

GRADE 10 SUBJECT CHOICE, THE FET PHASE AND BEYOND

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STRUCTURE OF THE EVENING:

- ❑ Setting the scene ...
- ❑ Higher Education expectations
- ❑ Spotlight on the boys
- ❑ Subject Choice
- ❑ How parents can assist
- ❑ The way ahead

How do I navigate THIS reality?

SEE the VIDEOCLIP REFERRED TO IN THE EMAIL



What skills are we going to need to thrive?

- ❑ Scepticism and critical thinking: AI hallucinates
- ❑ Live offline (to enable pt1)
- ❑ QUESTIONS not quick answers
- ❑ Solve real life problems in real time
- ❑ Entrepreneurial mindset
- ❑ NEVER outsource your thinking to a machine!



Cognitive and interpersonal skills

- ❑ critical thinking, planning, communication, and adaptability.
- ❑ Understanding AI applications
- ❑ Self- leadership
- ❑ Building and maintaining relationships
- ❑ Working in a green and aware manner
- ❑ Life-long learning



Self-leadership and digital skills

- ❑ Setting and achieving goals,
- ❑ demonstrating drive, discipline, and follow-through.
- ❑ cybersecurity,
- ❑ data, and programming literacy are more important than ever.



Cognitive

Critical thinking

- Structured problem solving
- Logical reasoning
- Understanding biases
- Seeking relevant information

Planning and ways of working

- Work-plan development
- Time management and prioritization
- Agile thinking

Communication

- Storytelling and public speaking
- Asking the right questions
- Synthesizing messages
- Active listening

Mental flexibility

- Creativity and imagination
- Translating knowledge to different contexts
- Adopting a different perspective
- Adaptability
- Ability to learn

Interpersonal

Mobilizing systems

- Role modeling
- Win-win negotiations
- Crafting an inspiring vision
- Organizational awareness

Developing relationships

- Empathy
- Inspiring trust
- Humility
- Sociability

Teamwork effectiveness

- Fostering inclusiveness
- Motivating different personalities
- Resolving conflicts
- Collaboration
- Coaching
- Empowering

Self-leadership

Self-awareness and self-management

- Understanding own emotions and triggers
- Self-control and regulation
- Understanding own strengths
- Integrity
- Self-motivation and wellness
- Self-confidence

Entrepreneurship

- Courage and risk-taking
- Driving change and innovation
- Energy, passion, and optimism
- Breaking orthodoxies

Goals achievement

- Ownership and decisiveness
- Achievement orientation
- Grit and persistence
- Coping with uncertainty
- Self-development

Digital

Digital fluency and citizenship

- Digital literacy
- Digital learning
- Digital collaboration
- Digital ethics

Software use and development

- Programming literacy
- Data analysis and statistics
- Computational and algorithmic thinking

Understanding digital systems

- Data literacy
- Smart systems
- Cybersecurity literacy
- Tech translation and enablement



