CLIFTON COLLEGE

Grade 10 Subject Information Booklet
Table of Contents

Introduction: Grade 10 Subject Package Choices ................................................................. 3
Clifton Academic Programme 2016 ......................................................................................... 4
Example of a Subject Choice Form ......................................................................................... 6
Getting into Higher Education ................................................................................................. 8
FET Promotion requirements and achievement ratings ......................................................... 9
Grade 10 Subject Choices and Study Options ....................................................................... 10
Subject Information ................................................................................................................ 12
  English Home Language ....................................................................................................... 11
  Afrikaans (Second Language) ............................................................................................. 13
  isiZulu (First Additional Language) ..................................................................................... 15
  Mathematics ........................................................................................................................ 16
  Mathematical Literacy ......................................................................................................... 18
  Life Orientation ................................................................................................................... 20
  Engineering, Graphics and Design ....................................................................................... 21
  Information Technology ...................................................................................................... 23
  Life Sciences ....................................................................................................................... 25
  Physical Science ................................................................................................................ 27
  Dramatic Arts ...................................................................................................................... 28
  History ................................................................................................................................. 30
  Geography .......................................................................................................................... 32
  The Visual Arts .................................................................................................................. 34
  Business Studies ................................................................................................................ 35
  Accounting .......................................................................................................................... 37

ADDENDA:
  Why Clifton chose to write the IEB Senior Certificate exams ............................................ 40
  UCT Progress Study on IEB Students ................................................................................. 42
GRADE 10 SUBJECT PACKAGE CHOICES

Please read through the documentation in this information booklet carefully before making a decision about which subjects to take in Grade 10.

Bear in mind that you are not expected to know exactly what career you wish to follow and it is quite normal to be undecided! If you do have a strong feeling about a career path for yourself, it is important to consider that your feelings may well change between now and your matriculation year, as other factors come into play. What you need to do is to look at a subject choice that is going to offer you as many career path options as possible. A broader range of subjects, rather than a specific scientific, commercial or arts slant is advisable.

The following information is included in the booklet:

Clifton Academic Programme, 2016

Subject Choice Form

The National Senior Certificate (NSC) – ISASA document

FET promotion requirements and achievement ratings

Getting into Higher Education

Grade 10 Subject Choices and Study Options

Subject Information

Should you require any further information please feel free to contact Mrs Bowley at bbowley@clifftonschool.co.za or arrange for an interview with Mr Farquharson at ffarquharson@clifftonschool.co.za. Both can also be contacted on 031 312 2147.
CLIFTON ACADEMIC PROGRAMME 2016

CURRICULUM

Clifton follows the Revised National Curriculum Statement. The school subscribes to the Independent Examination Board (IEB) and boys are prepared for the IEB examinations which are benchmarked internationally for entry into tertiary studies.

SUBJECT CHOICES - GRADES 10 to 12

Subjects are offered in packages, which have been approved by the relevant education authorities, and boys are guided in their choice of subject package. All subjects offered by Clifton are part of the university designated subjects list and count towards university acceptance. Boys are always encouraged to seek “degree pass” status but the system is designed to cater for the interests and aptitudes of the individual boys.

Boys should study seven subjects. The approved subjects are found in two groups. Group A comprises Fundamentals, which are compulsory. Four subjects are taken in Group A: English, a choice of Afrikaans First Additional Language or IsiZulu First Additional Language, Mathematics or Mathematical Literacy and Life Orientation. Group B comprises a number of electives divided on three timetable lines and boys should select one subject from each line.

<table>
<thead>
<tr>
<th>Grade 12</th>
<th>Grade 11</th>
<th>Grade 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line 4</td>
<td>Line 4</td>
<td>Line 4</td>
</tr>
<tr>
<td>Physical Science</td>
<td>Physical Science</td>
<td>Physical Science</td>
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<tr>
<td>Life Sciences</td>
<td>Life Sciences</td>
<td>Life Sciences</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Information Technology</td>
<td>Information Technology</td>
</tr>
<tr>
<td>Business Studies</td>
<td>Business Studies</td>
<td>Business Studies</td>
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<tr>
<td>History</td>
<td>History</td>
<td>History</td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Line 5</td>
<td>Line 5</td>
<td>Line 5</td>
</tr>
<tr>
<td>Accounting</td>
<td>Accounting</td>
<td>Accounting</td>
</tr>
<tr>
<td>History</td>
<td>History</td>
<td>History</td>
</tr>
<tr>
<td>Geography</td>
<td>Geography</td>
<td>Geography</td>
</tr>
<tr>
<td>Business Studies</td>
<td>Business Studies</td>
<td>Business Studies</td>
</tr>
<tr>
<td>Life Sciences</td>
<td>Life Sciences</td>
<td>Life Sciences</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Visual Arts</td>
<td>Visual Arts</td>
</tr>
<tr>
<td></td>
<td>Engineering, Graphics, &amp; Design</td>
<td>Engineering, Graphics, &amp; Design</td>
</tr>
</tbody>
</table>
## Note:

Pupils may not change subjects once they have entered Grade 11 save with special permission granted by the IEB.

An additional subject may be taken but this will be self-study as the academic timetable does not make allowance for this. The NSC regulations state that the allocated academic time may only be used for the seven subjects.

### IMMIGRANT STATUS

A boy qualifies for immigrant status if he entered a South African school for the first time after Grade 7 and will not be required to take a second additional language. If he intends to enroll in a South African university, it is in his interest to take a second language, as the universities view this favourably. If no language is offered he will have to offer a seventh subject in place of the language. The choices at Clifton in this regard are as follows: Business Studies, Geography or History.

### ACCOMMODATIONS

A boy qualifies for an accommodation for his matriculation examination after serious consideration by both the school psychologist and the IEB. Boys are given time concessions, spelling concessions and for other extreme cases. Please note that from 2014, if a boy is allowed the concession of an electronic reader for the final examinations, electronic readers will not be available for the following subjects: Physical Sciences, Accounting, EGD and Mathematics.

<table>
<thead>
<tr>
<th>Line 6</th>
<th>Line 6</th>
<th>Line 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Accounting</td>
<td>Accounting</td>
</tr>
<tr>
<td>Geography</td>
<td>Geography</td>
<td>Geography</td>
</tr>
<tr>
<td>Physical Science</td>
<td>Physical Science</td>
<td>Physical Science</td>
</tr>
<tr>
<td>Dramatic Arts</td>
<td>Dramatic Arts</td>
<td>Dramatic Arts</td>
</tr>
</tbody>
</table>
2016 GRADE 10 SUBJECT CHOICE FORM

NAME: ............................................................... Mentor: ..................................................

Please indicate your subject choice for Grade 10 in 2016. This choice is not binding.

Compulsory Subjects: ENGLISH and LIFE ORIENTATION
Indicate your choice of subject from each group by means of a ✓

<table>
<thead>
<tr>
<th>Subject</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRIKAANS</td>
<td></td>
</tr>
<tr>
<td>ISIZULU</td>
<td></td>
</tr>
<tr>
<td>CORE MATHEMATICS</td>
<td></td>
</tr>
<tr>
<td>MATHEMATICAL LITERACY</td>
<td></td>
</tr>
<tr>
<td>PHYSICAL SCIENCES</td>
<td></td>
</tr>
<tr>
<td>LIFE SCIENCES (BIOLOGY)</td>
<td></td>
</tr>
<tr>
<td>INFORMATION TECHNOLOGY</td>
<td></td>
</tr>
<tr>
<td>BUSINESS STUDIES</td>
<td></td>
</tr>
<tr>
<td>HISTORY</td>
<td></td>
</tr>
<tr>
<td>MUSIC</td>
<td></td>
</tr>
<tr>
<td>ACCOUNTING</td>
<td></td>
</tr>
<tr>
<td>VISUAL ARTS</td>
<td></td>
</tr>
<tr>
<td>HISTORY</td>
<td></td>
</tr>
<tr>
<td>GEOGRAPHY</td>
<td></td>
</tr>
<tr>
<td>BUSINESS STUDIES</td>
<td></td>
</tr>
<tr>
<td>LIFE SCIENCES (BIOLOGY)</td>
<td></td>
</tr>
<tr>
<td>ENGINEERING, GRAPHICS &amp; DESIGN (DT)</td>
<td></td>
</tr>
<tr>
<td>ACCOUNTING</td>
<td></td>
</tr>
<tr>
<td>GEOGRAPHY</td>
<td></td>
</tr>
<tr>
<td>PHYSICAL SCIENCES</td>
<td></td>
</tr>
<tr>
<td>DRAMATIC ARTS</td>
<td></td>
</tr>
<tr>
<td>ENGINEERING, GRAPHICS &amp; DESIGN (DT)</td>
<td></td>
</tr>
</tbody>
</table>

Signature (Boy): ................................. Signature (Parent): ........................................
GETTING INTO HIGHER EDUCATION

You already know that to qualify for the National Senior Certificate you will have to take the four compulsory subjects and three choice subjects.

In order to be eligible for entry into degree studies, you need to choose 4 subjects from what is called a 'designated' list. All subjects offered by Clifton are designated subjects. The subjects on this special list tend to help learners with the type of critical thinking and problem solving skills needed to tackle degree studies successfully.

