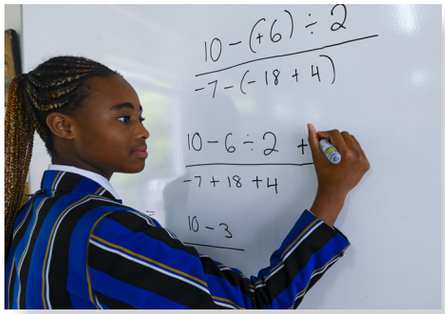
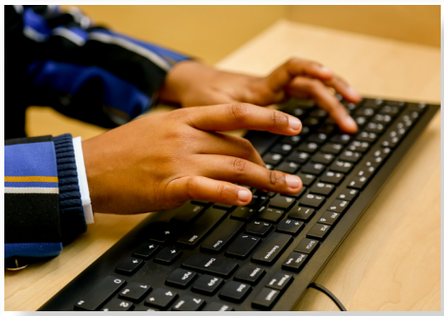
# 2026 SUBJECT CHOICES

St Teresa's School

*- Founded by the Sisters of Mercy in 1930 -*



**Learn. Grow. Thrive.**

# Contents Page



# Welcome!

Mrs de Bod

Dear Grade 9s

You have reached the exciting part of your school career when you get to choose subjects for the FET phase. We compiled this booklet to make your decision a bit easier, and we hope you enjoy reading about the different options available.

My advice to you is to choose subjects that you are good at and to have at least one subject that makes you happy. Have honest conversations with your parents and teachers to guide you. Remember, we are all here to help you. The last thing to keep in mind is that your journey in your studies and careers will be as unique as you are, so don't be scared. There are no right and wrong choices, and if something doesn't work out the way you anticipated, it is always possible to adapt and try something else.

Good luck, and enjoy this process!

Mrs de Bod
*High School Principal*

Mrs Segal

Dear Grade 9s

Choosing subjects for future careers can be extremely stressful. When making this decision it is important to keep three things in mind:

1. Choose a subject that you are passionate about
2. Choose a subject that you are good at
3. Choose a subject that you may need for your future career

I have always loved Dr. Seuss as his nuggets of wisdom are so profound. When speaking to Grade 9s regarding subject choices, the following quote always comes to mind. "You have brains in your head, you have feet in your shoes, you can steer yourself any direction you choose." - Dr Seuss

I'm available for further discussions if you would like assistance in making the best decision for you!

Mrs Segal
*Educational Psychologist*

Mrs Brislin

"Students need at least 60% in Mathematics at the end of Grade 9 to take Accounting as a subject. This will ensure that they are able to manage the manipulation of numbers."

# Accounting

## *Description of subject*

Understanding basic Accounting terminology and concepts is a vitally important life skill for anyone wanting to be financially empowered. It equips you to deal with your personal finances with a greater degree of confidence and understanding.

Many banks have apps to help you manage your finances and these are very useful if you can interpret the information and use it to your advantage!
In addition, Accounting is the common language used in business across the world. Despite the language differences in countries, there is a common framework of accounting principles and reporting standards that makes financial information comparable between countries.

I like to compare Accounting to Sudoku – the rules of the game are constant but each puzzle is unique and you feel a sense of achievement when it all falls into place!

## *Skills taught in Accounting*

- Record, analyse and interpret information to make informed decisions.
- Develop critical, logical and analytical abilities.
- Relate theory to real life situations whilst applying ethical principles and sound judgment.
- Work quickly, accurately and with attention to detail.
- Communicate effectively.

## *Enrichment and special events*

Students may register to write the annual National High School Accounting Olympiad. The Accounting students will join the Business Studies teams in participating in the JSE Investment Challenge. This game will enhance the students' understanding of trading shares and give them insight into the companies in which they have chosen to invest.

The matrics participate in a comprehensive case study where they analyse and interpret the annual financial statements and integrated report of a listed company.

## *Career paths and opportunities*

Studying Accounting at Grade 10 - 12 level will give you a solid foundation to start your own business or for further studies, particularly in the commercial field at a tertiary level.

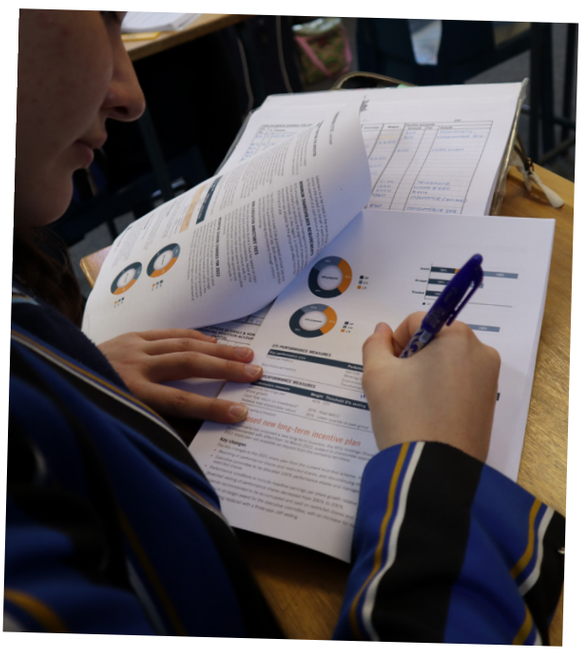
Besides the Chartered Accountants and Professional Accountants who major in Accounting, having an understanding of "the numbers" will give you an edge when applying for the following jobs:

- Economist
- Investment Analyst
- Trader
- Tax Consultant
- Risk Management Consultant
- Business Manager
- Banker
- Internal Auditor
- Statistician
- Programmer
- System Analyst
- Manager of any business area, e.g. Marketing Manager, IT Manager, etc.
- Any management position in a wide variety of industries, e.g. Hotel Manager, Store Manager in a retail environment, etc.

## Curriculum outline

Accounting is broadly divided into Financial

***"If you enjoy working with numbers and processing information in a logical and systematic order, then you should consider choosing Accounting."***



Accounting in class

Accounting is broadly divided into Financial Accounting, Managerial Accounting and Managing Resources. The topics covered in Grade 10 focus more on the theoretical knowledge and recording and reporting of financial information to build a strong foundation.

In Grades 11 and 12 there is a growing requirement to analyse and interpret financial information to be used in decision making. Ethics and internal controls are integrated into each topic and keep the content up to date and relevant.

**Work covered in Grade 10 (sole traders):**

- Cash and credit sales, purchases and returns.
- General journal for correction of errors and other sundry transactions.
- Salaries and wages journal and general employment related areas.
- General principles of taxation and the calculation of VAT
- Basic financial statements and ratio analysis.

**Work covered in Grade 11 (partnerships):**

- Cash budgets and projected income statements.
- Reconciliations between creditors' or debtors' statements and our records.
- Management of non-current assets including when to sell or replace assets.
- Perpetual versus periodic inventory systems.
- Break-even point, productivity and manufacturing accounts.
- Effect of bad debts, discounts and returns on VAT.
- Financial statements including additional year-end adjustments.
- Additional ratios to analyse financial statements.

**Work covered in Grade 12 (companies):**

- Basic concepts and unique transactions related to companies.
- Financial reporting including a Cash Flow Statement and notes.
- Analysis and interpretation of financial statements of listed companies.
- Audit reports and published annual reports including Integrated Reports.
- Corporate Governance and the role of professional bodies.
- Inventory systems and stock valuation methods.
- Fixed assets, reconciliations, VAT, manufacturing and budgets revisited with an emphasis on interpretation and problem solving.

