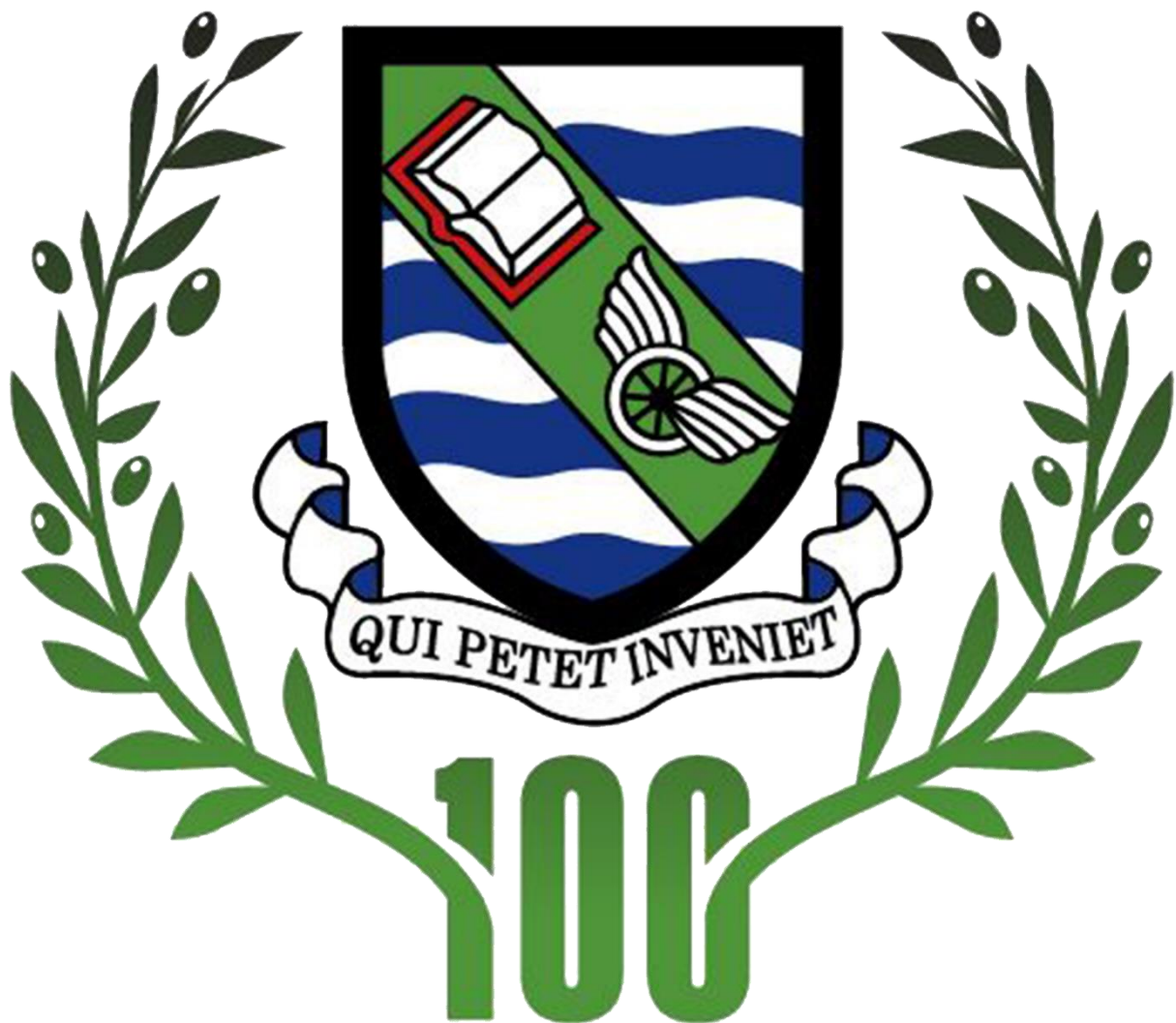


Hoërskool De Aar
De Aar High School

1924 - 2024



SUBJECT CHOICE
BOOKLET GR. 10

National Senior Certificate (NSC)

The National Senior Certificate is a level 4 qualification on the National Qualification Framework (NQF). The certificate requires that learners should study seven subjects from Grade 10 – 12: four compulsory and three optional subjects.

The subjects are:

- Two official languages (Afr/Eng): one must be on the Home Language level, and the other must be on either Home or First Additional Language level. One of the two languages should be the language of learning and teaching.
- Mathematics or Mathematical Literacy
- Life Orientation
- Plus, three other subjects offered by the school.

Promotion requirements for NSC:

- One official language at home language level: minimum 40%
- Two other subjects: minimum 40%
- Three subjects: minimum 30%

You may fail one subject (less than 30%) if you have completed all the school-based assessments in this subject.

Minimum requirements for admission to higher education institutions

Qualification	Minimum requirement for admission
Higher certificate	Pass the NSC with: One official language at home language level: 40% or more. Two other subjects: 40% or more. Three subjects: 30% or more
Diploma	Pass NSC with: One official language at home language level with: 40% or more. Three other subjects: 40% or more (Life Orientation excluded) Two subjects: 30% or more
Bachelor's degree	Pass NSC with: One official language at home language level: 40% or more. Four subjects from the designated list: 50% or more. Two subjects: 30% or more

Designated subjects presented by High School De Aar:

Languages

Mathematics/Mathematical Literacy

Life Orientation

Accounting, Consumer Studies, History, Agricultural Technology

Business Studies, Physical Sciences, Tourism

Life Sciences, Economics, Computer Applications Technology

Nasionale Senior Sertifikaat (NSS)

Die Nasionale Senior Sertifikaat is 'n vlak 4 kwalifikasie volgens die Nasionale Kwalifikasie Raamwerk (NKR). Die sertifikaat vereis dat leerders sewe vakke vanaf graad 10 tot 12 moet neem: vier van hierdie vakke is verpligtend en drie is keusevakke.

Die vakke is:

- Twee amptelike tale (Afr/Eng): een moet op Huistaalvlak wees en die ander een moet óf ook op Huistaalvlak óf op Eerste Addisionele Taalvlak wees. Een van die tale moet die taal van leer en onderrig wees.
- Wiskunde OF Wiskundige Geletterdheid
- Lewensoriëntering
- Asook, drie ander vakke wat deur die skool aangebied word.

Bevorderings vereistes vir die NSS:

- EEN amptelike taal op Huistaalvlak: minimum 40%
- TWEE ander vakke: minimum 40%
- DRIE vakke: minimum 30%

Jy mag EEN vak druipe (minder as 30%) mits jy al die skoolgebaseerde assesserings vir dié vak voltooi het.

