

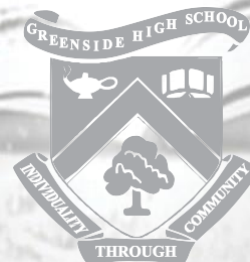
GREENSIDE HIGH SCHOOL

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Class of
2024 ¼

GRADE 11 KNOWLEDGE SEEKERS 2023 LEARNER AND PARENT INFORMATION BOOKLET



M.A.G.I.C 2024 $\frac{1}{4}$

MAY ALL GROW IN...

COMMUNITY COMPASSION COURAGE CCOURTESY

CCRITICAL THINKING CONSCIENCE COMMITMENT CONSISTENCY

COOOPERATION CREATIVITY CCITIZENSHIP CCHARACTER

CONFIDENCE CONSCIOUSNESS CCIVILITY

CCHARITY COMMUNITY CONSIDERATION

CONTEMPLATION CONTRIBUTION

CULTURAL AWARENESS

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Dearest Knowledge Seekers,

We are sharing our best wishes to you today to highlight some important life lessons that we have learned throughout many years of experience. These lessons, much like our own brand of M. A. G. I. C. 2024 $\frac{1}{4}$ that we practice at Greenside, are not only relevant to your education, but also to your future endeavours and the way you will navigate through the world.

First and foremost, we would like to speak about the power of courage. Just as a wizard must have the courage to cast a spell, it takes great bravery to stand up for what is right, even in the face of danger. It is important to remember that true courage is not the absence of fear, but the triumph over it. We urge you to always have the courage to speak up and take action when you see injustice or inequality, just as a true Knowledge Seeker would.

Another important value is compassion. Showing empathy and understanding towards others is crucial for creating a harmonious and inclusive society, much like how a spell of "Lumos" illuminates the darkness and brings light to all. It is important to remember that everyone has their own struggles and challenges and it is through compassion that we can truly understand and support one another.

Respect and appreciation are also vital for success. By showing respect for others and their opinions, we are able to build stronger relationships and create a more positive and productive environment, much like how the spell "Expecto Patronum" creates a protective atmosphere around us. Appreciation, on the other hand, is about recognising and valuing the contributions of others.

Enthusiasm and community are also crucial for success. Having a positive attitude and a willingness to take on new challenges can open up many opportunities, much like how our imagination allows us to fly and explore new heights. It is also important to be a part of a community, whether it is a school, a neighbourhood, or a larger

society. Being part of a community means working together towards a common goal and supporting one another along the way, so that we may disarm opponents and protect ourselves and others.

In addition to these values, we would also like to stress the importance of courtesy, critical thinking, honour, humility, integrity, and open-mindedness. Being courteous and polite to others is a sign of respect and can help to create a more pleasant and harmonious environment. Critical thinking, on the other hand, is about being able to analyse and evaluate information in order to make informed decisions, much like how hard work opens doors and unlocks new possibilities. Honour, humility, and integrity are about being true to oneself and having a strong sense of morality, so that we may follow the path of greatness. And finally, open-mindedness is about being willing to consider new ideas and perspectives, even if they may be different from our own so that we may explore new heights.

In closing, I urge you to keep these values in mind as you continue on your journey. Remember that courage, compassion, respect, appreciation, enthusiasm, community, courtesy, critical thinking, honour, humility, integrity, and open-mindedness are all essential for success. May you all continue to grow and learn, and may you have the courage to face whatever challenges may come your way. Remember, just as magic requires imagination, practice and dedication, so does living a fulfilling and meaningful life.

Magically yours

Prof Hixi, Lady Ismail & Lord Farina



OUR MISSION AND VISION

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 academic, cultural or sporting field;
- are able to use ICT (information and computer technologies) in their everyday lives to further their education and be lifelong learners;
- are able to take their place as well rounded, productive members of society.

THE 12 VALUES OF OUR SCHOOL

Pillars support and provide structure to a building. Similarly, the following values and morals create the foundation for our school. These should always guide every member of our Greenside High community.