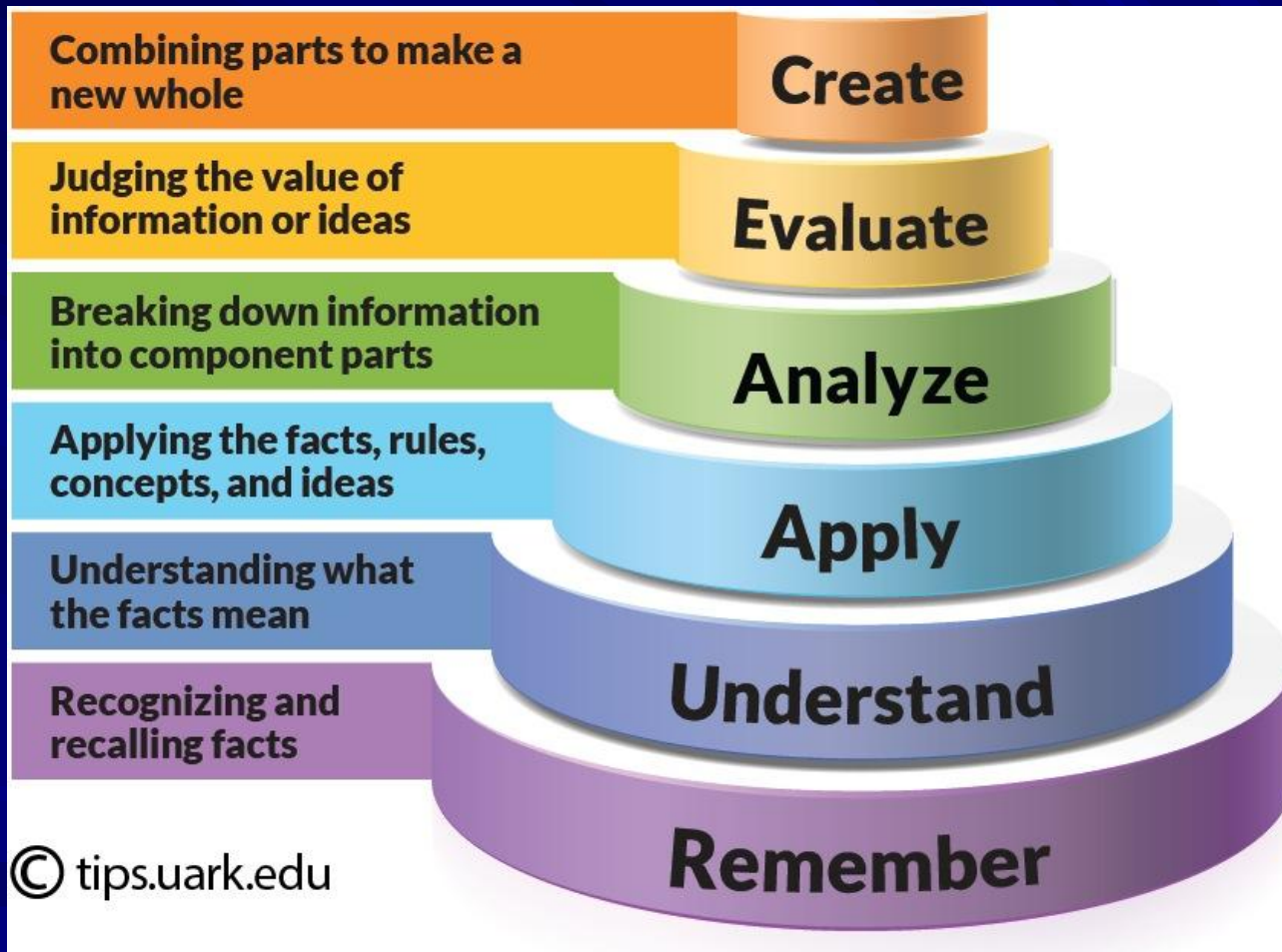
Who gets into university then?

- ❑ Self- motivated, disciplined, **intellectually curious and rigorous**
- ❑ Consistently excellent results
- ❑ Not about content, but cognitive skill sets
- ❑ Theoretical not vocational
- ❑ Independent thinkers with a good set of personal standards and ethics

CONTRIBUTORS not consumers



Bloom's taxonomy is hierarchical,
meaning that learning at the higher levels is dependent on having attained prerequisite
knowledge and skills at lower levels



HIGHER EDUCATION EXPECTATIONS

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“Bachelor’s Pass”

- ❑ Pass matric (NSC)
- ❑ Four subjects, excluding LO, above 50%
- ❑ Minimum requirements are mostly irrelevant.
- ❑ Each faculty and university has its own entrance requirements

- ❑ National Bench Mark Test (NBT)
- ❑ Special requirements, like a portfolio
- ❑ Grade 11 November results
- ❑ Mathematics, Science, Life Sciences
- ❑ **POINTS!!**

OUR ADVICE!

- A broad foundation which develops 21st century competencies



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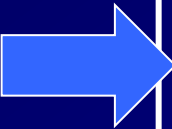
OUR ADVICE !