Minimum vereistes vir toelating tot hoëronderrig-instansies:

Kwalifikasie	Minimum vereiste vir toelating
Hoër sertifikaat	Slaag die NSS met: Een amptelike taal op Huistaalvlak: 40% of meer. Twee ander vakke: 40% of meer. Drie vakke: 30% of meer.
Diploma	Slaag die NSS met: Een amptelike taal op Huistaalvlak met: 40% of meer Drie ander vakke: 40% of meer (Lewensoriëntering uitgesluit) Twee vakke: 30% of meer
Baccalaureus	Slaag NSS met: Een amptelike taal op Huistaalvlak: 40% of meer Vier vakke van die onderstaande lys: 50% of meer. Twee vakke: 30% of meer

Vakke wat by Hoërskool De Aar aangebied word:

Tale,
Wiskunde, Wiskundige Geletterdheid,
Lewensoriëntering
Rekeningkunde, Verbruikerstudie, Landboutegnologie, Geskiedenis
Besigheidstudies, Fisiese Wetenskappe, Toerisme
Lewenswetenskappe, Ekonomie, Rekenaartoepassingstegnologie

Subject changes

Learners are advised to make an informed decision in order to limit subject changes to a minimum. It requires a huge effort to start a new subject.

Please note that the feasibility of subject changes depends on class sizes, timetable variables and availability of teaching staff. It is not a given that the subject change will materialise. Final permission resides with the Northern Cape Education Department.

The school may give temporary permission that a learner may change a subject, but the department has the final verdict, which may take up to two weeks before final permission is given. The learner and his parents are, therefore, at risk that their request cannot be granted and that the learner will have to return to his original subject.

Mathematics is a requirement for Physical Sciences. (If a learner decides to change from Mathematics to Mathematical Literacy he/she will therefore also need to change the mentioned subject).

If a learner has extra subjects, you must take note that it might result in him writing two subjects on one day during the examinations.

Grade 10:

A learner may change a maximum of TWO subjects in Grade 10. The closing date for these changes will be indicated to the learners at the beginning of term one next year, on the school's official communication platforms. All changes are subject to the approval of the NCED. A written application for the subject change, which is signed by the parents, must be submitted to the school.

Grade 11:

A learner may change a maximum of TWO subjects in Grade 11, before the last day of term 1. The closing date for these changes will be indicated to the learners at the beginning of term one next year, on the school's official communication platforms. All changes are subject to the approval of the NCED. A written application for the subject change, which is signed by the parents, must be submitted to the school.

Grade 12:

No subject changes are allowed in grade 12. Learners are allowed to change 1 subject at the end of grade 11. Documentation of this must be handed in at the school before the 10th of December.



Vakveranderings

Leerders word aangeraai om ingeligte besluite te neem om sodoende vakveranderings tot 'n minimum te beperk. Dit verg geweldige inspanning om 'n nuwe vak te begin.

Let wel die moontlikheid van vakveranderings word op klasgrootte, rooster veranderlikes, en beskikbaarheid van onderwysers geskoei. Dit is dus nie 'n gegewe dat die vakverandering sal plaasvind nie. Finale toestemming berus by die Departement van Onderwys.

Die skool kan tydelike toestemming aan 'n leerder verleen om vak te verander, maar die departement maak egter die finale uitspraak wat tot twee weke kan neem voor finale toestemming gegee word. Die leerder en sy/haar ouers/voogde loop dus die risiko dat hul versoek afgekeur kan word en dat die leerder dan sal moet terugkeer na sy/haar oorspronklike vak.

Wiskunde is 'n vereiste vak vir Fisiese Wetenskappe. (Indien 'n leerder dus besluit om van Wiskunde na Wiskundige Geletterdheid te verander sal hy/sy ook dié vak moet verander.)

Indien 'n leerder ekstra vakke neem, moet hy/sy bewus wees dat hul moontlik, gedurende eksamens, twee vakke op een dag kan skryf.

Graad 10:

'n Leerder mag 'n maksimum van TWEE vakke in graad 10 verander. Die afsnydatum vir vakveranderings sal in kwartaal een gekommunikeer word. Alle veranderings is onderhewig aan die goedkeuring van die Departement van Onderwys. 'n Skriftelike versoek vir die vakverandering, wat deur die ouers onderteken word, moet aan die skool gerig word.

Graad 11:

'n Leerder mag 'n maksimum van TWEE vakke, voor die laaste dag van kwartaal een, verander. Die afsnydatum vir vakveranderings sal in kwartaal een gekommunikeer word. Alle veranderings is onderhewig aan die goedkeuring van die Departement van Onderwys. 'n Skriftelike versoek vir die vakverandering, wat deur die ouers onderteken word, moet aan die skool gerig word.

Graad 12

Geen vakveranderings word in graad 12 toegelaat nie. 'n Leerder kan aan die einde van gr.11 slegs 1 vak verander. Dokumentasie hieroor moet voor die 10de Desember by die skool ingehandig word.



Agste Vakke

- Die leerder moet 'n gemiddelde persentasie van ten minste 75% handhaaf;
- Die leerder mag nie benadeel word ten opsigte van klastoetse, kontroletoeitse en projekte nie;
- Die verantwoordelikheid berus by die leerder om enige agterstallige werk in te haal;
- Geen aanpassing ten opsigte van klas-, toets- en eksamenroosters sal vir individue gemaak word nie;
- Indien 'n leerder nie na wense presteer nie, behou die Skoolhoof hom die reg voor om die verdere aanbieding van so 'n ekstra vak te weier;
- Die leerder moet self reëlings tref met die onderwyser vir tye vir die ekstra klasse na skool asook enige fooie betaalbaar;
- Indien die onderwyser wie die vak aanbied, van buite die skool is, moet hy/sy deur die Skoolhoof goedgekeur word.

Eight subjects

- The learner must maintain an average percentage of at least 75%;
- The learner must not be disadvantaged in terms of class tests, control tests and projects;
- The responsibility is upon the learner to catch up on any overdue work;
- No adjustment will be made regarding class, test and examination timetables for individuals;
- If a learner does not perform as desired, the Principal reserves the right to forfeit the privilege to an extra subject;
- The learner must make arrangements with the teacher him- or herself of times of extra classes after school, as well as any fees payable;
- If the teacher offering the subject is from outside the school, he/she must be approved by the Principal.

VAK INLIGTING

AFRIKAANS HUISTAAL

Beskrywing:

Klem op Afrikaans Huistaal word daarop geplaas om die denke en kommunikasie van leerders te verbeter. Voorsiening word veral gemaak vir taalbedrewenheid met klem op lees- en skryfvaardighede.

Onderwerpe/Inhoud:

Luister en praat

Deur middel van effektiewe luister en praat, word inligting versamel en saamgevoeg en kennis gebou, probleme opgelos en meningsvorming aangemoedig.

Lees en kyk

Ontwikkeling van kritiese denke word daardeur bevorder met die doel om 'n bedrewe leser in die lees van literêre en nie-literêre asook visuele tekste te word.

Skryf en aanbied

Gereelde skryfoefeninge stel die leerder in staat om funksioneel en kreatief in Afrikaans te kommunikeer. Die leerder leer om idees en gedagtes duidelik te formuleer en oor te dra.

