**Riebeek College Girls’ High School**

**Subject Choice Booklet 2020**

**Letter from the Principal**

**Dear Parents**

As a parent or carer of a teenager, it can sometimes be hard to believe that you have any influence on their decisions about the future. But young people are far more likely to listen to someone they actually care about, know and trust – even if it doesn’t always seem that way.

Be careful, though, to not project your dreams or wishes onto your daughter as these difficult decisions are made. It’s not about creating a better version of your past – it’s about enabling a future that’s right for your child. Her career will never be a mirror image of yours.

Professor Ewan Gillon, Clinical Director of First Psychology Scotland, explains, “Research shows that the best kind of relationship between parents and their children is one that supports the child to make his or her own choices and decisions, and not feel pushed into a particular direction by the aspirations or wishes of the parent. Children build confidence and gain a stronger sense of themselves by being trusted by parents to follow their wishes, rather than adhere to a prescribed path that may result in frustration and rebellion as time passes.”

Making subject choices starts with listening, talking, and encouraging your child.

Working together with the school, you can offer the right support by reading and understanding the material we are providing here. Please ensure that your daughter reads this material thoroughly and does research before making subject choices.

I recommend these tips from Debi Moran Smith, Careers Adviser: “Explore all the options available. Help them choose subjects that you both know they’re good at and that they enjoy - play to their strengths. Listen to what they're saying and their reason for picking the subjects before commenting so that they feel they are in control. Confirm that they are choosing relevant subjects but also not limiting themselves in case they change their mind.”

Miss Nerine Looke, our consulting psychologist, offers comprehensive subject and career testing and this can be arranged directly with her by contacting her on 0845156878.

Best wishes accompany you and your daughter as you navigate your way towards sound subject choices.

Mrs K. Stear

PRINCIPAL

**Riebeek College Girls’ High School**

**Subject Choice Selection – Grade 10: 2021**

Name and Surname of Learner : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent or guardian signature as proof of authorization for the selection indicated herewith : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

English COMPULSORY

- Primary Language, Language of Instruction, Home Language

* Afrikaans Additional Language
* Xhosa Home Language
  + Mathematics
  + Mathematical Literacy

4.

Life Orientation COMPULSORY

5.

* + Life Sciences
  + Computer Applications Technology
  + History
  + Accounting
  + Geography
  + Life Sciences
  + Business Studies
  + Physical Sciences
  + Consumer Studies
  + Business Studies
  + History

**Instructions :**

* Indicate your choice by ticking the appropriate blocks.
* Choose one subject from each of No 2,3,5,6,7.
* Note that Business Studies, History and Life Sciences feature in two categories allowing learners to select it in either of the categories it is offered in, to allow some flexibility in selection.
* Classes in Consumer Studies and Computer Applications Technology have to be limited in number so acceptance into the class is not guaranteed.
* Note that the above choices are provisional and subject to change should numbers or unforeseen circumstances require that adjustments be made.
* Learners wishing to take Mathematics or Science need to consult with the teachers to get an indication of whether this is recommended or not.
* It is suggested that learners wishing to pursue Accounting or Science Fields at Tertiary level should take Mathematics rather than Mathematical Literacy.

**GRADE 10 : SUBJECT CHOICE**

Your daughter will be making subject choices for the FET (Further Education and Training) phase of her education, which is Grade 10 – 12.

**Learners are required to take:** 2 Languages, Life Orientation, Mathematics or Mathematical Literacy and three other subjects (chosen according to the categories set out by the school based on its timetabling of subjects).

* All learners will be required to have a degree of mathematical competency either by taking Mathematics or by taking Mathematical Literacy as a subject.
* Life Orientation is a compulsory subject at Grade 10 –12 level.

**Who Makes The Big Decision and what plays a role?**

Parents, Teachers and Professional Career Advisors give advice and support

**But**

The learner must be comfortable with the choice.

Therefore, it is actually the learner’s choice that must carry a significant amount of weight.

Gather as much information as possible in order to make informed choices. University is not the only option for studying – explore fully what is out there, and don`t be limited. More than your subject choices, your career path success will be determined by your attitude, skills and competencies. Extra murals and working on how you approach your work, how you grow your image/brand while still at school, will make you eligible for a job. Employers look for dependability and reliability (97%), integrity, respect, team work, right attitude, work ethic, independent problem solvers, ambitious, pro-active and goal orientated workers. These aspects must be worked on and nurtured while at school!

