GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 406   28 April *2006*

SAQA

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(c) **of** the National Standards Bodies Regulations of **28** March **1998,** the Standards Generating Body **(SGB)** for

Generic

Registered by Organising Field 05, Education, Training and Development, publishes the following qualification for public comment.

This notice contains the titles, fields, subfields, NQF levels, credits, and purpose **of** the qualification. The qualification can be accessed via the **SAQA** web-site at **www.saqa.org.za**. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, **Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.**

Comment on the qualification should reach **SAQA** at the address *below and no later than 25 May 2006.* All correspondence should be marked **Standards Setting – SGB for Generic** and addressed *to*

> The Director: Standards Setting and Development
> **SAQA**
> *Attention: Mr. D Mphuthing*
> Postnet Suite *248*
> Private **Bag X06**
> Waterkloof
> **0145**
> or faxed to 012 – 431-5144
> e-mail: dmphuthing@saqa.co.za

S BHIKHA
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Vocational, Level 2

SGB NAME		ORGANISING FIELD ID		PROVIDER NAME	
Generic		500			
QUAL TYPE		**ORGANISING FIELD DESCRIPTION**	**SUBFIELD**		
National Certificate		Undefined	Undefined		
ABET BAND	**MINIMUM CREDITS**	**NQF LEVEL**		**QUALIFICATION CLASS**	
Undefined	*130*	Level 2		Regular-ELOAC	

The National Certificate: Vocational, Level 2 is aimed at learners in FET Colleges, who have completed grade 9 in a general academic school and learners who are in possession of a GETC obtained through workplace learning. The qualification builds on the competencies acquired in the General Education Band. In particular it develops Language, Communication and Numerical competencies, which the learner will find useful in everyday life and in the world of work. Life Skills are also offered, which should enable the learner *to* operate confidently and independently in society. Furthermore, the learner is introduced to basic skills, knowledge, applied competence and values applicable to people entering a particular vocational area at an elementary level. Successful learners will be able to continue with the vocational learning contained in the National Certificate: Vocational, Level 3 as well as with other applicable occupational and/or vocational learning at a higher level.

The National Certificate: Vocational, Level 2 will provide learning experiences in situations contextually relevant to the particular vocational area in which the programme is situated. The National Certificate: Vocational, Level 2 on the NQF will offer programmes in the form of subjects that will consist of academic knowledge and theory integrated with the practical skills and values specific to each vocational area.

The National Certificate: Vocational, Level 2 has the objectives of:

> Equipping learners irrespective of their socio-economic background, race, gender, or disabilities with the knowledge skills and values necessary for self-fulfillment and meaningful participation in society as citizens of a free country.
> Providing access *to* further learning in a specific vocational sector chosen by the learner.
> Facilitating the transition of learners from formal education in the workplace.
> Providing employers with a profile of learner's competencies.

This means that the National Certificate: Vocational, Level 2 will:

> Deepen the foundation laid by General Education and Training.
> Lay a foundation for specialist learning.
> Prepare learners for further learning.
> Prepare learners for employment at an elementary level.
> Develop citizens with a commitment to the social demands of our country such as democracy, improved productivity, global competitiveness, social and economic transformation, etc.
> Promote the holistic development of learners.

The qualification complies with the provisions of the National Education Policy Act 1996 (Act 27 of 1996) and the Further education and training Act 1998 (Act 98 of 1998).

Rationale:

There is a great need in South Africa for learners especially those who leave the formal schooling system, before completing their National Senior Certificates, to be adequately prepared for the workplace. This need must also be coupled with the need for a skilled labour force to help the country attain its economic growth targets and to be globally competitive in terms of products and services. Consequently, a vocational learning pathway has been developed for learners who do not wish to continue with general academic learning at FET level. This learning pathway, consisting of three qualifications in the FET band, will provide learners with communication, numeracy and life skills and broad vocation competencies with specialization in a particular vocational area, which will enable them *to* be better prepared for the world of work and for further learning in their chosen vocational field at either further education or higher education level.

Ideally learners should complete all three qualifications in the pathway i.e. the National Certificate: Vocational at Levels 2, 3 and **4,** as the qualifications have been planned in a successive manner so that learners will be best prepared for the world of work and together they present a coherent set of skills, knowledge and competencies. Nevertheless the National Certificate: Vocational, Level 2 serves the purpose of preparing learners to enter a chosen occupation or broad class of occupations at an elementary level.

The National Certificate: Vocational, Level 2 is the first qualification in the learning pathway and will be offered in the form of modules at FET Colleges.

The National Certificate: Vocational, Level 2, as is the case with the other qualifications in the learning pathway, is based on the following underpinning principles:

> Social transformation.
> Outcomes based education.
> High knowledge and high skills.
> Integration and applied competence.
> Progression.
> Articulation and portability.
> Human rights, inclusivity and environmental and social justice.
> Credibility, quality and efficiency.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that learners who access this qualification are competent in Communication and Mathematical Literacy at NQF Level 1.

Recognition of Prior Learning:

Any learner who does not possess a statement of achievement or recognized certificate indicating that he/she meets the entry requirements, may be granted admission to the qualification through a process of Recognition of Prior Learning conducted by Umalusi, a recognized examining body or an ETQA that has a Memorandum of Understanding with Umalusi.

Learners entering the qualification from other sites of learning could receive credits for relevant learning assessed by other assessment bodies, accredited by Umalusi, the Council for General and Further Education and Training Quality Assurance, in terms of section 16(6) of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001).

Access to the qualification:

1. Access to this qualification *is* open to all learners who are in possession of:

1.1. A GETC or a Grade **9** Certificate issued by a school.
1.2. An Adult Education and Training (ABET) NQF Level 1 Certificate.
1.3. A recognised equivalent qualification obtained at NQF Level 1.
1.4. An approved bridging programme designed for the specific purpose *of* access to NQF Level 2.
1.5. A Recognition of Prior Learning (RPL) assessment programme, which meets the basic requirements for access to NQF Level 2.

2. Learners who have not been part of the South African education system may also gain access through

an appropriate RPL assessment.

QUALIFICATION RULES

This qualification consists of a Fundamental and a Vocational Component.

1. Fundamental Component:

The following three subjects are compulsory:

1.1. Language at NQF Level **2** in one of the eleven official languages provided for by the South African Constitution, 1996 (Act No. 108 of 1996), (listed in Annexure **B**), provided that the official language chosen is offered at least on First Additional Language level, provided further that the language is the language of learning and teaching (LOLT) of the FET college/provider. See **B1** at Annexure B.

