



*Aces*

**GRADE 10**

**INFORMATION  
BOOKLET**

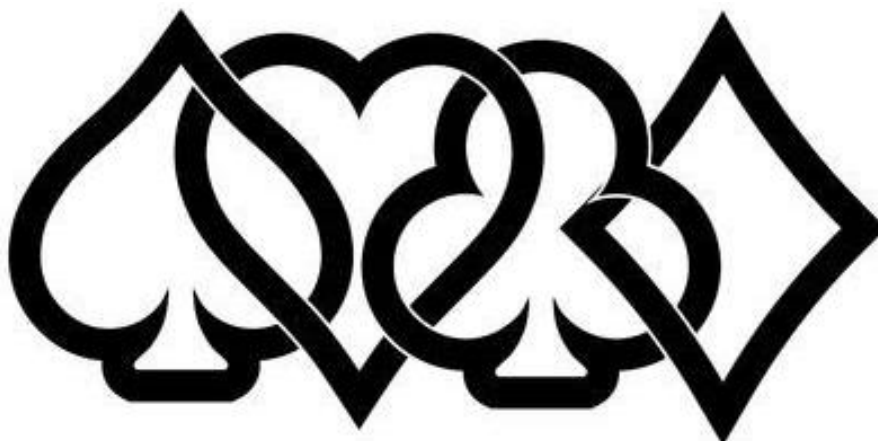


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## MISSION AND VISION

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Greenside High School is unequivocally committed to academic and extra-curricular excellence. Our goal is to enable our pupils to realise their full potential, as well as enhancing their scholastic creativity and problem- solving skills.

Not only do we aim to nurture confidence and self-worth in our young men and women, but also to enable them to distinguish themselves in their intellectual, cultural, sporting and social lives.

The Vision of Greenside High School is to produce young men and women who:

- have questioning, inquiring, creative minds;
- are self-sufficient and adaptable to change;
- strive to achieve excellence in terms of their own individual standards;
- have the high standard of education required to equip them for tertiary education;
- have some of the practical and entrepreneurial skills which will equip them for life;
- are able to realise their full potential, be this in the academics, culture or sports;
- are computer literate, able to use the computer as a tool for learning;
- are able to take their place as well rounded, productive members of society.

## THE TWELVE VALUES

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### APPRECIATION

Deep genuine sense of thankfulness and gratitude.

### ENTHUSIASM

Strong excitement about something; a feeling of active interest in something that you like or enjoy.

### COMPASSION

Kindness guided by empathy. It is carefully considering a course of action with discernment and honesty.

### COURAGE

Encourages us to innovate and take risks, inspiring chance for the better.

### HONOUR

Doing the right thing, having the highest standards and leading by example.

### INTEGRITY

The ability to do the right thing, even when no one is looking.

### COMMUNITY

We form a community to meet the common needs of all persons associated with Greenside High School by nurturing a sense of trust, belonging, safety and caring for one another.

### COURTESY

Treating others with kindness and tact. We take the time to speak and act graciously, showing people that we value and respect them

### CRITICAL THINKING

How we translate more effective thinking into better decisions, less frustration, greater confidence to pursue and achieve the most important goals in life.

### HUMILITY

Asks us to recognise that one's self is at work in progress and that struggling with one's weakness is essential to growth. Humility increases our talent and achievement alone.

### RESPECT

It is an attitude of honouring ourselves and others as people of value. We show respect in the courtesy of words, and in the tone of voice.

### OPEN-MINDEDNESS

Acknowledging the dignity of all, respecting the rights of others, refusing to hate, being open to other points of view.

## GRADE 10 SUPPORT TEAM

<b>Grade Head</b>	Ms C Stuurman	cstuurman@greensidehigh.co.za
<b>Grade Head Assistant</b>	Ms N Ngobese	nngobese@greensidehigh.co.za
<b>Deputy Principal</b>	Mr S Masombuka	smasombuka@greensidehigh.co.za

## GRADE 10 FORM TEACHERS

Community	Mr A Musasa	amusasa@greensidehigh.co.za
Compassion	Ms Sibisi	rsibisi@greensidehigh.co.za
Courage	Ms F Schwenke	fschwenke@greensidehigh.co.za
Courtesy	Mr E Matusadila	ematusdila@greensidehigh.co.za
Honour	Ms Z Dockrat	zdockrat@greensidehigh.co.za
Respect	Ms Motsepe	tmotsepe@greensidehigh.co.za





