Durban Girls' High School Subject Choices Booklet 2026

Use the tabs below to navigate to the relevant pages.

Introduction

Foreword

National Senior Certificate exam

Tertiary Entrance Requirements

Compulsory Subjects

English

FAL Afrikaans

FAL isiZulu

Life Orientation

Mathematics

Mathematical Literacy

Elective Subjects

Accounting

Business Studies

Consumer Studies

Dramatic Arts

Engineering Graphics & Design

Geography

History

Information Technology

Life Sciences

Music

Physical Sciences

Visual Art

FAQ

←To return to contents page, select the heart icon at the bottom of each page

Foreword

There is a lot to consider when deciding on your subjects for the National Senior Certificate. Remember that you will be spending a great deal of time on these subjects in the next three years, so take the following into account when choosing your subjects.

- Choose subjects best suited to **your** aptitudes (capabilities), interests and skills (not those of your friends).
- Aim for subjects that will give you a range of tertiary study and **broad** career field options. Be mindful that you may change your mind about your intended direction at a later stage so avoid basing your choice on a specific vocation.
- If you have a broad career or a particular direction for further education in mind, check the qualifying requirements for any compulsory subjects **and** the minimum marks needed to apply.
    - Consider your **current** foundation in these subjects,
    - Avoid subjects where your current foundation will disadvantage you in Grade 10.
- Aim for a **balanced** workload.
- Do some additional research about subjects, tertiary study options, career fields and work options.
- We would like to extend our thanks to the Heads of Subjects for their contributions to the individual subject descriptions.

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

Head of Grade 10
Subject Choices Administrator

National Senior Certificate

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

GROUP A:

4 subjects [Compulsory Subjects]

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

GROUP B:

3 Subjects from the prescribed list [Elective Subjects]

Subjects offered at Durban Girls' High School

Group A: Compulsory	Group B: Electives
• English Home Language (HL) • Afrikaans First Additional **or** isiZulu First Additional • Mathematics **or** Mathematical Literacy • Life Orientation	• Accounting • Business Studies • Consumer Studies • Dramatic Arts • Engineering Graphics and Design • Geography History • Information Technology • Life Sciences • Music • Physical Sciences • Visual Arts

Passing Requirements → over the page …

Grade 12 Passing Requirements

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

NSC Bachelor Status	NSC Diploma Status	NSC Higher Certificate Status
ENGLISH at 40%	ENGLISH at 40%	ENGLISH at 40%
4 designated subjects at 50% - can include HL (excluding LO)	3 other designated subjects at 40% (excluding LO)	Any 2 other subjects at 40%
Any 2 further subjects at 30% (excluding LO)	Any 2 further subjects at 30% (can include LO)	Any 3 further subjects at 30%
Life Orientation at 50%	ONE subject may be below 30%	ONE subject may be below 30%

NSC Bachelor Pass required for entry into University

Candidates can apply to a University of Technology with a NSC Diploma Pass

Candidates can apply to a vocational college e.g. TVET with a NSC Higher Certificate Pass

Entrance into Tertiary Education

Each institution has their own minimum entrance requirements for the different courses they offer. Consult each institution's **Undergraduate Prospectus** or degree **Year Book** for further details.

Generally speaking, an academic University will provide a broader theoretical training whilst a University of Technology is aligned to a particular career and includes more practical. A Technical College provides vocational and commercial training.

- The Language of Teaching and Learning of the university must be passed at Home Language or First Additional Language at a minimum of **Level 4 (50%**).
- Life Orientation must be passed [At a minimum of Level 4 (50%) to satisfy the requirements of some universities e.g. UKZN].
- Aim to obtain as many **points** as possible: a guide is 28-48 points for university entrance.

Admission Point Score (APS) for University entrance		
Code Rating	**Marks (%)**	**Points**
	90 - 100	8
Outstanding Achievement	80 – 89	7
Meritorious Achievement	70 – 79	6
Substantial Achievement	60 – 69	5
Adequate Achievement	50 – 59	4
Moderate Achievement	40 – 49	3
Elementary Achievement	30 – 39	2
Not Achieved	0 - 29	1

✶ **LO does not count towards the APS**

Common university undergraduate degree requirements		
Mathematics	Mathematics and Physical Science	Mathematical Literacy accepted
Built Environment Commerce	BSc (Sciences and Engineering) Health Sciences BSc Environmental Sciences	BA Law Nursing Education

English

Learners are taught skills necessary for successful communication through listening, speaking, reading and writing.

