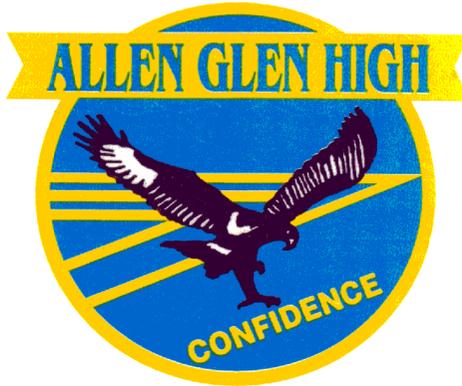


ALLEN GLEN HIGH SCHOOL



F.E.T.
(FURTHER EDUCATION AND TRAINING)

SUBJECT CHOICE 2020: GRADE 10

| | | |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  Math |  PE  | |
| Language  | |  Art  |
|  Re |  Science | usic  |
| Rece |  Social Studies | Event  |
|  Lu | Writing  | udy Hall |
|  Assembly | Dismissal  | |

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A USER'S GUIDE TO CAREER OPPORTUNITIES

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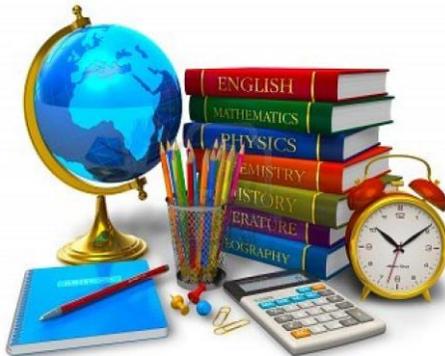
INTRODUCTION

This booklet was especially compiled to assist you with both information and offer a variety of career options to consider. We are excited at this time of your child's life to provide them with so many choices and stimulate research.

Our world is changing and expanding at an alarming rate, and we need to prepare our young adults for this challenging yet exciting future. With this in mind, we have structured the booklet in a simple format so that choices and combinations are clear. The information contained in this booklet is by no means definitive but serves purely as a guide to assist.

Should you or your child require further guidance in this regard, please do not hesitate to make an appointment through our offices with the relevant parties.

The curriculum should lay a solid foundation for lifelong learning and different career paths. We urge you to consider your child's strengths, interests and June results when selecting a subject package. There is a significant increase in pressure and workload in the FET phase. We want your child to have the best opportunity and package to succeed at his/her best.



**THE NSC REFERS TO THE NATIONAL SENIOR CERTIFICATE
THAT LEARNERS WILL RECEIVE ON PASSING GR12**

| GRADE 9 | PROMOTION REQUIREMENTS | GRADE 10 |
|--------------------------------------|------------------------------------------------------|-------------------------------------|
| 50% MIN 40% MIN | HOME LANGUAGE 1 ST ADDITIONAL LANGUAGE | 40% MIN 30% MIN |
| 40% MIN | MATHEMATICS AND MATHEMATIC LITERACY | 40% MIN |
| | LIFE ORIENTATION | 40% MIN |
| 4 SUBJECTS – 40% 2 SUBJECTS – 30% | | 2 SUBJECTS – 40% 1 SUBJECT – 30% |

| TERTIARY ENTRANCE REQUIREMENTS | |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HIGHER / ADVANCED CERTIFICATE | |
| DIPLOMA (COLLEGE/TECHNIKON) | 4 SUBJECTS 40% MIN PLUS ANY INSTITUTION REQUIREMENTS |
| BACHELORS DEGREE (UNIVERSITY) | MIN 60% in English. 50% in Maths Core or 60% if Maths Lit (please note, some courses require Maths Core and require higher level) AND INSTITUTION APS REQUIREMENTS |



Council for Quality Assurance in
General and Further Education and Training

LEARNING AREAS

CORE SUBJECTS:

These are compulsory

- ENGLISH PRIMARY LANGUAGE
- AFRIKAANS FIRST ADDITIONAL LANGUAGE
- MATHEMATICS OR MATHEMATICAL LITERACY OR TECHNICAL MATHS (tech maths follows a technical pathway only)
- LIFE ORIENTATION

ELECTIVE SUBJECTS:

Learners choose 3 subjects with a combination of subjects as set out below. These combination packages will provide the learner with a wide range of possible career paths to pursue.

