



## SUBJECT CHOICE INFORMATION: FORM 3 2023

This information booklet is designed to help you and your parents decide on a direction of study for you to follow.

Choosing your **FET** subjects can be both easy and difficult. The easy part is that **three** of your **seven** subjects are decided for you. Of the remaining four choices only **two** are likely to have long term consequences. The first is whether to take Core Maths **or** Mathematical Literacy; the second is whether to take Physical Sciences or Life Science. Both these choices affect the courses open to you after you leave school.

It is equally important that you find out what the different subjects entail, but the most important thing is that you take subjects that **engage your interests** because that is what will help you persevere as the work increases and becomes more challenging.

Obviously you should make an informed choice guided by your parents and teachers' comments, especially when they are supported by subject marks and the results from the aptitude tests. **Beware** of assuming some subjects are easier/more difficult or more/less 'useful' than others. It is a bad idea to choose subjects based on the subjects your friends have chosen or because you like (or dislike) a particular teacher.

**Remember**, we are preparing you for life, not training you for a specific career. You are entering a subject discipline that has its own unique way of understanding and relating to the world.

### HOW SHOULD I GO ABOUT CHOOSING?

It is very important that the choice be yours and that you focus on the **subject** itself. Ask yourself:

- Do I enjoy this subject?
- Am I good at it?
- Do I know what the course involves?
- Do I need it for a particular career?



The following table identifies the current **basic course** requirements for tertiary institutions.

|   |  |
|---|--|
| English (high level)<br>Core Maths  | BCom, Business Science, Management, PPE, Information Technology, Actuarial Sciences, Mathematics, Statistics, Speech-Language Pathology, Computer Science, Multimedia and Design, Information and Knowledge Systems, BCom LLB  |
| English (high level)<br>Core Maths<br>Physical Sciences                               | Architecture, Engineering, Sciences, Occupational Therapy, Interior Architecture, Dentistry, Physiotherapy, Radiography  |
| English (high level)<br>Core Maths<br>Physical Sciences <b>and</b> Life Sciences      | MBCbB, Pharmacy, Veterinary Science, Dietetics, Biomedical Engineering, Genetics, Microbiology.  |
| English (high level)<br>Core Maths<br>Physical Sciences <b>or</b> Life Sciences       | Optometry, Nutrition, Agriculture, Landscape Architecture, BSportScience   |
| English (high level)<br>Core Maths<br>Physical Science <b>or</b> Accounting           | Construction Management, Real Estate, Quantity Surveying   |
| English (high level)<br>Mathematical Literacy<br>Good electives<br>Course appropriate | BA, BSocSc, Law, Education, Journalism, Publishing, Psychology, Film and Media, Performing Arts, Fine Arts, Hospitality, Tourism, Archaeology, Public Relations, Fashion, Interior Design, International Relations, Public Management, Publishing, Information Science<br>Theology, BTech, bridging courses for the BCom and BSc |

### **IMMIGRANT STATUS**

If you began your schooling in South Africa after Grade 6, you are allowed to choose four electives (which may / may not include French)

### **PROMOTION REQUIREMENTS**

In order to qualify for a National School Certificate NSC (Matric) a learner must achieve:

#### **National Senior Certificate**

- A minimum rating of 3 i.e. 40% or more, in 3 subjects. One of the 3 subjects must be an official language at Home Language level.
- A minimum rating of 2 i.e. 30% or more, in 3 other subjects.

### **Requirements for Entry into higher education**



|  |  |
|--|--|
| <b>Higher Certificate</b>  | <ul style="list-style-type: none"> <li>● Pass the NSC (As above)</li> <li>● To meet the language criterion to qualify for entry to study at a tertiary education institution, the learner must pass either English or Afrikaans at least at the 1st additional level i.e. at 30% or more.</li> </ul>   |
| <p><b>NB:</b> The key difference between qualifying for entry to diploma study rather than higher certificate study is that the learner must achieve 40% or more in 4 subjects (incl. the official language at home language level) rather than just 3 subjects.</p>   |  |
| <b>Diploma Level</b>   | <ul style="list-style-type: none"> <li>● Pass the NSC as follows:             <ul style="list-style-type: none"> <li>○ One official language at home language level at 40%</li> <li>○ 3 other subjects at 40%</li> <li>○ 2 subjects at 30%</li> </ul> </li> <li>● Meet the <b>language requirement</b> for further study at a South African institution, namely, one of the two official languages offered must be either <b>English</b> or <b>Afrikaans</b>. The learner must pass either English or Afrikaans at least at the 1st Additional level i.e. at <b>30% or more</b>.</li> </ul>                                  |
| <b>Bachelor Degree</b>   | <ul style="list-style-type: none"> <li>● Pass the NSC as follows:             <ul style="list-style-type: none"> <li>○ One official language at home language level at 40% or more</li> <li>○ 4 subjects from the list of subjects at 50% or more</li> <li>○ 2 subjects at a minimum of 30%</li> </ul> </li> <li>● Meet the language requirement for further study at a South African institution, namely, one of the two official languages offered by learners must be either English or Afrikaans. The learner must pass either English or Afrikaans at least at the 1st Additional level i.e. at 30% or more.</li> </ul> |
| <p><b>NB</b></p> <ul style="list-style-type: none"> <li>● It is compulsory for a learner to pass an official language at home language level i.e. at 40% or above.</li> <li>● If a learner offers more than the minimum number of 7 subjects, passes in the additional subjects will be taken into account when determining whether a learner has met the minimum requirements.</li> </ul> |  |

With the exception of **Life Orientation**, all the subjects offered at St Alban's College are designated. A pass on the Bachelor Degree level will not in itself **guarantee** entry into a degree course of your choice. Tertiary educational institutions **annually publish** their own requirements for particular programmes. For example Core Maths and Physical Science are required for Health Sciences, Veterinary Science, Natural Sciences and Engineering. Most Business courses require Core Maths. Applicants are selected according to **Admission**



**Point (AP) Score** based either on the Levels of Achievements or, in the case of **UCT** and **Rhodes**, the actual mark obtained.

Some tertiary institutions will also use the National Benchmark Test (**NBTs**) as an entry requirement. The NBTs are written during the Form 5 year and the score will determine which courses are open to you.

### **FREQUENTLY ASKED QUESTIONS**

- **How do we record the subjects our son will be taking next year?**

A Google Form will be shared on Monday 12 September 2023.

- **How do we record our choice if we don't have access to the Google Form?**

A paper version of this form is attached or can be collected from Ms Simons-Thebe.

