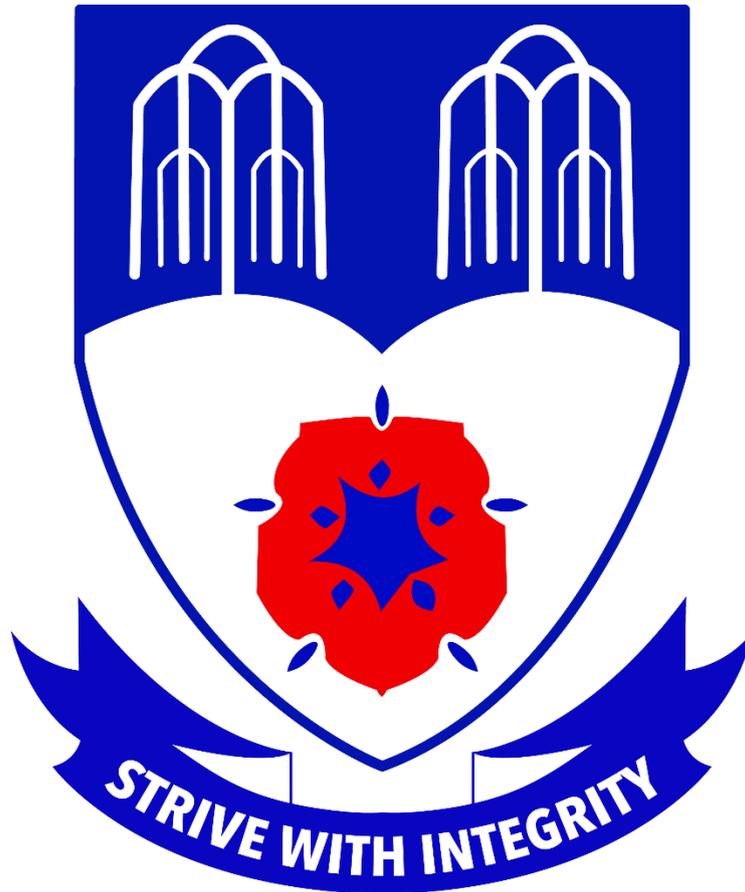


*WILLOWRIDGE HIGH SCHOOL*



*Grade 9*  
*SUBJECT CHOICE*  
*INFORMATION EVENING*  
*2020*

## **GENERAL INFORMATION**

Please read through this booklet before making your final decision.

Please note that in Grade 10-12 the Department does not adjust marks and do NOT progress learners if maths is failed.

**The subject requirements for grade 9 are as follows:**

- **Seven subjects**

The National Curriculum Statement requires all learners in grades 10 to 12 to do seven subjects of which four are compulsory and three are of their own choice.

- Four compulsory subjects

Two of these subjects must be **South African languages**. Of these, one must be the language of teaching and learning, referred to as the Home Language (HL), and the other a first additional language (FAL).

In addition to two languages, all learners must take **either Mathematics or Mathematical Literacy and Life Orientation**.

- Three further subjects

In addition to choosing four compulsory subjects, learners must choose an additional three subjects from the approved subject list. Some of the approved subjects have been classified as designated subjects, which are more suitable for tertiary study.

- **Requirements for National Senior Certificate**

<b>SUBJECTS</b>	<b>MINIMUM REQUIREMENTS</b>
Home Language	Obtain at least 40%
First Additional Language	Obtain at least 30%
Mathematics or Mathematical Literacy	Obtain at least 30%
Life Orientation	Obtain at least 30%
3 Additional choice subjects	Obtain at least 30%

## **SELECTION CRITERIA**

When selecting subjects, continually ask yourself these questions:

- Do I want to go to university or any other tertiary institution after grade 12?
- In which subjects do I perform best?
- What are my marks like?
- Which subjects do I like doing and why?
- What do I want to do when I leave school?
- Have I started to think about different career options?
- Will my subjects and personality enable me to enter into the field that I wish to pursue?
- Which subjects are necessary for my chosen career?
- Does liking or disliking the teacher influence my subject selections?
- Am I willing to risk my future, and drop a subject because I don't like a particular teacher?
- Will the subjects that I choose allow me to consider more than one career?
- Should my decision, regarding my subjects, be swayed by my friends? If so, am I willing to accept the consequences?
- Universities have different entrance requirements – there are no standard requirements, it is course dependant and university specific. Do I meet these requirements?

