



**RUSTENBURG
GIRLS' HIGH SCHOOL**

SUBJECT CHOICE

Grade 10

2019

"I have no special talent. I am only passionately curious" Albert Einstein

ORDER of SPEAKERS:

Kemp Hall 21 June 2018 - 6pm

- Mr Gates-Welcome
- Mrs Schnetler- FET
- Mr Haduse- guest - UCT
- Dr Howell-guest - Stellenbosch University
- Ms Fourie
- Mr van Dyk
- Ms Blanc-Marquis
- Mr Goosen

Useful Sources:

www.uct.ac.za

www.sun.ac.za

www.uwc.ac.za

www.cput.ac.za

School Counsellors:

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Introduction to Grade 9 Subject Choice:

Grade 9 Subject Choice is the beginning of a process of career understanding and development. There are important factors when choosing elective subjects, mainly in the area of **self-knowledge** including one's **interests, personality, values and abilities**. Consideration of possible future study options is also important. The grade 9s have spent this term exploring these topics in Life Orientation classes. They had a research project this term on this and related topics.

Key factors to consider include:

- The awareness of specific **entrance requirements** for degree courses is crucial. Mathematics and Physical Science are compulsory for entry into certain faculties, for example the Sciences and Engineering
- The idea that Mathematics and Physical Sciences “open doors” is only true if the **marks** in those subjects are excellent-it is difficult to gain acceptance into tertiary courses with Ds (50%) in Mathematics and Physical Sciences
- One's personality and interests are important in terms of decisions about subject selection
- There are no “easy ” or “difficult” subjects –**only those which will help one to unleash academic potential** and in which a pupil can build and sustain enthusiasm
- Without interest and enthusiasm it is difficult to achieve well in any subject
- Consideration of how much **practical work** is involved in for example Visual Arts, Photography, Design, Music, Dramatic Arts is vital
- **Choosing for oneself** and not for others is important, not for teachers, parents or peers
- Find **the balance** between realizing one's unlimited potential and having a realistic attitude
- Consideration of the **teachers' opinions** about one's progress in a subject is very helpful
- **The girls are encouraged to read and research** continuously about personal development and how careers are evolving and being invented all the time
- Ask the school **counsellors** for individual assistance

A recent study by Harvard University concluded that the most important skills education can develop for the future include: thinking, research, communication, social skills and self-management. {Mail and Guardian February 2018}

Maxine Greene, a professor of education in the USA, explains that whatever subjects pupils choose in high school, the important issue is that the **subjects become the vehicle** for opening minds, developing critical analysis skills and enhancing the ability to **imagine different perspectives**, and thus a different way of questioning and understanding the world.

P.Norval Head of Life Orientation and School Counsellor

INTRODUCTION TO THE FURTHER EDUCATION AND TRAINING (FET) PHASE CURRICULUM

The FET phase comprises Grades 10, 11 and 12 and requires learners to take seven subjects, as follows:

FOUR CORE SUBJECTS (compulsory):

- Two languages, one of which must be a Home Language
- Mathematical Literacy **OR** Mathematics
- Life Orientation

THREE ELECTIVES, chosen from the other subjects offered by the school

Learners emerging from the FET band must:

- have access to, and succeed in, lifelong education and training of good quality;
- demonstrate an ability to think logically and analytically, as well as holistically and laterally;
- be able to transfer skills from familiar to unfamiliar situations.

It is envisaged that, at the end of this three year phase, a learner will be "... imbued with the values and act in the interests of a society based on respect for democracy, equality, human dignity and social justice as promoted in the Constitution ..."

The Importance of Assessment

Making judgements about the quality of what we are doing is part of the learning process, a natural part of curiosity and of the spirit of enquiry, and is true whether the context is the classroom or beyond.

Assessment tells teachers:

- which learners have problems, or have not yet achieved the outcomes;
- when to diagnose remediation or alter the teaching approach to help learners achieve the outcomes;
- which learners are doing well, are on the way to, or have achieved the outcomes;
- how learners are progressing;
- if there is a problem with the learning material or curriculum, which may be preventing the learners from achieving the outcomes;
- if there is a communication problem between the educator and the learners.

The information is also important to the learners as it tells them:

- in which areas they are doing well;
- in which areas they have problems;
- what they could be doing to improve their performance in weaker areas.

Parents are also expected to be involved in the assessment of their children.

Types of Assessment

It is essential that, among other things, assessment is always:

- **Transparent:** Learners are to know beforehand what they are expected to achieve, according to which criteria. In other words, they must have a clear understanding of the whole activity from the start and how they can recognize they have achieved their purpose. Learners also need to know when assessment will take place, and how it will take place.
- **Integrated into the learning process:** Assessment needs to be embedded into every aspect of the teaching and learning process.
- **Flexible:** The educator must use different methods of assessment so as to meet the different learning styles of the learners.

School-Based Assessment (SBA) / Continuous Assessment (CASS)

This is the process of gathering valid and reliable information about the performance of the learner on an **ongoing** basis against clearly defined criteria, using a **variety** of methods, tools, techniques and in **different contexts**.

Because each assessment cannot be totally valid or reliable by itself, decisions on learners' progress must be based on more than one assessment. This means that assessment is **ongoing** and **happens throughout the year**, and not only at specific times set aside for 'testing'. For this reason, **it is critical that learners attend school regularly and on every school day of the academic calendar**. Learners have to work consistently and steadily over an extended period of time.

In addition, school-based assessment makes use of a range of different assessment instruments/methods, providing learners with a range of opportunities to demonstrate knowledge, skills and values. These methods include traditional tests but projects, assignments and oral performances, amongst others, allow learners with differing learning styles the chance to be assessed fairly.

SBA / CASS forms 25% of the final mark learners achieve at the end of the year, while the final end-of-year examinations make up the other 75% of the promotion mark.

REPORTING IN THE FET BAND (GRADES 10 – 12)

A percentage and rating code will be given for each subject each term.

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

PROMOTION REQUIREMENTS FOR GRADES 10 – 12

Learners in Grades 10 to 12 will be promoted if they have:

- offered and completed the school-based assessment, practical assessment tasks (where applicable) and the end-of-year examination requirements in no fewer than seven subjects;

AND

- achieved at least **40% in three subjects**, one of which is at official Home Language level, and at least **30% in three subjects**, provided that the school-based assessment component has been submitted for the subject failed.

PROMOTION CRITERIA minimum percentage requirements that must be achieved	
Subject 1: Home Language	40%
Subject 2	40%
Subject 3	40%
Subject 4	30%
Subject 5	30%
Subject 6	30%

ENTRANCE REQUIREMENTS FOR TERTIARY STUDIES

Please note that these are the **minimum requirements**, and that each institution has additional requirements for particular courses. Achievement of these minimum requirements does not guarantee a learner's admission to any programme of study in higher education. The number of places at any institution is limited, and many thousands of applications are received annually. Learners should, therefore, always aim for the best results possible in their FET examinations.