1. ACCOUNTING
2. BUSINESS STUDIES
3. CIVIL TECHNOLOGY
4. COMPUTER APPLICATIONS TECHNOLOGY (CAT)
5. CONSUMER STUDIES (HOME ECONOMICS)
6. DESIGN
7. DRAMATIC ARTS (SPEECH AND DRAMA)
8. ECONOMICS
9. ENGINEERING, GRAPHICS AND DESIGN
10. GEOGRAPHY
11. HISTORY
12. LIFE SCIENCES (BIOLOGY & PHYSIOLOGY)
13. PHYSICAL SCIENCE
14. TECHNICAL MATHS
15. TECHNICAL SCIENCE
16. TOURISM (TRAVEL AND TOURISM)
17. VISUAL ARTS (ART)

According to the Department of Education Circular 37/2009, a learner may change a maximum of 2 subjects

in their high school career, within a package and with the approval of the principal.

A written application requesting the change must be submitted to the school by the parent.

ANY CHANGES MUST TAKE PLACE BEFORE THE END OF JUNE IN THE GRADE 10 YEAR

ENGLISH HOME LANGUAGE

The *English* department is devoted to adding value and insight into the way the *English* language is used in the world around us. In our courses we integrate:

- **Listening and speaking;**
- **Reading and reviewing;**
- **Writing and presenting;**
- **Language** – learners are able to use language structures and conventions appropriately and effectively.

Though literature is dealt with in the Junior grades, the emphasis is primarily on developing accurate language structures as a means of creating a solid foundation for greater analysis of these structures later on in high school. As learners move into the FET stages in high school, the emphasis begins to shift to a greater interpretation of different forms of literature. How the *English* language is used to convey meaning and understanding in the world we live in, becomes of paramount consequence in our studies.

Within the FET band courses cover general language and various literatures. They generally cover one drama (play); one novel, a film study or short stories and a variety of South African, European and American poems that are studied. Orals are an important aspect of the English curriculum.

Candidates will be writing three examinations:

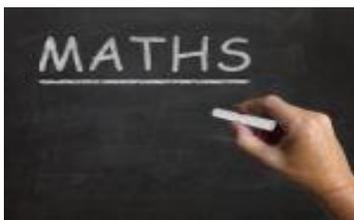
- Paper 1 : Language and Comprehension
- Paper 2 : Literature
- Paper 3 : Essay Writing

The oral component will now make a mark-up that will become the Paper 4 examination.

Our courses are comprehensive, and educators endeavor to make activities relevant. There is always something new to learn. Learners are constantly encouraged to challenge their ideas and

- shapes in two- and three-dimensional spaces with justification.
4. **Data handling (statistics)** – The learner is able to use and collect data to establish statistical and probability models to solve related problems.

It is strongly recommended that learners who take Mathematics have a strong “feel” for the subject as its demands are quite daunting at times. *A minimum of 50% in the Senior phase would suffice as an entry requirement for mathematics.*



MATHEMATICAL LITERACY

The subject *Mathematical Literacy* is a subject driven by life-related applications. It enables learners to develop the ability and confidence to think numerically and spatially in order to interpret and critically analyze everyday situations and solve problems.

1. **Numbers and operations in context** – The learner is able to use knowledge of numbers and their relationships to investigate a range of different contexts which include financial aspects of personal, business and national issues.
2. **Functional relationships** – The learner is able to recognize, interpret and describe and represent various functional relationships to solve problems in real and simulated contexts.
3. **Shape, space and measurement** – The learner is able to measure using appropriate instruments to estimate and calculate physical quantities and to interpret, describe and represent properties of, and relationships between two and three-dimensional shapes in a variety of orientations and positions.
4. **Data handling** – The learner is able to collect, summarize, display and analyze data and to apply knowledge of statistics and probability to communicate, justify, predict and critically interrogate findings and conclusions.

This course is aimed at learners who do not necessarily aspire to study Science or Engineering degrees and diplomas at tertiary level. The course is designed to benefit learners on an individual basis, without overwhelming them with detail regarding proofs, conjectures and investigative research in the development of mathematics.

TECHNICAL MATHEMATICS

WHAT IS TECHNICAL MATHEMATICS?

Mathematics is a universal science language that makes use of symbols and notations for describing numerical, geometric and graphical relationship. It is a human activity that involves observing, representing and investigating patterns and qualitative relationships in physical and social phenomena and between mathematical objects themselves. It helps to develop mental processes that enhance logical and critical thinking, accuracy and problem solving that will contribute in decision-making.

Mathematical problem solving enables us to understand the world (physical, social and economic) around us, and most of all, teaches us to think creatively. The aim of Technical Mathematics is to apply the Science of Mathematics to the Technical field where the emphasis is on APPLICATION and not on abstract ideas.

LIFE ORIENTATION

Life Orientation is in many respects the most important subject that you will do at school because it is designed to assist you in achieving your full potential, by giving you practical life-skills that will help you live life to the fullest!