### **Note**

- Physical Science, Information Technology and Economics may only be taken if Mathematics is taken.
- Entrance to Accounting is judged on grade 9 Mathematics marks.
- Practical subjects only cater for 20 learners per class.
  - The top 20 learners in grade 9 for the relevant subjects will be accepted first.
  - For example: Dramatic Arts = Creative Arts Marks and English Marks or Information Technology = Mathematics Marks.
- Please note that if you failed Mathematics in grade 9 you will be asked to take Mathematical Literacy in grade 10.
- The above choices are subject to the final number of learners who have chosen that particular combination and/or subject.

- Not all subjects may be offered, for example Geography is possible in all three slots or Accounting in two slots.
- Where there is oversubscription in a subject, there will be a cut-off and learners will be asked to choose another subject.

### **QUALITIES REQUIRED AND CAREER POSSIBILITIES**

How do you choose between Mathematics and Mathematical Literacy?

- Use the Grade 9 June Mathematics Exam marks as a guide:
  - More than or equal to 60%, choose Mathematics
  - Between 50% and 60%, carefully consider whether your child really needs Mathematics for his/her future career.
  - Less than 50%, choose Mathematical Literacy.
- Consider the career your child wishes to pursue:
  - For a career in Mathematics, Actuarial Sciences, Engineering or Science, it is obvious that they should choose Mathematics as a subject.
  - For any other course, you should determine whether Mathematics as a subject is required and then make the appropriate choice.
- Take your child's personality into account:
  - For example: in order to be successful in Mathematics a learner must be able to concentrate in class.

### **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.

A learner can receive a subject change application form from the Deputy Principal of Academics. The signed application form should be handed in to the Deputy Principal after which the Deputy Principal will determine if this change is feasible according to class sizes.

**Grade 10:**

A learner may change a maximum of two subjects in Grade 10, in June. All changes are subject to the approval of the Deputy Principal and the Gauteng Department of Education.

**Grade 11:**

A learner may change a maximum of two subjects in Grade 11 at the end of February and before November. For reflection in 2020.

**Grade 12:**

No subject changes allowed in grade 12.

**CHOICE SUBJECT INFORMATION****MATHEMATICAL LITERACY**

Mathematical Literacy is a subject that uses mathematical concepts, and applies them to everyday situations. Mathematical Literacy is not an alternative to what was once Standard Grade Mathematics; advocates for the subject suggest that it is an entirely new and independent subject. Typical lessons include:

- How to buy a house, including calculating transfer fees, legal fees and bond repayment amounts.
- The benefits and downfalls of hire purchase.
- Reading and interpreting statistics in newspaper articles.
- How to calculate income tax.
- Converting units of measurement.

Mathematical Literacy allows learners to make sense of the “real” world – a world characterised by numerically based arguments, data representations and misrepresentations. Learners are exposed to mathematical content within real-life contextual situations.

## MATHEMATICS

**Please note: That as a school we will highly recommend you consider Maths Literacy should you acquire below 40% in grade 9 for Maths as there have many case studies of greater challenges if you force to take maths with average Maths marks.**

Mathematics lessons cover the following topics:

1. Functions
  - Graphs: straight line graphs, hyperbolas, parabolas, exponential graphs, trigonometric graphs.
  - Number patterns.
  - Financial mathematics: Compound and simple interest, inflation, hire purchase agreements.
  - Understanding the implications of fluctuating foreign exchange rates.
2. Algebra
  - Manipulation of algebraic expressions.
  - The solutions of linear, quadratic, exponential and simultaneous equations.
  - The use of mathematical models to solve real-life problems.
3. Probability
4. Euclidean geometry and measurement
  - Triangles and quadrilaterals of the old curriculum.
  - The understanding of the effect on area and volume if any dimension is multiplied by a constant factor.
  - Trigonometry, analytical geometry, statics.