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<b>SUBJECT</b>	<b>SUBJECT HEAD OF DEPARTMENTS</b>
Afrikaans	<b>Mrs S Grobbelaar</b> sgrobbelaar@greensidehigh.co.za
Accounting	<b>Mr T Mogami</b> tmogami@greensidehigh.co.za
Business studies	<b>Mr M Diez</b> mdiez@greensidehigh.co.za
Computer Application Technology	<b>Mr L Naicker</b> lnaicker@greensidehigh.co.za
Consumer Studies	<b>Mrs S Visser</b> svisser@greensidehigh.co.za
Dramatic Arts	<b>Ms A Hicks</b> ahicks@greensidehigh.co.za
EGD	<b>Mr K Maduenyane</b> kmaduenyane@greensidehigh.co.za
English	<b>Ms S Shoolman</b> sshoolman@greensidehigh.co.za
Geography	<b>Ms P Tedder</b> ptedder@greensidehigh.co.za
History	<b>Mrs H Moyo</b> hmoyo@greensidehigh.co.za
IsiZulu First Additional Language	<b>Ms M Sibande</b> msibande@greensidehigh.co.za
Information Technology	<b>Mr L Naicker</b> lnaicker@greensidehigh.co.za
Life Orientation	<b>Ms M Yapi</b> myapi@greensidehigh.co.za
Life Sciences	<b>Mr S Sarubdeo</b> ssarubdeo@greensidehigh.co.za
Mathematics	<b>Ms V Helfer</b> vhelfer@greensidehigh.co.za
Mathematical Literacy	<b>Ms R Jeebodh</b> rjeebodh@greensidehigh.co.za
Physical Sciences	<b>Mr G Shipton</b> gshipton@greensidehigh.co.za
Visual Arts	<b>Mrs Y Schoeman</b> yschoeman@greensidehigh.co.za



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SUBJECT	GRADE 10 SUBJECT TEACHERS	EMAIL ADDRESS
Afrikaans	Ms S Buys Ms Minnies Ms Vythilingam Dr Putter	sbuys@greensidehigh.co.za aminnies@greensidehigh.co.za rvithilingam@greensidehigh.co.za pputter@greensidehigh.co.za
Accounting	Mrs T Bodhania Mr T Mogami	tbodhania@greensidehigh.co.za tmogami@greensidehigh.co.za
Business Studies	Mr S Masombuka Mr M Diez	smasombuka@greensidehigh.co.za mdiez@greensidehigh.co.za
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Consumer Studies	Ms M Yapi Mrs C Hoon Mrs S Visser	myapi@greensidehigh.co.za choon@greensidehigh.co.za svisser@greensidehigh.co.za
Dramatic Arts	Mrs A Hicks Mrs J Nolte	ahicks@greensidehigh.co.za j nolte@greensidehigh.co.za
English	Ms Z Dockrat Ms M Frandsen Ms N Ngobese Ms L Ismail	zdockrat@greensidehigh.co.za mfrandsen@greensidehigh.co.za nngobese@greensidehigh.co.za lismail@greensidehigh.co.za
Physical Science	Mr G Shipton Ms R Sibisi	gshipton@greensidehigh.co.za rsibisi@greensidehigh.co.za
Engineering Graphics and Design	Mr K Maduenyane Mr T Malope	kmaduenyane@greensidehigh.co.za tmalope@greensidehigh.co.za
Geography	Ms P Tedder	ptedder@greensidehigh.co.za





Information Technology	Mr L Naicker	lnaicker@greensidehigh.co.za
IsiZulu First Additional language	Ms M Khanyi Ms F Chioreka	mkhanyi@greensidehigh.co.za fchioreka@greensidehigh.co.za
History	Mr D France Ms T Motsepe Ms B Sibisi	dfrance@greensidehigh.co.za tmotsepe@greensidehigh.co.za bsibisi@greensidehigh.co.za
Life Orientation	Mr M Moyo Mrs F Chioreka Mr Malope Mrs J Nolte Ms J Govender Mr L Mbolekwa	mmoyo@greensidehigh.co.za fchioreka@greensidehigh.co.za tmalope@greensidehigh.co.za j nolte@greensidehigh.co.za jgovender@greensidehigh.co.za lmbolkwa@greensidehigh.co.za
Life Sciences	Mr K Gillot Mr S Sarubdeo Mrs F Seedat	kgillot@greensidehigh.co.za ssarubdeo@greensidehigh.co.za fseedat@greensidehigh.co.za
Mathematical Literacy	Mrs M Katabua Mr R Farina	mkatabua@greensidehigh.co.za rfarina@greensidehigh.co.za
Mathematics	Mr A Musasa Mrs M Mayet Mr E Matusadila Mr M Lusembo Ms B Chimanikire	amusasa@greensidehigh.co.za smayet@greensidehigh.co.za ematusadila@greensidehigh.co.za mlusembu@greensidehigh.co.za bchimanikire@greensidehigh.co.za
Visual Arts	Mrs Y Schoeman	yschoeman@greensidehigh.co.za