Designated Subjects

- Accounting
- Agricultural Sciences
- Business Studies
- Dramatic Arts
- Economics
- Engineering Graphics & Design
- Geography
- History
- Information Technology
- Languages (one language of learning and teaching at a higher education institution and two other recognized language subjects)
- Life Sciences
- Mathematics or Mathematical Literacy
- Music
- Physical Sciences
- Religion Studies
- Visual Arts
- Consumer Studies

INFORMATION RELATING TO TERTIARY INSTITUTIONS

Tertiary institutions differ in their prerequisite subjects/subject combinations but it has been suggested that:

1. Mathematics and Physical Science will remain prerequisites for faculties of Medicine, Science, Veterinary Science and Engineering.

2. Mathematics will remain a prerequisite for Bachelor of Commerce (Accounting).

3. Mathematics is not essential for pupils intending to study Law, Drama, Languages and Fine Art.

4. Accounting and Business Studies will be helpful subjects for those wishing to study degrees in commerce faculties. History is found to be useful in Legal studies and Engineering Graphics and Design may be helpful in engineering and architecture studies.

5. It is important to check the requirements at each individual tertiary institution as these differ.
FET PROMOTION REQUIREMENTS AND ACHIEVEMENT RATINGS

<table>
<thead>
<tr>
<th>QUALIFICATION</th>
<th>MINIMUM ENTRY REQUIREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACHELOR’S DEGREE</td>
<td>4 subjects from the designated list passed with at least 50%</td>
</tr>
<tr>
<td></td>
<td>2 subjects at 30%</td>
</tr>
<tr>
<td></td>
<td>(plus requirements of specific institution)</td>
</tr>
<tr>
<td>DIPLOMA</td>
<td>4 subjects passed with at least 40% including Home language</td>
</tr>
<tr>
<td></td>
<td>2 subjects at 30%.</td>
</tr>
<tr>
<td></td>
<td>(plus requirements of specific institution)</td>
</tr>
<tr>
<td>HIGHER CERTIFICATE</td>
<td>At least 40% is achieved in Home language and Life orientation and ONE other subject</td>
</tr>
<tr>
<td></td>
<td>and at least 30% is obtained in 3 other subjects.</td>
</tr>
<tr>
<td></td>
<td>(plus requirements of specific institution)</td>
</tr>
<tr>
<td>NATIONAL SENIOR CERTIFICATE</td>
<td>3 subjects at 40% including Home language.</td>
</tr>
<tr>
<td></td>
<td>3 subjects at 30%</td>
</tr>
</tbody>
</table>

In order to follow a degree or diploma course at a University or an Institute of Technology, you will require, in addition to your National Senior Certificate, specific requirements stipulated by the programme you wish to pursue.

A National Senior Certificate does not guarantee automatic entry to a university or Institute of Technology.

Owing to the large numbers of matriculants wanting to go to university/institute of technology, a rigorous selection process is applied. National Benchmark Testing scores are also used by tertiary institutions to assist in the selection and placement of students. These benchmark tests are used together with Grade 11 and 12 marks to decide on placements.

There are seven levels of achievement. At Clifton we use these from Grade 4.

<table>
<thead>
<tr>
<th>Rating Code</th>
<th>Rating</th>
<th>Mark range achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Outstanding achievement</td>
<td>80 – 100</td>
</tr>
<tr>
<td>6</td>
<td>Meritorious achievement</td>
<td>70 – 79</td>
</tr>
<tr>
<td>5</td>
<td>Substantial achievement</td>
<td>60 – 69</td>
</tr>
<tr>
<td>4</td>
<td>Moderate achievement</td>
<td>50 – 59</td>
</tr>
<tr>
<td>3</td>
<td>Adequate achievement</td>
<td>40 – 49</td>
</tr>
<tr>
<td>2</td>
<td>Elementary achievement</td>
<td>30 -39</td>
</tr>
<tr>
<td>1</td>
<td>Not achieved</td>
<td>0 – 29</td>
</tr>
</tbody>
</table>
GRADE 10 SUBJECT CHOICES AND A GUIDELINE TO STUDY OPTIONS 2016

The three columns below indicate the areas of study options that may be available to you depending on your senior certificate subjects. Each institution has its own criteria. Please check the criteria of the different institutions as well as their points allocation.

<table>
<thead>
<tr>
<th>MATHS &amp; SCIENCE REQUIRED</th>
<th>MATHS REQUIRED</th>
<th>MATHS OR MATHS LITERACY</th>
<th>HUMANITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGINEERING &amp; THE BUILT ENVIRONMENT</td>
<td>COMMERCE Bachelor of Business Science 1. Actuarial Sciences 2. Management Studies • Finance (CA or non-CA) • Computer Science • Information Systems • Economics • Law • Marketing • Organizational Psychology • Quantitive Management</td>
<td>HUMANITIES NAMED DEGREE PROGRAMMES 1. Dance • BMus in Dance • Specialized certificates and diplomas 2. Education • Certificates &amp; Diplomas 3. Film &amp; Media Production</td>
<td></td>
</tr>
<tr>
<td>Construction Studies</td>
<td>2. Management Studies • Finance (CA or non-CA) • Computer Science • Information Systems • Economics • Law • Marketing • Organizational Psychology • Quantitive Management</td>
<td>Bachelor of Commerce 1. Accounting • General Accounting • Chartered Accountant • Accounting &amp; Law</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Note: Applicants may be offered a place on the academics Support Programme for Engineering in Cape Town (ASPECT)</td>
<td>Note: Applicants may be offered a place on the BCom Academic Development Programme or on the Sanlam BBusSc Extended Curriculum Programme.</td>
<td></td>
</tr>
<tr>
<td>HEALTH SCIENCES</td>
<td>SCIENCE</td>
<td>GENERAL DEGREE PROGRAMMES 1. Dance • BMus in Music • Specialized Certificates &amp; Diplomas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Maths or Maths Literacy and Physical or Life Sciences. Applicants to degree courses in the Health Sciences Faculty are required to write the Health Sciences Placement Tests.</td>
<td>8. Theatre &amp; Performance • Acting • Musical Theatre • Theatre Making</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>GENERAL DEGREE PROGRAMMES Bachelor of Arts Majors Afrikaans Business French</td>
<td></td>
</tr>
</tbody>
</table>
| Evolutionary Biology, Geoinformatics, Geology, Marine Biology, Ocean & Atmosphere Science, Zoology.  
2. Chemical, Molecular and Cellular Sciences  
Biochemistry, Biotechnology, Chemistry, Genetics, & Development, Microbiology, Physiology  
3. Information Technology  
4. Mathematical, Physical & Statistical Sciences  
Actuarial Sciences, Applied Mathematics, Astrophysics, Demography & Statistics, Mathematics, Physics, Statistics |

| NAMED DEGREE PROGRAMME  
Philosophy, Politics,& Economics  
GENERAL DEGREE PROGRAMME  
Applied Statistics*  
Economics  
Mathematics*  
Statistics*  
*Majors offered by departments not established in the faculty of Humanities  
Classical Studies  
Dance  
Drama  
Economic History  
English  
Film Studies  
French  
German  
Hebrew Language & Literature  
History  
Italian  
Jazz Studies  
Law*  
Linguistics  
Mathematics*  
Media & Writing  
Music  
Visual & Art History  
Xhosa  
Bachelor of Social Science Majors  
Archaeology*  
Environmental & Geographical Science  
Gender Studies  
Industrial Psychology  
Jewish Civilization  
Organizational Psychology*  
Philosophy  
Politics  
Psychology  
Public Policy & Administration  
Religious Studies  
Social Anthropology  
Sociology  
*Majors offered by departments not established in the Facility of Humanities.  
LAW  
The Bachelor of Laws (LLB) is offered in three different ways:  
• 4 Year Undergraduate  
• 3 Year Postgraduate  
• 5 Year Combined Under- and Postgraduate  
Note: Applicants who do not meet the standard admission requirements may be offered a place on the extended General Entry Programme in Science (GEPS)
ENGLISH HOME LANGUAGE

What is the purpose of English?

English is now spoken by billions of people around the globe – it is the international currency. One only has to turn to the internet to begin to appreciate the influence that this language has on our daily lives.

If one does not master the English language, there are doors that will never be opened.

This subject will ensure that Clifton boys:

- **Are able to listen and speak for a variety of purposes, audiences and contexts.** Communication is vital in this day and age and we teach the boys not only to speak and write well, but to express original ideas – they need to meet the challenges of an ever-changing world.

- **Are able to evaluate critically and respond to a wide range of texts.** We expose the students to a variety of texts: from Shakespeare to the latest novels for young adults, from “The Matrix” to documentary films, as well as the world of advertising and satire. It is vital to be able to be able deconstruct meaning and then form a coherent, authentic response - we take pride in encouraging our boys to think for themselves.

- **Gain experience of (and are thus comfortable with) with an inter-textual approach to both the literature and the language aspects of the syllabus.** This involves integrating film, media studies and other texts where the focus is on visual literacy, listening skills, advertising, political discourse, cartoons, analytical skills (higher order, critical thinking), oratory skills (audience) and the specifics of language (textual editing, the application of active and passive voice, manipulation of texts, the use of subtext, for example).

- **Are able to present for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts.** Practical skills are obviously also vital and we teach the boys how to respond effectively in a number of different contexts, whether it be applying for a job or firing someone, writing an inspiring speech or reflecting on one’s own development, writing an essay about the relevance of Shakespeare’s “King Lear” or the state of our democracy.