- **What is the deadline for submission of the form?**

Please submit your choice on or by **16 September 2023**.

- **How many subjects must my son select in Form 3?**

Your son's subject package must consist of 7 subjects. The four compulsory subjects namely:

English

1<sup>st</sup> Additional Language - South African citizens must choose one of the following:

Afrikaans, isiZulu or Sepedi

Mathematics or Mathematical Literacy

Life Orientation

He must then select an additional three elective subjects of those offered at St Alban's College:

Accounting

Computational Applications Technology

French

History

Life Sciences

Physical Sciences

Business Studies

Dramatic Arts

Geography

Information Technology

Music

Visual Arts

- **How can I simplify the choice?**

Three simple guidelines for subject choice are

- The subject you **HAVE** to take
- The subject you **WANT** to take
- The subject that will **BOOST** your Admission Point Score (APS)



### **Mathematics or Mathematical Literacy?**

Mathematics requires a constant work ethic and intrinsic motivation in addition to a high level of logic and analytic ability. Not all boys have a love for Mathematics and not all boys have the same aptitude to master this subject equally well. Boys who do not like Mathematics and/or do not do well in this subject are unlikely to choose a field of study or career where Mathematics is a prerequisite. However, it is a reality that Mathematics is a compulsory subject for a number of study programmes at tertiary level and that boys who do not take Mathematics, will therefore not be considered for such study programmes.

Boys usually find it easier to master the content of Mathematical Literacy than the content of Mathematics since Mathematical Literacy is aimed more at the practical application of mathematical principles and concepts in everyday life, e.g. calculating areas, volumes and circumferences, calculating profit and loss, drawing up a budget, etc.

Remember that for a boy, a pass mark in Mathematical Literacy is better than a fail mark in Mathematics.

Please also note that it is most definitely not the end of the study or career path for a boy who does not take Mathematics. There are many fields of study available for learners taking Mathematical Literacy as a subject.

An important consideration is that, if Mathematics causes anxiety and negatively impacts a boy's well-being, then Mathematics Literacy should be seriously considered.

It must be noted that once a boy has changed to Mathematical Literacy he cannot change back to Mathematics at a later stage.

### **Subject choice and future studies**

Make sure you are aware of the admission requirements for studies at a tertiary institution. Examples of tertiary institutions include Universities, Universities of Technology, Colleges for Further Education and Training (FET colleges) and private colleges.

Prospective students will have to comply with two sets of admission requirements based on their Grade 11 and/or Grade 12 results in order to study at a tertiary institution:

### **Admission requirements of the different tertiary institutions**

Most tertiary studies institutions will set their own minimum requirements. These are all very specific and can vary greatly. Most will have an Admission Point (AP) Score attached.

### **LEVELS OF ACHIEVEMENT**

| <b>Marks</b> | <b>AP Score</b> |
|--------------|-----------------|
| 80 -100      | 7 (8)           |
| 70-79        | 6               |
| 60-69        | 5               |
| 50-59        | 4               |
| 40-49        | 3               |
| 30-39        | 2               |
| 0-29         | 1               |



## How do you calculate an AP Score?

The AP score is calculated differently by the different institutions. Below are examples of how UP and Wits calculates their AP score.

Admission Point Score as the University of Pretoria calculates it.

| Percentage | AP Score |
|------------|----------|
| 80-100     | 7        |
| 70-79      | 6        |
| 60-69      | 5        |
| 50-59      | 4        |
| 40-49      | 3        |
| 30-39      | 2        |
| 0-29       | 1        |
|            |          |

| Example           |     |      |
|-------------------|-----|------|
| English           | 78% | 6    |
| Afrikaans         | 72% | 6    |
| Maths             | 65% | 5    |
| Life Orientation* | 75% | ---- |
| IT                | 92% | 7    |
| History           | 83% | 7    |
| Life Sciences     | 56% | 4    |
| Total             |     | 35   |

\*LO is not added to AP score

Wits calculates the points score for all subjects on the following basis:

- That English must be taken either as Home Language or as 1st Additional Language. Foreign students presenting with English as 2nd Additional Language will have the option of a foreign conditional exemption and / or English proficiency tests.
- Maths is compulsory for all numerate programmes in Engineering and Built Environment, Commerce, Law and Management, and Science.
- Maths Literacy is accepted for some degrees.
- The APS calculation is based on the best seven subjects including Life Orientation

| NSC Scale of Achievement | NSC%  | Wits APS | Wits APS% | Wits APS for Maths & English | Wits APS for Life Orientation | Wits APS for other subjects |
|--------------------------|-------|----------|-----------|------------------------------|-------------------------------|-----------------------------|
|                          |       | 8        | 90-10     | $8 + 2 = 10$                 | 4                             | 8                           |
| 7                        | 80-99 | 7        | 0         | $7 + 2 = 9$                  | 3                             | 7                           |
| 6                        | 70-79 | 6        | 80-89     | $6 + 2 = 8$                  | 2                             | 6                           |
| 5                        | 60-69 | 5        | 70-79     | $5 + 2 = 7$                  | 1                             | 5                           |
| 4                        | 50-59 | 4        | 60-69     | 4                            | 0                             | 4                           |
| 3                        | 40-49 | 3        | 50-59     | 3                            | 0                             | 3                           |
| 2                        | 30-39 | 0        | 40-49     | 0                            | 0                             | 0                           |
| 1                        | 0-29  | 0        | 30-39     | 0                            | 0                             | 0                           |
|                          |       |          | 0-29      |                              |                               |                             |

Example of an AP calculation at Wits

| Example           |     |     |
|-------------------|-----|-----|
| English           | 78% | 6+2 |
| Afrikaans         | 72% | 6   |
| Maths             | 65% | 5   |
| Life Orientation* | 75% | 2   |
| IT                | 92% | 7   |
| History           | 83% | 7   |
| Life Sciences     | 56% | 4   |
| Total             |     | 40  |



## ACCOUNTING

Accounting is the ultimate language of business. It is essential that people are equipped to read and interpret financial information. Most Bachelor of Commerce courses at universities or other tertiary institutions will include at least 1 module of Accounting to prepare them for the professional world.

In Form 3, we complete all remaining journals not taught in Form 2 Accounting, and deal with concepts such as returns, salaries and wages, adjustments and basic financial statements and interpretation thereof.