As we move through the 21st century, the challenges facing us seem to increase every day: from HIV & AIDS, substance abuse, unemployment, crime and world issues to our emotional and physical well-being. We have to make well informed choices in order to overcome these challenges and thrive.

Over the course of the FET phase, Life Orientation will attain the following outcomes:

- **Personal well-being** – whereby the learner is able to achieve and maintain a sense of personal well-being.

The learner will be able to apply strategies to enhance self-awareness and self-esteem while acknowledging and respecting the uniqueness of others.

- **Citizenship Education** – The learner is able to demonstrate an understanding and appreciation of the values and rights that underpin the Constitution in order to practice responsible citizenship and to enhance social justice and sustainable living.
- **Recreation and Physical well-being** – A learner is able to explore and engage in recreation and physical activities, to promote wellbeing.
- **Career and career choices** – The learner will be able to demonstrate the self-knowledge and ability to make informed decisions regarding further study, career fields and career paths.

GEOGRAPHY

Geography provides the opportunity for the learner to acquire vital life skills which they can draw from for the rest of their lives. Through the study of Geography, the learner is challenged to think independently, to synthesize and analyse situations/information and to forecast/predict outcomes as well as work toward solutions. These invaluable skills prepare the learner to function and succeed in a competitive, modern society.

The study of Geography includes the following:

1. **Map work skills**
 - Reading, understanding and interpretation of papers. (20%)
2. **Climatology**
 - General understanding of the weather, weather processes and the weather system. (20%)
3. **Population**
 - Human behaviour, the economy and planning of the future. (20%)
4. **Environmental management**
 - Human interaction with the environment and sustainable development. (20%)
5. **Geomorphology**
 - The study of the earth, including earthquakes, soil and volcanoes. (20%)

The future is bright for all our young Geographers as we engage in an ever-changing world.

MAPWORK SKILLS

This prepares the learner to look at life as a complex inter-dependant system which operates successfully when all the elements are functioning together. When one or more of these elements within the system fail, alternative solutions and outcomes must be found in order to restore the balance and harmony.

CLIMATOLOGY, POPULATION AND ENVIRONMENTAL MANAGEMENT

These specific fields of study develop an awareness and a responsibility/ accountability for what happens on our earth. The delicate balance of supply and demand, development and conservation and the management of our planet is extensively researched and studied through these highly specialized branches of geography.

GEOMORPHOLOGY

An earth science which provides the learner with a platform, to persue the more academic/scientific' side of geography and the many opportunities within this field.

PACKAGE – GEOGRAPHY

| | |
|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>GEOGRAPHY</u> Tourism Life Science</p> | <p><u>CONSERVATION</u> Environmental research, impact assessors, national parks – breeding programmes, forestry, oceanography/fisheries – aquaculture, events management, tour guides etc.</p> |
| <p><u>GEOGRAPHY</u> Tourism Consumers</p> | <p><u>HOSPITALITY</u> Catering, events management, chefs, wine makers, hotelier, concierge, passenger ships – Europe, USA etc.</p> |
| <p><u>GEOGRAPHY</u> Life Science Science (BSc Degree – Colleges S.A.D.F etc.)</p> | <p><u>ENVIRONMENTAL SCIENCE</u> Research, impact assessors, hydrologists (water), soil sciences, forestry, agriculture (modern city farms etc.) veterinary science, nursing, medic, emergency relief – mountain rescue, sea rescue, Navy, Airforce, Army. Forensic Science, geology, archaeology, metallurgy, mining (Australia, Russia, Canada) Oceanography, meteorology (weather) astronomy.</p> |



| | |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>GEOGRAPHY</u> Science EGD</p> | <p><u>ENGINEERING</u> Architecture, engineering/construction, land surveying, quantity surveyor, electrical, avionics, industrial design etc. <u>ENVIRONMENTAL DESIGN</u> Architecture, construction, landscaping, city planning, ‘space’ design – reassigning function – cities (abandoned buildings – farms, disused railway lines – trees, parks – cooling cities – absorbing CO₂ etc.) <u>COMMERCE</u> Banking, insurance, medical aids, economists, sustainability resource management etc.</p> |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

HISTORY

The new history curriculum encourages the learner to engage in constructive debate through careful evaluation of evidence and diverse point of view. It acknowledges that the truth consist of multiple expressions of varying and often contradictory versions. The subject promotes non-discrimination, raises debates, confronts issues and enables learners to address current social, political, economic and environmental concerns. Above all, it fosters an understanding of identity and prepares the learner for future local, regional, national and continental citizenship.