**Minimum requirements for a National Senior Certificate**

* Level 3 (40-49%) in a Home Language
* Level 3 (40-49%) in two other subjects
* Level 2 (30-39%) in 3 other subjects
* Complete SBA (School Assessment Portfolio) for subject less than 30%

**Requirements for a Diploma Pass**

Pass National Senior Certicate with

* Level 3 (40-49%) in a Home Language
* Level 3 (40-49%) in 3 other subjects or more (excluding Life Orientation)
* Must pass at least 6 of 7 subjects
* Must obtain at least 30% in the Language of Learning and Teaching of the Higher Education Institution
* With this pass, you can apply to study for a diploma at TVET college or University of Technology

**Requirements for entrance into Bachelor’s Degree study at a University**

In order to achieve the minimum requirements for admission to a Bachelor’s Degree programme at University, you need to satisfy the following additional requirements:

* Level 4 (50-59%) in four NCS subjects. This may include your Home Language.
* Two subjects with Level 2 (30-39%)
* Complete SBA (School Assessment Portfolio) for subject less than 30%

CORRECT SUBJECT CHOICES = ALLOWANCE TO B DEGREES

AS = APPLICATION SCORE = ALLOWED TO DO A SPECIFIC COURSE OR A

PROGRAMME AT UNIVERSITY

**HOW DO YOU CALCULATE YOUR AS SCORE?**

1. ALL SUBJECTS (EXCLUDING LIFE ORIENTATION) MAY BE USED TO

CALCULATE YOUR AS SCORE.

1. ALLOCATE TO EACH OF YOUR 6 SUBJECTS AN AS SCORE ACCORDING TO

THE PERCENTAGE THAT YOU OBTAINED FOR THAT SUBJECT.

|  |  |  |
| --- | --- | --- |
| **NSC SUBJECTS** | **REPORT %** | **AS SCORE** |
| ENGLISH HOME LANGUAGE | 64% | 64 |
| ISIXHOSA HOME/AFRIKAANS FAL | 74 | 74 |
| MATHEMATICS/MATHS LIT | 51 | 51 |
| ACCOUNTANCY | 73 | 73 |
| BUSINESS STUDIES | 52 | 52 |
| LIFE SCIENCES | 75 | 75 |
| **TOTAL AS** |  | 389 |

**Note**:

* A Higher Education Institution (HEI) is entitled to specify an appropriate level of subject achievement for a particular programme.
* Admission Point Score (APS) allocates point values to seven National Senior Certificate (NCS) subjects. A HEI determines the points required for programmes at their institution.

**Subject Change/s**

A learner may change a maximum of two subjects in Grade Ten. The subject change requests will need to be discussed with the Academic Head and Grade Head, and changes are subject to approval. The closing date for these changes will be indicated as applicable.

Please note that **Mathematics is required to take Physical Sciences**. Should a learner taking Physical Sciences change from Mathematics to Mathematical Literacy, she will not be allowed to continue with Physical Sciences. This is a Department of Education ruling.

We recommend an Accounting and Mathematics subject choice combination. However, learners are allowed to take Mathematical Literacy and Accounting.

Subject changes allowed in grade 10 are generally in the first two weeks of Term 1 of Grade 10. Subject changes can again be made after Term 1 test week for Term 2 and directly after the Term 2 exams. Learners need to start the process of subject changes long before the deadline. Because there are so many considerations to be evaluated, the learner visits the teacher whose subject she wishes to leave, the teacher whose subject she wishes to leave, the parents, the grade head and the academic head to get input from the various stakeholders.

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* grade 11 – can change at end of grade 10 before 1 dec. for grade 11.
* grade 12 – under **exceptional** circumstances can change at end of grade 11 for grade 12.
* learners have to be responsible about catching up all work!
* if you change subjects halfway through a year, you are not eligible for merit awards at prize giving.

**MATHEMATICS VERSUS MATHEMATICAL LITERACY?**

You need Mathematics for a diploma or a degree in courses like:

* ARCHITECTURE
* BIO CHEMISTRY
* BIO MEDICAL TECHNOLOGY
* BUSSINESS AND FINANCIAL STUDIES
* CHEMISTRY AND PHYSICS
* COMPUTER SCIENCE
* INFORMATION TECHNOLOGY
* ENGINEERING
* TEACHING – MATHEMATICS, PHYSICAL SCIENCES OR ACCOUNTING
* PHARMACY
* ETC.

It is vital that research be done to ascertain if Mathematics is a requirement for a particular course. It is also vital to note that sometimes the requirement is not only that the learner took Mathematics, but also that she attained a specified minimum mark in Mathematics. Merely having Mathematics may not be enough – a determined level of competence or excellence may be required for admittance into the particular course. Mathematics teachers are able to give advice to learners and parents and their recommendation should be considered when making your choice.