> “According to most studies, people's number one fear is public speaking. Number two is death. Death is number two. Does that sound right? This means to the average person, if you go to a funeral, you're better off in the casket than doing the eulogy.” - Jerry Seinfeld

Some of the texts that are studied:

- Short stories (an example being De Maupassant's "A Vendetta")
- Novels (such as “The Boy in the Striped Pajamas” and “To Kill a Mockingbird”)
- Poetry (we dip into schools of poetry, such as the Modernists, while also exposing the students to contemporary poets)
- Film study (from “The Matrix” to “True Grit”, while also watching short films and documentaries)
- A selection of shorter texts including magazines, newspapers, advertisements and speeches.

> “When a thing is funny, search it for a hidden truth.” - George Bernard Shaw

How do we teach English?

The English Department strives towards developing empathetic, non-judgmental young men whose critical thinking skills will allow them to grow into discerning and compassionate beings with a well-developed appreciation of the contribution of the literary world to the world that they find themselves living in – and
with a love of reading! A number of sources/texts will be used in order to provide the boys with as broad a literary experience as possible.

**English is useful in the world of work**

Of course, English is not only concerned with literature and we would like the boys to develop sound writing and oratory skills which they will take with them into tertiary education and the work place. Self-confidence and poise are two key qualities that we would nurture in this regard.

**Why do we teach English?**

Not only should the journey be one of literary discovery; it should be as much a journey of self-discovery. We love what we do – and we want to foster a love of learning in our students.

“*I’d rather lose myself in passion than lose my passion.*” - Jacques Mayol
AFRIKAANS AS ‘n TWEEDE TAAL

13,3 miljoen redes om Afrikaans te lees en te praat, want AFRIKAANS is NIE vir SISSIES nie!

AFRIKAANS IS ‘N MONDVOL!

Vir vreemdelinge en uitgewekenes is dit moeilik op die tong en hard op die oor – rof, grof en onbeskof – maar vir ons is dit PURE MUSIEK!

As jy dapper genoeg is, is dit die een taal wat die vermoë het om jou siel te ontbloot met lieflike, kragtige woorde

(ABSA- advertensie verwerk)

WAT IS DIE DOEL VAN AFRIKAANS?

Taal is basies die gereedskap wat die mens ontwikkel om met mekaar te kan kommunikeer. Eers word dit gepraat en later geskryf om jou ‘n volledige burger van ons meertalige land te maak. Deur Afrikaans te kan praat en skryf is dit een van die doeltreffendste maniere om onderlinge begrip te bevorder en goeie verhoudings tot stand te bring.

WAT IS DIE BELANGRIKHEID VAN AFRIKAANS?

Afrikaans is ‘n inheemse taal van Afrika, want:

- dit is een van Suid-Afrika se elf amptelike tale.
- dit is die derde grootste huistaal in Suid-Afrika.
- minstens 13 291 224 Suid-Afrikaners kan Afrikaans praat.

Afrikaans is ‘n allemanstaal, want:

- dit is een van die algemeenste gebruikstale in ons Suid-Afrikaanse gemeenskap en die omgangstaal in Namibië.
- dit word ook in Zambië gepraat

Afrikaans is ‘n Afrika- en Wêreldtaal want:

- dit word deur ongeveer 38 miljoen mense wêreldwyd verstaan.

Afrikaans is ‘n akademiese taal want:

- Afrikaans word algemeen vir opvoeding, onderwys en opleiding in Suid-Afrika gebruik – van voorskoolse sorgsentrum tot op tersiëre vlak.
- ook by van die wêreld se beste universiteite in Nederland, België en selfs Duitsland is Afrikaanse Suid-Afrikaners welkom.
- verskeie universiteite en instansies in Afrika, Europa, die V.S.A. en selfs die Sowjet-Unie bied Afrikaans as vak aan.
- “Afrikaans waai oorse” tot in Nieu-Seeland waar Afrikaans oor die TV gehoor word en waar ook kerkdienste in Afrikaans gehou word.
- Afrikaans is ‘n moderne taal want:
- dit is een van die jongste tale ter wêreld en daarom ‘n produk van ons moderne tyd en dit is daarom eintlik hoogmode om te praat!
- 6,5 miljoen Suid-Afrikaners beskou Afrikaans as hul moedertaal.
- dit is ‘n dinamiese produk wat so vinnig saam met die wêreld om ons groei en verander dat sommige van die bewakers van die taal die papeellakoors daarvan kan kry.
**AFRIKAANS AS KEUSE VAK**

Afrikaans as keuse vak word belangrik geag omdat die kennis van Afrikaans:

- verdere studie kan bevorder.
- dit belangrik is vir indiensneming.

Dink net hoe gaan dit klink as 13 291 224 Suid-Afrikaners op ‘n dag hul skugterheid om die taal te praat, laat vaar en op Afrikaans lostrek!

**“LEKKER, man! LEKKER!”**

Waar wil jy dus ‘n beter rede hê om Afrikaans as vak te neem as jy met 13,3 miljoen mense kan saamgesels?

**“Learning language helps us understand culture and prevents silly innocent mistakes that can cause offence”**

(Inligting verkry by ATKV)
ISIZULU FIRST ADDITIONAL LANGUAGE

IsiZulu belongs to the Nguni Languages, together with isiXhosa, isiSwazi and isiNdebele. Nguni group have little difficulty understanding an isiZulu speaker and vice versa.

It is the school’s aim that by the end of Grade 12 boys should be proficient in speaking, reading and writing isiZulu.

Specific role:

- To establish solid foundation in the understanding of the constructs of the language through primarily focusing on sound recognition, development of isiZulu vocabulary in the early grades and moving on to the interpretation sentence construction, grammatical structures in the higher grades.
- To develop an appreciation for the language by using songs, poetry and dialogues in isiZulu.
- To improve reading and comprehension skills relevant to each grade.
- To get pupils to develop the ability to express themselves fluently in oral and written formats in isiZulu.

LEARNING OUTCOMES

SPEAKING AND LISTENING

Orals

- Prepared speech
- Unprepared speech
- Prepared reading
- Unprepared reading
- Listening comprehension

READING AND VIEWING

- Poetry
- Short stories
- Drama
- Novel

WRITING

- Essay writing
- Letter writing
- Dialogue
- Minutes of the meeting
- Fax
- Email

LANGUAGE STRUCTURE AND USE

- Sentence construction
- Noun classes
- Verbs
- Absolute pronouns
- Clicks
- Tenses
- Diminutives
What is Mathematics?

“Pure mathematics is, in its way, the poetry of logical ideas.” - Albert Einstein

Mathematics is the study of patterns and the measurement, properties and relationships of quantities, using numbers and symbols.

Mathematics is often simply equated to the study of numbers but it is more than that. It is about logical analysis, deduction and calculation; it is a science, a way of thinking, an art characterized by order and consistency, a universal language using defined terms and symbols.

Through such processes like symmetry and reflection, Mathematics gives rise to beautiful and intriguing visual forms.

Core Mathematics will ensure that Clifton boys can:

- Identify and solve problems and make decisions using critical and creative thinking
- Collect, analyse, organize and critically evaluate information in order to make informed decisions
- Communicate effectively using visual, symbolic and language skills
- Work effectively and responsibly with others as part of a team, group and community
- Use science and technology effectively in matters relating to the environment and health, to name a few
- Demonstrate an understanding of the world as a set of related systems

Mathematics is a powerful tool and is an essential element in the curriculum of any boy who intends to pursue a career in the fields of study such as:

- Physical & Natural sciences
- Engineering
- Medicine
- Technology
- Space & Environmental Science
- Mathematics and Mathematical sciences

It also plays an important role in the fields of Economics, Management and the Social Sciences.

Some sections covered in Core Mathematics include:

- Algebra & Equations
- Number Patterns, Sequences & Series
- Functions & Graphs
- Finance
- Differential Calculus
In the World of Work

Mathematics helps provide a solid foundation to many aspects of our daily life. It is important for the personal development of any student. The logical thinking and problem solving skills one learns through Mathematics are important for members of our modern society in their use in the workplace and for personal decision-making.

Mathematics provides students with the skills required to question information they come across and then work to support or refute this information using numbers. Quantitative situations are found everywhere: in poems, literature, environmental claims, social justice issues and social service needs, in the display of information by means of graphs and the financial aspects of daily life.

We teach Mathematics so that students can decide for themselves whether the quantities involved make sense or not.

The subject equips students with powerful ways to understand, describe, investigate, analyse and change the world. Students who take Core Mathematics are generally seen as bringing a ‘logic element’ to whatever task they undertake, whether that task is mathematics-based or not.

There is no doubt that Mathematics can be very abstract but, at the same time, who can deny the immense beauty, excitement and satisfaction that this subject provides?
MATHEMATICAL LITERACY

Why Mathematical Literacy?

At Clifton we acknowledge and appreciate that not all boys have the ability to think in a mathematically abstract manner. For this very reason, we are grateful that a subject like Mathematical Literacy is available to enable the boys to use the mathematical skills and concepts that they have learned, but to do so in a contextual manner.

Across the world, there is evidence that many adults are not able to do any but the simplest arithmetical calculations. They struggle to calculate percentages or interpret interest rates and graphs. The implications for such lack of understanding and facility are far reaching. People are exploited by biased reporting and advertising and ill equipped to make responsible financial decisions.