- ❑ A passion for learning
- ❑ Very few subjects are actually required
- ❑ Check admission requirements
- ❑



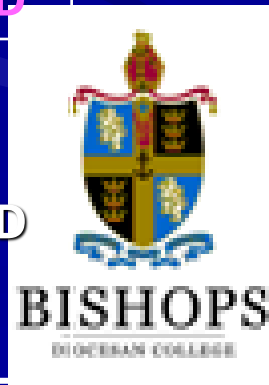
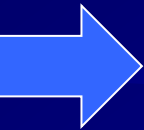
THE NATIONAL QUALIFICATIONS FRAMEWORK

8. Doctorates 7. Higher degrees 6. First degrees 5. Diplomas	HIGHER EDUCATION AND TRAINING BAND University / Technikon / Colleges / Professional bodies
SCHOOL EXIT CERTIFICATE: NATIONAL SENIOR CERTIFICATE	
4. Grade 12 3. Grade 11 2. Grade 10	FURTHER EDUCATION AND TRAINING BAND
1. Grade 9 Senior Phase Intermediate Phase Foundation Phase	GENERAL EDUCATION AND TRAINING BAND



ALTERNATIVELY

8. Doctorates 7. Higher degrees 6. First degrees 5. Diplomas	HIGHER EDUCATION AND TRAINING BAND University / Technikon / Colleges / Professional bodies
4. Grade 12 3. Grade 11 2. Grade 10	CAMBRIDGE INTERNATIONAL A LEVELS CAMBRIDGE INTERNATIONAL AS LEVELS FURTHER EDUCATION AND TRAINING BAND
1. Grade 9 Senior Phase Intermediate Phase Foundation Phase	GENERAL EDUCATION AND TRAINING BAND <i>Bishops inspires individuals</i>



What have we done as a school?

- ❑ Interactive web site: Bishops GoStudy programme
- ❑ A basic interest/aptitude questionnaire
- ❑ Information on all careers related to these fields
- ❑ Values, personality traits, aptitudes, subjects recommended
- ❑ Direct links to universities; opportunity to email specific questions
- ❑ Workbook prepared for portfolio
- ❑ Individual help to make some preliminary choices
- ❑ FET: Counselling, job shadows, Open Days, career assessments, talks by tertiary institutions, Career Library, assistance with applications, annual career expo



How we aim to help their quest

- A catalyst for thought and self-examination
- An inspiration to aim as high as possible
- Manage the tension between dreams and reality by **keeping options open but point score viable**
- A resource base
- A support wherever applicable and appropriate

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What we cannot do...

- ❑ Guarantee admission to the institution of choice
- ❑ Warn every boy of every change in every course in every institution on every continent 😊
- ❑ Take responsibility for his application
- ❑ Make the final career choice for him

SUBJECT CHOICE

☐ FET REQUIREMENTS

☐ Grade 11 CAMBRIDGE

☐ HOW TO CHOOSE SUBJECTS

FET REQUIREMENTS

FEATURES OF THE NSC

- ✓ NO higher or standard grade
- ✓ FOUR COMPULSORY subjects
- ✓ NO aggregates. 7 - point rating scale.
- ✓ Name changes for some subjects

FOUR COMPULSORY SUBJECTS

AND

THREE ELECTIVE SUBJECTS

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COMPULSORY SUBJECTS

1. Home Language
2. First Additional Language
3. Mathematics or Mathematical Literacy
4. Life Orientation

LANGUAGES

□ HOME LANGUAGE

- reading and writing skills

□ FIRST ADDITIONAL LANGUAGE

- listening, speaking, reading, writing

□ SECOND ADDITIONAL LANGUAGE

- listening and speaking skills

MATHEMATICS/ MATHEMATICAL LITERACY?

Mathematics

- ❑ More theoretical and tertiary requirement
- ❑ Pre-requisite in order to take Physical Science
- ❑ Replaces Higher and Standard Grade