APPRECIATION

ENTHUSIASM

COMMUNITY

COMPASSION

COURAGE

COURTESY

CRITICAL THINKING

HONOUR

HUMILITY

INTEGRITY

OPEN MINDEDNESS

RESPECT

GRADE 11

SUPPORT TEAM

**FOR ALL PASTORAL CONCERNS
CONTACT YOUR GRADE HEADS**

Grade Head	Ms A Hicks	ahicks@greensidehigh.co.za
Assistant Grade Head	Ms L Ismail	lismail@greensidehigh.co.za
Assistant Grade Head	Mr R Farina	rfarina@greensidehigh.co.za
Deputy Principal	Dr G Barry	gbarry@greensidehigh.co.za

**FOR ANY ACADEMIC CONCERNS
CONTACT YOUR SUBJECT TEACHER FIRST AND
THEN THE HOD OR SUBJECT HEAD**

SUBJECT	HOD/SUBJECT HEAD
Accounting	Mr T. Mogami tmogami@greensidehigh.co.za
Business Studies	Mr M. Diez mdiez@greensidehigh.co.za
Afrikaans	Ms S. Grobbelaar sgrobbelaar@greensidehigh.co.za
Information Technology (IT)	Mr L. Naicker lnaicker@greensidehigh.co.za
Consumer Studies	Ms S. Visser svisser@greensidehigh.co.za
Computer Application Technology (CAT)	Ms T. Mduli tmduli@greensidehigh.co.za
Dramatic Arts	Ms A. Hicks: ahicks@greensidehigh.co.za
Engineering Graphics and Design (EGD)	Mr K Maduenyane: kmaduenyane@greensidehigh.co.za
English	Ms S. Shoolman sshoolman@greensidehigh.co.za
Geography	Ms P. Tedder: ptedder@greensidehigh.co.za
History	Ms H. Moyo hmoyo@greensidehigh.co.za
IsiZulu	Ms M. Sibande: msibande@greensidehigh.co.za

Life Orientation	Ms M Yapi myapi@greensidehigh.co.za
Life Sciences	Mr S. Sarubdeo: ssarubdeo@greensidehigh.co.za
Mathematics	Mrs V. Helfer: vhelfer@greensidehigh.co.za
Mathematical Literacy	Ms R. Jeebodh: rjeebodh@greensidehigh.co.za
Physical Science	Mr. G. Shipton gshipton@greensidehigh.co.za
Visual Arts	Mrs S. van Zyl: svanzyl@greensidehigh.co.za

SUBJECT EDUCATORS	Email address	
AITKEN, MS J	jaitken@greensidehigh.co.za	Business Studies
BODHANIA, MS T	tbodhania@greensidehigh.co.za	Accounting
BOUWER, MR C	cbouwer@greensidehigh.co.za	Afrikaans
BUYS, MS S	sbuys@greensidehigh.co.za	Afrikaans
DIEZ, MR M	mdiez@greensidehigh.co.za	Business Studies
FARINA, MR R	rfarina@greensidehigh.co.za	Mathematical Literacy
FRANSEN, MS M	mfransen@greensidehigh.co.za	English
FRANCE, MR D	dfrance@greensidehigh.co.za	History
GILLOT, MR K	kgillot@greensidehigh.co.za	Life Sciences
GOVENDER, MS J	jgovender@greensidehigh.co.za	Life Orientation
GROBBELAAR, MS S	sgrobbelaar@greensidehigh.co.za	Life Orientation
HELPER, MS V	vhelfer@greensidehigh.co.za	Mathematics
HICKS, MS A	ahicks@greensidehigh.co.za	Dramatic Arts
HOON, MS C	choon@greensidehigh.co.za	Life Orientation/Consumer Studies
ISMAIL, MS, L	lismail@greensidehigh.co.za	English
JEEBODH, MS R	rjeebodh@greensidehigh.co.za	Mathematical Literacy
KATABUA, MS E	ekatabua@greensidehigh.co.za	Mathematical Literacy
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MASOMBUKA, MR S	smasombuka@greensidehigh.co.za	Life Orientation
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MBOLEKWA, MR L	lmbolekwa@greensidehigh.co.za	Life Orientation
MDLULI, MS T	tmdluli@greensidehigh.co.za	CAT
MINNIES, MS A	aminnies@greensidehigh.co.za	Afrikaans
MKHWANAZI, MS P	pmkhwanazi@greensidehigh.co.za	Physical Sciences
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MOTSEPE, MS T	tmotsepe@greensidehigh.co.za	History

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NAICKER, MR L	lnaicker@greensidehigh.co.za	Information Technology
PROTOPAPPAS, MS E	eprotopappas@greensidehigh.co.za	Life Orientation
PUTTER, DR P	pputter@greensidehigh.co.za	Afrikaans
REED, MS S	sreed@greensidehigh.co.za	Geography
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SEEDAT, MS F	fseedat@greensidehigh.co.za	Life Sciences
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SHIPTON, MR G	gshipton@greensidehigh.co.za	Physical Sciences
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STUURMAN, MS C	cstuurman@greensidehigh.co.za	English
VERIAVA, MS T	tveriawa@greensidehigh.co.za	English
VISSER, MS S	svisser@greensidehigh.co.za	Consumer Studies
YAPI, MS M	myapi@greensidehigh.co.za	Life Orientation

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 ...

