JMD Psychological Consulting

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Gr 9 SUBJECT CHOICE INFORMATION

(Click on the subject to go to that section in the document)

LANGUAGES (ENGLISH / AFRIKAANS)

Language is a tool for thought and communication. It is through language that cultural diversity and social relations are expressed and constructed. Learning to use language effectively enables learners to think and acquire knowledge, to express their identity, feelings and ideas, to interact with others, and to manage their world. In view of the linguistic and cultural diversity of South Africa, its citizens must be able to communicate across language barriers and foster cultural and linguistic respect and understanding. The country's linguistic diversity is acknowledged and valued in the constitutional recognition of eleven official languages.

The range of literacies needed for effective participation in society and the workplace in the global economy of the twenty-first century has expanded beyond listening, speaking, reading, writing and oral traditions to include various forms such as media, graphic, information, computer, cultural, and critical literacy. The Languages curriculum prepares learners for the challenges they will face as South Africans and as members of the global community. The curriculum enables learners to meet the following objectives:

- Broaden and deepen language competencies, including the abstract language skills required for academic learning, and the aesthetic appreciation and enjoyment of texts, so that learners are able to listen, speak, read/view and write/present with confidence. These skills and attitudes form the basis for life-long learning.
- Use language appropriately in real-life contexts, taking into account audience, purpose and context.
- Express and justify their own ideas, views and emotions confidently in order to become independent and analytical thinkers.
- Use language and their imagination to represent and explore human experience. Through interacting with a wide range of texts, learners are able to reflect on their own lives and experiences and to consider alternative worldviews.
- Use language to access and manage information for learning across the curriculum and in a wide range of other contexts. Information literacy is a vital skill in the 'information age' and forms the basis for lifelong learning.
- Use language as a tool for critical and creative thinking. This objective recognises that knowledge is socially constructed through the interaction between language and thinking.
- Express reasoned opinions on ethical issues and values. In order to develop their own value system, learners engage with texts concerning human rights and responsibilities such as the rights of children, women, the disabled, the aged and issues linked to race, culture, ideology, class, belief systems, gender, HIV and AIDS, freedom of expression, censorship and the environment.
- Interact critically with a wide range of texts. Learners will recognise and be able to challenge the perspectives, values and power relations that are embedded in texts.

- Recognise the unequal status of different languages and language varieties. Learners will be able to challenge the domination of any language or language variety and assert their language rights in a multilingual society.

Language learning in the Further Education and Training band includes all the official languages – Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi (Sesotho sa Leboa), Sesotho, Setswana, Siswati, Tshivenda, Xitsonga – as well as Sign Language, and can be extended to other languages endorsed by the Pan South African Language Board.

Learning Outcome 1: Listening and Speaking
Learners understand that speaking and listening are social activities that take place in particular contexts and for various purposes and audiences, and that oral genres and registers vary accordingly. They recognise and use appropriate oral genres and registers in a range of formal and informal contexts. Listening and speaking are central to learning in all subjects. Through effective listening and speaking strategies, learners collect and synthesise information, construct knowledge, solve problems, and express ideas and opinions. Critical listening skills enable learners to recognise values and attitudes embedded in texts and to challenge biased and manipulative language.

Learning Outcome 2: Reading and Viewing
Well-developed reading and viewing skills are central to successful learning across the curriculum, as well as for full participation in society and the world of work. Learners develop proficiency in reading and viewing a wide range of literary and non-literary texts, including visual texts, for information. Learners recognise how genre and register reflect the purpose, audience and context of texts. Learners use a range of different reading and viewing strategies depending on their purpose for reading and the nature of the text. They make meaning from texts, identify values and assumptions and respond critically. Through reading and viewing, learners also explore and reflect on the interrelationship of their own existence with that of others. Reading literary texts provides learners with models for their own writing.

Learning Outcome 3: Writing and Presenting
Writing is a powerful instrument of communication that allows learners to construct and communicate thoughts and ideas coherently. Frequent writing practice across a variety of contexts, tasks and subject fields enables learners to communicate functionally and creatively. The aim is to produce competent, versatile writers who will be able to use their skills to develop appropriate written, visual and multi-media texts for a variety of purposes.

Learning Outcome 4: Language
Through interacting with a variety of texts, learners extend their use of vocabulary and correctly apply their understanding of language structures. They develop critical awareness of how values and power relations are embedded in language and how language may influence others.

EDUCATIONAL AND CAREER LINKS
The use of a wide range of texts allows learners to explore personal, national and global issues and to construct developing knowledge of the world. The study of languages can lead to language-oriented careers such as journalism, translation, language teaching, marketing, advertising, diplomacy, and so on. However, it is clear that languages are the basis of all learning, not only in everyday life but also in the workplace. The development of entrepreneurship depends on the learner's language competency. In the highly competitive technological world, access for the learner is determined by communicative competency. Language is a gateway subject, which, if poorly taught, severely limits the learner's career options. Literacy is the basis for the completion of daily tasks and contributes to the life skills the learner needs to deal with the world. Language is a tool that can facilitate meaningful relationships with the people in the learner's immediate community, and the sensitivity with which language is handled determines the success or failure of many interpersonal relationships.

MATHEMATICS

Mathematics enables creative and logical reasoning about problems in the physical and social world and in the context of Mathematics itself. It is a distinctly human activity practised by all cultures. Knowledge in the mathematical sciences is constructed through the establishment of descriptive, numerical and symbolic relationships. Mathematics is based on observing patterns; with rigorous logical thinking, this leads to theories of abstract relations. Mathematical problem solving enables us to understand the world and make use of that understanding in our daily lives.

A range of mathematical process skills and knowledge enables an appreciation of the discipline and ensures access to an extended study of a variety of career paths. The study of Mathematics contributes to personal development through a deeper understanding and successful application of its knowledge and skills, while maintaining appropriate values and attitudes. Mathematics is a discipline in its own right and pursues the establishment of knowledge without necessarily requiring applications in real life. Competence in mathematical process skills such as investigating, generalising and proving is more important than the acquisition of content knowledge for its own sake. Mathematical competence contributes to personal, social, scientific and economic development.

Learners will work towards being able to:

- competently use mathematical process skills such as making conjectures, proving assertions and modelling situations;
- calculate confidently and competently with and without calculators, and use rational and irrational numbers with understanding;
- competently produce useful equivalents for algebraic expressions, and use such equivalents appropriately and with confidence;
- use Mathematics to critically investigate and monitor the financial aspects of personal and community life and political decisions;
- work with a wide range of patterns and transformations (translations, rotations, reflections) of functions and solve related problems;
- describe, represent and analyse shape and space in two and three dimensions using various approaches in geometry (synthetic, analytic transformation) and trigonometry in an interrelated or connected manner;
- collect and use data to establish basic statistical and probability models, solve related problems, and critically consider representations provided or conclusions reached;
- use and understand the principles of differential calculus to determine the rate of change of a range of simple, non-linear functions and to solve simple optimisation problems;
- solve problems involving sequences and series in real-life and mathematical situations;
- solve non-routine, unseen problems using mathematical principles and processes;
- investigate historical aspects of the development and use of Mathematics in various cultures;
- use available technology (the minimum being a modern scientific calculator) in calculations and in the development of models.

Learning Outcome 1: Number and Number Relationships

The range of numbers encountered will include irrational numbers as they occur in contextual problems. Learners will develop an understanding that not all numbers are real. The learners will:

- expand the capacity to represent numbers in a variety of ways and move flexibly between representations;
- develop further the ability to estimate and judge the reasonableness of solutions and the ability to give solutions to an appropriate degree of accuracy, depending on the accuracy of measuring instruments and on the context;
- calculate confidently and competently, with and without a calculator, guarding against becoming overdependent on the calculator;
- develop the concepts of simple and compound growth and decay;
- solve problems related to arithmetic, geometric and other sequences and series, including contextual problems related to hire-purchase, bond repayments and annuities;
- explore real-life and purely mathematical number patterns and problems which develop the ability to generalise, justify and prove.

Learning Outcome 2: Functions and Algebra

A fundamental aspect of this outcome is that it provides learners with versatile and powerful tools for understanding their world while giving them access to the strength and beauty of mathematical structure. The language of algebra will be used as a tool to study the nature of the relationship between specific variables in a situation. The power of algebra is that it provides learners with models to describe and analyse such situations. It also provides them with the analytical tools to obtain additional, unknown information about the situation. Such information is often needed as a basis for reasoning about problem situations and as a basis for decision making.

Learners should:

- understand various types of patterns and functions;
- investigate the effect of changing parameters on the graphs of functions;
- use symbolic forms to represent and analyse mathematical situations and structures;
- use mathematical models and analyse change in both real and abstract contexts.

The mathematical models of situations may be represented in different ways – words, a table of values, a graph, or a computational procedure (formula or expression). The information needed is mostly acquired in the following ways:

- finding values of the dependent variable (finding function values);
- finding values of the independent variable (solving equations);
- describing and using the behaviour of function values, periodicity;
- considering the increasing and decreasing nature of functions, rates of change, gradient, derivative, maxima and minima;
- finding a function rule (formula);
- transforming to an equivalent expression ('manipulation' of algebraic expressions).

Learning Outcome 3: Space, Shape and Measurement

The teaching and learning of space, shape and measurement in the Further Education and Training band must build on experiences from the General Education and Training band to make more formal and extended levels of knowledge accessible. Aspects that are important for the attainment of this Learning Outcome include location, visualisation and transformation. Learners' previous knowledge becomes deeper, they engage with new tools that can be used in a range of applications, and they become more proficient in processes leading to proof.

The study of space, shape and measurement enables learners to:

- explore relationships, make and test conjectures, solve problems involving geometric figures and geometric solids;
- investigate geometric properties of 2D/3D figures in order to establish, justify and prove conjectures;
- link algebraic and geometric concepts through analytic geometry;
- link the use of trigonometric relationships and geometric properties to solve problems;
- use construction and measurement or dynamic geometry software, for exploration and conjecture;
- analyse natural forms, cultural products and processes as representations of shape and space;
- investigate the contested nature of geometry throughout history and develop an awareness of other geometries;
- use synthetic, transformation or other geometric methods to establish geometric properties;
- connect space, shape and measurement to other subject knowledge.

