# Subject Information Booklet
# FET Phase
# Grade 10-12
# 2023

# CONTENT



## General Information

The National Senior Certificate replaced the Senior Certificate (Matric Certificate) for grade 12 in 2008. The National Senior Certificate is a qualification on level 4 on the National Qualifications Framework.

1. **Entrance requirements**
   An official grade 9 school report, which indicates promotion to grade 10.

2. **National Senior Certificate**
   Issued at the end of grade 12 after the successful completion of grades 10, 11 and 12.

North Angelos Christian College students are entered to write the National Senior Certificate examination set by the Department of Basic Education.

**Minimum Requirements for Entry into Higher Education Courses (Tertiary Institutions)**

The old endorsement or matric exemption system no longer applies. Please note that

these are the **minimum requirements** and that any tertiary institution may have additional requirements such as the need for specific subjects and marks for particular courses.

**Promotion requirements** that indicate that a pupil will qualify for a National Senior Certificate provided he/she passes:

- one language at 40 % at the First Language level (English)
- two other subjects at the 40 % level
- three other subjects at the 30 % level

The pupil may fail one subject. This means that a pupil can fail the second language offering and still obtain a National Senior Certificate.

**Higher Certificate Courses**

- National Senior Certificate with a minimum of 30% in the language of learning and teaching of the higher education institution. *These courses are offered by various colleges in a wide range of fields, e.g. Damelin, CTI.*

**Diploma Courses**

- An achievement rating of 3 (40-49%) or better in four recognised NSC subjects.
  *Colleges and University of Technologies offer these courses.*

**Bachelor's Degrees**

- An achievement rating of 4 (50 –59%) in four subjects (excluding Life Orientation). All of the subjects offered at North Angelos Christian College College are on the list of approved subjects. *Universities and some University of Technologies offer these degrees.*

Please note that the 30% minimum is the pass mark that applies to languages offered at First Additional Language level. The pass mark in languages offered at Home Language level is 40%.

All Universities require a certain **APS – Admission Point Score** in order to gain entry into a degree. **Each degree programme has its own requirements.**

This is an example of how you can work out your APS for a University like *University of Pretoria (UP)* or *University of Witwatersrand (WITS).* Please note that Life Orientation is not included in this calculation.

| APS POINTS | MARKS |
|---|---|
| 7 | 80-100 % |
| 6 | 70-79 % |
| 5 | 60-69 % |
| 4 | 50-59 % |
| 3 | 40-49 % |
| 2 | 30-39% |
| 1 | 0-29 % |

# Subjects offered at North Angelos Christian College

**Compulsory Subjects**

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|---|---|
| 1 | English Home Language/ Setswana Home Language |
| 2 | Afrikaans First Additional Language or English First Additional Language |
| 3 | Mathematics *or* Mathematical Literacy |
| 4 | Life Orientation |

**Choice Subjects**

*Select **three** subjects according to the Three (3) streams offed at North Angelos Christian College*

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| 5,6,7 & 8 | Accounting – Commercial Stream |
| | Business Studies – Commercial Stream |
| | Economics – Commercial Stream |
| | Geography – General Stream |
| | History – General Stream |
| | Life Science – Science Stream |
| | Physical Science - Science Stream |
| | Tourism – Compulsory (Eight Subject) |

# Languages

**English Home & First Additional Language**
**Afrikaans First Additional Language**
**Setswana Home Language**

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| **Definition** | English and Afrikaans or Setswana are compulsory subjects of the National Curriculum. In addition to the NSC examination at the end of grade 12, which assesses language skills and interpretation, literature and poetry, pupils will have to complete an oral component and compile and present a portfolio of tests, tasks and writing. |
| **Key skills that will be developed** | • Speaking and Listening: This involves prepared and impromptu speaking, listening comprehensions, reading aloud, debates, dramatisations and informal conversations.<br>• Reading and Viewing: Pupils will be exposed to literature, drama, poetry, film study, comprehension, textual interpretation, advertising and other forms of visual literacy.<br>• Writing and Presenting: Creative and functional writing for a variety of purposes will be taught and assessed.<br>• Language: Grammatical structures, sentence construction, style, textual editing and vocabulary make up this learning outcome. |
| **Possible careers** | Writer, editor, teacher, journalist, translator. |

# Mathematical Sciences

Every pupil **must select either Mathematics or Mathematical Literacy.**

A pupil, who has the ability to do well in Mathematics should select Mathematics and develop this ability to the full. As a general rule, pupils who obtain **less than 50%** for Mathematics at the end of grade 9, struggle to cope with the demands set by Mathematics in grade 10 – 12. It is suggested that these pupils select Mathematical Literacy.