Ms Dlamini

Mrs Brislin

# Business Studies

## *Description of subject*

Business Studies is taught in schools and at university level in many countries. It's study combines elements of internal business management such as finance, marketing, human capital management, administration, public relations, procurement, production and general management as well as external elements including but not limited to political, economic, social, technological, environmental and legal.

Business Studies is a broad subject, where the range of topics is designed to give the student a general overview of the various elements of running a business and teaching them critical thinking to allow them to adapt to an ever-changing market and macro environment.

Business Studies and related commerce subjects are amongst the most popular fields of study at universities worldwide, particularly at graduate level. You might have some ideas about why this is the case – business graduates are in high demand worldwide, business touches on almost every aspect of modern human society, careers with a business degree are diverse and often highly paid.

## *Career paths and opportunities*

Business degrees are typically understood to encompass a fairly wide group of programs, some highly specialised, and others more interdisciplinary; some more academic and others primarily focused on practical professional development.

You can categorise types of business degrees by level (i.e. undergraduate, graduate or professional) and also by subject focus. Some of the areas of study likely to be covered by different types of business degrees,either directly or as supplementary elements, including:

- Accounting and Finance
- Investment management
- Distribution and logistics management
- Strategic management
- Management consultancy
- Sports management
- Computer sciences
- Marketing
- Public relations management
- Fashion management
- Law
- Entrepreneurship
- Human resource management
- Insurance underwriting

***"Business graduates are in high demand worldwide"***

## *Curriculum outline*

Every year the IEB announces a theme for Business Studies to enable a deeper insight into a given industry. This ensures that the theory is applied to real-life businesses and that students can understand the threats and opportunities that these businesses face daily. In 2025, the theme is Clothing Retail businesses.

Business Studies is a subject that builds on the knowledge that was acquired in the previous years.

Whilst some content may appear to be repeated, each year goes into more depth and expands on the previous year's knowledge and the level of application that is required.

Enrichment and special events:

Besides lively class debates and documentaries, our Grade 12 students take part in a full day of mock trading as part of their Matric portfolio, putting all their knowledge acquired to the test.

**Grade 10**

- Business environments
- Creative thinking
- Financial management
- Entrepreneurship
- Professionalism and ethics
- Information (administration) management
- Forms of ownership
- Teamwork
- Procurement management
- Business related information

**Grade 11**

- Business environments
- Corporate social responsibility
- Management and entrepreneurship
- Research and presenting of data and information
- Forms of ownership
- Creative thinking and problem solving
- Professionalism and ethics
- Teams and conflict management
- Public relations management
- Financial management
- Marketing management
- Risk management

**Grade 12**

- Business environments
- Organisational performance
- Conflict management
- Human capital management
- General management and corporate governance
- Ethics, professionalism and social responsibility
- Marketing management
- Investments
- Insurance




Mrs Naidoo

CAT has no entry requirements. If you want to further your studies in Software Engineering or Information Management then you may take CAT in Grade 10.

# Computer Applications Technology

## *Unlock the power of digital literacy*

In today's digital-first world, no career or profession can function without technology. Computer Applications Technology (CAT) is not just a school subject – it's a life skill. Offered from Grade 10 to Grade 12, CAT empowers students to become confident, skilled, and adaptable users of technology in every field imaginable.

## *Overview*

CAT teaches students practical, hands-on computer skills that are vital for everyday life, higher education, and the workplace. This subject develops both technical competency and critical thinking, enabling students to use technology effectively and responsibly.

Whether you dream of becoming a doctor, lawyer, entrepreneur, artist, or engineer— you will need CAT skills. It's the subject that forms the backbone of academic success and career readiness in the 21st century.

Computer Applications Technology

## *What study opportunities are there with CAT as a subject?*

CAT equips students for a wide range of careers – both technical and non-technical. It's a universal skill needed in every profession:

- Office Administrator
- Business Analyst
- Digital Marketer
- Data Capturer
- IT Support Technician
- Entrepreneur
- Project Manager
- Receptionist
- Content Creator
- Teacher or Lecturer
- HR Assistant
- And many more…

## *Skills taught*

1. Word Processing (MS Word)
Students master professional document creation:

Formatting reports, letters, CVs, tables, and mail merges
- Inserting images, tables, headers, footers, and references
- Using advanced features like styles, table of contents, and track changes
- Real-world task: Creating a formatted business proposal with automatic page numbers and section headings

2. Spreadsheets (MS Excel)
Learners analyse and manage data using spreadsheets:

- Using formulas like =SUM(), =AVERAGE(), =IF(), =VLOOKUP() and =COUNTIF()
- Creating charts, graphs, and conditional formatting
- Filtering, sorting and validating data
- Real-world task: Budgeting personal expenses or analysing sales data

3. Databases (MS Access)
Students manage and query large sets of information:

- Creating and designing tables with data types and primary keys
- Designing forms for data input
- Creating queries (e.g., Show all clients from Cape Town")
- Generating reports with grouped data
- Real-world task: Designing a database to manage school library books or client records

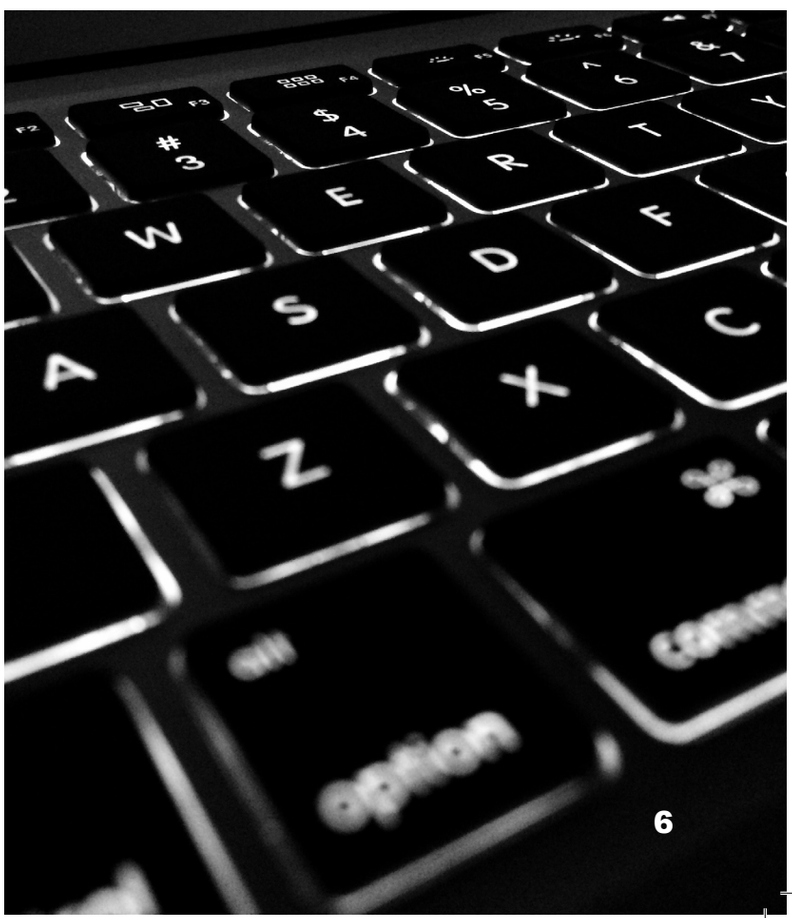
4. Web Design (HTML)
Students build and understand websites using HTML.
Example:

```
<html>
<head><title>My First Website</title></head>
<body>
<h1>Welcome!</h1>
<p>This is my first webpage.</p>
<a herf="https://www.example.com">Visit Example</a>
</body>
</html>
```

5. Theory and Digital Citizenship
Students understand the broader world of technology:
- Hardware and software concepts
- Networks and internet functionality
- Cybersecurity and safe online behavior
- Ethical use of technology, plagiarism, privacy, and digital footprints

## *Why choose CAT*

- Practical and Useful: Skills learners use immediately in school, tertiary studies, and the workplace.
- Accessible to All: CAT is ideal for students of all skill levels you don't need to be a tech expert to succeed.
- Builds Confidence: Students gain independence using tools they'll use for life.
- Supports Other Subjects: From typing essays to analysing science data – CAT helps in every subject.