1. MINIMUM REQUIREMENTS FOR ADMISSION TO THE **HIGHER CERTIFICATE**:

A National Senior Certificate, with a minimum of 30% in the Language of Learning and Teaching (i.e. English)

2. MINIMUM REQUIREMENTS FOR ADMISSION TO A **DIPLOMA**:

A National Senior Certificate), with a minimum of 30% in the Language of Learning and Teaching (i.e. English), and with **an achievement rating of 3 (40-49%)** or better in **four subjects** (excluding Life Orientation)

3. MINIMUM REQUIREMENTS FOR ADMISSION TO A **BACHELOR DEGREE**:

A National Senior Certificate, with a minimum of 30% in the Language of Learning and Teaching (i.e. English), and with **an achievement rating of 4 (50-59%)** or better in **four subjects**

NOTE:

In most degree programmes there is fierce competition for places, and acceptance is based on quotas and a points system.

Mathematical Literacy is recognised for acceptance to degree courses, except for programmes where Mathematics is a requirement.

SUBJECT CHANGES

Learners and parents should understand that, as SBA/CASS happens throughout the year and is a requirement for promotion, it is not advisable (and sometimes not even possible) for learners to change subjects during the academic year. The June examination mark, for example, is an integral part of the final year mark.

According to National Education Department policy, subject changes are allowed in the following instances:

GRADE 10	A learner may change a maximum of TWO subjects	Before 30 June
GRADE 11	A learner may change a maximum of TWO subjects, if the school deems it to be in the best interest of the learner	Before 31 March
	In exceptional cases a learner may change ONE additional subject at the end of Grade 11 change	Before 15 December of the Grade 11 year
GRADE 12	NO SUBJECT CHANGE IS ALLOWED in the Grade 12 year	Not applicable

Subject changes **must be avoided**, unless it is regarded as absolutely essential, in which case the following procedure will apply:

- The parent/guardian must apply for the subject change in writing to the school.
- The decision whether to effect the necessary subject change will be based on the learner history, the performance of the learner in the old subject and the reason for the change.
- Consultation will take place, where necessary, with the learner, parent/guardian, the subject teacher and the curriculum advisor in order to decide whether or not it is in the best interest of the learner to change a subject.
- If there is agreement regarding the subject change, the parent will be required to sign a memorandum of agreement with the school and subject teacher.
- Requests for the approval of subject changes must be submitted by the school to the WCED.
- In order to facilitate the administration of these applications, the requests for subject changes must be sent to the school at least one week before the dates indicated in the table above. The WCED requires us to adhere to these dates.

PLEASE NOTE: Due to these constraints, learners need to think very carefully when choosing subjects such as Mathematics and Physical Sciences.

If there is any possibility that you may have to change to Mathematical Literacy, you should not choose to do Physical Sciences.

(Bear in mind that Physical Sciences becomes very Mathematical in Grades 11 and 12)

ADDITIONAL SUBJECTS

Since the National Senior Certificate is a three-year qualification, each subject must be offered in Grades 10, 11 and 12. **Learners MAY NOT apply at the beginning of the Grade 12 year to register for an extra subject**, according to the prescripts of the Western Cape Education Department.

Mathematics and Mathematical Literacy

The choice between Mathematics and Mathematical Literacy should be based on purpose, career choice and guidance. The two subjects serve different purposes and Mathematical Literacy should not be regarded as a form of watered-down Mathematics.

The call for ‘Mathematics for all’ should be seen as reasonable and appropriate because we have to accept that everyone can learn mathematics and deserves the opportunity to do so. However, a look at the history of mathematics in society will show that mathematics was seldom an activity that had enjoyed broad participation.

But while all learners need mathematics, **not all need the same kind of mathematics.** What content is used must be inextricably tied to purpose.

The traditional view of Mathematics is captured by the NCS for Mathematics (Grades 10-12). **“Mathematics is a discipline in its own right and pursues the establishment of knowledge without necessarily requiring applications in real life. Competence in Mathematics process skills such as investigating, generalising and proving is more important than the acquisition of content knowledge for its own sake.”** “Mathematics, seen in this way, is clearly important as a foundation for those with an interest to pursue work and further study in fields that require mathematics such as science, engineering and finance.

Mathematical Literacy, on the other hand, has been introduced as part of the field of mathematics at the FET level for a very different purpose to that of Mathematics. It is about helping people to participate more fully in the choices that affect their lives and to take charge of their own experiences as self-managing individuals and critical citizens in a democracy. So through Mathematical Literacy individuals will, for example, be able to engage more meaningfully in discussions with employers over what constitutes fair wages and conditions of service, or even participate in national debates on issues such as health, crime etc. Mathematical Literacy may also help individuals to pursue academic fields where quantitative arguments and literacy are used and are required.

The major challenge in moving towards quality mathematical experience for all is to ensure that all learners are able to make progress in the field of mathematics without being over-challenged or under-challenged. Although Mathematical Literacy is seen by some as being of lesser cognitive demand than other subjects, there is now a strong shift towards exploring and understanding diverse authentic content through the use of mathematical concepts. This has significantly increased the cognitive demand of the Mathematical Literacy examination.

Learners need to make the choice between the two forms of mathematical experiences not on the basis of perceived level of difficulty between these two subject but rather based on purpose and career choice and guidance.

From "Mathematical Literacy: Its Role and Purpose in the School Curriculum." by Professor John Volmink.

Notes

1. Learners may never change from Mathematical Literacy to Mathematics. They can change from Mathematics to Mathematical Literacy at certain times until the end of Grade 11, but then the learners must be prepared to spend extra time catching up on missed work.
2. Mathematics is compulsory for learners who take Physical Sciences.
3. Advanced Program Mathematics is offered to those who need extension in Mathematics. Grade 10 work is done in class but lessons take place out of school hours in Grade 11 and Grade 12.



PHYSICAL SCIENCES

*“The subject, Physical Sciences, focuses on **investigating** physical and chemical phenomena through **scientific enquiry**. By applying the scientific theories, models and laws, it seeks to **explain** and **predict** events in our physical environment. This subject also deals with society’s desires to understand how the physical environment works, how to benefit from it and how to care for it responsibly.”*

-Extract from the National Curriculum Statement on Physical Sciences

Physical Sciences learners need to develop competence in the following three focus areas:

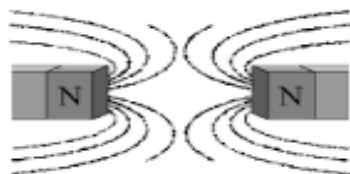
- 1. Scientific enquiry and problem solving**
 - *These skills and processes are similar to those used by scientists at work.*
- 2. Construction and application of scientific knowledge**
 - *This refers mainly to content, as laid out in the curriculum (see below).*
- 3. The nature of science and its relationship to society**
 - *This is aimed at making learners environmentally and socially aware.*

Physical Sciences learners will have access to:

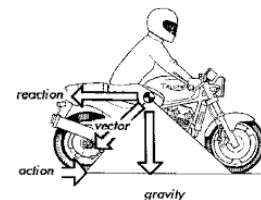
- Academic courses at tertiary institutions, professional career paths related to sciences and engineering as well as vocational career paths.