The pervasive presence of handheld calculators and computers makes it critical that people understand how to interpret results of calculations and that they are able to decide logically what Mathematics to use.

Mathematical Literacy provides the boys with an awareness and understanding of the role that Mathematics has in the modern world. Mathematical Literacy is a subject driven by life-related applications of Mathematics. It enables the boys to develop the ability and confidence to think numerically and spatially in order to interpret and analyse everyday situations and solve problems.

Mathematical Literacy aims to:

- Ensure that boys are highly numerate users of mathematics.
- Provide boys with opportunities to engage with real life problems in different contexts and so consolidate and extend basic mathematical skills.
- Develop the use of mathematical skills in order to analyse critically situations and creatively solve everyday problems.
- Enable a boy to become a self-managing person and a participating citizen in our democracy.

Some of the real-life scenarios/skills that are dealt with in Mathematical Literacy are:

- Financial issues such as hire purchase, mortgage bonds and investments
- The ability to read a map and follow timetables
- To estimate and calculate area and volume
- To understand house plans and floor plans
- Acknowledging that activities such as cooking and the use of medicine require the efficient use of ratio and proportion
- Dealing with work-related formulas
- Reading statistical charts with confidence
- Dealing with schedules and understanding instructions involving numerical components
- To be aware that statistics can often be used to support opposing arguments
- Graphs that emphasize break even points for our budding entrepreneurs
- Calculating profit margins and percentage profit
Is Mathematical Literacy easy?

The answer to that question would be NO! It is easier than Core Mathematics, but it is still not an easy subject. We do cover some very basic skills but we also delve into complicated scenarios, which certainly test the boys’ mathematical abilities.

Who should take Mathematical Literacy?

- If you are struggling with Mathematics at Grade 9 level, then you should consider taking Mathematical Literacy.
- If you career path does not need Core Mathematics, then you should alleviate the stress and free up time (which can be spent on other subjects) by taking Mathematical Literacy.
- If you battle with abstract numerical thinking, then being exposed to contextual mathematics will benefit your confidence enormously.

Which career path can be chosen if I take Mathematical Literacy?

This is a very difficult question to answer because the entrance requirements change from university to university and, unfortunately, year to year! The best course of action would be to contact specific universities to which you intend to apply and investigate their entrance/subject requirements individually.

*It is worth noting that doors that potentially may be closed because you are taking Mathematical Literacy were perhaps doors that were not open in any event.*
**LIFE ORIENTATION**

What is the purpose of Life Orientation?

*“No man is an island.”*

The modern world provides numerous challenges for each and every one us. Technology is advancing daily, work demands are ever increasing and we are faced with political, social and moral dilemmas on a daily basis. So how do we chart a way forward?

Life Orientation encourages our boys to develop holistically through a focus on the following areas:

- Achieving and maintaining personal well-being. Life Orientation provides a focus on the personal development of the individual, from encouraging personal introspection on our strengths and weaknesses, to developing the boy’s ability to manage the time he has available to him, in order to ensure that he maximizes his potential.

- Demonstrating an understanding and appreciation of the values and rights that underpin the Constitution in order to practise responsible citizenship and to enhance social justice and sustainable living. Our ability to function within the framework that governs our lives is crucial for our success in a world where social communication and mass media dominate.

- Exploring and engaging responsibly in recreational and physical activities, to promote well-being. As the saying goes, “a healthy body; a healthy mind” and many of us struggle to find and maintain the balance within our lives.

- Demonstrating self-knowledge and the ability to make informed decisions regarding further study, career fields and career pathing. There are a myriad of challenges facing our boys entering the job market in today’s society and successfully negotiating this landscape is crucial to their success. Life Orientation strives to encourage the individual to develop the skills required to cope successfully with these challenges.

In short, Life Orientation is a compulsory subject that seeks to encourage the holistic development of each boy in order to maximize his opportunities to navigate the world he is faced with today successfully.
ENGINEERING GRAPHICS AND DESIGN (EGD)

Engineering is a profession that is well respected in South Africa and in order to become an engineer one is required to read and interpret different types of schematic drawings. EGD provides the basis for these skills.

In the past this subject was called Technical Drawing and was purely Mechanical Engineering based, but with the changing world and scope of education, the syllabus was changed to include Civil Drawing and Architecture which altered the scope of the subject dramatically and made it more relevant to a wider variety of future careers.

Since the change, EGD has grown dramatically in numbers, both from the number of schools who have seen the merits of offering the subject and in the numbers of pupils who choose EGD as a subject to Matric.

The subject will ensure that the boys:-

1. **Learn the design process**
   This process covers the start of a project or task, through the development phase, then the assessment and re-evaluation phases and finally on to the completion of the task at hand.

2. **Draw and interpret both Engineering and Architectural Drawings**
   Drawing is fundamentally a skill that has its origin in perfection and accuracy and we strive for both at all times. Manual drawing is still an integral part of the syllabus but as the world of technology advances, drawing has changed to the digital media with more accurate and advanced Computer Aided Design Packages.

3. **Learn complex manual drawing techniques**
   Drawing is not as simple as one may think and there are many complex and intricate methods that need to be employed to complete a complex Mechanical or Civil drawing. These complex constructions are learned as a manual skill, even though many of them are able to be done by a simple CAD package.

4. **Learn a variety of AutoCAD (Computer Aided Design) packages**
   We use the Autodesk range of Software as it is internationally recognized and widely used around the country by both Professionals and Learning Institutions. The boys learn AutoCAD 2012 (a two dimensional package), Revit (a three Dimensional package used in Architecture) and Inventor (a three dimensional Mechanical package used in Engineering). These packages are available to all boys on a free three year Student License once they have registered on the Autodesk Student Website as a Clifton Student.

5. **Complete complex design projects, looking at comparative research, drawing AutoCAD and Time management skills**
   Each year the Pupils will undertake to complete a PAT (Performance Assessment Task) and from Grade 10 they complete practice PAT’s in preparation for their final Matric PAT which makes up 25% of their final Mark. This is a complex 8 month project where boys have a choice of either a Mechanical or Civil (Architectural) project, where all facets of the Design Process need to be addressed. Time management skills are tested and the boys have to meet an exact deadline. All facets of the Drawing part of the Syllabus are covered and these can be used as portfolio pieces for university entrance.
Some topics covered are:

**Architectural design**: Designing basic houses and home additions

**Mechanical Assembly Drawings**: The drawing of and Assembling Mechanical parts and what they look like when cut in half

**Civil Drawing**: The drawing of simple Houses from Foundation to Roof Level

**Perspective Drawings**: Showing what Houses and buildings look like in Three Dimensions

**Drawing Analysis**: The study of and interpretation of drawings and their symbols

**Truncated Developments**: Being able to open a shape to its flat form for the manufacturing process

**1st and 3rd Angle Perspective Drawings**: Drawing an object as seen from different sides. (i.e. the Top, Front and Side Views)

**Isometric Drawing**: The drawing of a Mechanical object in a three Dimensional form
**INFORMATION TECHNOLOGY**

**What is Information Technology?**

Information Technology is a science that has become universal. It pervades every facet of our lives, whether it is at home or in the business world and the correct knowledge and application of it is vital for success in our modern society.

Computers have been essential in solving problems that otherwise could not be solved. Information Technology is the study of computer hardware and software technologies in order to solve a myriad of problems. It is an exciting subject since it allows one to develop skills and apply these skills in creative ways.

**This subject will ensure that Clifton boys:**

- Understand how communication technologies are used in order to gain knowledge from information.
- Understand and appreciate the various systems that make up a computer-based environment.
- Understand that all computer systems use software engineering principles.
- Understand and use Internet technologies for various tasks.
- Understand how a knowledge-driven society functions.
- Understand the social implications of Information Technology and how to use these technologies in a responsible manner.

In the theoretical aspects of IT one explores hardware, software and networking of various technologies such as computers, laptops and smart phones. In the practical sections boys will focus on spreadsheets, databases, web development and computer programming.

**Some topics covered include:**

- Computer hardware
- Computer software
- Networking and the Internet
- Ethical and safety issues when using the Internet
- The impact of computers and modern trends in the computing world
- Designing computer solutions
- Spreadsheets for problem solving
- Designing and normalizing databases
- Querying databases with Structured Query Language (SQL)
- Computer programming with Java
- Integrated solutions for information management

*Information technology and business are becoming inextricably interwoven. I don't think anybody can talk meaningfully about one without talking about the other.* - Bill Gates

Information Technology should be studied because it is essential to function in our modern world. Businesses need to collect, store, manage, secure and effectively analyse information in order to gain the advantage over their competition. Many corporate businesses whose computer systems fail can lose millions for every minute of failure. Society needs skilled individuals who can design, maintain and operate
technologies to support the business environment. Since this discipline has evolved into a conceptual framework for other disciplines, it has become a necessity to study this subject.

By engaging in Information Technology a boy will be able to:

- Develop a deep understanding of computer and information science concepts and principles.
- Develop information skills as they learn to access, store, organize, evaluate, present and process information.
- Develop problem solving skills as they learn to follow design methodologies and use practical skills to create solutions.
- Develop the ability to use technology in such a way that they can operate them purposefully and effectively.
- Develop higher-order thinking skills as they learn to apply their knowledge in various scenarios.
- Support their creativity as they are challenged to solve problems in innovative, fun and creative ways.