Learning to use language effectively prepares the individual for interpersonal communication and provides cognitive academic skills for learning across the curriculum.

Areas of study include: Listening and Speaking, Reading and Writing, Language Conventions and Structures. Learners are exposed to various genres of texts to hone their critical insight and evaluation skills.

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

English Home Language is COMPULSORY and must be passed with a minimum of 40%. Many university courses require English at 50%.



FAL Afrikaans

Afrikaans remains the **third most spoken language in South Africa** (after isiZulu and isiXhosa).
The ability to speak, read and write Afrikaans as an additional language is a valuable skill, not only for learners pursuing tertiary studies, but also for future career opportunities. Proficiency in more than one language enhances communication skills, broadens cultural understanding, and creates greater opportunities in both academic and professional environments.

THE COURSE

- An outcomes-based approach that incorporates the prescribed assessment criteria is maintained.
- A holistic approach is followed, with language skills taught in an integrated manner.
- We use the communicative method of teaching through written, visual, and audio-visual texts.
- The use of themes, topics, and learning material from other areas of the curriculum is encouraged.
- The course consists of Language, Literature, Oral and Written work.

CONTINUOUS ASSESSMENT

- The standardization of languages involves continuous assessment and portfolio evaluation in both formative and summative contexts.
- Learners are encouraged to reflect on their work and improve their performance throughout the year.
- Learners are required to complete 10–11 formal assessment tasks annually, two of which are examinations.

All learners study a separate novel during the year. This is known as the **Class Reading Book** and is completed primarily during lesson time. This reading programme is in addition to the prescribed Literature component.

Learners are also expected to read at least one library book independently each year.

ADDITIONAL PROGRAMMES AND ENRICHMENT

Our department places a strong emphasis on developing reading and language skills beyond the classroom.

- A structured spelling programme helps learners improve their vocabulary, spelling, and language accuracy.
- Our Reading Club encourages a love of reading while strengthening comprehension and critical thinking skills.
- Learners are given opportunities to participate in national Afrikaans competitions, which promote creativity, language development and academic enrichment.

Improving Afrikaans skills → over the page …

FAL Afrikaans

IMPROVING YOUR SKILLS

Regular reading at home is strongly encouraged to expand vocabulary and improve comprehension. Even in homes where Afrikaans is not spoken, reading aloud should form part of a learner's routine, as it is essential for developing reading fluency and confidence.

Additional activities, such as watching appropriate Afrikaans television programmes and listening to Afrikaans media, can further support language acquisition. Parents and learners should ensure that these activities are purposeful and contribute to language development.

Free extra lessons are offered at school once a week to provide additional support and assistance.

On the Afrikaans website, learners can access Grammar Rules and Creative Writing flipbooks, grammar explanation videos, links to online exercises and information regarding extra academic support.

FAL isiZulu

Who takes isiZulu in Grade 10?

Learners with a good background of isiZulu and any other learner who is interested in expanding their linguistic knowledge. This will also help learners whose future careers involve daily interaction with people from different walks of life. Careers such as Medicine, Law, Engineering, Education and more importantly learners who want to preserve the Language.

The course will provide the learner with the key foundational skills such as critical and analytical thinking, understanding different literary landscape, historical context and writing and argumentation in other words it equips a learner with a relevant knowledge necessary to engage deeply with different literary genres while also preparing them for the world they live in.

Life Orientation

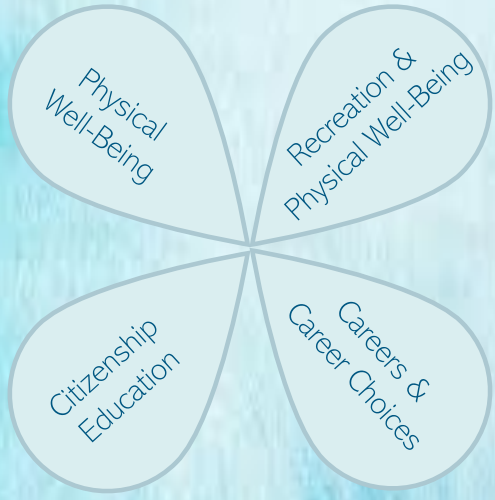
Life Orientation is compulsory for all learners and is the study of the self in relation to others and to society. It applies a holistic approach. It is concerned with the personal, social, intellectual, emotional, spiritual, ethical and physical growth and development of learners and the way in which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

Life Orientation is an interdisciplinary subject that draws on and integrates knowledge, values, skills and processes embedded in various disciplines such as Sociology, Psychology, Political Science, Human Movement Science, Labour Studies and Industrial Studies.