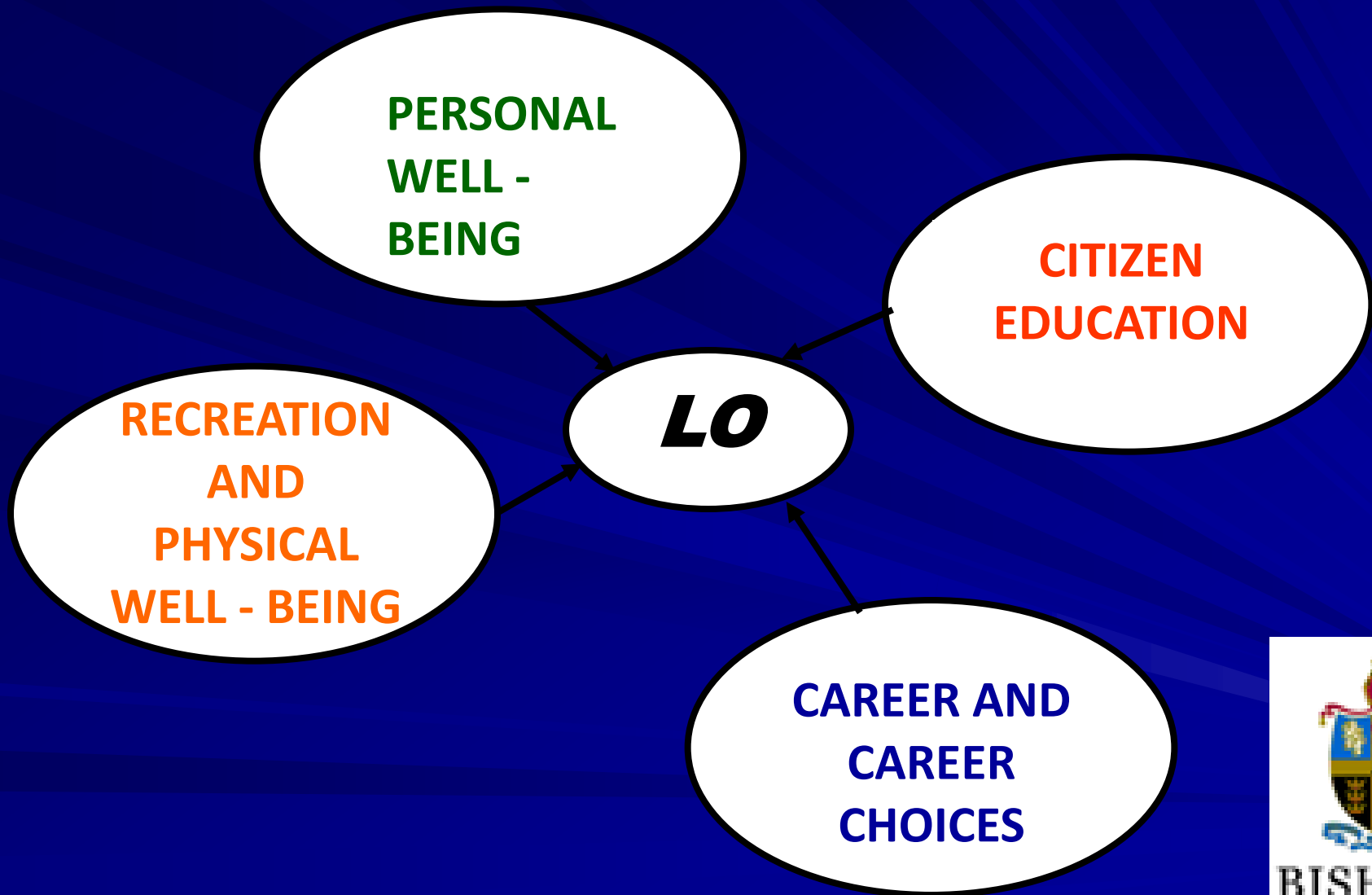
Mathematical Literacy –Not offered in Grade 10

- ❑ Practical / context driven
- ❑ NB: Competence in reading and
- ❑ understanding large sections of text

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LIFE ORIENTATION



ELECTIVE SUBJECTS

- ❑ THREE subjects
- ❑ IT and Economics aptitude tests
- ❑ Required subjects and then most important is enjoyment and **POINTS!!**



ADDITIONAL OPTIONS

- ✓ Additional subject(s) in the school timetable (Further Studies Mathematics)
- ✓ Additional NSC subject(s) outside of Bishops

NATURE OF ASSESSMENT

GRADE 9: 60% CASS + 40% Final exam

GRADE 10 - 12: 25% CASS + 75% Final Exam

GRADE 12	INTERNAL	EXTERNAL
Subjects with practical component	CASS: 25% PRACTICAL: 25%	Final exam: 50%
Life Orientation	PORTFOLIO and PRACTICAL: 100%	Standardised test for moderation purposes

HOW TO CHOOSE SUBJECTS

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INTERESTS

What do I like to do?

REALISTIC about your ABILITIES

What do I do well?



PERSONAL VALUES

What is important to me?

KNOW YOURSELF

What type of person are you?

CAREER?