Have a realistic look at the Mathematics mark at Grade 9 level. Many will argue that they will work harder and improve, but the reality is that sometimes working hard is not all that is required and many times the competence at GET level is a good indication of possible success.

**MOVING FROM GRADE 9 SUBJECTS TO GRADE 10 SUBJECTS**

When in the GET band, learners take learning areas and then when they go to Grade 10 they take subjects. This change affects learners as they are often unsure what subjects to take as they are not familiar with the new subject. Speak to the teachers who currently teach the learner to get an idea on what subjects they recommend. Generally, good results in the learning area mentioned in the first column below indicate a possible recommendation that they consider the corresponding subject/s listed in the second column

LEARNING AREA SUBJECTS

Arts and Culture Music, Consumer Studies, History

Technology Consumer Studies, Computer Applications Technology, Physical Sciences

Natural Sciences Physical Sciences, Life Sciences

SS History, Geography

EMS Business Studies, Accounting, Computer Applications Technology

**ADVICE AND SUGGESTIONS**

Choosing subjects is a very important aspect of your daughter’s education. You, as parents, are invaluable guides in helping their decision-making process. The decisions taken are vitally important as it is very difficult to change subjects at a later date.

**DO**

(A) Consider her suitability for further education and be realistic as to whether an academic course such as that offered at Riebeek College is in her best interests. Consider her suitability for the chosen subjects by thinking of her ability, skills, interest and motivation.

(B) Be realistic about your daughter’s ability to cope with advanced work and content subjects. Do this by examining her results and involvement in her subjects thus far.

(C) Look ahead to her future plans, and/or future career. It is vital to seriously consider at this stage what career paths she may be interested in so that she can take suitable subjects. We strongly recommend that learners be tested at a tertiary education centre or by the psychologists who offer this. It is money well spent.

(D) Look at the work load and types of subjects chosen. Consider having one subject there because it is practical while the rest are content or choosing one subject for its necessity and use in career selection and then another purely for enjoyment and enrichment.

(E) Consider realistically your daughter. Avoid being over-ambitious for her.

(F) Guard against allowing your daughter to choose subjects based on whether or not she likes the teacher or whether or not her friends are taking that subject.

(G) Choose subjects as a team – parents and daughter. Choose subjects WITH your child not FOR your child. **(After all, it is her future.)**

(H) Meet with the teachers to discuss your options. Make with the present teachers to discuss your daughter’s ability and the teacher who takes the Grade 10-12 subject to discuss what the subject will entail.

(I) Do consider the financial implications of her career choice and whether it is financially viable.

(J) Do consider expecting your daughter to present to you research on her career choices and its implications for her subject choice. Go through the careers section of the newspaper or look online what careers have vacancies.

**DO NOT**

(A) Allow your daughter to opt for the easiest course and then realise too late that she has closed doors against herself and lost opportunities.

(B) Be realistic about the choice of subjects for your daughter. It is of no use to choose Mathematics, for example, if your daughter is just scraping a pass at this stage.

(C) Merely randomly select subjects. Learners have to select options from each of the categories of subjects offered. Without this system, a time-table would not be possible. Note that Life Studies, History, Business Studies are each offered in two categories allowing for some lee-way in making selections.

(D) Forget that subject selections must be made bearing in mind the job market and the changing world of work. Research indicates that initial career planning should ideally allow for a number of options for later career development. While there is much encouragement for learners to enter scientific and technical fields, it is vital that parents remember learners have to follow a career that interests them and outside pressure should not detract them from following, at least in part, their career goals.

(E) Allow your daughter to make her subject choices without her having done independent research on her career interests and having read up on the subjects.

**SUBJECT CHOICES IN RELATION TO CAREER CHOICES**

in which category are you?

* 100% sure of career
* 100% sure of the career you don`t want to have
* not at all sure

By 2025 we will lose 5 million jobs to automation, but there will be new jobs related to knowledge creation and innovation. Parents, ask you daughters to present their arguments for and against each subject; so you can be sure they have researched their career and study options properly. Try to have a variety in subjects: something for your career, something to feed your soul or heart and something to challenge you.

Does your choice suit your abilities?

UNRESTRICTED ABILITIES IN A PARTICULAR FIELD = UNRESTRICTED CHOICES IN A PARTICULAR FIELD

AVERAGE ABILITIES IN A PARTICULAR FIELD = RESTRICTED CHOICES IN A PARTICULAR FIELD

NB: CHOICES MUST BE REALISTIC AND WITHIN RANGE OF ABILITIES

DOES YOUR FUTURE CAREER FIT IN WITH YOUR INTERESTS AND PERSONALITY?