The Physical Sciences curriculum includes:

Topic	Grade 10	Grade 11	Grade 12
Mechanics	Motion in one Direction; Gravity and Mechanical Energy	Vectors in two Dimensions; Newton’s Laws	Momentum and Impulse; Vertical Projectile Motion; Work, Energy and Power
Waves	Transverse and Longitudinal Waves; Loudness and Pitch of Sound Waves; Ultrasound; the Electromagnetic Spectrum	Geometrical Optics; Diffraction	Doppler Effect
Electricity and Magnetism	Magnetism; Electrostatics; Electric Circuits	Electrostatics; Electromagnetism; Electric Circuits	Electric Circuits; Electrodynamics

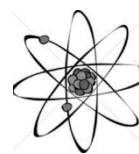


PHYSICS: EXAM PAPER 1

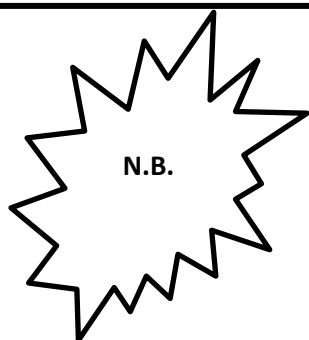




CHEMISTRY: EXAM PAPER 2



Topic	Grade 10	Grade 11	Grade 12
Matter and Materials	Classification of Matter; The Atom; The Periodic Table; Bonding	Chemical Bonding; Intermolecular Forces; Ideal Gases; Stoichiometry	Organic Molecules and Macromolecules; Reactions; Physical Properties; Optical Phenomena
Chemical Change	Physical and Chemical Change; Reactions in Aqueous Solutions; Quantitative Aspects	Energy and Change; Reaction Types	Reaction Rates and Equilibrium; Acids and Bases; Electrochemical Reactions
Chemical Systems	The Hydrosphere	The Lithosphere	Chemical Industries



N.B.

Your MATHEMATICS as well as your ENGLISH mark in Grade 9 is as important as your Natural Sciences mark. This will give an indication of your ability to cope with the intense requirements of Physical Sciences. Most of the work taught in Physical Sciences requires a sound understanding of Mathematical principals and as most questions in Physical Sciences are application-type questions, your English ability is an important factor too.

It is inadvisable to take Physical Sciences with the idea that if you cannot cope, you can change to another subject later. This creates over-crowding in other classes, which have been carefully planned and balanced.

Please speak to the Physical Sciences Head of Subject, Mr Graham Reggiori, if you are uncertain in your decision or any of the other Physical Sciences educators, Mrs Tracey Henry and Kyla Thompson.

We want you to make the best decision for yourself.

LIFE SCIENCES

Grade 10

Of all the three years of Life Sciences, this is the most challenging one. It is a big jump from Natural Sciences in Grade 9 to taking a part of Natural Sciences, i.e. Life Sciences and specialising in the subject. Learners find the **Plant Physiology** section the most challenging, but the syllabus becomes friendlier as the learners learn about aspects of the **human body** which they are able to relate to. These include topics such as the Circulatory and Skeletal system. Learners learn about heart attacks, strokes and other interesting topics such as cloning and blood types. The key word of advice in the grade 10 year is PERSEVERANCE. The aim should be to improve the term mark gradually from term one to term four.

Grade 11

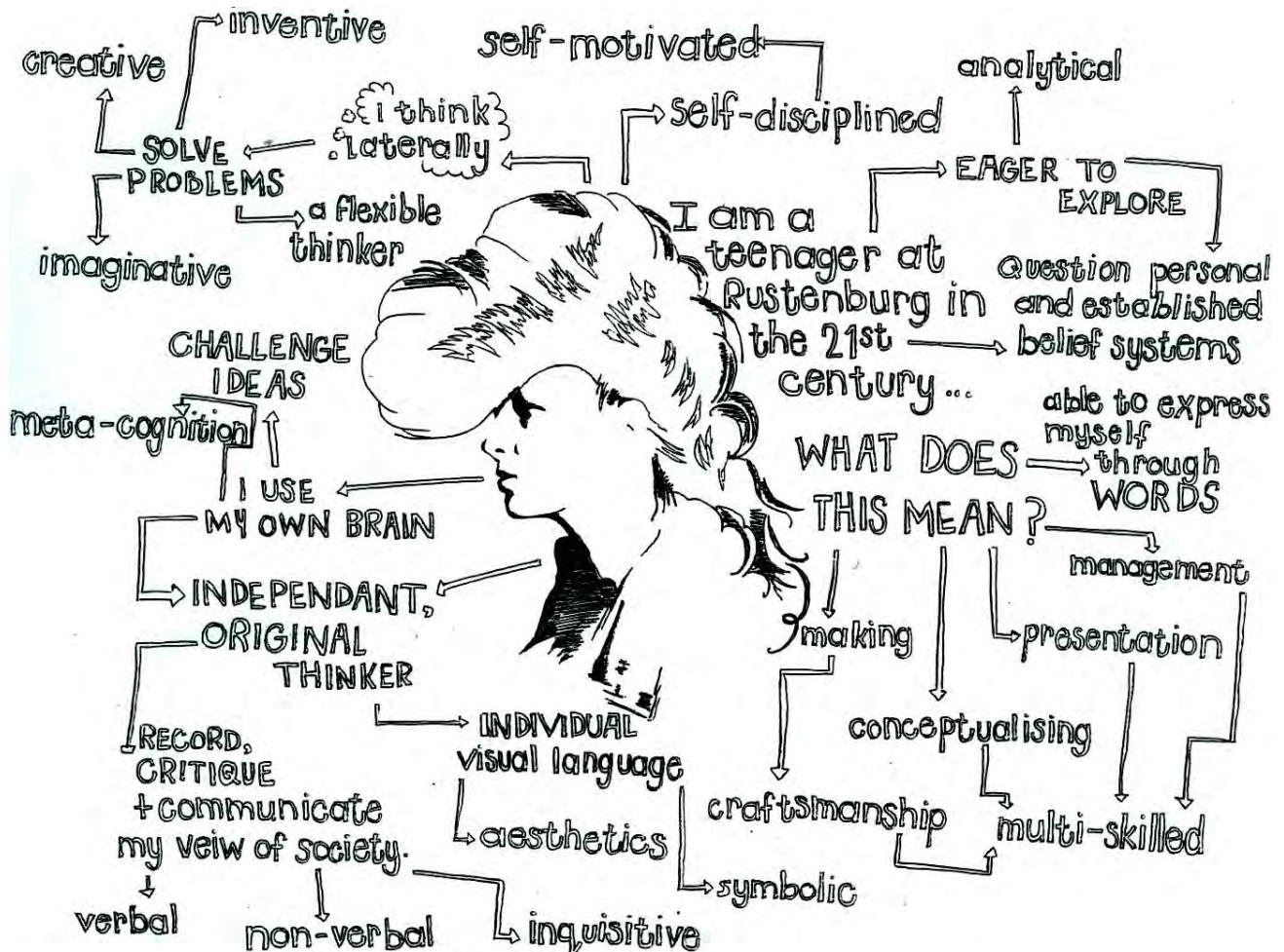
The grade 11 syllabus has only two **plant chapters** and learners enjoy this. The syllabus comprises some chapters on the human body such as gaseous exchange and breathing, as well as digestion and excretion. Learners “find themselves”. They have now developed and know the “language” that is used in Life Sciences and the various aspects that are important, such as how to answer tests and how to conduct experiments. The key word of advice is CONSISTENCY.