1.2. Mathematics or Mathematical Literacy at NQF level 2.

1.3. Life Orientation at NQF Level **2.**

2. Vocational Component:

The Vocational Component defines the qualification as being of a specific type and involves learning experiences in situations contextually relevant to the particular vocational field and also provides for the attainment of specific learning required for depth and specialisation within a particular programme. The Vocational Component will therefore indicate the specialisation of the programme.

Learners are to choose Four subjects at level **2** provided that at least three of the four subjects are selected from one sub-field at Annexure A. The remaining subject may be chosen either from subfields in the same organising field, or from any other organking field listed in Annexure A.

The Vocational subjects are grouped into Vocational specialisations each of which indicates what subjects must be chosen.

The approved subjects are those listed in the policy document, National policy on the programme and promotion requirements of National Certificates and Non-formal Programmes offered in Further Education and Training (FET) Colleges.

Learners accessing the National Certificate: Vocational, Levels 3 and **4** will be expected to offer the same three Fundamental subjects, and four Vocational subjects which were chosen for the National Certificate; Vocational, Level **2** as they form *a* successive continuation of the learning done at NQF Level 2. The learning in each level, however, is distinctive. There is no carry-over of credits from one level to the next.

The Vocational Specialisiations are the following:

2.1. Information Technology and Computer Sciences

Three Compulsory subjects:

> Introduction to Information Systems
> Electronics
> Introduction to Systems Development

Optional Subject:

Choose one **of** the following subjects or a subject from any other vocational specialisation:

> Contact Centre Operations
> Client Services and Human Relations
> Entrepreneurship

2.2. Marketing

Three Compulsory subjects:

> Marketing
> Commercial Marketing

> Marketing Communication

Optional Subject:

Choose one of the following or any subject from any other vocational specialization:

> Consumer Behaviour
> Contact Centre Operations

2.3. Generic Management

Three Compulsory subjects:

> Management Practices
> Operations Management
> Financial Management

Optional Subject:

Choose the following subject or any subject from any other vocational specialization:

> Entrepreneurship

2.4. Tourism

Three Compulsory Subjects:

> Science of Tourism
> Client Services and Human Relations Services
> Sustainable Tourism in SA

Optional Subject:

Choose the following subject or any subject from any other vocational specialization:

> Tourism Operations and Technology

2.5. Electrical Infrastructure Construction

Three Compulsory Subjects:

> Electrical Principles and Practices
> Workshop Practice
> Electronic Control and Digital Electronics

Optional Subject:

Choose the following subject or any subject from any other vocational specialization:

> Electrical Systems and Construction

2.6. Civil Engineering Construction

Compulsory Subjects:

> Applied Science and Costing of Designs (Experimentation)
> Construction Equipment and Machinery
> Principles of Construction Contracting

Optional Subject:

Choose one of the following subjects or any subject from any other vocational specialization:

> Physical Science
> Basic Construction Plumbing
> Woodworking Processes

> Basic Masonry and Tiling Construction
> Road Construction

2.7. Finance, Economics and Accounting

Three Compulsory Subjects:

> Applied Accounting
> Financial Management
> Economic Environment

Optional Subject:

Choose the following subject *of* any subject from any other vocational specialization:

> New Venture Creation

2.8. Manufacturing and Assembly

Three Compulsory Subjects:

> Manufacturing and Assembly Processes
> Professional Engineering Practice
> Application of Scientific and Engineering Knowledge

Optional Subject:

Choose one of the following subjects or any subject from any other vocational specialization:

> Physical Science
> Automotive Repair and Vehicle Maintenance

2.9. Engineering and Related Design

Three Compulsory Subjects:

> Engineering Fundamentals
> Engineering Technology
> Presperational Analysis *of* Engineering

Optional subject:

Choose one *of* the following subjects or any subject from any other vocational specialization:

> Physical Science
> Fitting and Turning

2.10. Fabrication and Extraction

Three Compulsory Subjects:

> Introduction to Engineering
> Engineering Tools and Equipment
> Pre-operational Analysis of Engineering Systems

Optional Subject:

Choose one *of* the following subjects or any subject from any other vocational specialization:

> Engineering Fabrication
> Physical Science

2.11. Primary Agriculture

Three Compulsory Subjects:

> Plant Production
> Animal Production
> Record-keeping

Optional Subject:

Choose the following subject or any .subject from any other vocational specialization:

> Agricultural Science

2.12. Office Administration

Three Compulsory Subjects:

> Business Practice
> Office Practice
> Office Data Processing

Optional Subject:

Choose the following subject or any subject from any other vocational specialization:

> Applied Accounting

2.13. Hospitality

Three Compulsory Subjects:

> Hospitality Generics
> Client Service and Customer Relations
> Food Preparation

Optional Subject:

Choose the following subject or any subject from any other vocational specialization:

> Hospitality Services

3. The above choices are subject to the following provisos:

3.1. A learner may not offer both Mathematics and Mathematical Literacy.

3.2. A learners may offer an additional language in lieu of the fourth Vocational subject to the value of 20 credits at Level 2 selected as follows:

3.2.1. The language must be at least at First Additional Language level.
3.2.2. It must be one (1) of the eleven official languages listed at B1 at Annexure B or be one of the non-official languages listed in the policy document, National Educational Policy: Formal Further Education and Training College Programmes.

4. The subjects chosen for an approved programme at an FET College may also consist of subjects assessed by other assessment bodies, accredited by Umalusi, the Council for General and Further Education and Training Quality Assurance, in terms of section 16(6) of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001).

5. The following concessions to the above rules are applicable:

5.1. A learner who is classified as an immigrant may offer the required official language on at least Second Additional Language Level.
5.2. A learner who has an aural impairment and whose language of instruction is not his/her home language, may offer the official language at Second Additional Level.
5.3. A learner experiencing dyscalculia may be exempted from offering Mathematical Literacy or Mathematics, provided that another module is offered in lieu of Mathematical Literacy or Mathematics.

6. Credits

Each subject is worth 20 credits with Life Orientation worth 10 credits. The total credits for the qualification are 130.

Fundamental Component:

> Language: 20 credits
> Mathematics or Mathematical Literacy: 20 credits
> Life Orientation: 10 credits

Total for Fundamental Component: 50 credits

Vocational Component:

> Vocational Subject 1: 20 credits
> Vocational Subject 2: 20 credits
> Vocational Subject 3: 20 credits
> Vocational Subject 4: 20 credits

Total for Vocational Component: 80 credits

Total for Qualification: 130 credits

EXIT LEVEL OUTCOMES

The Exit Level Outcomes and their Associated Assessment Criteria of this National Certificate: Vocational, Level 2 are explicitly stated in the curriculum statements of the individual subjects of the qualification.