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

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

The FOUR learning areas of LO



Mathematics

SCOPE

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

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

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

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

A low mark in Mathematics can significantly lower a learner's aggregate and total point score, reducing the chances of university acceptance; whereas excelling in Mathematical Literacy can boost the overall aggregate and can improve admission prospects. The APS for both subjects is the same.

EDUCATION AND CAREER LINKS

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

Mathematical Literacy

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

Furthermore, Mathematical Literacy will develop the use of basic mathematical skills in critically analysing situations and creatively solving everyday problems. In the information age, the power of numbers and mathematical ways of thinking often shape policy.

SCOPE

The main areas of study are:

1 Finance
2 Measurement
3 Mapwork
4 Data Handling
5 Probability

Learners are taught to:

- use numbers with understanding to solve real-life problems in different contexts including the social, personal and financial;
- use mathematically acquired skills to perform with understanding financially related calculations involving personal, provincial and national budgets;
- model relevant situations using suitable functions and graphical representation to solve related problems;
- describe, represent and analyse shape and space in two dimensions and three dimensions using geometrical skills;
- engage critically with the handling of data (statistics and probability), especially in the way these are encountered in the media and in presenting arguments;
- use computational tools competently (a scientific calculator is taken as the minimum).

Educational and Career Links → over the page …

Mathematical Literacy

EDUCATIONAL AND CAREER LINKS

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

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

Students proceeding to higher education institutions will have acquired a mathematical literacy that will enable them to deal effectively with mathematically related requirements in disciplines such as the Social and Human Sciences. Some careers include:

Supply Chain Management
Marketing Management
Business Management
Public Administrator
Tourism Management
Hospitality Management
Human Resource Management
Law
Retail Business Management
Journalism
Psychology

University Degrees that accept Mathematical Literacy:

Bachelor or Law (LLB): e.g. Wits, UJ
Bachelor of Education (BEd)
Bachelor of Social Work
Bachelor of Arts (BA)
Bachelor of Social Science
BCom Information Management (UJ)
Select Commerce and Management Programs e.g. NW
Select Health / Medical Allied Programs e.g. Biokinetics, Clinical Medical Practice, Nursing (NW)
Bachelor of Consumer Sciences in Food Product Management

Some universities accept Mathematical Literacy for extended degrees (4 years) e.g. UJ & NW: Economics, Management BCom

(remember to check each individual institution's entrance requirements)

Accounting

PURPOSE

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

SCOPE

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

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

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

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

EDUCATIONAL AND CAREER LINKS

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

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

It is <u>highly recommended</u> that learners who wish to choose Accounting in Grade 10 achieve at least a 50% Grade 9 promotion mark in Economic and Management Sciences (EMS) and a 50% Grade 9 promotion mark in Mathematics.

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

Course Outline → over the page …

Accounting

COURSE CONTENT

Note: All modules are compulsory.

GRADE 10

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

GRADE 11

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

GRADE 12

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

Business Studies

Business Studies deals with the knowledge, skills, attitudes and values critical for informed, productive, ethical and responsible participation in the formal and informal economic sectors.
The subject deals with business principles, theory, and practice that are essential in the development of entrepreneurial initiatives, sustainable enterprises, and economic growth.

SCOPE

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

EDUCATIONAL AND CAREER LINKS

The objectives of the subject link with those of the Business, Commerce and Management fields and with other relevant fields at higher education and training levels.
Business Studies equips learners with a sound foundation to participate in future business, commerce and management studies and to enter or to create self-employment.

Course Outline → over the page …

Business Studies

COURSE OUTLINE

GRADE 10

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

GRADE 11

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

GRADE 12

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

Consumer Studies

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

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

Consumer Studies is an examinable subject and ***does* count for university entrance.** While Consumer Studies has practical components to it, it is a theory-heavy subject that requires commitment and dedication from learners regarding their studies. Learners are encouraged to cook at home to help improve their cooking skills in the kitchen to better quip them for assessments and the examinations, as well as work hard to better quip them for their future as consumers.

