



GRADE 9 2023



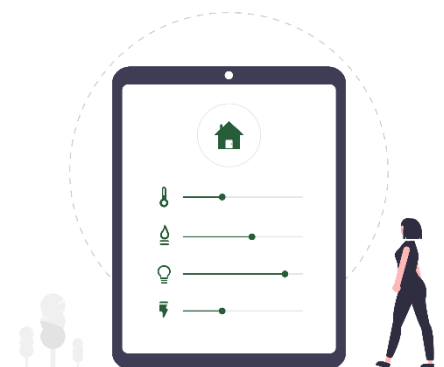
LEARNER AND PARENT INFORMATION BOOKLET



*I feel a great regard for trees; they represent age
and beauty and the miracles of life and growth.”
~ Louise Dickinson Rich*

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MISSION AND VISSION

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 realize 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 TWELVE VALUES

APPRECIATION	ENTHUSIASM	COMMUNITY	COMPASSION	COURAGE
Deep genuine sense of thankfulness and gratitude.	Strong excitement about something; a feeling of active interest in something that you like or enjoy.	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.	Kindness guided by empathy. It is carefully considering a course of action with discernment and honesty.	Encourages us to innovate and take risks, inspiring chance for the better.

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

GRADE 9 SUPPORT TEAM

Grade Head	<u>Ms J. Aitken</u>	<u>jaitken@greensidehigh.co.za</u>
Grade Head	Ms F. Chioreka Ms M. Yapi	<u>fchioreka@greensidehigh.co.za</u> <u>myapi@greensidehigh.ac.za</u>
Deputy Principal	Dr G. Barry	<u>gbarry@greensidehigh.co.za</u>

PSYCHOLOGICAL SERVICES	
Nicole Economou	<u>nicolepsychologist@gmail.com</u>
Aileen Morrison	<u>aileenpsychologist@gmail.com</u>

SUBJECT	HOD/SUBJECT HEAD
Afrikaans	Ms S Grobbelaar sgrobbelaar@greensidehigh.co.za
Creative Arts	Mrs <u>Y Schoeman</u> yschoeman@greensidehigh.co.za
EMS	Mr M. Diez mdiez@greensidehigh.co.za
English	Ms S. Shoolman sshoolman@greensidehigh.co.za
IsiZulu	Ms M. Sibande: msibande@greensidehigh.co.za
Life Orientation	Ms. M. Yapi myapi@greensidehigh.co.za
Natural Sciences	Mr S. Sarubdeo: ssarubdeo@greensidehigh.co.za
Mathematics	Mrs V. Helfer: vhelfer@greensidehigh.co.za
Physical Science	Mr. G. Shipton gshipton@greensidehigh.co.za
Social Studies	Ms H. Moyo hmoyo@greensidehigh.co.za
Technology	Mr K Maduenyane: kmaduenyane@greensidehigh.co.za

