a proper study of History can yield an understanding of people, to a depth not provided by any other school subject. This is obviously very useful for any person going into a people-related career (teaching, law, psychology, management, journalism, politics, medicine and many more.)

Wouldn't you, as an employer, appreciate someone who has these skills?

But, what of the actual course content? Will it be relevant for the learner's future career? YES, and yes again! We are very excited about the new syllabus, which has many changes but has also kept the best parts of the previous one. In Grade 10 we start off with a whirlwind tour of the Great Civilizations of the world – including the ancient Aztecs and Incas in Central America (today Mexico) and South America, the Ming Dynasty in China, Songhai Empire in Africa and many others. The syllabus also includes a look at the quest for liberty across the world, from colonisation and slavery to the gory details of the French Revolution and the SA War in our own country: 1899-1902 it's a wild ride!

In Grade 11 we look at the more immediate past, with the focus being on the early 20th Century history of Russia, Germany and the USA. Nasty Nazis, Bolsheviks causing revolution and the USA coming into its own as a capitalist nation followed by capitalism in crisis, complete with the Roaring 20s and the hugely significant Great Depression. We examine the causes of the Great Depression in detail and learn how the New Deal saved the USA from the misery of the most challenging economic period of the USA's history. We cannot forget our roots and so we also take a look at African and Afrikaner Nationalism as well as the very topical Middle East, Arab-Israeli conflicts and then we return to South Africa in the vibrant 1950sand learn about the brave activists who fought against injustice in our very own country. From resistance in the 1950s to the very famous Rivonia Trial of 1964, we end the Grade 11 syllabus, providing important background for the Grade 12 syllabus.

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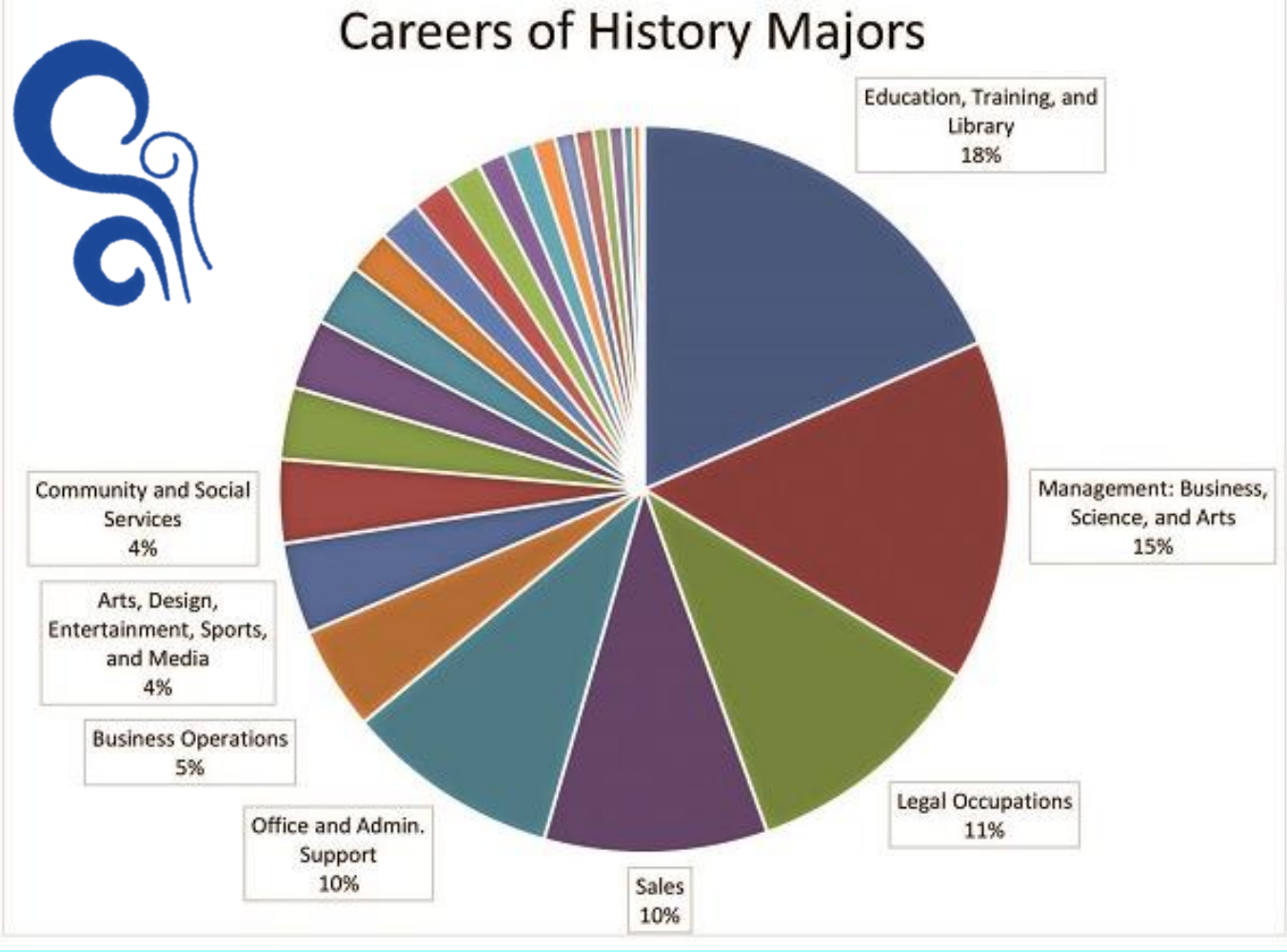
All of this provides an ideal background to the Grade 12 syllabus, which includes: the nuclear tensions of the Cold War, the development of the Cold War in Europe and the Berlin Crisis and the Vietnam War as a proxy war of the Cold War. The Civil Rights and Black Power movements in the USA in the 1950s to the 1970s (everyone from Martin Luther King Jr to Malcolm X and the Black Panthers), Black Consciousness movements in SA, Steve Biko, mass resistance to Apartheid in the 1980s, the very vital negotiations of the early 1990s and ultimately the first democratic elections in South Africa in 1994.