Taalstrukture en -konvensies

Stel die leerder in staat om met Afrikaanse taalgebruik te eksperimenteer op woord- en sinsvlak asook in volledige formele of informele tekste.

Afrikaans First Additional Language

Description:

Learners think mainly in their home language and then translate their thoughts and ideas.

The learning of a First Additional Language enhances bilingualism and intercultural communication.

Topic/ Index:

The language skills, namely: Listening, Speaking, Reading and Writing will receive equal attention so that Additional Language learners can learn to think, debate and communicate in Afrikaans. The learning plan provides for learner interaction and self-discovery and learner involvement is encouraged in all class activities.

Difference between Home Language and First Additional Language:

In Home Language (the language of learning and instruction), listening and language skills are further developed and refined and emphasis is placed on developing the learners reading and writing skills.

First Additional Language skills, such as Listening, Speaking, Reading and Writing all receive equal attention and focus. The work that is done in the Afrikaans First Additional Language class is practical and useful. It is utterly important that the Additional language learners have a good vocabulary so as to allow for good communication skills to be developed. In First Additional Language focus is place on the expansion of the vocabulary of each learner.

English Home Language or English First Additional Language

Description:

An excellent command of English has become imperative in our global society and at HSDA it is our aim not only to teach the learners the English syllabus, but also to raise their knowledge and use of the language to extraordinary levels, thus giving them an advantage in almost everything that they do at school, as well as in their future lives and careers. Furthermore, with excellent English skills, learners may truly become 'global citizens' and compete with confidence for world-wide career opportunities.

Both English Home Language and First Additional Language are taught and assessed according to the following components:

- Listening and Speaking: learn to communicate effectively, logically, politely and with confidence.
- Language Structures and Conventions: learn to understand the structure and nuances of language in order to use this knowledge to improve writing, speaking and thinking skills.
- Reading and Viewing: learn to comprehend passages; enjoy reading; develop insight and self- discovery.
- Writing and Presenting: develop powers of observation; write imaginatively, accurately and coherently; write correctly according to context.

IMPORTANT POINTS ABOUT HOME LANGUAGE AND FIRST ADDITIONAL LANGUAGE:

Oral topics and assessment for Home Language are aimed at higher-level thinking and use of advanced vocabulary and language structures; FAL candidates are offered opportunities to express their viewpoints about age-related topics and language usage is expected to be less complex.

Language Study in the Home Language classroom deals with the basics as well as more advanced nuances of language such as stylistic devices, whereas the focus in the First Additional classroom is on honing basic skills and equipping the learners with the correct idiomatic usage of English nature (the inclusion of one or more Shakespeare plays in Grades 10 to 12 is a given). Home Language learners are required to deal with these texts critically and analytically. The prescribed texts for First Additional Language may be equally challenging, but the learners are not required to acquire such a profound level of understanding.

Writing assignments, similar to oral topics, may be less challenging for First Additional Language learners than those for Home Language learners. Both groups, however, are taught to deal with a wide variety of essay types and transactional writing formats.

CAREER MATTERS:

It is self-evident that communication is paramount in every sphere of life, but the following fields do require an above average proficiency in English:

Journalism
Marketing
Social sciences
Management

Media
Education
Entertainment

FAQs

- *How do I know if my child should carry on with Home Language in Grade 10?*

Learners who are not mother-tongue speakers and who would like to continue with English as Home Language in Grade 10, should be mindful that to do so and be able to cope comfortably, they should achieve a minimum of 65% in grade 9.

- *Why do the marks sometimes drop so significantly in Grade 10?*

This phenomenon causes a great deal of stress for learners and parents alike and the answer consists of two parts: firstly, the Grade 7-9 system (GET) uses a completely different weighting system in which the oral component is disproportionately important - e.g. it constitutes 48% of a learner's June mark whereas the literature component may count as little as 8%. In Grades 10-12, this is completely reversed, with the oral component reduced to a fraction of the final mark and the language/literature components making up the bulk of the final mark. Since most learners do well in oral assignments, they may appear stronger on their reports in the junior grades than what they really are. The second half of the answer is generic - learners face a sudden increase in academic work in Grade 10 and many of them are caught off guard.

- *Will my child be disadvantaged if he does not carry on with Home Language?*

It is advisable that learners should familiarise themselves with the requirements for future tertiary courses as soon as possible, because there may be a requirement for a certain percentage in English Home Language specifically, but generally speaking, Home Language students are not advantaged over First Additional Language learner.

- *What can I do to help my child improve his English marks?*

This is the desperate question of both Home and First Additional parents and the answer is not contained in a magic word, rather in a change in approach: language proficiency is rooted in the old adage, input equals output, Reading (of novels, magazines, newspapers) is the obvious way to increase input, but other sources (albeit unconventional) may also be gaming, socialising and watching good television programmes/films.

Mathematics and Mathematical Literacy:

Description:

Mathematics is a language that makes use of symbols and notations for describing numerical, geometric and graphical relationships. It is a human activity that involves observing, representing and investigating patterns and qualitative relationships in physical and social phenomena and between mathematical objects themselves. It helps to develop mental processes that enhance logical and critical thinking, accuracy and problem solving that will contribute in decision-making. Mathematical problem solving enables us to understand the world (physical, social and economic) around us, and, most of all, to teach us to think creatively.

Topics/Content:

In the CAPS syllabus a grade 9 learner must choose between the subjects MATHEMATICS and MATHEMATICAL LITERACY for Grade 10.

Content wise, the difference between the two subjects are the following:

Summary of the content of the curriculum for Mathematical Literacy:

Module 1: Number and operations in context:

- Percentages e.g. percentage increase and decrease
- Using mathematical knowledge to manage personal finances and to set up a personal budget
- Adapt a budget to accommodate, for example, a change in the price of petrol or an increase or decrease in bond repayments
- Simple and compound interest

Module 2: Functional relationships:

- Variables and rate of change
- Direct and inverse proportion
- Drawing graphs of a number of situations in real life.
- Interpreting graphs and tables of data of situations in real life

Module 3: Space, Shape and Measurement:

- Perimeter and volume
- Converting units of measurement within the metric system e.g. centimetres to metres, square centimetres to square metres
- Drawing and interpreting of scale drawings

Module 4: Data handling (Statistics)

Opsomming van die inhoud van die kurrikulum vir Wiskunde:

Funksies:

- Reguitlyngrafieke, hiperbole, parabole, eksponensiële grafieke (integreer met algebra)
- Trigonometriese funksies (alle funksies word ook horisontaal en vertikaal transleer).
- Dit is veral die funksies wat baie moeiliker is as wat in die ou HG/SG-kurrikulum verwag was

Patrone:

- Lineêre patrone
- Kwadratiese patrone
- Rekenkundige en meetkundige rye en reekse
- Som tot oneindigend
- Konvergerende reekse

Finansiële wiskunde:

