



ST ANNE'S DIOCESAN COLLEGE

GRADE 10 *Subject Choices* **2026**



SUBJECT CHOICES FOR IEB NATIONAL SENIOR CERTIFICATE

The information in this booklet is designed to help you and your parents decide upon the course of study you will follow over the next three years.

Choosing a Matric subject package is both easy and difficult. We'll start with the easy bit. Three of your seven subjects more or less choose themselves. Of the remaining four choices, only two are likely to have long-term consequences. The first is whether to take Core Mathematics or Mathematical Literacy; the second is whether or not to take Physical Science. Both of these subjects affect the courses open to you after you leave school. You will find a table on page 3 that explains this clearly.

The harder part is getting in touch with what you really enjoy and find interesting. Over the next few weeks, you will hear many well-meaning voices – parents, siblings, peers, seniors, friends, teachers, career counsellors – all with a view on which subjects you should be taking and why. It is good to listen to advice. It is equally important that you find out what the different subjects involve. However, the most important thing of all is that you take subjects that engage your interest as this is what will help you to persevere as the work gets harder and the workload grows. Take time to get in touch!

NATIONAL SENIOR CERTIFICATE

Work in Grade 10 is based on the National Curriculum Statement, recently revised as CAPS (Curriculum and Policy Statements). The NCS made significant changes to the Matric that most of your parents would have written:

- The name of the qualification changed to the National Senior Certificate
- Higher Grade and Standard Grade levels disappeared
- Marks are not aggregated
- Old subject groupings and rules of combination were relaxed
- Grades A-H were replaced by 7 Levels of Achievement
- Pupils now take 7 subjects instead of 6 (4 of which are compulsory/fundamental)
- The names of some subjects have changed
- The National Senior Certificate is now awarded at three levels
- The University Endorsement is replaced by a Bachelor's Degree NSC

BASIC REQUIREMENTS

Everyone must take the 4 FUNDAMENTAL subjects:

1. **A Home Language (English at St Anne's)**
2. **A First Additional Language (Afrikaans or IsiZulu at St Anne's)**
3. **Core Mathematics or Mathematical Literacy**
4. **Life Orientation**

PLUS 3 other elective subjects must be chosen.

IMMIGRANT CONCESSION

If you began your schooling in South Africa after Grade 6, you may choose French as your First Additional Language instead of Afrikaans or IsiZulu. You may also choose French if you began your schooling in South Africa but attended school outside the country for two consecutive years after Grade 3 and before Grade 9.

LEVELS OF ACHIEVEMENT

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

BACHELOR'S DEGREE CERTIFICATE

The minimum entry requirement for a degree course at a university are:

- Pass one official language at Home Language level at 40% or more
- Pass 4 subjects at 50% or more (excluding Life Orientation)
- Pass 2 other subjects at a minimum of 30%
- Meet the language requirement for entry to further study

This certificate will not in itself guarantee entry to a degree course of your choice. Universities publish their own requirements for programmes.

For example, Core Mathematics and Physical Science are required for Health Sciences, Veterinary Science, Natural Science and Engineering. Most business courses require Core Mathematics. Applicants are selected according to a points system based either on the Levels of Achievement or, in the case of UCT, on actual marks scored. This needs to be borne in mind when choosing a subject package. Generally speaking, students do best in the subjects that interest them!

Universities will also set common National Benchmark Tests to be taken during a pupil's final year. These tests count towards admission. They also determine the courses that are open to you. You need to be aware that course requirements tend to be adjusted every year.

GRADE 10 TIMETABLE

The timetable is organised into lines. You will be doing seven subjects in total and you must choose one subject from each line. In the list below, three subjects must be chosen in the group labelled “Lines 4, 5 and 6”.

LINE 1	English
LINE 2	Afrikaans, IsiZulu, French (immigrant concession class)
LINE 3	Core Mathematics, Mathematical Literacy
LINE 4, 5, 6	Accounting, Consumer Studies, Dramatic Arts, Economics, French, Geography, History, Life Sciences, Music, Physical Sciences, Visual Art
LINE 7	Life Orientation

- Minor changes to the timetable may be made after the initial choices. For example, a subject may be withdrawn if the number of girls opting for it is too small.
- Some classes can only accommodate a certain number of pupils, usually 24, but less in the case of Visual Arts and Consumer Studies. If a subject is oversubscribed, then selection will be made according to ability and educational needs.
- If you choose Physical Science, you must take Core Mathematics.
- If a learner experiences difficulty or decides the chosen subject is not the right one for her, changes are allowed in the first 2 weeks only of a new term in the Grade 10 and 11 years of study. However, it is important to note that this does not necessarily guarantee that she will be able to go to her next subject of choice. It will largely depend on factors such as class size, timetabling and staffing to name a few. As such, she may have to fit in where she can be accommodated. Changes will always be made in the best interest of the learner but are sometimes out of our control, considering the various factors that need to be taken into account.

HOW SHOULD I GO ABOUT CHOOSING?

It is important to boost your self-awareness and spend time developing an understanding of yourself. You need to know your strengths and interests to make important decisions, like choosing your school subjects. Get honest feedback from your family and friends and take time to reflect on yourself. It is very important that the choice be yours and that you focus on the subject itself.

Ask yourself:

- Do I enjoy this subject?
- Am I any good at it?
- Do I know what the course involves?
- Do I need it for a particular career?
- Does it align with my passions?



TERTIARY COURSE REQUIREMENTS

In the modern world, much has evolved and continues to evolve; even the degrees offered are changing with time. It is important to note that the requirements for tertiary programmes are different for various universities. Some universities have specific subjects as course prerequisites; these can be directly obtained from the relevant institutions. We advise parents to access these online for complete clarity.

At school, the PDF university prospectuses are on resources for the girls to go through and they are welcome to consult with the counsellors should they have specific questions.

It is important that you make an informed choice. Be guided by your teachers' comments and by your parents, especially when they are supported by subject marks and the results of the aptitude tests. Beware of assuming that some subjects are easier/harder or more/less 'useful' than others.

Choosing subjects because your friends are doing them or because you like (or dislike) particular teachers are both bad ideas.

Remember that at school you are developing your interests and aptitudes – not training for a specific career. You are entering a subject discipline with its own special ways of understanding the world. Your teachers have aimed to give you a taste of what their subjects are about in the following pages.

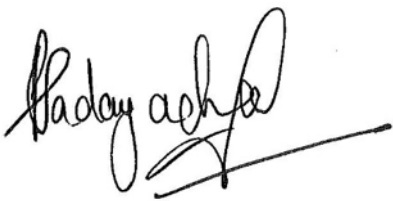
Very few of you at this stage will have a clear idea of which career you want to follow. Those that do will almost certainly change their minds! This is to be expected. What you do know is what interests you. What you can do is make an informed choice.

CAN I CHANGE MY CHOICES?

Should you discover that you have made a serious error in choosing subjects, you may change **but only at the beginning of a term**. Courses are designed to last for three years. The latest time a change should be considered is at the end of Grade 11. Better to choose carefully first time, commit to that choice, and avoid the additional stress and expense involved in catching up.