The study of history will include the following:

- Interpretation of sources - cartoon’s quotation and people’s stories.
- Data handling – extracting information from maps, graphs, statistical tables and illustrations.
- Organizational and synthesizing information.
- Presentation skills – using information to construct well balanced essays which accommodate all points of view.

Learners who take history can pursue careers in law, journalism, archaeology, tourism, politics and education. Further examples are set out below.

PACKAGE - HISTORY

| | |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <p><u>HISTORY</u> Design Art</p> | <p><u>MEDIA</u> Journalism, film making, creative writing, media communications, public relations etc.</p> |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|

| | |
|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HISTORY Geography Life Science | POLITICAL SCIENCE/ANTHROPOLOGY Museums, advertising, municipalities, research institutions (CSIR), budget analysts, market research, city planning, political scientists, environmental law etc. |
| HISTORY (Strong English) Business Studies Drama | LAW Legal advisors, advocates, state attorneys, maritime law (Navy) etc. Also psychology. |
| HISTORY Tourism Art | ARCHAEOLOGY Museums, provincial and national heritage sites, excavations etc. |

TOURISM

Tourism is the study of the activities, services and industries that deliver a travel experience to groups or individuals. It includes the behaviour and motivation of tourists, the businesses which serves tourists and the economic, social and environmental impact of tourism on South Africa.

Main topics in the Tourism curricular

1. Tourism sectors
2. Map work and tour planni
3. Tourism attractions
4. Culture and heritage
5. Green tourism
6. Foreign exchange
7. Tourism trends
8. Communication and custc
9. Regional and domestic to
10. Marketing of tourism product



In the subject Tourism learners will study:

- The types of tourists and the purpose of their travelling.
- The different tourism sectors, with special reference to transport, hospitality, travel organizing and support services, and the attraction sector.
- Map work in a tourism context.
- Foreign exchange concepts and the buying power of different foreign currencies
- The influence of world time zones on travel.
- South Africa and the SADC countries as tourism destinations.
- World famous icons and World Heritage sites.
- Ecotourism and strategies to protect the environment.
- The role of marketing of tourism products in the tourism industry.
- Technology in tourism.
- Customer care and the value of service excellence.

- Tour planning.

PACKAGE – TOURISM

| | |
|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TOURISM Geography Business Studies | ○ Marketing ○ Consultants ○ Museum Experts |
| TOURISM Design CAT | ○ Hospitality Managers ○ Researchers ○ Teachers |
| TOURISM Business Studies Consumer Studies | ○ Tour Guides ○ Tour Leaders ○ Tour Operators |
| TOURISM Business Studies CAT | ○ Event Consultants/Managers – sport, weddings etc. ○ Travel journalist ○ Air hostess (Cabin crew) ○ Game rangers ○ Travel agent ○ Conservationist |

DESIGN

At Allen Glen High School, we teach visual communication through design, which includes:

- **Advertising design;**
- **Animation;**
- **Graphic design;**
- **Illustration;**
- **Information design (brochures and pamphlets);**
- **Packaging design**
- **3-D Design**

Learners are expected to interpret a brief in the form of a written or verbal instruction or suggestion specifying an assignment or project. They are then expected to lay out a brief according to the steps in the design process and complete the assignment. Learners gain an understanding of how designs shape our physical and social environments, how to do market research and how to price products according to their service category and target market.

The basic principles of marketing and a variety of design techniques are taught thus enabling learners to accept responsibility for their designs. In addition, learners will get the opportunity to handle and master a variety of materials and media.

A background in Design offers opportunities in the following fields:

- **Advertising** (as a graphic designer, layout artist, display artist or photographer).
- **Newspapers and publishing** (illustrator, cartoonist, lithographer or graphic designer).
- **Theatre, television and film industries** (photographer or cameraman, animator, décor designer, make-up artist, costume / textile designer, special effects designer, set designer, graphic designer or model and puppet maker).
- **Applied professional occupations** (architect, town and regional planner, landscape architect, model builder or lighting consultant, ceramicist, weaver, beader).
- **Education (design teacher, training, design historian).**

FACULTIES : Design is geared toward college, however, some universities accept design in the colleges of

Human Science or Commerce.

COLLEGES : BA: Fine Arts; History of Design and Visual Culture; Advertising;

Animation; Web Design; Game Design;

Graphic Design; Interior Design; Landscaping; ICT

System Design; Sales; Business Studies;

Film, Visual and Performance Arts;

Design and Drawing; Architecture;

Systems Design; Fashion Design; Photography; Digital Editing; Marketing; Product Design.