Form 4 students investigate the process of reconciliations, they learn how depreciation works, the effect of buying and selling assets on the financial statements, and different forms of ownership. Additionally, they explore the compilation and analysis and interpretation of financial statements. Different inventory methods used in the books of a business are examined, accounts unique to manufacturing enterprises are introduced and the drawing up of budgets and projected income statements are covered.

In Form 5, the Company as a form of ownership is covered, where great attention is given to the detail of drawing up, analysing and interpreting Company financial statements. We also deal with stock valuation, production cost statements, VAT, internal auditing and management of tangible assets.

In all three years ethics and internal controls are interwoven throughout all topics.

Accounting requires mathematical skills and logical, analytical thinking skills. Forms 1 and 2 Accounting lays the foundation for senior Accounting, therefore students who struggle with Accounting and Mathematics in Form 1 and 2, and are not getting at least 60% for Accounting should seriously consider not taking Accounting in Form 3. Students who are strong in Mathematics should do well in Accounting if they apply themselves to the subject content.

Accounting drives deep understanding, fostering critical analytical skills, work ethic and sheer grit to thrive in this subject and many others.

Successful Accounting students are:

- Disciplined - does homework every day and works hard in class.
- Methodical - learns steps to follow and implements them. Formatting and layout of work stays the same and forms the basis of Accounting.
- Willing to engage and learn extra about work not covered - must be up to date in the market (know what current trends are like interest rates etc.)
- Extremely persistent - making mistakes takes its toll, but they need to be made in order to eliminate repeating these mistakes in future. Learning from mistakes is very important.

Below please click on the link for more information

<https://drive.google.com/file/d/1RW8LiiSJoLjsZ6US1aGxcSm5Ft0jHAgW/view?usp=sharing>



## **BUSINESS STUDIES**

### **Learning Outcomes 1: Business Environment**

The learner is able to demonstrate knowledge and analyse the impact of changing and challenging environments on business practice in all sectors

### **Learning Outcomes 2: Business Ventures**

The learner is able to identify and research viable business opportunities and to explore these and related issues through the creation of achievable business ventures.

### **Learning Outcomes 3: Business Roles**

The learner is able to demonstrate and apply contemporary knowledge and skills to fulfil a variety of business roles.

### **Learning Outcomes 4: Business Operations**

The learner is able to demonstrate and apply a range of management skills and specialised knowledge to perform business operations successfully.

### **Definition**

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

### **Purpose**

Economic growth and personal financial empowerment are largely dependent on a 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 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; and
- be committed to developing self 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.

## COMPUTER APPLICATIONS TECHNOLOGY

In the last decades, computers have become a normal part of life. They are used to send emails, write reports, manage our finances, or just to surf the internet. CAT is the study of the components of a computer system and how to use it to solve everyday problems. It will prepare you for life in the technological world. This is a very practical skills-based subject which will help you at university, college, and the workplace.

Computer Applications Technology aims at developing computing skills in the following packages: Word, Excel, Access, Explorer, Outlook and PowerPoint and basic HTML (webpage). Learners will be able to use the Internet, and understand the role that it plays, find relevant information, process it, make decisions, and learn how to use ICTs responsibly. A fairly high level of competency is expected with a focus on practical skills.

### Curriculum

- Solution Development
- Systems Technologies
- Network Technologies
- Internet Technologies
- Information Management
- Social Implications
- HTML based website design
- Microsoft Office In depth knowledge (Word; Excel; PowerPoint; Outlook)
- Basic file management

## DRAMATIC ARTS

Dramatic Arts encourages and instills **crucial life and career competencies** and equips all students, **irrespective of their chosen future careers**, with essential skills such as **critical and creative thinking; social and emotional intelligence; leadership; self-esteem; creativity; communication skills; empathy; self-discipline; and collaborative teamwork**. Dramatic Arts, therefore, is not solely aimed at preparing boys who wish to further their studies in pursuit of a possible career in the theatre or its related fields.

- Dramatic Arts develops a **deepened understanding** of **social, political, ideological and philosophical concerns**;
- Dramatic Arts is a **vibrant subject** that greatly contributes to an **enlightened and holistic education**.

### Practical Component

Boys acquire specific abilities to express themselves and to communicate - practical skills acquired through Dramatic Arts include competencies such as:

- improvisation;



- vocal and physical **communication**;
- stimulation of the **imagination**;
- developing '**memory**' skills;
- interpretation and **expressiveness** through mediums such as acting and physical theatre;
- the **creation, directing** and **presentation** of live performances and film.
- Boys **participate in drama productions and showcases** and are exposed to live performances wherever possible, whether by professionals, community practitioners or other students. Dramatic Arts students are actively encouraged to **participate in, and to accompany the drama department to, national and international arts festivals.**

## ENGLISH HOME LANGUAGE

Languages are the basis of all learning, not only in everyday life but also in the workplace. In the highly competitive technological world, access for the learner is determined by **communicative competence**. 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 student's immediate community, and the sensitivity with which language is handled determines the success or failure of many **interpersonal relationships**.

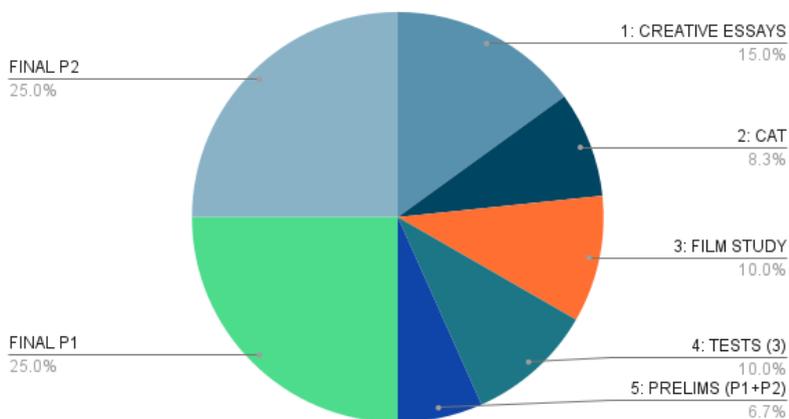
The aim of the English department is to inculcate a love for the language and to allow the pupils to achieve certain levels of skills required in all aspects of the English Home Language curriculum. We encourage pupils **to have their own voice and to be able to express it or voice it**, whether it be in orals or writing or any response to texts.