## PROGRESSION AND PROMOTION REQUIREMENTS

The progression and promotion requirements aim to strengthen assessment in the FET Band. These requirements ensure that clear achievable targets of competence are spelt out in the assessment of learners so that both teachers and learners aim to meet the same targets. They ensure that learner's performance is standardised across the different learning contexts across all provinces. Promotion requirements are as follows:

- a rating of 3 (40%) in English
- a rating of 3 (40%) in another home or first additional language and maths
- a rating of 3 (40%) in three other subjects and
- a rating of 2 (30%) in any other two subjects

GRADE 10 – 12 GENERIC RATING SCALE			
Rating	Description of competence		%
7	Outstanding Achievement	All aspects of assessment standards attained	80 -100
6	Meritorious Achievement	Almost all aspects of assessment standards attained	70 -79
5	Substantial Achievement	Key aspects of all assessment standards achieved	60 – 69
4	Adequate Achievement	At least half the assessment standard achieved	50 – 59
3	Moderate Achievement	A negligible number of assessment standards achieved.	40 – 49
2	Elementary Achievement	Some of the tasks were completed.	30 – 39
1	Not achieved	No requirements were met.	0 – 29

**Please note that these requirements are subject to change if directed by the GDE**



## SUBJECT CHANGE

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The Aces have selected their preferred subjects, and we cannot wait to see them excel and enjoy their subjects. However, should an Ace feel that they need to make a subject change, there are certain processes and regulations that need to be followed:

- ♠ A subject change may be made in April, after the release of term 1 results.
- ♠ The next subject change can only be made at the end of the year, after the release of the final grade 10 report.
- ♠ Aces can only change 2 subjects in 2022. (In grade 11, Aces will only be permitted to make 1 subject change at the end of term 1)

This is why it is very important that the Aces nail down their subject choice, as they will be at a serious disadvantage if they are taking subjects that they cannot realistically carry to grade 12.





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## BELL TIMES

	Monday, Tuesday, Thursday		Friday
	50 Minutes		45 Minutes
Assembly	7:30-7:55	Assembly	7:30-7:55
	1 7:55-8:45		1 7:55-8:40
	2 8:45-9:35		2 8:40-9:25
	3 9:35-10:25		3 09:25-10:10
Break	10:25-10:45	Break	10:10-10:30
Dear	10:45-11:00		4 10:30-11:15
	4 11:00-11:50		5 11:15-12:00
	5 11:50-12:40		6 12:00-12:45
	6 12:40-13:30	Break	12:45-13:15
Break	13:30-13:45	Dear	13:15-13:30
	7 13:45-14:35		7 13:30-14:15
	<b>Wednesday no cycle test</b>		<b>Wednesday Cycle Test</b>
	45 Minutes		40 Minutes
Assembly	7:30-7:55	Assembly	7:30-7:55
		Cycle Test	8:00-9:00
	1 7:55-8:40		1 9:00-9:40
	2 8:40-9:25		2 9:40-10:20
	3 09:25-10:10		3 10:20-11:00
Break	10:10-10:30	Break	11:00-11:20
	4 10:30-11:15		4 11:20-12:00
	5 11:15-12:00		5 12:00-12:40
	6 12:00-12:45		6 12:40-13:20
Grade Assembly	12:45-13:00	Grade Assembly	13:20-13:35
Break	13:00-13:15	Break	13:35-13:50
	7 13:15-14:00		7 13:50-14:30





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## TERM 1 CYCLE TESTING

DATE	GRADE 10
Wednesday 15 February	English HL 1 hr
Wednesday 22 February	Geography 1 hr
Wednesday 1 March	Life Sciences 1 hr
Wednesday 8 March	CAT 1 hr
Monday 13 March	Afrikaans/ isiZulu 1.5 hrs / 1 hr Accounting 1.5 hrs
Tuesday 14 March	Physical Sciences 2 hrs Geography 1 hr
Wednesday 15 March	Maths 1 hr Visual Arts 1 hr
Thursday 16 March	History 2 hrs English 1.5 hrs
Friday 17 March	Business studies 1.5 hrs Information Technology Theory 1 hr



## ABSENTEEISM AND LATE COMING

Learner absenteeism and late coming are unacceptable and a cause for great concern. We would like to bring the following to your attention:  
Much work is lost if learners miss even one day of school, and it becomes very difficult for a learner to catch up on missed work.