PACKAGE : DESIGN

| | |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| DESIGN History Business Studies | Helps in understanding concepts based on time periods; Helps learners understand functional planning, marketing and sales ; |
| DESIGN Visual Art EGD | Helps with technical skills; Helps development of technical skills in the creation of a product. |
| DESIGN Life Sciences Drama | Learning and understanding the anatomy of the human form for ergonomics. Set design, presentation |
| DESIGN Tourism Consumer Studies | Understanding markets from different areas of the world System and product design |

CAREER PATHS

DESIGN TEACHES ANALYSIS AND IMPROVES A LEARNER'S DESCRIPTIVE SKILLS AND THEIR CONCEPTUAL THINKING. THIS IS A VALUABLE SKILL IN MANY INDUSTRIES, NOT ONLY DESIGN RELATED ONES. DESIGN TEACHES BUSINESS SKILLS SUCH AS THE PLANNING AND MARKETING OF PRODUCTS AND SYSTEMS WHICH MAKE IT USEFUL IN A VARIETY OF BUSINESS SETTINGS.

CONSUMER STUDIES

Consumer studies focuses on the development of learners to become responsible and informed consumers of food, clothing, housing, furnishings and household equipment. It includes entrepreneurship and the production and marketing of quality products.

TOPICS

THEORY

1. The consumer
2. Food and nutrition
3. Design elements and principles
4. Textile fibres and fabrics
5. Clothing
6. Housing and Interior
7. Micro enterprise development

PRACTICAL WORK

Food production

In Consumer Studies a learner will study

- Consumer rights and responsibilities, good buying behaviour, consumer protection policies and channels for complaints.
- How to evaluate food, clothing and furniture outlets.
- Responsible buying behaviour when purchasing food, clothing, furniture, household equipment.
- The planning and managing of personal finances and payment methods.
- Nutrition and the impact of food choices on health.
- How to use product information to make informed consumer decisions.

- The application of design principles and elements in the choice of clothing and furnishings.
- Properties and use of textile fibres and fabrics.
- Micro enterprise development – planning production and marketing.
- Small scale production and marketing of quality products that will meet consumer needs.

As Consumer Studies covers such a wide field, the career prospects are endless. The hotel and catering industry, the clothing industry, interior design and decorating, to mention a few. With all the skills acquired there is always the option of starting your own business.



PACKAGE: CONSUMER STUDIES

| | |
|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <u>CONSUMER STUDIES</u> Life Science Physical Science | Dietetics and Nutrition Health Care Food Technology Textile Technology Consumer Research Quality Assurance |
| <u>CONSUMER STUDIES</u> Life Science CAT | Food Technology Textile Technology Consumer Research Journalism Product Design and Testing Quality Assurance |
| <u>CONSUMER STUDIES</u> Design CAT | Fashion Design Interior Decorating/design/Food and fashion Photography |

| | |
|-------------------------------------------------|------------------------------------------|
| | Public Relations and Media (Advertising) |
| CONSUMER STUDIES Design Visual Art | Relations and Media (Advertising) |

VISUAL ART

Art is an indispensable component of human culture. It enriches culture and satisfies the conscious or subconscious need in every person to be part of a cultural heritage and make a contribution thereto. Visual Art involves drawing, painting, mixed media techniques and installations.

The subject has both a practical and theoretical component which explores a number of abstract concepts from interpersonal and intrapersonal perspectives.

Visual Art is an excellent subject to take should you wish to work in the following fields:

- Architecture
- Film
- Theatre and television
- Curator of a gallery
- Auctioneering and appraising
- Publishing
- Teaching
- Academia



PACKAGE FOR VISUAL ART

FACULTIES : Humanities, Law, Commerce, Art.
All faculties are open to Visual Art
learners as the subject is considered to
have academic worth.

COLLEGES : BA: Fine Arts; History of Art and
Visual Culture; English; Philosophy;
Sociology; Psychology; Journalism;
Advertising; Web Design; game Design; Graphic

Design; Museum and gallery Curating; Film,
 Visual and Performance Arts; Design and Drawing; Architecture.