1. GET TO KNOW YOURSELF.
2. HAVE PSYCHOSOMETRIC TESTS DONE FOR ABSOLUTE ASSURANCE
3. ACCEPT THE ADVICE OF INFORMED ADULTS.
4. BE HONEST ABOUT YOUR LIKES AND DISLIKES.
5. ARE YOUR INTERESTS MAYBE NOT YOUR FUTURE CAREER?

**SUBJECT INFORMATION**

What follows is an outline of each choice subject offered at Riebeek College as drawn up by the various subject teachers.

**ACCOUNTING**

*Accounting is offered as an elective subject in Category 5 only, thus Accounting cannot be combined with Geography at Riebeek.*

Accounting is more than just a school curriculum subject. It is a life skill that will stand you in good stead no matter what profession you find yourself in one day. Many of our past Accounting girls have gone on to do extremely well in this and other related subjects for which they have been acknowledged at their respective universities.

The subject covers the following topics over Grades Ten to Twelve:

* Financial Recordings of a Business
* Managerial Aspects: Costing; Budgeting; Resources
* Auditing
* Business Ethics
* Good Corporate Governance
* Forms of Ownership

The subject has a "building blocks" nature so it is essential not to miss out on any of the stages. Homework forms an essential part of acquiring knowledge of the subject. Learners who choose Accounting as a subject must have time in their daily schedule to do Accounting homework.

The image of the grey little person crunching number in the corner is long outdated, rather consider the following checklist to determine if you should take the subject:

1. Do you want to work with money and finances?
2. Does the world of business fascinate you and could you see yourself making decisions and helping businesses grow?
3. Do the words "variety, entrepreneurship, job opportunities" resonate with you?
4. Do the words "attention to detail, and leadership" resonate with you?
5. Do you want to follow a career that allows you continued development and career satisfaction?
6. Does a career that is synonymous with travel, international possibilities, people interaction and creativity, interest you?
7. Do you want to help people make wise business decisions?

The subject has an analytical and interpretive approach so mathematical ability (non‑verbal) and English language (verbal) competency is required. Learners must have the ability to understand and apply concepts in new and innovative ways.

Those who wish to study any B.Com, B.Bus. Sci. or business/marketing courses and wish to be at an advantage in their first year of study should consider the subject.

An Accounting section is also included in diverse courses such as construction and law at tertiary level.

Those who wish to be financially literate for the real world and any career that they pursue will benefit from studying Accounting.

Accounting in Grade 10 to 12 is much more advanced and much more interesting than what has been covered in EMS in Grade 9. It not only requires logical thought but also the ability see the relationship between different sets of information. Accounting requires learners to approach a task from many different angles, not only a set method. If your daughter attains less than 60% in an examination in EMS she should be careful in considering Accounting in the higher grades, as this may indicate that she does not understand the basic concepts which the more advanced work expands on. It is considered important to do Mathematics rather than Mathematical Literacy as a complement to selecting Accounting for tertiary education purposes. However, many learners with Mathematical Literacy have attained very good results in Accounting.

**AFRIKAANS FIRST ADDITIONAL LANGUAGE**

Afrikaans originates from Germanic languages. 7,2 million speakers of Afrikaans are Home Language speakers and 10,3 million speakers claims it to be their second language. Afrikaans is spoken in Namibia, Botswana, Zimbabwe and Argentina. Afrikaans makes it easy to understand Dutch and German and makes learning it, easier. At Riebeek, we have always obtained excellent results at the end of matric.

From Grade 10 to 12, learners do grammar, orals, summaries, comprehension tests; and essay and transactional writing.

The Literature genres are as follows:

Grade 10: Short Stories and Poetry

Grade 11: A Novel and Poetry

Grade 12: A Drama and Poetry

**BUSINESS STUDIES**

Business Studies is an interesting subject. It gives you a broad view of how a business really works. It includes how businesses are formed, how entrepreneurs make decisions, how motivation in a business works etc. Overall, it enriches your knowledge about the outside world, particularly how we have companies like Toyota, Amazon or McDonald’s nowadays.

Business management is a broad topic. It relates to everything that is happening in your company eg. Human Resources, Financing, Marketing, General Management, Public Relations, Administration, Purchasing and Production.

Here are some **careers** you could go into when studying Business Studies: Accounting, Marketing Manager, Labour Relations Consultant, Sales Manager, Administrative clerk, Educator, These are just some of the career paths you could select. Business Studies open many doors for students. You could even open your own business if you want.

Students do not simply learn a subject in Business Studies, but undergo a complete development of their personality by applying what they learn practically. Business Studies is more than just mastering the art of doing business. You will leave with a skill set and abilities to manage your work life successfully. It also helps students to understand the corporate culture and prepares them for the professional environment.