**Information Technology is vital to succeed in the work place!**

Studying Information Technology allows boys to use their expertise to create new technologies that can be applied to almost every discipline. After all, Information technology is the foundation of the 21st century economy.

Popular careers in the discipline itself include Systems Analysts, Computer Programmers, Network Engineers, Computer Solutions Architects, Support Personnel and Game Designers. These types of careers need creative and analytical thinkers who are logical and scientifically minded.

Careers in other disciplines that include Information Technology are vast and now involve Business Analysts, Accountants, Engineers, Marketers and Biologists to name a few. The more Information Technology one knows the more value one can apply to any business sector.
LIFE SCIENCES

What is the purpose of Life Sciences?

“Life Science is simply common sense at its best.” ~Thomas Huxley

Life Science, previously known as Biology, is a natural science concerned with the study of life and living organisms. This includes their structure, function, growth, origin, evolution, distribution, and taxonomy. Science is a product of human endeavor as people try understanding their world.

Becoming scientifically literate involves acquisition of knowledge, understanding how this knowledge is linked to form major themes, understanding processes and developing values and attitudes.

The Life Sciences course is built on experiential learning and is taught based on four basic principles:

- Concrete experience
- Reflection on that experience
- Forming ideas based on experience(s)
- Applying and testing the new concepts

This combination of approaches allows for various types of learning styles. It also allows boys to tie the material back to the real world.

This subject will ensure that Clifton boys:

- **Acquire knowledge of and competency in the use of biological terms:**
  This includes: symbols, drawings, diagrams, structures and functions, classification, properties, life cycles, processes, naming of apparatus, chemicals, specimens, laboratory procedures and precautions.

- **Have the ability to recognize and demonstrate links between processes:**
  Including relationships between form and function amongst organisms and their environments and between people and their environments.

- **Have the ability to demonstrate knowledge** by understanding of the personal, social, economic and technological applications of biological science.

- **Develop practical competencies in:**
  - following instructions
  - handling living material using equipment
  - use of apparatus using chemicals, measuring and estimating
  - exercising responsibility in handling apparatus, chemicals and living specimens

- **Develop observational competencies:** Ability to observe differences, use and construct keys, observe changes, describe accurately, and distinguish between relevant and irrelevant details.

- **Develop ability to plan and carry out a scientific investigation:**
  - formulate a hypothesis
  - consider and control variables
  - design an experiment, measure, and record data
  - represent data
  - draw conclusions
  - evaluate and improve experimental design.
• Develop the ability to record, interpret and communicate:
  o by explanation
  o descriptions
  o accurate drawings
  o diagrams
  o tables and graphs etc.

• Develop the ability to find information:
  o select information
  o critically, analyze, summarize, and collate information
  o ask questions
  o read data represented in tables, graphs, keys etc.

• Develop the ability to apply knowledge to familiar and unfamiliar situations: Answer and pose questions, interpret, deduce, predict and evaluate information, solve problems.

Some topics covered in Life Sciences

• The Cell, Cell Division
• DNA, RNA and Genetics
• Plant and Animal Tissues
• Human Skeleton
• The Respiratory, Circulatory, Nervous, Digestive, Endocrine and Excretory Systems
• Reproduction, Mutations, Cloning, Stem Cell Research, Fertility Treatments and Contraception
• Viruses, Bacteria, Protista and Fungi
• Biodiversity, Ecology, Population Dynamics
• Plant and Animal Diversity and Biogeography
• History and Evolution of Life on Earth, Fossil Studies
PHYSICAL SCIENCE

What is the purpose of Physical Science?

“Equipped with his five senses, man explores the universe around him and calls the adventure Science.” - Edwin Powell Hubble, *The Nature of Science*, 1954

In today’s technologically advanced world, the Physical Sciences are a must. The skills learnt in the subject prepare pupils for advanced thinking and logical thought processes. Physical Science opens doors to careers and opportunities. The subject teaches pupils to question the world around them and try and draw an understanding of how things work.

In South Africa there is currently a dearth of people with Physical Science ability. Many professions require a competence in this subject in order to keep scientific and technological development alive, improve the country's economic growth and to further the social well-being of its people.

This subject will ensure that Clifton boys:

- **Provide pupils with the necessary subject knowledge and comprehension**  
  In the world of technology this is of subsidiary importance to the subject, as information and subject knowledge can be obtained easily from the internet. At Clifton, we provide an understanding of the knowledge and arm the pupils with the necessary skills that this requires.

- **Develop in pupils the necessary skills, techniques and methods of science. To introduce pupils to the scientific explanation of phenomena through practical investigations**  
  The scientific method and skills is what keeps our society alive. Our laboratories at Clifton are fully equipped so that pupils have the opportunity to learn to question, test and analyse their ideas and thoughts.

- **Develop in pupils the desirable scientific attitudes, such as interest and concern for natural phenomena, desire for knowledge, critical thinking and the like.**  
  In a fast track world, we need critical thinkers and pupils that will take an interest in and concern for the environment. Science develops a love for the environment and all that is in it. It will produce future caretakers of this world.

- **Introduce pupils to scientific language and terminology**  
  Competency and being articulate in the world of science is what our technologically advanced world is demanding. Technology is changing so rapidly, one needs to keep abreast with the latest terminology and language.

- **Introduce pupils to the applications of science in industry and in everyday life**  
  Pupils at Clifton are given the necessary tools to understand the workings and uses of that which is around us.

- **Thoroughly equip them for examinations and ultimately, for a future career in this subject**  
  Physical Science at Clifton prepares pupils for future learning, specialist learning, employment, citizenship, holistic development, socio-economic development, and environmental management.

Six main knowledge areas inform the subject Physical Science. These are:

- Matter and Materials
- Chemical Systems
- Chemical Change
- Mechanics
- Waves, Sound and Light
- Electricity and Magnetism
**DRAMATIC ARTS**

*Why Dramatic Arts?*

Dramatic Arts is an umbrella term that describes a wide range of skills and products. Using famous texts as a platform it covers the history of performance, the link between context and text, the art of acting, staging techniques and self-reflection. South Africa has a proud history of performance and there is a strong focus on the link between great art and the messages it can contain. Dramatic Arts balances the academic study of plays and famous practitioners with a wide variety of individual and group performances.

This subject will ensure that Clifton boys:

- **Have an appreciation of the history of performance.** Dramatic Arts takes boys on a journey through time, beginning with the rituals of our most primitive antecedents. We move through classical drama, medieval performance, liturgical drama, commedia dell’arte, Shakespeare and the 20th Century movements. In the final year we shift our focus to contemporary theatre and interact with the famous works of the last few years.

- **Understand how context impacts on performance.** Dramatic Arts has strong links with history and we look at the major eras humanity has moved through over the last 10000 years. We try to build an understanding that art does not exist in a vacuum and that plays tend to mirror the society out of which they have been created.

- **Appreciate the vastly different styles of performance.** Most people have an idea in their heads of what ‘a play’ looks like and this usually involves a classic framed stage and a musical or realistic show. Dramatic Arts will open the eyes to the plethora of different modes of performance and performance areas which exist.

- **Learn performance and directing skills.** Dramatic Arts teaches all the skills needed to produce and perform in a play. We cover a range of acting styles and special techniques that help actors prepare for their roles. Training is physical, vocal and also imaginative and we usually have a lot of fun. We also teach the basic skills of directing, staging and lighting and film although the focus is stage performance.

- **Build their confidence and creativity.** Dramatic Arts expects creativity and improvisation from participants in the programme. Drama helps to build confidence in front of a crowd; it allows for fun, a fleck of frivolity and innovation. We use renowned texts but also encourage the writing and creation of original works, allowing for a real sense of accomplishment. Group work skills and the ability to think on your feet also form part of this subject.

**Some topics covered include:**

- The birth and journey of Comedy in the theatre.
- Ritual, Realism, Absurdism, Workshopping, Postmodernism
- Choral Verse, Monologues, Duologues, Scenes and Dramatized Prose
- Stanislavski, Grotowski, Brecht, Simon, Mtwa and Ngema
- Film and make-up
- South African Theatre
What is the purpose of studying Dramatic Arts?

Dramatic Arts should be studied because it builds self-confidence and the ability to speak in front of an audience. It develops your inner self and expands on your natural creativity and artistic savoir-faire. Dramatic Arts also develops skills of analysis and the ability to interpret both written sources and performances. Drama builds critical thinking and active appreciation.

By engaging in Dramatic Arts boys will be able to:

- **Appreciate the importance of drama as a part of human history.** They will learn about the role that performance has played and continues to play in society and in South Africa, particularly. They will understand how performance has changed over time and what precipitated and accentuated these shifts. They will also learn that drama is about entertainment as well as a message and positive change.

- **See the link between technological and political advances and the way we live our lives and create art.** Great art reflects the society from which it comes and the social order always follows on from changes in our machinery or ‘management’. Boys will learn about the impact that politics and production capacity has on art.

- **Analyse texts for their meaning and playability.** Studying drama means reading, understanding and performing in plays. Boys will analyse the texts for comprehension and learn how both style and content can carry a message. They will also interact with the texts practically, gaining an understanding of how one moves from the printed word to a practical performance.

- **Develop their voices and bodies as well as freeing their imaginations.** Good actors have excellent control over their instrument, which is their body. Characterization comes from fine motor control and vocal variation, all controlled by an active imagination. Dramatic Arts develops these skills in a fun and energetic way. We believe strongly in fitness of the mind and the body.