Learning Outcome 4: Data Handling and Probability

Learners will master methods of organising, displaying and analyzing data. Measures of central tendency and spread will be explored. A basic appreciation of the difference between data that is normally distributed about a mean and data that is skewed will be developed. Learners will become critically aware of the deliberate abuse in the way data can be represented to support a particular viewpoint. Learners will carry out practical research projects and statistical experiments. At least one project each year will involve the selection of a random sample of a specific population with a view to determining statistics that predict the corresponding parameters of the population. A basic understanding of the way the probability of everyday events can be calculated and used in prediction will be developed. Wherever possible, contexts that are investigated will focus on human rights issues, inclusivity, current matters involving conflicting views, and environmental and health issues.

EDUCATIONAL AND CAREER LINKS

Mathematics is an essential element in the curriculum of any learner who intends to pursue a career in the physical, mathematical, computer, life, earth, space and environmental sciences or in technology. Mathematics also has an important role in the economic, management and social sciences. It is an important tool for creating, exploring and expressing theoretical and applied aspects of the sciences. Mathematics is also important for the personal development of any learner. Mathematics provides a platform for linkages to Mathematics in Higher Education institutions. Mathematics is being used increasingly as a tool for solving problems related to modern society. The financial aspects of dealing with daily life are informed by mathematical considerations. Mathematical ways of thinking are often evident in the workplace. If a learner does not perceive Mathematics to be necessary for the career path or study direction chosen, the learner will be required to take Mathematical Literacy.

LIFE ORIENTATION

Life Orientation is the holistic study of the self in relation to others and to society. It is concerned with the personal, social, intellectual, emotional, spiritual, motor and physical growth and development of learners, and the way in which these dimensions are interrelated and expressed in life. The focus is the development of self-in-society, and this encourages the development of balanced and confident learners who will contribute to a just and democratic society, a productive economy, and an improved quality of life for all. Life Orientation guides and prepares learners for life's responsibilities and possibilities. Life Orientation is an inter-disciplinary subject that draws on and integrates knowledge, values, skills and processes embedded in various disciplines such as Sociology, Psychology, Political Science, Human Movement Science, Labour Studies and Industrial Studies. Life Orientation equips learners to engage on personal, psychological, neuro-cognitive, motor, physical, moral, spiritual, cultural, socio-economic and constitutional levels, to respond positively to the demands of the world, to assume responsibilities, and to make the most of life's opportunities. It enables learners to know how to exercise their constitutional rights and responsibilities, to respect the rights of others, and to value diversity, health and well-being.

Life Orientation focuses on the diversity of learners as human beings in their totality and:

- requires learners to identify and confront challenges using acquired knowledge, values, skills and strategies;
- prepares learners to be successful by helping them to study effectively and make informed decisions about subject choices, careers, and additional and higher education opportunities;
- helps learners to exercise their rights, as well as their civic and social responsibilities, in order to contribute to society and to environmentally-sustainable living, while respecting the rights of others;
- fosters self-awareness, social competencies and the achievement of a balanced and healthy lifestyle;
- addresses changes during puberty and adolescence, responsible sexual behaviour, risky adolescent behaviour and attitudes regarding a range of issues including substance abuse, road use, dietary behaviour and personal safety;
- helps learners to make informed decisions about and to nurture personal, community and environmental health; and
- exposes/encourages learners to participate in recreational and physical activities to enhance well-being.

Life Orientation acknowledges that there is a wide diversity of knowledge systems through which people make meaning of the world in which they live. No knowledge system is static but is growing and changing in contact with other knowledge systems. Indigenous knowledge systems in the South African context refer to a body of knowledge embedded in the philosophical thinking and social patterns of indigenous peoples that have evolved over thousands of years and continue to evolve. Life Orientation recognises the richness of indigenous knowledge systems and their contribution as one of the sources of change to help transform the values of learners.

Life Orientation encourages a teaching and learning environment that recognises that people are diverse and have different strengths and weaknesses. The subject embraces inclusive education by providing opportunities, alternative methods of instruction and flexible assessment for learners who experience barriers to learning and participation. Life Orientation also encourages learners and teachers to develop knowledge and understanding of varying levels of learner ability, as well as particular support needs to address barriers.

School sport is recognised as an integral, extra-mural, co-curricular component of the education programme. In view of this position, Life Orientation addresses the knowledge, skills, values and attitudes that enable learners to participate in extra-curricular activities, including school sport. The term 'religion' in Life Orientation is used to include belief systems and worldviews. Religion Education for Grades 10-12 rests on a division of responsibilities between the state on the one hand and religious bodies and parents on the other. Religion Education has a civic rather than a religious function in this curriculum, and promotes civic rights and responsibilities. Religion Education contributes to the wider framework of education by developing in every learner the knowledge, values, attitudes and skills necessary for diverse religions to co-exist in a multi-religious society. Learners come to realise that they are part of the broader community, and will learn to see their own identities in harmony with those of others.

Learning Outcome 1: Personal Well-being

Personal well-being is central to fulfilling one's potential; it also enables learners to engage effectively in interpersonal relationships, community life and society. Many personal and social problems associated with lifestyle choices persist in the Further Education and Training phase. This area focuses on self-concept, emotional literacy, social competency and life skills. It seeks to deal with the realities of peer pressure, factors influencing quality of life, and the dynamics of relationships, as well as preparing learners for a variety of roles such as being an employee and employer, being a leader and following a leader, heading and participating in a household, and being a parent. This focus area addresses issues related to the prevention of substance abuse, diseases of lifestyle, sexuality, teenage pregnancy, sexually-transmitted infections including HIV and AIDS, and the promotion of personal, community, and environmental health. The inclusion of various perspectives (such as indigenous knowledge systems), could assist in problem solving on issues of personal and community wellbeing. In this phase, learners are expected to consolidate their own identities. The emphasis is on building self-esteem and confidence, and applying various life skills in everyday life. Learners are made aware of their own development, a variety of risks (especially sexual risks), and substance use and abuse. Because learners of this age are vulnerable, these issues are explored in greater depth than in the General Education and Training phase. Other influences in society and the environment that impact on well-being are also studied. As learners in this phase are

becoming more independent, preparation for effective life management becomes essential. Other influences in society that impact on well-being – such as indigenous knowledge systems, religion and the environment – are also studied.

Learning Outcome 2: Citizenship Education

In a transforming and democratic society, personal and individual needs have to be placed in a social context to encourage acceptance of diversity and to foster commitment to the values and principles espoused in the Constitution. Discrimination on the basis of race, religion, culture, gender, age, ability and language, as well as issues such as xenophobia and other forms of discrimination, are addressed. This focus area also deals with social relationships and other human rights and responsibilities. It is important for learners to be politically literate, that is, to know and understand democratic processes. The importance of volunteerism, social service and involvement in a democratic society are emphasised, and the causes, consequences and prevention of pervasive social ills, such as all forms of violence and abuse, are addressed. Particular attention is paid to social and environmental issues (including HIV and AIDS). Knowledge of diverse religions will contribute to the development of responsible citizenship and social justice. In this phase, learners are being prepared for the role of informed, active participants in community life and as responsible citizens. Competencies and abilities in addressing discrimination, awareness of economic and social justice, and environmentally sustainable living (thinking globally and acting locally) are further developed. Learners are also exposed to diverse religions in order to foster peaceful co-existence in a multi-religious society. They are required to clarify their own values and beliefs as these will influence their decisions throughout life.

Learning Outcome 3: Recreation and Physical Well-being

Knowledge of healthy practices and nutrition, participation in games, sport, recreational and leisure time activities, and an understanding of the relationship between health, physical activities and the environment can improve the quality of life and the well-being of all learners. This area also focuses on the role that sport can play in redressing biases and in nation building. Knowledge of and participation in recreational and fitness activities can open doors to various careers, community projects and lifelong well-being. Life Orientation acknowledges that participation in recreation and physical activities is influenced by ideology, beliefs and worldviews. In this phase, learners are in transition to adulthood. The importance of nutrition, physical activity and recreation and their contribution to personal health and fitness are emphasised. Opportunities are created for the expression of creativity and initiative. Learners will be encouraged to participate continuously in recreational activities, physical exercise and sport for lifelong well-being.

Learning Outcome 4: Career and Career Choices

The nature of the Further Education and Training band means that learners must make critical decisions regarding career fields and further study. In order to help learners to make these decisions, they will be exposed to study methods and skills pertaining to assessment processes, information about institutions of higher and further education, and preparation for job applications and interviews. Self-knowledge and knowledge of labour laws, the job market, work ethics, the South African Qualifications Authority (SAQA), learnerships and Sector Education and Training Authorities (SETAs), and unemployment are critical. Principles such as equity and redress are also addressed. In this phase, learners are expected to reflect continuously on their own interests and abilities as well as career and entrepreneurial options as they move towards finalising their choice of a career. They have to critically evaluate socio-economic factors, additional and higher education options, and access to financial assistance to finalise a career choice. As learners at this stage are about to enter the world of work, relevant employment legislation, how to access it, and dealing with unemployment are studied.

EDUCATIONAL AND CAREER LINKS

Life Orientation prepares young people to realise their expectations of the future, access additional and higher education, and take their place in society. These are critical responsibilities for citizens in a democratic and culturally diverse South African society. Life Orientation broadens the range of career options for learners by being relevant and responsive to the employment prospects, higher education opportunities and entrepreneurship that exist beyond Further Education and Training. Life Orientation equips learners with the personal management skills necessary for success in additional and higher education, and in adult life. It prepares learners for careers in the following career fields, among others: education, the service industry, the caring professions (health and social sciences), safety and security, human resource development and management, sport and the fitness industry, media, and politics.

ACCOUNTING

Accounting focuses on measuring performance, and processing and communicating financial information about economic sectors. This discipline ensures that 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 and interpretation of financial statements and managerial reports for use by interested parties.