Mathematics aims to:

- Develop fluency in computation skills, without relying on the usage of calculators.
- Provide the opportunity to develop in learners the ability to be methodical, to generalize, make conjectures and try to justify or prove them.
- Be able to understand and work with a number system.
- show Mathematics as a human creation by including the history of Mathematics

- Promote accessibility of mathematical content to all learners.
- Develop problem-solving and cognitive skills.
- Prepare the learners for further education and training as well as the world of work.

## **ACCOUNTING**

Accounting offers learners valuable life skills which are easily transferred to the work place and university environment. It equips one more than adequately for everyday life as one is able to deal with personal finances with a greater understanding of financial concepts.

Studying Accounting at grade 10 to 12 level will give learners a solid foundation for further studies in the commercial field at tertiary level. By the end of grade 12, a matric student will have acquired the expertise to write up a set of financial books such as ledgers and journals. In addition to equipping pupils with the skills required to prepare financial statements, Accounting offers a general understanding of business and financial matters.

Accounting is a dynamic subject – changing and evolving as world markets and commerce continue to change and evolve as well.

## **BUSINESS STUDIES**

The subject 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.

This subject 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.
- be motivated, self-directed, reflective lifelong learners who responsibly manage themselves and their activities while working towards business goals.
- be committed to developing themselves and others through business opportunities and ventures.

This subject has the following core features:

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

## **COMPUTER APPLICATIONS TECHNOLOGY**

This subject forms the core of any employee's skills range. All learners need to be computer literate when they start at university. Computer Applications Technology is the effective use of information and communication technologies in an end-user computer applications environment in different sectors of society.

This subject will ensure that learners:

- Make informed decisions when accessing, capturing and analysing data.
- Manipulate, interpret and process information.
- Apply problem-solving skills, using critical and creative thinking, within the context of end-user computer applications.
- Acquire knowledge and skills that enhance their competence to interact with different end-user computer applications (e.g. word processing, spreadsheets and databases).
- Have a general understanding of social, environmental and global issues that are linked to the use of information and communication technologies.
- Communicate effectively by using the appropriate communication models and tools.
- Apply end-user computer applications knowledge and skills ethically and responsibly.
- Demonstrate an understanding of the effective management of information.
- Organise their daily activities responsibly and effectively within different contexts.
- Reveal natural talents and enthusiasm, thereby contributing to excellence and achievement.
- Develop marketable skills, thereby enhancing capabilities and job satisfaction.
- Engage in lifelong learning, effective job performance capabilities and job satisfaction.

## **DESIGN**

The subject consists of two components, namely Design History and Design Practical. At Willowridge we focus on **Graphic Design** as the main discipline of our three year course.

### **Practical:**

The Grade 10 year is a basic introduction to the design process covering the materials and techniques required to execute graphic design projects. We focus on two dimensional graphic design ranging from book cover design to interior design concept development.

Mastering drawing skills and gouache painting techniques are the focus of the subject.

### **Theory:**

The theory component of the subject explores the history of design. We cover the turn of the century design movements, the analysis of existing designs, and design career opportunities.

At the end of Grade 12, learners are required to submit a portfolio for external moderation as evidence of their three years of skills development.

Possible careers available in the Design field:

- Acquisitions specialist, Advertiser, Animator, Antique appraiser, Antiques refinisher, Architectural designer, Art appraiser, Art auctioneer, Art director, Art gallery curator, Art gallery owner/ manager/ historian/ investor/ librarian/ professor/ reviewer/ teacher/ therapist, Caricature artist, Cartoonist, Commercial artist, Costume/ Fashion/ Furniture/ Graphic/ Industrial/ Interior/ Landscape/ Logo designer, Craftsperson, Courtroom/ Police sketch artist, Display designer, Film production, Glass blower, Layout artist, Illustrator, Makeup artist, Multimedia artist, Painter, Photographer/ Videographer, Photojournalist, Set designer, Tattoo artist, Web designer and many more.