# Dramatic Arts

## *Description of subject*

The Dramatic Arts affords students the opportunity to grow through self-exploration and introspection and teaches them more about the world they inhabit.

It is not only for those looking for a career on the stage or screen, but it also encourages personal development, confidence, social and communication skills.

Students acquire specific capabilities including skills in improvisation, vocal and physical communication and expression, the creation and presentation of performances, the analysis and interpretation of texts in context, and the study of dramatic practices, processes and products.

***"Drama is an inclusive and holistic art form."***

In performance, it involves all aspects of the human being, including the voice, body, intellect, emotions, creativity and spirit, as well as our social skills of interaction, communication, active listening and empathy.

## *Skills taught in Dramatic Arts.*

The Dramatic Arts Teaches Students:

- To engage with contemporary issues
- To promote social, cultural and personal development
- To encourage students to have a questioning spirit and to be anti-discriminatory in their worldview
- To expose students to a wide range of accessible, relevant and challenging topics
- To build self-esteem, confidence and resilience
- To encourage a positive work ethic among the students
- To improve the communication skills of the students
- To foster moral and social awareness and develop creativity in the students
- To develop critical thinking and the skills by which students are able to assess their environment and form independent views and attitudes towards social, environmental and political issues and to teach life skills wherever possible
- To prepare students for the academic challenges of tertiary education

Major Production

House Plays

## *Enrichment and Special events*

Students have the chance to engage in practical workshops with external practitioners at least once a term. In Matric, multiple professionals help the students prepare for their final practical examinations. They are also involved in a final theoretical revision course with schools across the country.

Grade 11/12 students have the opportunity to visit the National Arts Festival in Grahamstown in June/July every second year. The school aims to organise a theatre visit at least once a term.

## *Career paths and opportunities*

Universities appreciate the Dramatic Arts on any Matric certificate as it shows that a student's 'life skills' have been developed. Even if a student is interested in Medicine or Accounting this subject will stand them in good stead.

## *Curriculum outline*

Dramatic Arts comprises both theoretical and practical components. Theory covers historical movements from Greek Theatre right the way through to Postmodernism. The Practical component relates to all elements of performance - from stage work to movement and voice.

Work covered in:

Grade 10

- Greek Theatre, including *Antigone* by Sophocles and *The Love of the Nightingale* by Timberlake Wertenbaker
- Self-Written Greek Messenger Monologue
- Introduction to Voice and Movement
- Medieval Theatre and Morality Plays
- Commedia Dell'Arte
- South African Protest Theatre including *Woza Albert!* by Simon, Mtwa and Ngema and *Sizwe Bansi is Dead* by Fugard, Ntshona and Kani

Grade 11

- The practical side of working with Shakespeare
- Realism in Theatre including *Hedda Gabler* by Henrik Ibsen and *A Streetcar Named Desire* by Tennessee Williams
- Design work including Costume, Make-Up and Set
- Epic Theatre and Bertolt Brecht including *The Caucasian Chalk Circle*
- Absurdism and Samuel Beckett including *Waiting for Godot*
- Post-Modernism and Post-Apartheid Theatre *Top Girls* by Caryl Churchill and *Eclipsed* by Sylvaine Strike and/or *Ubu the Truth Commission* by Jane Taylor

Grade 12

- Further Study of South African Protest Theatre including *You Strike a Woman, You Strike a Rock!* by the Vusisiwe Players
- Integrated Practical Tasks where students create their own pieces of Protest Theatre, Poor Theatre and Post-Modern Theatre
- Practical Assessment Task as set by the IEB

All Grades have the opportunity to watch superb productions via the National Theatre at Home website of productions from the National Theatre - London.

Madame Hall

# French

## *Why would it be relevant to take French as a subject?*

More than 500 million people all over the world speak French. French is the second most spoken language in Africa, where no fewer than 33 countries are francophone. It is also a universal business language. Therefore, French is an important language for any young South African to learn.

Former President Mbeki and his government stressed the importance of French in the economic context of Africa. Consequently, South Africa has started opening its borders and the country is welcoming more and more West African immigrants every year. Our country forms part of the bigger context of Africa and cannot develop outside this context, including the reality of francophone countries. Hence the answer as to why we should learn French in Africa begins to reveal itself.

In South Africa, French is a vital subject for students wishing to pursue a career in International Relations and Diplomatic Studies. It is also useful for students considering careers in Law, Engineering, Construction, Medicine ("Médecins sans Frontières" / "Doctors without Borders" is essentially a French organisation), the Hospitality industry, Fashion and Design, Tourism and Commerce. In fact, French would be a welcome addition for any young employee applying for a job with a firm who has business projects in African francophone countries.

Students who are passionate about languages might wish to pursue a career in interpretation, translation or teaching/ lecturing in FLE (French Foreign Language).

## *Who should take French as a subject?*

Apart from the reasons mentioned above, it is strongly recommended that your daughter only considers taking the subject if she has a talent for and enjoys language learning. Perhaps she loves the language and wants to expand her knowledge of French to a far greater extent. We offer small classes, where conversation is relaxed and informal.
It is also recommended that she achieve a minimum of 60% in the Grade 9 July examination for French.

Moreover, she should have a strong command of her First Language. The level expected by Grade 12 requires students to have an ability to interpret, and show real insight into texts, both literary and unseen texts, such as articles taken from magazines, cartoons and advertisements.

French Culture

Paris

***"It is recommended that student's achieve a minimum of 60% in the Grade 9 July examination for French."***

They should demonstrate the ability to communicate their ideas clearly, even if only at a basic level (Third Language).

Furthermore, students who choose to pursue the subject, need to understand that language learning is a continuous skill: in order to really make progress in and enjoy the subject, extra effort, such as reading French magazines, (which are readily available in class), making use of on-line websites and blogs, watching French movies or listening to songs, is required. Daily practice of Duolingo is highly recommended. Those who are really passionate about the subject have excelled, time and time again!

## *General course outline and outcomes*

In Grade 10, students are taught how to talk about basic everyday themes such as introducing themselves and their family, daily routine, school, hobbies, holidays, future plans, etc. They are also taught practical skills such as making reservations in a hotel, ordering food in a restaurant, inviting someone somewhere, interpreting visual stimuli (adverts), etc.

In Grades 11 and 12, various other relevant themes are explored: the youth, health, sport, media, technology, traveling, friendship, teenage problems and the environment, are some of the themes which are dealt with. These themes are explored via articles created for foreign language learning, listening exercises, dialogues, role plays and comprehension texts.

The aim is for students to be able to understand authentic French and have a basic conversation by the time they reach Grade 12. As French is a Third Language for most students, this poses a challenge for many candidates, but students who are truly passionate about the subject and who work consistently, do reach a confident level of communication.

In Grade 10, the curriculum leads to the inclusion of the study of literary texts, both prose and poetry, which is formally examined at matriculation level.

## *Independently organised tour to France*

All students in the department are encouraged to join our bi-annual tour to France, which is arranged independently. This tour offers students the opportunity to attend an international French language course at a school, based in Antibes in the South of France.