1. Fundamental Component

1. ▌Language:

a. Listening and Speaking

Exit Level Outcome: Listen and speak in social contexts for a variety *of* purposes and audiences.

Associated Assessment Criteria:

> Listening and speaking strategies are used for a range of everyday purposes.
  Range: The purposes refer to greetings, providing information, requests and questions, instructions and directions, maintaining social conversations, short formal and informal speeches.
> Different forms of oral communication are recognised and used for social contexts.
> Oral presentations are researched, planned and delivered for specific social contexts.
> Oral presentations are responded to by asking questions.
> Language usage is applied in a range of social oral situations.

b. Reading and Viewing

Exit Level Outcome: Read and assess verbal and non-verbal forms of communication in order to determine meaning and make responses to the intended message.

Associated Assessment Criteria:

> Reading and viewing strategies are used for information, comprehension and enjoyment.
> Fatniliar written and visual texts are described in order to identify meaning, values and attitudes.
> Structures and key features of texts are investigated to show how they shape meaning.
  Range: Texts include literary and non-literary texts, reference material, visual and multi-media texts. Literary texts should constitute 20% of the number of texts read and viewed.
> Elements of style are identified and described to show how these elements achieve particular effects.
> Forms of non-verbal communication are identified and described to determine meaning, values and attitudes.   .
  Range: Non-verbal forms *of* communication include body language, facial expressions, gestures, signs and symbols, colour, pictures and illustrations, communication by touch, lip reading and sign language.

c. Writing and Presenting

Exit Level Outcome: Write and present for **a** limited range of purposes and audiences using language

conventions and formats appropriate to workplace contexts

Associated Assessment Criteria:

> Writing tasks are planned for a specific purpose, audience and context.
   Range: Tasks refer to personal writing tasks, learning writing tasks, elementary research tasks and functional writing.
> Writing strategies and techniques are used for first drafts.
> Language structures and conventions are used to create and write texts that are appropriate, logical, and stylistically and grammatically correct.
> Feedback received from others is used to check and adapt written texts.
> Own writing is proofread and edited to produce final texts for presentation.
> The final text *is* presented using conventions and formats required by the context.

d. Language in Practice

Exit Level Outcome: Use language structures and conventions to assist learning and to communicate appropriately as required in social contexts.

Associated Assessment Criteria:

> Language structures and conventions are identified and used for effective learning and communication.
   Range: Language structures and conventions refer to syntax and grammar, diction, meaning and idiomatic language.
> Language awareness and structures are used to produce a range of oral and written **texts.**
> Learning resources are identified and used to assist learning in different contexts.
   Range: Learning resources include dictionaries, textbooks, web page information, reference works, manuals and study guides.
> Learning strategies are identified and developed to assist and improve learning.
   Range: Strategies include techniques for learning, learning style, time management, **goals** and motivation, learning context and barriers, teamwork, group learning and leadership, and multiple intelligences.

3.2. Mathematics:

a. Numbers

Exit Level Outcome: Recognize and work with numbers and their relationships **to** estimate, calculate and check solutions.

Associated Assessment Criteria:

> Computational tools and strategies are used to make estimates and approximates.
> Numbers and relationships amongst numbers and numbers systems are represented in different **ways.**

b. Functions

Exit Level Outcome: Investigate and represent a wide range of algebraic expressions and functions and solve related problems.

Associated Assessment Criteria:

> Functions and patterns are used to solve problems.
> Algebraic expressions are manipulated to solve problems.
> Algebraic equations are solved in given problems.
> Rate of change of *a* function between two values *of* the independent variables are investigated in order to solve problems.

c. Space, Shape and Orientation

Exit Level Outcome: Describe, represent, analyse and explain properties of shapes in 2- and 3-dimensional space with justification.

Associated Assessment Criteria:

> Physical qualities are estimated, measured and calculated in order to solve problems.

> The properties *of* geometric shapes are described and represented graphically.
> Geametric figures are represented on a Cartesian co-ordinate system.
> Geometrical and trigonometrical models are interpreted and constructed in order to solve problems.

d. Statistical and Probability Models

Exit Level Outcome: Analyse data to establish statistical models to solve related problems.

Associated Assessment Criteria:

> Univariate numerical data *is* collected, organized and interpreted in order to analyse data.
> Data is represented by making use of graphic illustrations.
Range: Graphic illustrations refer to but are not limited to bar graphs, histograms, polygons, pie charts, line and broken line graphs.

e. Financial Mathematics

Exit Level Outcome: Plan personal finances.
Range: Inctudes understanding of income and expenditure, basic budgets, the impact of interest rates.

Associated Assessment Criteria:

> Personal and household budgets are planned and controlled by using mathematics.
Range: household budgets refer to both income and expenditure.
> Simple and compound interest are explained and defined using examples.

1.3. Mathematical Literacy

a. Numbers

Exit Level Outcome: Demonstrate an understanding of numbers and measurement in personal and familiar contexts.

Associated Assessment Criteria:

> A range of numbers is used to solve problems in personal and familiar contexts.
> One and two-step calculations for which the method is stated are performed in order to solve problems in personal and familiar contexts.
> Measuring tools and techniques are identified and used to solve concrete problems in personal and familiar contexts.

b. Patterns and Relationships

Exit Level Outcome: Identify and describe mathematical patterns and relationships in personal and familiar contexts.

Associated Assessment Criteria:

> Patterns are identified and extended for problem solving purposes in personal contexts.
> Information from different representations of relationships are identified and used to solve problems in personal contexts.
> Conversions between different representations of relationships are performed in order to reveal information about the relationship.

c. Finance

Exit Level Outcome: Manage finances in personal and familiar contexts.

Associated Assessment Criteria:

> Finances are managed in personal contexts.
> Financial information presented in a range of documents is read, interpreted and acted upon in personal contexts.

d. Space, Shape and Orientation

Exit Level Outcome: Explain and use representations of the physical world appropriate to personal and familiar applications.

Associated Assessment Criteria:

> The vocabulary of space; shape and orientation is described and used in a range of personal and familiar contexts.
> Space; shape and orientation calculations are performed correctly to solve problems in personal contexts.

e, Information communicated through numbers/graphs and tables

Exit Level Outcome: Interpret and use representations of the physical world appropriate to personal and familiar applications.