**1 or 2 days a week doesn't seem like much but ...**

<b>If a child misses ...</b>	<b>It equals ...</b>	<b>Which is ...</b>	<b>And over 12 years of school</b>
<b>1 day every 2 weeks</b>	20 days per year	4 weeks per year	1.2 school years
<b>1 day per week</b>	40 days per year	8 weeks per year	2.4 school years
<b>2 days per week</b>	80 days per year	16 weeks per year	4.8 school years
<b>3 days per week</b>	120 days per year	24 weeks per year	7.2 school years

**Being 10 minutes late for school:**

<b>My child is only missing ...</b>	<b>That equals ...</b>	<b>Which is ...</b>	<b>And over 12 years of school</b>
<b>10 min per day</b>	50 min per week (1 lesson)	Nearly 1½ weeks per year	Nearly ½ a year
<b>20 min per day</b>	1hr40min per week	Over 2½ weeks per year	Nearly 1 year
<b>30 min per day</b>	Half a school day in the week	4 Weeks per year	1.2 years of school
<b>1 hour per day</b>	An entire school day of the week	8 Weeks per year	2.4 years of school

The GDE has instituted a regulation that if a learner misses 20 or more days of school in ONE year, they can be de-registered.



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1. If a learner is sick, they must provide a sick note to their GRADE HEAD the day of their return. Alternatively, the sick note can be emailed to the GRADE HEAD.
2. If a learner missed an examination or cycle test, they MAY NOT BE ALLOWED the opportunity to write without a valid doctor's note which states that the doctor is aware of the exam or cycle test. The learner will obtain zero for this test or exam.
3. In terms of administration, it is a nightmare to keep tabs on learners who are often late. They miss work, do not receive study material and miss parts of their lessons.
4. Cycle tests are written in the first hour of school on Mondays and Fridays (unless otherwise stipulated on the cycle testing timetable). Often learners who are late do not have the full time to complete their test. Due to confidentiality and to eradicate cheating, learners will not be allowed to finish their tests at a later time if they arrive late.

In light of the above, we ask that parents ensure that their children arrive to school on time and to avoid absenteeism at all costs. Do not believe your child if they claim that no work is being done and it is not necessary to go to school. Friday Muslim prayers are accommodated on the school premises and learners are encouraged to remain at school. Parents are advised to contact Grade Heads, if they are unsure.





## PROGRAMME OF ASSESSMENT PER LEARNING AREA

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1. Afrikaans
2. Accounting
3. Business Studies
4. Computer Application Studies
5. Consumer Studies
6. Dramatic Arts
7. English
8. Engineering Graphics and Design
9. Geography
10. Information Technology
11. IsiZulu First Additional language
12. History
13. Life Orientation
14. Life Sciences
15. Mathematics
16. Mathematical literacy
17. Physical Science
18. Visual Arts







## AFRIKAANS

KWARTAAL 1	KWARTAAL 2	KWARTAAL 3	KWARTAAL 4
<b>TAAK 1</b> <b>Mondeling:</b> Luisterbegrip Time : 30 min Totaal : (10) Datum : 1-5 Febr.	<b>TAAK 4</b> <b>Mondeling :</b> Voorbereide toespraak Time: 2-3min Totaal : (20) Datum: 18-26 April	<b>TAAK 7</b> <b>Mondeling :</b> Onvorbereide toespraak Tyd : 2 min Totaal : (20) Datum : Julie	<b>TAAK 9</b> <b>Eindeksamen:</b> Vraestel 1– 80 (2 ure) Taal&B Vraestel 2 – 70 (2.5) Lettk Vraestel 3 – 100 (3) Stelw. Vraestel 4 – 50 Mondeling Datum : November
<b>TAAK 2</b> <b>Skryf :</b> Langer transaksioneel Time: 1 hours Totaal : (50) Datum : 18-25 Febr.	<b>TAAK 5</b> <b>Letterkunde taak (35)</b> 1.Kort Transaksioneel Totaal : (20) Tyd: 40 min Datum: Mei 2.Kontekstuele vrae (15) Datum: Mei	<b>TAAK 8</b> <b>Skryf :</b> Lang transaksioneel Totaal: (30) Tyd: 1 uur Datum : Augustus	
<b>TAAK 3</b> <b>Kontroletoets</b> Time : 1.5 hours Totaal : (40) 2) Leesbegrip ii) Opsomming iii) Taal Datum: 14 Maart	<b>TAAK 6</b> <b>Vraestel 1 :</b> (80) Tyd : 2 uur 2) Leesbegrip (40) ii) Opsomming (10) iii) Taal (30) <b>Vraestel 2: Letterk.</b> Tyd : 2.5 uur 2) Poësie (35) ii) Prosa (35) Datum: 6-20 Junie	<b>Kontrole toets:</b> (80) i) Leesbegrip (20) ii) Taal (30) iii) Letterkunde (30) Tyd: 1.5 uur Datum: September	