The syllabus includes fascinating local and international history, which will not only stimulate the learners but provide them with vital understanding and background for living in our complex modern society, better equipping them to face the future with all its inherent challenges. Relevant now? OF COURSE!

History too, has great intrinsic value. Ultimately, our purpose at school is to educate learners to prepare them for an adult life, of which a career is only a part. In these changing times it is important for our children to learn what has happened in the past and, as the new generation, hopefully avoid making the same mistakes. A study of History goes a long way towards preparing our youth for the future and helping them to understand the present within which they operate.



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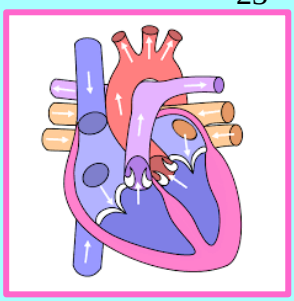
LIFE SCIENCES



The syllabus focuses on the study of living organisms. It is a fascinating subject which trains one to think logically and enhances one's understanding of all life forms, including the functioning of one's own body.

In Grade 10 a study is made of how the cells of plants and animals group together in specialised regions to produce an efficient living organism. Tissue diseases are also studied. Certain vital aspects of how the human body functions are investigated. The study of biodiversity forms a part of the syllabus and in Grade 10 a part of the biodiversity section includes an introduction to the history of life on earth (evolution).

The Grade 11 syllabus extends the study of diseases by looking at micro-organisms and how they can be used in biotechnology. Further aspects of plant and human physiology such as photosynthesis and respiration are studied. In the Environmental Studies section, we look at ecology and also the influences of humans on the environment.

The Grade 12 syllabus covers a fascinating study of genetics and reproduction in humans and includes a study of related diseases. The effects on human physiology are covered. Various aspects of evolution form a significant part of the syllabus.

Please note that each learner will have to purchase a Life Sciences workbook at the end of Grade 11 (for Grade 12). Parents will have to budget to pay about R160-00 in July of their daughter's Grade 11 year for this workbook.