Accounting develops learners' knowledge, skills, values, attitudes and ability to make meaningful and informed personal and collaborative financial decisions in economic and social environments. Accounting will enable learners to:

- collect, select, record and/or capture, analyse and interpret financial/other data in order to make informed decisions.
- develop general and specific skills in accounting to integrate theory and practice, used for compliance with generally accepted accounting practice.
- present and/or communicate financial information effectively by using generally accepted accounting practice, developments and legislation.
- develop and demonstrate an understanding of fundamental accounting concepts.
- acquire skills, knowledge, attitudes and values that can contribute directly or indirectly to the improvement of standard of living, human development and productivity, and create opportunities for all.
- relate skills, knowledge and values to real-world situations in order to ensure the balance between theory and practice, to enter the world of work and/or move to higher education, and to encourage self-development.
- organise and manage own finances and activities responsibly and effectively.
- apply principles to solve problems in a judicious and systematic manner in familiar and unfamiliar situations, thus developing the ability to identify and solve problems.
- develop critical, logical, and analytical abilities and thought processes to apply to current and new situations.
- develop ethics, sound judgment, thoroughness, orderliness, accuracy, neatness and presentability.
- deal confidently with the basic demands of an accounting occupation manually and/or electronically.

This subject encompasses accounting knowledge, skills and values focusing on the financial, managerial and auditing fields from a perspective of legitimacy, accountability, accessibility, transparency and ethical behaviour. To meet the requirements of a multicultural and democratic environment financial accounting, cost and managerial accounting and auditing serve as a framework to capture the essence of Accounting and should be seen as progression for further development within this subject which includes the following features:

Financial accounting

Financial accounting includes the logical, systematic and accurate recording of financial transactions as well as the analysis, interpretation and communication of financial statements by understanding the fundamental concepts regarding basic accounting principles and practice.

Managerial accounting

Managerial accounting includes concepts such as costing and budgeting. It puts emphasis on the analysis, interpretation and communication of financial and managerial information for decision-making purposes.

Tools in managing resources

Tools in managing resources include basic internal controls and internal audit processes and code of ethics. This feature puts the emphasis on the knowledge, understanding and adherence to ethics in pursuit of human dignity, acknowledging human rights, values and equity, in financial and managerial activities.

Learning Outcome 1: Financial Information

This Learning Outcome will equip learners with the necessary knowledge and skills to collect, analyse, organise, record and critically evaluate financial information from source documents up to final accounts and financial statements. Learners will be able to organise, apply and manage financial activities and data in a responsible and effective manner in their lives, community and economic environments.

Learning Outcome 2: Managerial Accounting

The focus of this Learning Outcome is to equip learners with the ability to manage and report on activities by using specific management, organising and leadership skills. This Learning Outcome focuses on developing managerial, financial and communication skills to enable learners to manage themselves and their business activities responsibly and effectively. Learners will be able to interpret financial and managerial information so as to make informed decisions and communicate these decisions to the relevant stakeholders.

Learning Outcome 3: Managing Resources

Learners will be equipped with the skills to use financial and managerial tools and strategies to determine the financial impact on the management of resources. The focus of this Learning Outcome is to inculcate ethical behaviour with regard to the management of resources.

EDUCATIONAL AND CAREER LINKS

The principles, concepts, skills, attitudes and values in Accounting articulate with business, economic, management, administration and financial facets of society and enables learners to continue with their studies in further and/or higher educational institutions and professional bodies in financial, cost, managerial accounting, auditing and other fields.

GEOGRAPHY

Geography is a science that studies physical and human processes and spatial patterns on Earth in an integrated way over space and time. It examines the spatial distribution of people and their activities, physical and human-made features, ecosystems and interactions between humans, and between humans and the environment in a dynamic context.

Geography enables learners to explain processes and spatial patterns, to make well-informed judgments about changing environments and contexts, to think more critically and creatively about what it means to live sustainably, to recognise how values and attitudes influence and affect the environment, and to apply a range of geographical skills and techniques to issues and challenges in a rapidly-changing world.

Geography aims to:

- develop tools and skills to research, interpret, analyse and make judgments based on the information gathered, thereby contributing to geographical literacy. These tools are central to the distinctive approach of Geography in order to understand physical and human patterns and processes on Earth. Informed decisions, important to the well-being of society and the environment, are based on a range of geographical skills. All these decisions involve the ability to acquire, arrange and use geographical information and to think systematically and critically about social and environmental issues and challenges.
- develop knowledge and critical understanding of the changing nature and interrelatedness of human existence and the environment over space and time. This creates a frame of reference for asking and answering geographical questions, identifying and solving problems, and evaluating the consequences of alternative solutions and possible actions. Geography is in the unique position of drawing together aspects of natural sciences, humanities and indigenous knowledge systems in order to contribute to the understanding of spatial distribution, human-environment interactions, and sustainable development.
- prepare learners to become informed, critical and responsible citizens who can make sound judgments and take appropriate action that will contribute to equitable and sustainable development of human society and the physical environment. Geography prepares learners to become responsible and competent decision makers and agents, living and working in a complex world. It encourages them to challenge and address social and environmental injustices. Learners will be guided to develop attitudes and values that will encourage them to take appropriate action, where possible, to address social and environmental problems and injustices.

The scope of Geography in covers three major aspects of geographical studies: geographical skills and techniques; knowledge and understanding; and the application of skills and knowledge to practical issues and challenges.

Geography studies how *spatial patterns and processes* affect the way people live and interact with the environment, how physical and human processes shape the environment, and how humans interrelate with the living and non-living environment. This aspect of Geography gives rise to questions such as ‘Where are things?’, ‘Why are they there?’, ‘What spatial patterns do they show?’, and ‘What processes give rise to these patterns?’. It further seeks to explain the character of places/regions and the distribution of people, features and events as they occur on the surface of the Earth. Geography seeks to understand *human-environment interactions*. Human actions modify the environment at different scales. Likewise, the environment and the availability of resources in regions and places shape human activities and lifestyles, and ultimately their well-being. The availability of water, for instance, provides opportunities for people to develop a region in a particular way. This aspect of Geography raises concerns about the nature of these interactions and the physical and human processes which influence them. In addition, it is concerned about how people depend on, adapt to and modify environments, and gives consideration to the consequences of human actions. Geography is an *applied science* which seeks to apply skills and techniques, knowledge and understanding to issues and challenges in our immediate environments, and at a local, national, continental and global scale. Geographers not only recognise the spatial and temporal dimensions of these issues and challenges, but also the values and attitudes that influence them. This encourages learners to develop critical perspectives to explain why these problems exist. In attempting to offer solutions to these kinds of issues, geographers apply principles such as those embodied in the concepts of sustainable development, sustainability, democracy, and social and environmental justice to offer appropriate solutions or strategies and to develop meaningful perspectives. In this way, Geography prepares learners to be active participants, informed citizens and responsible decision-makers. Learners will also be encouraged to recognise and appreciate values, attitudes and indigenous knowledge held by individuals and groups, to examine the consequences of their actions, and to make informed, logical decisions.

Geography emphasises the integration of physical and human geography. A study of physical processes that influence soil erosion, for example, must consider how human activities on the land also contribute to the process. The geographer needs to know why soil erosion is occurring and should understand the social, political and economic circumstances that may cause people to influence the rate of soil erosion in a place or in the broader region. The integration of knowledge, understanding, skills and techniques is strengthened by approaching teaching and learning in Geography through regional or thematic studies.

Regional studies should not only involve simple explanatory descriptions of parts of the world, but rather be a framework for applying all three Learning Outcomes of Geography. In this way learners come to understand the world as a set of interrelated elements that form a system. Geography encourages a deepening awareness and sense of place and region, which supports the concepts of nation building and the African Renaissance. Learners will become increasingly familiar with South Africa and its place within the African and global context.

Thematic studies need to be conducted in the framework of different locations. Three different approaches are applied in thematic studies, namely:

- *the systematic approach,* which enables the geographer to understand phenomena (physical and human) and their resultant patterns and impacts in a systematic way (e.g. tropical cyclones, natural hazards, urbanisation in a place or region).
- *the systems approach,* which enables the geographer to understand the wholeness of the environment and the interdependence of its individual components. Through this approach, physical systems (e.g. climatic systems) and human systems (e.g. settlement systems) in specific places and regions can be studied.
- *the issues-based approach,* which enables the geographer to focus on a specific issue in a natural, built or social environment in a locational (place or regional) context. A well-developed geographical understanding of these issues can result only from a process of enquiry in which questions are asked, evidence is examined and conclusions are reached. The enquiry method provides learners with ways of thinking critically and creatively about the problems or issues they study (e.g. the impact of HIV/AIDS on population dynamics, environmental quality, socio-economic disparities, hazards and disasters, poverty and resource management in a country).

Learning Outcome 1: Geographical Skills and Techniques (practical competence)

There are five broad, essential geographical skills and techniques:

- *Asking questions:* Geographers seek to understand and explain the interactions between humans, and between humans and the environment in space and time. This involves the ability and willingness to ask, speculate on, and answer questions related to Geography.
- *Acquiring information:* To answer questions, learners should start by gathering information from a range of sources in a variety of ways. The skills and methods involved in this process include locating and collecting information, observing and systematically recording information, reading and interpreting maps and other graphical representations, interviewing and executing general fieldwork skills.
- *Organising information:* Information is organised and displayed in ways that help with analysis and interpretation. Different types of information should be separated systematically and classified in visual or graphical forms (e.g. photographs, aerial photographs, graphs, cross-sections, climographs, diagrams, tables and maps). Information from documents or interview transcripts should be organised into pertinent quotes or statements, in a tabular or thematic form.
- *Analysing information:* Analysis involves establishing patterns, relationships and connections. It entails noting associations, similarities or differences between areas and/or phenomena, recognising patterns and drawing inferences from maps, graphs, diagrams, tables and other sources. Geographers also use statistical methods to identify trends, relationships and sequences. Observations can be synthesised into a meaningful interpretation by using important tools available in geographical analysis such as electronic (digital) databases and Geographical Information Systems (GIS).
- *Answering questions:* Successful geographical enquiry culminates in the development of generalizations and interpretations based on the data collected, organised and analysed. Learners should be able to communicate clearly and effectively their findings/answers by presenting them in the best possible way. Each question answered, decision reached or problem solved leads to new issues and situations being investigated.