## **DRAMATIC ARTS**

The study of Dramatic Arts develops communication as a rich, diverse and productive resource through dramatic communication, interaction and representation. Learning in Dramatic Arts involves using experience, reflection and analysis to gain skills, knowledge, values and insight.

Grade 9 students who wish to take Dramatic Arts in grade 10 must achieve at least 70% in the Drama component of grade 9 Arts and Culture, as well as pass an audition before being allowed to take the subject. Only 20 students can be accommodated in the Dramatic Arts classes for Grades 10, 11 and 12.

Students that study Dramatic Arts will be faced with numerous texts, or be called upon to write and act out texts where their Emotional Intelligence will be taught, nurtured and expanded. Experts in the fields of education are increasingly acknowledging the importance of Emotional Intelligence as a crucial factor in determining the future success of a student in the world of work.

Emotional Intelligence determines, amongst other skills, a person's ability to:

- Lead a group in a work, extra-mural or family situation.
- Perceive and utilize his/her own strengths and those of others.
- Resolve conflict and create win-win situations for parties involved.
- Deal with his/her emotions in a healthy and constructive way.

Any pupil, who wishes to tackle the world of work in the 21<sup>st</sup> Century with confidence, would be wise to see their Emotional Intelligence as a skill which must be continually developed.

Dramatic Arts challenges pupils to take risks emotionally and physically and to grow as an individual. Students learn to work with their voice, body and mind, and gain respect both for themselves and others. The subject encourages confidence, self-discipline, reflection and expression. Drama encourages young people to discover who they are and explore personal and socially relevant issues in a safe and stimulating environment by developing both verbal and non-verbal communication skills.

The subject teaches and promotes self-esteem, self-confidence and above all self-discipline. Students wishing to take Dramatic Arts in grades 10, 11 and 12 will have to be available for long hours of rehearsals, sometimes even over weekends and school holidays, should the need arise.

### Educational and Career links in Dramatic Arts:

- Dramatic Arts is one of the recognised National Senior Certificate subjects which count 20 credits for entry into a Bachelor's Degree at South African Universities.
- Dramatic Arts is highly advantageous in gaining access to courses such as Media Studies, Communications, Theatre and Film Studies, Creative Arts and Speech and Drama.
- It will benefit any adult entering the working world, but especially those in the entertainment and performing arts industry (television, radio, film, music, video, theatre production, publicity, make-up, sound, lighting, costuming, marketing); arts industries (arts management, theatre management, art galleries);
- Community arts projects, arts NGOs and cultural tourism; advertising, publishing and public relations; and professions such as teaching, law, psychology, social services and therapies of various kinds.
- The transference values of Dramatic Arts – emotional intelligence, confidence, creativity, problem solving, conflict resolution, inventiveness and communication – can be utilized in the services, financial and engineering fields, among others.

## **ECONOMICS**

Economics is the study of how individuals, businesses, governments and other organisations within our society choose to use scarce resources to satisfy their numerous needs and wants in a manner that is efficient, equitable and sustainable.

Economics learners will be able to:

- Use resources efficiently to satisfy the competing needs and wants of individuals and of society.
- Understand the concept of monetary and real flows in an open economy within the confines of production, consumption and exchange.

- Develop skills to apply demand and supply, and cost and revenue analyses to explain prices and production levels.
  - 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.
  - 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, principles that underlie basic economic processes and practices.
- 
- Explore a variety of methods and strategies to analyse and explain the dynamics of markets.
  - collect, analyse and interpret production, consumption, and exchange data as well as other information in order to solve problems and make informed decisions.
  - Understand human rights concerns, reflect on the wealth creation process, and engage in poverty alleviation.
  - 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.

## **GEOGRAPHY**

The advantages of studying Geography are numerous. Geography students have explicit knowledge about local, national and global issues and are able to comment on them critically. The global village is shrinking and in this ever-changing world, the issue of Globalisation is a “hot topic”. Geography students tackle the challenges of responsible, global citizenship while always bringing the bigger picture back to a local context. This, coupled with geographical skills and techniques, developed using maps and photographs including Geographic Information Systems skills. And, then, taking the theories learnt of the physical and human world around us and applying these to relevant, topical issues such as global warming versus climate change.