The ***practical component*** of food preparation is thoroughly enjoyed by learners. They will be required to do individual practical examinations. Please note that up to a maximum of 8 practical cookery sessions are required for each year – this means that they don't cook all the time! We no longer offer the sewing practical component.

EDUCATIONAL AND CAREER LINKS

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

Course Outline → over the page …

Consumer Studies

COURSE CONTENT

GRADE 10:

Consumer:

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

Food & Nutrition:

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

Fibres & Fabrics:

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

Clothing:

- Young adults' choice of clothing; Design applications for people with disabilities

Housing & Interior:

- Factors influencing housing
- Design features

Entrepreneurship:

- What Entrepreneurships
- Planning for small-scale production

Food Production

- Theory of cooking
- Practical cooking lessons

GRADE 11:

Consumer:

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

Food & Nutrition:

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

Design Elements and Principles:

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

Fibres & Fabrics:

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

Housing and Interior:

- Space planning; Choice of furniture

Entrepreneurship:

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

Food Production

- Theory of cooking
- Practical cooking lessons

Course Outline continued → over the page …

Consumer Studies

GRADE 12:

Consumer:

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

Food & Nutrition:

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

Designs Elements and Principles:

Application when planning a wardrobe

Clothing:

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

Housing and Interior:

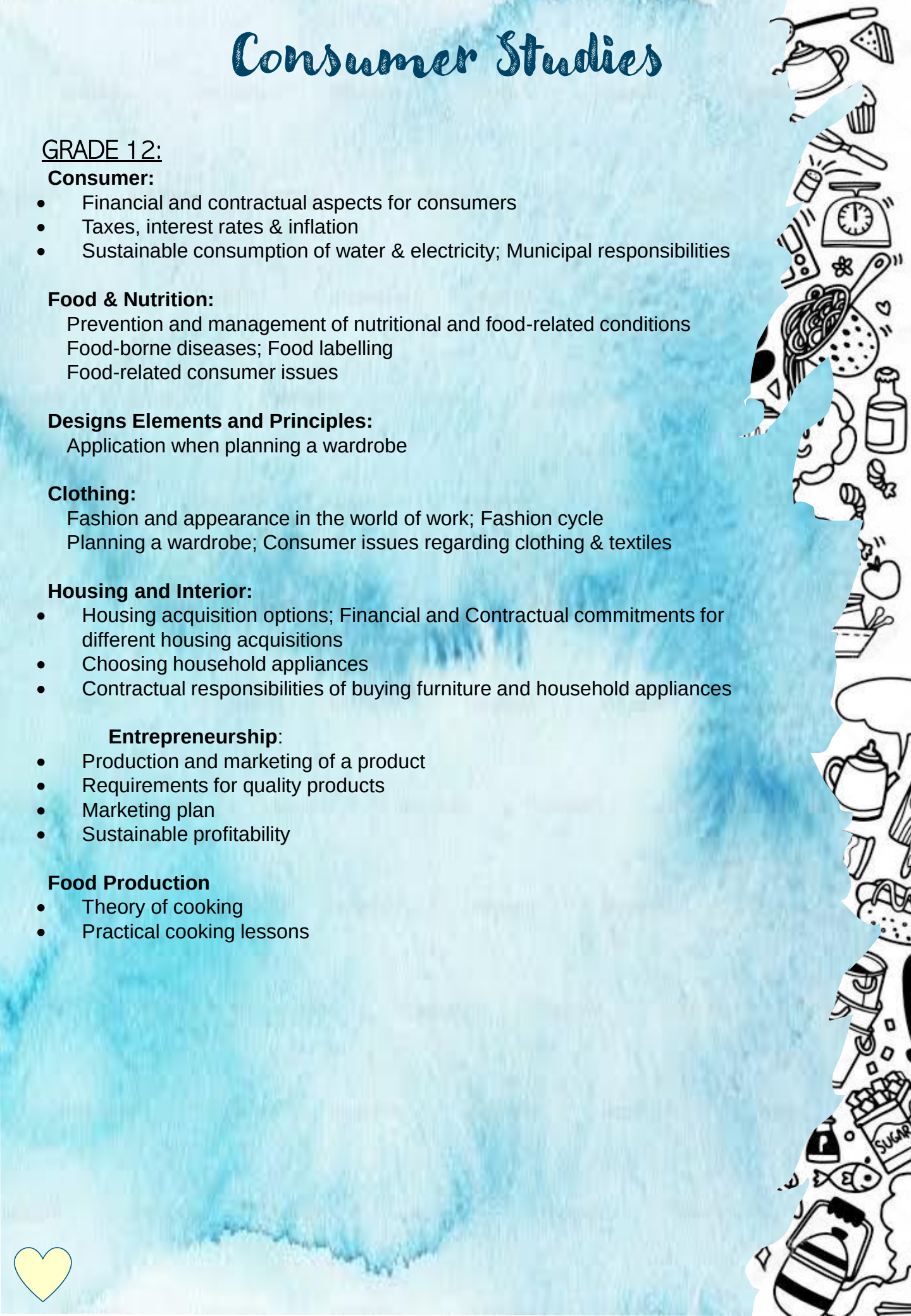
- Housing acquisition options; Financial and Contractual commitments for different housing acquisitions
- Choosing household appliances
- Contractual responsibilities of buying furniture and household appliances