CAREER PATHS

| | |
|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>VISUAL ARTS</u> History Business Studies | <ul style="list-style-type: none"> ○ Game Designer ○ Graphic Designer ○ Fine Artist |
| <u>VISUAL ARTS</u> Design EGD | <ul style="list-style-type: none"> ○ Web Designer ○ Advertising ○ Journalist |
| <u>VISUAL ARTS</u> CAT Consumer Studies | <ul style="list-style-type: none"> ○ Curator ○ Research ○ Publishing ○ Art Manager ○ Art Marketing ○ Marketing ○ Stage Design Fields (e.g. Set Design) ○ Teacher ○ Lecturer ○ Artist Agent ○ Interior Designer ○ Architect ○ Cinematographer |

VISUAL ART TEACHES ANALYSIS AND IMPROVES A LEARNER'S DESCRIPTIVE SKILLS AND CONCEPTUAL THINKING. THIS IS VALUABLE SKILL IN MANY INDUSTRIES, NOT ONLY ART RELATED ONES. IT TEACHES LEARNERS HOW TO APPLY ACQUIRED KNOWLEDGE IN A LOGICAL MANNER.

DRAMATIC ART

This subject comprises both a theoretical and practical component which in Grade 12 enjoys equal status.

The aim of the course is to encourage effective communication skills through the medium of practical speech and drama as well as inculcating an understanding of the mechanics and physiology of speech and the socio-political, cultural and historic roots of drama from African, European, Asian and American perspectives.

Dramatic Arts provide learners with the following skills sets.

- Applying personal resource skills where the mechanics of speech and the delivery thereof is examined and applied.

- Creative skills which involve the practical application of the voice and body in order to deliver interpretive performances both verbally and non-verbally.
- Understanding and analyzing skills which examine a variety of texts from historical and present contexts. Texts are analyzed from a performance-staging perspective, and cover a broad spectrum of genres.
- Reflection and evaluation skills which examine a wide range of performances that impact 21st century global culture and thinking, ranging from indigenous cultural performances and rituals to the electronic media, film and television.

The aim of the subject is to teach the learner the skills necessary to ***communicate effectively*** which is an essential tool for success in whatever field of endeavour the learner chooses to follow. This vital life skill is taught through the medium of drama and to a lesser extent through dance and movement.

PACKAGE DRAMATIC ART

FACULTIES : Humanities; Law; Commerce (Marketing), Performing Arts

ALL FACULTIES ARE OPEN TO

DRAMATIC ARTS

LEARNERS AS THE SUBJECT FOCUSES ON COMMUNICATION SKILLS.

COLLEGES : Performing Arts; Film & Television; Communication Sciences; Journalism; Design; Languages, Literature and Linguistics; Philosophy

PACKAGES

| | |
|---------------------------------------------|-----------------------------------------|
| DRAMA History Business Studies | Theatre management and marketing |
| DRAMA Visual Art Design | Set / costume design |
| DRAMA | Set design/construction for theatre and |

| | |
|-----------------------------------------|----------------------------------------------------------------------------------------------------|
| EGD Design | film/ television sets. |
| <u>DRAMA</u> CAT Consumer Studies | Lighting and sound design and stage management Broadcasting; electronic media and entertainment |

ACCOUNTING

In order to bring it in line with generally accepted Accounting principles, the subject of accounting underwent some radical changes in 2000. This move was welcomed as it now formed an essential basis to the tertiary curriculum offered in South Africa. The subject encourages critical thinking, so that it is no longer only bookkeeping, but includes some form of financial analysis and understanding, focusing on:

- Financial Information;
- Managerial Accounting and
- Managing resources

Accounting develops the skills for those learners who wish to venture into the business world.

Can be taken with Maths Lit.

CAREER PATHS

B.Com Accounting
B.Com Finance
Basic B.Com
N Com Business Management

Combined with other commerce subjects:

B.Com Entrepreneurship
B.Com Econ
B.Com Logistics (Geography)



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

Business Studies encompasses relevant and contemporary theory and competence essential for promoting excellence and contributing towards sustainable business enterprise. It embraces constitutional goals and objectives through promoting accessible, legitimate and entrepreneurial business opportunities. The subject also provides opportunities for learners to consider present day challenges within the enabling South African policy framework. Skills such as decision making, problem solving, creative thinking, systems thinking and effective communication in a competitive and constantly changing environment are critical to this subject.



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 roles that learners need to perform in a variety of business contexts.
- ***Business Operations:*** This feature should equip learners with the knowledge and skills to effectively manage essential business operations such as human resources, public relations, marketing and production. These need

to be developed within the context of relevant legislation and contemporary issues.

CAREER PATHS

All B.Com degrees, as well as Tourism, Technology degrees can benefit.

ECONOMICS

Economics is the News!

There is no edition of a newspaper that does not mention some aspect of economy.

- Economics covers many topics, it involves everyone.
- Economics attempts to explain how the work works and how society operates.
- It is a Social Science.

DEFINITION:

Economics is the Science of human behaviour in relation to the allocation of scarce resources and how choices are made between alternative uses.