The course is based on the DELF system and each student attends classes according to her level of communication, and stays with a host family for a week. Students also make new friends, visit various beautiful towns on the sunny Cote d'Azur and enjoy a five day unforgettable tour of Paris and its celebrated monuments. The value of this tour should not be underestimated, as students encounter a world which functions in French!

It further encourages them, opens their minds to French culture, enables them to communicate more confidently, and is undoubtedly one of the highlights of their High School journey.

Ms Williamson

Mrs Rheeder

Ms Wright

# Further Studies English

## *Further Studies English*

Are you a true lover of English Literature? Do you enjoy reading? Poetry? Films? Is the literature part of English your favourite section? Then Further Studies English might be a good choice for you!

Further Studies English is an additional English course for students who are interested in extending themselves through the study of English Literature. It will stimulate learners in a very broad academic enrichment course.

## *Subject requirements*

Candidates must display greater knowledge and depth of insight than is required for English Home Language at the NSC level. An intense level of commitment is required as it extends beyond the syllabus and outside the classroom. For example, novels are read outside of class time and there is only time for analysis during lessons; there is a requirement that learners will read good literary novels of their choice independently too.

The skills acquired in this subject will enrich the NSC English syllabus, but they will demand more work than core English. This subject is seen as ideal, but not exclusively, for those students who want to pursue an English course at tertiary level. It will also enrich any student who needs to assimilate large amounts of knowledge and write essays at a tertiary level. Unlike Core English, Further Studies English (FSE) is comparative in nature. This is to say that students will need to make connections between multiple texts (such as novels, films and or poems) in a single essay.

They will also need to work within the framework of a given theme, which guides the analysis and discussion surrounding the studied works of literature. The current theme is “Being and Being-with” which explores the human being’s functioning as an individual and within the broader context of society.

## *Benefits of this subject*

FSE develops the critical skills of crafting well-substantiated arguments, synthesis and communicating ideas confidently and persuasively.

An opportunity is given for students to reflect on their own reading as one of the examination questions. The depth of analysis, philosophical reflection and use of critical thinking required in FSE goes beyond the scope of Core English. We hope that the students will find this both challenging and exciting.


## *Mark requirements*

Further Studies English is offered in Grade 10, Grade 11 and Grade 12. The subject will be launched in the first term of Grade 10.
Furthermore, it is recommended that students maintain an average of 75% in Core English throughout their Grade 10 and 11 years and this will be monitored at the end of Grade 10 and Grade 11.

If students' averages for Further Studies English drop below 65% at the end of Grade 10 or 60% at the end of Grade 11, they will no longer be eligible to continue with the subject in the following year. This is to ensure that they can confidently attain the required level of achievement in their Grade 12 year.

It is strongly recommended that a candidate should re-evaluate their enrollment in Further Studies English if any of their National Senior Certificate subjects fall below 60% for Grade 12.

The Further Studies result is certified separately by the IEB and cannot be used for entrance into all universities (That is it does not form part of the APS score required by universities). There are, however, select universities who do use these results for APS purposes. Students should consult the websites of universities for their specific requirements.

Further Studies English

Mrs Bhembe

"Our goal is to create a truly global awareness of the world around us and to understand and offer solutions to the issues that humankind faces."

# Geography

## *What is Geography?*

Today's Geography is a dynamic, multi-disciplinary subject that connects the natural sciences with the humanities. It is about understanding the world we live in—its physical landscapes, its people, and the complex relationships between them.

Geography acts as a powerful "zoom lens" that helps students view the world from multiple perspectives—social, environmental, political, and economic. This is no longer the "old" Geography of rote learning. Instead, students engage in inquiry-based learning that requires them to gather, process, and critically analyse information.

As a result, learners develop essential life skills such as problem-solving, research, observation, and most importantly, decision-making.

Geography is also a tech-savvy subject. Through tools like Geographic Information Systems (GIS) and digital mapping, students learn to use modern technology to interpret data and understand spatial patterns.

"As Geographers, our goal is to create a truly global awareness of the world around us and to understand and offer solutions to the issues that humankind faces." With global challenges such as climate change, water shortages, disease outbreaks, migration, and resource depletion becoming more urgent, there has never been a more relevant time to study Geography. The world needs critical geographical thinkers—people who can assess problems and propose sustainable solutions.

There has never been a more relevant time to study Geography, given a growing increase in issues such as climate change, migration, environmental degradation, disease, water shortages and resource depletion.

These issues require a global community with the ability to apply critical geographical thinking.

Field Trip

## *Is Geography the Right Subject for You?*

Geography might be a great fit if you are:

- Naturally curious about the world
- Enjoy current affairs and understanding global issues
- Always choosing the window seat to observe the landscape
- Have a strong environmental or social conscience
- Like working with visual data: maps, graphs, and infographics
- See the links between people and the environment

If you nodded “yes” to most of these, then Geography is the right subject for you.

## *What do we study?*

From Grade 10 to Grade 12, Geography covers a wide range of compelling topics that build both foundational knowledge and practical skills.

Grade 10:

- Geographical skills and techniques: topographic maps, GIS
- Composition and structure of the atmosphere
- Plate tectonics, volcanoes, earthquakes, folding and faulting
- Population: growth, movement, and demographics
- Water resources: oceans, floods, water management

Grade 11:

- Advanced mapwork: aerial photos, orthophotos, GIS
- Weather and climate systems in Africa
- Landforms, slopes, and mass movement
- Development: issues, differences, opportunities
- Resource use and sustainability: soil, energy

Grade 12:

- Synoptic weather maps, GIS integration
- Weather phenomena: cyclones and local climate patterns
- Geomorphology: rivers, drainage basins, and landform processes
- Settlement geography: rural and urban development
- Economic geography of South Africa

Through fieldwork, research projects, and hands-on investigation, students gain valuable experience by applying what they learn to real-world scenarios.

## *Careers in Geography*

Geography opens doors to a wide array of career paths in both public and private sectors.

Some exciting fields include:

- Urban and regional planning
- Environmental management and sustainability
- Tourism and ecotourism
- Geographic Information Systems (GIS) and data analysis
- Education and academia
- Government and policy-making
- Marketing, logistics, and business development
- Engineering, agriculture, and resource management

In essence, Geography equips students not only to understand the world but to help shape it for the better.


Mrs Kalify

# History

### *Why study History?*

History is no longer about the mere regurgitation of meaningless facts. History is about the lives of real people and how they have been affected by world events, starting from about 1850 (in Grade 10) to current events and news.

By Grade 12, the historian should be able to interpret a source, look at various sources critically in order to assess the reliability and value of a source in relation to a particular research question, and write an academic essay in response to a statement, opinion or question, using evidence to substantiate their response.

***"History students are thinkers. They not only have a good understanding of the past but also have a good understanding of current affairs and the impact of events on the world around them."***

Draw on past events and how they relate to current news and impact on us, socially, politically and economicaly.

Careers for historians include: Journalism, Law, International Relations, Political Sciences, Academia, Archaeology and careers within the United Nations.
A study of History builds the capacity of people to make informed choices in order to contribute constructively to society and to advance democracy.

History, as a vehicle of personal empowerment, engenders in students an understanding of human agency, which brings with it the knowledge that, as human beings, they have choices, and that they can make the choice to change the world for the better.