WHAT ABOUT EXTRA SUBJECTS?

St Anne's offers the IEB's Further Studies courses in Mathematics and English (previously AP English and AP Mathematics). Work begins on these with weekly lessons in Grade 10 and increases to three a fortnight in Grades 11 and 12. The aim of the Further Studies Programme is to provide extension and stimulation for girls who are academically strong and able to work independently. Nearer to the time, we will talk to you about the contents of the two programmes and the commitment they require.



CHARMAINE PADAYACHEE
DEPUTY HEAD: ACADEMICS

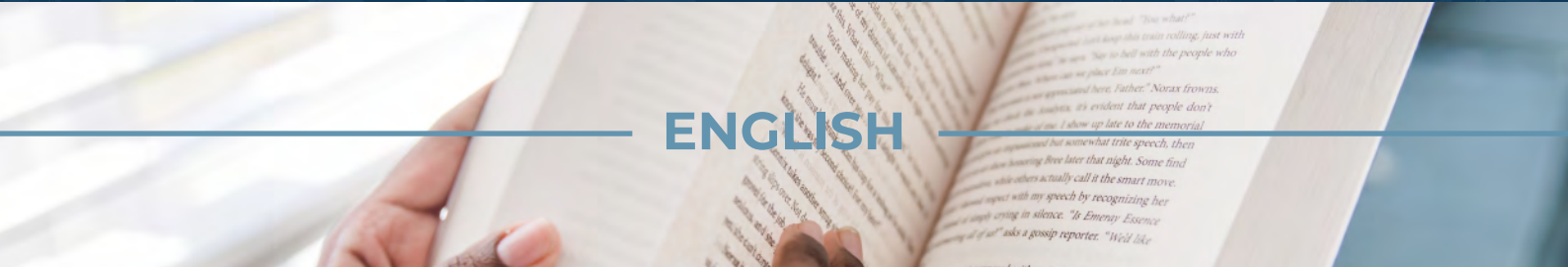


FOOD FOR THOUGHT:

"Why parents should not fear Arts Subjects"

 **WATCH NOW**





ENGLISH

The aim of this department is to guide our girls to think independently, to formulate and organise their thoughts clearly, and to express these thoughts accurately and vividly. These goals are approached through four different learning areas, namely Language, Writing, Reading and Speaking.

LANGUAGE

Formal language lessons occur mainly during the junior phase and are closely linked to the development of writing skills. These lessons become less formal during the senior phase.

WRITING

A variety of different types of writing, literary, transactional as well as creative, is practised. An important aspect of this is the emphasis on the process of writing before producing the finished product. We encourage personal expression to flourish.

READING

We undertake the study of comprehension, including visual and literary texts. In Grade 10 and 11, a variety of texts is studied during the year, plus a range of poetry. In Grade 12, two texts are studied, plus poetry and film. We continue with our self-study reading programme during the holidays. The study of film and filmic techniques is introduced in the junior phase, is broadened and becomes part of our senior assessment. We encourage you to make connections across a broad range of texts and understand how a text may position a reader in a particular context.

SPEAKING

This learning area embraces reading aloud prepared and unprepared, formal and informal talks, and interviews conducted with each girl to discuss her personal reading programme. Girls are encouraged to find their own voices and to express their opinions during informal and formal class discussions and debates. A number of different tasks are explored to develop a variety of oral skills.

In addition to the classroom curriculum, we encourage participation in a number of competitions, which give girls a chance to extend their interest and skills in this subject. These competitions include the Olympiad, the Douglas Livingstone Creative Writing Competition, the Poetry Africa Competition, and the Inter-House public speaking competition. In our department, we aim to develop individual critical thinking, clear communication (both written and oral) and a love of reading.

FURTHER STUDIES ENGLISH

According to the Curriculum Statement, Further Studies English aims 'to provide pupils who have significant enthusiasm for English with the opportunity to increase their knowledge, skills, values and attitudes associated with English.' Additionally, the subject enables pupils via their engagement with various texts 'to respond to literature in its broadest sense.'

Further Studies English is introduced to pupils in Grade 11. They are expected to commit to an extensive reading programme and to participate in regular discussions relating to what they have read. In Grades 11 and 12, the pupils engage with the texts to be studied in preparation for the final examination. Pupils considering taking this subject in Grade 11, should in their Grade 10 year extend their reading selection to literary fiction.

SECTION 2: AFRIKAANS or ISIZULU

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AFRIKAANS

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Afrikaans is offered as a First Additional Language for the National Senior Certificate. Along with English, it is a Language of learning and teaching, and may be required for entry to some tertiary institutions. The emphasis of Afrikaans is mainly to communicate and converse, and to acquire the necessary skills to cope with the four different learning outcomes of the language.

LISTENING & SPEAKING

This includes assessments on orals covering varied topical matters, as well as aural comprehensions to test listening skills.

WRITING

A variety of different types of writing - literary, transactional as well as creative - is practised. An important aspect of this is the emphasis on the process of writing before producing the finished product. We encourage personal expression to flourish.

READING & VIEWING

Literature covering four genres: novels, short stories, film study and poetry.

WRITING & PRESENTING

Formal and functional writing, such as diary entries, business letters, dialogues, letters to the press and essays. We concentrate on the different social media platforms to stay current, for example, email, WhatsApp, blogs and selfies.

LANGUAGE

Hands-on, day-to-day instruction covering the grammatical rules and conventions needed to enable pupils to communicate and write effectively in Afrikaans.

We provide girls with the opportunity to participate in the Junior and Senior Olympiad, which can be included as part of a CV in an application for tertiary education.

The most important aspect of this subject is to develop an extensive vocabulary, which requires girls to read widely. Every opportunity should be utilised to be exposed to more than just the teaching in the classroom, by making use of TV, magazines, newspapers and other media.

Learning a language is not just about completing an academic programme. We involve our learners to the Afrikaans culture by working closely with our neighbouring schools to enjoy cultural evenings. In grade 10, we incorporate various Afrikaans movies, music, and reading materials to foster a love for the language.

To try and keep up to date with modern trends, we have introduced the “selfie” craze with the Grade 9s and 10s. We also ensure that they view the latest popular Afrikaans films and series. Our class readers are kept modern to ensure interest and enjoyment of the language.

Afrikaans, being a widely-used language in South Africa, is vital for communication and understanding in our multi-cultural society. Certain South African universities require a reasonable proficiency for certain courses.

SECTION 2: AFRIKAANS or ISIZULU



ISIZULU

SAWUBONA!

You can avoid these words: "I regret not having learned some IsiZulu when I was younger."

This is a **golden** opportunity for a St Anne's girl to study an African language, which would create many opportunities and open career doors for her future. IsiZulu is spoken by the majority of people in South Africa. Any girl at the school can achieve up to Level 7 in IsiZulu. Moreover, it offers the following:

- Real freedom to interact with fellow South Africans.
- As cultures and traditions are learnt as part of the language, a girl at St Anne's understands, appreciates and respects the diversity of our beautiful country.