Which option to select is a decision that should not be taken lightly and it is important that parents consider their child's opinion when selecting an option. Every pupil must be 100% committed to the subject that he/she selects.

Both Mathematics and Mathematical Literacy are valuable subjects and each subject offers something unique to pupils. The two subjects are discussed in full below.

# Mathematics

- *A minimum of **50%** for Mathematics at the end of grade 9 is required to take Mathematics in grade 10.*

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| **Definition** | Mathematics is a subject which involves abstract problem solving and reasoning. The subject is geared towards preparing young people specifically for scientific fields requiring Mathematics. Most of the content that is covered in Mathematics will not be based on areas in real life, but will rather focus on the development of mental skills and advanced thinking. |
| **Key skills that will be developed** | Pupils will be able to make use of the skills that are taught in Mathematics in order to:<br>• Recognise, describe and represent numbers and their relationships in order to estimate and calculate solutions;<br>• Investigate, analyse, describe and represent a wide range of functions and solve related problems;<br>• Describe, represent and explain properties of shapes in 2- and 3-dimensional space;<br>• Collect, organise, and interpret data as well as establish statistical and probability models. |

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| **Possible careers** | Teacher, engineer, pilot, chartered accountant, actuarial science, computer science, medical science, statistical researcher. |

# Mathematical Literacy

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| **Definition** | Mathematical Literacy focuses on the areas in real life where mathematics is needed. The content is based on problems and situations related to daily life in which mathematics is imbedded. As such, Mathematical Literacy is in no way equivalent to the old standard grade Mathematics, but rather a completely different subject with its own distinctive curriculum and purpose.<br>Please note that Mathematical Literacy will allow pupils to receive the **same APS** as they would achieve in Mathematics. |
| **Key skills that will be developed** | The study of Mathematical Literacy will help the pupil become:<br>• A self-managing person: a mathematically literate person will be able to cope with financial issues (hire purchase, mortgage bonds, investments etc.), be able to read maps, follow timetables, estimate and calculate areas and volumes and understand house plans and sewing patterns;<br>• A contributing worker: a mathematically literate person will be able to deal with work-related formulae, read statistical charts, deal with schedules and understand instructions involving numbers;<br>• A participating citizen: a mathematically literate person will be aware of how the power of numbers and mathematical ways of thinking can be used to shape policy and can often be used to support opposing arguments. |
| **Possible careers** | All tertiary institutions offer courses for pupils who take Mathematical Literacy. A pupil who achieves a level 4 (50% - 59%) or better, can consider, amongst other, the following courses:<br>Social work, drama, arts, human movement science, language, music, law, information design, political studies, sport science, teaching, oral hygiene, theology, visual studies as well as some BCom and BSc degrees. |

# Life Orientation

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| **Definition** | Life Orientation is a compulsory matriculation subject. Pupils require a minimum of **40%** for Life Orientation to receive a matriculation certificate and **50% to be accepted for tertiary study**. Many institutions require a minimum of **60% for selection courses**<br><br>Pupils write a final exam set by the IEB, during the grade 12 year. Pupils also complete a common assessment task (assignment) set by the IEB. They will keep a portfolio of work reflecting their progress in grade 12. The portfolio will also include internal tasks completed during their grade 10 and 11 years.<br><br>Pupils are required to obtain **20 hours of community service** during their FET phase (grade 10 -12), at a registered Non-Profit Organisation, such as SPCA, Dove's Nest, Wet Nose Rescue, etc. |
| **Key skills that will be developed** | • Critical thinking<br>• Empathy<br>• Research<br>• Decision-making<br>• Responsibility for personal well-being and that of others<br>• Tolerance and respect for the opinions, religious beliefs and views of others<br>• Sensitivity to human rights<br>• Concern for the environment<br>• Leadership<br>• Awareness of health issues – importance of correct nutrition and avoiding diseases of lifestyle, as well as the importance of recreation and physical activity |
| **Possible careers** | Teacher, social worker, psychologist, school counsellor, hospice worker, politician, human resources, life coach and sports coach. |