These skills and techniques should be integrated throughout all the Learning Outcomes for Geography and not treated as separate elements that are isolated from the content of Geography. This Learning Outcome is achieved when learners are able to demonstrate the competence to ask questions, acquire, organise and analyse information, and make judgements based on the information gathered (enquiry skills). This includes competence in map use and map skills (spatial skills and techniques), and the manipulation of (electronic) geographical databases. These geographical skills provide the necessary tools, techniques and procedures for learners to think geographically and construct geographical knowledge.

Grade 10 - Learners will be expected to use a range of geographical skills and techniques at a basic level in order to use and manipulate data and information. Furthermore, learners should demonstrate the skills of reporting findings and/or expressing an opinion.

Grade 11 - Learners will be expected to plan and structure a project/enquiry process using a range of different geographical skills and techniques at a more advanced level in order to use and manipulate data and information. Furthermore, learners should demonstrate the skills of reporting findings and/or taking a substantiated position.

Grade 12 - Learners will be expected to use a range of geographical skills and techniques in order to use and manipulate data and information. Furthermore, learners should demonstrate the skills to communicate and present findings/ information reliably and accurately.

Learning Outcome 2: Knowledge and Understanding (foundational competence)

This Learning Outcome is achieved when learners are able to demonstrate knowledge and a critical understanding of physical and human processes and the resultant patterns found in a variety of spatial contexts over time. Geography is in

the unique position of bringing together aspects of natural sciences, humanities and indigenous knowledge systems in order to contribute to the understanding of spatial distribution, human-environment interactions, and sustainable development.
Grade 10 - Learners will be expected to demonstrate a basic operational knowledge of physical and human processes and the patterns which result from them, as well as the interactions between humans and the environment on a local and a global scale.
Grade 11 - Learners will be expected to demonstrate a basic understanding of physical and human processes and the patterns which result from them, as well as the interactions between humans and the environment on a local and a continental scale.
Grade 12 - Learners will be expected to demonstrate a fundamental knowledge of physical and human processes and the patterns which result from them, as well as the interactions between humans and the environment on local and a national scale.

Learning Outcome 3: Application (reflexive competence)
This Learning Outcome is achieved when learners are able to demonstrate the competence to make sound judgments and take responsible and appropriate action that will contribute to the equitable and sustainable development of society and the environment. Geography encourages learners to recognise values and attitudes which influence issues, and also to develop values and attitudes to challenge and address socio-economic and environmental injustices.
Grade 10 - Learners will be expected to apply knowledge and skills to select and propose known solutions or strategies to manage local/continental problems, acknowledging the values, attitudes and knowledge systems which impact on the actions of those involved.
Grade 11 - Learners will be expected to apply acquired knowledge and skills in order to select appropriate procedures within given parameters to propose solutions or strategies to manage local or global problems, recognising the values, attitudes and knowledge systems which inform the actions of those involved.
Grade 12 - Learners will be expected to apply acquired knowledge and skills to propose solutions or strategies to manage local or national problems, adapt known/common solutions for different problems and contexts, recognising the values, attitudes and knowledge systems informing the actions of those involved.

EDUCATIONAL AND CAREER LINKS
Geography in high school expands on the foundations developed in primary school in the Social Sciences Learning Area with its emphasis on people, environment and people-environment relationships over space and time. The subject also builds on foundations laid in the study of physical processes, which were partly dealt with in the Natural Sciences Learning Area in primary school.

Geography provides a number of opportunities for additional education and training. Career links include amongst others, the following: aviation, cartography, earth sciences, eco-tourism, education and teaching, environmental management, geographical information systems, geology, land surveying, meteorology, nature conservation, remote sensing, rural and regional planning, urban planning, water and land affairs. These careers span the administration, planning and development, transport, commerce, industrial, mining and tourism sectors.

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. A study of History builds the capacity of people to make informed choices in order to contribute constructively to society and to advance democracy. As a vehicle of personal empowerment, History engenders in learners an understanding of human agency. This brings with it the knowledge that, as human beings, learners have choices, and that they can make the choice to change the world for the better.

A rigorous process of historical enquiry:

- encourages and assists constructive debate through careful evaluation of a broad range of evidence and diverse points of view;
- provides a critical understanding of socio-economic systems in their historical perspective and their impact on people;
- supports the view that historical truth consists of a multiplicity of voices expressing varying and often contradictory versions of the same history.

The study of History supports democracy by:

- engendering an appreciation and an understanding of the democratic values of the Constitution;
- encouraging civic responsibility and responsible leadership;
- promoting human rights, peace, and democracy; and
- fostering an understanding of identity as a social construct, preparing future citizens for local, regional, national, continental and global citizenship.

As a vehicle for human rights, History:

- enables people to examine with greater insight and understanding the prejudices involving race, class, gender, ethnicity and xenophobia still existing in society and which must be challenged and addressed;
- enables us to listen to formerly-subjugated voices, and focuses on the crucial role of memory in society. This comes particularly through an emphasis on oral history and an understanding of indigenous knowledge systems.
- History promotes non-discrimination, raises debates, confronts issues and builds capacity in individuals to address current social and environmental concerns.

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, 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.

History has four Learning Outcomes. These outcomes are written separately, although they complement each other and must be used together. They also introduce teachers and learners in South Africa to a new vision of History teaching and learning in schools. The first three Learning Outcomes reflect the process by which historians (and learners) investigate the past. They develop historical enquiry, conceptual understanding and knowledge construction. The fourth Learning Outcome engages learners with issues around heritage and raises crucial questions of analysis, interpretation and presentation. This outcome must not be seen as a separate component but needs to be closely linked to the other three. The Assessment Standards related to these Learning Outcomes broadly include issues related to human rights and indigenous knowledge systems.

<u>Learning Outcome 1: Enquiry Skills (Practical Competence)</u>

Learners will be expected to raise questions about the past, identify issues relating to the past, and use a range of enquiry skills in order to extract and organise evidence from a variety of historical sources of information. By the end,

learners will be expected to demonstrate an ability to work independently, formulating enquiry questions and gathering, analysing, interpreting and evaluating relevant evidence to answer questions.
Grade 10 - Learners will be expected to raise questions about the past and use a range of enquiry skills in order to extract and organise evidence from a variety of historical sources of information.
Grade 11 - Learners will be expected to apply a range of enquiry skills to identify issues relating to the past, raise critical questions about these issues, and collect and analyse information and data.
Grade 12 - Learners will be expected to demonstrate an ability to work independently, formulating enquiry questions and gathering, analysing, interpreting and evaluating relevant evidence to answer questions.

Learning Outcome 2: Historical Concepts (Foundational Competence)
Learners will be expected to work progressively towards acquiring an informed understanding of key historical concepts as a way of analysing the past. They will be expected to understand and explain the dynamics of change in the context of power relations operating in societies. They will also be expected to compare and contrast points of view/perspectives of the past and draw their own conclusions based on evidence.

Grade 10 - Learners will be expected to demonstrate an understanding of concepts relevant to the area of investigation and recognise that relations of power operate within societies. They will also be expected to develop the ability to identify perspectives and points of view in historical sources of information. Grade 11 - Learners will be expected to use historical concepts to structure the study of the past. Analysis of the socioeconomic and political power relations operating within societies is an important aspect of the study of the past in this grade. Learners will be expected to identify and explain points of view or perspectives of peoples' actions and events in the past. Grade 12 - Learners will be expected to have an informed understanding of key concepts as ways of analysing the past. They will be expected to understand and explain the dynamics of change in the context of power relations operating in societies. They will also be expected to compare and contrast points of view/perspectives of the past and to draw their own conclusions based on evidence.

Learning Outcome 3: Knowledge Construction and Communication (Reflexive Competence)
In the Further Education and Training band learners will be expected to work with and draw conclusions from a variety of forms of data, and to synthesise information about the past in order to develop, sustain and defend an independent line of historical argument. They will be expected to communicate and present information reliably and accurately in writing and verbally.

Grade 10 - Learners will be expected to use acquired skills and knowledge to construct their own knowledge in the form of an historical argument and to express an opinion about the past based on evidence. They will be expected to communicate this in a variety of ways. Grade 11 - Learners will be expected to develop an argument and to take a position based on available information, to discuss the issues and to reach a conclusion. They will be expected to produce a coherent presentation providing explanations for positions taken. Grade 12 - Learners will be expected to synthesise information about the past to develop, sustain and defend an independent line of historical argument. They will be expected to communicate and present information reliably and accurately in writing and verbally.

Learning Outcome 4: Heritage (Reflexive Competence)
This Learning Outcome introduces learners to issues and debates around heritage and public representations, and they are expected to work progressively towards engaging with them. Links are drawn between different knowledge systems and the various ways in which the past is memorialised. Learners also investigate the relationship between palaeontology, archaeology and genetics in understanding the origins of humans and how this has transformed notions of race.

Grade 10 - This Learning Outcome aims to engage learners critically with issues of heritage, public representations of the past and the conservation of heritage. Learners will also be expected to engage with issues around knowledge systems, including indigenous knowledge systems. Grade 11 - This Learning Outcome aims to engage learners critically with issues of heritage and public representations of the past, and enables them to analyse public representations. It also introduces learners to the debates around knowledge systems and the understanding of human origins. Grade 12 - This Learning Outcome introduces learners to the ideologies and debates around heritage and public representations, and explores ways in which the past is memorialised in different knowledge systems. Learners will also investigate the links between knowledge systems, palaeontology and archaeology.