IsiZulu is offered as a First Additional Language for NSC. The Matric examination consists of two papers: reading and writing. These two papers assess various skills in a language, namely, understanding, responding to text and using the language in different scenarios. There is an oral assessment moderated by an external examiner. In Grades 11 and 12, pupils study three set books. A portfolio of creative work, tests, a CTA essay and two Trials papers are also submitted.

A good standard of communicative isiZulu is expected in NSC. Written work reinforces what has been learnt through oral work (dialogues, role play, reading and answering questions). Correct isiZulu is taught and is expected in written work. The use of borrowed words in written isiZulu is discouraged when an isiZulu word is available. This does not mean that colloquial language is not allowed. Often there is no isiZulu word for what is being spoken about and for the sake of communication, borrowed words are used.

The emphasis in IsiZulu is mainly on communication and conversation, teaching girls sentence construction, reading and correct use of concords. The grammar rules learnt in Grades 8 and 9 are a solid foundation for the rest of the high school studies.

Enough is learnt in the classroom to obtain a good symbol in the final assessment, but given the time constraints, it is unlikely that you will become fluent in the classroom without practising the language whenever the opportunity arises.



CORE MATHEMATICS

"Mathematics is a language of logic. It is a disciplined, organised way of thinking. There is a right answer; there are rules that must be followed. More than any other subject, Mathematics is rigour distilled. Mastering the language of logic helps to embed higher-order habits in kids' minds: the ability to reason, for example, to detect patterns and to make informed guesses. Those kinds of skills have rising value in a world in which information is cheap and messy."

- "The Smartest Kids in the World" by Amanda Ripley

The quotation above summarises Core Mathematics perfectly. In a world where we are exposed to technology and quick solutions to problems via the internet, the ability to problem solve has been diminished. Being able to manipulate complex ideas by breaking down problems into smaller pieces, and thereby identifying key ideas, is a dwindling skill today. Mathematics is rigorous, but not at the expense of creativity. There are often several ways of reaching the correct solution. The ability to persevere and solve problems in order to reach the solution is a life skill which develops logic. This, in turn, is a skill which is crucial in all aspects of study, as well as for developing valuable habits of mind.

Mathematics is not easy, but with practice and perseverance, it is possible for most students to have an understanding of basic concepts and find success in this subject. There will be times when learners struggle with concepts, however, the habit of endurance and perseverance will develop determination, creativity and self-confidence. Albert Einstein said, "It's not that I'm so smart, it's that I stay with the problem longer."

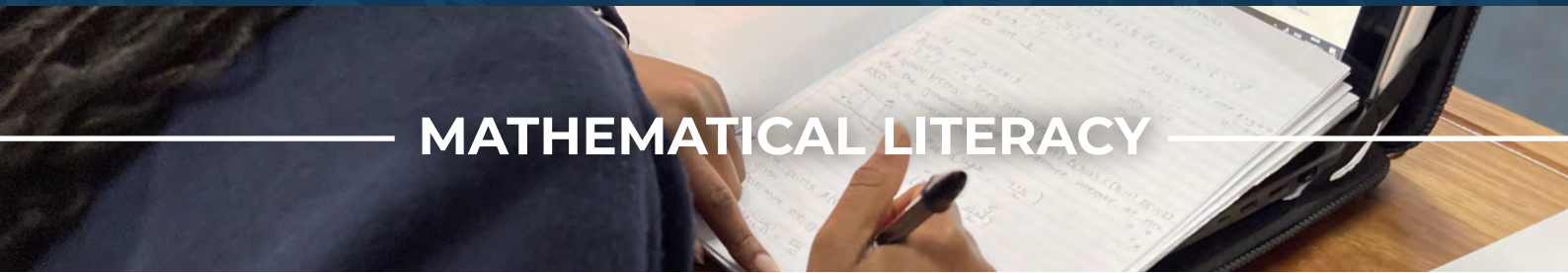
The value in the study of Mathematics comes in the skills that you acquire by doing this subject. It is more than the assimilation of content and theory. Logical thought processing, creative problem solving and purpose-driven thinking are all skills that will have a positive impact in the context of a learner's life and into their future.

Core Mathematics provides the opportunity to study in a number of different fields. It is a requirement if you are planning to pursue a career in Engineering, Science, Technology or Commerce/Economics. To continue with Core Mathematics in Grade 10, learners will need to achieve a year mark of 55% or more at the end of Grade 9. Counsellors and teachers are available to give sound advice if learners are unsure about whether to take Core Mathematics or Mathematical Literacy. It is possible to change from Core Mathematics to Mathematical Literacy up to Grade 11. However, once that change has been made, a return to Core Mathematics is not permitted.

FURTHER STUDIES MATHEMATICS

Further Studies Mathematics is aimed at increasing the number of learners who would like to pursue careers in Mathematics, Engineering, Technology and the Sciences. The content covered and standard of questioning also allow learners to compare favourably when applying to attend leading international tertiary institutions.

Further Studies Mathematics exposes Mathematics students to university-level concepts, such as integration, complex numbers and advanced statistics in order to stimulate them and make the transition to university Mathematics easier. It is aimed at competent Mathematics students who share a love and curiosity for the subject. There is an expectation of extensive self-study in order to consolidate the work that will be covered in the contact sessions and this, in itself, is a useful skill for further education.



MATHEMATICAL LITERACY

Mathematical Literacy seeks to equip students with mathematical tools that will allow them to become more aware, confident and empowered citizens of the world.

The subject focuses on Content, Context and Empowerment. The content includes calculation, formulae, graphs and number work (most of which the student would have already been exposed to). These skills are then used to interpret a wide range of contexts (including finance, spatial problems, data handling, etc) and, in so doing, empower the student to interact with numbers in the real world with a high degree of confidence.

The emphasis is not solely on using numeric answers to make critical choices but also to refer to a wide range of factors which would influence decisions. The ultimate goal is to produce highly competent critical thinkers.

The ideal Mathematical Literacy student is one who is not intending to study in the fields of Science, Engineering, Medicine, Commerce or Accounting. She would be inquisitive and have a desire to critically analyse the world through various lenses (mathematical and otherwise) in order to make empowered choices. She would ideally have an entrepreneurial spirit that seeks to acquire practical tools with which to broaden her understanding of the world.

A crucial point for students to understand about Mathematical Literacy is that it is not an easy subject or a soft alternative to Core Mathematics. Mathematical Literacy is not “watered down” Mathematics.

Rather, in much the same way that apples and oranges are both fruit and yet taste and look very different, Mathematical Literacy is a different subject to Core Mathematics, both in the way that it is taught and in the mathematical content dealt with. In Core Mathematics, the focus is on teaching scientific and abstract concepts. In Mathematical Literacy the focus is on teaching students to use simple, non-scientific mathematics to solve problems in complex real-life situations.



SECTION 4: ELECTIVES (Choose 3)

ACCOUNTING

Accounting is a subject that not only opens many career doors, but also develops life skills that we all need to manage our finances and resources.