GENERAL AIMS OF THE SUBJECT

The aim of the Life Sciences syllabus is to emphasise the following:

- Science is a product of human endeavour as people try to understand their world. As such, its limitations should be recognised.
- Becoming scientifically literate involves the acquisition of knowledge, understanding how this knowledge is linked to form major themes such as evolution of diverse life forms, continuity of life, homeostasis and energy flow, understanding processes and developing values and attitudes.
- An understanding that science cannot provide complete answers to all questions.
- Many scientific ideas are durable but some may change in the light of new evidence.
- The context within which Life Sciences is taught – health and social issues, environmental issues (in the broadest sense) and the relationship between Life Sciences and Technology.
- A respect for all forms of life and the need for conservation.
- The relevance of Life Sciences for career opportunities.

SPECIFIC OBJECTIVES

1. **Objectives concerned with the acquisition of knowledge.**

a) Knowledge and understanding of fundamental biological principles based upon a study of living organisms.

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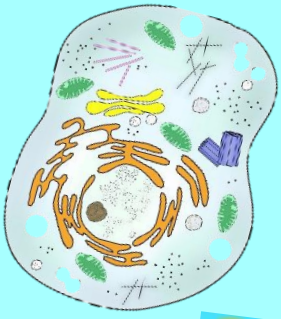
b) Ability to recognise and demonstrate biological relationships, analyse and interpret data, and hypothesise theories.
c) Ability to understand and apply the major themes of Life Sciences.
d) Ability to demonstrate knowledge and understanding of the personal, social, economic and technological applications of Life Sciences.

N.B.	Emphasis should be placed on facts being understood, interpreted and applied, rather than merely memorised.

2. **Objectives concerned with the development of scientific competencies**

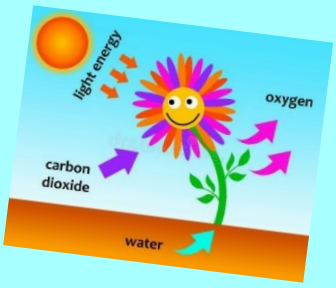
a) Development of practical competencies. Learners must learn to handle apparatus correctly, make meaningful records of observations, write up experiments and draw biological diagrams (artistic ability is not essential!)
b) It should be emphasised that learners have to deal with a **substantial amount of learning material**. Learners are also expected to complete projects, research assignments, do practical exercises and write mini-essays.
c) Some information will be required to be represented graphically and certain simple calculations are involved.

COURSE OUTLINE



The course includes aspects such as:

GRADE 10:
The chemistry of life
Cell biology
Animal tissues
The human skeleton & Circulatory system
The history of life on earth
Biodiversity



GRADE 11:
Micro-organisms, related diseases and technology
Life processes in plants and animals: photosynthesis, respiration, nutrition, gaseous exchange and excretion
Human influences on the environment

GRADE 12:
DNA, meiosis and protein synthesis
Chromosomes, genetics and genetic engineering
Human reproduction and related diseases
Plant and animal responses to the environment
Evolution

CAREER CHOICES:
The subject is considered a foundation for further studies such as Medicine, Pharmacy, Veterinary Science, Physiotherapy, Occupational Therapy, Optometry, Speech and Language Pathology, Audiology, Dental Therapy, Sport Science, Oral Health Care, Nursing, Radiography, Crop Science, Dietetics, Food Security, Biochemistry, Genetics and Biological Science fields, e.g. Agriculture, Biochemistry, Microbiology, Ecology, Horticulture and Marine Biology.

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Music

Henry Wadsworth Longfellow said in 1835 "Music is a universal language".

Billy Joel went further and said "I think music in itself is healing – It's an explosive expression of humanity. It's something we are all touched by, no matter what culture we're from. Everyone loves music!"

Why should I take Music as a Matric Elective?

Music is a recognised NSC subject. It gives the passionate learner a way to tap into this unexplained worldly phenomena, unlocking how music is made and how composers intended it to be performed. Linking modern and ancient techniques and methods used to form the structures of what makes all cultures make sense of this phenomena, we prepare the learners in music to use these techniques on a life journey. Many universities and working environments use these techniques to host competitions, entertain, but mostly to enjoy the art that speaks to the soul.

What does the Music course entitle?