# Accounting

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| **Definition** | Accounting is the discipline of communication, analysis and interpretation of financial information for the making of appropriate and informed decisions.<br><br>Accounting involves analysing and interpreting financial information for decision-making purposes. It deals with the logical, systematic, accurate selection and recording of financial information and transactions, as well as the compilation, analysis and interpretation of financial statements and managerial reports for use by interested parties.<br><br>Accounting communicates economic information to people who have an interest in a business, such as managers, employees, creditors, shareholders, investors and government. |
| **Key skills that will be developed** | Accounting aims to develop pupils' knowledge, skills, values, attitudes and ability to make meaningful and informed personal and collaborative financial decisions in economic and social environments.<br><br>Accounting equips pupils with the skills and basic knowledge to control and interpret personal, small and larger enterprises' finances and resources to obtain desired returns on any investment. Taking this subject enables pupils to continue with their studies of further and/or higher education institutions and professional bodies, *inter alia*, in the fields of financial, cost and managerial accounting and to develop skills, knowledge, values and attitudes to pursue different career paths.<br><br>The recording of financial data is only one part of the subject. The appropriate interpretation of the financial information and the making of decisions are the ultimate objectives of the subject. |
| **Possible careers** | Accountant, financial controller, admin clerk, debt collector, payroll administrator, finance manager, bookkeeper. |

- ***A minimum of 50 % for Mathematics and 60% for EMS at the end of grade 9*** *is required to take Accounting. Pupils will not be allowed to take Accounting in conjunction with Mathematical Literacy.*

# Business Studies & Economics

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| **Definition** | Business Studies & Economics 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. |
| **Key skills that will be developed** | • Acquire and apply essential business knowledge, skills and principles to productively and profitably conduct business in changing business environments;<br>• Create business opportunities, creatively solve problems and take risks, respecting the rights of others and environmental sustainability;<br>• Apply basic leadership and management skills and principles while working with others to accomplish business goals;<br>• Be motivated, self-directed, reflective lifelong pupils who responsibly manage themselves and their activities while working towards business goals; and<br>• Be committed to developing themselves and others through business opportunities and ventures. |
| **Possible careers** | In addition to being able to secure formal employment in any chosen field, pupils will be in a position to pursue sustainable entrepreneurial and self-employment career pathways. Business Studies & Economics also forms the foundation for further business learning opportunities. |

# Geography

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| **Definition** | Geography is the study of the human and physical environments. It is an integrated discipline that examines both physical and human processes over space and time. Geography helps us to understand our complex world. It provides a bridge between the human and physical sciences. There are many branches of Geography. Physical Geography examines natural processes and features including the atmosphere, landforms, and ecosystems. Human Geography is concerned with the activities and impact of people on the Earth. The concept that unifies Geography is space. All geographical phenomena have a spatial dimension. They also operate in a continuously changing environment. |
| **Key skills that will be developed** | The Geography curriculum aims to develop the following subject-specific skills:<br>• using verbal, quantitative and symbolic data forms such as text, pictures, graphs tables, diagrams and maps;<br>• practising field observation and mapping, interviewing people, interpreting sources, working with statistics;<br>• applying communication, thinking, practical and social skills;<br>• practising the following specific skills:<br>– identifying questions and issues<br>– collecting and structuring information<br>– processing, interpreting, and evaluating data<br>– making decisions and judgements<br>– deciding on a point of view<br>– suggesting solutions to problems<br>– working co-operatively and independently.<br>Geographical education contributes also to the development of personal and social competence. |

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| **Possible careers** | **There is no such thing as a geography job; there are however jobs that geographers do.**<br><br>**Travel, leisure and culture:** travel agent, eco tour guide, heritage site manager.<br>**Environment and sustainability:** town planner, environmental impact assessor, pollution analyst, landscape architect, conservation worker.<br>**Development and global issues:** armed forces, diplomat.<br>**Settlement:** surveyor, urban regeneration developer, estate agent, town planner, environmental consultant.<br>**Services:** teacher, emergency services, university lecturer, pilot.<br>**Earth sciences**: meteorologist, geologist, seismologist, hydrologist.<br>**Geographical techniques**: GIS specialist, cartographer, remote sensing. |