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

Being 10 minutes late for school:

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

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 controlled 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.

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. This is their Grade 11 year and every single LESSON is vital.

WHITE SHIRT

- A long-sleeved white shirt, with the school tie.
- A short-sleeved white shirt may be worn in warm weather, with the school tie.
- Vests worn under shirts must be plain white. **No printed T-shirts.**

JERSEY

- Beige long sleeved or sleeveless regulation jersey may **ONLY** be worn **UNDER** the blazer.
- The PT tracksuit top **DOES NOT** replace the jersey and it may only be worn in extremely cold weather with the jersey (**not instead** of the jersey).
- In extremely cold weather when the tracksuit top is worn with the jersey it must be worn with full winter uniform.

BLAZER

- **COMPULSORY**
- Green blazer with the school badge.
- **Blazers must be worn in public and when learners leave or enter the school property in school uniform.**

TIE

- **COMPULSORY**
- Regulation school tie.
- Tie may not be personalised in any way shape or form.
- Plain metal tie clips are permissible.



BLACK SHOES

- Black regulation lace-up shoes or traditional buckled school shoes.
- Shoes must be polished, and laces tied.
- Boots, running shoes, sneakers, takkies and trainers are **NOT** permitted.
- Plain grey or black socks are to be worn with trousers. **No other colours.**
- Socks should not have any designs in a different colour.

GREY TROUSERS

- Regulation slim-fit school trousers. **No skinny fit trousers may be worn.**
- Plain black or grey leather belt with a plain, reasonably sized buckle should be worn with the trousers. **No large buckles are allowed.**
- **No zips at the bottom of the trouser legs, or other modifications.**
- Trousers may not be rolled up.

HEAD SCARF

- A learner may choose, for religious reasons, to wear a bottle green head scarf:
 - The scarf must be worn with the grey trousers and white shirt, together with the school tie and blazer.
 - Scarves should be worn properly, and should not dangle loosely around the neck or head.
 - No additional adornments are allowed.
- A learner with a **red blazer** may choose to wear a matching red, bottle green or black head scarf.

BLAZER

- **COMPULSORY**
- Green blazer with the school badge.
- **Blazers *must* be worn in public and when learners leave or enter the school property in school uniform.**

WHITE SHIRT

- A long-sleeved white shirt, with the school tie.
- A short-sleeved white shirt may be worn in warm weather, **with the school tie** – no open neck shirts.
- Vests worn under shirts must be plain white. **No printed T-shirts.**