EDUCATIONAL AND CAREER LINKS
The study of History provides a sound vocational preparation for a wide range of jobs and careers, including those which call for analysing and seeking solutions to many present-day problems. Training in historical study teaches one to analyse evidence, to organise ideas and to construct coherent arguments. The skills acquired enable those with an historical background to assess issues in the light of considerable and often conflicting amounts of data and to present complex sources of information accurately in writing or orally. By providing a breadth of vision that goes beyond narrow specialisations, historical study nurtures effective communication, which is an essential life and professional skill in the contemporary world. History qualifications can, therefore, lead to future careers in management and administration, marketing, public relations and the media. Because of their skills development capacity, history qualifications should be highly valued.

PHYSICAL SCIENCES

Physical Science focuses on investigating physical and chemical phenomena through scientific inquiry. By applying scientific models, theories and laws it seeks to explain and predict events 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. Physical Science plays an increasingly important role in the lives of all South Africans due to its influence on scientific and technological development, which underpins our country's economic growth and the social well-being of our community. It underpins many of the technologies that we take for granted – the homes we live in, the food we eat, the clothes we wear, the materials we use, medical diagnosis and treatment, computers and other information technologies. There is every reason to expect that the knowledge, skills and values people learn in Physical Science will make even more of an impact on our lives as we move into the twenty-first century.

Physical Science knowledge has a profound impact on world-wide issues and events — economic, environmental, ethical, political, social and technological. Understanding of scientific perspectives will enhance participation by citizens when they are called upon to exercise their rights in deciding/responding to the directions of science and technology. The subject fosters an ethical and responsible attitude towards learning, constructing and applying Physical Science, and accommodates reflection and debate on its findings, models and theories. South Africa has a legacy of poor quality education with limited access to scientific knowledge. Physical Science aims to correct the historical limitations by contributing to the holistic development of learners in the following ways:

- giving learners the ability to work in scientific ways or to apply scientific principles which have proved effective in understanding and dealing with the natural and physical world in which they live;
- stimulating their curiosity, deepening their interest in the natural and physical world in which they live, and guiding them to reflect on the universe;
- developing insights and respect for different scientific perspectives and a sensitivity to cultural beliefs, prejudices and practices in society (this aspect should also include the mobilising of African indigenous scientific knowledge and practices, particularly as these relate to solving social and environmental challenges in Africa);
- developing useful skills and attitudes that will prepare learners for various situations in life, such as self-employment and entrepreneurial ventures;
- enhancing understanding that the technological applications of the Physical Sciences should be used responsibly towards social, human, environmental and economic development both in South Africa and globally.

Physical Science prepares learners for future learning, specialist learning, employment, citizenship, holistic development, socio-economic development and environmental management by developing competences in these focus areas:

- scientific inquiry and problem solving in scientific, technological, socio-economic and environmental contexts;
- the construction and application of scientific and technological knowledge;
- the nature of science and its relationship to technology, society and the environment.

Learning Outcome 1: Practical Scientific Inquiry and Problem-solving Skills

The skills and processes which learners use and develop in the study of Physical Sciences are similar to those used by scientists at work. These are the tools that learners need in order to understand the working of the world. The development of these skills and processes allows learners to solve problems, think critically, make decisions, find answers, and satisfy their curiosity. These skills are the focus of all science learning and assessment activities in classrooms, but cannot be developed in isolation. They are best developed within the context of an expanding framework of scientific knowledge. In addition, learners must be able to use these skills and processes while working with others to achieve common goals. This will require broadening access to appropriate and sufficient resources, including adequate time and space for effective inquiry-based science teaching and learning. It is within this context that this subject also focuses on the construction and application of scientific knowledge.

The thrust of this Learning Outcome is on the doing aspects and the process skills required for scientific inquiry and problem solving. Learners' understanding of the world will be informed by the use of scientific inquiry skills like planning, observing and gathering information, comprehension, synthesising, generalising, hypothesising and communicating results and conclusions. In addition to investigation of natural phenomena, information will be used in problem solving. Problem solving is central to the teaching and learning of Physical Sciences. Higher-order thinking and problem-solving skills are required to meet the demands of the labour market and for active citizenship within communities with increasingly complex technological, environmental and societal problems. Problem solving involves identification and analysis of the problem at hand, and the design of procedures to reach solutions. These skills find application in all spheres of life and in all contexts.

Learning Outcome 2: Construction and application of scientific and technological knowledge

Knowledge in the Physical Sciences is organised around six core knowledge areas. The percentage of annual time devoted to each is:

Matter and Materials Integrated 25.00%
Systems Chemistry 18.75%
Change Chemistry 18.75%
Mechanics Physics 12.50%
Waves, sound and light Physics 12.50%
Electricity & magnetism Physics 12.50%

This Learning Outcome concerns itself with the knowledge of the universe, the world and the environment. Technology, as understood in this outcome, incorporates ways and means of using the physical sciences in the service of humankind, thus enhancing and improving the quality of human life. Underlying this Learning Outcome is the notion of constructing, understanding and applying knowledge in socially, technologically and environmentally responsible ways. The content (facts, concepts, principles, theories, models and laws) and skills studied in Physical Sciences helps learners to gain a better understanding of the world they live in, and to explain physical and chemical phenomena. The context in which learning occurs is important – it establishes the purposes for the knowledge, and the ideas and experiences to which the knowledge relates. Progression in this Learning Outcome is ensured through increasing difficulty of concepts and the nature of contexts.

Learning Outcome 3: Science and its Relationships to Technology, Society and the Environment

The six main knowledge areas above are used as contexts to enable learners to understand the relationships between science and technology, society and environment, in terms of:

- the scientific enterprise and, in particular, how scientific knowledge develops;
- that scientific knowledge is in principle tentative and subject to change as new evidence becomes available;
- that knowledge is contested and accepted, and depends on social, religious and political factors;
- that other systems of knowledge, such as indigenous knowledge systems, should also be considered;
- that the explanatory power and limitations of scientific models and theories need to be evaluated;
- how science relates to their everyday lives, to the environment and to a sustainable future;
- the importance of scientific and technological advancements and to evaluate their impact on human lives.

It is important for learners to understand scientific enterprise and how scientific knowledge develops. Modern science is based on traditions of thought that came together in Europe about 500 years ago. People from other cultures have developed alternative ways of thinking resulting in different knowledge systems, which are increasingly interactive with Mainstream science. Scientific knowledge is tentative and subject to change as new evidence becomes available and new problems are addressed. The study of historical, environmental and cultural perspectives on science highlights how it changes over time, depending not only on experience but also on social, religious and political factors. Learners at the Further Education and Training stage evaluate the limitations of the explanatory power of scientific models and of different theories to explain phenomena. It is also necessary to help learners make informed decisions and enable them to have a broader understanding of how science relates to their everyday lives, to the environment and to a sustainable future. Acknowledging this interrelationship between science, society and the environment will contribute to active debates and responsible decision making on issues related to technological development, environmental management, lifestyle choices, economics, human health, and social and human development. Scientific and technological advancements affect all aspects of our lives, and it is important for learners to evaluate that impact.

EDUCATIONAL AND CAREER LINKS

The study of the Natural Sciences focuses on four knowledge areas – Life and Living, Earth and Beyond, Matter and Material, and Energy and Change. The Physical Sciences builds on the Earth and Beyond, Matter and Material, and Energy and Change knowledge areas of the Natural Sciences. Science process skills and the creative mind developed through the problem-solving activities also allow learners to follow career paths other than those directly related to science; for example, higher education courses such as Computer Sciences, Mathematics and health-related fields.

Learners who have studied Physical Sciences will have access to:

- academic courses at institutions such as universities and technikons to study science and science-related programmes, which can lead to science-based studies (e.g. sciences, engineering, bio-technology and environmental degrees);
- professional career paths related to applied science courses and engineering (e.g. science teachers, nurses, medical doctors, veterinarians, radiographers, dentists, chemical engineers, mechanical engineers and pharmacists);
- vocational career paths (e.g. technicians, technologists and beauty therapists).

LIFE SCIENCES

In the Natural Sciences, achievement of Learning Outcomes is mediated through four themes: (a) life and living; (b) energy and change; (c) earth and beyond; (d) matter and materials. The Life Sciences focuses on one of these themes – that is, life and living. Life Sciences enable learners to explore those concepts that are essential for understanding basic life processes and the interrelationship and interdependence of components of the living and the physical world. Learners will develop inquiry, problem solving, critical thinking and other skills, and will use them to interpret and use Life Sciences concepts in explaining phenomena. They will be able to apply scientific knowledge in their personal lives and as responsible citizens in ways that will contribute to a healthy lifestyle and the sustainable management of resources. Through the study of the Life Sciences, learners can develop an understanding of the nature of science, the influence of ethics and biases, and the interrelationship of science, technology, indigenous knowledge, environment and society. Life Sciences enable 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. Life Sciences use contributions from the past to inform the present, and therefore promote 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. Life Sciences will be accessible to learners with special learning needs, ensuring that learners with diverse abilities, interests and learning styles are given equal opportunities to achieve success.

Learning Outcome 1: Scientific Inquiry and Problem-solving Skills

Life Sciences allow learners to develop and use problem-solving skills, critical thinking, decision making, finding answers and satisfying their curiosity. They are the focus of science learning and assessment activities in classrooms. These skills are best developed within the context of an expanding framework of knowledge. In this Learning Outcome, the teaching and learning of Life Sciences focuses on exploring and investigating environmental, biological and technological systems in everyday life, using inquiry, problem solving and critical thinking skills. These involve the use of experimental and data-handling skills. Experimental skills include following instructions, making observations, measuring trends and recording information. Data-handling skills involve identifying, selecting, organising, presenting, translating, and manipulating data, as well as making inferences, deductions and conclusions from the data gathered. Learners present reasons for explanations of phenomena and create relationships between experimental processes and results obtained. They make predictions and hypotheses regarding phenomena in order to solve bigger problems.

Learning Outcome 2: Construction and Application of Life Sciences Knowledge

Knowledge in the Life Sciences is constructed and applied within the following knowledge areas:

- tissues, cells and molecular studies;
- structures and control of processes in basic life systems;
- environmental studies;
- diversity, change and continuity.