### All facets of the English language are covered on a Home Language level; including:

- Grammar
- Literature (Shakespeare Plays, Poetry, Novels and Short Stories)
- Visual Literacy (Analysis of Advertisements, Cartoons, Photographs and Films)
- Creative and Functional Writing
- Oral Presentations
- 

The final mark on the year-end report consists of Portfolio work and the final examinations. The Grade12 final mark is illustrated below. The final mark for Form 1-4 is a variation of the weightings below.

IEB: ENGLISH HL





The weighting of the English HL content areas in the year-end examination is as follows:

| CONTENT AREA   | GRADE 10    | GRADE 11   | GRADE 12   |
|--|-------------|------------|------------|
| <b>Paper 1 (Reading Paper)</b>                                   |             |            |            |
| Comprehension  | ± 20        | 25         | 25         |
| Summary  | ± 10        | 10         | 10         |
| Seen Poetry  | ± 15        | 15         | 15         |
| Unseen Poetry  | ± 15        | 15         | 15         |
| Visual Literacy (Cartoons; Advertisements and Critical Literacy) |             | 25         | 25         |
| Language   | ± 10        | 10         | 10         |
|  | <b>± 80</b> | <b>100</b> | <b>100</b> |
| <b>Paper 2 (Writing Paper)</b>                                   |             |            |            |
| Literature Essay (Novel)   | ± 30        | ± 30       | ± 30       |
| Literature Essay (Drama)   | ± 30        | ± 30       | ± 30       |
| Transactional Piece  | ± 20        | ± 20       | ± 20       |
| Transactional Piece  |             | ± 20       | ± 20       |
|  | <b>±70</b>  | <b>100</b> | <b>100</b> |

**Academic Support lessons** are available in 60 minute slots from 14h30 to 15h30 on Mondays for junior students and Tuesdays for senior students. These support lessons take place every week and students are welcome to attend. Some students are invited to attend depending on their English progress mark in the previous term. Attendance is monitored at the lessons and students are held accountable.

#### **Further Studies English in the International Secondary Certificate (ISC)**

The IEB International Secondary Certificate. This qualification is comparable to existing local and global qualifications that mark successful achievement at the end of secondary education and provide entrance to tertiary study.

Further Studies English is a three year course offered as an eighth subject commencing in Form 3, to students who have significant enthusiasm for English with the opportunity to increase their knowledge, skills, values and attitudes associated with English. The study of Further Studies English is intended to provide learners with the opportunity to extend themselves by engaging with challenging poetry; texts and films which will enable them to respond to literature in its broadest context. From 2022 this subject has changed status - the following is the information about FSM from the IEB.

| Advanced Programme known as: | ISC                     | Marks |
|------------------------------|-------------------------|-------|
| Advanced Programme English   | Further Studies English | 100   |

#### **Certification for Further Studies Mathematics:**

Learners will be awarded an ISC Further Studies English Certificate if they register and offer Further Studies English and attain 50% or above.

**The Further Studies English examination paper consists of the following:**

#### **Examination Structure**



### Question 1 – 100 marks

Prescribed theme– see IEB Prescribed Works 2023-2025

This will be an essay in which candidates respond to stimuli which relates to the chosen theme as well as to the range of texts that they have studied:

- Learners must select texts they have studied from two of the following sections: prose, drama or film. (If candidates respond to film, they will be expected to comment on directorial concerns)
- This question requires candidates to refer closely to TWO texts from each of the TWO genres (prose [novels], drama, film) candidates have studied: i.e., four texts in total. (Candidates may refer to more than two texts from each of the two genres candidates have studied.)

### Question 2 – 100 marks

- A comparative response to two of the prescribed schools of poetry. The poetry will be assessed using a short Unseen Poem as a point of departure. Candidates will have to access the question, decode the unseen poem and then select the relevant poems to fulfil the demands of the question and the link to the Unseen Poem.
- This question expects candidates to refer to at least THREE poems from EACH of the two schools of poetry that candidates have studied, i.e., six poems in total. Candidates must refer to at least six poems from the prescribed list but may incorporate additionally studied poems, if they wish to do so.
- While the candidate's answer should concentrate on the prescribed poems the candidate has chosen to analyse, the candidate should use the extract from the unseen poem as a departure point. Candidates should not be concerned that the unseen poem does not form part of the schools of poetry they have studied.

### Question 3 – 100 marks

- A question, which will provide candidates with a quotation or visual stimulus which they can use as a springboard to reflect philosophically on their reading history.
- In answering this question, candidates are expected to consider and make direct reference to FOUR substantial fictional works (novels or collections of short stories) that candidates have read independently.

### RESPONSES

- Essays will not have a word limit
- Candidates need to ensure that they can respond to the three questions in the three hours provided
- Responses will be characterised by a strong own voice

### FRENCH

*'To understand two languages is to be a man twice' (Source unknown)*

In the French department, we believe that it is important to not only learn the four main competences (speaking, listening, writing and reading), but also to immerse the pupils into French culture. This



enables them to be faced with 'real life' scenarios' that they will be able to use if they study abroad, travel to a Francophone country or for their career.

Through the use of various new technology (YouTube, interactive websites, French news channels, songs and games, to name but a few), the boys are exposed to different concepts, accents and authentic documents that constantly help them improve and master the language.

It is important to use a communicative approach and this allows us to simulate various 'real life' situations that make the boys eager to learn a new concept/theme and to interact in class.

### **Why study French in South Africa?**

- French is the only language that is spoken on all the continents and is one of the most widely spoken languages in the world.
- It has been said that French should actually be classified as an African language because there are more French speakers on the African continent than on any other continent. French is not their second language but their first and official language. Experience has shown that these people are far more likely to conduct business with representatives who understand their language as this obviates the need for translators, as well as making negotiations more effective and immediate.
- Learning a new language enhances one's critical, creative and problem-solving skills whilst also making one a far more effective communicator and team player. These are highly sought-after skills in the 21st century, and expected to become even more so.
- Proficiency in French increases one's chances of being accepted for courses at international universities and graduate schools. Many European and American universities require at least a reading knowledge of either French or German.
- International job applicants who are proficient in at least two languages are an asset to any company working in a global market.
- Learning a language for the sake of learning is refreshing, exciting and opens a new window onto other people's culture and values.

What do we offer at St Alban's College?

- **Final Assessment Grade 12/Form 5**

By Grade 12 our boys, through a communicative-based programme which gradually develops their linguistic skills, are able to understand and speak well. They can also comprehend fairly sophisticated texts in French, including literature and poetry, much of which is relevant to universal issues with which they struggle as young adults. They can write a well-structured essay of up to 300 words, express and defend an opinion, and also communicate comfortably face to face, via Skype or email.