THE SUGGESTED PROCESS

- ✓ No choice: English, Life Orientation, Mathematics
- ✓ Afrikaans/ IsiXhosa First Additional Language/Exempt?
- ✓ Physical Science? Will I definitely not need it?
- ✓ Aim for a spread of subjects based on **the skills they provide, competence, your enjoyment**
- ✓ Practical subjects and the time needed



Bishops subjects

- ❑ English
- ❑ Afrikaans
- ❑ IsiXhosa
- ❑ French
- ❑ Mathematics
- ❑ Mathematical Literacy
- ❑ Physical Sciences
- ❑ Life Sciences
- ❑ History
- ❑ Geography
- ❑ Economics
- ❑ Accounting
- ❑ Information Technology (IT)
- ❑ Music
- ❑ Dramatic Arts
- ❑ Visual Arts
- ❑ Engineering & Graphic Design



Physical Science
Life Sciences
History

Life Sciences
History
Accounting
Economics
Information Technology
Geography
Engineering and Graphic Design

Life Sciences
History
Accounting
Economics
Information Technology
Geography
Drama
Visual Arts
Music
IsiXhosa SAL
French SAL

Where there is insufficient demand for a subject offered in more than one group, we will need to approach pupils about amending their choice.

Bishops choice



Changing subjects later?

- ❑ 2 changes allowed in Grade 10 by 30 June
- ❑ 2 changes allowed in Grade 11 by 31 March
- ❑ In an exceptional case one change can be made at year end
- ❑ NO CHANGES IN GRADE 12 AT ALL
- ❑ Some subjects difficult to catch up if
- ❑ selected later. (e.g. Science)



Doing an extra subject?

- ❑ We offer 6 subjects and LO
- ❑ Own cost and arrangement
- ❑ Marks are included on the report card
- ❑ Evaluate motives for doing the extra subject
- ❑ School takes no responsibility



CAMBRIDGE INTERNATIONAL CURRICULUM

Grade 10 June Requirements:

- 75% average for Maths, English and electives.

CAMBRIDGE INTERNATIONAL CURRICULUM

Subject requirements

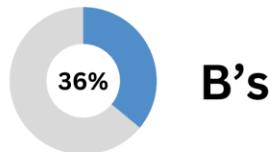
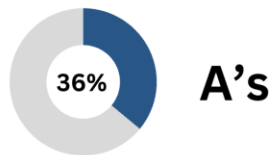
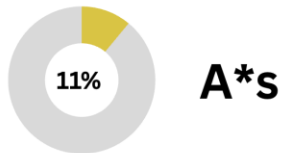
- Must offer course which provides SA university acceptance.
- AS LEVELS: Six subjects needed
- (4AS Levels and 2 IGCSE)
 - ✓ IGCSE Afrikaans
 - ✓ IGCSE English
 - ✓ AS Mathematics
 - ✓ Choice of three AS elective subjects
- A LEVELS: 3 A Level electives

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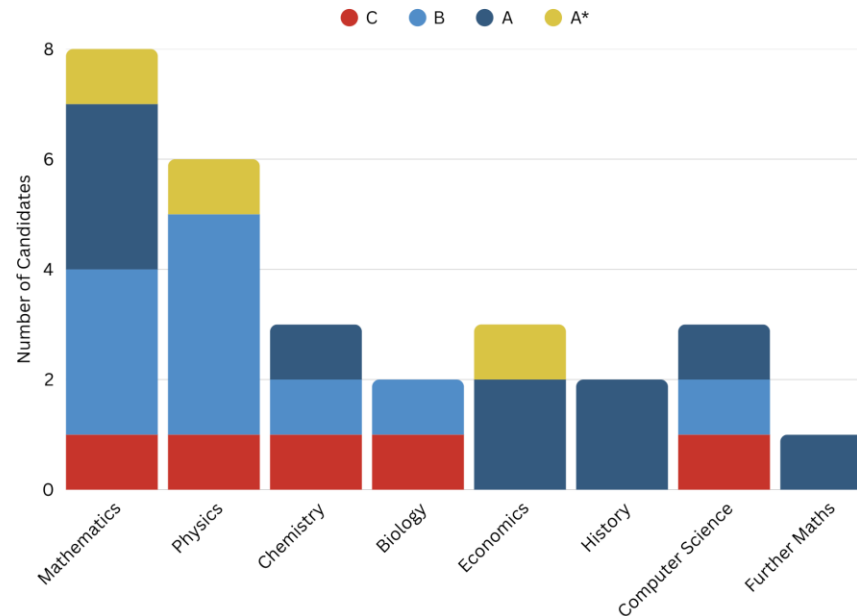