Associated Assessment Criteria:

> Representations are interpreted and used to make sense of and solve problems in personal contexts.
> Physical and diagrammatic representations are made to investigate problems and communicate findings in personal contexts.

1.4. Life Orientation

Exit Level Outcome 1: Set goals and plan activities

Associated Assessment Criteria:

> Goals for tasks and activities are set according to priorities and life situations using specific criteria.
 Range: The criteria include but are not limited to SMART (specific, measurable, achievable, realistic and time bound) principles.
> Time management principles are explained with examples.

Exit Level Outcome 2: Demonstrate an understanding of factors that contribute to health and wellness.

Associated Assessment Criteria:

> The relationship between the basic functions of the human body and its organs and personal hygiene is explained with examples
> The five main food groups are identified and an indication is given of how each contributes to good health.
> Clean and healthy lifestyle habits are identified and an indication is given of the consequences of poor hygiene and unhealthy habits.
> Opportunistic infections are described in terms of the mode of transmission and their impact on health and wellness.
 Range: Opportunistic Infections include but are not limited to Sexually Transmitted Infections (STIs), Influenza and upper respiratory tract infections, all childhood infectious diseases, water-borne diarrhoeal infections.
> The effects of habit-forming drugs on the individual are explained in terms of their impact on emotions and behaviours.
> The consequences of substance abuse are explained in terms of their impact on the individual and the community.
> The value of sport and/or recreational activities is explained with reference to physical, emotional, spiritual and mental well being, and opportunities for sport and/or recreational are identified in the immediate community.

Exit Level Outcome 3: Investigate career opportunities to inform personal choices

Associated Assessment Criteria:

> Occupations are identified and investigated in order to inform personal career choices.
> Job applications are prepared according to job descriptions.
 Range: Job applications must include the drafting of a curriculum vitae.
> Job interview skills and techniques are identified and used for a specific job interview.
 Range: Techniques include questioning skills, presentation skills, etc.
> The relationship between motivation, commitment and responsibility is explained in a work context.
> The reasons why life-long learning should be practised are explained in terms of its influence on future

career prospects and personal development.
> The role of personal career development plans is explained in terms of guiding personal progress in the work context,

Exit Level Outcome **4:** Define personal development with regard to attitudes, values and skills.

Associated Assessment Criteria: .

> The concept of personal development is explained in terms of attitudes, values and skills.
> The concepts of morality and work ethic are explained with examples.
> Ways to form and maintain positive relationships are explained in terms of personal boundaries.
 Range: Personal boundaries include values, needs, interests.

Exit Level Outcome 5: Demonstrate an understanding of basic computing skills.

Associated Assessment Criteria:

> Graphical User Interface (GUI)-based word processing applications are used to format documents.
> GUI-based spreadsheet applications are used to create and edit spreadsheets.
> GUI-based presentation applications are used to produce presentations.
> GUI-based electronic message applications are used to process messages.
> GUI-based web-browsers are **used** to search the Internet.
> Concepts of information and communication technology are explained in terms **of** the use of its components in a health and safe manner.
> The uses of personal computers are explained in a graphical user interface environment.

2. Vocational Component

2.1. Information Technology and Computer Sciences

Exit level outcomes for the three compulsory subjects:

Exit Level Outcome 1: Explain the Basic Concepts of Electronics and Components.

Associated Assessment Criteria:

> Fundamentals of electricity are explained in terms of design.
> Electronics theory and components are explained in terms of their uses.
> Electrical safety standards are explained in terms of their application.
> Electrical test instruments are explained in terms of their use and care.
> Soldering and de-soldering techniques are applied in the work context.
> Basic electronics principles are applied to build circuits.
> Programmable logic controllers are explained in terms of their functions.
> Basic telecommunications concepts are explained in terms of their application.

Exit Level Outcome 2: Explain Systems Development Concepts

Associated Assessment Criteria:

> Basic concepts of software are explained according to types.
> Software development and programming languages are explained in terms *of* their relationship and functions.
> Artificial intelligence concepts are explained using examples.
> Ways in which data is stored electronically are explained with examples.
> Computer programming principles and different software applications are explained in terms of their uses.
 Range: Includes but is not limited to the internet, the world-web-web.

Exit Level Outcome 3: Demonstrate an Understanding of the Fundamentals of Computers and Information Systems in **a** Business Environment.

Associated Assessment Criteria:

> The impact and nature of information technology (IT) and the components of information systems **(IS)** are explained in terms of their effects on business practices, workplace use and economy.
> The history of computers is explained using examples.

> Computer hardware and its components are explained in terms of their uses and storage capacity.
  Range: Includes but not timited to input and output hardware, secondary storage hardware.

Contact Centre Operations (Optional Subject)
> See Marketing for Exit Level Outcomes and Associated Assessment Criteria.

Client Services and Human Relations (Optional Subject)
> See Marketing for Exit Level Outcomes and Associated Assessment Criteria.

Entrepreneurship
> See Marketing for Exit Level Outcomes and Associated Assessment Criteria.

2.2. Marketing

Exit level outcomes for the three compulsory subjects:

Exit Level Outcome 1 : Describe related activities within a marketing environment

Associated Assessment Criteria:

> The different marketing environments are defined so as to estabtish their role in a commercial context.
  Range: Includes micro, macro and market environments.
> Promotional concepts and instruments are defined within a marketing context.
> Marketing concepts are identified using examples.
  Range: All concepts associated with marketing including place, price, product and promotion.
> Target marketing activities are identified and used to ensure effective marketing practice.
  Range: Includes market research, market segmentation and consumer behaviour.
> The role and importance of marketing communication techniques are described to ensure effective
communication with clients.
> The marketing mix is described in terms of the way it operates in a specific context.
  Range: Marketing mix is also known as marketing principles which include place, price, product and
promotion.

Exit Level Outcome 2: Describe the components of a marketing plan.

Associated Assessment Criteria:

> A marketing plan is described to establish its function and importance in a marketing organisation.
> The components of a marketing plan are identified and described to determine a plan of action for
marketing a product or service.

Exit Level Outcome **3:** Describe products, services and techniques used in marketing.

Associated Assessment Criteria:

> Product profiles and services are explained in relation to sales,
> Marketing material to advertise products or services are drafted taking into account legal requirements
and implications.
  Range: Marketing material includes flyers and advertisements.
> Promotional techniques are identified and described in terms of marketing objectives and ensuring
maximum sales.
> The role of promotional and media related activities are described in terms of persuasive advertising.