- **DELF, internationally-recognised certificates of French competence**

We also offer the opportunity for pupils to sit the DELF examinations which are set by the French Education Ministry, and are internationally recognised as they are consistent with the Common European Framework of Reference for Languages. The four core skills of listening, speaking, reading and writing are evaluated. If a pupil obtains a B2 level (similar to what they would have in matric), they could study at any French university.

- **A study tour to France**

An independent tour to France, organised by an experienced company specialising in educational tours, is offered to senior pupils in Forms 3, 4 and 5. The pupils attend an accredited French language school for foreign students in Antibes, in the south of France, and also visit Paris.



## GEOGRAPHY

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.

### Form 3 Themes:

|                  |   |
|------------------|---|
| Climate:         | The atmosphere  |
| Geomorphology:   | Structure of the earth<br>Plate tectonics<br>Folding and faulting<br>Earthquakes<br>Volcanoes |
| Population:      |   |
| Water resources: | The world's oceans<br>Water management in South Africa<br>Floods                              |
| Mapwork:         | Calculations<br>Interpretation  |

### Form 4 Themes:

|          |   |
|----------|---|
| Climate: | Heating of the atmosphere<br>Global air circulation |
|----------|---|



|                               |   |
|-------------------------------|---|
| Geomorphology:                | El Nino and La Nina<br>Drought and desertification<br>Mesa, buttes and conical hills<br>Homoclinal ridges<br>Granite domes and Tors<br>Slopes<br>Mass movements |
| Development:                  | Development models<br>Trade and development<br>Development Aid  |
| Resources and sustainability: | Soil and soil erosion<br>Conventional energy sources<br>Non-conventional energy sources   |
| Mapwork                       | Calculations<br>GIS<br>Interpretation   |

### **Form 5 Themes:**

|                |  |
|----------------|--|
| Climate:       | Mid-latitude cyclones<br>Tropical cyclones<br>High Pressure cells<br>Valley climates<br>Urban climates |
| Geomorphology: | Rivers   |
| Settlement:    | Rural settlements<br>Urban settlements   |
| Economic:      | Agriculture<br>Mining<br>Secondary and tertiary sectors<br>IDZs and SDIs<br>Informal sector            |
| Mapwork:       | Calculations<br>GIS<br>Interpretation  |

## **HISTORY**

In History boys will need to display the following characteristics:

- Critical thinking
- Empathy
- Patience
- Diligence/tenacity
- An ability to take and learn from constructive criticism
- An ability to communicate clearly in a group environment

Ultimately, the above characteristics will help boys develop the following historical skills:

- Description/recall
- Explanation
- Analysis
- Evaluation
- Synthesizing
- Linking
- Research & investigation



- Formulating theses
- Citing correlation and causation

The study of History from Grade 10 to Grade 12 takes place in themes which are grouped into specific time frames. The eras of study are split as follows:

- Grade 10 – 1450 to 1850
- Grade 11 – 1890 to 1965
- Grade 12 – 1965 to Current day

Themes covered in Grade 10 include:

- The World in 1450 (a brief background into where the major civilisations around the world found themselves in that time period and how it began to change)
- The links between Colonisation and Slavery
- Liberty and Human Rights (The French and Haitian Revolutions)
- Southern Africa up to 1850

Themes covered in Grade 11 include:

- Rise of Communism in Russia: Revolution and the formation of the USSR 1890-1945
- Crisis of Capitalism: America in the 1920s and 1930s
- MATRIC TOPICS:
  - 1) Origins of the Cold War (1945-1965)
  - 6) End of the Cold War and Globalisation (1985 – today)

Themes covered in Grade 12 include:

- MATRIC TOPICS CONTINUED:
  - 2) Independent Africa: Tanzania and Congo Post-Independence (1945-1975)
  - 3) Civil Society Protest: US Civil Rights, Women's Movements and Student Movements (1950-1970)
  - 4) Civil Society Protest in South Africa: 1960s and 1970s
  - 5) Coming of Democracy in South Africa: 1985-1995

It is clear that the subject covers a vast array of material. However, what is most exciting about History at this stage is more the skills that are taught to the learners.

These skills range from analytical skills to debating skills. It is no longer possible for a learner to pass the subject based solely on rote learning. A historian must be able to have the facts at his fingertips, but he must also be able to explain why certain things happened. Empathy is a major part of our studies. Learners are taught not to take what they read as gospel, but rather to do further research and come up with their own (fact based) opinion.

Sources (including the very textbook they use) are to be questioned to assess value and reliability before being used as fact. Different points of view must be explored before one can state an opinion.

All these skills, amongst the many others that are taught in the subject, should surely be considered invaluable life skills, which are not taught in every subject offered at schools. History is truly more than a simple study of the past. It is an understanding of where we have come from, why the things that are happening now are happening as they are, and most importantly, how we can prevent the mistakes of the past recurring.



## INFORMATION TECHNOLOGY

Information Technology is the subject you choose if you would like to engage in detailed problem solving and learning about programming languages.

Topics covered in the forms are:

*Form 3* Basic Java programming

Microsoft Access basics

Basic introduction to computer hardware/software and the theory behind computing strategies

*Form 4* Advanced Java programming

Microsoft Access intermediate

Computer hardware/software and more advanced techniques employed in Computer Science

*Form 5* Advanced Java programming with database connections

Microsoft Access advanced SQL

Expansion on all previous theory components

### Portfolio Requirements

Five SBA tasks to be completed during the course of the first semester

Java project: develop a game or database project using Java as a programming language

Information technology requires and further develops the following skills:

Analyzing and solving problems

Develops logic skills and analysis skills

## LIFE SCIENCES

Life Science is a dynamic subject which looks at life on various levels. The old (and familiar) term for Life Science is Biology. If you are looking at developing a wide range of skills and learning about relevant, interesting and cutting edge concepts, then Life Science is for you!