Grade 12

This is the year when learners blossom. This is the most interesting syllabus out of all the three years. There are two factors which lead to learner success. Firstly, learners have had more time to adjust to the demands of the subject. Secondly, the syllabus has so many interesting topics which relate to the human body and learners are stimulated and want to do well. Topics range from **DNA , Genetics and Inheritance, Cloning to Human Reproduction and The Nervous System**.

The key words for success is PERSEVERANCE and DETERMINATION.

VISUAL ARTS



WHAT IS VISUAL ARTS?

The Visual Arts represent a broad field of creative practice that involves the eye, the hand, the intellect, the emotions and the imagination. It enables learners to become visually literate, explore, analyse, critically reflect on and express personal understandings of their world through making their own artworks in a variety of different ways.

WHY IS VISUAL ART IMPORTANT?

The subject Visual Arts opens up an exciting world of creative and personal development. It enables learners to think literally, be flexible and versatile while at the same time be able to work in an independent, self-disciplined and organized manner.

The Visual Arts have a critical role to play in South African society. Through the Visual Arts, artists are able to record, critique and communicate their view of society and times in which they live. This enriches the process of understanding the past and constructing a new sense of individual and national identity.

WHAT DO YOU DO IN VISUAL ARTS?

Visual Arts offers a range of studies structured to challenge learners intellectually and emotionally, stimulate critical thinking and the creative imagination.

Practical work centers on a range of techniques and subjects, and include drawing, painting, printmaking, sculpture, mixed media, photography and multimedia.

Visual Culture Studies (Art History/ Theory) provides learners with a theoretical framework and includes South African, Pan-African Art and global studies. Theory cannot be seen in isolation and is integral to all Visual Arts practice. Visual Culture Studies implies that learning is not just an acquisition of knowledge, but rather the understanding and the creative use of knowledge. We engage with artworks and photographs from a range of different cultures which enables us to analyse our own cultural attitudes and values in relation to those of other cultures.

EDUCATIONAL AND CAREER LINKS

Learners who select Visual Arts in the FET Band will be able to make informed choices about vocational, career and higher education opportunities in a number of fields of creative practice. The Visual Arts are inclusive and provide multiple opportunities for challenged learners to achieve their human potential and become economically independent. The emphasis on self-discipline and independence, flexibility, practical skills, critical thinking and creative approaches to problem solving ensures that all Visual Arts learners acquire essential lifelong skills, regardless of what career choices they eventually make. Visual Arts offer many career options both in the formal and informal sectors, ranging from arts management and marketing, architecture; craft, education, heritage and conservation, journalism, photojournalism, curators (museums and galleries), publishing, television, theatre and film industries to visual arts practitioners. Visual Arts also provides learners with many life skills and general enrichment that is invaluable to *any* career choice, not just in those in the arts sector.

You may take Visual Arts OR Visual Arts Photography AND Design but not both Visual Arts and Visual Arts Photography as the History of Art syllabus is the same.

If you have not taken Art in grade 8 and 9 then you will need to submit an entrance portfolio in order to be considered for Art in grade 10.

Visual Arts Photography

WHAT IS VISUAL ARTS PHOTOGRAPHY?

The study of visual arts through a combination of theory and practical work. The theory component includes the study of Visual Arts and Photography in the past and present in both African and international contexts; thereby exploring the inter-relationship between art and society. As a Fine Arts course, the medium of photography is explored in combination with other Fine Art making mediums such as drawing, painting, photomontage and mixed media. The learner must be committed to the discipline of sketchbook process work, visual diary exploration and the experimentation with other art mediums and processes. Photography is not taught as a commercial subject.

WHAT DO YOU DO IN VISUAL ARTS PHOTOGRAPHY?

Visual Arts Photography offers a range of studies structured to challenge learners intellectually and emotionally, stimulate critical thinking and creative imagination. Each learner will be encouraged to develop their own creative eye. The focus is on Photography as a Fine Arts medium and not

Practical work combines a solid foundation in both the technical and creative aspects of photography together with the relevant computer skills, drawing and mixed media techniques to enable learners to produce creative artworks. The emphasis is on exploration and then resolution into final works.

Visual Culture Studies (Art History/Theory) is the same as the Visual Arts curriculum. Learners are encouraged to engage with artworks and photographs from a range of different cultures which will enable them to analyse their cultural attitudes and values in relation to those of other cultures.

In Grade 10 the focus is on establishing basic photographic skills and techniques. Grade 11 focuses on becoming more experimental in terms of practical projects and aims to balance technical skills with conceptual approaches to photography. Grade 12 encourages learners to be mature and have the skills to explore their particular strengths in terms of photography. Projects are open ended and involve a strong sense of self-discipline.

Career Opportunities

Visual Arts Photography in the FET band enables learners to make informed choices about higher education and career opportunities in the creative field. Career opportunities may include photography, photo journalism, art direction, design, marketing and education.

If you have not taken Art in grade 8 and 9 then you will need to submit an entrance portfolio in order to be considered for Photography in grade 10.

DESIGN

WHAT IS DESIGN?

Design is what makes the world around us function and the way in which we try to shape our environment. It is how we meet the needs of our world - the clothes we wear, the cars we drive, the buildings we live and work in. Design is not just about 'style'! Design is concerned with issues of purpose, function and aesthetics in shaping the social, cultural and physical environment.

Design is an intellectual tool; **a way of thinking** that can develop the human potential of an individual *and* revive a nation's economy. It is an approach to life: an attitude that can make a community self-sufficient. Correctly used, it builds self-confidence as it can turn workers into entrepreneurs that compete locally and on the internationally.

WHAT MAKES A DESIGNER?

Design is for creative, adaptable, curious, questioning, open-minded learners who are able to see the world differently. Learners are made aware of the purpose and aesthetics of design in society. They will be able to make a productive contribution towards shaping the world in which we live by understanding and exploring the links between Design, human needs, social justice and environmental sustainability. Learners become visually literate, design literate and culturally literate. They develop specific practical and theoretical skills, knowledge and values that will enable them to participate and succeed in an economically complex society as designers and critical users of the products of design. They will be taught to interpret a client's brief and develop the necessary problem solving skills including time management.

WHAT DO YOU DO IN DESIGN?