JERSEY

- Beige long sleeved or sleeveless regulation jersey may **ONLY** be worn **UNDER** the blazer.
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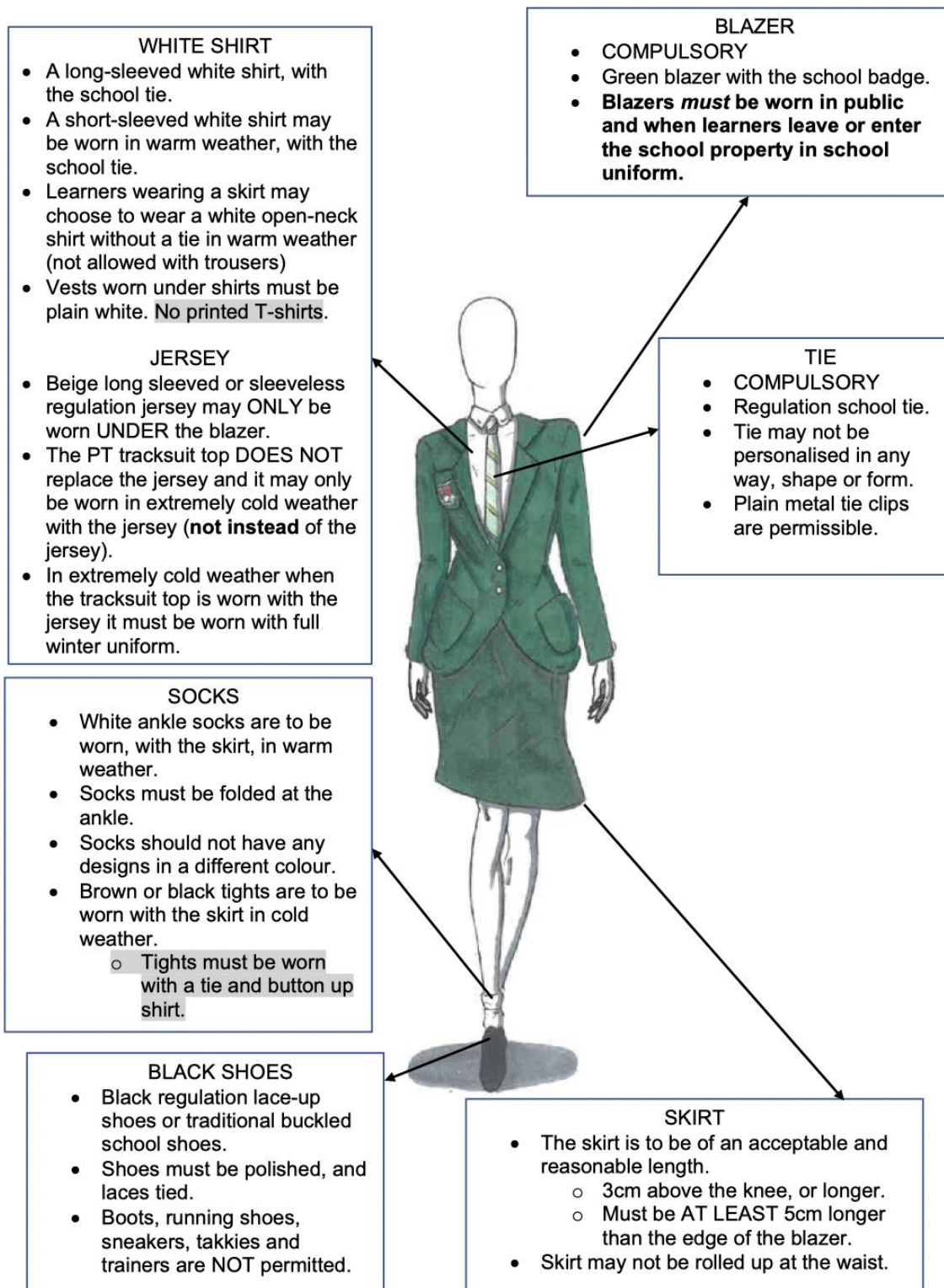
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CONTROLLED TESTS

TERM ONE

DATE		SUBJECT
WEDNESDAY 15 FEB		ENGLISH 1HR
WEDNESDAY 22 FEB		CONSUMER STUDIES 1HR
WEDNESDAY 1 MARCH		GEOGRAPHY 1HR
WEDNESDAY 8 MARCH		VISUAL ARTS 1HR
DATE	SESSION	SUBJECT
MONDAY 13 MARCH	1	ENGLISH 1.5HRS
	2	LIFE SCIENCES 1HR
TUESDAY 14 MARCH	1	PHYSICAL SCIENCES 2HRS
	2	AFRIKAANS/ISIZULU 1.5HRS 1HR
WEDNESDAY 15 MARCH	1	HISTORY 2HRS
	2	BUSINESS STUDIES 1.5HRS
THURSDAY 16 MARCH	1	IT THEORY 1HR
	2	CAT 1HR
FRIDAY 17 MARCH	1	ACCOUNTING 1.5HRS
	2	GEOGRAPHY 1HR

PROGRAMMES OF ASSESSMENT

1. Accounting
2. Afrikaans
3. Business Studies
4. Computer Applications Technology
5. Consumer Studies
6. Dramatic Arts
7. EGD
8. Electrical Technology
9. English
10. Geography
11. History
12. Information Technology
13. Isizulu
14. Life Orientation
15. Life Sciences
16. Mathematics
17. Mathematical Literacy
18. Physical Science
19. Visual Arts

All programmes of assessment are subject to change.

ACCOUNTING

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



AFRIKAANS EAT

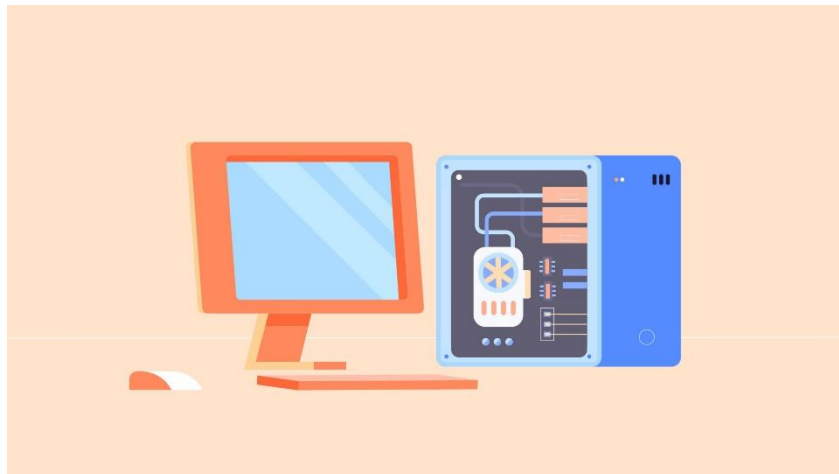
KWARTAAL 1	KWARTAAL 2	KWARTAAL 3	KWARTAAL 4
TAAK 1 Mondeling: Luisterbegrip Time : 30 min Totaal : (10) Datum : 1-5 Febr.	TAAK 4 Mondeling : Voorbereide toespraak Time: 2-3min Totaal : (20) Datum: 18-26 April	TAAK 7 Mondeling : Voorbereide lees Totaal : (20) Datum : Julie	TAAK 9 Eindeksamen: Vraestel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