Dramatic Arts is useful in the world of work!

The practical side of drama develops confident and forthright people who think quickly on their feet and who interact freely with others. Drama students will be well prepared for any job that requires self-discipline, working in teams, the presentation of information to large groups, creative and innovative or ‘out-of-the-box’ thinking and obviously any career in the Performing Arts.

The theoretical side of drama develops critical thinking and the ability to interpret both written and performed sources of information. With their appreciation of history and society, drama students prove to be insightful and compassionate. They are hard to fool and fools for hard work.

Employers and universities recommend Dramatic Arts for anyone looking towards a career in law, advertising, marketing, public relations, team-management, education, religious office, psychology, social work, politics or any occupation that involves working with or understanding people.

Dramatists have a reputation for being energy creators with a good sense of humour and a better sense of determination. If you want to employ someone to do the job and inspire their colleagues – get a drama student!

“I regard the theatre as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being” – Thornton Wilder
“History is for human self-knowledge ... the only clue to what man can do is what man has done. The value of history, then, is that it teaches us what man has done and thus what man is.” R. G. Collingwood

What is History and what purpose does it have in schools?

History is perhaps the least understood of all subjects but we are happy to say it is alive and well at Clifton and we are very proud of the achievements of our students! Our subject is home to a range of boys who leave school well-equipped to deal with the demands of both tertiary education and the workplace.

It is a study of humankind, its thoughts and actions and is a vibrant, skills based discipline that develops essential critical thinking skills. It thus adequately equips a person for taking his or her place in society as it develops a focused, analytical and problem-solving mind. Historical study is thus crucial to the promotion of well-informed citizens who are able to contribute positively to the development of democracy in our culturally diverse society. It provides basic factual information about the background of various political institutions and historical events and about the values and problems that affect our society and the world we live in. It helps develop our capacity to use historical evidence, assess interpretations, and analyze change and continuity.

Historians and history lessons today place great emphasis on the acquisition of valuable skills and on interpreting and evaluating a variety of historical sources. Important comparisons are made and students are able to engage in interesting debates and discussions in which they can put their views forward based on evidence they have studied.

In addition to this, in history lessons we often engage in many different, fun and creative activities, using various forms of media to enhance the learning experience. Theme and quiz evenings with other schools and tours to various places of historical interest are also used to extend learning beyond the classroom.

Skills a boy will acquire taking History:

- Extraction and interpretation
- Evaluation
- Historical perspective and analysis of different interpretations
- Constructive debate
- Engage critically with issues of heritage and public representations of the past
- Understand a range of historical sources – visual, textual and the media
- Organization of information
- Writing and oral skills
- Research skills
Taking this subject will thus ensure that Clifton boys will:

…be able to think critically

…understand people and societies…

…understand change and how the society we live in came to be…

…understand importance of history in our own lives…

…see how history contributes to moral understanding…

…understand how history provides identity…

Some topics covered in the senior syllabus include:

- The French Revolution
- The World in 1600 – Ming China, Songhai, Mughal India
- USA 1920s and 1930s: 1929 Wall Street Crash and FDR’s New Deal
- Competing nationalisms – The Middle East
- Russian Revolutions of 1917 – Lenin and Stalin
- The Cold War: Europe, Vietnam and China
- Civil Resistance in South Africa: 1970s and 1980s
- The collapse of the USSR and a new world order
- Civil Society Protest 1950s to 1970s – Civil Rights Movement, Black Power Movement, Peace Movements
- The road to democracy in South Africa – SA in the 1990s

History is useful in the world of work!

A question people often ask is what relevance History has in the work place? History equips one with all-round thinking, speaking and writing skills that cover a range of jobs, occupations and professions.

As a skilled based subject which has value and usefulness in many other subjects, and areas of life, it helps prepare students very effectively for the demands of tertiary education and helps to create good business people, professionals, as well as leaders in various sectors of society. Most people who study history use the skills acquired for broader professional purposes but history can also be linked to many specific careers.

Employers often deliberately seek students with the kinds of capacities historical study promotes. The reasons are not hard to identify: students of history acquire, by studying different phases of the past and different societies in the past, a broad perspective that gives them the range and flexibility required in many work situations. They develop research skills, the ability to find and evaluate sources of information, and the means to identify and evaluate diverse interpretations. History as a subject also improves basic writing and speaking skills and is directly relevant to many of the analytical requirements in the public and private sectors, where the capacities to identify, assess, and explain trends is essential.
**GEOGRAPHY**

*Why Study Geography?*

There has never been a better or more important time to study Geography.

With growing interest in issues such as climate change, migration, environmental degradation and social cohesion, Geography is one of the most relevant courses you could choose to study. Geographers are also highly employable.

Whatever your passion for the world - fascination with landscapes or concerns about inequality - Geography will provide you with knowledge and transferable skills that will reward you personally and advance you professionally.

Whether researching a volcano that stops air travel in its tracks, deciding where to locate a wind farm, or using Geographical Information Systems (GIS) to help locate a business, the work of geographers across the world is as diverse as it is compelling.

Often the top media stories of the day are underpinned by geography – whether it’s crime statistics, the spread of disease, development (both local and international) or sustainability, to name just a few. Geographers’ specialist knowledge and ability to understand issues from a breadth of different perspectives means they are highly sought after in the workplace.

By the time you complete three years of Geography in the FET phase you should have knowledge and understanding of:

- Why our human and physical environments and landscapes appear as they are, how they form and operate, and how they interrelate at various scales?
- How and why patterns of human and physical features differ from place to place across the earth?
- Differences and inequality within the human world; especially the economic, social and political causes of inequality and economic development.
- The importance of different spatial scales – global to local – and time scales for physical and human processes, together with their interactions and interdependence.

*What will you learn?*

- The ways in which particular places and regions have evolved to be distinctive.
- How to observe, describe, analyse, represent, interpret and report information about the world.
- Changes and stability in human and physical worlds, including the causes, rates and patterns of change and the prediction of change to the foreseeable future.
- The world as an integrated system.
- Geography involves a variety of IT, field and laboratory analytical approaches including techniques such as Geographical Information Systems (GIS) and fieldwork is an integral part to most courses.

*What skills will you gain?*

- Intellectual skills, such as critically evaluating theories and judging evidence in order to make informed decisions and to develop reasoned arguments.
- Research skills, such as using a range of technical methods for the collection and analysis of spatial and environmental data, and undertaking fieldwork.
- Transferable skills, such as teamwork, problem solving, IT skills, communication skills (presentation, writing, debating).
- Personal attributes, such as time-management, development of responsibility, coping with uncertainty, self-reflection, motivation, flexibility, and creativity.
The Geography department at Clifton aims to foster the following values and attitudes in our boys:

- A concern for the sustainable and fair use of resources for the benefit of all
- Recognizing the significance of informed decision making
- The application of geographical knowledge and skills in learners’ personal lives
- Respect for the rights of all people
- A sense of fairness, sustainability and equality.

In summary, Geography is a subject that reveals the world’s people, places and environments and gives you a hand in shaping the world’s future.
THE VISUAL ARTS

What is the meaning of Art?

The theory and practical aspect of the Visual Arts is to discover and interpret the psychology, philosophy and, to a degree, the science present in a work of art. It is a visual form of expression. Furthermore, it allows one to assess both the evolution and history thereby enabling the student to develop a future for art.

Art is a shared and common visual academic language. It is thus considered a form of communication that can be assessed and appreciated by the literate and illiterate; wealthy and poor; old and young and the culturally diverse.

Art isn’t just a whimsical foray to capture lofty and noble ideals of beauty and self-expression. Art can be cruel, disturbing and revolutionary. It is a form of storytelling, a narrative into the mind of the artist, a country and/or a culture.

The practical aspects of the subject include:

- Learning to engage with a given theme.
- Developing a personal visual language.
- Developing and refining interpretive drawing skills.
- Conceptualizing and documentation of the creative processes.
- Experimenting and developing technical skills in almost any medium available to the student.

"Imagination is more important than knowledge... “ - Albert Einstein

Art vs Science

Without Art to inspire the great minds of our collective human history, the greatest engineering, scientific, political and cultural feats could not have existed. In short, our imagination is key in solving some of the toughest problems we are presented with today. It is the foundation required by visionaries.

Without a nurtured imagination and creativity, engineers could not invent; architects could not conceptualize; scientists would be unable to explore the subtleties of nature; politicians would be rendered ineffective without their propaganda and the advertising world in its entirety would be brought to its knees. It is the food of poets, revolutionaries, and philosophers. The Visual Arts play a pivotal role – the subject exists as a social commentary persuading us to action.

Art enables you in:

Perceiving - developing conscious awareness
Producing - using art as a vehicle to convey content, ideas and themes
Knowing - identify, appreciate and understanding
Communicating - The reading, writing and practice initiates the interchange of ideas linguistically, logically, mathematically, visually and musically.
Evaluating - developing an intuitive, aesthetic, critical and analytical response
Connecting - to discover and understand intrinsic relationships and relevance among other disciplines, life, individuals, ideas, skills and all learning.
BUSINESS STUDIES

What is the purpose of Business Studies?