Learners develop practical and theoretical skills that enable them to: explore different ways of thinking and knowing; be aware of and sensitive to the world in which we live; be innovative, versatile and flexible and able to work independently, or in a team. Design provides multiple opportunities for learners to achieve their human potential and become economically independent.

Design is a creative, emotional and intellectual process that requires practical and theoretical skills and knowledge in order to plan, conceptualise, visualise, research, make, innovate and reflect in response to a design problem or brief. The course therefore consists of both Theory and Practical components that are closely linked.

PRACTICAL

The practical courses and examples of ideas for practical projects are as follows:

- **Visual Communication Design:** - typography including designing your own alphabet, corporate ID's, awareness campaigns and advertisements.
- **Product Design:** - design and make a shoe, a paper dress or a chair or a garment for a specific site or occasion
- **Surface Design:** - wallpaper designs and fibre and fabric manipulation.
- **Environmental Design:** - design interiors, lighting or an event.

DRAWING, DRAWING, DRAWING and more DRAWING!

Drawing is crucial to the design process and is a serious discipline in the life of a design student. It is as important for Design as it is for Visual Art. Each Design student must have their own A3 designer's workbook that records the development of ideas and the design process, and a Visual Diary containing their weekly drawings. Learners need to commit to attending at least four life drawing sessions each year. These sessions are held in the afternoons after school in first and third term only.

THEORY

Design Theory is known as **Design in Context** and is divided into three focus areas:

- **Design Literacy**
- **Design in a Social/Environmental Context**
- **Design in a Business Context**

Within these sections we explore an exciting range of South African Design, Pan-African Design and International Design. Basically we study Global Design – design in different societies and cultures, past and present.

There is an equal mark weighting for the practical and theory components of Design.

EDUCATIONAL AND CAREER LINKS

Design skills, knowledge and values create versatile and thoughtful learners who have developed essential lifelong skills, regardless of what career choices they eventually make. The Design Industry and allied fields such as Business, Commerce and Services, Human and Social Sciences, Manufacturing, Engineering and Technology offer many career options for the young designer, both in the formal and informal sectors.

The range is vast : trend forecasting, advertising, digital and graphic design, computers, information design, illustration, packaging, photography, teaching, craft, ceramics, jewellery, textiles, fashion, furniture, interior design, industrial design, landscape design, architecture, engineering, marketing, design education and research, heritage and conservation, curators (museum and galleries), television, theatre and film industries, display design, events design, theatre and set design, marine design and boat building. The list is endless.

If you have not taken Art in grade 8 and 9 then you will need to submit an entrance portfolio in order to be considered for Design in grade 10.

German Second Additional Language

(Foreign Language)

Purpose:

Multilingualism, Communication, fostering cultural and linguistic respect and understanding, and career opportunities, potentially in one of the 600 German firms in SA, offering 90 000 jobs.

German is offered as an Elective at Second Additional Language and is one of the approved subjects for University Entrance. At Grade 12 FET level it is examined by the IEB (Independent Examination Board), but is managed by the WCED and the Department of Basic Education. These IEB examinations form part of the National Senior Certificate and are written during the NSC Examinations. The results appear on the Matriculation Certificate.

The FET syllabus has very interesting themes and literature is studied at a basic content level. There are two Examination papers of 2 hours each:

Paper 1: Unseen reading comprehension (60)
Literature (poetry, short novels, short stories) (40)

Paper 2: Writing (short functional pieces and one longer piece) (60)
Grammar (40)

Two themes are prescribed for intensive study each year. For 2017 - 2019 they are Careers/Jobs and Travel/Tourism (Grade 12), German Living, the Environment and The Youth (Grade 11) and School and Every Day activities (Grade 10). Other themes studied are: Identity, Sport, Family, Weather, Media, Shopping and the City, Eating and Drinking, Transport, Illness and Exchange Programmes. Grade 10s may participate in the Olympiad, from which top achievers are selected to receive a scholarship to visit Germany for four weeks, all expenses paid.

The Oral component is 25% (100 marks) of the total mark and divided into Listening Skills (30) and Speaking Skills (70). Oral texts are studied, presented and discussed in the examination. Role-Play and Guided Conversation (interviews) complete this examination. Learners can do very well in this section, especially those who participate in the FSA-Youth Exchange with Germany.

The SBA marks (100) are obtained from 10 tasks completed during the year. These are comprised of the two papers in the preliminary examinations (September Grade 12 and June for Gr 10 and 11), 5 Writing pieces (some literature- based) and 3 Tests (Literature/Grammar/ Functional Writing).

Educational and Career Links

Being able to communicate in a foreign language is a most valuable skill, even at a basic level. Rustenburg takes part in the FSA Youth Exchange and our girls are always excited to use German and learn much more. We have had 15 learners on exchange recently. No matter what job or career one finally has, there are always opportunities for international dialogue and exchange of personnel, ideas and skills through the advance of technology. Recently firms have approached us with a view to offering learners with German in Grade 12 jobs after matric. "The development of entrepreneurship depends on the learner's competency. In the highly competitive technological world, access for the learner is determined by communicative competency. **Language is a gateway subject.**" (NCS SAL p.12)

A FOREIGN LANGUAGE WILL EQUIP YOU FOR LIFE AND FOR LIFE-LONG LEARNING!

DRAMATIC ARTS

All parents of FET (Grade 10 – Grade 12) Drama pupils must accept the Terms and Conditions of after-hours tuition and assessment. Please email Mr Skelly directly in order to receive these:

skellya@rghs.org.za / sir.skel@gmail.com

Dramatic Arts contains **NOTIONAL TIME**. This is the concept that the minimum curriculum requirements cannot be covered only during conventional school lessons. Memorisation and **ongoing rehearsal work within a cast** is integral to the subject. Cast members all have to be available together for lengthy periods of time in order for meaningful creative progress to be made.

Grade 10 Drama lessons in 2019 will be held in Rustenburg's Drama Studio each Tuesday afternoon, from 15h00 – 17h00.

Drama girls enrol for 6 months at a time. They may choose to leave after 6 months, but may not join after missing 6 months. Rather try, than live with the regret!

You do not need to have studied Drama in Grade 9 in order to join Senior Drama.

DRAMATIC ARTS



Drama is a unique subject. Practical and performance work **counts half** of the learners' result each term. The more you rehearse, the more you achieve.

In Drama you get to **practise your assessments before the count** for marks. You will be advised how to improve, grow and develop.

Drama is **all about people**, their feelings and their relationships with others.

Of course you should study Drama! There are not many subjects that allow you to become someone else and to understand what it must be like to live a different life and experience new emotions. It is a richly rewarding and utterly human discipline.

Rustenburg actresses excel. The 2017 Matric Drama class achieved an **aggregate of 88,6%** and Alex Jeaven received 100%, making her the top performing actress in the Western Cape.