STUDYING ACCOUNTING AT SCHOOL LEVEL ENTAILS THE FOLLOWING:

- Preparing financial records, journals, ledgers, trial balances, reconciliation statements and financial statements.
- Analysing and interpreting financial and other relevant data to make informed decisions.
- Identifying problems and finding solutions for them.
- Internal controls, auditing and ethics.
- Managing resources efficiently.

At St Anne's, a **minimum mark of 60% for Mathematics** is required to study Accounting in Grade 10.

ACCOUNTING DEVELOPS THE FOLLOWING SKILLS AND VALUES:

- The ability to be methodical and logical.
- The ability to focus on detail and fine print.
- The ability to be meticulous, neat, thorough and accurate.
- The capability to organise and manage one's own finances and activities responsibly and effectively.
- The application of principles to solve problems in a judicious and systematic manner in familiar and unfamiliar situations.
- The ability to be hardworking and disciplined.
- Honest and ethical behaviour.

TO BE A GOOD ACCOUNTING STUDENT YOU MUST:

- Enjoy working with numbers.
- Have the ability to apply knowledge and skills to current and new situations.
- Be analytical, a creative thinker and a problem solver.
- Have a committed and consistent approach to working on application tasks in the lesson and as homework.
- Be determined and able to persevere.
- Keep up with current economic news.

THE VALUE OF ACCOUNTING

Accounting students experience feelings of extreme satisfaction once they have grasped the necessary knowledge and skills to accurately prepare and balance financial records, and are able to use this knowledge to manage their personal finances more effectively. They can read articles in the media with greater understanding because of the knowledge gained and participate in discussions related to what is happening in our country and globally. Accounting also provides the stepping stones for diverse career opportunities.

Having studied Accounting, you should develop into an individual that is aware of efficient use of resources, the importance of working in harmony with the environment and our social responsibilities. Accounting teaches that ethics must come before profitability. It is our role as citizens not to be corrupt, to be transparent and accountable. With these kinds of values being developed, we hope that some of the problems society is facing will be slowly eradicated.

CAREERS AND TERTIARY EDUCATION

There are many existing well-known careers: Actuary, Chartered Accountant, Auditor, Taxation Specialists, Finance Officer, Banking, Entrepreneurship, Strategic Planner, Managers, CEOs, CFOs, IT Forensics, IT Programmer, IT Analyst, Finance Analyst, Risk Management, Insolvency Specialists, Corporate Finance Specialist and so much more. New and exciting career opportunities also arise as we advance technologically and economically. Universities and Colleges offer many degrees and diplomas in the commerce and business field.

CONSUMER STUDIES

Why choose Consumer Studies?

Consumer Studies equips young women with the practical know-how and critical-thinking skills to navigate daily life confidently and ethically. Learners graduate able to make sound financial decisions, create nutritious meals, assess product quality, design functional living spaces and run a small venture—all through a lens of sustainability and social responsibility.

IS IT THE RIGHT FIT?

Learners who excel typically enjoy problem-solving, show creativity, and value people, health and the environment. Good time-management and attention to detail are essential: the subject is fun, but it demands consistent effort in both coursework and practical production.

Consumer Studies not only enriches personal life skills; it also provides a springboard into diverse, future-forward careers—making it a smart, versatile choice for today's Grade 10s and tomorrow's changemakers.

WHAT YOUR DAUGHTER WILL LEARN

THE INFORMED CONSUMER	FINANCIAL MANAGEMENT	CLOTHING & TEXTILES
• Rights & responsibilities • Interpreting contracts • Resolving complaints • Evaluating marketing tactics.	• Budgeting • Saving & investing • Understanding CPI/inflation • Credit management • Basic tax principles	• Fibre science • Ethical fashion • Garment selection for body & workplace • Care labelling • Export/import dynamics
FOOD, NUTRITION & PRODUCT DEVELOPMENT	ENTREPRENEURSHIP	HOUSING & INTERIOR DESIGN
• Meal planning, nutrient analysis • Food-safety protocols • Sustainable sourcing • Recipe costing • Product testing	• Market research • Cost-benefit analysis • Small-scale production • Branding & sales • E-commerce basics.	• Evaluating tenure options (rent, buy, build) • Calculating affordability • Space planning • Décor principles

Learning is balanced between rigorous theory and hands-on practical sessions in our fully equipped Consumer Studies laboratory.

CAREER PATHWAYS OPENED

- **NUTRITION & FOOD** – Dietitian, food technologist, product development chef, food safety auditor.
- **BUSINESS & FINANCE** – Retail or brand manager, consumer-insights analyst, financial adviser, social-enterprise founder.
- **DESIGN & LIFESTYLE** – Interior designer, textile technologist, sustainable-fashion buyer, event or hospitality manager.
- **EDUCATION & ADVOCACY** – Consumer journalist, policy researcher, NGO programme officer, secondary-school educator.

Continued on next page...

CONSUMER STUDIES

Graduates commonly pursue BConsumer Science, BSc (Food Science/Dietetics), BCom (Retail Management), BA (Fashion & Interior), or Education degrees at leading South African universities.

CAREER PATHWAYS OPENED

- **UNIVERSITY DEGREES IN CONSUMER / FOOD / RETAIL SCIENCES:** University of Pretoria, Stellenbosch University, North-West University, University of the Free State, UNISA (distance)
- **UNIVERSITIES OF TECHNOLOGY & TECHNIKONS:** Tshwane University of Technology (TUT), Cape Peninsula University of Technology (CPUT), Durban University of Technology (DUT), Vaal University of Technology (VUT)
- **PROFESSIONAL CHEF & CULINARY ACADEMIES:** HTA School of Culinary Art (Johannesburg), Capsicum Culinary Studio (7 campuses nationwide), Institute of Culinary Arts (ICA) (Stellenbosch), Silwood School of Cookery (Cape Town), SA Chefs Association – Centre for Culinary Excellence, Jackie Cameron

These platforms collectively cover the spectrum of careers discussed in Consumer Studies—from dietetics, retail buying and interior merchandising to food product R&D, hospitality management and professional cookery. This is just a tip of the ice-berg as to what Consumer Studies can offer.

It also nurtures the design-thinking, aesthetic insight and business acumen that feed into creative pathways—opening doors to fashion and interior design, architecture, and finance-focused roles such as retail buying or brand merchandising. The subject's housing and property modules further equip learners with the know-how to evaluate real-estate options and understand market dynamics, laying a strong foundation for future work as estate agents, property managers or housing consultants. It also cultivates an entrepreneurial mindset, empowering learners to turn innovative ideas—from gourmet products to bespoke décor lines—into thriving small businesses. Ultimately, Consumer Studies equips learners with the skills and insight to step confidently into the tangible, exciting futures this dynamic field unlocks.



SECTION 4: ELECTIVES (Choose 3)



DRAMATIC ARTS

Drama is training for life and is not just for those who wish to pursue a career in the performing arts. In any profession, you need to have an ability to work well with others, to communicate your ideas confidently and to have an understanding of humanity, all of which Dramatic Arts provides. So although the study of Drama can obviously equip you for further study in the performing arts, more importantly, it provides you with a wide variety of life skills that will make you marketable regardless of the career you may choose.