COMPUTER APPLICATIONS TECHNOLOGY

This subject is the effective use of information and computer technologies in an end- user computer applications environment in different sectors of society. It is designed to introduce learners to the fundamentals of modern day computing. The emphasis is on application/end-user packages and practical work forms an integral part of the syllabus, which leads learners to a greater understanding of the theoretical components of the syllabus. As a subject, it is responsive to the developmental vision of the country that all South Africans will be equipped with marketable skills to cope in an information society.

Learners concentrate on three learning outcomes:

*Operational Knowledge of Information and Communication Technologies*

* computer hardware and software, networked environments, information and communication technologies in different environments, computer ethics, security, viruses, ergonomics, health and safety issues, social and environmental issues, using an operating system including file management, general troubleshooting

*Integrated End-user Computer Application Skills and Knowledge in Problem Solving*

* competence in input and manipulation of data, effective use of various end-user computer application programmes, problem solving and creative thinking, integration of various end-user computer application programmes in a variety of contexts, transfer of generic end-user computer applications skills to new situations and contexts, effective communication, accuracy, proficiency, productivity, flexibility

*Information Management*

* find, collect, analyse and critically evaluate data; organise and process information in various formats; present and communicate information

Topics are introduced in the Grade 10 year and revisited in greater detail in the Grade 11 and Grade 12 years. Thus a learner may struggle if she wishes to change to the subject in a later grade as she will not have covered the basics of the syllabus.

**CONSUMER STUDIES**

The subject Consumer Studies is a subject that focuses on developing knowledge, skills, values and attitudes in learners to enable them to become responsible and informed consumers of food, clothing, housing, furnishing and household equipment and to use resources optimally and in a sustainable manner. The subject also promotes the application of knowledge and skills in entrepreneurship and the production of quality marketable products that will meet the consumer needs.

The subject covers:

* The Consumer – the implication of taxes, interest rates and inflation on the consumer
* Entrepreneurship – production and marketing/business planning
* Food and Nutrition – impact of food on natural and economic environment
* Clothing and Fashion
* Housing and Interiors
* Practical – every term

The theory of all sections will be covered. After completion of the theory, learners will be able to manufacture and market products from their practical component.

There is a fee to be paid to cover expenses and an apron and cap is a necessity. This can be bought at the Clothing Shop at the school.

The main objective of the subject is to teach learners skills to become entrepreneurs and business women in the business world who will be able to apply knowledge and skills in the production of quality marketable products that will meet the consumer’s needs

Consider the subject if you fit into the following categories:

* Those who wish to create opportunities for self-employment and entrepreneurial skills related to business skills.
* Those who are considering career choices in: Business Management and related Business Courses; Marketing and Management; Public Relations and Media; Hotel Management; Hospitality industry; Food Industry; Food Technology/Research; Bio-kinetics; Fashion-design; Fashion buying; Interior Design; Consumer Services and event management; Product Development and Quality Assurance; Research in the food, nutrition, clothing and housing fields; Dietician; Entrepreneur; Extension work in government services or NGO’s in community development.

**ENGLISH HOME LANGUAGE**

At Riebeek College Girls’ High School. the Language of Teaching and Learning (LOTL) is English. This means that all learners passing through the school should have a level of proficiency that will enable them to speak, write and present material not only in English classes, but in all their other core and elective subjects. During the course of their studies they will hone their skills in the following areas:

* Listening and Speaking – in which they will learn to communicate effectively and to listen and interpret information correctly.
* Reading and Viewing – where they learn to comprehend passages, develop insight and sensitivity, embark on self-discovery and learn to enjoy reading for its own sake.
* Writing and Presenting – where powers of discernment and observation are polished; write imaginatively observing accuracy and coherence.
* Language Structures and Conventions – knowledge in this field enables the learner to understand the structure, intention and subtle effects of writing; to understand and appreciate registers, devices and figures of speech; not to be taken in by propaganda and advertising; and to make fewer mistakes in the construction of sentences and paragraphs.

Our school promises a thorough grounding in the accurate use of the English language, and an appreciation of the art of literature, preparing young women for tertiary education by furnishing them with the necessary skills in speaking, writing, reading, understanding, responding and communicating. A clear progression is reflected in the skills acquired from Grade 8 to Grade 12. Each grade forms a stepping stone upon which the next year is built.

Learners are assessed on an assortment of individual and group class work, tests and formal exams as per requirements of the Department Guidelines.

Reading is essential to the teaching of English, especially for personal and individual growth. It is our common understanding that reading underpins all work in the English Department and the school. It has further been suggested in a number of studies that there is a danger of losing readers forever if they are not fired with interest by the age of 13 or 14. To read and enjoy books is its own reward.