A rigorous process of historical enquiry:

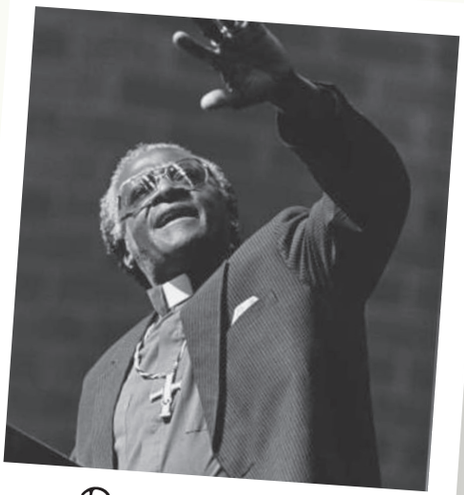
- Encourages and assists constructive debate. Through careful evaluation of a broad range of evidence and diverse points of view and perspectives
- Provides a critical understanding of socioeconomic systems in their historical perspective and their impact on people

Supports the view that historical truth consists of a multiplicity of voices expressing varying and often History is an excellent preparation for the world of work. Society values people who are:

- Open-minded
- Good at problem-solving
- Able to pick out the essential and reliable information from the triviai
- Independent thinkers

## *Career paths and opportunities*

The History Department believes that History offers a preparation for careers in the legal profession, political science, social sciences, journalism, teaching and lecturing — and in fact, in any career where an appreciation of the past, and empathy with world problems and an ability to think clearly and concisely, would be valued. It is our greatest wish that students of all ages enjoy their studies in the department.



Desmond Tutu

Voting

"Historians do not perform heart transplants, improve highway design, or arrest criminals. In a society that quite correctly expects education to serve useful purposes, the functions of History can seem more difficult to define than those of engineering or medicine. History is in fact very useful, actually indispensable, but the products of historical study are less tangible, sometimes less immediate, than those that stem from some other disciplines." Peter N. Stearns.

## *Curriculum outlines*

**Grade 10**

- Competing Nationalisms in South Africa
- Apartheid and Resistance to Apartheid 1940s to 1960s
- Ideas of Race in the Early 20th Century
- Russian Revolution

**Grade 11**

- The Cold War (Case Studies: Vietnam or China)
- The Collapse of the Cold War and Globalisation
- Civil Society Protest 1950s to 1970s
- Independent Africa (Congo, Tanzania and Angola)

**Grade 12**

- Civil resistance 1970s – 1980s in SA
- Coming of democracy in SA and the Truth and Reconciliation Commission


## *Enrichment and special events*

In Grade 10 we have exhibitions on South African history which the students present to the school. Historians can participate in the History Olympiad and go on visits to our historical sites like Constitution Hill or the Apartheid Museum.


# Information Technology

## *Description of subject*

In a world driven by technology, Information Technology (IT) is more than just a subject – it's a gateway to the future. At our school, we are proud to offer IT as a subject from Grade 10 to Grade 12, empowering students with real-world coding skills, logical thinking, and digital problem-solving abilities.

## *Curriculum outline*

From the very first lesson, IT is designed to be hands-on, engaging, and future-focused.
Students will explore:

- Programming Principles – Learning how to think like a developer and solve problems logically.
- Coding Languages – Writing real code using Java, one of the world's most in-demand programming languages.
- Software Development – Building programs, applications, and even games from scratch.
- Data and Databases – Understanding how to manage and organise information in the digital world.
- Networks & Security – Gaining insight into how computers communicate and how data is protected.

## *Career paths and opportunities*

Information Technology specifically forms the basis for studies in computer science, information systems, engineering and the business sciences.

- Bio-informatics
- Business Information Systems
- Computer engineering
- Computer Science
- Financial Information Systems
- Geographical Information Systems
- Informatics
- Information Systems
- Information Technology
- System developer
- Telecommunications engineer
- Technology manager
- Computer or software architect
- Data communication and network specialist
- Hardware and software support technician

## *Work covered in Information Technology in Grades 10–12*

Grade 10 students are introduced to coding through a fun and visual platform called Gogga. This engaging tool allows them to control a digital “bug” that moves across the screen, helping them understand basic commands, control structures (like loops and conditions), and the logic behind every line of code — all in a way that’s intuitive and beginner-friendly.

As students progress, they move on to industry-standard programming environments:

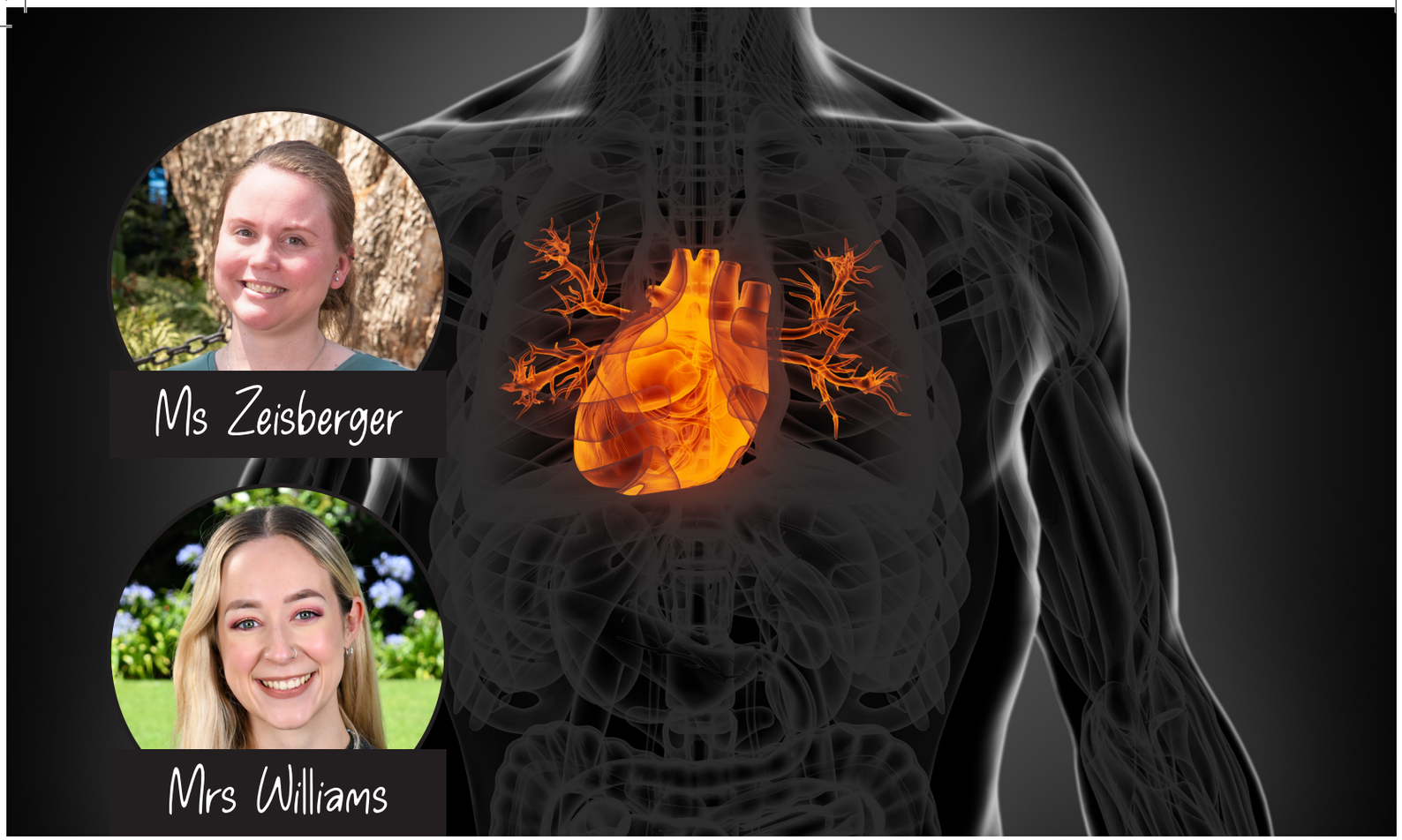
- NetBeans and Eclipse – Professional-grade Integrated Development Environments (IDEs) used by software developers across the globe.
- These platforms allow learners to write, test, and debug Java code — giving them a true taste of real-world programming.
- By the end of Grade 12, your child won’t just be learning about technology — they’ll be creating it.