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## Accounting

<b>Term 1:</b>	Task 1:	Task 2:
	Presentation	Controlled test
Total:	50	100
Time:	In class	1 ½ hours
Date:		
<b>Term 2:</b>	Task 3:	Task 4:
	Project	June examination
Total:	50	200
Time:	In class	2 hours
Date:		
<b>Term 3:</b>	Task 5:	Task 6:
	Case study	Controlled test
Total:	50	100
Time:	In class	1 ½ hours
Date:		
<b>Term 4:</b>	Task 7: Full end-of-year examinations	
	Paper 1:	Paper 2:
Total:	150	150
Time:	2 hours	2 hours
Date:		



## Business Studies

Term 1:	Task 1:	Task 2:		
	Case Study	Controlled Test 1: Covering 5 topics from Term 1		
Total:	50	100		
Date:	Provided by GDE (TBA)	End of term		
Term 2:	Task 3:	Task 4:		
	Presentation	June Exam: 150 x 2 papers = 300 @ hours each		
Total:	50	300		
Date:	Provided by GDE (TBA)	June exam session		
Term 3:	Task 5:	Task 6:		
	Project	Controlled Test 1: Covering all topics from Term 3		
Total:	50	10		
Date:	Provided by GDE (TBA)	End of term		
Term 4:	Task 7: Full end-of-year examinations			
	Paper 1: Language	Paper 2: Literature	Paper 3: Writing	Paper 4: Oral
Total:	70	80	100	50



## Computer Application Studies

Term 1:	Task 1:			
	Theory Test – 60 min			
Total:	60			
Date:	17 March 2023			
Term 2:	Task 2	Task 3		
	Practical Test – 60 min	Mid Year Examination – Practical Paper – 3 hours	Mid Year Examination – Practical Paper – 3 hours	
Total:	60	100	100	
Date:	TBC	TBC	TBC	
Term 3:	Task 4	Task 5		
	Theory Test – 60 min	Practical Test – 60 min	Practical Assessment Task – Term 3	
Total:	60	60		
Date:	TBC	TBC		
Term 4:	Task 6		PAT	
	Year-End Examination – Practical Paper – 3 hours	Year-End Examination – Practical Paper – 3 hours	Practical Assessment Task – Term 4	
Total:	120	120	100	



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## Consumer Studies

Term 1:	Task 1:			
	Theory Test	Practical Skills Test		
Total:	70	25		
Date:				
Term 2:	Task 2:	Task 3:		
	Controlled Test	Four Practical Lessons		
Total:	100	100		
Date:				
Term 3:	Task 4:	Task 5:		
	Theory Test	Four Practical Lessons		
Total:	70	100		
Date:				
Term 4:	Task 6:	Task 7:		
	November Examination	Practical Examination		
Total:	200	100		



## Dramatic Arts

Term 1:	Task 1A:	Task 1B:	Task 2:	Content
	Practical Assessment Task [PAT] [Written component]	Practical Assessment Task [PAT] [Practical component]	Controlled Test 1	Basic Concept Portfolio South African Theatre – pre-1994 Practical Performance
Total:	25	25	50	
Term 2:	Task 3A:	Task 3B:	Task 4A:	Task 4B:
	Practical Assessment Task [PAT] [Written component]	Practical Assessment Task [PAT] [Practical component]	Controlled Test 2A: Basic Concept Portfolio South African Theatre – pre-1994 Greek Theatre	Controlled Test 2B: Practical Performance
Total:	25	25	120	120
Term 3:	Task 5A:	Task 5B:	Task 6	
	Practical Assessment Task [PAT] [Written component]	Practical Assessment Task [PAT] [Practical component]	Controlled Test 3 Basic Concept Portfolio Stylised Theatre Practical performance	
Total:	25	25	50	
Term 4:	Task 7A:	Task 7B:		
	End-of-year exam Theory	End-of-year exam Practical		
Total:	150	150		





## English HL

Term 1:	Task 1:	Task 2:	Task 3:	Task 4:
	Listening Comprehension	Transactional Writing (Informal email/formal letter of request/ Formal letter of complaint)	Unprepared Speech	Controlled Test 1: Language, summary, comprehension
Total:	15	25	15	35
Date:				
Term 2:	Task 5:	Task 6:	Task 7:	
	Writing (Narrative/Descriptive/ Argumentative essay 300 – 350 words)	Unprepared Reading	Controlled Test 2: Literature 1 seen poem 1 unseen poem Literature contextual questions	
Total:	50	10	35	
Date:				
Term 3:	Task 8:	Task 9:		
	Literature Project	Prepared Speech		
Total:	35	10		
Date:				
Term 4:	Task 10: Full end-of-year examinations			
	Paper 1: Language	Paper 2: Literature	Paper 3: Writing	Paper 4: Oral
Total:	70	80	100	50



