

GRANTLEY COLLEGE



Subject Choice Information

Grade 10

2021

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An important task lies ahead for parents and for our learners who need to decide what subjects should be pursued from Grade 10 to the end of the Grade 12 year. It is our wish to assist your child in making an informed decision with regards to the subjects he/she chooses.

The implications in choosing subjects may be far-reaching, particularly with regards to the learner's future vocation and career. It is obviously not essential to know exactly what career lies ahead, considering that a Grade 9 learner cannot be expected to make such a long-term decision. However, the choice of subjects now may have long-term implications of which learners need to be aware and of which they need to consider with some care.

Learners need to choose subjects that they really enjoy and for which they have a natural aptitude. This is because they will be doing these subjects for three years and because successful vocational decisions depend on the selection of vocational fields.

We trust that you will find this document helpful to you and your son/daughter.

UNIVERSITY AND UNIVERSITY OF TECHNOLOGY REQUIREMENTS

For some universities of technology courses, admission requirements are increasingly similar to those at universities. At university, admission is based on some type of 'points system', according to which the matric marks are allocated points and a total point count for various degrees is specified. This varies amongst institutions and also differs from year to year depending on the demand for particular courses.

<u>Course</u>	<u>Requirement</u>
Higher Certificate Course	National Senior Certificate (NSC)
Diploma Course	NSC plus 4 subjects (not LO) at 40% or more
Degree Course	NSC plus 4 subjects at 50% or more (In some cases, subjects may need to be related to the course applied for)

Most tertiary institutions employ this system and some also have entrance exams that learners write in their matric year. More and more universities are using National Benchmarking Tests (NBTs) as an additional criterion for entrance into the institution.

Many university courses do not require specific subjects – the total points count is often more important than the exact subjects taken. Having said this, there are exceptions that need to be kept in mind. They differ from institution to institution and change each year in line with the demand for each course, but some general pointers are given below.



Courses relating to the Physical Sciences, for example, Engineering and Chemistry, normally require Pure Mathematics (not Mathematical Literacy) and Physical Sciences.

Biological Sciences and Medical courses, for example, Marine Biology, Conservation, Veterinary Science and Physiotherapy, require Pure Mathematics, Physical Sciences and/or Life Sciences

For Commerce courses, Pure Mathematics is usually required

Some university courses do not require a particular matric equivalent subject. For example, it is possible to do Accounting or Geography at university without having done it in Grade 12.

It is the responsibility of the learners and their parents/guardians to find out the exact requirements of any specific tertiary educational course and to understand that these requirements may change on an annual basis.

THE FURTHER EDUCATION AND TRAINING (FET) PHASE

NATIONAL SENIOR CERTIFICATE (NSC)

1. Learners who continue from the GET phase (Grades 7-9) move into the Further Education and Training (FET) phase.
2. The duration of the FET phase course is three years (Grades 10, 11 and 12). Successful learners will qualify with a National Senior Certificate (NSC).
3. It must be noted that all subjects carry the same weight when applying for tertiary education and that the Designated Subject list has been repealed.
4. The requirements for admission to degree courses at universities and/or to certain courses in professional training include an NSC as a minimum requirement for entrance into the institution.

SUBJECT CHOICE

1. Subjects that are classified as core subjects are compulsory and elective subjects are the subjects that the learner chooses.
2. A learner must choose seven subjects – four core subjects and three elective subjects.
3. There are four core (compulsory) subjects:
 - English Home Language
 - Afrikaans First Additional Language
 - Mathematics or Mathematical Literacy
 - Life Orientation



4. The elective subjects include:

GROUP 1: Physical Sciences Business Studies Dramatic Arts

GROUP 2: Hospitality CAT

GROUP 3: Design Studies Life Sciences Tourism

5. Please note:

- **Acceptance into Mathematics is conditional on a learner achieving at least a 50% average in the subject at the end of Grade 9.**

SUBJECT CHOICE GUIDANCE

1. Your son/daughter's academic achievement, commitment and enjoyment of particular subjects in the GET phase (Grades 7-9) should be taken into account when considering subject choices for the FET phase (Grades 10-12).
2. At Grantley College, the Educational Support Unit are equipped to guide both parents and learners in their choice of subjects. Each learner has undergone a Subject Choice Aptitude Screening. This screening determines each learner's aptitudes leading to careful recommendation regarding subject choice. Should you have any questions or concerns, please contact the Learning Support Support Unit staff.
3. Further input can be gained from inquiries at possible tertiary institutions that offer courses your son/daughter may be interested in pursuing.