DRAMA DEVELOPS LEADERSHIP

working effectively within a group
achieving collective goals as a team

using the imagination to solve problems
strong oratory and public-speaking skills

appreciating the emotions of others
Confidence, self-awareness and self-belief

SOME TOPICS FOR STUDY INCLUDE:

Three-dimensional characters

George Bernard Shaw

The Box Set stage design

American Actor's Studio

Contemporary stage design

Surrealism

Impact of World Wars on art

Intertextuality

Woza Albert! (script)

Protest Theatre

Creating an anti-hero

The "well-made play"

Stanislavski's System

Lee Strasberg and the Method

Expressionism

Postmodernist boundaries

"Supermarket of Style"

Pastiche

Nothing But the Truth (script)

Workshop Theatre

Subtext and emotional depth

First director in history

Look Back in Anger

Modern artistic principles

Dadaism

Philosophy of Nietzsche

Death of the author

Top Girls (script)

Grotowski's Poor Theatre

Satire

RECENT OLD GIRL ACTRESSES



Jodi Balfour (Matric 2004)



Gabriella Pinto (Matric 2007)



Buhle Ngaba (Matric 2008)

HOW DO YOU KNOW IF YOU'RE A 'DRAMA GIRL'?

- You enjoy working with people. Most of the practical tasks in Drama are performed within casts.
- You like camaraderie and negotiating creative ideas.
- You find the thought of acting in front of a live audience thrilling and exciting.
- You enjoy English Literature and like reading – all of the prescribed scripts for study are in English.
- You have a strong and vivid imagination.
- You love attending professional shows and productions at the Baxter, Artscape and Fugard Theatre, for example.
- You would benefit from additional academic stimulation and rise to the occasion when challenged intellectually.
- You want to improve your school testimonial and enhance your university/college application.
- Your parents are involved and supportive. They want you to develop culturally and would be proud of watching you act.

MUSIC



Choosing Music as a subject in Grades 10 – 12 is not only beneficial for those who wish to follow a career in music, but can influence one's capacity for careers in several other disciplines, such as architecture, engineering, history, law, literature medicine and many others, besides developing a lifelong hobby. It also promotes a holistic subject choice that embraces an appreciation of the arts, so essential to our existence. South Africa's diverse and dynamic cultural heritage is one of its richest and most important resources, and the growth of the music industry has great economic potential for the country. Music in the FET Phase takes cognisance of this and prepares the pupil in the current musical trends.

The CAPs curriculum offers schools the opportunity of specialising in one of three streams: Western Art Music (WAM), Jazz or Indigenous African Music (JAM/IAM). Rustenburg specialises in the WAM stream, but introduced the Jazz stream from 2018 in Grade 10. Music as a subject is divided into three learning objectives:

1. Music performance and improvisation (Development of skills in solo and ensemble performance and the development of skills in improvisation.)
2. Music literacy (Music theory and notation, aural awareness of theory, sight-singing, harmony and knowledge of music terminology. Music technology, now on new Apple Mac computers will also be introduced, using the Sibelius music notation programme and Garage Band, a music sequencing/composition programme.)

3. General music knowledge and analysis (Form and structure, history of Western art music and their composers, music genres and the South African music industry.)

Requirements:

A minimum level of at least Grade 5 by Grade 12 is required on a practical instrument and in theory. In Grade 10, Grade 3 is therefore the minimum entrance level on all instruments and in theory. The preferred entrance requirement is the Creative Arts: Music Specialised Pathways' course in the GET phase in Grades 8 and 9, with above-average achievements in all sections of the work. A pass with merit in an external practical and theoretical examination is recommended.

Choose music as a subject if you meet the above requirements and you will never be disappointed.





ACCOUNTING

Grade 10 Subject Choice



The subject, Accounting, develops learners' knowledge, skills, values, attitudes and ability to make meaningful and informed personal and collaborative financial decisions in the economic and social environments. This is a very broad view of the purpose. More specifically, there are a number of very important skills that a subject like Accounting is able to develop.

The curriculum requires accounting learners to be able to:

- **Organise and manage one's own finances correctly, responsibly and effectively;**
- **Develop critical, logical, and analytical abilities and thought processes to enable learners to apply skills to current and new situations;**
- **Record, analyse and interpret financial and other relevant data to make informed decisions;**
- **Apply principles to solve problems in a judicious and systematic manner in familiar and unfamiliar situations;**
- **Develop the ability to identify and solve problems in the context of the various fields of Accounting;**
- **Present and/or communicate financial information effectively by using generally accepted accounting practice in line with current developments and legislation;**
- **Develop and demonstrate an understanding of fundamental accounting concepts;**
- **Relate skills, knowledge and values to real-world situations in order to ensure the balance between theory and practice; to enter the world of work and/or to move to higher education; and to encourage self-development;**
- **Develop the following characteristics: ethical behaviour, sound judgement, thoroughness, orderliness, accuracy, neatness; and**
- **Manage confidently the demands of an Accounting profession.**

In order to develop the above mentioned skills and abilities, an extensive and relatively demanding curriculum is followed. The curriculum includes the following spheres of Accounting:

1. ***Financial Accounting***
2. ***Managerial Accounting***
3. ***Management of Resources***

The subject Accounting has moved away from financial accounting exclusively, to include managerial accounting, internal control and auditing. The subject encompasses accounting knowledge, skills and values that focus on the financial accounting, managerial accounting and auditing fields. These fields cover a broad spectrum of accounting to prepare learners for a variety of career opportunities such as **actuary, chartered accountant, cost accountant, financial advisor, financial manager, tax consultant, Accounting teacher and lecturer, business manager, entrepreneur** and many more. Learners will be exposed to more areas of the Accounting industry, thus making the school curriculum more relevant in the real world.

Accounting skills are closely related to arithmetic skills. Either **Mathematics** or **Mathematical Literacy** can be taken in combination with high school Accounting, as the syllabus requires that a learner has to have a good grasp of basic numeracy in order to face the challenges of the subject. **Mathematics is, however, a compulsory requirement for further studies in Accounting at all tertiary institutions.**

The curriculum defines Accounting as a subject that focuses on measuring performance, processing this information and then communicating financial information about economic sectors.

The discipline ensures that principles such as ethical behaviour, transparency and accountability are adhered to, a very topical issue in the news media at present. It deals with the logical, systematic and accurate selection and recording of financial information and transactions, as well as the compilation, analysis, interpretation and communication of financial statements and managerial reports for use by interested parties.

The FET syllabus content has been expanded beyond just the mere processing and interpretation of historical financial data and information, into the realms of managerial accounting (which is forward looking in nature) and into the efficient, effective, and ethical management of resources. Learners will need to expand their experiences of the subject beyond just simply the recording and processing functions. Bookkeeping has been included in the syllabus to provide a basis for understanding, as the bookkeeping process is a means to an end, not an end in itself. It is actually the financial statements that are the end-product of the Accounting process. It is therefore essential that studies in the subject ultimately focus on the appropriate use of the financial information, such as providing the relevant stakeholders such as directors and shareholders with relevant and timely information on which to base important decisions.