Call Centre Operations (Optional Subject):

Exit Level Outcome: Apply In-Bound Call Centre Operations,

Associated Assessment Criteria:

> A customer base is established and maintained to use for reference purposes.
> A computer package is used to input data received for reference and verification purposes.
> Calls are retrieved and subject information is provided according to organisational policies and
procedures.
> Queries are responded to and follow-ups are done to ensure customer satisfaction.
> Communication equipment is used according to organisational policies and procedures.
  Range: Switchboard, headset, computer, fax machine, electronic mail, mobile phones.

Consumer Behaviour (Optional Subject):

Exit Level Outcome: Describe the Influence of Consumer Demographics and Lifestyles on Marketing.

Associated Assessment Criteria:

> Consumer demographics and lifestyles are defined in terms of their influence on sales and services.
> Queries and requests are recorded to analyse client needs.
> Storage and retrieval of data are explained for the purpose of classification, cross-referencing and confidentiality.
> Communication techniques are selected and used in relation to a specific context.

Client Services and Human Relations (Optional Subject):

Exit Level Outcome: Demonstrate an Understanding of Client Services and Human Relations in Order to Promote Productivity.

Associated Assessment Criteria:

> Divisions of an organisation are described according to their layout, function, role and product(s).
> The role of personal conduct and presentation is described in terms of the branding of the organisation and its image.
> The role of cultural sensitivity is described in order to deal with clients.
> Client needs are identified to ensure customer satisfaction.
> The constraints of people with special needs are recognised in order to identify possible challenges.
> Professional behaviour is explained in a business environment.
> Occupational health and safety practices are defined for risk control.

2 3. Generic Management

Management Practices:

Exit Level Outcome: Describe management in an organisation.
 Range: Management includes what managers do, which areas are managed, and what value is added

Associated Assessment Criteria:

> The organisational structure of a business is described and illustrated in the form *of* an organogram.
> The management functions are listed and described and an indication is given of who is responsible for each function.
 Range: Functions include but are not limited to Human Resources, Marketing, Finances, Public Relations, Production and Administration.
> The activities involved in management are identified and described with examples.
 Range: Activities include but are not limited to planning, leading, organizing, controlling and delegating.
> The role of management is explained in terms *of* its contribution to the functioning of an organisation.

Operations Management:

Exit Level Outcome 1: Describe factors that influence the operations of an organisation.

Associated Assessment Criteria:

> Internal factors which influence change within an organisation are identified and explained in relation to their effect on employees and the organisation's vision and mission.
> External factors which influence change within an organisation are identified and explained in relation to their effect on the organisation.
> The differences between personal ethics and business ethics are explained with examples in terms of their relationship.

Exit Level Outcome *2:* Describe the role and the importance of quality in the workplace

Associated Assessment Criteria:

> Current legislation which impact on the day-to-day operations of a business are identified and described with examples.

Range: Legislation refers to Basic Conditions of Employment Act, Equity Act, Health and Safety Act.
> The components of a Quality Management System are identified with examples.
> Quality measures are identified in order to achieve operational outputs.
> The role of a Quality Management System is described in terms of personal and organisation performance.
> The importance of building and maintaining positive relationships with stakeholders is described in terms of their role and effect on the operations of a business.
> The concept of productivity is defined in terms of its importance for the sustainability of an organisation.

Financial Management:

Exit Level Outcome: Explain different financial activities.
Range: Financial activities include managing of finances, business calculations and practices, receipts, payments, banking transactions, elementary profit and loss calculations.

Associated Assessment Criteria:

> The financial elements of management are identified and described with examples.
> Financial activities are explained in terms of **a** new business venture.
> Elementary business calculations are performed for specific business tasks.
> Banking procedures are explained according to financial institutions policy and procedures.
> The reasons why banking procedures are followed are explained in order *to* confirm compliance.

Entrepreneurship (Optional Subject):

Exit Level Outcome: Compile an elementary business plan for a small business venture.

Associated Assessment Criteria:

> Entrepreneurial opportunities and ideas are identified and described using a SWOT analysis.
> The advantages and disadvantages of entrepreneurship are identified and described in terms of strengths and weaknesses.
> The characteristics and personality traits of an entrepreneur are identified and described with examples of skills needed in relation to a specific business venture.
> The elements of a business plan are outlined and described in terms of their objectives and purpose,
> An elementary business plan is developed using a specific format.

2.4. Tourism

Science *of* Tourism:

Exit Level Outcome: Describe the sectors and role-players of the tourism industry.

Associated Assessment Criteria:

> The different role-players are identified and described in terms of their role in the industry.
> The relationship between hospitality and tourism is explained in terms of their specific roles and functions.
> The sectors of the Hospitality and Tourism Industry are described in terms of their relationship and benefit to the economy of South Africa.
> Market segmentation is explained in terms of the types of tourists and their needs.
> Potential career paths in the tourism industry are identified with examples.
> Tourism services and products are identified in terms of their impact on society.

Client Services and Human Relations:

Exit Level Outcome: Demonstrate an understanding of client services and human relations in order to promote productivity.

Associated Assessment Criteria:

> The role of personal conduct and presentation is described in terms of the branding and image of the organisation,
> The role of cultural sensitivity is described in order to deal with clients.
> Client needs are identified to ensure customer satisfaction.
> The constraints of people with special needs are recognised in order *to* identify possible challenges.

> Professional behaviout is explained in a business environment.
> Occupational health and safety practices are defined for risk control.
> Divisions of an organisation are described according to their structure, function, role and product(s).

Sustainable Tourism in South Africa:

Exit Level Outcome: Identify and describe the role of sustainable tourism in the South African context.

Associated Assessment Criteria:

> The provinces and major cities in South Africa are identified and described using map skills.
> Types of maps are used to locate places of interest in the tourism industry.
> The South African infrastructure is described in relation to principles of tourism operations.
> The concept of sustainable development is explained with examples.
> The role of conservation is identified and described in terms of the impact on society and environment.
> Knowledge of cultural, natural and political heritage sites in South Africa are identified and described with examples.
> Tourist types are identified and matched with local, provincial and national destinations, attractions and events.

Tourism Operations and Technology (Optional Subject):

Exit Level Outcome: Perform regular practices in a Tourism office environment using modern communication techniques and equipment.

Associated Assessment Criteria:

> Office equipment is handled and maintained in a controlled scenario.
> An information system is operated and maintained in a controlled scenario.
> Telephone calls are managed professionally in order to ensure compliance with organisational procedures.
> Entrepreneurship and entrepreneurial qualities are described using examples.
> Records in a tourism business are identified, created and maintained in order to maintain track evidence and ensure client confidentiality.
> Electronic mail *is* managed in a controlled scenario.
> **A** web browser is used in a tourism business environment.