There are four main strands to the Life Science Curriculum, which are covered at varying levels throughout the FET phase. They are as follows:

1. Life at a Molecular, Cellular and Tissue Level:
  - Studying cells, DNA and other processes such as protein synthesis
  - Studying different types of plant and animal tissues
  - Genetics and the study of Heredity
  - Chromosomal makeup and disorders
2. Life Processes in Animals and Plants:
  - Looking at processes that keep organisms alive
  - In plants: photosynthesis, transport of water
  - In animals: physiology, body systems and processes
3. Environmental Studies:
  - studies of ecosystems and the processes that keep them alive
  - Studies of animal and human populations
  - Looking at the effect that humans have on the environment
4. Diversity, Change and Continuity:
  - Studies of the history of life on earth



- Evolutionary theories
- Evolutionary Biology

Life Science develops a multitude of skills, as well as content that is taught. The following skills are developed in Life Science:

- reading skills
- writing skills
- analysing sources
- argumentative writing
- scientific reasoning
- logical mathematics
- analysing of data
- inference
- scientific experiment design
- research skills
- drawing skills
- practical skills such as measurement, recording and dissection
- written communication skills

Life Science assessments are in various forms. These vary from research tasks, to practical assessments, to presentations and traditional tests and examinations.

#### The Form 5 Life Science Portfolio:

This counts towards 75% of the form 5 mark

- **2 standardised tests**
- **preliminary examinations**
- **One Research Task (OR 1 controlled writing piece, 1 practical assessment and 1 case study assessment)**
  - *pupils who choose the One Research Task do not complete the alternative tasks in brackets above and vice versa*

#### The Form 5 Life Science Final Examinations:

This counts towards 25% of the form 5 mark

- **Paper 1 (200 marks, 3 hours)**
- **Paper 2 (100 marks, 2 hours)**
- **Practical Assessment Task (PAT; 50 marks, 1,5 hours)**

**It is recommended that students who obtain a minimum of 60% for English in Form 2 will enjoy Life Sciences in the FET phase.**

## **MUSIC**

Music is a demanding, yet fascinating and rewarding subject. Music education develops, amongst others, creativity, endurance, precision, team-work, critical thinking, mathematical understanding and self-awareness. Playing an instrument, singing in a choir, recording simple jingles, composing complex film scores, conducting an orchestra, or even publishing concert reviews or fighting for performance rights can become fulfilling professions or enjoyable hobbies.



Subject Music is offered at St Alban's College as an elective in all grades (Forms 1 to 5).

### **Area of Study:**

The syllabus has many components, allowing several opportunities to achieve:

#### Music performance and improvisation

- Development in solo and ensemble performance
- Development in improvisation skills

#### Music literacy

- Music theory and notation
- Aural awareness of theory
- Sight-singing
- Harmony and knowledge of music terminology
- Composition

#### General music knowledge and analysis

- Form and structure
- History of Western art music, jazz, contemporary twentieth century styles, indigenous African music and urban South African styles, and their composers or performers
- Music genres
- South African music industry

### **Practical Music:**

One of the main requirements of Subject Music is to learn an instrument which is recognised by the IEB. Every Subject Music student is expected to take individual practical lessons, which also has cost implications. The fees for instrumental lessons in 2021 are R400/hour, R300/45 minutes and R200/30 minutes. The length of lessons depends on personal needs and ability of the student.

The minimum end-of-year practical requirements for Subject Music are:

- Form 1 – Grade 8: None
- Form 2 – Grade 9: Music Grade 1 or 2 (Guideline)
- Form 3 – Grade 10: Music Grade 3
- Form 4 – Grade 11: Music Grade 4
- Form 5 – Grade 12: Music Grade 5

The above grade levels are based on the syllabi of the four main examining bodies for music generally followed in South African schools: UNISA, The Associated Board of the Royal Schools, Trinity College of Music (currently including the Rock and Pop syllabus), and Rockschool. A student may choose pieces NOT included in the syllabi of these institutions, but the pieces have to be at the required standard. In Form 5 (Grade 12), the chosen pieces for the final exam (three in total) will be sent to the IEB for approval by the Practical Examiner.

All Subject Music Students are expected to play three internally assessed exams in a year. They are examined at the level they are working towards in that specific year, according to any of the syllabi mentioned above. Technical requirements (scales and exercises) must be at the same level as the pieces; however, the pieces and technical requirements do not have to be chosen from the same examining body.

In case of 2 or more instruments, the instrument at the highest level is generally regarded as the 1<sup>st</sup> instrument. For the end of year exams, a student may perform one of the 3 pieces on a 2<sup>nd</sup> instrument.

A student must show progress from one year to the next (i.e. he should not repeat a music grade).

### **Portfolios:**

Senior students are expected to complete a portfolio consisting of a selection of different tasks:



Writing programme notes (Form 3, 4, 5)  
Composition and arrangement (Form 3, 4, 5)  
Harmonising melodies (Form 3, 4, 5)  
Melody writing (Form 3, 4, 5)  
Research: critical evaluation of examples of music and comparing musical works (Form 3, 4, 5)  
Writing critical reviews (Form 3, 4)  
Improvisation (Form 3, 4, 5)  
Performing solo pieces (Form 3, 4, 5)  
Performing pieces in group context (Form 3, 4, 5)

## PHYSICAL SCIENCES

This subject includes both **Chemistry** and **Physics**. Both require and develop a wide variety of abilities, including: visualising abstract ideas, grappling with and providing logical written explanations for concepts, applying knowledge to real-life contexts, applying mathematics to solve problems and performing hands-on practical work. The subject focuses on investigating and understanding various processes that occur around us. Consideration of the positive and negative impacts of Science on human societies and on the environment is also part of the course.

This subject encourages learners to **think logically and independently**, to formulate and **ask questions**, and to work effectively both alone and as part of a team. Some aspects of the syllabus require creativity while others demand that strict procedures are followed. Some rote-learning is essential as in learning the vocabulary of any new language, but so is the ability to understand and apply concepts in novel contexts. Science students must be able to balance all of these skills.

**The syllabus** is structured around fourteen knowledge areas. The topics are explored in increasing depth and detail over the three-year course and eventually examined in two three-hour papers in Matric which contribute 75% of the final mark. Practical investigations and regular standardised tests form part of the Continuous Assessment mark and will eventually make up a School Based Assessment (portfolio) mark in Matric, which contributes the remaining 25% of the final mark.

### CHEMISTRY

- Quantitative Chemistry
- Chemical Bonding
- Energy change and Rates of reaction
- Chemical Equilibrium
- Acids and Bases
- Electrochemistry
- Organic Chemistry

### PHYSICS

- Kinematics (motion)
- Newton's Laws and their application
- Momentum, Impulse, Work, Energy and Power
- Gravitational and Electric fields
- Electric Circuits
- Electrodynamics
- Photons and Electrons



**Please consider very carefully whether YOU should take this subject.**

- Physical Sciences is required for many **career fields** including forensics, engineering (biomedical, civil, aeronautical, electrical, mechanical, chemical), surveying, geology, archaeology, dietetics, medicine, optometry, physiotherapy, occupational therapy, dentistry, veterinary science, marine biology, zoology, botany, horticulture, forestry etc.
- The IEB have stated that they consider Physical Science to be the same level of difficulty as AP Mathematics. The syllabus is large and, in order to complete the requirements, efficient use of every



available teaching minute is necessary - there are NO FREE LESSONS and you will be required to spend a lot of your own time consolidating and revising.