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## Engineering Graphics and Design

Term 1:	Task 1:	Task 2:	Task 3:	Task 4:	Task 5:
	Freehand Drawing	1 <sup>st</sup> Geometrical drawing	2 <sup>nd</sup> Geometrical drawings	Control Test	
Total:	10	10	10	60	
Date:					
Term 2:	Task 5:	Task 6:	Task 7:	Task 8:	
	Construction of Elipse	Mechanical drawing	Isometric drawing	2 x 3hrs Mid-year Test	
Total:	10	10	10	100 x 2	
Date:					
Term 3:	Task 9:	Task 10:	Task 11:	Task 12:	Task 13:
	1 <sup>st</sup> Solid Geometry	2 <sup>nd</sup> Solid Geometry	Civil Drawings (Floor Plan)	Civil drawing (Sectional)	Control test
Total:	10	10	10	10	60
Date:					
Term 4:	Task 14:	Task 15:			
	PAT: Civil	Final Exam 2 x 3 Hrs Paper			
Total:	100	100 x 2			



## Geography

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Term 1:	Task 1:	Task 2:
Topics to be covered: <ul style="list-style-type: none"> <li>• <b>Structure of the atmosphere</b></li> <li>• <b>Heating of the atmosphere</b></li> <li>• <b>Moisture in the atmosphere</b></li> </ul> <b>Mapwork</b>	Climatology Test (Formal)	Mapwork Test
Total:	60 Marks	60 Marks
Date:	22 February 2023	14 March 2023
Term 2:	Task 3:	Task 4:
Topics to be covered: <ul style="list-style-type: none"> <li>• <b>Structure of the earth</b></li> <li>• <b>Plate tectonics</b></li> <li>• <b>Folding and Faulting</b></li> <li>• <b>Earthquakes</b></li> <li>• <b>Tsunamis</b></li> <li>• <b>Volcanoes</b></li> </ul> <b>Mapwork</b>	Essay	June Examination
Total:	100	150
Date:		
Term 3:	Task 5:	
Topics to be covered: <ul style="list-style-type: none"> <li>• <b>Population Distribution and Density</b></li> <li>• <b>Population Structure</b></li> <li>• <b>Population Growth</b></li> </ul> <b>Population Movements</b>	Population Test	
Total:	60	
Date:		
Term 4:	Task 6:	
Topics to be covered: <ul style="list-style-type: none"> <li>• <b>Water in the world</b></li> <li>• <b>The world's oceans</b></li> <li>• <b>Water management in South Africa</b></li> </ul> <b>Floods</b>	Final Examination P1 Final Examination P2	SBA = 40% Final Examination = 60%
Total:	150 X 2 = 300	



## Information Technology

Term 1:	Task 1:			
	Theory Test – 60 min			
Total:	60			
Date:	17 March 2023			
Term 2:	Task 2	Task 3		
	Practical Test – 60 min	Mid Year Examination – Practical Paper – 3 hours	Mid Year Examination – Practical Paper – 3 hours	
Total:	60	100	100	
Date:	TBC	TBC	TBC	
Term 3:	Task 4	Task 5		
	Theory Test – 60 min	Practical Test – 60 min	Practical Assessment Task – Term 3	
Total:	60	60		
Date:	TBC	TBC		
Term 4:	Task 6		PAT	
	Year-End Examination – Practical Paper – 3 hours	Year-End Examination – Practical Paper – 3 hours	Practical Assessment Task – Term 4	
Total:	120	120	100	



## IsiZulu First Additional language

<b>TERM 1</b>				
<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Term Total</b>
<b>Task Instruction</b>	<b>Listening Skill</b>	<b>Transactional Writing</b>	<b>Language Test</b>	
<b>Total</b>	<b>10</b>	<b>30</b>	<b>40</b>	<b>80</b>
<b>TERM 2</b>				
<b>Task Number</b>	<b>Task 4</b>	<b>Task 5</b>	<b>Task 6</b>	
<b>Task Instruction</b>	<b>Prepared Speech</b>	<b>Literature Assignment</b>	<b>June Exam Language P1 &amp; Lit. P2</b>	
<b>Total</b>	<b>20</b>	<b>35</b>	<b>150</b>	<b>205</b>
<b>TERM 3</b>				
<b>Task Number</b>	<b>Task 7</b>	<b>Task 8</b>		
<b>Task Instruction</b>	<b>Prepared Reading</b>	<b>Essay Writing</b>		
<b>Total</b>	<b>20</b>	<b>50</b>		<b>70</b>
<b>TERM 4</b>				
<b>Task Number</b>	<b>Task 9</b>	<b>Task 9</b>	<b>Task 9</b>	
<b>Task Instruction</b>	<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	
<b>Total</b>	<b>80</b>	<b>70</b>	<b>100</b>	<b>250</b>
<b>Year Mark</b>				<b>605</b>