“Money makes the world go around”

Economic growth and personal financial empowerment depends largely on the positive contributions of both business and individuals to the economy. In South Africa we are faced with many socio-economic challenges and it is important that young people are able to provide job opportunities for themselves instead of being reliant on the formal labour market. Job creation is the key to South Africa’s economic and social success. The development of these business roles will put boys in a position to apply knowledge and skills, to analyse and deal with different business environments (macro, micro and market), to initiate and carry out business ventures and successfully carry out business operations. We aim to empower our boys in order that they will become better prepared for the business world. South Africa is now part of the global village and only the very best will survive in this increasingly competitive world.

Who should take the subject?

Boys who have a passion for business, investments and management.
Boys who wish to develop business savvy and find out more about the operations in a business.
Boys who have an interest in labour developments.
Boys who enjoy problem solving and developing strategies to deal with issues.
Boys who wish to study for a business degree at a tertiary institution or who are likely to run their own business one day.

What skills are useful?

An ability to question critically the happenings in the world around us and to find possible solutions.
A general knowledge and keenness to read the newspapers.
The ability to write a factual report and come up with original solutions to problems.
The ability to remember factual content and then analyse and interpret this information.
Enthusiasm!

“Money talks”

This subject will ensure that Clifton boys:

- Acquire and apply essential knowledge, skills and principles to conduct business productively and profitably in changing business and social environments;
- Create business opportunities, creatively solve problems and take risks while respecting the rights of others as well as environmental sustainability;
- Apply basic leadership and management skills and principles while working with others to accomplish business goals;
- Are motivated, self-directed, reflective lifelong learners who manage themselves responsibly;
- Be able to analyse and evaluate different business scenarios critically;
- Gain an understanding of change, how to manage change and cope with stress; and
- In addition to being able to secure formal employment, students of Business Studies will be able to pursue sustainable entrepreneurial and self-employment career pathways. It also forms the foundation for further business learning opportunities in commerce degree study.
Some topics covered include:

- Business environments (PESTLE analysis, Porter’s Five Forces etc).
- Entrepreneurship
- Business functions
- Management and Leadership
- Conflict, stress and change management
- Investment and Insurance
- Ethics and corporate governance
- Human resource management
- Labour relations
- Corporate Social Responsibility
- Quality of performance
- Creative problem solving
- Marketing (7 P’s of marketing)
- Production
- Business plans
- Team work and empowering teams etc.
ACCOUNTING

What is the purpose of Accounting?

Accounting is much more than the recording of financial information and data. It develops knowledge, skills and the ability to make meaningful financial decisions in the social as well as the economic environments.

This subject will ensure that pupils are equipped with skills and basic knowledge to control personal finances as well as the finances of enterprises. This includes the logical, systematic and accurate recording of financial transactions as well as the analysis and interpretation of financial statements.

The study of Managerial Accounting includes concepts such as budgeting - an important tool for anyone who will be managing their own finances - as well as costing, an important part of manufacturing enterprises.

Boys are also equipped with tools in Managing Resources, which include basic internal control and audit processes as well as the adherence to a code of ethics, which are so necessary in the modern day society. Emphasis is placed on the knowledge and understanding of ethics as well as human rights and sound values in financial and managerial activities.

Some topics covered include:

- Accounting concepts and manual or electronic (PASTEL) recording procedures for the sole trader, partnership, non-profit organization and company
- The Accounting equation
- VAT concepts, calculations and applications (Ledger and VAT 201)
- Bank, debtors and creditors reconciliations
- Analysis of published financial statements and audit reports
- Preparation and explanation of budget concepts
- Preparation and analysis of cost information for a manufacturing enterprise

From the topics covered it should be noted that pupils intending to take Accounting as a subject require ability in mathematical, calculation and logical thinking skills.

Educational and Career Links

Topics covered correspond directly and form a base for topics covered at tertiary level.
What is the purpose of Music?

In Grade 10, students are encouraged to select music as a subject. The SAG document states clearly that a student may start with music without any prior knowledge, as long as he shows musical taste and promise.

Some topics covered include:

In the Grade 10 year a music student is exposed to the following:

- A practical instrument of his choice. He has to be on a Grade 3 standard/level at the end of the year. He will be encouraged to perform an external exam, UNISA or Royal Schools of Music in September. The aim of these exams are to expose a student to a formal assessment.
- Music theory – a music student will learn how to master the language of music, and write a theoretical exam, either UNISA or the Associated Board of Royal Schools of Music theory exam in October.
- Music History: - The content of the music history covers chapters such as the elements of music, Development of the Symphony, Musical Theatre, Jazz and Popular music.
- Music technology: A student will have the opportunity to work with music programmes. At Clifton School a student will be taught how to work with the Sibelius programme.
ADDENDA
Why Clifton chose to write the IEB Senior Certificate?

There is always discussion at this time of year, when subject choices are about to be made in the College, over the reasons for Clifton choosing to write the Independent Examination Board Senior Certificate examinations. These reasons are many and I have summarized them for your information. I remain indebted to documents from George Niven of St Anne’s which acted, in part, to inform this letter.

- The standard of State and IEB examinations is monitored by UMALUSI and the examinations are required to be of an equivalent standard. The curriculum is determined by the National Curriculum Statement and both State and IEB schools follow this. Where there is a difference is in the Subject Assessment Guidelines (SAG’s), which are determined by the different examining bodies. We believe that the SAG’s in the IEB offer a rigour that places our boys in an excellent position to cope at University. It is not merely a matter of standards: it is a matter of focus, reliability and quality.

- The tertiary ambitions of our boys necessitate that they leave Clifton as well prepared for the challenges of university as possible. It is a truism in education that the standards of assessment have a marked influence on the standard of teaching. The vast majority of IEB candidates intend to follow on to tertiary education (as do the vast majority of our boys) and research completed at UCT shows that over a three year period, while IEB candidates made up 1.3% of the national total, 15% of the intake to UCT came from IEB candidates and 25% of the graduates were IEB candidates. In turn, the drop-out rate was markedly low at 2%.

- The IEB is an intimate organization. We are able to communicate easily and quickly with those in senior positions. Our teachers are able to serve as markers and examiners and the communication from examiners to teachers is effective and thorough. With approximately 8000 candidates writing in a given year, the IEB is able to provide schools with detailed statistics and near immediate feedback. Papers are marked at only two venues (St Stithians and Hilton last year) and the level of reliability is, in our experience, exceptionally high. The national subject conferences, regional user groups and local cluster groups are equally effective in informing teachers and maintaining quality.

- Increasingly benchmarking tests are becoming important for acceptance to universities. The emphases on critical thinking and higher order answers aligns easily with the assessment approach of the IEB and our boys are accustomed to this approach as a matter of course in their classes at Clifton.

- There is much speculation that it is easier to gain a ‘7’ (an ‘A’ in the old parlance) in the State examination than in the IEB. The statistics show that candidate for candidate, more 7’s are awarded in the IEB than the State, with 25% of candidates in Mathematics regularly achieving a ‘7’, as an example. What is important to us is that boys who deserve the ‘7’ achieve it and it is our experience that this is the case in the IEB. Inflated marks merely add to the drop-out rate and to enrolment in inappropriate courses at University.

- The success of the candidates in the IEB is unquestioned. The pass rate of over 98% and an endorsement rate (university entrance) of over 80% of candidates underlines this.

- While no university will offer a direct comparison between State and IEB applicants, we know that the IEB examination is respected by universities and we have not seen access to faculties compromised by the fact that a boy wrote the IEB examination. Indeed, all my anecdotal evidence points to the contrary, not least with regard to my own sons!

- While very few of our boys will proceed to undergraduate degrees in universities outside of South Africa, it is reassuring to know that the IEB qualification has international recognition, the most recent example of which is the acceptance of the certificate for entry into all courses, including Medicine, at Edinburgh University.

- In short, we do not see Matric as an end point for our boys’ education and we believe that it is our duty to ensure that they are best prepared for the critical analysis and independent learning that universities
insist upon. How they are taught and assessed at school allows them that advantage and we believe this is best served through the rigour of the IEB.

BRIAN MITCHELL
EXECUTIVE HEADMASTER
PERFORMANCE AT UCT OF STUDENTS WHO WROTE THE IEB
SENIOR CERTIFICATE ExAMINATIONS: 2005 – 2007

Alvin Visser and Nan Yeld

November 2008

The perceived disadvantage of IEB candidates in relation to competition for high-demand university places (and scholarships) is a continuing and contentious issue. The key question is this: Universities treat an A from the IEB system as equivalent to an A from the state system (and a B to a B etc.). Are they in fact equivalent, or is one of higher quality than the other, and if so, are the universities prejudicing applicants from the higher quality system by not recognizing this in their admissions procedures?

One of the problems is that the simplest way to dispel – or confirm – such perceptions is to compare the performance of IEB candidates, grade for grade, with that of candidates who write the national examination. This could be done, for example, by using performance on a common set of tests such as those developed by the Alternative Admissions Research Project (AARP) at UCT. It is clear, however, that any challenge to the equivalence of results obtained on the IEB exam and those obtained on the provincial / national Senior Certificate would in effect be a challenge to the legitimacy of Umalusi, one of whose responsibilities it is to ensure equivalence. It is thus not possible to address this question without seriously considering and accepting the likely consequences of a public stand challenging state ‘standards’.

Instead of following this inevitably confrontational route, it was agreed in 2004 that an investigation into the academic progress of IEB candidates at universities would usefully demonstrate the value of their educational preparation. For the same reasons implied in the decision to avoid challenging the equivalence issue, it was agreed then that a comparative study (comparing the progress of IEB and provincial system candidates) not be undertaken.