Entrepreneurship:

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

Food Production

- Theory of cooking
- Practical cooking lessons



Dramatic Arts

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

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

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

THE COURSE

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

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

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

Dramatic Arts continued → over the page …

Dramatic Arts

Are you ….

creative and energetic

hardworking

?

passionate about the arts

self-motivated

Interested in how Drama can comment on the world around us

Do you?

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

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

EDUCATIONAL AND CAREER LINKS

Teacher	Events Co-Ordinator	Psychologist
Journalist	Media & Advertising Executive	Social Worker
Lawyer	Human Resources Manager	Set Designer
Doctor	Performer	Radio DJ

... the possibilities are endless...

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

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

Course Outline → over the page …

Dramatic Arts

COURSE CONTENT

Grade 10

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

Grade 11

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

Grade 12

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

Engineering Graphics and Design

What is Engineering Graphics and Design?

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

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

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

EDUCATIONAL AND CAREER LINKS

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

Some of these careers include:

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

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

Course Outline → over the page …

Engineering Graphics and Design

COURSE CONTENT

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

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

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

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

Learners wishing to do EGD must attain at least **50% in Mathematics**.

Geography

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

At its core, Geography investigates the **relationships** (links) that exist within and between the natural and human worlds. This understanding is called upon in all career fields. For instance, it is helpful in the medical field to understand the effect of pollution on human health; or for architects to understand the importance of energy-efficiency when designing buildings or obtaining the materials used to make a product.

Geographers develop an understanding of the world using **complexity thinking**. Essentially, this means they understand how an activity, process or event can have multiple causes and knock-on effects. Geographers use their complexity thinking skills to better understand and **solve** local, regional and global problems. Again, the ability to think in this way is vital in a **vast range of career fields**, both directly linked to Geography and outside of the geographic realm.

Relationships are **visually** presented in the form of maps; hence map-making and map-interpretation are special fields that "belong" to Geography. With the development in technology, the field of digital map-making (known as GIS) and spatial analysis (interpreting GIS data) is very exciting and is in high demand in every sector of the economy and society.

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

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

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

Learners will need to develop a technical understanding of geography topics and an ability to **apply** their understanding. **Critical thinking** and **graphicacy** are also important.