The World Economic Forum lists creativity, emotional intelligence, co-operation with others, negotiating, people management and cognitive flexibility in their top 10 skills for the future. Drama covers all of these through practical group work and the analysis of people and societies through the different plays.

SKILLS LEARNT INCLUDE THE FOLLOWING:

- Verbal & non-verbal communication
- Writing & research
- Public speaking & presentation
- Taking responsibility & working to a deadline
- Critical evaluation & interpretation
- Self-esteem & confidence
- Leadership & entrepreneurship
- Creative development
- Team building & group co-operation
- Understanding and analyses of dramatic processes, practices and products
- Perception into human/life situations
- Organisation & personal management

The subject hopes to promote a sense of commitment and concentration through interactive learning. It encourages you to become creative, insightful and empathetic. Dramatic Arts is a challenging course and can be time-consuming. However, it is extremely rewarding. Requirements for girls wanting to choose this subject should simply be a genuine love for dramatic art and expression, coupled with a commitment to learn, grow and challenge oneself.

Recently, Dramatic Arts has branched out into the use of film which means that in the next two years it could be an option for you to shoot a film instead of performing the three required pieces on stage, currently in the Matric final exam.

WHAT DO WE DO IN DRAMATIC ARTS?

Dramatic Arts is a combination of theory and practical work, and these two sections are equally weighted.

The theory section includes a study of theatre history, from classical civilization through to contemporary theatre, and dramatic analysis of plays. These plays are studied from the perspective of how they interpret on stage as well as background studies on areas of socio-political contexts, genres, themes, dramatic techniques and relevance. While much of the theory is explored in a practical manner, it is important to realise that there is a large written component to this subject.

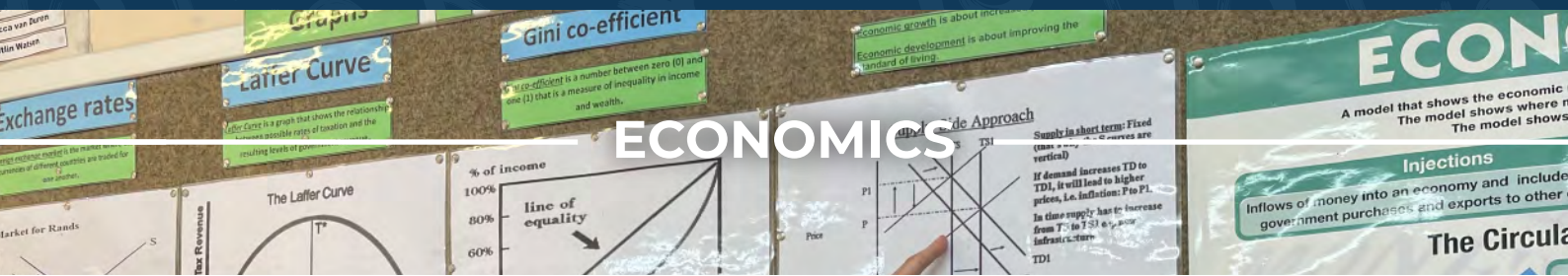
The practical section involves an exploration of a variety of different dramatic forms, from types of group work and individual work and varieties of styles from realistic to experimental. The principles of speech are also studied with a focus on the dynamics of effective communication.

THE THEATRE PROGRAMME

Our four annual theatre projects feed directly into the academic curriculum and give opportunities for Dramatic Arts girls to reinforce and develop the practical skills they learn in the classroom while simultaneously gaining further experience in dramatic creation, interpretation and performance.

The watching of productions at our school and at other venues is an integral part of your practical and theory studies. It is through these performances that you will learn to analyse live theatre and its effects on an audience, as well as use some of the techniques in your own work.

SECTION 4: ELECTIVES (Choose 3)



Economics is concerned with market forces, supply and demand and government intervention. Exchange rates, imports and exports, inflation, unemployment, development and government policy are all analysed.

WHO WILL ENJOY ECONOMICS?:

Pupils who have a genuine interest in current national and international affairs should find the course stimulating. Economics is a contemporary subject, rooted in what is happening in South Africa and the world economy today, and it will suit those who have an interest in politics and reading the papers.

ECONOMICS LEARNERS WILL BE ABLE TO:

- Use resources efficiently to satisfy the competing needs and wants of individuals and of society.
- Explore a variety of methods and strategies to analyse and explain the dynamics of markets.
- Understand the concept of monetary and real flows in an open economy within the confines of production, consumption and exchange.
- Collect, analyse and interpret production, consumption, and exchange data, as well as other information in order to solve problems and make informed decisions.
- Develop skills to apply demand and supply, and cost and revenue analyses to explain prices and production levels.
- Understand human rights concerns, reflect on the wealth creation process, and engage in poverty alleviation.
- Understand reconstruction, growth and development, as well as a critical approach to initiatives for a fair distribution of income and wealth, human rights, and responsibilities.
- Analyse and assess the impact of local and global institutions on the South African economy.
- Explain economic events and forecast their consequences or predict likely future outcomes.
- Acquire an advanced Economics vocabulary that will allow them to debate and communicate the essentials of the subject.
- Apply, in a responsible and accountable manner, the principles that underlie basic economic processes and practices.
- As it draws on a wide range of skills, it is an excellent background for those considering careers in business, banking, accounting, law or politics (although that is not a prerequisite to study a BCom).

Economics does not prepare you for a particular job, it prepares you to live in a world where you are constantly forced to make choices and to think critically about what is happening in South Africa and globally. Economics learners are taught to be critical of the environment they live in and to be able to analyse their choices and make educated and informed decisions.

SECTION 4: ELECTIVES (Choose 3)



FRENCH

“A man who speaks three languages is trilingual. A man who speaks two languages is bilingual. A man who speaks one language is English.” - Claude Gagnière, French writer (1928-2003)

French is spoken by more than 300 million people in 43 countries. It is the official language of business and trade in more than 25 African countries and is more understood worldwide than Spanish, German, Italian and Portuguese. It is also the official language of the United Nations, The Olympics and the second language of the Internet. Hence, with French, you can travel and connect with people all over the world and it will certainly complement any career choice. French opens doors!

WHY FRENCH?

- French teaches self-discipline and perseverance, two valuable life-skills.
- French has cognitive and academic benefits. Learning a third language like French involves mastering certain abstract concepts and then applying them practically. Learning French is a discipline much like Music or Mathematics which encourages mental flexibility, creative thinking skills and problem-solving skills.
- French will complement any subject package, whether weighted in favour of the Sciences or Arts.
- In addition it offers extension which affects the ethos of the whole school.
- A bilingual brain is not necessarily a smarter brain, but is proving to be a more flexible, more resourceful one. In a polyglot world, monolingualism is the illiteracy of the 21st century.
- Learning French will help you to develop an appreciation of another culture and way of life; it develops social awareness and empathy. It's more than competence. It's an attitude.
- If you are an academic pupil, French is the perfect extension subject. It will give you the edge over competitors if you are thinking about studying medicine or some other highly competitive scientific career as few other candidates will have the communicative and empathetic skills gained from learning a foreign language.
- However, French is not only for top academic pupils. If you have a love of Language, art and culture, geography or history, French will be an enriching choice for you too.
- Finally, research has shown that success in learning a foreign language like French is a good indicator of success at university.