Music has both practical and theoretical components.
Three main topics are studied across the music curriculum:
The **Practical** which includes Music **Performance** and **Aural (ear) training**, Music **Theory** and Music **History**.
Some of the lessons will be spent on practical rehearsal. This allows the learner to focus on their instruments as well as enhance and develop the learner's listening skills as a solo performer and as part of an ensemble. Some lessons will be spent on the written component, namely theory where you will learn how to write your own music and create melodies and harmonies. And history, where you will study different styles of music, composers and cultural influences. This also includes discussion and learning about the music industry.

How is the Music course assessed?

CASS work consists of **5 practical assessment tasks** which are set as assignments by the teacher throughout the school year.

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There are 3 examinations as follows:

- A practical examination – this consists of solo performance, ensemble performance, sight reading/sight singing and aural recognition. This examination is worth 150 marks.
- A written theory paper – this consists of questions on music notation, composition, musical genres and history, set works and composers and the music industry. This paper is 3 hours long and is worth 120 marks.
- A listening paper – this requires learners to answer questions based on musical clips that are played to them during the examination. The paper is 1.5 hours long and worth 30 marks.

What do I need to have/do in order to take Music?

- You need to have a passion for music
- You will need to be prepared to spend time at school outside of lessons to rehearse for the practical component. This is part of the homework requirements.

PHYSICAL SCIENCE

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The subject Physical Science focuses on investigating physical and chemical phenomena through scientific enquiry. 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 subject Physical Science prepares learners for future learning, specialist learning, employment, citizenship, holistic development, socio-economic development and environmental management by developing the learner in the following three areas:

- scientific enquiry and problem-solving;
- the construction and application of scientific and technical knowledge;
- the nature of science and its relationship to technology, society and the environment.

Knowledge in Physical Science is organised around six core topics:

PHYSICS	CHEMISTRY
Mechanics	Matter and Materials
Waves, Light and Sound	Chemical Systems
Electricity and Magnetism	Chemical Changes

Learners who have studied Physical Science are able to follow various career pathways and to take their place in society as informed and responsible citizens. Learners will have access to:

- Engineering – Chemical, Mechanical, Civil, Marine, Electronic, etc.
- Health Services – Medical and Surgery, Pharmacy, Optometry, Physiotherapy, Occupational Therapy, Nursing, Medical Technology, etc.
- Pure Sciences – Astronomy, Biochemistry, Microbiology, Geology, Statistics etc.
- Land Services – Nature Conservation, Veterinary Sciences, Architecture, Surveying, etc.

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Please note:

- ✓ **Learners must take Mathematics when choosing Physical Science. Any learner who changes from Mathematics to Mathematical Literacy will be required to change from Physical Science to another subject too.**

- ✓ **It is strongly recommended that Grade 9 learners who are wanting to choose Physical Science as a subject in Grade 10 should have a minimum of 50 % for both Mathematics and Physical Science.**

It is important for learners and parents to understand that while learning the content of the core knowledge areas is vital, assessments are often application based and require a mathematical foundation and proof. The most successful learners are those who are able to integrate these skills.

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VISUAL ARTS

Many aspects of our lives are affected by ***visual arts*** - the buildings we inhabit, the clothes we wear, the machinery we use and the items we buy from the supermarkets. All these things have been designed by people who have studied art in some form. Art provides an opportunity to develop technical and thinking skills with which to express oneself. It also fosters the appreciation of beauty, a greater understanding of other cultures, and teaches one to evaluate and assess things with greater critical ability and insight. These are all valuable life skills which are pertinent to many aspects of life, whether or not one pursues a career directly related to art.

Grade 10 learners work on a Visual Arts course where drawing, photography, printmaking and basic elements and principles of art and design are the core curricular aspects. The focus is on building a solid technical foundation.

Since the number of learners who can be accepted into the Visual Arts class is limited, entry is by selection. This is based on both academic and practical skills, and an honest desire to pursue this subject with dedication and hard work. Although many of these skills can be taught, an initial aptitude does help, but – more importantly – this subject is time-consuming for those learners who lack this initial aptitude and find the subject difficult.

Senior Art learners (Grades 10, 11 and 12) will be required to pay an initial compulsory sum of **R250.00** into an art account. This works as a 'debit account' and depends on the learners' control of their materials.
This fee will cover the costs of specialised equipment such as 240gsm paper, hard board, ink, paint, charcoal, limited brushes, lino, clay etc. This fee further covers costs incurred by colour printing, firing the kiln and other specialized resources. There is also a prescribed stationery list. Visual Arts is an expensive course and the costs of these materials should be considered by parents.