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

CAT

Term 1:	Task 1:	Task 2		
	Theory Test – 60 min	Practical Test – 60 min		
Total:	60	60		
Date:	16 March 2023	TBC		
Term 2:	Task 3			
	Mid Year Examination – Practical Paper – 3 hours	Mid Year Examination – Practical Paper – 3 hours		
Total:	120	120	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:	150	150	100	



CONSUMER STUDIES

Term 1:	Task 1:	Task 2:
	March controlled test Topics: <ul style="list-style-type: none"> • Design elements and principles • Fibres and fabrics 	Skills test (marks added in fourth term)
Total:	70	25
Date:		
Term 2:	Task 3:	Task 4:
	Mid-Year Examination Topics: <ul style="list-style-type: none"> • Design elements and principles • Fibres and fabrics • Food and nutrition • Housing and interior 	Practical lessons 1-4 <ul style="list-style-type: none"> • Yeast products • Choux paste • Swiss roll and novelty cakes • Milk tart
Total:	150	100
Date:		
Term 3:	Task 5:	Task 6:
	September controlled test Topics: <ul style="list-style-type: none"> • The consumer 	<ul style="list-style-type: none"> • Practical lessons 1-4 • Sugar cookery • Chutney and jam • Pie crust • Soft meringue
Total:	75	100
Date:		
Term 4:	Task 7:	Task 8:
	November examination	PAT
Total:	150	100

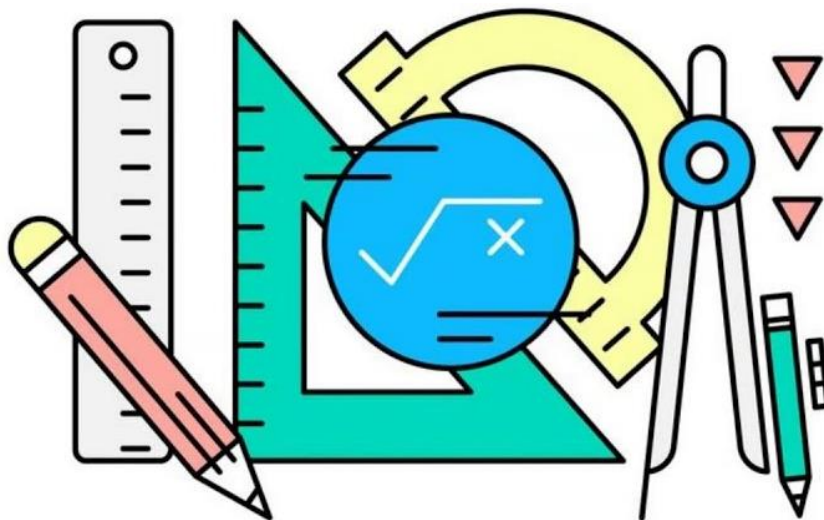
DRAMATIC ARTS

Term 1:	Task 1A:	Task 1B:	Task 2:	
	Practical Assessment Task [PAT] [Written component]	Practical Assessment Task [PAT] [Practical component]	Controlled Test 1	
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: Theory	Controlled Test 2B: Practical Performance
Total:	25	25	150	150
Term 3:	Task 5A:	Task 5B:	Task 6	
	Practical Assessment Task [PAT] [Written component]	Practical Assessment Task [PAT] [Practical component]	Controlled Test 3	
Total:	25	25	50	
Term 4:	Task 7A:	Task 7B:		
	End-of-year exam Theory	End-of-year exam Practical		
Total:	150	150		