- Saamgestelde en enkelvoudige rente, inflasie, huurkoop-ooreenkomste
- Die implikasies van fluktuerende buitelandse wisselkoerse te verstaan
- Afnemende saldo metode
- Annuiteite
- Delingfondse

Algebra:

- Manipulasie van algebraïese uitdrukkings
- Aard van die wortels (geïntegreer met funksies)
- Die oplossing van lineêre, kwadratiese, eksponensiële en gelyktydige vergelykings
- Die gebruik van wiskundige modelle om lewenswerklike probleme op te los

Euklidiese meetkunde en meting:

- Integrasie met trigonometrie en analitiese meetkunde
- Driehoeke en vierhoeke van die ou HG/SG-kurrikulum
- Die begrip van die effek op oppervlakte en volume indien enige dimensie met 'n konstante faktor vermenigvuldig word.
- Sirkels
- Gelykvormigheid
- Kongruensie
- Bewys van stellings

Trigonometrie:

- Funksies ($\sin\theta$, $\cos\theta$, $\tan\theta$) met sy horisontale en vertikale translasiës.
- Reëls in 2D- en 3D-vorms
- Reduksieformules
- Identiteite
- Negatiewe hoeke
- Algemene oplossings
- Saamgestelde en dubbelhoeke

Analitiese meetkunde:

- Middelpuntstelling
- Afstand
- Gradiënt
- Vergelyking van die reguitlyn
- Parallel en loodregte lyne
- Sirkels

Statistiek:

- Diagramme
- Gegroepeerde en ongegroepeerde data
- Gemiddelde
- Standaard afwyking
- Ogiëwe
- Kwartiele (5 punt opsomming)
- Bivariante data
- Regressielyn
- Korrelasie
- Skeefheid van data



Differensiasie: (nuwe onderwerp in graad12)

- Derdegraadse funksie
- Tweede afgeleide
- Differensiasiereëls
- Polinome
- Gradiënt
- Afgeleide
- Eerste beginsel
- Optimisering (kennis van meting gr11)

Waarskynlikheid:

- Basiese beginsels
- Venn-diagram
- Boomdiagramme
- Tweerigtingtabelle (Gebeurlikheidstabel)
- Fundamentele tel beginsel

Vraestel 1

Algebra
Rye en Reekse
Finansies
Funksies
Differensiasie
Waarskynlikheid

Vraestel 2

Statistiek
Analitiese meetkunde
Trigonometrie
Euklidiese meetkunde en meting

Vaardighede ontwikkel:

- Om vlotheid in rekenaarvaardighede te ontwikkel sonder om op die gebruik van sakrekenaars staat te maak.
- Wiskundige modellering is 'n belangrike fokuspunt van die kurrikulum.
- Om die geleentheid te bied om by leerders die vermoë te ontwikkel om metodies te wees, om te veralgemeen, vermoedens te maak en dit te probeer regverdig of bewys.
- Om getalstelsels te verstaan en daarmee te kan werk.
- Om Wiskunde as 'n menslike skepping te wys deur die geskiedenis van Wiskunde in te sluit.
- Om toeganklikheid van Wiskundige inhoud vir alle leerders te bevorder
- Om probleemoplossing en kognitiewe vaardighede te ontwikkel.
- Om die leerders voor te berei vir verdere onderwys en opleiding sowel as die wêreld van werk.

Vereiste kwaliteite en loopbaanmoontlikhede:

Hoe kies jy tussen Wiskunde of Wiskundige geletterdheid?

Gebruik die Gr 9 Junie Eksamen Wiskunde punte as 'n riglyn:

- meer as of gelyk aan 60%, kies Wiskunde
- tussen 50% en 60%, oorweeg noukeurig of jou kind werklik Wiskunde nodig het vir sy toekomstige loopbaan.
- minder as 50%, kies Wiskundige Geletterdheid.

Oorweeg die loopbaan wat jou kind wil volg:

Vir 'n loopbaan, soos in suiwer Wiskunde, Aktuariële Wetenskappe, Ingenieurswese, Wetenskap ensovoorts, is dit vanselfsprekend dat hy/sy Wiskunde as vak moet kies.

Vir enige ander kursus moet jy bepaal of Wiskunde as sodanig vir daardie spesifieke kursus vereis word en dan die toepaslike keuse maak.

Neem jou kind se persoonlikheid in ag:

Om suksesvol te wees in Wiskunde moet 'n leerder:

- in die klas kan konsentreer
- oor selfdissipline beskik om te werk
- bereid wees om elke dag sowel as oor naweke die tyd te hê om huiswerk te doen
- onafhanklik kan werk
- oor die dissipline beskik om werk op te som
- vrae kan vra as hy/sy nie verstaan nie

Laaste woord:

Wiskunde word gebruik as een van die vakke wat toelating tot die Universiteit bepaal omdat dit bepaal of 'n persoon kan redeneer en planne kan maak wat logies uiteengesit en uitgevoer kan word. Met ander woorde dit bepaal jou probleemoplossingsvaardighede – 'n noodsaaklike vaardigheid op baie vlakke. Wiskundelesse in Hoërskool De Aar is ontwerp om leerders te stimuleer om vir hulself te dink. Dit moedig hulle aan om die kennis wat hulle opgedoen het met selfvertroue te gebruik om probleme op te los. Een van die groot nadele van ons tyd is dat leerders wil weet hoe om 'n probleem op te los sonder om die tyd te neem om self met die probleem te veg. Om 'n vak soos Wiskunde werklik te bemeester, behels meer as 'n vinnige bespreking oor wat gedoen kan word of 'n ekstra les om 'n mens se punte in die volgende toets te verbeter.

Die dag as 'n leerder die vasberadenheid en wil het om die basiese kennis, definisies en die orens wat hy geleer het toe te pas om probleme op te los, sal hy werklik 'n meester wees en nie meer 'n slaaf wees wat langs die pad afgerig moet word nie.

$$\int_{-\infty}^{\infty} e^{-x^2} dx = \sqrt{\pi}$$

$$f(x) = a_0 + \sum_{n=1}^{\infty} \left(a_n \cos \frac{n\pi x}{L} + b_n \sin \frac{n\pi x}{L} \right)$$

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$



Life Orientation

Description

Life Orientation serves as core subject to develop learners and provide them with orientation regarding the demands and realities of life. Twenty first century skills are developed and emphasised. Learners are therefore exposed to a variety of themes. According to the National Curriculum and Assessment Policy Statement (CAPS), Life Orientation is the study of self in relation to others and society. Skills, knowledge and values regarding self, the environment, responsible citizenship, a healthy and productive life, social involvement, recreation and physical activities, careers and career choices are discussed. Opportunities are included to get involved in the development and practice of a variety of life skills like problem solving, making informed choices and taking suitable actions to live significantly and successfully in fast-changing society. It does not only focus on knowledge but also emphasises the importance of the application of skills and values to real life situations, participation in physical activities and community initiatives.