Accounting develops knowledge, skills, values, attitudes and the ability to make meaningful and informed personal and collaborative financial decisions, in economic and social environments. The knowledge, skills and values must address and underpin the constitutional goals of South Africa. To meet the requirements of a multicultural and democratic environment, financial, cost and managerial accounting and auditing serve as a framework to capture the essence of Accounting and should be seen as a starting point for further development within this subject.

The Accounting curriculum for **Grade 10** is very relevant to the needs of learners providing them with the necessary skills for success in modern times. The balance of topics includes financial accounting, managerial accounting, managing resources, accounting principles, internal control and business ethics. The **Grade 10 syllabus** focuses on **sole traders** relating to modules on indigenous and informal bookkeeping, cash journals, credit sales and allowances, credit purchases and allowances, the general journal, taxation and value added tax, salaries and wages, final accounts, financial statements, manufacturing, cash budgets, ethics and internal control.

The Accounting curriculum for **Grade 11** encourages learners to adopt a questioning approach to the subject which will be of benefit in their personal lives as well as their future careers. The **Grade 11 syllabus** focuses on **partnerships & sports clubs** consisting of modules relating to reconciliations, fixed assets and asset disposal, partnership concepts and ledger accounts, financial statements of partnerships, sports clubs concepts and ledger accounts, value added tax, manufacturing, cash budgets, inventory systems, internal control, auditing and business ethics.

The Accounting curriculum for **Grade 12** remains relevant to the needs of learners. The topics covering financial accounting, managerial accounting, auditing, corporate governance and business ethics will serve learners well, both as a general life skill or in preparation towards further study and a career in one of the many fields of accounting. The **Grade 12 syllabus** focuses on **companies** and shares relating to modules on company concepts and ledger accounts, financial reporting, cash flow, analysis and interpretation, audit reports, ethics, corporate governance and professional bodies, fixed assets, close corporations, internal control and auditing, inventory, reconciliations, value added tax, manufacturing and budgeting. A big emphasis in Grade 12 is analysis and interpretation in all sections of the syllabus, which requires a good understanding of the work previously studied in Grade 10 and 11.

If you are passionate about Mathematics, good with numbers, have an analytical mind and enjoy problem-solving then Accounting is the subject for you!

Mr G. Marneweck, Head of Accounting

Consumer Studies

Consumer Studies teaches learners about responsible and informed consumer behaviour in respect of food, clothing, housing, furnishings and household equipment. Consumer Studies aims to teach learners to make informed decisions, and to make optimal use of resources, to improve human well-being. In the practical component of the subject learners have an opportunity to learn how to produce market ready products.

Career options

- Consumer services and events management.
- Marketing and management.
- Public relations and media
- Product development and quality assurance.
- Advertising or public relations officer.
- Journalism. Writing of reports articles for printed and electronic media.
- Research in all Consumer Studies fields and topics.
- Dietician – expertise regarding healthy eating habits and adaptation of diet according to consumer needs.
- Clothing or fashion industry
- Housing – Interior design, interior decorator, ergonomic design or work spaces.
- Hospitality industry. Guest house management, catering and hotel services.
- Blog services.
- Education and training.

Consumer Studies

Subjects covered

- Entrepreneurship
- Food and Nutrition
- Housing and Interior design
- Clothing and Textiles
- Housing and Interior design
- Practical skills in food preparation



Skills for the 21st Century

- Problem solving
- Communication
- Life-relevant learning
- Critical and Creative thinking
- Effective transfer of knowledge
- Application of practical skills
- Life-long learning
- Entrepreneurial skills
- Sustainable consumption
- Collaboration



Formal assessments required for grade 10, 11 and 12

Term One	Term Two	Term Three	Term Four: Promotion mark
<ul style="list-style-type: none"> • Test 75 % • 3-4 Practical tasks 25% 	<ul style="list-style-type: none"> • Midyear exam 75% • 3-4 Practical class work 25% PAT 1 not included in mark. 	<ul style="list-style-type: none"> • Test /Open book 75% • 3-4 Practical tasks 25% 	<ul style="list-style-type: none"> • Term 1 +2 + 3 = 300/ 3 = 100 • PAT 1 + 2 = 100 • Examination = 200 • = 400/4 =100



GEOGRAPHY

Don't take Geography if you want to know what the capitals of the world's countries are. Don't take it if you're interested in the major imports and exports of Tajikistan. And stay away from Geography if you like knowing the location of major rivers, mountains and deserts. These things are not Geography. They may have been half a century ago. But this is not what Geography is today.

Geography is the biggest, most relevant, most future-focussed and dynamic subject there is. You literally study everything there is on planet earth – both the natural elements and the human. It encompasses elements of Biology, History, Economics, Mathematics and huge chunks of Science. It is also both a practical and a deeply philosophical subject.

The subject matter is diverse – everything from tropical cyclones to volcanoes, from the dynamics of cities, to population pyramids and a lot more...



The REALLY important stuff you learn in Geography ...

Geography gives us a 'zoom lens' to think with. Accomplished Geographers can consider problems and issues on a variety of different, intersecting scales – from the local to the international – to see how things fit together.

Geography boosts your brain by enabling you to shift up and down in order to consider both the details and the broad trends. Studies in globalization, development, climatology, population trends and urbanization are all examples of this.

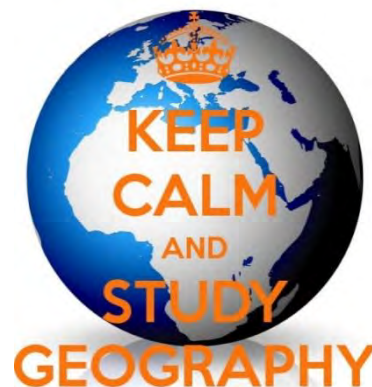
Geography gives you a sense of how everything fits together and is connected with everything else. From a delicate eco-system to the workings of an economy (and

everything in-between) – no one thing can be looked at without looking at the bigger picture. All of us are a part of one gigantic whole and we are connected to all the parts of it. If you wanted to give a modern definition of Geography, you would talk mainly about how we study connections.

Another important theme that runs through Geography is the idea of BALANCE. Nature always tries to find a balance. Wind equalizes pressure, a river grades itself to find a balance and trees grow bigger to recycle increased carbon dioxide levels in the atmosphere. Everything in nature strives for harmony and equilibrium... except us.

A quote from a past Geography student, *“I believe it accurate to say that Geography lays down the groundwork to both cope and excel at university in a range of courses both in terms of skills and knowledge. Content aside, the skills Geography inculcated are invaluable. Critical thinking about the world and society was one of these, but also and somewhat surprisingly, I think map-work was really useful in teaching the logical thinking needed to answer questions about the function of towns, trade, and economic activity in relation to settlements and landscapes. I’ve called on this way of thinking a lot”*.