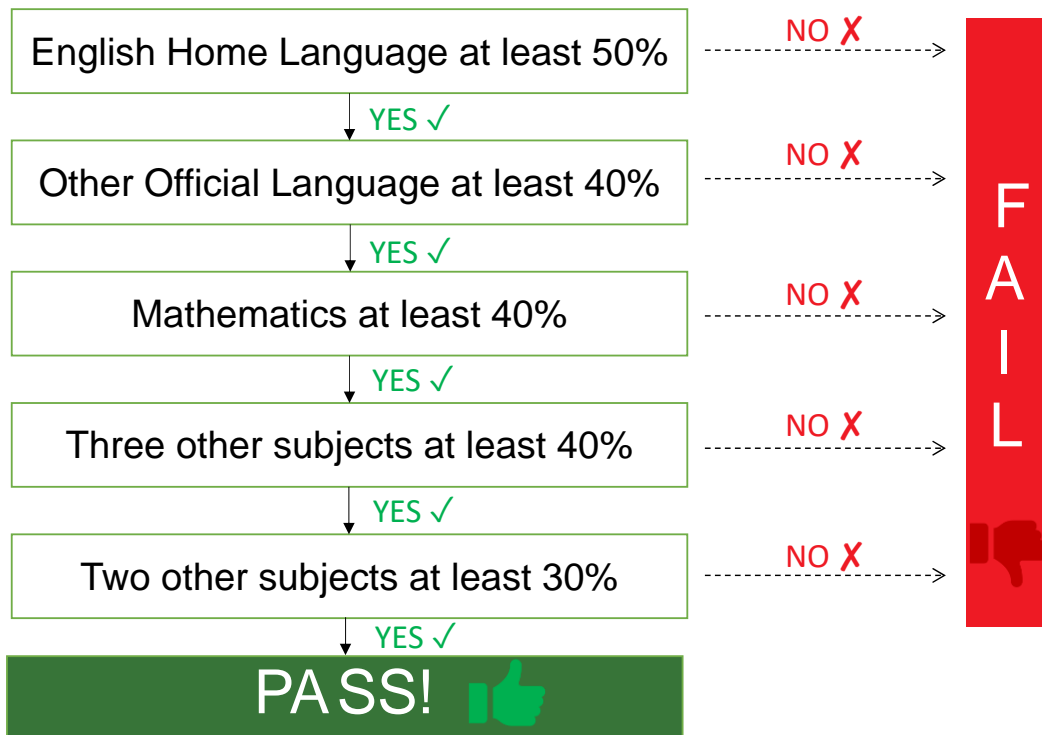


PROMOTION REQUIREMENTS



PROMOTION REQUIREMENTS

SENIOR PHASE ~ GRADE 8 AND 9



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. The sick note can be emailed to the GRADE HEAD(s) and subject teachers should be copied in on the communication.
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 difficult for teachers 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 (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 avoid absenteeism at all costs. Do not believe your children if they claim that no work is being done and it is not necessary to go to school.



CONTROLLED SCHOOL BASED TESTING TIMETABLE TERM 1

Bell Times 2023

	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
	Wednesday no cycle test		Wednesday Cycle Test
	45 Minutes		40 Minutes
Assembly	7:30-7:55	Assembly	7:30-7:55
	1 7:55-8:40	Cycle Test	8:00-9:00
	2 8:40-9:25		1 9:00-9:40
	3 09:25-10:10		2 9:40-10:20
Break	10:10-10:30		3 10:20-11:00
	4 10:30-11:15	Break	11:00-11:20
	5 11:15-12:00		4 11:20-12:00
	6 12:00-12:45		5 12:00-12:40
Grade Assembly	12:45-13:00		6 12:40-13:20
Break	13:00-13:15	Grade Assembly	13:20-13:35
	7 13:15-14:00	Break	13:35-13:50
			7 13:50-14:30



EXTRA LESSON ROSTER

SUBJECT	
Afrikaans	
Creative Arts	By appointment only
EMS	By appointment (M1)
English	Mondays (T1.1) 14:50-15:50
IsiZulu	Thursdays (P3)
Life Orientation	By appointment only
Natural Sciences	Alternate Wednesdays after school.
Mathematics (workshop)	Thursdays (F2.2) 14:50 – 15:50
Social Studies	By appointment only
Technology	By appointment only





GREENSIDE HIGH SCHOOL

GAUTENG DEPARTMENT OF EDUCATION
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Tel: (011) 646-0113 | Email: info@greensidehigh.co.za
www.greensidehigh.co.za

Dear Parents/Guardians

Introduction of English HL Support Programme

Greenside High School has embarked on a new venture to provide additional support in English Home Language to learners whom we believe will benefit academically from this programme. Our aim is to assist our learners by providing them with strong basic or 'foundational' knowledge and reinforcing language and literary skills, thereby ensuring that they achieve good results in English.

We trust that all parents and guardians will assist us in ensuring the success of this programme in order to promote the academic progress of our learners.

Should your child be selected to participate in the programme after school hours, you will be given a form granting permission for their participation. There is no additional cost involved.

Sincerely

S Shoolman
HOD English

C Straus
Principal

PROGRAMME OF ASSESSMENTS

The information provided here is provisional and subject to change. Please communicate directly with subject- and department heads with regards to subject information.

Expert English

Extra lessons for those extra marks.

GRADE 8 - WEDNESDAYS (H3.3)

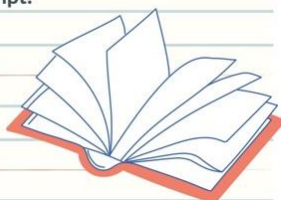
GRADE 9 - MONDAYS (H2.1)

GRADE 10 - WEDNESDAYS (F1.1)

GRADE 11 - THURSDAYS (F1.2)

GRADE 12 - THURSDAYS (H2.3)

Expert English takes place directly after school for an hour.
Please be prompt.