Topics/Content:

There are six main topics which are focused on:

1. Development of the self in society
2. Social and environmental responsibility
3. Democracy and human rights
4. Careers and career choices
5. Study skills
6. Physical Education Skills developed:



Life Orientation aims to:

- Guide and prepare learners to respond appropriately to life's responsibilities and opportunities
- equip learners to interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level;
- guide learners to make informed and responsible decisions about their own health and well-being and the health and well-being of others;
- expose learners to their constitutional rights and responsibilities, to the rights of others and to issues of diversity;
- equip learners with knowledge, skills and values to make informed decisions about subject choices, careers, additional and higher education opportunities and the world of work;
- expose learners to various study methods and skills pertaining to assessment processes and
- expose learners to an understanding of the value of regular participation in physical activity.

Career possibilities:

Life Orientation provides a basic background to those who would like to further their studies in fields such as Law, Sports science, Psychology, Industrial psychology, Philosophy and Religious studies.

GESKIEDENIS

Beskrywing

Geskiedenis is die studie van verandering en ontwikkeling in die samelewing met verloop van tyd. Die studie van geskiedenis stel ons in staat om te verstaan hoe menslike optrede in die verlede die hede raak en ons toekoms beïnvloed, op 'n gedissiplineerde wyse. Dit gaan oor die vra van vrae oor die verlede. Dit laat ons krities dink oor stories wat mense ons van die verlede vertel, asook oor stories wat onself vertel.

KURRIKULUM:

Graad 10

Die Wêreld omstreeks 1600

Uitbreiding en verowering tydens die 15de – 18de eeu.

Die Franse rewolusie.

Transformasie in Suiderlike-Afrika na 1750

Koloniale uitbreiding na 1750

Suid-Afrikaanse oorlog en Unie

Graad 11

Kommunisme in Rusland vanaf 1900 tot 1940

Kapitalisme in die VSA vanaf 1900 tot 1940

Idees van Ras en taal in die laat 19de en 20ste eeu

Nasionalisme – Suid-Afrika, die Midde-Ooste en Afrika

Apartheid Suid-Afrika 1940 tot 1960

Graad 12

Die Koue Oorlog

Onafhanklike Afrika

Burgerlike samelewingsprotes 1950 tot 1970

Burgerlike samelewingsprotes in Suid-Afrika

Die koms van demokrasie na Suid-Afrika en aanvaarding van die verlede

Die einde van die Koue Oorlog en 'n nuwe wêreldorde

Moet ek hierdie vak neem:

- As jy belangstel in die studie van die verlede
- As jy kennis, begrip en waardering het vir die verlede en die kragte wat dit gevorm het.
- As jy die vermoë het om 'n historiese ondersoekproses te doen, wat op vaardighede gebaseer is en
- As jy 'n begrip van geskiedkundige konsepte, insluitend historiese bronne en bewyse, het.

Vaardighede benodig:

- Verstaan die omvang van inligtingsbronne beskikbaar
- Onttrek en interpreteer inligting
- Evalueer die bruikbaarheid van bronne
- Erken dat daar dikwels meer as een perspektief oor 'n historiese gebeurtenis bestaan.
- Verduidelik verskillende interpretasies van historiese gebeurtenisse
- Neem deel aan konstruktiewe en gefokusde debat
- Onrganiseer bewyse om 'n argument te staaf
- Werk krities met kwessies oor erfenis

Loopbane:

- Argeologie
- Historikus
- Museum kurator
- Regte-agtergrond
- Antropoloog

Die studie van Geskiedenis ondersteun ook Burgerskap binne 'n demokrasie deur

- Die waardes van die SA Grondwet te handhaaf
- Perspektiewe van 'n breë sosiale spektrum te weerspieël
- Burgerlike verantwoordelikheid en leierskap aan te moedig
- Menseregte en vrede te bevorder
- Jong mense vir verantwoordelikheid voor te berei.

Accounting

Description

Accounting focuses on measuring performance and processing and communicating financial information about economic sectors. This discipline ensures that principles such as ethical behaviour, transparency and accountability are adhered to. It deals with the logical, systematic and accurate selection and recording of financial information and transactions, as well as the compilation, analysis, interpretation and communication of financial statements and managerial reports for use by interested parties. The subject encompasses accounting knowledge, skills and values that focus on the financial accounting, managerial accounting and auditing fields. These fields cover a broad spectrum of accounting concepts and skills to prepare learners for a variety of career opportunities. The table below indicates the main topics in the Accounting curriculum.

Topics/Content:

- Indigenous bookkeeping
- Ethics
- GAAP principles
- Internal control
- Bookkeeping of sole trader – recording credit and cash transactions; General Ledger; Trial Balance; Accounting equation
- Financial statements – adjustments, closing transfers, Income Statements, Balance Sheet, Notes to financial statements, Analysis of financial statements.
- Cost accounting
- VAT
- Salaries and wages
- Budgeting

Skills developed:

- Being organised
- Thoroughness
- Accuracy
- Meticulousness
- Financial literacy
- Ethical behaviour
- Good judgment
- Critical, logical and analytical capabilities
- Neatness

Qualities required:

Accounting is a demanding and challenging subject that requires learners to study independently. Learners must be ready to work continuously from day one as the content in Grade 10 forms the foundation for the subject in Gr 11 and Gr 12.

Career possibilities:

Accounting is recommended for any course in the fields of economic and management sciences.

Accounting

Economy

Import/export

Compliance officer

Banking

Management analyst

Investment management

Final word:

Please note that EMS (Gr 8 and 9) bears little resemblance to Accounting with regards to volume and difficulty.

Good marks for EMS are NOT an indicator for success in Accounting.

Landboutegnologie

Beskrywing

Die vak Landboutegnologie fokus op tegnologie wat in die landbou gebruik word.

Die vak dek die kennis hoe prosesse, gereedskap, toerusting, strukture en vaardighede deur boere benut word, om landbougrond te bewerk en voedel en produkte te produseer deur van verskeie produksieprosesse, en die handhawing en onderhouding van kwaliteit lewensstandaarde, en die uitbouing van ekonomiese en estetiese en goeie kulturele waardes gebruik te maak.

DOELWITTE

Die vak verskaf aan die leerder die kennis en vaardighede wat relevant is tot die landbou en boerdery-omgewing. In Landboutegnologie sal leerders:

- Die sosiale bydrae van Landboutegnologie verstaan;
- Die nodige kennis opdoen om tegnologiese probleme in 'n landbou omgewing te identifiseer en op te los met behulp van kritiese, innoverende en kreatiewe denke, en om ten einde die kreatiewe potensiaal van leerders te ontwikkel;
- Leer hoe om doeltreffend in die landbou omgewing d.m.v verbale en geskrewe kommunikasie te kan kommunikeer;
- Aktiwiteite organiseer en bestuur en sal ook leer hoe om huidige inliging doeltreffend te versamel, te analiseer, te organiseer en krities te evalueer en aan te bied;
- Die kritiese en doeltreffende gebruik van wetenskap en tegnologie aanleer en die verantwoordelikheid en aanspreeklikheid teenoor die omgewing en die regte en gesondheid van ander voorop stel;
- Begrip toon van die inheemse kennis, waardes en houdings wat met Landboutegnologie verband hou.