DO:

- Consider your son/daughter's suitability for a chosen subject.
- Be realistic about the amount of work with which he/she can cope, but do not underestimate his/her capabilities or the effects of hard work.
- Be realistic about the challenges your son/daughter faces daily, and his/her potential to complete the demands required in each subject.
- Look ahead to future career plans and be certain of the university or career requirements.
- Consult the school if you have any questions or concerns.

DO NOT:

- Let your son/daughter opt for the easiest subject, only to find that he/she has limited options.
- Let your son/daughter's choice of subjects be influenced by his/her peers.
- Let your son/daughter choose a subject because he/she likes a certain teacher.



REQUIREMENTS FOR A NATIONAL SENIOR CERTIFICATE (NSC)

1. In order to obtain the National Senior Certificate a learner must achieve 40% or more in three subjects, one of which is an official language at Home Language level, and 30% or more in three subjects.

2. PERFORMANCE RATING CODES

Each subject will be assessed and coded as follows:

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

3. ASSESSMENT

Assessment for a NSC consists of internal assessment and external assessment.

Internal Assessment:

- Makes up 100% of the assessment in Grades 10 and 11
- Makes up 25% of the assessment in Grade 12

External Assessment:

- Consists of a series of final examinations in Grade 12
- These make up 75% of the total assessment

4. POLICY FOR SUBJECT CHANGE

- Learners may change two subjects per year in Grade 10.
- Learners may change only one subject per year in Grade 11.
- Grade 10 learners may only change after the mid-year examinations or after the end-of-year examinations.
- Grade 11 learners may only change subjects after mid-year examinations.
- One change is allowed in Grade 12 and must be forwarded to the Gauteng Department of Education before the 15 December of their Grade 11 year.
- All changes are dependent on Gauteng Education Department approval.
- Grantley College will make an application for the change if requested by parents.
- All changes are dependent upon space being available in the relevant classes.
- Changes will only be authorised by the school, and signed off by the subject teachers, HOD and Principal, once a teacher/parent meeting has been had and the school is in possession of a written request for subject change from the parent.
- No change will be done until all the relevant forms are returned.
- All textbooks required for the new subject are to the account of the parent/guardian.



Elective Subjects Offered at Grantley College

TOURISM

Tourism is the study of the expectations and behaviour of tourists, and the economic, social and environmental impact of tourism on South Africa. It focuses on the study of the activities, services and industries that deliver a travel experience to groups or individuals. Learners will study different types of tourists and the purpose of their travelling; the different tourism sectors, with special reference to transport, hospitality, travel organising and support services, and the attraction sector; • map work; foreign exchange concepts and the buying power of different foreign currencies; the influence of world time zones on travel; South Africa and the SADC countries as tourism destinations; world famous icons and World Heritage Sites; sustainable and responsible tourism; marketing of tourism products; technology in tourism; customer care and the value of service excellence; and tour planning

POSSIBLE CAREER OPTIONS:

- Travel Agent
- Hotel Manager
- Spa Manager
- Tour Operator
- Event and Conference Organiser
- Tour Guide
- Public Relations Manager
- Conference Centre Manager
- Customer Service Manager
- Marketing Executive
- Air Cabin Crew
- Outdoor Activities/Education Manager
- Tourism Information Centre Manager
- Tourism Officer
- Holiday Representative



LIFE SCIENCES

A strong argument can be made that addressing and solving the world's most pressing issues (for example, the spread of viral diseases, starvation, global-warming, overpopulation, obesity, etc.) will be largely solved by research in fields like biotechnology, virology, ecology, marine biology and genetics – all of which are linked to Life Sciences. Much of the current Life Sciences syllabus from Grades 10 – 12 focuses on these fields of study and thus provides learners with an inkling of the possible careers that they may wish to pursue in the future.