CAREER OPPORTUNITIES

- | | |
|---------------------------------------|---|
| • Tourism | • Information Technology |
| • Journalism and Media Studies | • Law |
| • Telecommunications | • Resort Management |
| • Commerce | • Aviation |
| • Translator | • International Relations and Diplomacy |
| • Interpreter | • Politics and Economics |
| • Drama and Acting | • Automotive Industry |
| • Publishing | • Banking and Finance |
| • Science and Technology | • Education |
| • Medicine (Médecins Sans Frontières) | • Luxury Goods and Retailing Sectors |

WHAT AND HOW?

- The primary objective of the French syllabus is to achieve communicative competence.
- The full course provides a good knowledge and understanding of French background and culture.
- Grammar and syntax are studied in depth, and then gradually applied in oral and written work.
- Oral and aural exercises are practiced regularly.
- You will be exposed to a variety of French texts, including literature (prose and poetry), magazines, films and audiovisual resources that provide access to authentic communicative situations and to modern French culture and idiom.

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SECTION 4: ELECTIVES (Choose 3)



FRENCH

The FET assessment framework is in line with international standards and is very similar to the international French “DELF” examination. These exams are offered to students between Grades 10 and 12 and this year we have some industrious Grade 9s sitting the A1 examination.

Les avis de deux anciennes élèves, Beth Coxon and Sacha Armstrong, 2020 matriculants, speak about their experience of and passion for French:

 **WATCH NOW**



LIFE SCIENCES

Life Sciences involves the study of life in the changing natural and human-made environment. In other words, a study of Life Sciences helps you understand the basic processes of life as well as the interrelationship and interdependence of parts of the living and the physical world.

The subject of Life Sciences therefore includes the study of Biology but also aspects of Physical Geography and Biotechnology.

The range of topics in the syllabus is wide and varied; from the cell to human anatomy and physiology, from organic compounds to chemical and developmental processes, including respiration, photosynthesis, genetics, genetic engineering and evolution. You will also study individual plant and animal groups and interrelationships, including ecological issues such as malnutrition, overpopulation and the destruction of natural resources.

Not only will the topics that are studied be relevant to your personal life, they will also guide you in your responsibilities toward the management of resources. A study of the Life Sciences will expose you to different worldviews, allowing you to appreciate, compare and evaluate different scientific perspectives. In this way, you should develop an understanding of the nature of science, the influence of ethics and biases, and the interrelationships between science, technology, indigenous knowledge, environment and society. Life Sciences can therefore be viewed as important for understanding, and contributing to, the socio-economic and technological advancement of society.

The study of Life Sciences gives knowledge and understanding and also develops a range of theoretical and practical skills, including critical and scientific enquiry, reflection and problem-solving. You will be exposed to a diversity of plant and animal specimens, slides, videos, models and investigations of a hands-on nature.

Life Sciences caters for a wide range of careers such as Medicine, Bioengineering, Psychology, Nursing, Education, Marine Biology, Environmental Science, Crop Science and Horticulture.



Welcome to the subject where you will learn FROM the real world, ABOUT the real world and IN the real world.

Geography is one of those subjects best positioned to help you to understand your world better. What happens daily around us makes more sense if you understand where the event or phenomenon is taking place, the physical aspects of the location, the people of that region, and the resources available there.

Our aim in each lesson is to support you to develop geographic knowledge, use geographical skills and techniques, develop attitudes and values to create a more sustainable world.

Geography is the study of the PHYSICAL and HUMAN environments. Our attempts to understand the local, provincial, national, continental, and global worlds is gained by developing and understanding similarities and differences in places and people.

Crucial to our understanding of the world, is the ability to recognise or comprehend the interaction between humans and the environment. How people interact with or use the (natural) environment gives rise to many issues, like global warming/climate change, that threaten our future on planet Earth.

Learning Geography is therefore not only about developing knowledge, but also to use knowledge (and skills) to deal with and manage our current challenges.

Our hope is that you will be able to know that the world in which you live is a product of processes and interactions coming from nature or from people. Some of the interactions will result in a sustained future, while others will threaten the possibility of future generations to come. By understanding the world in this way, we are better positioned to always act responsibly.

The specific attitudes and values highlighted in the CAPS for Geography are:

- A concern for the sustainable and fair use of resources for the benefit of all, recognise the significance of informed decision-making
- The application of geographical knowledge and skills in your personal lives
- The respect for the rights of all people
- A sense of fairness, sustainability, and equality

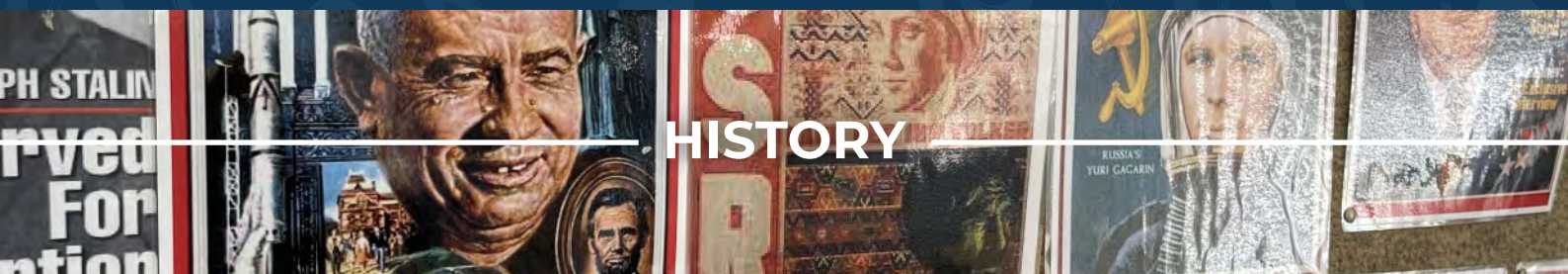
Geography careers offer opportunities to develop solutions to some of the most pressing issues for modern society, including climate change, natural disasters, overpopulation, urban expansion, and multicultural integration.

CAREER OPTIONS

Green Engineering with an emphasis on Sustainability, Landscape Architect, Environmental Law, Politics & Non-Profit Organisations, Travel & Tourism, Urban/Town (or Rural) Planning, Property Development, Resource Management, Market Research, Remote Sensing & GIS Specialist, Business Sector requiring a knowledge of economic trends as well as 'green issues', Research (CSIR), Marine Biology, Soil Scientist, Viticulture, Oceanography, Nature Conservation, Environmental Management Procedures (IEM), Environmental Impact Assessment Studies (EIA), Environmental Auditing (EA), International Aid and Development, Analysing Natural and Human Resources Education.