Competences should not be developed in isolation, but within the context of these knowledge areas. Concepts are developed within the four knowledge areas in each grade and are treated at varying levels of complexity. This Learning Outcome involves the construction of knowledge in the Life Sciences through learners collecting information and experiences from the world around them and linking these with their previous experiences (recognition of prior learning). This involves the use of inquiry and thinking skills to interpret, apply and extend their understanding of concepts, principles, laws, theories and/or models. Through sharing experiences and reaching a common understanding learners make sense of how Life Sciences knowledge applies to everyday life.

Learning Outcome 3: Life Sciences, Technology, Environment and Society

Modern science is based on traditions of thought that came together in Europe about 500 years ago. People from other cultures developed other ways of thinking and different knowledge, which are increasingly interactive with Western science. People from different cultures have contributed to scientific innovations by making their indigenous scientific knowledge available to scientists from the Western framework of science. This indigenous knowledge needs to be rediscovered for its value in the present day. Scientific knowledge is, in principle, tentative and subject to change as new evidence becomes available. The study of historical perspectives on the acceptance of scientific explanations highlights how knowledge is contested and accepted depending on social, religious and political factors. All forms of scientific knowledge need to be explored and critically evaluated. As responsible citizens, learners need to evaluate the past and make informed decisions about the present and future use of science and technology in society, and about environmental management and lifestyle choices for a sustainable future. This Learning Outcome raises learners' awareness of the existence of different viewpoints of in a multicultural society, and encourages open-mindedness towards all viewpoints. These viewpoints are based on scientific knowledge, beliefs, ethics, attitudes, values and biases, and may change over time due to new information.

EDUCATIONAL AND CAREER LINKS

Life Sciences prepares learners for additional education and training, vocational careers, and the world of work and self-employment. The subject informs the choices learners make when pursuing Higher Education and different career pathways in various specialisations. It caters for careers such as medicine, bioengineering, psychology, nursing, education, marine biology, and environmental science.

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.

The subject Information Technology will enable learners to understand the principles of computing through the use of current programming language, hardware and software, and how these apply to their daily lives, to the world of work and to their communities. Such understanding will be achieved by providing learners with opportunities to:

- demonstrate an understanding of concepts, principles and knowledge of computers and computer applications in various disciplines;
- demonstrate an understanding of how computers impact on the management of natural resources, cultural values, socio-economic and human rights development;
- critically analyse the impact of computers on ethical, social, economic and political relations;
- work competently in a dynamic computer-using environment which includes:
    - effective communication,
    - problem-solving approaches,
    - team work,
    - responsible use of technology,
    - precision and accuracy;
- demonstrate proficiency in the use of computers in managing and critically interpreting information;
- demonstrate how the creative uses of different computer technologies facilitate human interaction;
- show proficiency in selecting and customising appropriate computer applications, hardware and media to provide and communicate innovative solutions across all sectors of society;
- design and programme well-tested and user-friendly computer-based solutions to meet specific requirements; and
- prepare for a career path, Higher Education and lifelong learning, thus enabling learners to become effective members of a computer-using society.

The knowledge and skills acquired in Information Technology enable learners to use information and communication technology (specifically computers) in social and economic applications, systems analysis, problem solving (using either applications or a current object-oriented programming language), logical thinking, information management and communication. It is envisaged that the fundamental knowledge and skills developed will not be restricted only to Information Technology but also relate to applications in other subjects in Further Education and Training and beyond.

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.

Information Technology has close links with the following subjects:

- Mathematics;
- Mathematical Literacy;
- Physical Sciences;
- Accounting;
- Economics;
- Engineering Graphics and Design;

Computer Applications Technology. wide range of technological areas organised around the following foci:

- technology and society;
- technological capability, knowledge and understanding;
- information and communication technology.

Information Technology encourages learners to engage in investigating, designing, evaluating and communicating solutions. Learners are prepared to be competent and confident in accessing and working with various forms of information and data. The knowledge and skills acquired in information gathering, storing, processing, management and communication form the underlying basis for Information Technology in high school.

Learning Outcomes are complementary and one cannot be studied without the other.

Learning Outcome 1: Hardware and System Software

This Learning Outcome focuses on an understanding of hardware, peripheral devices, processors and their inter-connectivity, as well as the system software which is needed to make the hardware operational. The principles of networks and communications allow learners to make reasoned decisions about the appropriateness of networks of machines in comparison to stand-alone machines for particular applications.

Learning Outcome 2: e-Communication

Electronic communication is rapidly changing the face of the world and it is, therefore, important for learners to develop an understanding of this field. This understanding includes the legal, ethical, social, political and moral aspects of data protection and access to information.

Learning Outcome 3: Social and Ethical Issues

This Learning Outcome focuses on a broad knowledge of the economic and social reasons for using computers and the economic, social, cultural, environmental, political and ethical effects of their use across a range of application areas. It develops learners' abilities to critically balance the advantages and disadvantages of computerised systems. It allows for an understanding of the potential implications of open-source and proprietary software for the development of applications and an appreciation for locally-developed software.

Learning Outcome 4: Programming and Software Development

This Learning Outcome focuses on the design and development of appropriate computer-based solutions to specific problems using programming (in an object-oriented way which incorporates appropriate structured data types), databases, spreadsheets, websites and their interconnectivity. Learners will have practical experience in the design and implementation of solutions using a set of core development tools.

EDUCATIONAL AND CAREER LINKS

Information Technology specifically forms the underpinning basis for studies in computer science, information systems, engineering and the business sciences. In general, it lays a foundation for programmes such as the following offered in Higher Education and Training:

- bio-informatics;
- business information systems;
- computer engineering;
- computer science;
- computer science education;
- financial information systems;
- geographical information systems;
- informatics;
- information systems;
- information technology.

The subject Information Technology involves the integration of theory and practice as well as structured experiential learning which affords learners the opportunity to exercise and reinforce the computer skills and knowledge acquired in the school and to provide orientation to further study in this field. It provides computing skills across the entire spectrum of careers and opens pathways for careers such as:

- computer or software architect;
- data communication and network specialist;
- financial and actuarial specialist;
- hardware and software support technician;
- information systems and technology manager;
- information technology educator or trainer;
- information technology sales executive;
- programmer;
- systems developer;
- telecommunications engineer.

COMPUTER APPLIED TECHNOLOGY

Computer Applications Technology is the effective use of information and communication technologies in an end-user computer applications environment in different sectors of society. Computer Applications Technology equips learners 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.

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 modes 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.

Computer Applications Technology is responsive to the developmental vision of this country, that all South Africans will be equipped with marketable skills to cope in an information society. It encourages a teaching and learning milieu that recognises that people operate differently, have different learning styles and have culturally diverse perspectives. It also enables learners to transfer their end-user computer applications knowledge and skills to other fields and subjects. Computer Applications Technology embraces inclusive education by providing opportunities, alternative methods of instruction and flexible assessment for learners who experience barriers to learning.

Computer Applications Technology enhances:

- the development of self-discipline, confidence, productivity, accuracy, neatness and personal style necessary for the effective application of information management and communication skills;
- understanding/proficiency in collecting/accessing/capturing/analysing data, and interpreting/manipulating/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/communication technologies in the promotion/protection of human rights/values;
- gender equality and equal opportunities to all learners who have access to computers;
- entrepreneurial skills and opportunities.

Learning Outcome 1: Operational Knowledge of Information and Communication Technologies

- 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.
- computers in all walks of life.
- general concepts of information technology including hardware, software and networked environments.
- types of computer systems.
- typical components and characteristics of a computer.
- input and output devices.
- types of system software and application software.
- computer ethics, security and viruses.
- impact of computers on the environment and society.
- safety and health issues.
- file management and trouble shooting simple end-user computer-related hardware and software problems.
- utilising the features of a typical operating system.

Learning Outcome 2: Integrated End-user Computer Applications Skills and Knowledge in Problem Solving

- competence in input and manipulation of data;
- effective use of various end-user computer application programmes;

- problem solving and creative thinking;
- integration of various end-user computer application programmes in a variety of contexts;
- transfer of generic end-user computer applications skills to new situations and contexts;
- effective communication;
- accuracy, proficiency, productivity and flexibility.
- processing of text, number and graphics at an advanced level, using a word processing programme:
    - proficiency in the input of data;
    - entering, editing and formatting text, numbers and graphics;
    - creation of visual and printed matter;
    - design and layout of documents;
    - use of templates.
- Basic processing of numerical data, using a spreadsheet programme:
    - working with cells and ranges;
    - formatting cells and worksheets;
    - basic functions and formulae, including SUM, AVERAGE, COUNT, IF, COUNTIF, MIN, MAX;
    - creating and editing charts.
- Creation of single-table data sources to generate forms, queries and reports, using a database programme:
    - creation of a single-table data source;
    - manipulation of records and fields;
    - generation of forms, queries and reports.
- Presentations or web authoring tools or desktop publishing software or any other application software of own choice:
    - entering, editing and formatting text, numbers and graphics;
    - application of good design principles.
- Integration of end-user computer application programmes:
    - working between applications;
    - linking and exchanging (importing/exporting) data with other applications.
- Effective communication of information:
    - different types of communication tools;
    - different modes of communication;
    - use different modes and tools of communication;
    - select appropriate communication modes and tools.

Learning Outcome 3: Information Management

Find, collect, analyse and critically evaluate data; organise and process information in various formats; present and communicate information.

- Task definition:
    - recognising information needs;
    - defining problems;
    - identifying the type and amount of information needed to solve problems.
- Information-finding strategies:
    - considering possible information sources (e.g. various types of electronic resources for data gathering including databases, CD-ROM resources, commercial and Internet online resources, electronic reference works, community and government information electronic resources) as well as primary resources including interviews, surveys, experiments and documents that are accessible through electronic means;
    - developing a plan/strategy for searching;
    - identifying and applying specific criteria for evaluating resources;
    - identifying and applying specific criteria for constructing meaningful data gathering tools;
    - using a computer to generate modifiable flow charts, timelines, organisational charts and calendars which will help the learner to plan and organise complex or group information problem-solving tasks;
    - using a computer or other devices to manage the process (e.g. track contacts and create to-do lists and schedules).
- Access information:
    - locating information from a variety of resources using appropriate computer resources and available technologies;
    - accessing specific information found within individual sources by using organisational systems and tools specific to electronic information sources that assist in finding specific and general information.
- Use of information:
    - engaging with information to determine its relevance;
    - extracting relevant information through, for example, citations, note taking and summaries;
    - processing and analysing statistical data;
    - saving and backing up data gathered.
- Synthesis:
    - organising results of information gathering and processing;

    - presenting results by selectively creating or generating printed reports, computer-generated graphics, charts, tables and graphs, original databases, electronic slide shows, overhead transparencies, Web pages, etc.