The investigation reported on here is based on a very brief analysis of the progress of IEB candidates at UCT in the years 2005 – 2007 – basically, it is an update of the earlier study. The 2000 – 2003 investigation is included on pages 4 – 6. Since the 2005 – 2007 data reveal a very similar picture, less detail is covered in respect of the more recent study.
The data analysis was conducted by Alvin Visser of AARP. Rather than focusing on year-by-year correlations, which are notoriously difficult to interpret, and which require large numbers to be at all meaningful, the brief study focuses on the graduation and exclusion rates of the IEB students at UCT over targeted years.

Figure 1 below depicts the overall performance of IEB students over these years. The graph vividly illustrates the fact that very few IEB students are excluded – the vast majority continue and graduate.

In reading Figure 1, it should be remembered that the graphs – or intake years – need to be conceptualized as whole cohorts. For example, the 2005 intake cohort stands for all the ex-IEB students registered in a particular faculty (as an undergraduate) in the year 2005. The ‘events of interest’ are (i) during 2005, how many students left in good standing (ie who left for non-academic reasons), (ii) how many students were excluded in that year, (iii) how many students graduated, and (iv) how many students are still in the system.

Figure 1: IEB Overall Undergraduate Throughput 2005 - 2007
Table 1 below contains faculty-specific graduation and exclusion figures. Note that the numbers of students registered refer to all the students (IEB), in any year of study, who were registered in that year. The figures can be interpreted, very approximately, as follows, taking the case of the Science Faculty as an example. In this Faculty, which has a three-year degree structure, it can be seen that of the 204 IEB undergraduate students registered in Science in 2007, 3 were excluded, and 52 graduated.

The percentages are given in Table 2.

Table 1: Academic Standing Per Intake Year Per Faculty for all IEB Registered Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Academic Standing</th>
<th>COMMERCE</th>
<th>EBE</th>
<th>HUMANITIES</th>
<th>LAW</th>
<th>HEALTH SCIENCES</th>
<th>SCIENCE</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Continuing</td>
<td>650</td>
<td>221</td>
<td>453</td>
<td>38</td>
<td>232</td>
<td>123</td>
<td>1717</td>
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<tr>
<td></td>
<td>Excluded</td>
<td>35</td>
<td>9</td>
<td>10</td>
<td>5</td>
<td>1</td>
<td>10</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Graduated</td>
<td>269</td>
<td>33</td>
<td>198</td>
<td>25</td>
<td>50</td>
<td>65</td>
<td>640</td>
</tr>
<tr>
<td></td>
<td>Left in good standing</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>2005 Intake Total</td>
<td></td>
<td>955</td>
<td>263</td>
<td>663</td>
<td>68</td>
<td>284</td>
<td>199</td>
<td>2432</td>
</tr>
<tr>
<td></td>
<td>Continuing</td>
<td>553</td>
<td>204</td>
<td>357</td>
<td>39</td>
<td>204</td>
<td>108</td>
<td>1465</td>
</tr>
<tr>
<td></td>
<td>Excluded</td>
<td>10</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>8</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Graduated</td>
<td>265</td>
<td>63</td>
<td>201</td>
<td>18</td>
<td>72</td>
<td>70</td>
<td>689</td>
</tr>
<tr>
<td></td>
<td>Left in good standing</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>7</td>
<td>7</td>
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<td>2006 Intake Total</td>
<td></td>
<td>830</td>
<td>274</td>
<td>564</td>
<td>59</td>
<td>276</td>
<td>186</td>
<td>2189</td>
</tr>
<tr>
<td></td>
<td>Continuing</td>
<td>595</td>
<td>219</td>
<td>370</td>
<td>43</td>
<td>188</td>
<td>149</td>
<td>1564</td>
</tr>
<tr>
<td></td>
<td>Excluded</td>
<td>12</td>
<td>8</td>
<td>9</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>Graduated</td>
<td>249</td>
<td>80</td>
<td>208</td>
<td>17</td>
<td>67</td>
<td>52</td>
<td>673</td>
</tr>
<tr>
<td></td>
<td>Left in good standing</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td></td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007 Intake Total</td>
<td></td>
<td>859</td>
<td>312</td>
<td>590</td>
<td>65</td>
<td>256</td>
<td>204</td>
<td>2286</td>
</tr>
<tr>
<td></td>
<td>Grand Total</td>
<td>2644</td>
<td>849</td>
<td>1817</td>
<td>192</td>
<td>816</td>
<td>589</td>
<td>6907</td>
</tr>
</tbody>
</table>
Table 2: Academic Standing Expressed as a Percentage Per Intake Year Per Faculty for all IEB Registered Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Academic Standing</th>
<th>COMMERCE</th>
<th>EBE</th>
<th>HUMANITIES</th>
<th>LAW</th>
<th>HEALTH SCIENCES</th>
<th>SCIENCE</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005 Intake</td>
<td>Continuing</td>
<td>68.1</td>
<td>84.0</td>
<td>68.3</td>
<td>55.9</td>
<td>81.7</td>
<td>61.8</td>
<td>70.6</td>
</tr>
<tr>
<td></td>
<td>Excluded</td>
<td>3.7</td>
<td>3.4</td>
<td>1.5</td>
<td>7.4</td>
<td>0.4</td>
<td>5.0</td>
<td>2.9</td>
</tr>
<tr>
<td></td>
<td>Graduated</td>
<td>28.2</td>
<td>12.5</td>
<td>29.9</td>
<td>36.8</td>
<td>17.6</td>
<td>32.7</td>
<td>26.3</td>
</tr>
<tr>
<td></td>
<td>Left in good standing</td>
<td>0.1</td>
<td>0.3</td>
<td>0.4</td>
<td>0.4</td>
<td>0.5</td>
<td>0.5</td>
<td>0.2</td>
</tr>
<tr>
<td>2006 Intake</td>
<td>Continuing</td>
<td>66.6</td>
<td>74.5</td>
<td>63.3</td>
<td>66.1</td>
<td>73.9</td>
<td>58.1</td>
<td>66.9</td>
</tr>
<tr>
<td></td>
<td>Excluded</td>
<td>1.2</td>
<td>1.1</td>
<td>1.1</td>
<td>1.7</td>
<td>4.3</td>
<td>1.3</td>
<td>1.3</td>
</tr>
<tr>
<td></td>
<td>Graduated</td>
<td>31.9</td>
<td>23.0</td>
<td>35.6</td>
<td>30.5</td>
<td>26.1</td>
<td>37.8</td>
<td>31.5</td>
</tr>
<tr>
<td></td>
<td>Left in good standing</td>
<td>0.2</td>
<td>1.5</td>
<td>1.7</td>
<td></td>
<td></td>
<td></td>
<td>0.3</td>
</tr>
<tr>
<td>2007 Intake</td>
<td>Continuing</td>
<td>69.3</td>
<td>70.2</td>
<td>62.7</td>
<td>66.2</td>
<td>73.4</td>
<td>73.0</td>
<td>68.4</td>
</tr>
<tr>
<td></td>
<td>Excluded</td>
<td>1.4</td>
<td>2.6</td>
<td>1.5</td>
<td>7.7</td>
<td>0.4</td>
<td>1.5</td>
<td>1.7</td>
</tr>
<tr>
<td></td>
<td>Graduated</td>
<td>29.0</td>
<td>25.6</td>
<td>35.3</td>
<td>26.2</td>
<td>26.2</td>
<td>25.5</td>
<td>29.4</td>
</tr>
<tr>
<td></td>
<td>Left in good standing</td>
<td>0.3</td>
<td>1.8</td>
<td>0.5</td>
<td></td>
<td></td>
<td></td>
<td>0.5</td>
</tr>
</tbody>
</table>

The figures for Health Sciences are interesting in several ways. The total student numbers in undergraduate programmes in Health Sciences (MBChB as well as Health & Rehabilitation Science programmes) is on average 1550 in any given year. In the period 2000 – 2003, almost a quarter of the students were ex-IEB, attesting to the success such students have in gaining admission to high demand courses. In the 2005 – 2007 study, the proportion of ex-IEB students has dropped to 18% - not quite a fifth. It should be noted that this is still vastly over representative in terms of the school and general population, and is indicative of the very good preparation and learning environments in IEB schools (as is the minuscule exclusion rate). The drop can perhaps be ascribed at least partly to the implementation of the equity targets required of all Health Sciences Faculties (which would reflect a general drop in the numbers of white students, whether IEB or public sector – this might affect the IEB numbers more dramatically) and to the continued trend for gifted applicants to apply for Business Science programmes of study.

It is also of interest to note that 640 (in 2005), 689 (in 2006) and 673 (in 2007) ex-IEB students graduated from UCT. This remarkable achievement should be seen in the context of the overall number of UCT graduates (Bachelor’s degrees). As an example, of the approximately 2,721 Bachelor’s degrees awarded at the December 2007 ceremonies, 673 were to ex-IEB students. In other words, a quarter of all UCT graduates in December 2007 came from ex-IEB schools.
Conclusion

As was the case with the previous study, the data presented above paint a convincing picture of the excellent progress of IEB students at UCT. As UCT draws its students from a national pool, and is arguably the most selective institution in the country, it is likely that this outstanding level of performance can be taken as suggestive of IEB student progress at other South African universities.