"Geography explains the past, illuminates the present, & prepares us for the future. What could be more important than that?"

- Michael Palin



The word "History" comes from the Greek word "historia" meaning "enquiry" or "search for truth". With the current national and international political climate and how quickly we all become passionate about our opinions on different topics, understanding the root of our opinions and the history behind those topics is essential if we want to have an informed outlook. History is, therefore, a method of enquiry, which requires skills that transfer to other areas of life.

RELEVANCE

History is a compelling subject because it is being lived and made daily. It is not just reading about the past, but rather actively investigating the past for yourself. The more we find out about the past, the better we understand the present. In recent years, we have fallen victim to the global Covid pandemic. We have also witnessed civil unrest on our home front. In addition, the Russian invasion of Ukraine occurred in 2022 and more recently we are witnessing the unfolding of the Israeli-Palestinian conflict which spans across many decades. 2024 marks the 30th anniversary of our democracy which again allows us to reflect on this milestone event. As historians, we ought to be informed onlookers.

CONTENT

The content for the NSC band is broad, covering world and South African history. The emphasis of assessment is no longer purely on content nor on merely essay writing, but requires students to examine different sources, to debate and extrapolate relevant evidence from these to draw their own conclusions.

CAREER SKILLS

In our changing economy, there is concern about job futures in most fields. Historical training is not, however, an indulgence; it applies directly to many careers and can clearly help us in our working lives.

For almost any kind of work, from librarianship to journalism, advertising, marketing, entrepreneurship, analysis, archiving, broadcasting, campaign work, consulting, editing, foreign service, diplomacy, intelligence, legal assistance, lobbying, personnel management, public relations, research, science, and the medical field - the list can be almost endless - you will need to assess a variety of sources of information. You will conduct research and interviews, consult maps, graphs, and statistics to find information, evaluate these sources, and present your findings critically.

The need to express informed opinions on relevant subject matter is vital. Studying History can form the basis of a very necessary bank of knowledge, which will definitely be needed in building a career. We live in a world which is experiencing rapid changes. History, more than any other subject, helps you to understand and cope with change and foster your development into a cultured, well-informed person with an enquiring mind.

PERSPECTIVES FROM OUR GRADE 12 HISTORIANS

"I thoroughly enjoy History because the topics discussed have always managed to intrigue me and extend my general wave of thought. Learning about African History and international politics, both challenges and stimulates me. Walking into the history classroom is always exciting as I look forward to further understanding the context of the world we live in today. I trust that the things we learn in History will forever have value."

- Imana Dimba (2023)

"History has opened my eyes to the world and all its complexities. The information you learn will be with you for the rest of your life, and it's the information that will enrich your life. The vast topics taught in history will give you a greater understanding of the world and will provide numerous opportunities in your future."

- Langelihle Nhlapo (2023)

PERSPECTIVES FROM AN OLD GIRL ENTERING UNIVERSITY IN 2023

"I am currently studying law and I keep thinking about how much the study of History at school has assisted me. Most of what I am currently doing I already know from the History learnt at school."

- Amy Burnett (Stellenbosch University)



MUSIC

Music, as a subject, holds particular appeal for any girl already learning a musical instrument at school. To pursue Music for the National Senior Certificate (NSC), she should have reached at least Grade 5 through one of the recognised examination boards: UNISA, Associated Board of the Royal Schools of Music (ABRSM), Trinity College London (TCL), or the International Rock School (IRS).

By the end of Grade 9, a minimum standard of Grade 2 in both practical and theory is required in order to be on track for senior-level Music studies.

In addition, the dynamic and enriching FET Music syllabus offers a wide range of exciting components:

- Music Theory, including Harmony and Counterpoint
- Improvisation, Arrangement, and Composition
- Music Technology, teaching Digital Audio Work Stations such as BandLab, AI generative software including SUNO, Notational software. With the rebuilding of our Music Centre, we are most excited to have a Recording Studio installed.
- A comprehensive History Component, exploring Western Classical, Contemporary, and South African Music—ensuring the subject remains both globally relevant and locally grounded

Active involvement in school music groups and performances builds not only musical ability, but also confidence and resilience. Popular ensembles such as the Band, Choir, Vocal Ensemble, and Marimba groups encourage teamwork and a shared love of music.

We strongly encourage participation in International Music Examinations, as the accreditation points earned can enhance applications for tertiary studies—especially at institutions abroad.

Music as a discipline nurtures creativity, perseverance, and analytical thinking, while also fostering self-discipline through regular instrumental practice. The spectrum of career opportunities in music has grown significantly in recent years, with exciting prospects in:

- Music Therapy
- Media and Broadcasting
- Performance, Conducting, Composition and Songwriting
- Film Scoring, Orchestral and Studio Musicianship
- Sound Engineering and Music Production
- Education and Musicology
- Ethnomusicology

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MUSIC

Studying music is therefore a richly layered journey, blending academic excellence with creative expression. It is widely recognised not only for its intellectual and artistic value, but also for its role in enhancing mental health, emotional expression, and effective communication.

In addition, recent research, including studies conducted by MIT, has shown that learning music provides a wide range of cognitive and academic benefits, including:

- Improved memory, focus, and attention to detail, with increased ability to multitask, prioritise, and plan effectively
- Greater decision-making skills, mental flexibility, and emotional self-regulation, helping students adapt to change with confidence
- Enhanced IQ (up to 10% higher), stronger problem-solving and critical thinking skills, especially valuable in STEM-related fields
- Advanced linguistic and reading abilities, as well as bilingualism and creative thinking
- Improved neuroplasticity and receptive language skills, allowing for better understanding and interpretation of information in diverse formats

Still tentative about your daughter taking music?

Jef Raskin (co-founder of Macintosh) wrote: if I had not studied music, there would be no Macintosh computers today.

We do not teach the arts to create great artists anymore than we teach math to create the next generation of mathematicians or language arts to create the next generation of writers. We teach the arts in our schools to create great people so they are empowered with skills and knowledge to be successful in life... to do great things regardless of the vocational pathway they choose.



PHYSICAL SCIENCES

This subject includes both Chemistry and Physics. Both require and develop a wide variety of abilities, including: visualising abstract ideas, understanding difficult concepts, providing clear written explanations, applying knowledge to real-life contexts and performing hands-on practical work. The subject focuses on investigating and understanding various processes that occur around us. Considering the various positive and negative impacts of science on human societies and on the environment is a vital part of the course.

This subject encourages you to think logically and independently, to formulate and ask questions, and to work effectively both alone and as part of a team. Some aspects of the syllabus require creativity, while others demand that you follow strict procedures. Some rote-learning is essential, as in learning the vocabulary of any new language, but so is the ability to understand and apply concepts. Science students must be able to balance all of these skills.

The syllabus is structured around fourteen knowledge areas. The topics are explored in increasing depth and detail over the three-year course and eventually examined in two three-hour papers in Matric which contribute 75% of the final mark. Numerous practical investigations, alternative assessments and regular control tests form part of the Continuous Assessment mark and will eventually make up a School Based Assessment mark in Matric, which contributes the remaining 25% of the final mark.