AFRIKAANS

CREATIVE ARTS

EMS

ENGLISH

ISIZULU

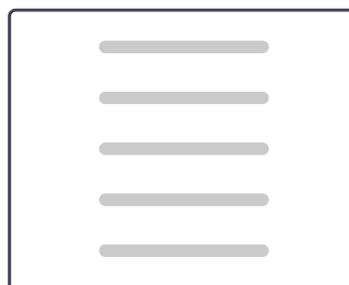
LIFE ORIENTATION

NATURAL SCIENCES

MATHEMATICS

SOCIAL STUDIES

TECHNOLOGY



AFRIKAANS

KWARTAAL 1 TAAK 1	KWARTAAL 2 TAAK 1	KWARTAAL 3 TAAK 6	KWARTAAL 4 TAAK 9
Mondeling: Hardop lees Totaal: - Datum : 18-22 Jan (Voltooi kw 2)	Mondeling: Hardop lees Totaal: (20) Datum : 18-22 Jan	Kreatiewe skryfprojek Fase 1: Navorsing Totaal : 20 Datum : Julie	Transaksionele skryf 1x lank of 2 x Kort Totaal : 20 Datum : Oktober
TAAK 2 Skryf : Opstel Totaal : (40) Tyd : 1 uur Datum : 8 Maart	TAAK 4 Skryf: Transaksionele tekste 2x kort of 1 x lank Totaal : (20) Datum: 20-28 April	TAAK 6 Kreatiewe Skryfprojek Fase 2 : Skryf Totaal: (30) Tyd: 1uur Datum : Augustus	TAAK 10 Eindeksamen: 70 Vraag 1 : Lit/Nie-Lit Totaal : 25 Vraag 2 : Visuele Teks Totaal : 15 Vraag 3 : Opsomming Totaal : 10 Vraag 4 : Taal Totaal : 20 Datum : November
TAAK 3 Kontroletoeets 1 Totaal : (70) i) Leesbegrip (40) ii) Opsomming(10) iii) Taal (20) Tyd: 1.5 uur Datum: 15 Maart	TAAK 5 Eksamen vraestel Totaal : 70 i)Leesbegrip (40) ii)Opsomming (10) iii)Taal (20) Tyd: 1.5 uur Datum: 6-13 Junie	TAAK 7 Kreatiewe Skryfprojek Fase 3 : Mondeling Totaal : - Datum : Augustus (Voltooi kw 4)	TAAK 7 Mondeling : Vorbereide praat (Voltooi uit kw 3) Totaal : 20 Datum : Oktober
		TAAK 8 Respons op teks Totaal : 30 Prosa : 10 Gedig : 10 Kortverhaal: 10 Datum: September	



CREATIVE ARTS

Grade 9 CREATIVE ARTS ASSESSMENT PLAN 2023

Term 1:	Task 1:	Task 2:		
	Art Form 1: Drama Dialogue	Art Form 2: Visual Arts Create in 2D – Artwork The Scream		
Total:	50	50		
Date:				
Term 2:	Task 3:	Task 4:	Task 5:	Task 6:
	Art Form 1: Drama Improvisation- Fables	Art Form 2: Visual Arts Create in 3D – Portraiture bag design	Art Form 1: Drama Theory Assessment	Art Form 2: Visual Arts Theory Assessment
Total:	50	50	50	50
Date:				
Term 3:	Task 7:	Task 8:		
	Art Form 1: Drama Monologue	Art Form 2: Visual Arts Create in 2D – Art poster Social commentary		
Total:	50	50		
Date:				
Term 4:	Task 9:	Task 10:	Task 11:	Task 12:
	Art Form 1: Drama Television advertisement	Art Form 2: Visual Arts Create in 3D - Product design	Art Form 1: Drama Theory Assessment	Art Form 2: Visual Arts Theory Assessment
Total:	50	50	50	50