Numerous practical approaches are used in the teaching of Life Sciences, including model-building, dissections, individual and group presentations, computer research, plant experiments, field work, simulation games and microscope investigations.

By the end of Grade 12, learners should have acquired a thorough understanding of important life processes in plants and animals; the ability to use the correct methodology required; and the role that they can play in solving many of society's pressing problems.

Succeeding in Life Sciences requires a commitment to regular revision; disciplined study; concentration in class; good group work habits; and the meeting of deadlines. Motivated learners who have self-discipline will cope well and enjoy the subject.

POSSIBLE CAREER OPTIONS:

- Agriculture
- Anthropologist
- Athletic Trainer
- Education
- Paramedic
- Nursing
- Marine Biologist
- Microbiologist
- Plant Scientist
- Physical Therapist
- Veterinarian
- Zoologist



PHYSICAL SCIENCES

Physical Sciences provide the foundation for students to ask the big questions about the nature of the universe, from the scale of atoms and quarks all the way up to our own galaxy, and everything in between. Learners will get to understand the hidden workings of the world around them; communicate their ideas in a scientific context; conduct experiments, analyse data; draw meaningful conclusions; think creatively about real-world problems; and understand the role that science and technology plays in today's world.

The subject is divided between Physics and Chemistry, and learners will have many opportunities to perform experiments for themselves in both disciplines that, together with tests and other forms of assessment, will form a part of their year mark. While it is important that students have a basic competence in Mathematics, curiosity is essential. Students are encouraged to ask questions, as this is the very nature of scientific inquiry. While Physical Sciences is not necessarily the difficult subject that it is often made out to be, it is vital that students work consistently throughout the year, as one cannot 'cram' in this subject.

It is no surprise that Physical Sciences is seen as a gateway subject for university. A successful Physical Sciences learner will have shown that they are able to solve problems, work hard and engage with abstract concepts. These are all critical attributes for someone wanting to pursue tertiary studies, and many courses require that students have taken Physical Sciences at a Grade 12 level.

POSSIBLE CAREER OPTIONS:

- Medicine
- Engineering
- Geology
- Climatology
- Biochemistry



DESIGN STUDIES

Design opens up an exciting world of creative and personal exploration. Learners are able to develop new ways in which to respond and interact with their world, to communicate ideas effectively, and to develop their perceptual skills and sensory awareness. Learners will be encouraged at all times to investigate and experiment with the creative possibilities of the various materials and tools at their disposal. In the classroom, learners will explore materials, processes and technologies in a safe and responsible manner while developing intellectual and practical skills through participating creatively in a range of design activities.

Design emphasises inclusivity, thus enabling learners from different language, cultural and ethnic backgrounds, and those experiencing barriers to learning, to feel comfortable in their chosen application or discipline.

Design is a creative, intellectual and problem-solving process that involves problem identification, planning, research, innovation, conceptualisation, prototyping and critical reflection. This process typically results in environments, systems, services and products that may be unique or intended for mass production, hand-crafted or produced by mechanical and/or electronic means. Design is concerned with issues of purpose, functionality and aesthetics in shaping the social, cultural and physical environment to the benefit of the nation.

Design Studies aims to equip learners with the knowledge, skills, values and attitudes that will enable them to adapt, participate and succeed in an economically complex society. Drawing skills, analytical, problem solving and creative skills have to be of a high standard in as it is a very competitive field.