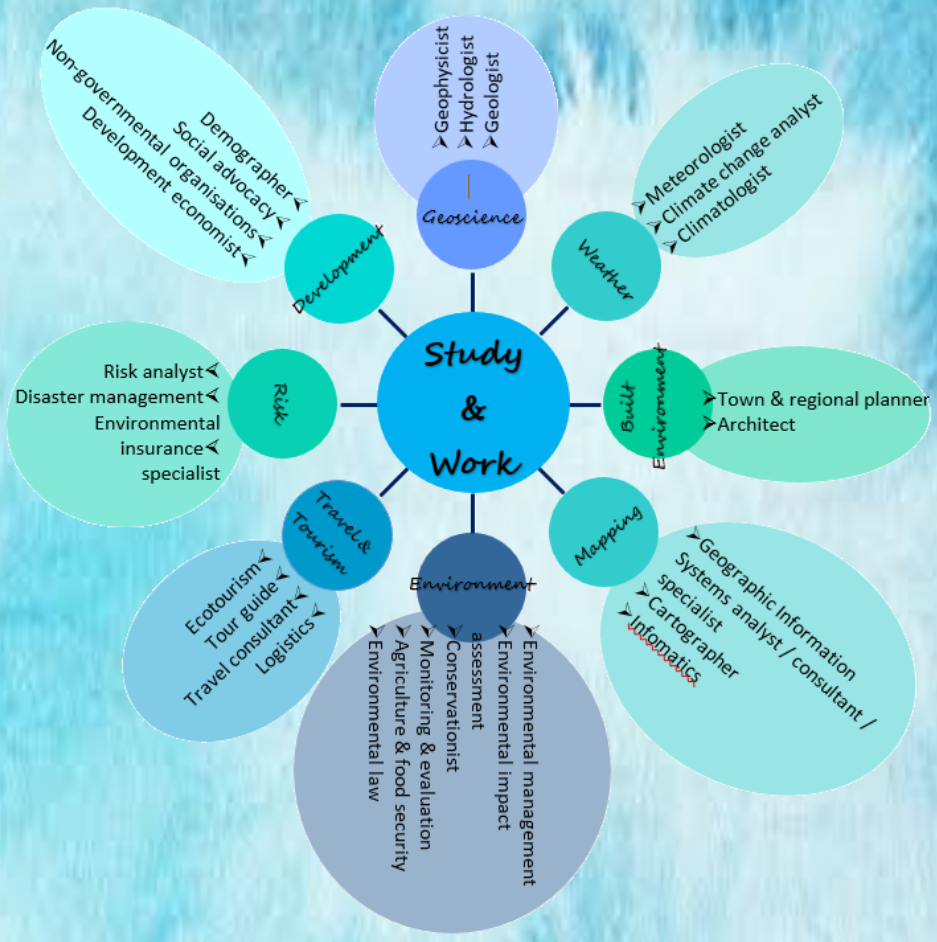
Course Outline → over the page …

Geography

COURSE CONTENT

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

EDUCATIONAL AND CAREER LINKS



Most major organisations and corporations are beginning to understand the need for responsible environmental and social governance, hence geographers are vital in many work spaces. Check HERE for a few geography careers.

History

"I like History but I'm not going to take it because it won't help me in my career"

Sound familiar?

Perhaps the following explanation of the subject will dispel this common misconception.

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

A proper study of History also teaches the following **superpowers**:

- **Critical thinking** and analysis (the ability to make decisions by weighing up available evidence);
- **Cultural intelligence**
- **Research mastery**: skills in research and the ability to present what one has discovered through research in a meaningful, concise way

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

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

But, what of the actual course content? Will it be relevant for the learner's future career? YES, and yes again! We are very excited about the new syllabus, which has many changes but has also kept the best parts of the previous one.

Course Outline → over the page …

History

COURSE CONTENT

Grade 10

We start off with a whirlwind tour of the Great Civilizations of the world – including the ancient Aztecs and Incas in Central America (today Mexico) and South America, the Ming Dynasty in China, Songhai Empire in Africa and many others. The syllabus also includes a look at the quest for liberty across the world, from colonisation and slavery to the gory details of the French Revolution and the SA War in our own country: 1899-1902 it's a wild ride!

Grade 11

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

Grade 12

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

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

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

Educational and Career Links → over the page …

History

EDUCATIONAL AND CAREER LINKS

MEDIA & COMMUNICATIONS
Journalism
Documentary makers
Content strategists
Social media managers

BSUINESS & FINANCE
Management consultants
Investment analysts
Project managers
Business development specialists

GOVERNMENT & POLICY
Political advisor
Diplomat
Policy researcher
Civil servant

LAW & JUSTICE
Lawyer
Legal researcher
Paralegal
Court administrator

EDUCATION & TRAINING
Corporate trainer
Teacher
Curriculum developer
Museum educator

ARTS & CULTURE
Exhibition designer
Arts administrator
Museum curator
Heritage consultant

Travel writer
Market researcher
Film researcher
Archivist
Genealogist
Anthropologist



Information Technology

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

THEORY

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

PRACTICAL PROGRAMMING (Delphi Computer Programming)

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

PRACTICAL ASSESSMENT TASK (Delphi Computer Programming)

Each year of the three-year course, learners are required to individually produce software based on a given scenario. This project is to be researched, planned and coded.