2.5. Electrical Infrastructure Construction

Electrical Principles and Practice:

Exit Level Outcome: Describe the principles of electricity and magnetic theory.

Associated Assessment Criteria:

> Elementary electrical formulas are used to calculate data in relation to the testing of electrical equipment.
> Principles **of** electricity and magnetism are exptained in terms of its influence on maintenance and testing.
> Measuring instruments are described according to their uses.
> Electric components are described according to their operating principles and uses.
> Methods **of** building protection into electric circuits are described using examples.
> The use of cabling and accessory equipment is explained in relation to the principles of electricity.
> Terminology used in electrical diagrams **is** described by making use of examples,
Range: Terminology includes but **is** not limited to IEC and SI symbols, units and prefixes.

Workshop Practice:

Exit Level Outcome: Identify workshop practices and procedures.

Associated Assessment Criteria:

> Codes of practice in the electrical trade are identified in order to comply with regulations.
> Occupational health and safety related Acts are identified in order to inform compliance.
> Elementary first aid procedures are identified and explained with examples.
Range: Elementary first aid includes:
> Identification of cause and injury.

> Elementary first aid procedures.
> Necessary follow-ups.
> Hand and power tools are identified in terms of their uses.
> Engineering principles are identified in terms *of* workshop practices.

Electronic Control and Digital Electronics:

Exit Level Outcome: Identify and describe elementary electronic theory.

Associated Assessment Criteria:

> Electronics theory and components are explained in terms of their uses.
> Principles *of* electronics are described with examples.
> Basic electronics principles are applied to build circuits.
> Elementary electronic circuits are drawn using generally accepted circuit symbols.
> The function of basic computer components are identified and described according to their uses.
> The binary system and electronic and computer components are described in terms of their uses.
  Range: Binary concepts include "ones" and "zeroes".
> Programmable logic controllers are explained in terms of their functions.
> Basic telecommunications concepts are explained in terms of their application.

Electrical Systems and Construction (Optional Subject):

Exit Level Outcome: Describe electrical equipment and electrical installations

Associated Assessment Criteria:

> Measuring equipment is described in terms of its operation and application
> Regulatory safety precautions in electrical installations are described in terms of current legislation
> Principles of electric machinery are described in terms of their operation and application.
> Electric circuitry components are described in terms of their operating principles and applications.
> Principles of electric high voltage equipment are described in terms *of* their operation and application
> Principles *of* electric household appliances are described in terms of their operation and application.
> Electric circuitry is planned according to specifications.
> Inspections on electric system installations are planned in order to inform decision-making.
> Procedures to assess the condition of equipment are described in order to do maintenance.

2.6. Civil Engineering Construction

Exit level outcomes for the three compulsory subjects:

Exit Level Outcome ∎ : Describe and Use Formulae, Methods and Experiments Used in Civil Engineering Construction Contexts.

Associated Assessment Criteria:

> The different formulae and methods used to perform calculations are identified and described according to their functions.
> Calculations of reactions on beam supports are performed in accordance with the prescribed methods and formulae.
> Experiments are performed using instruments and apparatus in a simulated environment.
  Range: Experiments refer to capillarity, pressure, heat effects, porosity, forces and slump test.

Exit Level Outcome 2: Describe Equipment and Machinery used within Civil Engineering Construction.

Associated Assessment Criteria:

> Equipment and machinery are identified according to their purpose and use within civil engineenng construction,
> Health and safety procedures are described for tools, equipment and machinery used within a civil engineering construction context.
> Corrective and preventative measures are described in accordance with workplace procedures.
  Range: Measures refer to workplace hazard identification, emergency preparedness and response

Exit Level Outcome 3: Describe Construction Contracting Procedures and Processes.

Associated Assessment Criteria:

> Company registrations and taxation policies and procedures are identified and described within a construction contracting context.
> The format for preparing the business is described in accordance with set standards.
> Pre-fendering and tendering processes are described in relation to construction contracting document requirements.

Exit Level Outcome **4:** Identify and Use Civil Engineering Construction Tools, Methods and Processes.
Range: Tools include but are not limited to construction equipment and machinery.

Associated Assessment Criteria:

> Tools and equipment used within the civil engineering construction environment are identified and used in accordance with workplace requirements.
> Safe working practices are described and adhered to in accordance with workplace requirements.
> Processes used in the civil engineering construction environment are identified and described in accordance with Workplace procedures.

Physical Science (Optional Subject):

Exit level Outcome: Identify, Describe and Use Scientific and Technological Knowledge in Society and the Environment.

Associated Assessment Criteria:

> Process skills, scientific reasoning and strategies are identified and used in a variety of scientific, technological, environmental and everyday contexts.
> Scientific and technological knowledge are stated and used in a range of scientific and technological contexts.
> The role of scientific knowledge on the quality of human, environmental and socio-economic development is identified with examples.

Basic Construction Plumbing (Optional Subject):

Exii Level Outcome 1: Understand plumbing principles, tools and materials.

Associated Assessment Criteria:

> Plumbing principles are explained using practical examples.
> The elements of plumbing drawings are explained with examples.
> The tools, components and materials used in plumbing are identified an explanation given *of* their use

Exit Level Outcome **2:** Install and maintain cold and hot water systems.

Associated Assessment Criteria:

> The elements of hot and cold water pipe systems are identified with a focus on the similarities and differences.
> Cold and hot water systems are installed, maintained and repaired according to standard operating systems.
> Basic common faults occurring in cold and hot water systems are identified with an indication *of* how **they** can be prevented and repaired.

Exit Level Outcome 3: Install above-ground drainage systems.

Associated Assessment Criteria:

> The differences between the above-ground and below-ground drainage system are identified with an indication of how they affect installation, maintenance and repair.
> Above-ground drainage systems are installed and maintained according to standard operating procedures.
Range: Above-ground drainage systems include one-pipe and single stack systems.

Exit Level Outcome **4:** Demonstrate knowledge of pipe laying activities.

Associated Assessment Criteria.

> The different types *of* pipes, fittings and valves used in plumbing are identified which an indication *of* their use.
> Plumbing materials are stored according to standard operating procedures.

Woodworking Processes (Optional Subject):

Exit Level Outcome: Produce woodworking products.

Associated Assessment Criteria:

> Equipment and machinery used in woodworking processes are described with emphasis on their uses.
> Machines and tools, methods and processes are used *to* produce different woodworking products.
> Health and safety procedures and practices are explained and used at all times.