CHEMISTRY

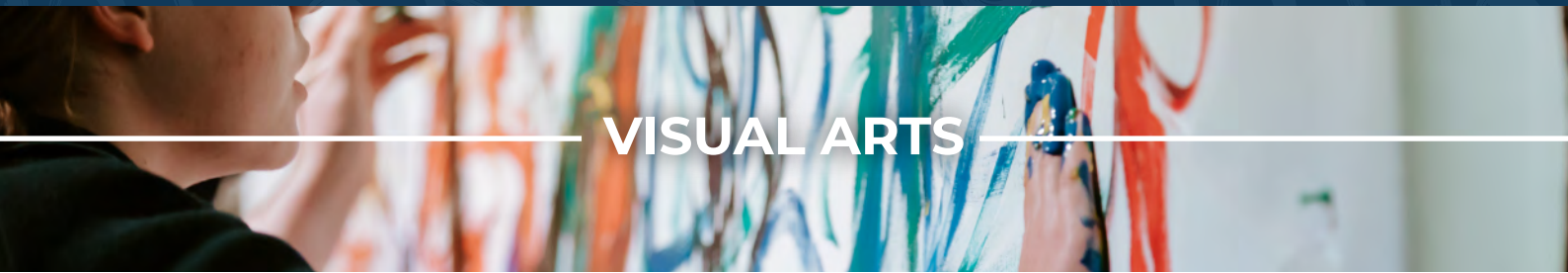
- Quantitative Chemistry
- Chemical Bonding
- Energy Change and Rates of Reaction
- Chemical Equilibrium
- Acids and Bases
- Electrochemistry
- Organic Chemistry

PHYSICS

- Kinematics (motion)
- Newton's Laws and their application
- Momentum, Impulse, Work, Energy and Power
- Gravitational and Electric fields
- Electric Circuits
- Electrodynamics
- Photons and Electrons

Please consider very carefully whether YOU should take this subject.

- Physical Sciences is required for many career fields including Forensics, Engineering (Biomedical, Civil, Aeronautical, Electrical, Mechanical, Chemical), Surveying, Geology, Archaeology, Dietetics, Medicine, Optometry, Physiotherapy, Occupational Therapy, Dentistry, Veterinary Science, Marine Biology, Zoology, Botany, Horticulture, Forestry etc.
- Success in Physical Sciences requires perseverance and consistent effort, right from the very beginning, as new work continually builds upon past modules.
- You should be organised, hardworking and analytical and have good mathematical skills.
- Many people will tell you that taking Science "opens doors", but bear in mind that this is only true if you do well. Do not choose this subject if it is easy marks that you are after. Speak to senior girls who are taking the subject.
- It is recommended that you obtain at least 60% for Natural Science and Mathematics in Grade 9 if you are to be able to cope with the academic rigour demanded by this subject, and eventually obtain a meaningful mark at the end of Matric.
- A new (2017) requirement is that you may not take Physical Science unless you also take Core Mathematics. This means that if you decide to change to Mathematical Literacy in the middle of Grade 11, **YOU WILL ALSO HAVE TO CHANGE FROM PHYSICAL SCIENCE TO ANOTHER SUBJECT.**
- Physical Sciences is a challenging but very interesting and useful subject for those who are naturally curious about the world around us and who wish to expand their minds. If that is you, then **GO FOR IT!**



VISUAL ARTS

The subject Visual Arts provides an exciting world of creative and personal exploration. Art students develop many new skills with which they are able to respond to their world. The syllabus is made up of two integrated facets: History of Art (Visual Cultural Studies), and Practical Art. This allows the Visual Arts student to develop her individual visual language by understanding the visual culture of the past and present. Life skills such as problem-solving, collaboration, critical thinking and self-discipline are learnt at the same time as experiencing the great personal satisfaction of developing technical skills to produce aesthetically pleasing artworks.

Students can also go on to pursue a career in one of the many fields related to the Visual Arts.

HISTORY OF ART (VISUAL CULTURAL STUDIES)

Grade 10

The history of Art from 3500 BC to the 16th century is studied thematically to provide girls with the knowledge of a wide range of cultures through their drawing, painting, sculpture and architecture. This component lays the foundation for visual literacy, a knowledge of the theory of art, as well as for writing and research. The following themes are covered: Introduction to Visual Literacy; Ancient Civilisations; Prehistoric and African Art; Renaissance and Classical Art.

Grade 11

Continuing the thematic approach, with reference to international and African art and architecture of the period 1600 to 1960, diverse aspects of the following themes are studied: Birth of Modernism; 19th and 20th Century Art and New Media.

Grade 12

In preparation for the NSC examination, the course explores International and South African 20th Century; Conceptual and Contemporary Art under the themes of: Art as a Reflection of Society; Art as Idea; Art and Gender; Exploration of an African Identity, through the Apartheid period and during the post-1994 period in South Africa. By the time a Visual Arts pupil has matriculated, she has a thorough understanding of international art and the art of South Africa and is able to discuss the Visual Arts with confidence using relevant terminology.

PRACTICAL ART

In this component, in Grade 10, experimentation regarding a variety of media and techniques is encouraged and girls are taught skills in drawing, painting, sculpture and ceramics. Drawing forms an essential part of practical art and includes observation-based studies as well as creative, imaginative work. Girls process and record the development of both their concepts, methods of expression and research into current international and local art, in their visual journals. Once all of their planning is complete, they proceed to the creation of the artwork; girls may explore in various media and develop skills in the area they are showing an aptitude for, and/or interest in. At the end of Grade 12, each girl exhibits a portfolio of the year work completed, in which there is evidence of their interpretation of various themes using their creative skills and concepts.

REQUIREMENTS:

Passion for the Visual Arts, diligence, an enquiring mind and a love of culture are some of the vital qualities which one needs to excel in this enormously rewarding subject.

LIFE ORIENTATION

Life Orientation (LO) is compulsory, together with English, an Additional Language and Mathematics or Mathematical Literacy.

Life Orientation (LO) is a dynamic subject which equips our girls with important skills for life. It provides a fundamental platform for learners to acquire vital knowledge, understanding and values to enable them to make informed choices about their own lives, as well as make a positive impact on society. Critical thinking and the development of empathy provide essential 21st century skills.

The care of one's mental, spiritual and physical wellbeing is included in the subject, alongside the promotion of a balanced lifestyle. The Department of Basic Education requires the purpose of Life Orientation to empower learners by achieving their full potential and embracing diversity, while making informed decisions and a meaningful contribution to society, through acquiring skills which will assist them to respond to life's challenges.

Other interesting elements of the subject include: physical education, study skills, career decision-making, stress management, environmental responsibility, democracy and human rights.

LO is a compulsory subject in the IEB curriculum, and takes place once a week. Self-study is required from the girls outside lesson time. LO is assessed through written work, research, practical skills, project-based learning, and self-reflection. Girls are expected to meet deadlines and submit work on a regular basis.