- Evaluation of the effectiveness and efficiency of information management:
    - content, format and design;
    - spell and grammar checking capabilities;
    - legal principles and ethical conduct related to information technology with special attention to copyright and plagiarism;
    - netiquette when using Internet, e-mail, etc;
    - information problem-solving process (efficiency).
- Demonstrate a thorough knowledge and understanding of relevant computer hardware and software, and the aims and objectives of networked environments;
- Show competence in installing, configuring and trouble shooting simple end-user computer-related hardware and software problems;
- Efficiently develop and maintain multi-level organisational structures in multiple storage media when dealing with files and folders;
- Debate legal, ethical and security issues related to information technology;
- Debate issues related to the impact of information and communication technologies on the local environment and society;
- Input data in a productive fashion to accomplish a high degree of proficiency and level of accuracy;
- Demonstrate creative use of word processing techniques in various contexts to produce professional documents;
- Work independently to produce solutions to various problems using the knowledge and skills of a spreadsheet programme;
- Independently apply creative thinking in a variety of contexts in the end-user computer applications environment using techniques of integration;
- Independently review and edit to produce high quality documents;
- Independently select and use appropriate modes and tools to effect communication in a competent fashion;
- Make informed decisions when conducting searches for information to produce relevant results using organisational systems and tools;
- Analyse and organise information;
- Logically formulate and organise responses to present and communicate information using appropriate techniques in a professional fashion.

EDUCATIONAL AND CAREER LINKS

Although Computer Applications Technology is located within the Information Technology and Computer Sciences sub-field, this subject is complementary to all other subjects. Computer Applications Technology enables learners to enhance their further studies in a variety of different fields (e.g. education, computer science, economics, technology, engineering and tourism). Computer Applications Technology allows learners 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.

VISUAL ARTS

The visual arts represent a broad field of creative practice that involves the hand, the eye, the intellect and the imagination in conceptualising and crafting two-dimensional and three-dimensional objects and environments which reflect the aesthetic, conceptual and expressive concerns of individuals or groups. Visual Art offers learners a way to meaningfully engage with and respond to their world. It provides opportunities to stimulate and develop learners' intellect, engaging their creative imagination through visual and tactile experiences and the innovative use of materials and technology in the realisation of their ideas. This provides the basis for learners to develop an individual visual language, which in turn is informed and shaped by immersion in the visual culture of the past and present. Learners acquire the capacity to make practical and aesthetic decisions in the development of a coherent body of work, and become actively involved in shaping physical, social and cultural environments.

Visual Arts opens up an exciting world of creative and personal exploration. Learners are able to develop new ways in which to respond to and interact with their world. Study of Visual Arts will enable learners to:

- Identify and solve a variety of problems and make responsible and informed decisions, using critical and creative thinking processes;
- explore materials, processes and techniques in an efficient, economical, safe and responsible manner;
- observe, assess and analyse art forms, processes and products;
- communicate effectively using visual, oral and written language skills;
- work as a creative, innovative and resourceful individual, as well as a member of a group;
- critically appraise their own work and that of others and make informed personal aesthetic judgments in a way that is culturally and aesthetically sensitive;
- articulate ideas, opinions and preferences using specialist Visual Arts vocabulary;
- develop an awareness of the ethical and environmental implications of their own practices and explore the recycling of waste materials;
- experience a sense of creation, expression, enjoyment and achievement;
- understand the dynamic role of visual culture as a tool for social transformation;
- value and appreciate the diversity of visual arts traditions in the Southern African context, and view both their own and other cultural traditions as a vital creative resource;
- develop entrepreneurial skills and professional practice within art to explore a variety of career options and make an economic contribution to themselves and society;
- become aware of Higher Education and career development opportunities.

The subject should involve learners in the enrichment of the visual environment of the school and community, as it provides a basis for learners to build a sense of pride and ownership around their role within the school and their community. The visual arts have a critical role to play in South African society. Through the visual arts, people can explore, reflect on and comment on past and present social issues, articulating a new sense of individual and national identity. The visual arts also play an important role in the economy. Significant work and revenue is generated through the gallery system and the field of public art. The practice of the visual arts also stimulates innovation and competitive advantage in other areas of the creative industries with which it has important links, such as craft, design and advertising.

The subject Visual Arts offers a range of visual, tactile and other sensory experiences structured to stimulate creative imagination, develop art-making skills and challenge learners intellectually. Learners and teachers may choose to specialise in a practical discipline, or to study a combination of disciplines – ceramics, drawing, fibre art, fine art, photography, interactive threedimensional artworks, mixed media, mosaic, multimedia design, mural art, painting, puppetry, research and documentation, sculpture, stained glass, textile art, video art, weaving. The study of visual culture is integral to all the areas of visual arts practice listed above. This component focuses on developing visual literacy skills and knowledge. It further develops knowledge, skills and ideas related to art-making processes within different cultural and historical contexts. It is important that learners have opportunities to learn in a variety of ways – individually and co-operatively, independently and with teacher direction, and through hands-on activities.

EDUCATIONAL AND CAREER LINKS

Learners develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers and learning pathways in and related to Visual Arts. While the Visual Arts subject area furnishes a basis for learners to proceed into a wide range of specialised Higher Education opportunities, it also provides an important opportunity for the development of creative resources and critical skills. These will add value to any further learning pathway, whether in the arts, humanities, sciences, commerce or engineering. The subject prepares learners for entry into a range of Learning Programmes at tertiary level that are primarily concerned with the deployment of visual language skills – architecture, design, film and video production, fine art and media studies. The emphasis upon theoretical and practical research and creative problem solving ensures that learners develop lifelong skills that are essential in Higher Education and/or as an art practitioner. Learners will be visually literate, culturally aware and will have collaborative working skills that are transferable to a variety of Higher Education programmes that lead to exciting and productive career opportunities. In defining the career prospects for learners undertaking the subject Visual Arts, it is important to distinguish between short-term and longer-term income-generating work and career opportunities. In the short term, the subject provides learners with a basis for developing and marketing commercially-viable products (e.g. a portfolio of prints) and services (e.g. sign writing, basic

desktop publishing services) on a modest scale. Learners develop a good general understanding of how the arts and crafts industry operates, and the channels through which products and services can be marketed and sold (e.g. the Internet, street markets, craft fairs, arts and crafts retailers, and the gallery system). More often than not, visual artists operate as one-person micro-enterprises, though they often collaborate with other creative practitioners and art managers on specific projects. It is important, therefore, that the subject at Further Education and Training level provides a foundation of knowledge for the development of skills and for the pursuit of a viable working life as an artist. Learners should also be made aware of the medium-term and long-term career development opportunities opened up by a foundational training in Visual Arts. These may be pursued through practical experience in the industry and on-the-job training (e.g. learnerships and skills programmes), as well as through formal tertiary education and training.

The following represents a synopsis of sectors in which related careers can be pursued, and some of their associated roles and work contexts:

- fine art (e.g. professional artist, visual arts educator, illustrator);
- advertising (e.g. art director, copywriter, photographer);
- design and decorating (e.g. graphic, textile, fashion, landscape, interior, product, jewellery and stage design;
- illustration, animation and cartooning);
- craft (e.g. craftsperson, product developer, operations manager);
- architecture and the built environment (e.g. architect, town planner, landscape designer, interior designer, decorator);
- art management and marketing (e.g. dealer, gallery supervisor, agent, publicist, fundraiser, project manager);
- art criticism (e.g. journalist, critic, art historian);
- public art (e.g. organising small-scale and large-scale public art events, mural artist);
- curating and conservation (e.g. curator, exhibition designer, conservator working in a museum, public or private gallery or travelling exhibition);
- education and training (e.g. teacher, trainer, educator based in a cultural museum or art gallery, development practitioner, materials developer, lecturer in crèche, school, college, NGO, community art centre, private provider, university or technicon);
- film and video (e.g. director, stills photographer, set builder, set designer, cinematographer, cameraperson);
- theatre (set designer, set builder, lighting designer, costume designer);
- entertainment technology.

Learning Outcome 1: Conceptualising

Learners are provided with a variety of opportunities to explore and develop personal responses, ideas and feelings. They undertake research from a variety of sources, work within time and resource constraints, and develop personal imagery and a personal visual vocabulary.

Learning Outcome 2: Making

Learners apply visual arts processes and skills to communicate meaning and intent in original works of art. They explore and interpret a variety of media, techniques, processes and technologies to find those most relevant to their personal work.

Learning Outcome 3: Management and Presentation

Learners are able to demonstrate knowledge, skills, attitudes and values acquired by studying the diverse functions and roles of the visual arts. This involves the planning, selection, management and presentation of professionally-executed work.

Learning Outcome 4: Visual Culture Studies

Learners develop their perceptual and analytical skills so as to perceive and respond to works of art. The emphasis is on ongoing reflection and evaluation of visual arts processes, forms and products, understanding how these can have meaning within a particular social and cultural context, and how they have significance within a broader cultural context. Learners continually extend their visual arts vocabulary to express their observations. Learners are able to analyse works of art by identifying particular elements of art, principles of design or multiple aesthetic qualities generated by or unique to the particular society or cultural context that generated them. Inherent in this process is an acknowledgement of human diversity. Learners investigate the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists. Learners research and debate cultural bias, stereotypes and discrimination within cultural practices. The transformative role of the visual arts within society and the interrelationship of art and society are studied so as to ensure a broad and holistic understanding of their interdependence. Learners develop skills that contribute to lifelong learning and career skills. They also learn about careers and learning pathways in and related to Visual Arts.