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These are the core skills that Visual Arts teaches:

Visual communication – so important in our media culture and this digital age
Therapeutic interventions – so important in our stressful world
Project management skills – so essential in all walks of life
Critical thinking skills – so essential for success in the 21st Century
Portfolio creation – so essential for acceptance into a tertiary institution

POSSIBLE CAREER DIRECTIONS
Fine Art, Architecture, Design, Art Direction, Education, Photography, Video & Multimedia, Make-up & Special Effects, Animation & CGI, Entrepreneurship.

Click **HERE** for an article about 150+ Art Careers and **HERE** for a list of degrees available

Click HERE for some examples of work created by our talented Grade 12 learners from previous years.

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FREQUENTLY ASKED QUESTIONS AND ANSWERS

1. **Can the subject package be altered to accommodate a learner whom it does not suit?**
   The subject package is reviewed according to the choices/requests made in previous years. It is also drawn up according to staff availability and the economical utilisation of resources. Changing this package for an individual learner would also influence other learners' choices. Unfortunately, this package cannot be changed.

2. **Can a learner change a subject once she has made her selection?**
   Every endeavour is made to ensure that a learner chooses the correct subject package that will suit her aptitude, skills and abilities.
   Changing a subject (whether it is in Grade 10 or 11) is not advisable. Firstly, it causes a lot of stress for a learner who is not coping with the expectations of a certain subject and needs to change this subject, it places strain on the educators and there may not be space available to accommodate her request.
   In some cases, changing one subject requires that a second subject must also be changed.
   All subject changes need to be approved by the Department of Education and there is no guarantee that this request will be granted.
   Thus, changing a subject is not sound and can only be done under special circumstances.

3. **Can a learner offer a subject even though she did not achieve the advised mark percentage or is not on the required level of competency?**
   These recommendations are made with the sole purpose to spare a learner a lot of heartache and stress in her Grade 10 – 12 years. Year after year many learners do not take note of the required standard of knowledge and skills and end up changing a subject(s) in Grade 10 or 11.

4. **Why does the Subject Choices form need to be submitted by a certain date?**
   In order for the school to do staff allocation and planning for next year, it is important that all subject forms are submitted before the deadline.

5. **Can a learner do an eighth subject at DGHS?**
   Please keep in mind that with the usual 7-subject package, learners are already very busy and do not have lots of extra time. Having a balanced life (spending time on academic progress, playing a sport/culture activity, doing exercise, having a hobby, etc.) is important.

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DGHS offers Further Studies Mathematics as an additional subject.

Further Studies Mathematics

- Extra subject for enrichment
- Must achieve 75%+ in Mathematics in the final Grade 9 exam
- Recommended if you want to take Mathematics as a subject at university
- Enriching and highly recommended for fields that demand advanced Mathematics, e.g. Engineering, B.Sc., B.Comm. and Actuarial Science
- Costs involved

If a learner wants to do any other subject as an additional subject, she will need to do this through a registered/acknowledged institution and to the expense of the parent/guardian.

When selecting your subjects, keep in mind …

Choosing your subjects is a big decision. It can have an impact on what you do when you leave school and what options are open to you.

Ask yourself these five questions to help you make the right choice:

How do you like to learn?
Where can certain subjects take you?
What subjects do you enjoy?
What subjects are you good at?
What do other people who know you well, think?

Job skills and demand link

Choose subject combinations that will leave you with options and a bit of room to maneuver. Making sure that you know what you're best at is also very important because your marks also determine admission into various courses and institutions, residence acceptance and bursaries.

EDUvelopment
OWN YOUR LIFE

Link to website

Link to school principal's presentation

For any queries, please do not hesitate to contact:

Mrs. Botha: **botha@dghs.co.za** **(Subject Choices Administrator)**
Mrs. Pillay: **pillay@dghs.co.za** (**School Councellor)**

"We are the creative force of our life, and through our own decisions rather than our conditions, if we carefully learn to do certain things, we can accomplish those goals."

Stephen Covey

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