OBJECTIVE/PURPOSE OF THE SUBJECT:

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

EDUCATIONAL AND CAREER LINKS

- Computer Engineering; Computer Science
- Computer Science Education; Computer Software Architect; Mechatronics
- Data Communication and Network Specialist
- Financial and Actuarial Specialist
- Hardware & Software Support Technician; I.T Educator & Trainer
- Information Technology Sales Executive
- Programmer; Systems Developer
- Telecommunications Engineer
- Data Scientist
- Machine learning engineer
- Cyber security analyst
- Mobile App developer
- DevsOps engineer
- Cloud engineer
- Block chain developer
- AI engineer

Life Sciences

Life Sciences is a fascinating subject which trains one to think logically and enhances one's understanding of all life forms, including the functioning of one's own body.
The syllabus focuses on the study of living organisms.
In Grade 10 a study is made of how the cells of plants and animals group together in specialised regions to produce an efficient living organism. Tissue diseases are also studied. Certain vital aspects of how the human body functions are investigated. The study of biodiversity forms a part of the syllabus and in Grade 10 a part of the biodiversity section includes an introduction to the history of life on earth (evolution).

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

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

GENERAL AIMS OF THE SUBJECT

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

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

Subject Objectives → over the page …

Life Sciences

SPECIFIC OBJECTIVES

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

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

b) Ability to recognise and demonstrate biological relationships, analyse and interpret data and hypothesise theories.

c) Ability to understand and apply the major themes of Life Sciences.

d) Ability to demonstrate knowledge and understanding of the personal, social, economic and technological applications of Life Sciences.

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

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

a) Development of practical competencies. Learners must learn to handle apparatus correctly, make meaningful records of observations, write up experiments and draw biological diagrams (artistic ability is not essential!).

b) It should be emphasised that learners have to deal with a **substantial amount of learning material**. Learners are also expected to complete research assignments and do practical exercises.

c) Some information will be required to be represented graphically and certain simple calculations are involved.

Course Outline → over the page …

Life Sciences

COURSE OUTLINE

The course includes aspects such as:

GRADE 10:

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

GRADE 11:

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

GRADE 12:

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

EDUCATIONAL AND CAREER LINKS

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

Music

Henry Wadsworth Longfellow said in 1835

"Music is a universal language".

Billy Joel went further and said

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

WHY SHOULD I TAKE MUSIC?

Music is a recognised NSC subject. It combines creativity with structure, offering students the chance to understand how music is constructed, interpreted, and performed. Through the study of music theory, history, and practical performance, learners build critical thinking, discipline, concentration, and analytical skills.

By exploring both modern and historical techniques, students gain a deeper understanding of global cultures and the ways music shapes communication and expression across time. These skills are not only applicable in music-related fields but also enhance performance in other academic subjects and prepare students for university and beyond. Music education fosters self-management, collaboration, problem-solving, and confidence—skills that are essential for success in any future career.

WHAT DOES THE MUSIC COURSE ENTAIL?

The Music course includes both practical and theoretical components. Learners explore three main areas: **Music Performance including Aural** (ear) **and Rhythm Training**, **Music Theory** and **Music History**.

Practical lessons focus on instrumental or vocal performance and aural (ear) training, helping learners develop listening skills - both as solo performers and as part of an ensemble. These sessions also allow time for rehearsal and performance preparation.
The written component includes music theory, where students learn how to read and write their own music, create melodies, and understand harmony. In music history, learners study a variety of musical styles, significant composers, and the cultural influences that shaped them. This also includes an introduction to the music industry and its relevance in today's world.

Music Assessment → over the page …

Music

HOW IS THE MUSIC COURSE ASSESSED?

The curriculum is assessed via two primary frameworks:
A. School-Based Assessment (SBA) & Practical Assessment Tasks (PAT)
Throughout the year, continuous assessment builds up a learner's internal mark profile through:

- **Practical Examinations (PAT):** Solo technical performance on a primary instrument or voice (equivalent to at least UNISA/Trinity Grade 4–5 level by Grade 12), ensemble/band work, sight-reading, and aural training drills.
- **Composition Tasks:** Creating original musical pieces or arrangements utilizing specified software or traditional score sheets.

B. Examinations

There are **three formal examinations**:

- **Practical Examination** (150 marks) Involves solo and ensemble performance, sight-reading, or sight-singing, rhythms studies and aural (ear) training.
- **Written Theory Paper** (120 marks | 3 hours) Covers music notation, composition, musical genres and history, set works, composers, and the music industry.
- **Listening Paper** (30 marks | 1.5 hours) Requires learners to respond to questions based on musical excerpts played during the exam.