## *Why choose IT?*

- Builds Future-Ready Skills – Programming, logic, problem-solving, and analytical thinking.
- High Demand – IT skills are in high demand across industries, not just in tech.
- Boosts University Applications – IT is a respected subject that prepares learners for computer science, engineering, business, and more.
- Fun and Challenging – IT is perfect for students who love puzzles, technology, or creating things from scratch.

IT is more than typing code — it’s about creating, innovating, and solving real-world problems. Equip yourself with the tools you need to thrive in the digital age. Enrol in Information Technology today and let your journey to becoming a digital innovator begin!

Information Technology




# Life Science

## *Description of Life Sciences*

Every human being, regardless of who they are, should have an understanding of their own structure and function, the structure and function of other organisms around them, and an understanding of the environment in which they live. This, in essence, is Life Sciences - the study of life.

***Life Sciences is a living, ever-changing subject, meaning that it is always relevant and fascinating.***

There are so many aspects of the subject that allow students to relate to current events and their environment, and those that lend themselves to hands-on practical work, which helps students to further grasp biological concepts.

## *Career paths and opportunities*

The study of Life Sciences is either required or strongly recommended for the study of the following careers.
It must be stressed that most of the following careers require Mathematics and Physical Science. More recently, some universities have stated that it is compulsory to have taken Life Sciences as a subject in order to apply for any medical course. Please consult university websites for more information.

Medical Sciences Examples: Doctor, Geneticist, Medical Technologist, Pathologist, Pharmacist, Nurse, Occupational and Speech Therapist, Medical Engineer, Radiologist, Psychologist, Cardiologist.

Environmental Sciences Examples: Ecologist, Horticulturist, Game-Ranger, Wildlife Management, Jobs in Forestry, Marine Biology.

Veterinarian Science - Examples: Veterinarian, Veterinary nurse, Animal Chiropractor

Food Technology - Examples: dietitian, researcher, brewer.

Education - Examples: Teacher, lecturer, researcher.

Biotechnology - Examples: Forensic Scientist.

Jobs in Sports Sciences and Ergonomics (study of people in their working environment) - Examples: Physiotherapist, Biokineticist, Ergonomist.

## *Curriculum outline*

There are 4 main knowledge areas considered in Life Sciences in Grades 10 to 12:

Tissues, Cells and Molecular Study:

- The Chemistry of life
- Cell structure, cell division (mitosis and meiosis)
- Microorganisms, diseases and immunity
- Structure and significance of DNA, protein synthesis, issues relating to cloning, DNA fingerprinting and applications to forensic science, and genetics

Structures and control of processes in Life Systems:

- Cellular respiration, photosynthesis, human nutrition
- Structural support and transport
- Nervous system, and endocrine system
- Asexual and sexual reproduction (plants, animals and humans)

Environmental Studies:

- Ecosystems and the biosphere
- Human influences on the environment

Diversity, change and continuity:

- Biodiversity of plants and animals and their conservation; Threats to biodiversity
- Adaptations for survival - symbiosis, mutualism, commensalism, parasitism, competition, and predator prey relationships
- Population dynamics
- The history of life on earth
- The theory of evolution

## *Enrichment and special events*

- Dissections (e.g. sheep heart, sheep kidney) and other practicals
- Use and care of the light microscope, preparation of wet mount slides
- Field trips (e.g. Sci Bono, Lory Park Zoo and Maropeng)

## *Skills taught in Life Sciences*

The skills taught and developed are transferable and required in all walks of life.
There is an emphasis on both group and individual work in the following areas:

- Observation skills
- Measuring skills
- Recording skills
- Numeracy skills
- Skills relating to the development of logic
- Manipulation and handling of apparatus
- Procedural skills
- Investigation skills
- Evaluation skills
- Discussion of moral and ethical issues


Mrs Harding


Mr Ramanyane


Mr Moleme


Miss Taylor


Miss Terry

# Mathematics Core

## *Mathematics*

Mathematics is quantity, structure, space and the study of change. Mathematicians seek out patterns, formulate new conjectures, and establish axiomatic systems by rigorous deduction from appropriately chosen axioms and definitions.

Mathematical problem solving enables us to understand the world around us - physical, social and economic - and, most of all, teaches us to think creatively.

***"This is a subject that is advised for students who are interested in pursuing careers in engineering, health sciences, and commerce."***

## *Curriculum outline Grade 10 - 12*

Mathematics is a subject that continually builds on foundational and conceptual knowledge. Hence, the same topics are revised each year but in more depth and breadth. More advanced topics such as Calculus are covered in the Matriculation year.

In Mathematics there are two Papers:

Paper 1 covers:
- Algebra and Equations
- Patterns and Sequences
- Finance, growth and decay
- Functions and Graphs
- Differential Calculus
- Probability

Paper 2 covers:
- Statistics
- Analytical Geometry
- Trigonometry
- Euclidean Geometry and Measurement

## *Skills taught in Mathematics*

Mathematics requires students to think critically and to reason logically. It is also a subject that requires tenacity, resilience, perseverance and hard work.
Mathematics teaches students to apply their knowledge to everyday situations and to use mathematical tools at their disposal in order to solve real world problems.

## *Enrichment and special events*

Students are encouraged to take part in the Mathematics Olympiad.

## *Career paths and opportunities*

Mathematics (or Core Mathematics) is an intellectual discipline. It is a challenging subject requiring considerable insight. Mathematics is a critical subject for a vast number of possible careers, including:

- All engineering courses
- Medicine
- Mathematical Sciences
- Information Technology
- Statistics
- Actuarial Science
- Chartered Accountant (CA)
- Finance fields
- Bio-mathematics
- Computer Sciences
- Operational research

# Mathematical Literacy

## *Mathematical Literacy*

Mathematical Literacy provides students with an awareness and understanding of the role that Mathematics plays in the modern world. It is a subject driven by real life applications of Mathematics. Mathematical Literacy enables students to develop the ability and confidence to think numerically and spatially, to interpret and critically analyse information and to solve problems.

## *Curriculum outline*

There are five key elements of Mathematical Literacy:

- The use of elementary mathematical content, that is, the focus is not on abstract mathematical concepts
- Authentic real-life contexts are used, these are relevant, current and relate to daily life
- Equipping students with the skills needed to solve familiar and unfamiliar problems in specific contexts
- Decision making and communication
- The use of integrated content drawn from a range of topics

The curriculum includes the following topics:

- Interpreting and communicating answers and calculations
- Numbers and calculations with numbers
- Patterns, relationships, and interpretations
- Application topics
- Finance
- Financial documents
- Tariff systems
- Income, expenditure, profit and loss, cost and selling price, budgets and break-even analysis
- Interest, banking, loans and investments
- Inflation
- Taxation
- Exchange rates
- Measurement
- Unit conversions
- Length, perimeter, area and volume
- Weight, temperature and time.
- Maps, plans and other representations of the physical world
- Models
- Data handling (statistics)
- Data collection, classification and organisation
- Summarising data
- Data representation and interpretation
- Probability