POSSIBLE CAREER OPTIONS:

- Graphic Design
- Architecture
- Product Developer
- Film Producer
- Photographer
- Fashion Designer
- Web Design
- Animator
- Illustrator



BUSINESS STUDIES

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

BUSINESS STUDIES COMPRISES OF THE FOLLOWING CORE FEATURES:

- **Business environment:** focuses on the different elements of the macro, micro and market business environments, as well as the complex and diverse nature of the business sectors.
- **Business ventures:** focuses on the development of important factors that contribute toward the creation of sustainable business enterprises. A key feature is the development of creative entrepreneurs who can identify and responsibly pursue productive business opportunities.
- **Business roles:** covers the essential roles that learners need to perform in a variety of business contexts.
- **Business operations:** equips pupils with the knowledge and skills to effectively manage essential business operations such as human resources, public relations, marketing and production.
- The examination component for Business Studies now comprises of two papers (Paper 1 and Paper 2). In previous years, only one examination paper was written. This change makes studying for Business Studies lighter and more manageable for the learner.

POSSIBLE CAREER OPTIONS:

- Business
- Commerce
- Management
- Marketing
- Economics
- Entrepreneurship



DRAMATIC ARTS

Dramatic Arts explores and celebrates our ability to tell stories, drawing on experiences from real life and our imagination. It is the making and communicating of meaning through the performers engaging in the suspension of disbelief. It provides a medium for personal exploration, social criticism, celebration and entertainment. Learners who study Dramatic Arts are actively participating in a mode of learning that blends rational and emotional experiences and offers a unique means of enquiry that contributes to knowing and understanding themselves and the world.

A BROAD OVERVIEW OF DRAMATIC ARTS:

- Voice, movement and acting
- Theatre History
- International and South African theatre
- Practical acting assessments
- Writing essays on theory
- Theory tests and exams
- Reading and analysing plays

DRAMA PROVIDES LEARNERS WITH A RANGE OF SKILLS:

- Self-esteem and self-confidence
- Ability to speak in public
- Interpersonal skills and the ability to work in a team
- Innovative thinking

POSSIBLE CAREER OPTIONS:

- Theatre
- Advertising
- Film
- Teaching
- Anthropology
- Public Relations
- Journalism
- Law
- Marketing
- Events Planning



HOSPITALITY STUDIES

Hospitality Studies is the study of various interrelated themes in the hospitality industry, such as hygiene, food production, food and beverage service and client service. Learners will study how to produce and present a range of different meals, prepare venues and set tables for different types of functions, and perform the correct service and clearing techniques in respect of food and beverages

AN OVERVIEW OF HOSPITALITY STUDIES:

- Hospitality sectors and careers
- Kitchen and restaurant operations
- Nutrition, menu planning and costing
- Food commodities
- Food and beverage service
- Hygiene, safety and security

POSSIBLE CAREER OPTIONS:

- Chef
- Food and Beverage Management
- Event planning
- Education
- Marketing
- Human Resources
- Tour guide



COMPUTER APPLICATIONS TECHNOLOGY (CAT)

Computer Applications Technology equips pupils with knowledge, skills, values and attitudes to create, design and communicate information in different formats. It also makes it possible for learners to collect, analyse and edit data and to manipulate, process, present and communicate information to different sectors of society. Computer Applications Technology is suited to a learner who demonstrates an ability to think logically and analytically, holistically and laterally.

SKILLS LEARNT IN COMPUTER APPLICATIONS TECHNOLOGY:

- The development of self-discipline, productivity, accuracy, neatness and personal style necessary for the effective application of information management and communication skills
- An understand of and proficiency in collecting, accessing, capturing and analysing data, as well as interpreting, manipulating and processing information in order to make informed decisions
- Effective communication by using appropriate communication modes and tools
- The ethical and responsible use of end-user computer application programmes
- The responsible use of information and communication technologies in the promotion and protection of human rights and values
- Entrepreneurial skills and opportunities

POSSIBLE CAREER OPTIONS:

Although Computer Applications Technology is located within the Information Technology and Computer Sciences sub-field, this subject is complementary to all other subjects in the Further Education and Training (FET) band.

Computer Applications Technology allows pupils to develop basic to advanced end-user computer skills. 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.