A recent study on “Unemployment Issues” in the UK revealed that Geography and Psychology graduates had a better than average chance of getting employed. The experts said that **studying Geography arms graduates with a mix of skills employers want to see as the** degree helps develop a whole range of employability skills including numeracy, teamwork through regular field trips, analytical skills in the lab and a certain technical savviness through using various specialist computing applications. Also, the subject area in itself cultivates a world view and a certain cultural sensitivity. These all potentially help a geographer to stand out in the labour market.



With thanks to: seanhamptoncole.wordpress.com/2014

FRENCH SECOND ADDITIONAL LANGUAGE

Purpose:

Multilingualism, communication, fostering cultural and linguistic respect and understanding within the “global village”, and career opportunities.

French is offered as an elective at second additional language level and is one of the subjects on the university approved designated list. At FET level, French is examined nationally by the Independent Examinations board (IEB). It is, however, managed by the WCED and the Department of Basic Education. These IEB examinations form part of the National Senior Certificate and are written during the NSC final examinations. The results appear on the matriculation certificate issued by the WCED.

Syllabus:

The FET has very interesting themes and literature is studied at a basic content level. The teaching style is modern and focuses on communication. There are two examinations of two hours each:

- PAPER 1: Unseen reading comprehension (60 marks), Literature (poetry, novel) (40 marks)
- PAPER 2: Writing (40 marks)
- The Oral part is very important and represents 25% or 100 marks of the total mark for French. It consists of: listening skills (30 marks) and speaking skills (70 marks). Oral texts are studied and sections are discussed in the oral examination. The candidates are also questioned on their prescribed literature set works. Role play and conversation (interviews) complete the examination.

Educational and Career Links:

“Changes to the world and the job market mean polyglots have better chances when looking for employment than those who speak only one language.”
(Sunday Times 5/04/12)

Being able to communicate in a foreign language is a valuable skill, even at a basic level. Regardless of the job or career one finally has, there are always opportunities for international dialogue and exchange of personal ideas and skills through the advance of technology because the world has become smaller. The knowledge of a foreign language can only enhance any degree a learner may acquire in the future.

“The development of entrepreneurship depends on the learner’s competency. In the highly competitive technological world, access for the learner is determined by communicative competency. Language is a gateway competency” NSC SAL p12.

A foreign language will equip you for life and for life-long learning.

HISTORY

NAME:

B:

YES or

NO

Undecided

Are **YOU** thinking of taking **HISTORY** in 2019, 2020 & 2021?

Prepared by Mr C. van Dyk for the Grade 9 History Parent-learner evening 2018

Should I choose to study History from Grades 10 to 12?

Make an informed choice.

Answer the 10 Questions below.

If you have ticked "YES" for 8 or more of your answers, then you should choose this learning area because it definitely appeals to you.

Should I take HISTORY for the next three years?

Question 1

Do YOU see yourself as an independent thinker, who is open-minded and enjoys problem-solving?

Do you enjoy expressing your opinions with the support of evidence? YES or NO



Question 2

Do you enjoy watching and commenting on historical films and documentaries? YES or NO



Question 3

Do YOU value democracy, equality, human dignity, human rights, women's rights and social and environmental justice? YES or NO



Question 4

Do YOU enjoy studying human behaviour, with specific reference to the motives for people's decisions, their actions and the possible consequences of their actions? YES or NO

WHY?
WHY?
WHY?
WHY?
WHY?
WHY?
WHY?
WHY?



Question 5

Do **YOU** have a proven record of diligence that has been translated into excellent results (70%+ pass) in this subject?

YES or NO

Question 6

Do **YOU** enjoy conducting research, discovering information and using your creative talents and writing skills to present your findings?

YES or NO

Question 7

Are **YOU** curious about some of these topics in the Grade 10 syllabus?

- What the world was like in the 15th Century?
Meeting the Aztecs, the Incas, the Songhai of West Africa, the Mughals of India, the Ming Chinese, the Renaissance Europeans ... the Colonisers...
- Slavery, the slave trade and its abolition
- The quest for liberty:
The French Revolution
The end of Slavery
- Transformation in Southern Africa between 1750 to 1850
- How and why the world changed between 1450 to 1850?
- Our South African heritage.

YES or NO



This is quite a challenging choice! Will I be up to it? Can I do it?

Question 8

Will **YOU** need to develop the following skills for your future field of study and your career?

- The skill of enquiry using a wide range of sources of information / data - deciding and selecting which sources are useful and relevant to your line of enquiry
- The ability to assemble, organise and present your findings, information and opinions in both verbal and written forms
- The ability to plan, structure, construct and present a logical argument based on evidence and to reach a convincing conclusion
- Training your mind to think in an organised and critical manner
- Sound human relations skills.

YES or NO



Question 9

Are **YOU** interested in one or more of the following people-orientated careers?

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Personnel Management <input type="checkbox"/> Law <input type="checkbox"/> Education <input type="checkbox"/> Economics <input type="checkbox"/> Professional Researcher <input type="checkbox"/> Librarian - Media Centre <input type="checkbox"/> Psychology <input type="checkbox"/> Investigative & Detective Work ... even Forensic Science <input type="checkbox"/> Social Work | <ul style="list-style-type: none"> <input type="checkbox"/> Diplomatic Services <input type="checkbox"/> Civil Service <input type="checkbox"/> Tourism and Travel <input type="checkbox"/> Politics <input type="checkbox"/> Printed Media: journalism and Art related careers <input type="checkbox"/> Radio and Television broadcasting <input type="checkbox"/> Advertising <input type="checkbox"/> Specialised fields of history:
Archivist, Archaeologist, Historian,
Museum Curator, Heritage studies |
|--|---|

YES or NO



Question 10

Do you want to be taught by experienced educators who are passionate about the study of History and will use their experience to guide you with patience, to achieve the best Grade 12 results possible?

YES or NO

MY RESULT

YES /10

GRADE 10 SUBJECT CHOICE INFORMATION

Please note the following

- Follow the instructions carefully and **complete the form online at the link below**
- The availability of the subject / course you have chosen is dependent on the numbers wanting to do the subject / course as well as availability of teaching staff.
- In some cases, where numbers are limited, learners will be selected on merit.
- The classes will be arranged to accommodate the maximum number of learners. You **may have to take your 4th choice** of elective subject should we not be able to accommodate you.

Please make an informed decision about your subject choice, because once the classes and timetable have been finalized, it is not always possible to accommodate a change of subject.

N.B.

- You may not choose Physical Sciences if you choose to do Mathematical Literacy.
- You should not choose Physical Sciences if your mark for Mathematics or the Physical Sciences section of Natural Sciences is below 50%.
- Should you insist on taking Physical Sciences, when your marks are below average or weak, please do not take on the additional workload by choosing to do an optional 8th subject.
- You may take either Visual Arts Photography or Visual Arts, but not both.
- If you take Accounting you should have Mathematics.
- In each case where a change is requested, a letter must be written by a parent/ guardian and then handed to Ms Behne for processing.

Subject Choice Online Form:

<https://www.surveymonkey.com/r/RGHSSubjectChoice>

or scan the QR code

Due date for this form: 4 August 2018