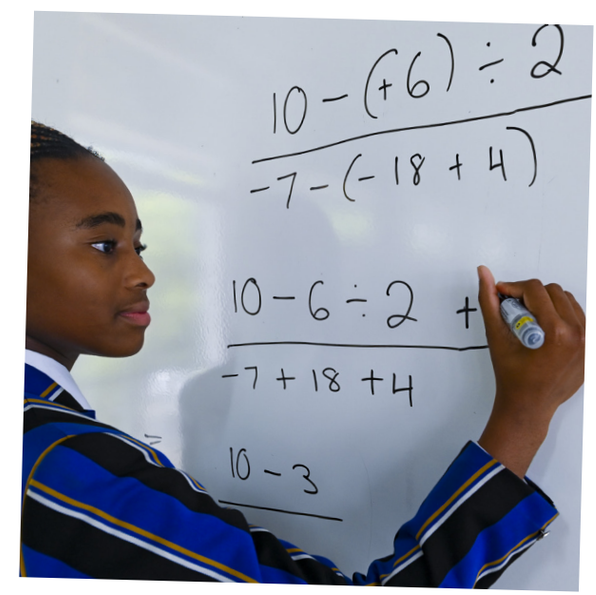
In Grade 10 the focus is on contexts that deal with personal and household situations. Grade 11 extends these to include workplace and business contexts and finally in Grade 12 national, global and more complex scenarios are introduced.

Apart from classroom teaching and assessment, Mathematical Literacy lends itself to practical projects. These may include shopping for a new apartment, budgeting for an event, building a model of a home, baking, measuring sports fields, making containers to hold specific volumes of fluids, etc.

Mathematical Literacy is offered in Grades 10, 11 and 12 as an alternative to Mathematics.

***"It is recommended for those students who will not need Mathematics as a subject to pursue their chosen careers."***

Close examination of requirements for tertiary institutions is suggested before electing to take Mathematical Literacy.




Mathematics

Mr Ramanyane

Mrs Harding

Mr Moleme

# Further Studies Mathematics

### *Further studies in Mathematics*

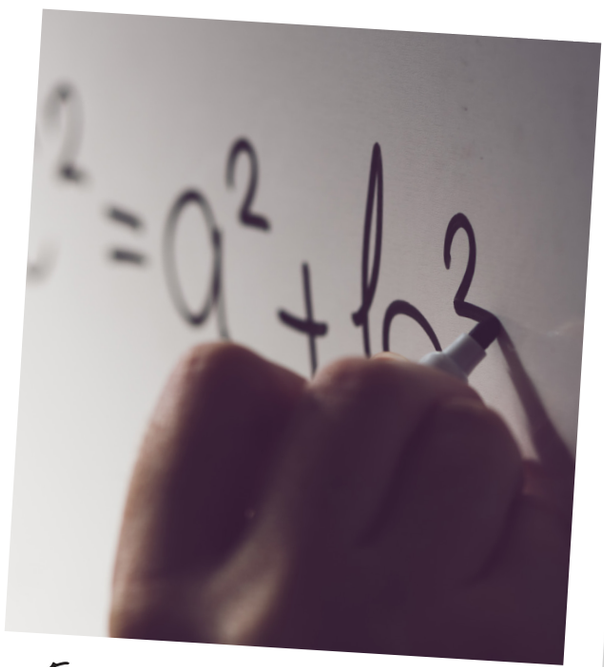
The Further studies in Mathematics (previously known as Advanced Programme Mathematics) is designed for students who have a real passion for the subject. It is a three-year course, designed for students who enjoy and achieve excellent results in Mathematics and would like more challenges in the subject.

Students must have displayed an ability to apply mathematical concepts in unknown situations. A good understanding of mathematical concepts is required, as well as the ability to make logical deductions.

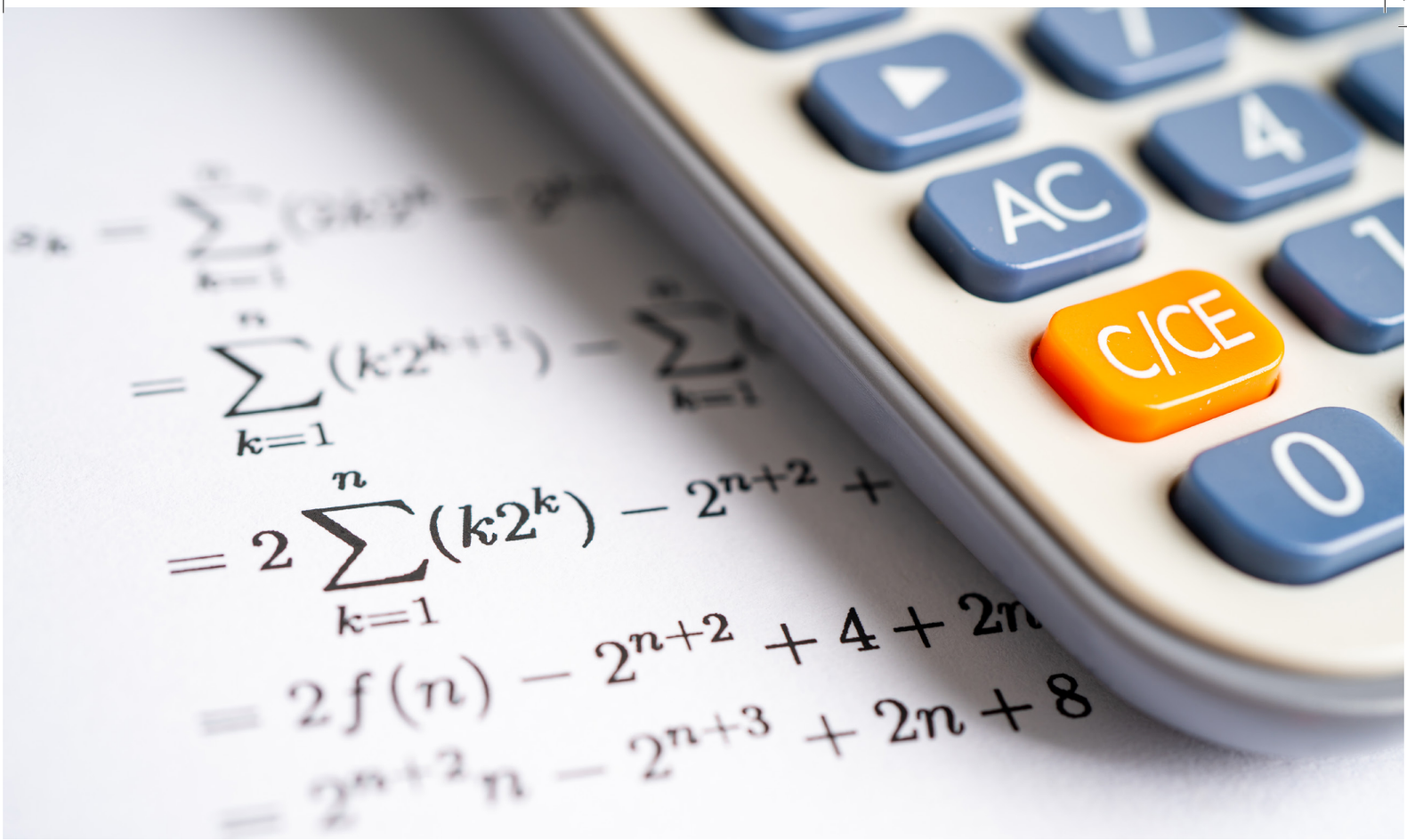
Students should have a positive attitude; a positive mathematical self-image; determination to succeed; perseverance and self-discipline and the willingness to take responsibility for their own achievements.

A work ethic of a very high standard is clearly essential. As Further Studies in Mathematics is an extra subject, it demands more work and more time.