CAREERS:

- Economist
 - Environmental, Economics
 - International Economist
 - Financial Economist
 - Labour Economics
-
- The efficient use of limited resources to achieve maximum satisfaction of wants.
 - How scarce resources are allocated to provide countless wants.
 - How individuals and groups deal with scarcity.

CAREER PATHS

B.Com Degrees
Tourism Courses
Consumer Courses
Technology Degrees

PHYSICAL SCIENCE

The new curriculum focuses on the “doing” aspects and skills required for scientific problem solving and inquiry. Scientific skills included are:

- Planning
- Observation
- Synthesis of information and communicating findings in a variety of ways.

Higher order thinking and problem solving skills are required to meet the demands of the labour market. The changing nature of *Science* will be highlighted as well as the importance of both a scientific approach and a more indigenous knowledge approach.

Topics studied will include:

- Fibre optics and its use in communication;
- Global cycles such as water and CO₂ cycles and environmental effects;
- Motion of objects;
- Physical and chemical changes in matter and the consequences thereof;
- Chemical reactions and atomic theory.

Learners will acquire knowledge that will enable them to make more informed decisions and have a better understand of how science relates to their lives.

PACKAGE PHYSICAL SCIENCE

| | |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------|
| Physical Science Geography Life Science | Chemist Careers Geology Geophysics, engineering |
| Physical Science Life Science Consumers | Chemistry Lab Technician Careers |
| Physical Science Accounting Economics | Environmental Protection Technician Careers |
| Physical Science CAT Economics | Environmental Science Teacher Careers Analysist, Actuarial Science Environmental Scientist |

TECHNICAL SCIENCE

The aim of Technical Science is to support learners in the three



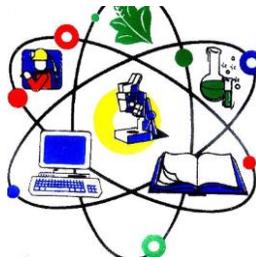
focus areas of Technology. These areas are:

- Mechanical Technology,
- Electrical Technology and
- Civil Technology.

Learners taking Technical Science as a subject will be able to integrate scientific knowledge with technology. Technical Science addresses the needs of the industry and promotes skills development in the fields of technology. This allows learners to have improved access to applied technology courses at Technikons, vocational career paths and entrepreneurial opportunities.

Skills developed in this course include:

- ❖ Classifying
- ❖ Communicating
- ❖ Measuring
- ❖ Designing
- ❖ Investigating
- ❖ Drawing
- ❖ Evaluating conclusions
- ❖ Formulating models



❖ Practical applications

❖ Observing simulations

Learn more about the biological, chemical, physical and technological world. Understand that scientific knowledge has been developed over time by scientists from cultures all around



the world. Be part of a Scientific Culture.

LIFE SCIENCES

Skills developed and learnt in *Life Sciences* will allow learners to make decisions and satisfy inherent human curiosity. Topics studied will include:

- **Human anatomy and physiology**
- **Plant structure and adaptations**
- **Ecology and the environment**

Learners will be encouraged to explore the relationships between technology, the environment, society and the Life Sciences. By developing this understanding, learners should become more responsible citizens with respect to decisions they make that affect the environment.

Life Sciences will assist learners who are interested in a career in the medical, sports or environmental fields.

Learners can look forward to dissections and educational excursions



PACKAGE: LIFE SCIENCE

| SUBJECTS | COURSES | CAREER PATHS |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Life Science Tourism Business Studies | | Eco-Tourism |
| Life Science Consumer Studies CAT | National Diploma in electrical Engineering Bachelor of Technology in Electrical Engineering Bachelor of Engineering Civil Engineering / Bachelor of Science in Civil in Engineering degree No specific qualification – advised to complete a relevant qualification like: National Diploma in electrical Engineering Bachelor of Technology in Electrical Engineering | Energy development Green manufacturing Urban planning Environmental Engineering Environmental Engineering Technician |
| Life Science Physical Science History | Bachelor’s degree in Environmental Science | Climate Change Analyst |
| Life Science Consumer Studies Tourism | BSc in Zoology or Ecology BSc (Zoology) | Conservation Ecologist Marine Biology and Oceanography Aquatic Scientist Technician Ichthyologist Limnologist Oceanographer Oceanographic Technician Marine Biologist Cryptozoologist Entomologist Herpetologist Mammologist Hematologist Ornithologist Primatologist |



COMPUTER APPLICATIONS TECHNOLOGY

Computer Applications Technology is the study of the integrated components of a computer system (such as hardware, software and software applications) and the practical techniques for their efficient use and application to solve everyday life problems. The solutions to problems are designated, managed and processed via end-user applications and communicated with the appropriate information and communication technologies (ICTs). ICTs are the combination of networks, hardware and software as well as the means of communication, collaboration and engagement that enable the processing, management and exchange of data, information and knowledge.