- It is a prerequisite that Core Maths is offered simultaneously i.e. **if you may need to change to Mathematical Literacy at some stage, you will also have to change from Physical Science to another subject.**
- Success in Physical Sciences requires **perseverance** and **consistent effort**, right from the very beginning, as new work continually builds upon past modules.
- You should be **organised, hardworking, self-disciplined and analytical**. You should have above average **mathematical skills and English fluency**.
- Many people will tell you that taking Science “opens doors”, but bear in mind that this is only true if you do well in it! Do not choose this subject if it is easy marks that you are after! In this regard, speak to the senior boys who are taking the subject. A low final mark will negatively impact your AP score and therefore could actually close doors for you.
- It is recommended that you obtain **at least 60%** for the Physics and Chemistry components of Natural Science and **at least 60%** for Mathematics in Form 2 if you are to be able to cope with the academic rigour demanded by this subject and eventually obtain a meaningful mark at the end of Matric.
- If you are academically strong but undecided, we encourage you to step up to the challenge because the attributes developed in this subject (eg self-discipline, problem solving, logical reasoning, tenacity and perseverance) will stand you in good stead in all areas of life.
- Physical Sciences is a **challenging** but very **interesting** and **useful** subject for those who are naturally curious about the world around us and who wish to expand their minds! If that is you, then GO FOR IT!

## VISUAL ARTS

### Purpose of Visual Art

The subject of visual art opens up an exciting world of creative and personal exploration as well as self-expression. Learners are able to develop new ways in which to respond to and interact with their world. **Creativity is the second-most in-demand skill in the world.**

**It is recommended for the following degree courses:** Architecture (including Interior and Landscape), Town and Regional planning, BSc Quantity Surveying, BA Visual Studies and Fine Arts, Marketing, BSc Construction Management, BSc Real Estate as well as Teaching degrees.

The study of Visual Art will enable all learners to:

- identify and resolve 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 analyze 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 Art 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 of social transformation;
- value and appreciate the diversity of visual arts traditions in the Southern African context, and view both own and other cultural traditions as a vital creative resource;
- develop entrepreneurial skill and professional practice within art to explore a variety of career options and make an economic contribution to themselves and society; and
- become aware of higher education and career development opportunities.
- explore other fields of study as ideas in their own art making process.



- Develop flexibility and self-discipline.

### 1. Skills needed

- Creative and open minded thinking
- Planning skills which will be necessary for helping with proper time management when executing and completing assignments.
- Mental endurance/stamina/resilience
- Willingness to grow/learn/change ideas during the creative process which will result in positive and negative ups and downs.
- Will to see the project through to the end.
- Diligent and hardworking.

### 2. Topics

**Practical:** Topics will be given in accordance to the assignment and IEB criteria. It will in some instances link with the theory section of the Visual Art. Topics will be researched and explored in Visual Journals as part of the art-making process.

**Form 3:** Art and Architecture from Prehistoric times up to and including Rococo in comparison to African and local art and architecture from approximately 1600-1700.

**Form 4:** Western Art and architecture from Romanticism to Cubism with South African counterparts from approximately 1700-1900.

**Form 5:** Western Art and architecture from Dada to Conceptual Art of the present. African and South African Art and Architecture. (In and out of Africa from 1900 to the present)

### 1. Work/Portfolio requirements:

#### **Form 3:**

**Practical:** Painting, drawing and sculpting etc. Visual journal: Continues research and documentation of the creative process. Theme related.

**Theory:** Research assignments, tests and exams

#### **Form 4:**

**Practical:** Painting, drawing and sculpting etc. Visual journal: Continues research and documentation of the creative process in a more formal manner as preparation for Form 5. Theme related.

**Theory:** Research assignments, tests and exams.

#### **Form 5:**

**Practical:** (Year work) Two finished artworks / bodies of work; Theme related; Continues documentation and research of creative process. Create your own visual language; Drawing related to the year work theme.

**Practical:** (Exam work) One finished artwork / body of work; thematic drawing; Continues documentation and research of creative process. Create your own visual language; Drawing related to exam work theme.

**Theory:** Six written portfolio tasks similar to exam paper structure. (Paragraph questions, Essay question and Visual Literacy. Conclusive research essay (academic essay); Career investigation; Contextual research essay; Preliminary exam.

### **Subject Policy:**



Form 1 and Form 2 Art is not a prerequisite for Form 3 Art.

A student may any time join the subject, the latest being the beginning of Trinity Term in the Form 4 year. Entrance in Form 4 will be subject to a selection process.

## **MATHEMATICAL LITERACY**

In Form 3 a student must choose to take either Core Mathematics or Mathematical Literacy. Should a student not get **above 40% for their Form 2 Mathematics promotion mark, they will be required to take Mathematical Literacy.**

In Form 3, if a student with the parents permission, would like to change subjects by their own admission then they may change to Mathematical Literacy at any stage of the year. However, the HOD and Deputy Academics still have the final say because of maximum class sizes and timetable constraints.

In Form 4, should a student not get **above 40% for their Form 3 Mathematics promotion mark they will be required to do Mathematical Literacy.**

In Form 4, if a student, with the parents permission, would like to change subjects by their own admission then they may change to Mathematical Literacy at any stage of the year. However, the HOD and Deputy Academics still have the final say because of maximum class sizes and timetable constraints.

In Form 5 should a student not get **above 40% in Form 4 they will be required to do Mathematical Literacy.**

In Form 5, if a student, with the parents permission, would like to change subjects by their own admission then they may change to Mathematical Literacy as long as they are registered for both.

If a Form 5 student does not take Physical Sciences, he may opt to take both Core Maths and Mathematical Literacy as part of the IEB Maths Project. This is done in close consultation with and recommendation of the HOD and Deputy Academics.