EGD

Term 1:	Task 1:	Task 2:	Task 3:	Task 4:	Task 5:
	Mechanical Analytical	1 st Mechanical Assembly	2 nd Mechanical Assembly	Isometric Drawing	Control Test
Total:	10	10	10	10	60
Date:					
Term 2:	Task 6:	Task 7:	Task 8:	Task 9:	
	Two Point Perspective	Civil Drawings (Floor plan and Elevations)	Civil Drawings (Sectional)	2 x 3hrs Mid-year Test	
Total:	10	10	10	100 x 2	
Date:					
Term 3:	Task 10:	Task 11:	Task 12:	Task 13:	
	1 st Solid Geometry	2 nd Solid Geometry	Interpenetration and development	3 rd Mechanical Assembly	Control test
Total:	10	10	10	10	60
Date:					
Term 4:	Task 14:	Task 15:	Task 15:		
	Loci of CAMS	PAT: Civil	Final Exam 2 x 3 Hrs Paper		
Total:	10	100	100x 2		



ELECTRICAL TECHNOLOGY

Term 1:	Task 1:	Task 2:	Task 3:
	Assignment/Test	PAT: Simulation 1	PAT: Simulation 2
Total:	50	40	40
Date:			
Term 2:	Task 4:	Task 5:	Task 6:
	PAT: Simulation 3	1 x Test	Mid-year Control Test
Total:	40	50	150
Date:			
Term 3:	Task 7:	Task 8:	Task 9:
	PAT: Simulation 4	Assignment/Test	PAT: Design Process
Total:	40	50	70
Date:			
Term 4:	Task 10:	Task 11:	
	PAT: Make (Model)	Final year exam	
Total:	30	150	



ENGLISH HOME LANGUAGE

Term 1:	Task 1:	Task 2:	Task 3:	Task 4:
	ORAL: Listening Comprehension	WRITING: Transactional Texts	ORAL: Unprepared Speech	TEST 1: Language in context
Total:	15	25	15	35
Date:	TBC	15 February 2023	TBC	13 March 2023
Term 2:	Task 5:	Task 6:	Task 7:	
	WRITING: Essay writing	ORAL: Unprepared Reading	TEST 2: Literature Poetry and Novel	
Total:	50	10	35	
Date:	TBC	TBC	TBC	
Term 3:	Task 8:	Task 9:		
	LITERATURE: Literature project	ORAL: Prepared Speech		
Total:	35	10		
Date:	TBC	TBC		
Term 4:	Task 10: Full end-of-year examinations			
	PAPER 1: Language I context	PAPER 2: Literature	PAPER 3: Writing	
Total:	70	80	100	

GEOGRAPHY

Term 1:	Task 1:	Task 2:
Topics to be covered: Earth's Energy Balance Global Air Circulation Africa's weather and Climate Droughts and Desertification Mapwork	Climatology Test (Formal)	Mapwork Test
Total:	60 Marks	60 Marks
Date:	01 March 2023	17 March 2023
Term 2:	Task 3:	Task 4:
Topics to be covered: Structural Landscapes Slopes Mass Movement Mapwork	Research Assignment	June Examination
Total:	100	150
Date:		
Term 3:	Task 5:	
Topics to be covered: Frameworks for Development Trade Development Issues Aid	Development Test	
Total:	60	
Date:		
Term 4:	Task 6:	
Topics to be covered: Resources Energy Sources	Final Examination P1 Final Examination P2	SBA = 40% Final Examination = 60%
Total:	150 X 2 = 300	

HISTORY

TERM	TOPICS TO BE COVERED	ASSESSMENT	MARKS
1	★ Communism in Russia 1900 - 1940 & Revolutions February/October 1917 & Lenin's Policies & Stalin's Five Year Plan	Task 1 – Lenin & Stalin (Source-based or Essay)	50
	★ Capitalism in USA 1900 - 1940 & Wall Street Crash & New Deal	Task 2 – (Standardised Test 1) Wall Street Crash and New Deal	100
2	★ The Ideas of Race	Task 3 – Heritage Assignment	50
	★ Nationalism & African Nationalism & Afrikaner Nationalism	Task 4 (June Exam/Standardised Test 2) Communism & Capitalism	200
3	★ Nationalism & Middle East & Ghana	Task 5 (Test 3) Afrikaner & African Nationalism	100
	★ Apartheid	Task 6 (Source-based OR Essay) Apartheid	50
4	★ Communism ★ Capitalism ★ Ideas of Race ★ Nationalism ★ Apartheid	Task 7 Final Exam Paper 1 Paper 2	100

INFORMATION TECHNOLOGY

Term 1:	Task 1:	Task 2	
	Theory Test – 60 min	Practical Test – 60 min	
Total:	60	60	
Date:	16 March 2023	TBC	
Term 2:	Task 3		
	Mid Year Examination – Practical Paper – 3 hours	Mid Year Examination – Practical Paper – 3 hours	
Total:	120	120	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:	150	150	100