ONDERWERPE

- Veiligheid
- Strukturele materiale
- Energie
- Konstruksie prosesse
- Gereedskap en toerusting
- Besproeiing en watervoorsiening
- Kommunikasie
- Tekeninge
- Meting, berekeninge en kalibrasies

Landboutegnologie bied aan leerders die geleentheid om die tegnologiese prosese toe te pas in die ontwerp en maak van praktiese projekte, hertelwerk, instandhouding van toerusting, ontwerp en bou van strukture in die landbousektor. 'n Praktiese komponent (PAT) is deel van elke jaar se kurrikulum.

Consumer Studies

Description:

The subject 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, furnishings and household equipment, and to use resources optimally and in a sustainable manner. The subject also promotes the application of knowledge and skills in entrepreneurship and the production of quality marketable products that will meet consumer needs.

Syllabus

The topics that are covered are:

- Entrepreneurship – production and marketing
- Food and Nutrition
- Clothing and Fashion
- Housing and Interiors
- Consumer
- Food Production/Practical – the learners will, where possible, cook at least once a cycle.

The Consumer

- Investigate channels for consumer complaints.
- Analyse the implication of taxes, interest rates and inflation on management of available funds for acquiring food, clothing, housing and furnishings.

Food and Nutrition

- Suggest guidelines for the prevention of nutritional and food related health conditions.
- Identify consumer issues related to the impact of the selection and use of food on the natural and economic environment and suggest strategies for addressing the issues.

Clothing

- Examine and describe current fashion trends for young adults.
- Apply clothing theory to the selection of clothing for young adults.
- Identify consumer issues related to the impact of the selection and use of clothing on the natural or economic environment and suggest strategies for addressing the issues

Housing and Interiors

- Explain the financial and contractual responsibilities of the occupants for different housing options and identify the role players involved.
- Compare and evaluate the choice of large household equipment, and explain the financial, contractual and environmental responsibilities when purchasing such equipment.
- Discuss the responsible use of municipal services and the importance of waste control related to housing and household equipment.

Entrepreneurship and Production – Theory

- Formulate a plan to produce and market a quality product - identify business opportunities, develop specifications for a product, control the quality of the product, develop a marketing plan, complete a financial feasibility study, cash-flow projection.
- Entrepreneurship and Production – Practical Assessment Task

Food production – the learner will formulate a plan for the production of a product, as well as apply theory and demonstrate practical skills to produce quality, marketable products while working individually.

- *Should you choose Consumer Studies as an option?*
If you have the qualities we are looking for and have always been interested in cooking, nutrition, fashion design, textiles, interior design and housing, marketing and consumer needs, then you are the person who should be studying Consumer Studies. It is easy to identify those pupils who have chosen it because they really want to, and those who have thought it to be an easy option!
- *Consumer Studies is a life skill –*
You will definitely use the skills you learn every day of your life. So remember...you don't have to study Consumer Studies solely to enter the relevant job opportunity fields of which there are many but you can choose it because it will help you in your everyday life and, most of all, it is FUN!
- *What Qualities do I need?*
Even though Consumer Studies is fun – remember it is also hard work!
Consumer Studies students are those people who have a passion for food, clothing, housing, soft furnishings and interiors and have high standards, values and goals in life.

Job Opportunities

- Consumer Services and event management
- Co-ordinate events within the fields of food or design.
- Marketing and Management
- Marketing consumer products within a company.
- Public Relations and Media
- Promoting products to consumers and dealing with advertising.
- Product Development and Quality Assurance
- Developing new consumer products suited to their needs – this could be clothing, food or furnishings.
- Promotion or Liaison Officer
- Introduce new / existing products of a wide variety to consumers.
Demonstrate, develop, test and market products.
- Journalism
- Writing talent and creativity applied in the press, radio, TV media on a full-time, part-time or freelance basis.

- Research. In the food, nutrition, clothing and housing fields in the manufacturing industry and at research institutions.
- Dietician. Register for private practice or in the service of hospitals / private companies.
- Field of Clothing. Clothing designer, dressmaker, merchandiser, fashion buyer.
- Field of Housing. Interior designer, housing consultant
- Hotel / Restaurant / Catering. Hospitality industry: manage game lodges, offer private catering Food Services Management
- Entrepreneur. Opportunities in the food, clothing, housing fields; this is especially relevant to a working-from-home situation
- Formal education. Teach/lecture at university, technical university, technical college or high school.
- Adult education. Develop programmes, do extension work in government services or NGO's in community development.

There are additional costs to the subject.



Business Studies

Description

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

Topics/Content:

Business environment:

- Micro, market and macro environments
- Business sectors
- Contemporary socio economic issues
- Business venture:

- Entrepreneurship
- Business opportunity and related factors
- Business Plan
- Management and leadership
- Forms of ownership
- Setting up a business
- Contracts
- Business location
- Investment securities and insurance
- Presentation of business information
- 3 Business role
- Creative thinking and problem-solving
- Self-management, professionalism and ethics
- Human rights, inclusivity and environmental issues.
- Social responsibility
- Stress, crisis, change and conflict management
- Relationship and team performance
- Business operation:
- Business functions
- Quality of performance
- Skills required
- Passion for business
- Language skills
- Organisational skills
- Analytical skills

Skills developed:

Business Studies will ensure that learners:

- acquire and apply essential business knowledge, skills and principles to productively and profitably conduct business in changing business environments;
- create business opportunities, creatively solve problems and take risks, respecting the rights of others and environmental sustainability;
- apply basic leadership and management skills and principles while working with others to accomplish business goals; are motivated, self-directed, reflective lifelong learners who responsibly manage themselves and their activities while working towards business goals;
- are committed to developing themselves and others through business opportunities and ventures;
- are able to secure formal employment, and are in a position to pursue sustainable entrepreneurial and self employment career pathways

Career possibilities

Business studies is useful for those thinking about a career in chartered accounting, consultancy, investment banking, retail buying, teaching or starting your own SMME

Toerisme

Beskrywing

Namate mense se ontspanningsgeleenthede toegeneem het en hul eise toenemend gesofistikeerd geword het, het toerisme ontwikkel tot een van die wêreld se mees uitgebreide bedrywe, met toenemende getalle mense in verwante besighede. Toerisme is die studie van die verwagtinge en gedrag van toeriste, en die ekonomiese, sosiale en omgewingsimpak van toerisme op Suid-Afrika.

Doel:

Toerisme oriënteer en berei jongmense voor vir 'n loopbaan in die toerismebedryf.