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

- A genuine passion for music and a willingness to learn, develop and grow as a musician and/or vocalist.
- A commitment to regular practice, including time outside of lessons for rehearsals, preparation and homework.
- Access to an instrument and, ideally, private tuition to support your practical development.
- **A practical music audition** to demonstrate your current level of musical ability, which may include performing a prepared piece on your chosen instrument and/or singing. The audition will help us understand your strengths, experience, and potential for growth.

EDUCATIONAL AND CAREER LINKS

Professional Musician (soloist or band member), Composer / Songwriter, Music Producer, DJ / Electronic Music Artist, Conductor, Music Teacher (school or private), University Lecturer in Music, Musicologist / Ethnomusicologist, Sound Engineer, Live Sound Technician, Film/Game Music Composer, Music Journalist / Critic, Music Marketing & PR Specialist, Music Licensing Agent, Talent Manager / Artist Manager, Music Therapist, Community Arts Coordinator, Workshop Facilitator.

Physical Sciences

Physical Sciences is the study of how the world around us works, focusing on matter, energy, forces, and the laws of nature. It combines two main areas: **Physics**, which covers the broad topic of Mechanics (forces, work, energy and power), Electricity (Static and Current) and Magnetism and Waves, Light and Sound and **Chemistry**, which is the study of all things related to the periodic table of elements and includes atomic structure and chemical reactions.
The aim of studying Physical Sciences in high school is to help the learner understand the science behind everyday life, develop their critical thinking skills, and prepare them for further studies or careers in fields such as engineering, health sciences, technology, and environmental science.
This is done by developing the learner in the following three areas:

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

Knowledge in Physical Sciences is organised around six core topics:

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

EDUCATIONAL AND CAREER LINKS

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

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

Minimum requirements → over the page …

Physical Sciences

MINIMUM REQUIREMENTS

Please note:

- ✓ Mathematics is a co-requisite when choosing Physical Sciences. Any learner who changes from Mathematics to Mathematical Literacy will be required to change from Physical Science to another subject too.

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

- ✓ University applications to the engineering and medical fields (MBCHB) are highly competitive and require a **minimum** of between 70% to 75% in both Mathematics and Physical Sciences to be considered. *(These requirements may change from university to university and are only an indication of the MINIMUM requirements. In some cases, the requirements are higher.)*

It is important for learners and parents to understand that while learning the content of the core knowledge areas is vital, assessments are often **application-based** and require a good **Mathematical** foundation. The most successful learners are those who have the ability to **integrate** their Mathematical skills with scientific concepts to solve both easy and complex problems.

Visual Arts

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

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

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

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

These are the core skills that Visual Arts teaches:

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

EDUCATIONAL AND CAREER LINKS

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

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

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

Frequently Asked Questions

CAN SUBJECT PACKAGES BE CUSTOMISED FOR INDIVIDUAL LEARNERS?

The subject combinations are drawn up based on a variety of factors including historic statistics, current staff availability and the economic utilization of resources. It is not possible to customize subject packages to suit individual learners

CAN A LEARNER CHANGE A SUBJECT ONCE THEY HAVE MADE THEIR SELECTION?

Ideally, learners should choose subjects based on their **current** aptitude, interests and work habits.

Where a learner has overestimated their academic foundation in a subject and is not coping, a subject change is possible.

Subject changes depend on the capacity within the new subject and therefore cannot be guaranteed i.e the requested class may be full.

Late changes often create imbalances in class sizes which is best avoided.

All subject changes need to be approved by the Department of Education; there is no guarantee that the request will be granted.

CAN I WAIT UNTIL AFTER THE NOVEMBER EXAMS TO MAKE MY CHOICE?

As indicated at the Grade 9 Information Evening in February, subject options will be based on the mid-year examination mark. Timetable planning for the following year is a complex, time-consuming task which must be started early to ensure that teacher allocations, classes and venue allocations are optimal (across five grades).

CAN A LEARNER DO AN EIGHTH SUBJECT AT DGHS?

Further studies Mathematics and English are offered at DGHS (after-hours).

Please bear in mind that the usual 7-subject package keeps learners busy; an additional subject may mean that a learner's time is spread too thin and their other subjects begin to suffer.

Subjects studied externally cannot be credited on the DGHS report and do not qualify for academic awards; these subjects need to be studied through a credited service provider at the expense of the parent.

Information about FS Maths and FS English will be shared with qualifying candidates after the November examination.

See Ms Clements if you have further queries.