ISIZULU ULIMI LOKUQALA LOKWENGEZA

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

LIFE ORIENTATION

	Assessment Task	Mark per term		
TERM 1	Topics to be covered: <ul style="list-style-type: none"> ★ Development of self in Society ★ Career and career choices ★ Participation in activities that promote Physical Fitness 	1. Source-based Task	90 marks	100 marks
		2. Physical Education Task (PET)	10 marks	
TERM 2	★ MID-YEAR EXAM	1. Examination	100 marks	100 marks
TERM 3	<ul style="list-style-type: none"> ★ Environmental issues ★ Lifestyle Choices ★ Participation in activities that promote Recreation & Relaxation 	1. Project Investigation	90 marks	100 marks
		2. Physical Education Task (PET)	10 marks	
TERM 4	★ Final year Examination	1. Examination	100 marks	100 marks
FINAL MARK				400
PROMOTION MARK				400/4=100

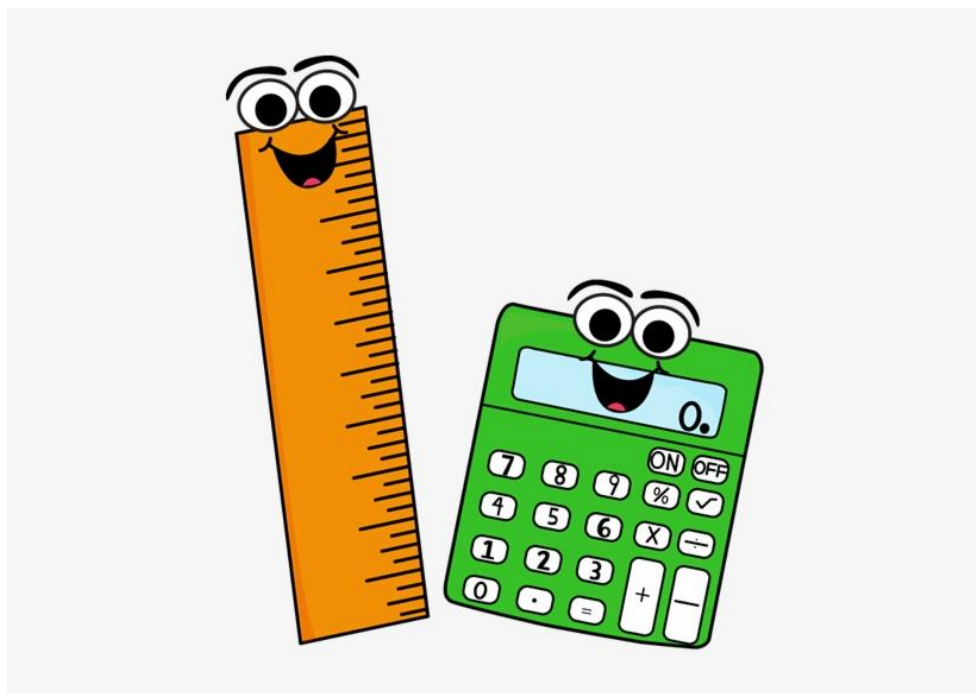
LIFE SCIENCES

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%)								



MATHEMATICS ASSESSMENT

Term 1:	Task 1:	Task 2:	Task 3:
	Investigation test	Class test	Cycle test
Total:	45	50	50
Date:	January 2023		Friday 2 March 2023
Term 2:	Task 4:	Task 5: June exam	
	Cycle test	Paper 1	Paper 2
Total:	50	100	100
Date:			
Term 3:	Task 6:	Task 7:	Task 8:
	Cycle test	Class test	Cycle test
Total:	50	50	50
Date:			
Term 4:	Task 9: Full end-of-year examinations		
	Paper 1: Algebra, Functions, Probability, Finance	Paper 2: Geometry, Trig, Data, Analytical geom	
Total:	100	100	