The diagram below illustrates how the main topic areas of the Computer Applications Technology subject support the development of digitally enabled learners (Department of Basic education, 2011).

The new curriculum and assessment policy (CAPS) document for Computer Applications Technology (CAT) (Department of Basic Education, 2011) states that a learner will:

- Be able to use end-user software applications proficiently to produce solutions to problems within a defined scenario.
- Understand the concepts of ICTs with regard to the technologies that make up a computing system.
- Understand the various technologies, standards and protocols involved in the electronic transmission of data via a computer-based network.
- Comprehend the Internet and the WWW and the role that the Internet plays as part of the global information superhighway.
- Have the ability to find authentic and relevant information, process the information to draw conclusions, make decisions and communicate the findings in appropriate presentation media.
- Understand how the use of ICTs affects modern-day living, recognize the legal, ethical, environmental, social, security and health issues regarding the use of ICTs and use ICTs responsibly.

CAREER PATHS: COMPUTER APPLICATIONS TECHNOLOGY

| SUBJECT COMBINATION | CAREER PATHS COMPUTER ENGINEERS | INFORMATICS |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| CAT Consumer Studies Business Studies | Computer systems Software engineering Smart control systems and automation Data Security | Computer software or hardware supporter Computer system analyst Business analyst |
| CAT Accounting Economics | e-commerce <u>COMPUTER SCIENCE</u> Programmers Systems analysts | Systems developer <u>INFORMATION TECHNOLOGISTS</u> Programmers |
| CAT Geography EGD | Consultants Network analysts Researchers | System analysts Computer consultants, and buyers of hardware and software |
| CAT EGD Design | <u>MULTIMEDIA</u> Programmers Web designers | <u>PUBLISHING</u> Marketing and promotion |
| | Animation specialists Video educators Electronic artists <i>It prepares one for positions at any of the following content producers</i> Paper publications Television, radio Phone technologies The web Graphic, games or web development and many more options. | Distribution and delivery |

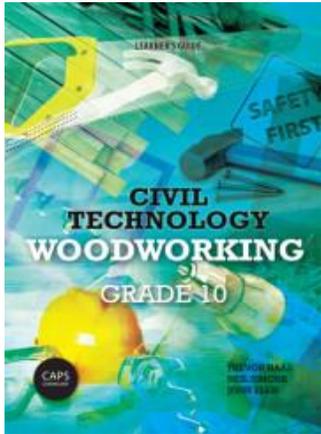
CIVIL TECHNOLOGY

Civil Technology focuses on concepts and principles in the Built Environment, as well as on the technological process. It embraces practical skills and the application of scientific principles. This subject aims to create and improve the built environment to enhance the quality of life of the individual and society and to ensure the sustainable use of the natural environment.

The subject focuses on concepts and principles in the building environment, as well as technological processes. It encompasses

practical skills and the application of scientific principles. Learners are exposed to knowledge, skills, values and attitudes, relevant construction processes and life and environmental possibilities.

PACKAGE: CIVIL TECHNOLOGY

| SUBJECT | CAREER PATHS |
|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Civil Technology Physical Science EGD</p>  | <p>Civil Engineering Material engineering Architecture Quantity surveying Project management Draughting Shop fitting Cabinet making Carpentry and Joinery Plumbing Bricklaying and plastering Project Management Apprenticeship Continued studies at a college in the NC(V) in a vocational career pathway. Higher education at a University of technology Higher education at a University to study engineering. Working as an entrepreneur or working with an entrepreneur. Higher education to study technical education in order to become a teacher of technology etc.</p> |

Should you require further assistance and guidance towards a career choice, please see the relevant parties at school.



UNIVERSITY INFORMATION

- www.wits.ac.za (Johannesburg)
- www.uj.ac.za (Johannesburg)
- www.uct.ac.za (Cape Town)
- www.sun.ac.za (Stellenbosch)
- www.ru.ac.za (Rhodes)
- www.up.ac.za (Pretoria)

Please note: there is no longer a list of designated subjects and non-designated subjects. Universities will calculate APS from all subjects offered at AGHS. We recommend the learner investigate the university requirements where they intend to apply for their specific requirements.

It is vital that learners “raise the bar” in terms of their academic achievement in order to have as many options available to them as possible on the completion of their NSC.