2025 A LEVEL RESULTS

Total Grades Achieved



Grades Achieved by Subject



NSC Equivalents

A*: 90-100% in NSC

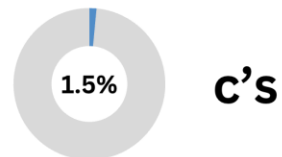
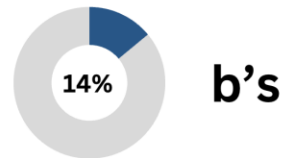
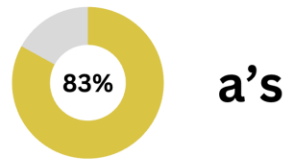
A: 80-89% in NSC

B: 70-79% in NSC

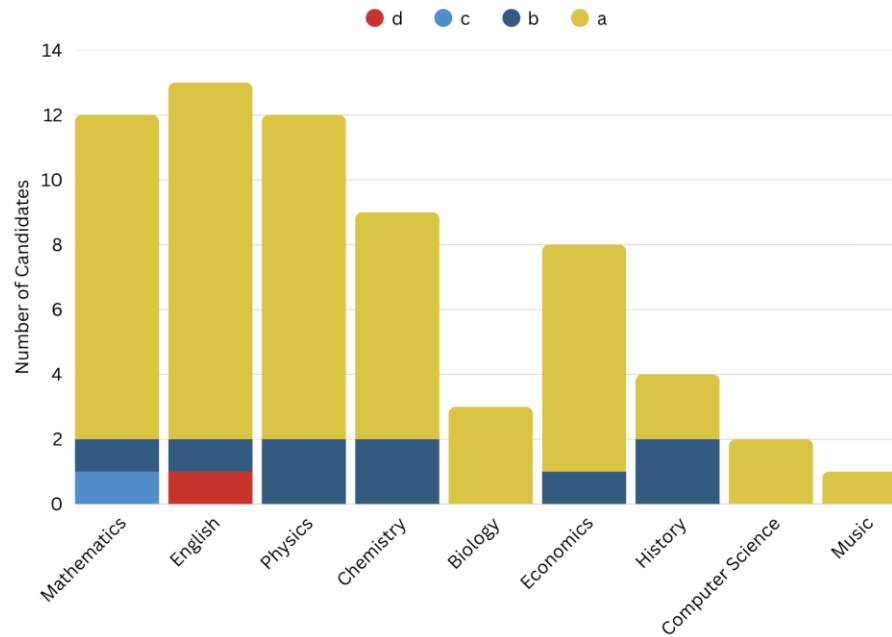


2025 AS LEVEL RESULTS

Total Grades Achieved



Grades Achieved by Subject



NSC Equivalents

a: 85-100% in NSC

b: 75-84% in NSC

c: 65-74% in NSC



What can we do as parents?

ENCOURAGE INDEPENDENCE, RESPONSIBILITY AND TEAM SKILLS BY:

- Requiring self-discipline
- Require him to manage his time, deadlines, workload and sport
- Work before play
- Limit the time he spends entertaining himself instead of engaging in activities etc

INTRODUCE THEM TO THE REAL WORLD OF OUR WORK.

- Mediate the world to him: develop his critical thinking skills during dinner time conversations
- Talk about work related issues and watch the news

CHANGE OUR WAY OF THINKING

- Face our own unresolved issues, unreasonable expectations, limiting beliefs
- Assist (not do) their research, double-check the details



What can your son do to develop his skills?