ECONOMIC AND MANAGEMENT SCIENCES

Term 1:	Task 1:	Task 2:
	Assignment	Controlled test
Total:	50	50
Time:	In class	1 hour
Date:		
Term 2:	Task 3:	
	June examination	
	Paper 1:	Paper 2:
Total:	50	50
Time:	1 hour	1 hour
Date:		
Term 3:	Task 4:	
	Project	
Total:	50	
Time:	In class	
Date:		
Term 4:	Task 5: Full end-of-year examinations	
	Paper 1:	Paper 2:
Total:	70	80
Time:	1 hour	1 hour
Date:		



ENGLISH

Term 1:	Task 1:	Task 2:	Task 3:	
	Orals: Reading aloud (start in Term 1, continue in Term 2)	Essay: Narrative/Descriptive, Reflective	Controlled Test : Language-20 Summary-10 Comprehension-25 Visual literacy-15	
Total:	20	40	70	
Date:				
Term 2:	Task 1 :	Task 4:	Task 5:	
	Orals: Reading aloud (continue in Term 2)	Transactional writing: (2 short or 1 long) To be written before controlled test	Controlled Test 2: Language-20 Summary-10 Comprehension-25 Visual literacy-15	
Total:	20	20	70	
Date:				
Term 3:	Task 6:	Task 7:	Task 8:	
	Creative Writing Project Step 1: Research Step 2: Writing	Creative Writing Project Step 3: Oral presentation	Response to Literature: Q1: Poem Q2: Novel/Drama Q3: Short Stories/ Folklore	
Total:	20 + 20	20	30	
Date:				
Term 4:	Task 7: Oral (Continuation from Term 3)	Task 9: Transactional Writing	Task 10 Controlled Test 2: Language-20 Summary-10 Comprehension-25 Visual literacy-15	
Total:	20	20	70	



ISIZULU

GREENSIDE HIGH SCHOOL

ISIZULU ULIMI LOKUQALA LOKWENGEZA
IBANGA: 09

PROGRAM OF ASSESSMENT
2023

TERM 1				
Task Number	Task 1	Task 2	Task 3	Term Total
Task Instruction	Prepared Reading	Essay Writing	Comprehension - 25 Visual - 15 Summary - 10 Language Structures - 20	
Total	00	40	70	110
TERM 2				
Task Number	Task 1 - Completion	Task 4	Task 5	
Task Instruction	Prepared Reading	Transactional Writing	Comprehension - 25 Visual - 15 Summary - 10 Language Structures - 20	
Total	20	20	70	110
TERM 3				
Task Number	Task 6	Task 7	Task 8	
Task Instruction	Research Project	Oral Presentation - Project	Literature Test	
Total	50	20	30	100
TERM 4				
Task Number	Task 9	Task 10		
Task Instruction	Transactional Writing	Comprehension - 25 Visual - 15 Summary - 10 Language Structures - 20		
Total	20	70		90
Year Mark				410

NATURAL SCIENCES

TERM 1 LIFE and LIVING	Topics to be covered:	Assessment 1: Controlled Test	60 marks
	Unit 1: Photosynthesis and Respiration Unit 2: Interactions and Interdependencies Unit 3: Microorganisms	Assessment 2: Practical Task	40 marks
TERM 2 MATTER and MATERIALS	Topics to be covered:	Assessment 3: Controlled Test	60 marks
	Unit 1: Atoms Unit 2: Particle Model of Matter Unit 3: Chemical Reactions	Assessment 4: Practical Task	40 marks
TERM 3 ENERGY and CHANGE	Topics to be covered:	Assessment 5: Controlled Test	60 marks
	Unit 1: Static Electricity Unit 2: Energy Transfer in Electrical Systems Unit 3: Electrical Circuits Unit 4: Visible Light	Assessment 6: Practical Task	40 marks
TERM 4 EARTH and BEYOND	Topics to be covered: Unit 1: The Solar System Unit 2: Beyond the Solar System Unit 3: Exploring Space	Assessment 7: FINAL EXAMINATION	100 marks



MATHEMATICS

Grade 9 MATHEMATICS ASSESSMENT PLAN 2023

Term 1:	Task 1:	Task 2:	
	Class test	Cycle test	
Total:	50	50	
Date:		1 March 2023	
Term 2:	Task 3:	Task 4:	Task 5:
	Investigation	Class test	June exam
Total:	50	50	120
Date:	17 March		
Term 3:	Task 6:	Task 7:	Task 8:
	Project	Class test	Cycle test
Total:	50	25	50
Date:			
Term 4:	Task 9: Full end-of-year examinations		
	Paper 1: Algebra	Paper 2: Geometry	
Total:	75	75	

Maths (workshop) venue T2-4 at 14:00-15:50

At the Maths Workshop the teacher will summarise the previous week or two's work and give revision exercises to reinforce the work covered in class. These workshops will take place 15 mins after school for ONE hour. As teaching takes place in these workshops, learners should not be late.