Geography opens up careers related to Commerce, Science and Arts degrees; specifically:

- Commerce, trade and industry
- Cultural understanding and tolerance
- Our global interdependence
- Environmental responsibility

The career options associated with geography are many and geographical information systems are being utilised in almost every facet of the work environment. However, some of the more noticeable careers involving geography are listed below:

- Geology, Civil engineering, GIS specialist, Environmental scientist, Meteorologist, Land economist, Transportation analyst, Hydrologist, Urban and regional planner, Cellular communications developer, Cartographer, Surveyor, Political advisor, Pilot, Coastal zone manager,
- Environmental protection, Industrial developer, Health service planner.

All these are geographically related (and, in some cases, dependent) careers.

## **HISTORY**

History is the study of change and development in society over time and space. It also draws on archaeology, palaeontology, genetics and oral history to interrogate the past. The study of History enables us to understand and evaluate how past human action impacts on the present and influences the future.

History is a field of study which encompasses the totality of human experience. It is a distinctive and well established discipline with its own methods, discourses and production of historical knowledge. Learners who study History use the insights and skills of historians. They analyse sources and evidence, and study different interpretations, divergent opinions and voices.

By doing so, they are taught to think in a rigorous and critical manner about society. Their work draws on and influences all fields of human endeavour. This process is enriched by the application of historical imagination. Learners will increase their conceptual knowledge as a framework of analysis. Using this framework, they will interpret and construct historical knowledge and understanding and be encouraged to communicate this in a variety of ways. The skills, knowledge and understanding developed through the first three Learning Outcomes will be applied to issues of heritage (Outcome 4), which will lead them to appreciate and assist in conserving heritage sites.

Until recently, the Western world really only valued logical, mathematical and verbal linguistic abilities and rated people as 'intelligent' only if they were skilled in these ways of knowing.

This dictated the way history was written and interpreted. Now people recognise that there is a wide diversity of knowledge systems through which people make meaning of the world in which they live.

Indigenous knowledge systems in the South African context refer to a body of knowledge embedded in indigenous people's philosophical thinking and social practices that have evolved over thousands of years and that continue to evolve. No knowledge system is static, but is dynamic, growing and changing in contact with other knowledge systems. The History subject statement deliberately introduces the concept of indigenous knowledge systems to acknowledge the richness of the history and heritage of this country and its contribution as one of the sources of change to help transform the values of learners.

Bringing in as many different perspectives as possible assists problem solving in all fields. Content covered in Grade 10 History:

- The World in 1450.
- Colonialism: the impact of European conquest, warfare and early colonialism.
- Slavery.
- The quest for liberty.

- The Industrial Revolution.
- Transformation in Southern Africa: 1750 – 1850.
- History and Heritage.
- The World in 1850.

## **HOSPITALITY STUDIES**

The subject Hospitality Studies covers theoretical and operational aspects of food and beverage preparation and service, incorporating the principles of safety, hygiene and environmental awareness.

It provides learners with an understanding of the various sectors and diverse contexts that comprise the hospitality industry.

This subject will enable learners to:

- Be competent and creative in the basic production and presentation of food.
- Develop basic entrepreneurial and problem-solving skills in relation to food and beverage operations.
- Demonstrate an awareness and understanding of cultural uniqueness when planning and preparing a variety of recipes and menus.
- Understand the aesthetic value of food and beverage service.
- Use technology effectively and critically, showing responsibility towards the environment and the health, safety and security of other people within the hospitality industry.
- Demonstrate an understanding of ethics and values which relate to the hospitality industry.
- Demonstrate an awareness and understanding of the importance of service excellence in the hospitality industry.
- Develop and apply the important principles of team work in the hospitality industry.
- Develop independence and self-discipline.