Kurrikulum:

Hierdie program integreer akademiese kennis en teorie met praktiese vaardighede en waardes, en dek:

Toerismesektore

Kaartwerk en toerbeplanning
Toeristeattraksies
Volhoubare en verantwoordelike toerisme
Binnelandse-, streeks- en internasionale toerisme
Kultuur en erfenis toerisme
Buitelandse valuta
Kommunikasie en kliëntediens
Bemarking

Moet ek hierdie vak neem?

As jy in toerisme belangstel, sal jy hierdie vak geniet. Werk-georiënteerde akademiese kennis het al hoe meer in aanvraag geword in die arbeidsmark – beide vir nuwe werknemers en diegene wat reeds werk.

Loopbane:

Daar is 'n verskeidenheid loopbane wat met hierdie vak verband hou

Lugwaardin
Vlieënier
Doeane beampte
Restauranteur
Hotelbestuurder
Chef
Toergids
Toeroperateur
Wildbewaarder
Museum kurator
Omgewingsbestuurder
Ontvangsklerk
Toerisme ontwikkeling
Konferensie en geleentheidsbeplanner
Reisagent
Reis joernalis
Entrepreneur



Physical Sciences

Description

Physical Sciences investigate physical and chemical phenomena. This is done through scientific inquiry, application of scientific models, theories and laws in order to explain and predict events in the physical environment. This subject also deals with society's need to understand how the physical environment works in order to benefit from it and responsibly care for it. All scientific and technological knowledge, including Indigenous Knowledge Systems (IKS), is used to address challenges facing society.

Topics/Content:

Physical Sciences is a combination of Physics and Chemistry. At the end of matric, learners write separate Physics (Paper 1) and Chemistry (Paper 2) papers that count equally for a final mark. Six main knowledge areas inform the subject Physical Sciences.

These are:

1. Matter and Materials
2. Chemical Systems
3. Chemical Change
4. Mechanics
5. Waves, Sound and Light
6. Electricity and Magnetism

Skills developed:

Skills that are nurtured include: classifying, communicating, measuring, designing an investigation, drawing and evaluating conclusions, formulating models, hypothesising, identifying and controlling variables, and inferring, observing and comparing, interpreting, predicting, problem-solving and reflective skills.

Physical Sciences promotes knowledge and skills in scientific inquiry and problem solving; the construction and application of scientific and technological knowledge; an understanding of the nature of science and its relationships to technology, society and the environment

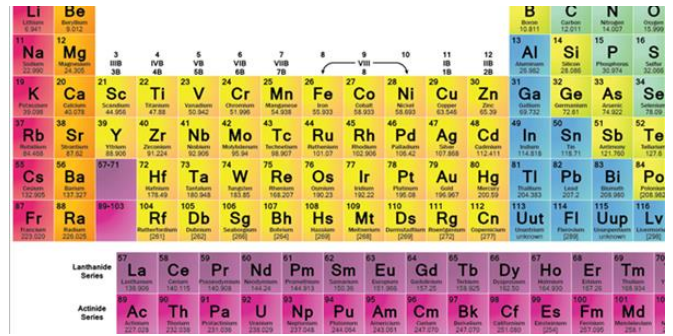
Qualities required:

- A genuine interest in the Sciences
- Curiosity about how things work
- Sound mathematical ability (above 60% in Grade 9)
- Mathematics as a subject from Gr10 – 12
- A strong work ethic
- Ability to absorb a large volume of information in a short time
- Good language, comprehension and interpretation skills
- Ability to memorise large amounts of information
- Insight

Please note that Natural Science (Gr 8 and 9) bears little to no resemblance to Physical Sciences with regards to volume and difficulty. Good marks for Natural Science are not an indicator for success in Physical Sciences.

Career possibilities:

- Pharmacology
- Medicine and dentistry
- Engineering
- Physiotherapy
- Radiography
- Agriculture
- Biochemistry, Genetics, Geology, Physiology
- Certain Aviation courses
- Certain Architectural courses



The image shows a standard periodic table of elements. Each element is represented by its chemical symbol, atomic number, and name. The table is color-coded by groups: alkali metals (red), alkaline earth metals (orange), transition metals (various colors), halogens (green), noble gases (purple), and lanthanide/actinide series (bottom, various colors).

Please note: Admission to most of the above courses requires a minimum of 65% for Physical Sciences.

Final word:

Physical Sciences is a demanding and challenging subject that requires learners to study independently. Learners must be ready to work continuously from day one as the content in Grade 10 forms the foundation for the subject in Gr 11 and Gr 12.

Ekonomie

Beskrywing

Die vak dek 'n wye reeks werk, insluitend die prysmeganisme, die openbare sektor, internasionale handel, inflasie, indiensneming en ontwikkelingsekonomie. Ekonomie is geskik vir 'n student wat 'n loopbaan in die handel wil volg, soos 'n Baccalaureus in Besigheidswetenskap, maar bied nuttige lewensvaardighede aan almal. Ekonomie is 'n moeilike akademiese keuse wat kennis sowel as die toepassing van daardie kennis toets. Daar word van studente verwag om wiskundig vaardig te wees en met die vermoë om inligting deur middel van opstelle uit te druk.

Doel

Ekonomie leerders sal die volgende kan doen:

- die gebruik van hulpbronne doeltreffend te ontleed om die mededingende behoeftes en behoeftes van individue en die samelewing te bevredig;
- die konsep van monetêre en reële vloei in 'n oop ekonomie binne die grense van produksie, verbruik en ruil te verstaan;
- ontwikkel vaardighede om vraag en aanbod toe te pas, en koste- en inkomste-ontledings om pryse en produksievlakke te verduidelik;
- heropbou, groei en ontwikkeling te verstaan, asook 'n kritiese benadering tot inisiatiewe vir 'n regverdige verdeling van inkomste en rykdom, menseregte, en verantwoordelikhede;
- verwerf 'n gevorderde Ekonomie-woordeskat wat hulle in staat sal stel om die noodsaaklikhede van die vak te debatteer en te kommunikeer;
- op 'n verantwoordelike en verantwoordbare wyse beginsels toe te pas wat basiese ekonomiese prosesse en praktyke onderlê;
- 'n verskeidenheid metodes en strategieë te verken om die dinamika van markte te ontleed en te verduidelik;

- versamel, ontleed en interpreteer produksie, verbruik, en ruil data sowel as ander inligting uit om probleme op te los en ingeligte besluite te neem;
- menseregtekwessies te verstaan, te besin oor die welvaartskeppingsproses, en betrokke te raak by armoedeverligting;
- ontleed en assesseer die impak van plaaslike en globale instellings op die Suid-Afrikaanse ekonomie, en verduidelik ekonomiese gebeure en voorspel die gevolge daarvan of voorspel waarskynlike toekomstige uitkomst.