**GEOGRAPHY**

Why study Geography? *It is* ***SUCH AN INTERESTING SUBJECT! L***et’s talk about Geography: a dynamic and relevant subject for all young people.

A graduate with a degree including Geography has knowledge about the Earth, Geographical Information Systems and man’s impact on physical structures and the environment. It is a subject that assists in understanding the physical systems and many current events that affect our everyday-life. So many topics are brought to our attention: climate change, famine, migration of people and platinum, just to mention a few. Geography is the ideal subject to help understand the underlying causes, processes and resultant effects. Living into today’s energetic and changing world, application of knowledge, critical and creative thinking is a life skill, vital to effective decision making. This life skill is developed through the study of Geography.

Geography interconnects with other areas of expertise: computer literacy, team work, problem solving, map reading and analysis, cultural diversity, economies, landscapes and environments. A career in Geography caters for people who like to work outside, indoors, alone or as a team member. Career opportunities are varied: rural and urban planning, water and land affairs, geology, eco-tourism, education, land surveying, meteorology, nature conservation, GIS, the Foreign Service, marketing and research to name a few.

The Geography covered in Grades 8 and 9 serves as a foundation for the content taught in the FET Phase. During the FET Phase different aspects of climate, geomorphology, human and settlement geography, water, resources and sustainability plus the economy of South Africa are studied. In all aspects, there is integration of theory and map work. Geography can be studied at NMMU and can form part of a Bachelor of Arts Degree or a Bachelor of Science Degree.

Geography provides learners with an in-depth understanding of man in his environment. Learners come to realise their responsibility towards conserving the Earth for present and future sustainable development.

In the words of Dr Rita Gardner, renowned geographer: “ …Whatever your passion, for the world – fascination with landscapes or concerns about inequality – Geography will provide you with the knowledge and transferable skills that will reward you personally and advance you professionally.” Welcome to the subject of Geography

**HISTORY**

History makes us aware of our place in society. Through studying History, one gains insight into the world, how nations interact and what has made the world what it is today. It will give her a better understanding of her country, with its complex political problems, and a better understanding of our fast changing world. The work covered ranges from current affairs to different cultures, various wars and resistance politics. It is a rewarding subject.

SS in Grade 8 and 9 is very different to History in the FET phase. Gone is the emphasis on multiple choice, match the columns, learning all the work and waiting to see what will be asked.

It is no longer the subject of learning and repeating what was learnt, as parents may have experienced in their high school days. A great advantage in History is that examinations are predictable and so a learner knows she can study only certain chapters and opt to answer only on those as one question is one chapter and so forth. The approach to History has been changed and much focus is placed on source based work, interpretation and assessing the reliability and bias of a source.

A prerequisite for success is the ability to read with insight, a positive attitude, a good work ethic and an enquiring mind. Any learner who enjoys reading should derive much pleasure from History in the senior standards. The hard working learner will reap the reward of scoring high marks as our average in the external final examinations is always above 70%, the only elective subject among those who reach this high average. Close to half the class attain an A aggregate in these examinations. We have not had a learner attain less than 40% for many years.

History will also help in learning time management, organising and study skills. We do not all learn the same way and the History content is used as a vehicle to expose the learners to various learning and study skills, employing powerpoints, videos, mnemonics, mind mapping, parody songs and other techniques to offer a way for each learner to find their study method of choice. It also teaches learners the skills of how to approach content, how to answer different types of questions, how to break down work to the essentials and critical, how to look at both sides of an argument and how to be critical of stereotypes. It also develops self-confidence and provides relief to learners who are battling in other subjects to have more time for the core subjects, and have one subject that they can master once the skills have been acquired.

It provides learners with a good general knowledge and a good grounding, as well as imparting the skills needed to cope at university level. A learner who does not intend to enter into a career in the humanities should not be detracted from taking the subject as many doctors, accountants and successful individuals have cited taking History as a subject as the secret to their success, in enabling them to cope with tertiary studies and in giving them an insight into life.

The study of History develops one’s intellectual skills, the ability to research and gather evidence, analytical skills and the ability to present an argument. The learner is able to develop a sharp eye, an open mind and an empathetic heart. It is of benefit in wanting to persuade others of your reasoning and opinion, which is useful in any relationship. It makes you more media literate and able to spot fake news and able to respond appropriately to incorrect or offensive social media posts. It helps improve your marks in other subjects as the skills learnt in History are transferable to other subjects.

Most of all, the study of History teaches us empathy and to stand in the shoes of another before judging. This is what the world needs now more than ever.