DRAMATIC ARTS

Drama is a social art form which integrates visual, aural, physical, kinaesthetic and performance elements to communicate, explore, reflect on and enhance human experience. Dramatic Art encompasses a range of performance modes across a variety of media and within a diversity of cultural and social contexts.

Dramatic Arts develop and promote human creativity as a rich, diverse and productive resource through dramatic communication, interaction and representation. Learning in the Dramatic Arts involves using experience, reflection, analysis and re-experience to gain skills, knowledge, values and insight. The approach is inclusive, ensuring that all learners, including those with special educational needs, will be actively and creatively engaged in the learning process. The goals in the subject Dramatic Arts include:

- contributing to nation-building by challenging, exploring or celebrating values and attitudes in society through the use of dramatic practices, processes and products;
- working in and through dramatic practices, processes and products to analyse past and present contexts, diverse traditions and heritages (including indigenous knowledge systems);
- affirming the dynamic nature of culture in an inclusive way;
- redressing the imbalances of the past, by working towards the elimination of prejudice, stereotyping and bigotry;
- raising consciousness of national imperatives (including issues about HIV/AIDS, the environment, human rights and social justice) through dramatic practices, processes and products;
- developing verbal and non-verbal communication skills, using a range of registers appropriate to diverse social and cultural contexts;
- exploring and representing ideas and feelings, and their consequences, by using dramatic forms of communication;
- developing practical skills which contribute to technical proficiency and creative expressiveness in dramatic practices, processes and products;
- acquiring and applying knowledge of specific dramatic practices, processes and products within a cultural context;
- developing skills in describing, analysing, interpreting, evaluating and appreciating dramatic practices, processes and products through critical reflection;
- promoting the learner's self-esteem, self-discipline and commitment through interactive and experiential learning in a supportive environment;
- developing self-confidence in presenting oneself and one's viewpoints in a variety of situations;
- developing entrepreneurial skills, knowledge, attitudes and values to make an economic contribution to self and society in the Dramatic Arts and related fields.

The scope covered by Dramatic Arts includes:

- cultural practices and processes, including traditions, customs, festivals and rituals, specifically in a local and pan-African context as well as globally;
- oral studies and oracy, including praise poetry, myths, legends, folktales, folklore, laments, praise songs, story telling, public speaking;
- text (written, visual and oral) and context (identity, societies, cultures, ideologies, power relationships, time and change), including the study of texts in context from conception to reception;
- performance styles, traditions and movements, and the contributions of theatrical practitioners, both indigenous and global, within their historical, social and theatrical contexts;
- dramatic practices, processes and products, including indigenous performance forms, improvisation, role play, characterisation, acting, directing, designing, stagecraft, arts administration and entertainment
- technology;
- dramatic media, as an aspect of mass media, including all means of telling stories by way of stage, video, film, television, radio and new media.

Learning Outcome 1: Apply Personal Resources

Learners will develop internal and external personal resources, such as sensory and emotional perception, critical thinking, problem-solving techniques, empathy, imagination, movement and voice skills, verbal and non-verbal communication, discipline, self-esteem and a positive self-image. They apply these resources in creative, expressive, culture-fair and anti-biased ways within a variety of dramatic practices, processes and products. These may include solo and group work, original and scripted work, and a variety of poetic, rhetorical, dramatic and performative cultural forms. By the end of Grade 10, learners who have achieved the minimum competencies for this Learning Outcome can develop skills and resources which equip them to select and use verbal and non-verbal communication techniques that best match the dramatic situation being explored, in order to convey meaning.

Learning Outcome 2: Create, Make and Present

Learners explore and develop ideas and use dramatic skills, techniques and processes to experiment with and shape dramatic elements meaningfully. They develop skills in interpersonal relations, problem solving, improvisation, characterisation, acting, mime, playmaking, playwriting, directing, technical and technological processes, arts management and cultural expression. These skills are utilised to entertain, educate and give expression to personal, local and national concerns. Drama is a social practice which considers all the participants, including the recipient or 'audience' of the communication. By the end of Grade 10, learners who have achieved the minimum competencies for this Learning Outcome can select

and use diverse dramatic elements and conventions to create a performance through interpretation or improvisation.

Learning Outcome 3: Understand and Analyse
Learners will identify and analyse principles and elements of drama in texts and performances. They will explore the relationships between performances (both indigenous and global) and their historical, social, political, cultural, theatrical and economic contexts. Learners will develop insight into the capacity of the Dramatic Arts to affirm and challenge values, societies, cultures and identities. They will also develop the skills necessary for independent research. By the end of Grade 10, learners who have achieved the minimum competencies for this Learning Outcome can identify and describe texts in context across periods, cultures and styles. By the end of Grade 11, learners who have achieved the minimum competencies for this Learning Outcome can analyse the relationship between texts, their purposes and contexts. By the end of Grade 12, learners who have achieved the minimum competencies for this Learning Outcome can research and evaluate the dynamic nature and purposes of drama in diverse contexts.

Learning Outcome 4: Reflect and Evaluate
Learners will reflect on the nature, impact and meaning of dramatic processes, practices and products. They will develop skills in describing, analysing, interpreting, evaluating and appreciating these. They will learn to respond to their own and others' drama with empathy and sensitivity in order to address prejudice, stereotyping and bigotry. Learners will acquire a specialised vocabulary for evaluating their own work and that of other dramatic artists with increased culture-fair aesthetic awareness. They will learn to mediate their own experiences, concerns and contexts through dramatic processes and be able to reflect on the ways in which the Dramatic Arts explore, interpret and intensify human experience. By the end of Grade 10, learners who have achieved the minimum competencies for this Learning Outcome can identify and describe the selection and use of technical conventions in a dramatic performance, and explain the embedded worldview and values.

EDUCATIONAL AND CAREER LINKS
Learners who select Dramatic Arts will be equipped with extensive skills for entry into institutions of higher and additional learning. Dramatic Arts will allow access to courses such as Speech and Drama, Creative Arts, Theatre and Film Studies, Media Studies, *Toneelkunde*, and *Dramakunde*, offered at universities and technikons. Learners who opt to enter the world of work at the end of high school will be advantaged by the skills acquired in Dramatic Arts when entering the following career fields, *inter alia*: art galleries and museums; arts industries (arts management, theatre management, stage management); community arts centres; craft centres; cultural villages and cultural tourism; event co-ordination; media, publishing and advertising; popular entertainment (buskers, stand-up comedians, clowns, cabaret artists, magicians); private and independent drama studios; professions such as teaching, preaching, law, psychology, public relations, social services, stage, television, video, radio and film industry; theatre design (costume, set, make-up, lighting, sound, promotional material); therapists (play therapy, drama therapy). Dramatic Arts is a useful supporting elective for diverse Learning Fields. Its transference values of confidence, creativity, problem solving, conflict resolution, inventiveness and communication can easily be accessed in the services, manufacturing and engineering fields, among others.

BUSINESS STUDIES

Business Studies deal 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. Economic growth and personal financial empowerment are largely dependent on the positive contribution of both business and individuals to the economy. Business takes place in an inherently complex context that requires informed, imaginative, participative, contributing and reflective business practitioners who can dynamically perform a range of interdependent business operations. The development of these business roles will put learners in a position where they are able to effectively apply knowledge and skills to analyse and deal with different business environments (macro, micro and market), to initiate and carry out business ventures and successfully carry out business operations. These roles and operations can also be applied within other organisational structures such as public sector and non-profit organisations.

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.

In addition to being able to secure formal employment, learners need to be in a position to pursue sustainable entrepreneurial and self-employment career pathways. Business Studies also forms the foundation for further business learning opportunities.

Business Studies encompasses relevant and contemporary theory and competence essential for promoting excellence and contributing towards sustainable business enterprises. It embraces constitutional goals and objectives through promoting accessible, legitimate and entrepreneurial business opportunities. The subject also provides opportunities for learners to consider present-day challenges within the enabling South African policy framework. Skills such as decision making, problem solving, creative thinking, systems thinking and effective communication in a competitive and constantly changing environment are critical to this subject.

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.

<u>Learning Outcome 1: Business Environments</u>

This Learning Outcome deals with elements of the business environments (macro, micro and market) that impact on business activities. Business can control these environments to varying degrees. All business practitioners need to be aware of these environments and the degree to which they can be influenced. Primary, secondary and tertiary sectors are also covered within this Learning Outcome. Contemporary factors such as globalisation, relevant legislation, socio-economic issues, infectious diseases (e.g. HIV/AIDS) and the challenges that these provide for business enterprises will be analysed.

<u>Learning Outcome 2: Business Ventures</u>

This Learning Outcome focuses on the generation of ideas, research, drawing up and presentation of business plans and business information, and the development and implementation of achievable action plans. Learners analyse issues related to initiating a business, such as entrepreneurship, forms of ownership, location factors, legal considerations (e.g. contracts), and social and environmental issues.

<u>Learning Outcome 3: Business Roles</u>

The primary focus of this Learning Outcome is on preparing learners to apply self-management skills and to be professional business practitioners, collaborators, team members, innovators, entrepreneurs and citizens. Critical issues such as community development, diversity, team dynamics, leadership, professionalism, ethical practice, personal growth, as well as managing and adapting to change and transformation are included.

Learning Outcome 4: Business Operations

This Learning Outcome focuses on the following business functions: administration, financing, general management, human resources, marketing, production, purchasing and public relations. The interrelationship between these functions, as well as the need to ensure that they are co-ordinated, is emphasised. These functions and their interrelatedness are considered within the scope of both small and big business.

EDUCATIONAL AND CAREER LINKS

The Learning Outcomes of this subject articulate with those of the Business, Commerce and Management field and with other related fields at both Further Education and Training and Higher Education and Training levels. Achievement of the Business Studies Learning Outcomes equips learners with a sound foundation to participate in future business, commerce and management studies, to enter business or to create self-employment.