TERM	TOPICS TO BE COVERED	ASSESSMENT	MARKS
1	★ The World Around 1600	Task 1 – World around 1600 (Source-based)	50
	<ul style="list-style-type: none"> <li>📌 Ming - China or India - Mughal</li> <li>📌 Africa - Songhai</li> </ul>	Task 2 – (Standardised Test 1) Ming - China (Source-based and Essay)	100
2	★ European Expansion		
	<ul style="list-style-type: none"> <li>📌 America (Spanish conquest) or</li> <li>📌 Africa (Dutch and English)</li> </ul>		
3	★ The French Revolution	Task 3 – Heritage Assignment	50
	★ Transformations in Southern Africa after 1750	Task 4 – (June Exam/Standardised Test 2) French Revolution (Source-based and Essay)	100
4	★ Colonial Expansion after 1750	Task 5 – Transformations in Southern Africa after 1750 (SBQ or Essay)	50
	★ The South African War and Union	Task 6 – (Test 3) Colonial Expansion and South African War (Source-based AND Essay)	100
4	<ul style="list-style-type: none"> <li>★ Transformation</li> <li>★ Colonial Expansion</li> <li>★ The Native Land Act of 1913</li> </ul>	Task 7 – (Nov Exam/Controlled Test) Three hours paper	150





## Life Orientation

TERM	TASK	ACTIVITIES	MARK	
			Recording	Reporting
1	Source-based task	Self-development and relationships. Integration of self-knowledge and careers and career choices	90	100
	Physical Education Task (PET)	Participation in activities that promote Physical Fitness	10	
2	Controlled Test	Controlled Test	100	100
3	Project	Social and environmental responsibility	90	100
	Physical Education Task (PET)	Participation in activities that promote Recreation & Relaxation	10	
4	Examination	Year-end examination	100	100
<b>FINAL MARK 400</b>				



*Aces*

## Life Sciences

Terms	1		2		3		4	
Task Number	1	2	3	4	5	6	7	8
Task Name	Practical Task	Controlled Test	Assignment	Controlled Test / Exam	Practical Task	Controlled Test	Exam Paper 1	Exam Paper 2
Mark Allocation	30	50	50	50	30	50	150	150
SBA Weighting %	10%	20%	20%	20%	10%	20%	End of year examinations	
End of year mark marks consists of the SBA mark (40%) and the end of year examinations (60%)								



*Aces*

## Mathematics

<b>Term 1:</b>	<b>Task 1:</b>	<b>Task 2:</b>	<b>Task 3:</b>
	Class test	Cycle test	Investigation
Total:	50	50	50
Date:		27 February 2023	15 March 2023
<b>Term 2:</b>	<b>Task 4:</b>	<b>Task 5:</b>	
	Cycle test	June exam	
Total:	50	100	
Date:			
<b>Term 3:</b>	<b>Task 6:</b>	<b>Task 7:</b>	<b>Task 8:</b>
	Cycle test	Class test	Cycle test
Total:	50	50	50
Date:			
<b>Term 4:</b>	<b>Task 9: Full end-of-year examinations</b>		
	Paper 1: Algebra, Functions, Finance	Paper 2: Geometry, Trig, Analytical geom, Data	
Total:	100	100	



## Mathematical literacy

TERM	TOPICS TO BE COVERED	ASSESSMENT	RAW MARK
<b>TERM 1</b>	<ul style="list-style-type: none"> <li>Numbers and calculations with numbers. Rate, ratio, proportion, percentages</li> <li>Patterns and relationships, Graphs</li> <li>Data Handling</li> </ul>	Test	50 Marks
		Investigation	50 marks
<b>TERM 2</b>	<ul style="list-style-type: none"> <li>Financial Documents, tariffs</li> <li>Length and distance, weight, volume</li> <li>Measurement, Maps and plans</li> <li>Probability</li> </ul>	Assignment	50 marks
		Test	50 marks
<b>TERM 3</b>	<ul style="list-style-type: none"> <li>Income and expenditure statements, budgets, profit/loss</li> <li>Interest, banking, loans and investments</li> <li>Perimeter and area</li> <li>Models and plans</li> </ul>	Assignment	50 marks
		Test	50 marks
<b>TERM 4</b>	<ul style="list-style-type: none"> <li>Data Handling</li> </ul>		
		Assessment Mark	100%
		Assessment Mark as a % of Promotion Mark	25%
<b>TERM 4</b>		Final Exam	150 Marks
		Paper 1 & Paper 2	75%