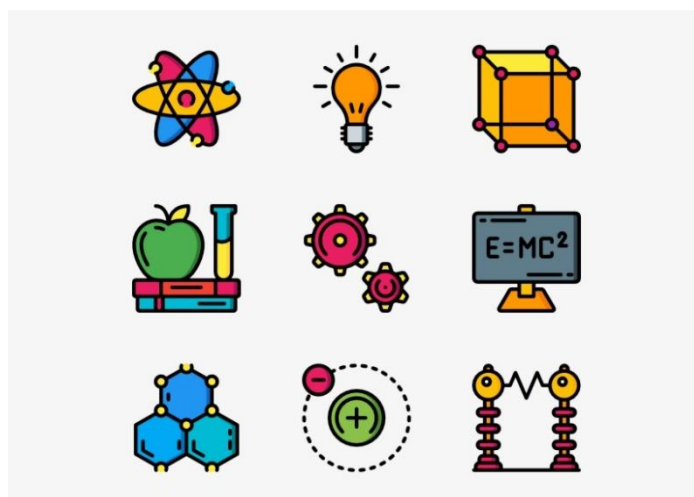


MATHEMATICAL LITERACY

TERM	TOPICS TO BE COVERED	ASSESSMENT	RAW MARKS
TERM 1	<ul style="list-style-type: none"> Patterns and relationships Conversion, temperature, length, distance Financial documents, income and expenditure statements, budgets, cost and selling price, Break-even analysis, tariff systems 	Investigation	50 marks
		Test	50 marks
TERM 2	<ul style="list-style-type: none"> Taxation and Tariffs Data Handling Probability Maps and plans 	Assignment	50 marks
		Test	50 marks
TERM 3	<ul style="list-style-type: none"> Scale, maps, models and plans Measurement Exchange Rates 	Assignment	50 marks
		Test	50 marks
TERM 4	<ul style="list-style-type: none"> Maps, Plans and other representations 		
		Assessment Mark	100%
		Assessment Mark as a % of Promotion Mark	25%
TERM 4		Final Exam	200 marks
		Paper 1 and Paper 2	75%

PHYSICAL SCIENCES

TERM	ASSESSMENT			
	TYPE	MINIMUM MARK ALLOCATION	DURATION	CONTENT
1	Control Test	100	2 hours	All term 1 content covered
	Practical Assessment (Group experiment and Practical Test)	50 (Captured in term 2)	3 lessons	Application of Newton's Laws
2	June Examination (Paper 1)	100 each	2 hours each	All term 2 content covered
	June Examination (Paper 2)			
3	Control Test	100	2 hours	All term 3 content covered
	Practical Assessment (Group experiment and Practical Test)	50	3 lessons	Acids and Bases (Titration)
4	Final Year-end Examination (Paper 1)	150 each	3 hours each	All content covered during the course of the year
	Final Year-end Examination (Paper 2)			
	Final Year-end Examination (Paper 2)			



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	

PSYCHOLOGY SERVICES



GREENSIDE HIGH SUPPORT UNIT

Who are we and what do we do?

We are Nicole Economou and Aileen Morrison. We are psychologists who have a passion for working with adolescents. Our role is to collaborate with members of staff, parents and other relevant professionals, to ensure the wellbeing of all GHS learners. We identify what support learners need to manage social, emotional, behavioural, and learning difficulties. We provide short-term therapeutic support to learners as we see learners for a maximum of 6 sessions. If a longer intervention is required, then we provide guidance as to where that support can be provided outside of the school setting.

Who can refer a learner to the support unit?

Learners can request an appointment if they feel it may be helpful to have a space to talk. We are based in room A1.2. Learners can either email us and one of us will set up a time to meet nicolepsychologist@gmail.com aileenpsychologist@gmail.com or write us a note and slip it under our office door and one of us will contact them to set up a time to meet. Parents can refer their child to the support unit. Requests must be emailed to the grade heads and the grade heads will forward that referral onto the support unit.

What about academic challenges and exam accommodations?

Often educators are the first to suggest a psycho-educational assessment for your child. This is based on observations that happen within the classroom. Behavioural challenges such as lack of attention, poor concentration, and

avoidance of academic tasks may indicate that your child is struggling with the demands of learning. Assessments offer a valuable tool for gaining clearer and deeper understanding of an individual's abilities, strengths and areas that require support. An accommodation assessment is used to determine if a learner requires certain support or accommodations such as extra time, a reader or scribe etc to help him/her achieve his/her potential. The ONLY way to apply for exam accommodations is to have a full assessment and then an application is made to the GDE. A full psycho-educational assessment which thoroughly assesses the barrier to learning and a comprehensive clinical history is required by the GDE. We do not administer full psycho-educational assessments at school, so we refer to the psychologists listed below who are known to the school and have a special interest in the field of assessments.

- Aileen Morrison (Linden) 078 28 23 527
- Marilena Deroukakis (Blairgowrie) 082 335 8728
- Shireen Ismail (Crosby) 011 837 1120
- Gillian Berkowitz (Parktown North) 082 330 4217
- June Manala (West Rand) 084 8800801
- Viviana Schewendinger (Fairlands) 082 807 3989
- The Johannesburg Parent and Child Counselling Centre 011 484 1734
- UJ (PsyCad) University of Johannesburg 011 559 4441