The following inter-related organising themes are presented:

- *Food preparation and cooking*: The basic principles and techniques of food preparation and cooking will be covered. Learners will progress from the preparation of a basic breakfast to the preparation of more complex dinners and cocktail functions, taking into account South Africa's cultural heritage and commodities available within the community.
- *Food and beverage service*: The basic principles and techniques of food and beverage service will be covered. Learners will progress from the basic *mise-en-place* and laying of tables to the more complex skills and techniques required by formal table and restaurant service, taking into account service ethics, cultural diversity and people with special needs.
- *Safety, security and hygiene*: Learners will be introduced to the policies governing safety, health and environmental issues in order to apply the basic principles thereof to hospitality operations.
- *Nutrition and menu planning*: Learners will design various menus, taking into consideration the principles and diverse dietary and cultural requirements that influence menu planning.
- *Customer service*: The important principles of customer service will be covered. Learners will be made aware of the importance of creating service excellence in the hospitality industry using international standards as a benchmark.
- Furthermore, learners have to understand the way in which the needs of clients with disabilities must be accommodated within all aspects of the industry.

## **INFORMATION TECHNOLOGY**

Information Technology focuses on activities that deal with the solution of problems through logical thinking, information management and communication. It also focuses on the development of computer applications using current development tools.

The subject develops awareness and an understanding of the social, economic and other implications of using computers. Information Technology is a very difficult subject but for our advanced learners it is fun and forms the core of programming.

The following focus areas will be included in Information Technology:

- algorithm design
- career paths
- computer hardware and devices
- data structures and types
- database development
- electronic communications
- future trends
- human-computer interaction
- management of information
- networking principles
- open-source software development
- problem formulation and solution (projects)
- programming
- social, accessibility, economic and ethical issues
- spreadsheets
- system software
- web page authoring.

Learners taking IT must take Mathematics.

## **LIFE SCIENCES**

Life Sciences is one of the few subjects that are very close to our everyday life and forms the core of our understanding about our self and nature around us. The subject Life Sciences involves the systematic study of life in the changing natural and human-made environment. This systematic study involves critical inquiry, reflection, and the understanding of concepts and processes and their application in society.

The subject Life Sciences enables learners to understand biological, physiological, environmental, technological and social processes that impact on the environment

(e.g. food production, distribution and consumption, health promotion, conservation, sustainable living and genetic engineering).

All these have implications for the socio-economic and technological advancement of society. A study of concepts and processes in the Life Sciences uses contributions from the past to inform the present, and therefore promotes construction of new knowledge. Exploring indigenous knowledge systems related to science exposes learners to different worldviews and allows them to appreciate, compare and evaluate different scientific perspectives.

## **PHYSICAL SCIENCES**

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.

Indigenous knowledge is knowledge that communities have held, used or are still using. This knowledge has helped protect the environment for millennia. Some indigenous knowledge lends itself to science, but those examples that do not lend themselves to science are still knowledge however. In the subject

Physical Sciences challenges such as the safe disposal of chemical waste, responsible utilisation of resources and the environment, alternative energy sources are addressed.

The purpose of Physical Sciences is to equip learners with investigating skills relating to physical and chemical phenomena, for example, lightning and solubility.

Examples of some of the skills that are relevant for the study of Physical Sciences are classifying, communicating, measuring, designing an investigation, drawing and evaluating conclusions, formulating models, hypothesising, identifying and controlling variables, 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.

Physical Sciences prepare learners for future learning, specialist learning, employment, citizenship, holistic development, socio-economic development, and environmental management. Learners choosing Physical Sciences as a subject in grades 10-12, including those with barriers to learning, can have improved access to: academic courses in Higher Education; professional career paths related to applied science courses and vocational career paths. The Physical Sciences plays an increasingly important role in the lives of all South Africans owing to their influence on scientific and technological development, which are necessary for the country's economic growth and the social well-being of its people.

Six main knowledge areas inform the subject Physical Sciences. These are:

- Matter and Materials
- Chemical Systems
- Chemical Change
- Mechanics
- Waves, Sound and Light
- Electricity and Magnetism

## TOURISM

The subject Tourism involves the study of why people travel and how to meet their needs and expectations. It focuses on the tourism industry as an interrelated, broad and dynamic economic sector. The subject addresses tourism geography, creates an awareness of the role played by South Africa in the international tourism industry, and investigates and evaluates the value of tourism for a country. The subject emphasizes the responsibility of all citizens to contribute towards responsible and sustainable tourism practices and socio economic growth. The value and importance of appropriate and clear communication, a respect for diversity, and the provision of quality service are highlighted.