# History

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| **Definition** | History, by its very nature, teaches young people the critical skills and thought processes crucial to becoming responsible citizens in a democracy. It helps develop an understanding of human agency and shows that we can all make a difference. |
| **Key skills that will be developed** | • The ability to read critically, to analyse data and to draw valid conclusions (research and retrieval);<br>• The discipline and skill to carry out research into original documentary sources (interpretation);<br>• The sensitive handling of language so that arguments, propositions and hypotheses can be made precisely and lucidly (communication / discursive writing);<br>• A clear understanding of the moods and attitudes of a given time (empathy);<br>• An understanding of cause and effect;<br>• The ability to read widely and recall and apply relevant information. |
| **Possible careers** | While History is not a prerequisite for any tertiary course, historical method is fundamental to all reading, thinking, research and writing in the humanities and in many of the sciences. History is a great help in the study of all social sciences including journalism, law and literature. |

# Life Sciences

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| **Definition** | The science of life and of living organisms, including their structure, function, distribution, adaptation, interactions, and evolution of all living organisms including both plants and animals. Life Sciences encompasses a broad spectrum of academic fields that are often viewed as independent disciplines. |
| **Key skills that will be developed** | • Critical thinking;<br>• Independent thinking: developing and testing hypotheses using scientific method;<br>• Decision making;<br>• Researching background information using a variety of different media;<br>• Ability to judge the reliability of different sources of information;<br>• Project development and experimental techniques;<br>• Team work;<br>• Communication skills;<br>• Presenting results using appropriate scientific language and techniques;<br>• Problem solving. |
| **Possible careers** | Research scientist (medical), medical doctor, dentist, pharmacologist, geneticist, environmental management and conservation, forensic scientist (CSI), biotechnologist, marine biologist, pathologist (CSI). |

# Physical Science

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| **Definition** | Physical Science focuses on investigating physical and chemical phenomena through scientific inquiry. By applying scientific models, theories and laws, it seeks to predict and explain events which occur in our physical environment. This subject also deals with society's desire to understand how the physical environment works; how to benefit from it and how to care for it responsibly. |
| **Key skills that will be developed** | The skills and processes which pupils use and develop in the study of Physical Sciences are similar to those used by scientists at work.<br><br>The skills that will be developed are:<br>• Construction and application of scientific knowledge;<br>• Critical thinking;<br>• Decision making;<br>• Team work;<br>• Communication skills;<br>• Problem-solving skills like identification and analysis of the problem at hand and the designing of procedures to reach solutions;<br>• Scientific inquiry skills like planning, observing and gathering information, comprehension, synthesising, generalising, hypothesising and communicating results and conclusions. |
| **Possible careers** | Physical Science opens many doors and will afford pupils the opportunity of completing courses in the faculties of health sciences, engineering, building science and information technology, natural and agricultural sciences, education and veterinary sciences. |

- *A minimum of **65% for Mathematics** and **65% for Natural Science** is required at the end of grade 9 to take Physical Science. Pupils will not be allowed to take Physical Science in conjunction with Mathematical Literacy.*

# Tourism

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| **Definition** | Tourism is vital for many countries, due to the income generated by the consumption of goods and services by tourists, and the opportunity for employment in the service industries associated with tourism. Tourism is a service industry, comprising a number of tangible and intangible components.<br><br>The tangible elements include: transport systems - air, rail, road, water and now, space; hospitality services - accommodation, food and beverages, tours, souvenirs; and related services such as banking, insurance and safety and security. The intangible elements include: rest and relaxation, culture, escape, adventure, as well as new and different experiences. |
| **Key skills that will be developed** | Tourism empowers pupils to understand the related services in the tourism industry. The knowledge, skills, attitudes and values gained in Tourism will develop an appreciation within the pupils for the heritage, and cultural diversities of many different countries, instilling a holistic view of how tourism affects the world.<br><br>Pupils will be equipped with the skills to understand the world as an inter-related system, and how important responsible and sustainable tourism is to the environment. They will gain an understanding of tourism geography, attractions and travel trends of tourists; as well as being taught how to master the skills of customer care through communication. Tourism, as a subject, encompasses relevant theory which is put into practice in a relevant way which relates to up-to-date happenings.<br><br>The subject aims to develop pupils' awareness of the value that tourism brings to the local economy. By becoming better users of the tourism product they will be able to identify entrepreneurial opportunities for themselves and therefore be able to make an informed career decision. |
| **Possible careers** | The study of Tourism can open many doors and assists in a variety of careers: self-employment, tour guide/operator, hospitality (hotel/B&B/food & beverage manager), customer service, travel agent, operations control, concierge, educator, nature conservation, eco-tourism. |