***"It is essential that students achieve a minimum of 75% in Mathematics at the end of Grade 9 in order to take the subject in their Grade 10 year."***



Further Studies Mathematics




## *Curriculum outline*

A student may register for the Further Studies Mathematics (Standard) which consists of one core Paper primarily linked to Calculus and Algebra or the Further Studies Mathematics (Extended) which consists of the core Paper plus an elective modular Paper chosen from the 3 options of Graph Theory & Matrices, Finance & Modelling or Statistics & Probability.

In Grade 10 we try to focus on giving learners an introduction to all the modules, whereas in Grade 11 and 12 we focus on the core Paper and one chosen elective module. Currently we are doing statistics and probability as our elective choice but that is subject to change, depending on the staff member involved.

- Actuarial science
- Operations research
- Mathematical modelling
- Economic and Industrial science
- Movie and video game special effects
- Engineering
- Computational mathematics
- Theoretical and applied physics
- Statistical applications
- Data scientist.

The Further Studies result is certified separately by the IEB and cannot be used for entrance into all universities (i.e. it does not form part of the APS score required by universities). There are, however select universities who do use these results for APS purposes.

Students should consult the websites of universities for their specific requirements.

"It is strongly recommended that a student should re-evaluate their enrollment in Further Studies in Mathematics if any of their National Senior Certificate subjects fall below 60%."


# Physical Science

## *Physical Science*

Physical Sciences investigate physical and chemical phenomena. Explanations and predictions of events in the physical environment are achieved through scientific inquiry and application of scientific models, theories and laws.

Physical Sciences equip students with scientific literacy that will enable them to become responsible global citizens capable of participating objectively in socio-scientific debates.

> ***"A scientifically literate citizen makes personal decisions based on judgments made after analysis of scientific facts and figures"***

The subject aims to offer an understanding of how the physical environment works in order to benefit from it and care for it.

## *Skills taught in Physical Sciences*

Physical Sciences equip students with investigative skills, both cognitive and kinaesthetic in nature. Students gain skills of observation making, constructing a hypothesis and designing experiments. They are taught how to manipulate equipment, record the data produced and evaluate the data in order to draw meaningful conclusions that link with the theory they have learnt.

Communication and presentation skills are also key to the subject as students engage in argumentative approaches to learning such as participating in debates and research.

## *Career paths and opportunities*

Graduating in high school Physical Sciences opens doors of opportunities in pure science and combined science careers. Fields of further studies range from research work to careers in the petrochemical industries, medicine, engineering, forensics and astronomy, to name but a few.

## *Curriculum outline*

The Physical Sciences curriculum is divided into two branches of Science, Chemistry and Physics. Physics is examined in paper 1 and Chemistry in paper 2. Both papers have a focus on scientific knowledge of theory, laws, models and a practical component which forms a large portion of the learning process. The topics covered in the subject are as follows:

**Physics**

- Kinematics (motion in 1D)
- Newton's laws and their applications
- Momentum, impulse, work, energy and power
- Gravitational and electric fields
- Electric circuits
- Electrodynamics
- Photons and electrons

**Chemistry**

- Quantitative chemistry
- Chemical bonding
- Energy change and rates of reaction
- Chemical equilibrium
- Electrochemistry
- Acids and bases
- Organic chemistry

**Work covered in Grade 10**

Both Physics and Chemistry are covered in all grades from 11-12. Grade 10 Chemistry focuses on the classification of matter, states of matter and kinetic theory, the atom and periodic table, chemical bonding, physical and chemical changes. Physics covers pulses and waves, electromagnetic radiation, magnetism, motion in one dimension, mechanical energy and electricity.

**Work covered in Grade 11 and 12**

The Matric curriculum commences in Grade 11 however, assessments for the Matric portfolio are only conducted in Grade 12. The Chemistry curriculum covers quantitative chemistry, chemical bonding, energy change and rates of reactions, chemical equilibrium, acids and bases, electrochemistry and organic chemistry.

Physics covers kinematics, Newton's laws and application of Newton's laws, momentum, impulse, work, energy and power, gravitational and electric fields, electric circuits, electrodynamics, photons and electrons.

Students need to achieve 70% for Mathematics to be able to take this subject



Ms Simmonds



Artwork

# Visual Art

## *Why take Visual Art for Matric?*

At the centre of all learning lies the student's own experience. Arts education offers learners a unique way of exploring the world around them, expressing their own perceptions and discovering their own creative imagination. In this sense, arts education lies at the heart of all learning!

## *Career opportunities*

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

- Fine Arts (professional artists, visual arts educator, illustrator)
- Advertising (art directors, copywriters, entrepreneurs, marketing, photographers)
- Design and Decorating (game animation, game engineering, app design, graphic, textile, fashion, landscape, interior, product, jewellery, stage design, illustration, animation, and cartooning)
- Craft (craftspeople, product developers, operations managers)
- Architecture and the Built Environment (architects, town planners, landscape designers, decorators)
- Arts Management and Marketing (dealers, gallerists, agents, publicists, fundraisers, project managers, the world of arts auctioneering)
- Art Criticism (journalism, critics and art historians)
- Public Art (small and large scale public art events, mural artists)
- Curating and Conservation (curators, exhibition designers, conservators working in museums, public and private galleries and travelling exhibitions)
- Education and Training (teachers, trainers, materials developers, lecturers, NGOs, community arts centres, private providers)

## *Summary*

There are many varied and diverse fields or branches of Art, many of which cannot be measured, tested or even touched upon at school level. Taking Art as a subject does not necessarily mean becoming an artist who works in a studio for a living. Just as a student who takes Science is unlikely to become a scientist, so too, a learner taking Art is unlikely to become an artist.

Art teaches skills way beyond drawing etc - it inculcates life skills such as self-discipline, problem-solving, visualisation, and processing concepts creatively, learning to be comfortable with ambiguity, lateral thinking, etc.

Self-discipline, hard work and a love of the subject are key factors which should motivate your choice. As is the case with all success, it requires the individual to move beyond the comfortable and to be equipped for change and multi-disciplinary careers.

Some of the outcomes for this subject are to:

- Encourage students to think critically about the world of images around them. This skill benefits not only artists, but designers, heritage workers, architects, photographers, teachers, town planners etc. We all rely on an ability to interpret images in a critical way
- Emphasise the value of keeping artist's notebooks. These are a personal resource where ideas, sketches, images etc. can be stored for later use
- Explore visual phenomena and technical possibilities through practical projects, research, interviews and discussions
- Synthesise findings in a personal and meaningful way which not only benefits the individual but also the group.
- Humanise ourselves through the exhibition of our own work, where issues of the art-making process and representation take place.

**Work covered in practical lessons (Four lessons per week)**

Over the three years of Grade 10-12, the students will be exposed to a wide range of art making practices. Drawing and painting are essential skills that are often revisited. Other techniques that are explored include: Photography, Printmaking, Sculpture, Dress Design, Book Making, Animation, Mould Making to mention but a few.

**Work covered in Art History (One lesson per week)**

- Grade 10: Ancient Egypt to the Renaissance
- Grade 11: Neoclassicism to Fauvism
- Grade 12: Dada to Contemporary art from both South

## *Enrichments and special events*

Fortuitously St Teresa's is situated within the Keyes Art Mile, giving the art students direct access to all the galleries in the vicinity, Everard Read, Circa, TMRW Gallery and the world renowned Goodman Gallery just down the hill.

This act of being able to "see' the works of art in person and on occasion meet the artists, informs the art making process and gives our Art Students little edge above the rest. We do a yearly outing to the FNB Art Fair, which is a highlight.


# St Teresa's School

*- Founded by the Sisters of Mercy in 1930 -*

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