Basic Masonry and Tiling Construction (Optional Subject):

Exit Level Outcome: Perform civil engineering masonry construction activities.

Associated Assessment Criteria.

> Machines, tools, methods and processes are identified and used to perform construction masonry activities.
> Health and safety procedures and practices are understood and applied at all times.

2.7. Finance, Economics And Accounting

Exit level outcomes for the three compulsory subjects:

Exit Level Outcome 1: Prepare Elementary Journals for Various Transactions

Associated Assessment Criteria:

> Elementary accounting concepts are described according to Generally Accepted Accounting Practice (GAAP).
> Elementary transactions are recorded in journals according to Generally Accepted Accounting Practice **(GAAP).**
> Journals are posted to ledgers.
> Profit and loss is calculated for the financial year-end.

Exit Level Outcome 2: Explain Different Financial Activities.
  Range: Financial activities include managing of finances, business calculations and practices, receipts, payments, banking transactions, elementary profit and loss calculations.

Associated Assessment Criteria:

> Financial activities are explained in terms *of* a new business venture.
> Elementary business calculations are performed in relation to trade activities.
> Banking procedures are explained according to financial institutions policy and procedures.
> Financial Statements are interpreted in order to identify weaknesses and strengths.

Exit Level Outcome 3: Describe Elementary Economic Principles.

Associated Assessment Criteria:

> Elementary economic principles are described in the South African context.
> The impact of current affairs on a business is described using examples.
> Trade principles are described in terms of the international trade context.

New Venture Creation (Optional Subject):

Exit Level Outcome: Investigate a Selected Business Environment to Start a New Business Venture

Associated Assessment Criteria:

> Types of business environments are described in order to inform decision-making.
> Markets are investigated in order to determine the need for a new business venture.
  Range: Markets include concept of market, potential clients, type of products.
> Financial requirements for a new business venture are determined to plan start-up capital.
> Marketing and selling processes are aligned to type of business environment.
> The legal environment is understood for a selected business venture.

2.8. Manufacturing and Assembly

Exit level outcomes for the three compulsory subjects:

Exit Level Outcome 1: Identify and Explain Various Disciplines and Principles in Engineering.
  Range: Various disciplines include but are not limited **to** chemical, mechanical and geological exploration (mining and metallurgy).

Associated Assessment Criteria:

> Engineering disciplines are identified according to their core functions and roles.
 Range: Roles refer to better designs, solving problems and functioning in the community.
 Functions refer to but are not limited to boiler making, automotive industry, fitting and machining, mining and operations and chemical industry.

Exit Level Outcome 2: Describe Engineering Practices and Procedures.
  Range: Practices and procedures include safety legislation, housekeeping practices and safe workplace procedures.

Associated Assessment Criteria:

> Legislation relating to Manufacturing and Assembly principles are identified and listed with examples.
  Range: Occupational Health and Safety and Mining Safety Acts.
> Workshop policies and procedures, which relate to safety processes are described in order to ensure compliance.

Exit Level Outcome **3:** Identify, Select and Use Hand and Power Tools, Machinery and Equipment.
  Range: Power tools include hydraulic, electrical pneumatic tools.

Associated Assessment Criteria:

> Equipment and tools are used and cared for according to their operating principles and uses
  Range: > 'Cared for' refer to specifications in workplace procedures.
        > 'Use for' refers to the safe handling and use of equipment.
        > Tools include: hand and power tools.
> Machines are used and cared for according to their operating principles and uses.
  Range: > 'Cared for' refer to specifications in workplace procedures.
        > 'Use for' refers to the safe handling and use of machines.

Exit Level Outcome **4:** Identify and Describe Processes and Methods used in Engineering
  Range: Processes refer to specific disciplines.

Associated Assessment Criteria:

> Engineering processes are identified and described in accordance **with** industry standards.
  Range: Processes include but are not limited to: Manufacturing and Assembly, Fabrication and Extraction, Engineering and Related Design.
> Engineering methods are identified and described in accordance with industry standards.
  Range: Methods include but are not limited to Manufacturing and Assembly, Fabrication and Extraction, Engineering and Related Design.

2.9. Engineering and Related Design

Exit Level Outcomes for the three compulsory subjects:

Exit Level Outcome 1: Identify and Explain the Various Disciplines and Principles in Engineering,
  Range: Disciplines include but are not limited to chemical, mechanical and geological exploration (mining and metallurgy).

Associated Assessment Criteria:

> Different engineering disciplines are identified according to their core functions and roles.
  Range: Role refers to better designs, solving problems and functioning in the community,
        Functions refer to but do not exclude boiler making, automotive industry, fitting and machining,
mining and operations and chemical industry.

Exit Level Outcome 2: Describe Engineering Practices and Procedures.
  Range: Practices and procedures include safety legislation, housekeeping practices and safe workplace
procedures.
  Range: Workplace includes but is not limited to classroom, workshop and worksite.

Associated Assessment Criteria:

> Legislation relating to Engineering and Related Design principles are identified and listed according to
current relevant sections of Acts.
  Range: Occupational Health and Safety and Mining Safety Acts.
> Workshop policies and procedures which relate to safety processes are described in order to ensure
compliance.

Exit level Outcome 3: Identify, Select and Use Hand and Power Tools, Machinery and Equipment.
  Range: Power Tools include hydraulic, electrical and pneumatic tools.

Associated Assessment Criteria:

> Hand and Power Tools are selected, used and cared for according to their operating principles and uses.
  Range: > 'Cared for' refers to specifications in workplace procedures.
        > 'Use for' refers to the safe handling and use of tools.
> Equipment is used and cared for according to their operating principles and uses.
  Range: > 'Cared for' refers to specifications in workplace procedures.
        > 'Use for' refers to the safe handling and use of equipment.
> Machines are used and cared for according to their operating principles and uses.
  Range: > 'Cared for' refers to specifications in workplace procedures.
        > 'Use for' refers to the safe handling and use of machines.

Exit Level Outcome **4:** Identify and Describe Processes and Methods Used in Engineering.
  Range: Processes refer to specific disciplines.

Associated Assessment Criteria:

> Engineering methods are identified and described in accordance with Industry standards.
  Range: Methods include but are not limited to Manufacturing and Assembly, Fabrication and Extraction,
Engineering and Related Design.
> Engineering processes are identified and described in accordance with industry standards.
  Range: Processes and Industries include but are not limited to Manufacturing and Assembly, Fabrication
and Extraction, Engineering and Related Design.

Fitting and Turning (Optional Subject):

Exit Level Outcome **1:** Describe Engineering Practices and Procedures.