This subject will enable learners to:

- Acquire the skills, knowledge, values and attitudes necessary to communicate effectively with customers, identify needs and provide the required service to ensure customer satisfaction.
- Gain access to further learning in the chosen field / sector by accessing information on career opportunities in the tourism field.
- Use science and technology effectively when communicating and accessing information.
- Work effectively with others as a member of a team, group, organization and community through the communication and interpersonal skills applied in customer care and service delivery.
- Organise and manage themselves and their activities responsibly and effectively by identifying gaps in tourism development and making recommendations for improvement and growth.
- Collect, analyse, organise and critically evaluate tourism information.

## VISUAL ART

The subject consists of two components, namely Art History and Art Practical. We, at Willowridge, focus on **painting** and **drawing** as the two main disciplines of our three-year course.

**Practical:**

In Grade 10 emphasis is placed on the basic technical skills required in the development of a personal artistic style. This includes covering the elements of art, intensive drawing exercises, and an introduction to colour theory and painting techniques.

Throughout Grades 11 and 12 we further these acquired skills, focusing on personal stylistic approaches and execution.

**Theory:**

The theory component of the subject explores the history of art, starting with pre-historic art, ending with modern art. In grade 12 the focus is on South African art in relation to international art styles and movements.

At the end of grade 12, learners are required to submit a portfolio for external moderation as evidence of their three years of skills development.

## **MINIMUM REQUIREMENTS FOR ADMISSION TO HIGHER EDUCATION INSTITUTIONS**

<b>Qualification</b>	<b>Minimum requirements for admission</b>
Higher certificate	Pass NSC with: <ul style="list-style-type: none"><li>▪ One official language at home language level: 40% or more.</li><li>▪ Two other subjects: 40% or more</li><li>▪ Three subjects: 30% or more.</li></ul>
Diploma	Pass NSC with: <ul style="list-style-type: none"><li>▪ One official language at home language level with: 40% or more.</li><li>▪ Three subjects from the designated list: 40% or more</li><li>▪ Two subjects: 30% or more</li></ul>
Bachelor's degree	Pass NSC with: <ul style="list-style-type: none"><li>▪ One official language at home language level: 40% or more.</li><li>▪ One official language at first additional level: 30% or more</li><li>▪ Four subjects from the designated list: 50% or more</li><li>▪ Two subjects: 30% or more</li></ul>

## **SPECIAL CONCESSIONS**

Special concessions are available for:

- Immigrants.
- Learners who experience barriers to learning.

Please contact Ms L Bezuidenhout for information.

**Should you have any queries regarding subject information, please contact:**

<b>Subject</b>	<b>Person in charge</b>	<b>Email address</b>
SBST co-ordinator	Ms. L. Bezuidenhout	lbezuidenhout@willowridge.co.za
English Home Language	Mrs. I. Boot	iboot@willowridge.co.za
Afrikaans First Additional Language	Mrs. S. Van Rooyen	svanrooyen@willowridge.co.za
Sepedi First Additional Language	Mrs. P. Rapudi	prapudi@willowridge.co.za
Mathematical and Mathematical Literacy	Mr. C. de Groot	cdegroot@willowridge.co.za
Business Studies Economics and Accounting	Mr. W. Flanagan	wflanagan@willowridge.co.za
Geography and History	Miss T. Bosman	tbosman@willowridge.co.za
Dramatic Arts, Visual Art and Design	Ms K Swart	kswart@willowridge.co.za
Life Science, Physical Science, Information Technology and Computer Applications Technology	Ms S Cilliers	scilliers@willowridge.co.za
Tourism, Hospitality Studies and Consumer Studies	Mr. B. Swart	bswart@willowridge.co.za
Life Orientation	Miss J. Marx	jmarx@willowridge.co.za