## Physical Science

TERM	ASSESSMENT			
	TYPE	MINIMUM MARK ALLOCATION	DURATION	CONTENT
1	Control Test	100	2 hours	All term 1 content covered.
2	June Examination (Paper 1) June Examination (Paper 2)	100 marks each	2 hours each	All term 2 content covered.
	Practical Assessment (Group experiment and Practical Test)	50 marks	3 lessons	Electric Circuits
3	Control Test	100 marks	2 hours	Waters of Crystallisation
	Practical Assessment (Group experiment and Practical Test)	50 marks	3 lessons	
4	Final Year- end Examination (Paper 1 and Paper 2)	100 marks each	2 hours each	All content covered during the course of the year



## Visual Arts

Term 1:	Task 1:	Task 2:
	Theory Test (Topic 3)	Conceptualising sourcebook (Topic 1)
Total:	50	100
Date:		
Term 2:	Task 3:	Task 4:
	Theory Mid-year Examination (Topic 3)	Conceptualisation sourcebook (Topic 1)
Total:	100	100
Date:		
Term 3:	Task 5:	Task 6:
	Theory Test (Topic 3)	Retrospective Exhibition
Total:	50	100
Date:		
Term 4:	Task 7:	
	Paper 2 Practical Examination	
	Paper 1 Written Examination	
Total:	100 + 100	





*Aces*

## MATHEMATICS INTERVENTION

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Dear Parent/Guardian

If your child has gaps in his/her Maths knowledge, and is at risk of battling with Maths, then it is very important that he/she start getting extra help and revision.

The school psychologists, Nicole Economou and Aileen Morrison, are also available to meet learners and their parents regarding scholastic difficulties. Please feel free to email them

[nicolepsychologist@gmail.com](mailto:nicolepsychologist@gmail.com)  
[aileenm@iburst.co.za](mailto:aileenm@iburst.co.za).

Please feel free to contact the Mathematics HOD, Ms V Helfer if you would like to discuss your child's Maths in more detail.

[vhelfer@greensidehigh.co.za](mailto:vhelfer@greensidehigh.co.za)



### ASSESSMENTS: CHILDREN WITH LEARNING BARRIERS, EMOTIONAL DIFFICULTIES AND SPECIAL NEEDS

Dear Parents and Guardians

A full **Psycho-Educational assessment** on your child gives insight into his/her cognitive, emotional and scholastic functioning. Based on the results and analysis of the assessment, recommendations are made. These recommendations become **modes of intervention** so that your child can flourish and have **their learning and emotional needs met**.

If you are concerned about the **learning gaps** or **emotional difficulties** your child is currently experiencing, I encourage you to go for an assessment.

An assessment is about taking action when you know your child may be experiencing difficulties. The assessment will tap into any learning difficulties your child may be experiencing. If your child has an **attention, reading, writing, hearing or visual difficulty** or is suffering from anxiety or from a **diagnosed medical condition**, your child **IS entitled to receive concessions for examinations** (ie: extra time during exams, a rest break, a reader, large print, a computer, a scribe).

With regards to **applications** for exam concessions, the Gauteng Department of Education (GDE) request that we submit a full **history of your child's difficulties and what interventions were implemented**, a **full psychological report** and other relevant **school documents from teachers**.

An example of an eligible candidate for concessions is a child with: **learning difficulties** (this includes a **reading** and/or **writing** (eg: spelling, dyslexia) difficulty/ **attention** difficulty) and/or an **anxiety** disorder, a **physical** disability or a child that has experienced a **recent trauma**. Concessions may mean the exam is presented in large print, the learner has a rest break during the exam, the learner writes in a separate venue, the learner uses a scribe or a reader. It may also be that your child performs well but **executes** the material **very slowly** and **runs out of time** during exams.



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The Department of Education will **not** grant concessions unless there has been a **history of learning and /or emotional difficulties**. We will need all the background history and past documents and reports that substantiate your child's

learning barriers. Furthermore, the Department want to see **what support systems/interventions** have been put in place to remedy the difficulty **over the years** (e.g.: remedial work, occupational therapy, speech therapy, psychotherapy, medication).

There are many psychologists to go to in private practice. Feel free to source your own practitioner. Below are a few contacts of psychologists that I know and trust who will do the full Psycho-Educational Assessment.

- Aileen Morrison 078 282 3527 (Greenside)
- Nefeli Sfetsios 082 764 3573 (Greenside)
- Jonathan Bosworth 083 703 5121 (Greenside)
- June Manala 084 880 0801
- Johannesburg Parent and Child Counselling Centre (JPCCC in Parktown) - 011 484 1734 ( fees can be negotiated)
- UJ (PsyCad) – University of Johannesburg – 011 559 4441



*Aces*

*Class of 2025*



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