Careers: Journalism, Psychology, Law, influencers, Media. Writing, radio and television, politics, diplomat, museums, research, lecturing, public speaking, government departments, community development, education, activists.

**ISIXHOSA HOME LANGUAGE**

IsiXhosa is offered as a Home Language choice in the same category as Afrikaans First Additional Language and learners must select one of the two. IsiXhosa is one of the eleven official recognised languages in South African. The focus of studying isiXhosa is to build fluency and understanding of the spoken and written language, as well as an appreciation for the culture associated with the language.

The subject covers the following topics as per caps document over Grades Ten to Twelve:

* Listening and speaking
* Thinking and reasoning
* Reading and viewing
* Writing and presenting
* Language structures and conventions

Who should consider taking the subject?

* It is compulsory to take either IsiXhosa Home Language or Afrikaans First Additional Language.
* It is advisable to take the Home Language in Grades Ten to Twelve that has been studied in the GET phase. The reason for this is that in order for learners to become competent isiXhosa speakers, one focuses on the grammar and vocabulary.
* Certain degree courses require students to complete an indigenous language course.
* Those who are considering careers in the field of Call Centre Representative, farm managers, isiXhosa teacher / lecturer, interpreting in courts / hospitals or a tour guide etc.
* Those who wish to expand their appreciation of the isiXhosa culture.
* Those who speak isiXhosa at home.

**LIFE ORIENTATION**

*Offered as a compulsory core subject*

Life Orientation is the study of the self in relation to others and to society. It addresses skills, knowledge, and values about the self, the environment, responsible citizenship, a healthy and productive life, social engagement, recreation and physical activity, careers and career choices. These include opportunities to engage in the development and practice of a variety of life skills to solve problems, to make informed decisions and to take appropriate actions to live meaningfully and successfully in a rapidly changing society. It not only focuses on knowledge, but also emphasises the importance of the development of critical thinking, the application of learned skills and values in real-life situations, participation in physical activity, community organisations and initiatives. At Riebeek, it is aimed at empowering learners for life, preparing learners for their future development when they leave school, their further studies and entering the world of work.

The subject contains the following six topics in Grades Ten to Twelve:

•       Development of the Self in Society

•       Social and Environmental Responsibility

•       Democracy and Human Rights

•       Careers and Career Choices

•       Study Skills

•       Physical Education

What are the benefits of studying Life Orientation? It is a unique subject in that it applies a holistic approach to the personal, social, intellectual, cognitive and affective development of learners.  It also focuses on physical growth and development, as well as fitness and motor skills. This encourages the development of a balanced and confident learner who can contribute to a just and democratic society, be a credit to themselves as well as a productive member of society and the economy. Life Orientation encourages an improved quality of life for all.

**LIFE SCIENCES**

Life Sciences is the study of living things from molecular level to their interactions with one another and their environments. To be accepted as science, it is necessary to use certain methods for broadening existing knowledge or discovering new things. These methods must lend themselves to replication and a systematic approach to scientific inquiry. The methods include formulating hypotheses and carrying out investigations and experiments as objectively as possible to test these hypotheses. Repeated investigations are carried out and adapted. The methods and results are analysed, evaluated and debated before the community of scientist accept them as valid.

Knowledge production in science is an ongoing endeavour that usually happens gradually but, occasionally, knowledge and insights take a leap forward as new knowledge, or a new theory, replaces what was previously accepted. As with all knowledge, scientific knowledge changes over time as scientist improve their knowledge and understanding and as people change their view of the world around them.

By studying and learning about Life Sciences, learners will develop their knowledge of key biological concepts, processes, systems and theories. They will be able to critically evaluate and debate scientific issues and processes. A greater awareness and understanding of biotechnology, and ways in which humans have impacted the environment and organisms living in it. By studying Life Sciences learners will develop a deep appreciation of the unique diversity of South African biomes and the importance of conservation. It will enable learners to become aware of what it means to be a responsible citizen in terms of the environment and life-style choices that they make.

Life Sciences creates a level of academic and scientific literacy that enables learners to read, talk about, write and thing about biological processes, concepts and investigations. Knowledge strands develop progressively over the three years and include:

* Life at the Molecular level, Cellular and Tissue Level\
* Life processes in Plants and Animals
* Environmental Studies
* Diversity, change and continuity

Life Sciences should be considered as a subject should the learner be interested in studying any of the following fields after school: Biochemistry, Biotechnology, Microbiology, Genetics, Zoology/Botany/Entomology, Anatomy or Physiology, Morphology or Taxonomy, Environmental Studies or Socio-biology, Medical degree.