- Join societies to broaden his horizons
- Sign up for short online courses
- Take on a part-time job
- Take responsibility for aspects of family life/challenges
- Find a passion and volunteer
- Manage his online persona



The Reality Check

- ❑ The “best of the bunch” ...Merit Ranking
- ❑ Have Plan B and C and be openminded.
- ❑ The need for transferable skills.... (the right stuff, not the right bluff) PIE
- ❑ What you can/will do, not what you have done 😊 Self-awareness is key
- ❑ “Minimum requirements” trap
- ❑ Leadership!! Of self, a group, a task

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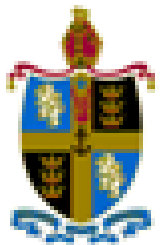
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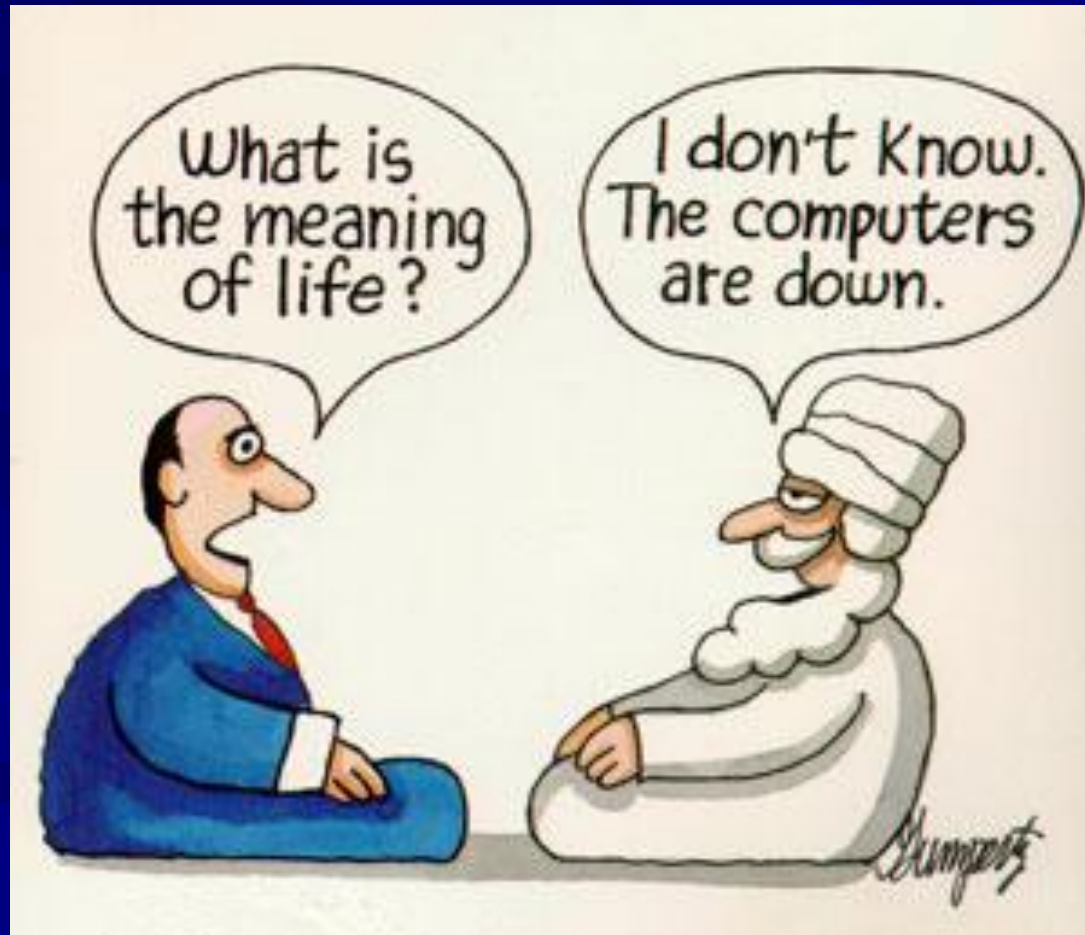
"Good Lord, I can't believe you're STILL
trying to figure out what you want to do
with your life."

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BISHOPS
DIOCESAN COLLEGE

BROADEN YOUR INFORMATION BASE



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Read Books/Newspapers/Journals.....

*Just as it's impossible to walk through fine sand without
getting
a grain or two inside your shoes, so the reading of fine
writers
leaves a mark on your own prose.*

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THE WAY AHEAD

- ❑ **WEBSITE** – powerpoint and audio recording
- ❑ **A LINK** - to an electronic form will be sent.
- ❑ **SUBJECT DETAILS**

**DEADLINE FOR CHOICES TO BE SUBMITTED:
12 August 2026**

CONSULT US

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