The skills covered in Mathematical Literacy are summarised below:

### **Learners of Mathematical Literacy will learn**

#### **how to:**

- Use a basic calculator.
- Perform basic arithmetical operations.
- Work with relationships between arithmetical operations.
- Work with simple formulae, including formulae for:
  - perimeter; area and volume; and speed; and time.
- Estimate and check estimates against the situation.
- Work with and apply the concepts: ratio / proportion, percentage and rate.
- Determine input and output values for formulae (solve equations).
- Determine and plot the points for different graphs.

### **So that they are able to:**

- Plan personal finances including:
  - understanding income and expenditure to plan a basic budget
  - recognising the impact of interest rates.
- Calculate profit margins, loss and breakeven points in simple transactions.
- Plan and schedule events to meet deadlines and demands.
- Make sense of utility costs such as water, electricity, sewerage and rates.
- Develop a business plan.
- Choose between different options based on their value for money.
- Critique articles and advertisements in the media based on data and illustrated through graphs.



- Interpret information and trends communicated through graphs.
  - Measure lengths, distances, volumes and mass (weight).
  - Convert between units of measurement.
  - Draw and interpret scale drawings.
  - Use grids, scales and maps.
  - Collect information to answer questions.
  - Organise data using tallies and tables.
  - Summarise data using the measures: mean, median and mode.
  - Represent data using various data graphs, including pie charts, histograms and bar graphs.
  - List the possible outcomes of an event.
  - Estimate the likelihood of different outcomes.
  - Critique interpretations of data.
  - Formulate questions.
  - Round up, round down and round off.
  - Describe trends.
  - Work with linear and constant relationships.
  - Distinguish between piecewise and continuous relationships.
  - Read and interpret information presented in tables.
  - Anticipate the impact of interest.
- Make lifestyle choices, such as the food they should eat in relation to the energy they use in their day-to-day lives.
  - Calculate and interpret health indicators, such as Body Mass index (BMI).
  - Plan for the repayment of a loan and anticipate associated bank costs.
  - Sort and classify items according to criteria.
  - Read maps to plan trips.
  - Read and develop plans for simple structures.
  - Understand the role and purpose of the gears on a bicycle.
  - Calculate the time it takes to complete a journey.
  - Convert between currencies.
  - Anticipate which seats in the stadium will give the best view of the game.
  - Predict all the possible outcomes of a sports tournament and anticipate the most likely winner.
  - Understand that games of chance have no patterns.
  - Develop arguments based on facts and the interpretations of facts.

## MATHEMATICS

Mathematics is a language that makes use of symbols and notations to describe numerical, geometric and graphical relationships in physical and social phenomena and between mathematical objects. Mathematics helps to develop processes that enhance logical and critical thinking, accuracy and problem-solving that will contribute to effective decision-making.

The weighting of the Mathematics content areas in the year-end examination is as follows:

| CONTENT AREA                      | GRADE 10   | GRADE 11   | GRADE 12   |
|-----------------------------------|------------|------------|------------|
| Paper 1:                          |            |            |            |
| Algebra, equations & inequalities | ± 30       | ± 45       | ± 25       |
| Patterns & sequences              | ± 15       | ± 20       | ± 25       |
| Finance, growth & decay           | ± 10       | ± 15       | ± 15       |
| Functions & graphs                | ± 30       | ± 45       | ± 35       |
| Differential calculus             |            |            | ± 35       |
| Probability                       | ± 15       | ± 25       | ± 15       |
|                                   | <b>100</b> | <b>150</b> | <b>150</b> |
| Paper 2:                          |            |            |            |
| Statistics                        | ± 15       | ± 20       | ± 20       |
| Analytical geometry               | ± 15       | ± 30       | ± 40       |
| Trigonometry and measurement      | ± 50       | ± 60       | ± 50       |
| Euclidean geometry                | ± 20       | ± 40       | ± 40       |
|                                   | <b>100</b> | <b>150</b> | <b>150</b> |



**Academic Support lessons** are available in 45 minutes slots from 14h30 to 16:30 on Tuesdays for senior students. These support lessons are booked by the student the week before the required lesson (one to four students per slot per Form per required topic). Attendance is monitored at the lessons and students are held accountable.

### **Further Studies Mathematics in the International Secondary Certificate (ISC)**

Further Studies Mathematics is a three year course offered as an eighth subject commencing in Form 3, to the top 26 students who score 75% or more in the Form 2 Michaelmas Mathematics examination. From 2022 this subject has changed status - the following is the information about FSM from the IEB. Note, due to timetable and time constraints, St Alban's College will only offer the compulsory Paper 1.

| <b>Advanced Programme known as:</b>              | <b>ISC</b>                 | <b>Marks</b> |
|--|----------------------------|--------------|
| Advanced Programme Mathematics: Paper 1 Core     | Further Studies (Standard) | 200          |
| Advanced Programme Mathematics: Paper 2 Elective | Further Studies (Extended) | 100          |

#### **Certification for Further Studies Mathematics:**

Learners will be awarded an ISC Further Studies (Standard) certificate if they register and offer Paper 1 **only** and attain 50% or above.

Learners will be awarded an ISC Further Studies (Extended) certificate if they register and offer Paper 1 **and** Paper 2 and attain 50% or above in the **300-mark aggregate** of both papers.

- A learner who attains 50% or above in Paper 1 but because of Paper 2 does not achieve 50% or more in the **300-mark aggregate** will receive a Further Studies (Standard) subject certificate.
- A learner who attains 50% or above in Paper 2 but because of Paper 1 does not achieve 50% or more in the **300-mark aggregate** will not receive a Further Studies Mathematics pass but will receive a statement of results indicating the marks obtained in both Paper 1 & Paper 2.

### **FIRST ADDITIONAL LANGUAGES**

FAL is a compulsory subject in the FET phase.

The choices that we offer at the College are Afrikaans, Isizulu and Sepedi.

#### **Learning a First Additional Language should enable learners to:**

- Acquire language skills needed to communicate accurately and appropriately
- Listen, speak, and read with confidence and appreciation and write or present - these skills form the basis of lifelong learning;
- Express and justify own ideas, views and emotions, orally and in writing, with confidence in order to become independent and analytical thinkers;



- Use the Additional Language and imagination to depict and explore human experiences. This will enable them to express their own experiences and findings about the world orally and in writing;
- Use the Additional Language to obtain and manage information for learning across the curriculum and in a wide range of other contexts.
- Information literacy is an essential skill in the "information age" and forms the basis of lifelong learning;
- Use the Additional Language as a tool for critical and creative thinking;
- Express opinions on ethical issues and values; critically interact with a wide variety of texts and perspectives in texts