Life Sciences at school level works across all cognitive levels and is a subject where application of knowledge is key. Due to this, if learners are not currently functioning at a level of at least 60% in Natural Sciences we do not recommend learners take Life Sciences, as most tertiary institutions usually require learners to achieve a level of at least 50% in Life Sciences to gain acceptance for most of the degree’s mentioned above. It is a subject that requires learners to put in a lot of effort and hard work. Learners should consider carefully all options available to them and their possible tertiary fields before choosing Life Sciences to ensure that they are making the correct choice for them that suits their personality, interests and passion.

**MATHEMATICS**

Mathematics exists at the confluence of creativity and reason, developing, through perseverance, both inductive and deductive thought processes that open new ways to view and explore the world. It plays an important role in everyday life. Applications of Mathematics cover a wide variety of fields such as Physics, Chemistry, Engineering, Life Sciences, Medicine and Economics.

It is essential to have an aptitude for Mathematics and advisable to have attained 60% or higher in Grade 8 and 9 in Mathematics. Learners must be prepared to work consistently and persevere at all times.  Only those learners consistently getting above 75% in Mathematics in Grade 8 and 9 should be considering careers in a Mathematical field and should opt for Mathematics.

Mathematics provides the foundation for studies in engineering, physical sciences and mathematical sciences etc.  It is a very technical, analytical and abstract form of Mathematics and is not required for most fields of study.  When making the choice between Mathematical Literacy and Mathematics, be realistic about your child’s Mathematics ability and career choice.  Many people today are finding jobs in SMME’s and Mathematical Literacy is a perfect preparation for this, as well as careers in law, journalism, psychology and the social sciences.

Guidelines regarding the requirements for university entrance should be available from the institution at which your daughter wishes to study.  Your daughter will only be able to make her final subject choice regarding Mathematics or Mathematical Literacy when she has investigated fully what careers she is interested in and what tertiary institutions she is interested in attending.

The subject covers the following topics over the FET course:

•       Functions

•       Number Patterns, Sequences, Series

•       Finance, Growth and Decay

•       Algebra

•       Differential Calculus

•       Probability

•       Euclidean Geometry and Measurement

•       Analytical Geometry

•       Trigonometry

•       Statistic

**MATHEMATICAL LITERACY**

Mathematical Literacy is the practical application of basic Mathematical concepts. All work is related to everyday situations. Mathematical Literacy uses Mathematics to make sense of the world.

It is a fully designated subject and many professions can be followed with Mathematical Literacy as a subject, e.g. Law (LLB), Nursing (BSc), Business and Financial Management (BCom).

Mathematical Literacy should not be seen as an “easy” option in place of Mathematics.  It has a different focus – concentrating on the everyday use of figures.

 The subject covers the following topics over the FET course:

* Interpreting and Communicating Answers and Calculations
* Numbers and Calculations with Numbers
* Patterns, Relationships and Representations (Graphs)
* Finance
* Measurement (Conversions, Perimeter, Area, Volume, Surface Area)
* Maps, Plans and other representations of the Physical World
* Data Handling
* Probability

 Who should consider taking the subject? Those who find Mathematics difficult to understand or those who find the “logic” of Mathematics “illogical”. Those who battle with abstract Grade Nine concepts such as factorizing trinomials. Those who wish to study the Arts, Social Sciences, and areas such as Media Studies at tertiary level.

**PHYSICAL SCIENCE**

Physical Science is a good subject choice for any learner in our present technological age. The syllabus is geared towards further study either at a University or a Technikon. The two branches of Physical Sciences studied at school level are Physics and Chemistry. Learners who have a genuine interest in Sciences should consider taking the subject. These learners should have a sound language and mathematical ability, and a strong work ethic. Learners who intend pursuing studies and careers in fields that require Physical Science would need to take Physical Science and these include careers in the Medical field, Engineering and Industrial field; the Pure Sciences fields such as Geology and Climatology; the Biological field such as Biochemistry. A minimum of 60% in Grade Twelve is required to apply for these courses.

If your daughter intends to study Physical Sciences at school **she should also choose Mathematics** as Trigonometry is required for vector calculations**. The subject work forms a natural progression in Grade 10, 11 and 12.**  This subject should NOT be a choice to ‘keep your options open”.

To cope with Physical Sciences requires the ability to think logically. Learners must be able to apply their knowledge. To be successful requires consistent daily work in the subject. Last minute studying for exams or tests is not a formula for success. In making the decisions whether your daughter will cope, look carefully at her Grade 8 and 9 Mathematics results, rather than her Science results. A good pass in Mathematics is a better indication of how she will eventually fare in Physical Sciences, rather than a good Natural Sciences result.

Learners who study Mathematics and Physical Sciences must purchase a scientific calculator.