Curriculum

Hierdie program dek die volgende 4 hoofonderwerpe in ekonomie:

- Makro-ekonomie
- Mikro-ekonomie
- Ekonomiese strewes
- Kontemporêre ekonomiese kwessies

Elke hoofonderwerp dek die volgende sub-onderwerpe:

1. Ekonomie: basiese konsepte
2. Basiese ekonomiese probleem
3. Sirkulêre vloei
4. Kwantitatiewe elemente
5. Ekonomiese stelsels
6. Sakesiklusse
7. Dinamika van markte
8. Openbare sektor ingryping en samestelling van die RSA ekonomie
9. Ekonomiese groei en ontwikkeling
10. Geld en bankwese
11. Bevolking en arbeidsmag
12. Arbeidsmark
13. Regstelling sedert 1994
14. Werkloosheid
15. Arbeidsverhoudinge
16. Globalisering
17. Inflasie
18. Toerisme
19. Armoede
20. Ander ekonomiese kwessies en kwantitatiewe elemente van ekonomie

Loopbane

Daar is 'n verskeidenheid loopbane wat met hierdie vak verband hou, insluitend:

- | | |
|-----------------------|------------------------------------|
| • Ekoonom | • Finansiële of Besigheidsanalisis |
| • Ouditeur | • Statistikus |
| • Versekeraar | • Finansiële konsultant |
| • Navorser | • Verkoopspersoon |
| • Sakebestuurder | • Onderwyser |
| • Ekonomiese ontleder | |

Computer Application Technology

Description

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

Topics/Content:

Theory

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

Applications (Word, Excel, PowerPoint, Access and Web Design)

- competence in input and manipulation of data.
- effective use of various end-user computer application programmes.
- integration of application programmes in a variety of contexts.
- effective communication.
- Information Management
- find, collect, analyse and critically evaluate data.
- organise and process information in various formats; and
- present and communicate information.

Skills developed:

In Computer Applications Technology a learner will:

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

Qualities required:

Learners must develop the skill of understanding a concept and then apply the principle. Very good reading and comprehension skills are therefore needed. The

amount of content covered by the subject makes a very good study method a necessity. Many practical tasks are done during the year. Theory is usually a problem when they have to apply knowledge in a particular scenario, Basic numeric proficiency is an important requirement, especially when working with Excel.

The Learner MUST have access to his/her own computer.



Career possibilities:

The subject allows learners to develop basic to advanced end-user computer skills (Word, Excel, Access, PowerPoint). This ensures that learners can enter different career pathways in a number of fields, or apply these, and related skills, to create employment for themselves and for others.

Computer Application Technology at school level is not a requirement for any tertiary studies, but computer literacy is a requirement for any tertiary studies.

- Office administration
- Entrepreneurship
- Secretarial Degree (major in Computers and Business Management)
- Public Relations
- Teacher/Educator
- Business Studies
- Management Accountant

Lewenswetenskappe

Beskrywing

“Lewenswetenskappe gaan oor die beginsels van lewe en hoe om ‘n balans te handhaaf. Dit is die studie van die skakel tussen verskillende velde soos fisiologie, landbou, aardwetenskappe, fisiese wetenskappe, wiskunde, tegnologie, gemeenskapsgesondheid, medisyne, bevolkings en omgewingstudies, argeologie, antropologie en paleontologie.” (Bowie et. al 2008) In Lewenswetenskappe word daar in diepte gekyk na die biologiese wêreld (die natuurlike lewende wêreld van plante, diere en mikro-organismes), omgewing waarin hulle leef en die impak wat hulle op die omgewing het. Dit fokus op die prosesse van lewe en die verhoudings tussen organismes en hul omgewing. Dit verskil van Natuurwetenskappe omdat daar geen Fisiese Wetenskappe soos anorganiese chemie en fisika deel van die kurrikulum is nie.

Onderwerpe/Inhoud:

Graad 10

- Chemie van lewe – Anorganiese verbindings – Organiese verbindings
- Sel – eenheid van lewe • Sel verdeling (mitose)
- Plant- en dierweefsel
- Ondersteuning- en vervoersisteme in plante
- Ondersteuningsisteme in diere
- Vervoersisteme in soogdiere
- Biodiversiteit en klassifikasie
- Geskiedenis van lewe op Aarde
- Biosfeer na ekosisteme

Graad 11

- Energie transformasies om lewe te onderhou: fotosintese
- Diere voeding
- Energie transformasie: respirasie
- Gaswisseling
- Uitskeiding
- Biodiversiteit – klassifikasie van mikro-organismes
- Biodiversiteit - plante • Voortplanting - plante
- Biodiversiteit - diere • Bevolkingsekologie
- Menslike impak op die omgewing: huidige krisis

Graad 12

- DNA kode van Lewe
- RNA en proteïensintese
- Meiose
- Voortplanting in vertebrate
- Menslike voortplanting
- Senuwee sisteem
- Sintuie
- Endokriene sisteem
- Homeostase
- Darwinisme en Natuurlike Seleksie
- Menslike evolusie

Vaardighede ontwikkel

- Identifisering van probleme;
- Hipotese stellings
- Keuse van apparaat en materiale
- Identifisering van veranderlikes;
- Voorstelling van maniere om veranderlikes constant te hou
- Beplanning van 'n eksperiment
- Voorstelle van hoe resultate aangeteken kan word en
- Die verstaan van die behoefte van verifiëring en herhaling van resultate

Eienskappe/Kwaliteite benodig:

'n Leerder wat bo 50% behaal het in Natuurwetenskappe behoort daartoe in staat te wees om graad 10 suksesvol te kan hanteer indien die leerder die volgende eienskappe toon:

- Geintreseerd is in hoe die natuurlike biologiese wêreld werk.
- Die vermoë en insig het om komplekse biologiese prosesse en die verhoudings tussen prosesse te verstaan.
- Die vermoë het om te lees en te verstaan watter nuwe biologiese konsepte beskryf word en dit te vertaal in hul eie geskrewe taal.
- Die gewilligheid het om te leer en op hul eie te studeer.
- Leerders wat geen belangstelling het in die werking van biologiese lewens nie, sal nie die vak geniet nie.

Loopbaan moontlikhede

Lewenswetenskappe is verpligtend vir die Mediese Wetenskappe en word baie sterk aanbeveel vir studies in die Landbou Wetenskappe, Sport Wetenskappe en alle Biologiese Wetenskappe



VAKKEUSE / SUBJECT CHOICE			
Kies een vak op 'n lyn/Choose one subject per line			
1	Afrikaans Huistaal	Afrikaans Eerste Addisionele Taal	
2	English Home Language	English First Additional Language	
3	Wiskunde Mathematics	Wiskundige Geletterdheid Mathematical Literacy	
4	Rekeningkunde Accounting	Verbruikerstudies Consumer Studies	Landboutegnologie Agricultural Technology
5	Fisiese Wetenskappe Physical Sciences	Besigheidstudies Business Studies	Toerisme Tourism
6	Lewenswetenskappe Life Sciences	Ekonomie Economics	Rekenaaraanwendingstegnologie Computer Applications Technology
7	Lewensoriëntering Life Orientation		