- At the consultations learners can come and work on Maths homework, revision, and study for a cycle test or exams, with a teacher available to give assistance (and extra practice, if needed). Learners can come and go freely as no formal lesson takes place.



SOCIAL STUDIES

TERM 1	Topics to be covered: 📍 Mapwork Skills	Map Skills – 50 marks
	📍 World War II (1919 – 1945)	Controlled Test – 50 marks
TERM 2	Topics to be covered: 📍 Development Issues 📍 The Nuclear Age and the Cold War	June Exam/Controlled Test Map Skills – 35 marks Development Issues – 40 marks World War II: 35 marks & Nuclear Age and the Cold War 40 marks
TERM 3	Topics to be covered: 📍 Surface Forces that Shape the Earth 📍 Turning Points in South African History	Surface Forces that shape the Earth – 50 marks Turning Points (Projects) – 50 marks
TERM 4	Revision 📍 Turning Points in South Africa ❖ Resource Use and Sustainability	Nov Exam/Controlled Test Geography (Surface Forces – 35 marks & Resource Use and Sustainability – 40 marks) = 75 marks History (Turning Points 1948 & 1950 – 35 marks and 1960, 1976 & 1994 – 40 marks) = 75 marks



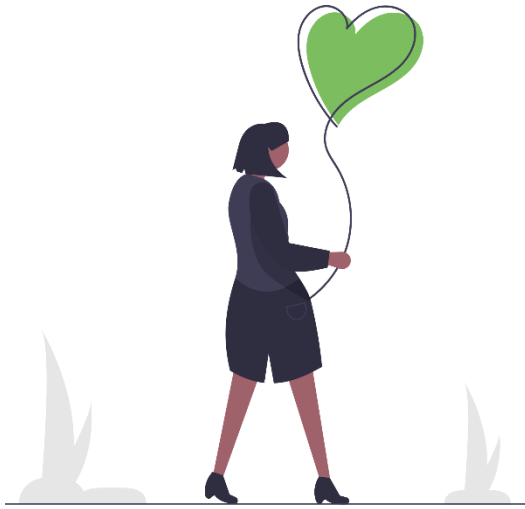
TECHNOLOGY

Term 1:	Task 1:	Task 2:	Task 3:	Task 4:
	PAT 1: Structures Section A: Design Process <ul style="list-style-type: none"> Occupational Health And Safety Structures Informal Test: Drawing (10) 	PAT 1: Section B Graphical communication <ul style="list-style-type: none"> Freehand Drawing 1st Geometrical Construction 	Control Test	
Total:	40	30	60	
Date:				
Term 2:	Task 5:	Task 6:	Task 7:	
	PAT 2: Mechanical System and Control Section A: Design Process <ul style="list-style-type: none"> Hydraulics and Pneumatics Pulleys, Mechanical advantage Gears-Types ,Gear ratio and Movements 	PAT 2: Section B Graphical communication <ul style="list-style-type: none"> Lever's 3 Classes One-way control systems 	Mid-year Control Test	
Total:	40	30	100	
Date:				
Term 3:	Task 8:	Task 9:	Task 10	
	PAT 3: Electrical System & Control Section A: Design Process <ul style="list-style-type: none"> Simple circuits, Components symbols, Ohm's law, 	PAT 3: Section B Graphical communication Isometric Drawings	Control Test	

	<ul style="list-style-type: none"> Switches and Sensors. 			
Total:	40	30		
Date:				
Term 4:	PAT 4: Processing Section A: Design Process <ul style="list-style-type: none"> Painting and Galvanising Types of Plastic (Recycling) 	PAT 4: Graphical communication Civil drawings	Task 11: Full end-of-year examinations	
Total:	40	30	100	



PSYCHOLOGICAL 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