Associated Assessment Criteria:

> Properties of materials are explained in terms of their chemical composition, physical properties and
characteristics.
> Characteristic changes that occur when working with materials are described using various applications.
  Range: Applications include but are not limited to heat treatment, annealing, forging, cold treatment and
stress-strain applications chemical treatment.

Exit Level Outcome 2: Identify and Describe Processes and Methods Used in Engineering.

Associated Assessment Criteria:

> Engineering processes are identified and described in accordance with industry standards.
  Range: Processes and industries include Manufacturing and Assembly, Engineering and Related Design
and Fabrication and Extraction.

> Engineering methods are identified and described in accordance with industry standards.
  Range: Methods include Manufacturing and Assembly, Engineering and Related Design and Fabrication and Extraction.

2.10. Fabrication and Extraction

Exit level outcomes for the three compulsory subjects:

Exit Level Outcome 1: Identify and explain the various disciplines and principles in engineering.
  Range: Various disciplines include but are not limited to chemical, mechanical and geological exploration (mining and metallurgy).

Associated Assessment Criteria:

> Different engineering disciplines are identified according to their core functions and roles.
  Range: Role refers to better designs, solving problems and functioning in the community. Functions refer **to** boiler making, automotive industry, fitting and machining, mining and operations and chemical industry.

Exit Level Outcome **2:** Describe Engineering Practices and Procedures.
  Range: Practices and procedures *to* include safety legislation, housekeeping practices and safe workplace procedures.

Associated Assessment Criteria:

> Legislation relating to Fabrication and Extraction principles are identified and listed according to current relevant sections of Acts.
  Range: Occupational Health and Safety and Mining Safety Acts.
> Workshop policies and procedures, which relate to safety processes are described in order to ensure compliance.

Exit Level Outcome 3: Identify, Select and Use Hand and Power Tools, Machinery and Equipment.
  Range: Power tools include hydraulic, electrical and pneumatic tools.

Associated Assessment Criteria:

> Hand and Power tools are selected, used and cared for according to their operating principles and uses.
  Range: > 'Cared for' refers to specifications in workplace procedures.
          > 'Use for' refers to includes the safe handling and use of tools.
> Equipment is used and cared for according to their operating principles and uses.
  Range: > 'Cared for' refers to specifications in workplace procedures,
          > 'Use for' refers to the safe handling and use of equipment,
> Machines are used and cared for according to their operating principles and uses.
  Range: > 'Cared for' refers to specifications in workplace procedures.
          > 'Use for' refers *to* the safe handling and **use** of machines.

Exit Level Outcome **4:** Identify and Describe Processes and Methods Used in Engineering.
  Range: Processes refer to specific disciplines.

Associated Assessment Criteria:

> Engineering processes are identified and described in accordance with industry standards
  Range: Processes and Industry include but are not limited to Manufacturing and Assembly, Fabrication and Extraction, Engineering and Related Design.
> Engineering methods are identified and described in accordance with Industry standards.
  Range: Methods include but are not limited to Manufacturing and Assembly, Fabrication and Extraction, Engineering and Related Design.

Engineering Fabrication (Optional Subject):

Exit Level Outcome 1: Produce components using fabrication methods.

Associated Assessment Criteria:

> The theoretical principles of fabrication are identified and described with examples
> Fabrication methods are explained in relation to quality and output requirements.
> The different types of machinery are explained in terms of their functions.

> Components are produced and meet quality control checks and industry standards.
> Safe working practices are adhered to according to current health, safety and environmental legislation.

Exit Level Outcome 2: Identify engineering materials used in the fabrication process.

Associated Assessment Criteria:

> Fabrication materials and their properties are identified and described in terms of their characteristics and applications.
> Applications and methods of fabricating are described in relation to engineering materials.

Exit Level Outcome 3: Select, use and care for fabrication machinery.

Associated Assessment Criteria

> Machinery is selected and used in accordance with manufacturer's specifications
> Lubricating agents are applied in accordance with set specifications
> Machinery is maintained in accordance with manufacturer's specifications

2 11. Primary Agriculture

Exit level outcomes for the three compulsory subjects

Exit Level Outcome 1 Demonstrate an understanding of crop production
   Range Concepts include but are not limited to morphology and physiology of plants, irrigation, weeds control, pests and diseases control

Associated Assessment Criteria:

> Physiology and morphology are described using examples.
> Irrigation is scheduled and operated according to workplace conditions
> Methods of weed control are listed and described with examples.
> Pests and diseases affecting crops are controlled to maximize yield.

Exit Level Outcome 2: Demonstrate an understanding of animal production.

Associated Assessment Criteria.

> Poultry breeds and houses are identified and described using examples
> Types of feeds are identified and described in terms of their advantages and disadvantages.
> Diseases and pests affecting poultry are identified and treated according to workplace procedures.
> Different goat breeds are identified and described in terms of their strengths and weaknesses.
> Feeding is described and applied according to workplace conditions
> Diseases and pests affecting goats are identified and controlled according to workplace procedures

Exit Level Outcome 3: Use soil science to show how soil influences the growth of plants.

Associated Assessment Criteria:

> Soil types are listed and described with examples
> Soil science concepts are described with examples
> The relationship between soil types, structure and properties are described in order to select crops.
> Basic soil field tests are undertaken according to set procedures.

Agribusiness (Optional Subject).

Exit Level Outcome 1: Explain accounting practices in a farming context

Associated Assessment Criteria:

> Accounting practices are described in relation to farm operations
> Basic bookkeeping is described and performed according to farm procedures

2 12 Office Administration

Exit level outcomes for the three compulsory subjects

. Exit Level Outcome 1: Plan and organise secretarial work in a business environment

Associated Assessment Criteria:

> Client needs and queries are identified and dealt with in a professional manner according to organisational procedures
  Range Clients include both internal and external customers and colleagues
> Petty cash is handled and controlled within an office environment
> Incoming and outgoing telephone calls are handled professionally according to organisational procedures
> Filing techniques are identified and used to ensure documentation is stored and retrieved easily
> Internal and external mail is handled and distributed according to established organisational procedures
> Time management techniques are identified and used to plan work and prioritise tasks.
> Time required to carry out work tasks is estimated and a schedule for completion is drawn up

Exit Level Outcome 2' Organise an office environment.

Associated Assessment Criteria:

> Office equipment is set up to ensure easy access, optimal workflow as well as meeting health and safety requirements.
> Health, safety and security measures are identified and explained in terms of organisational policy.

Exit Level Outcome 3: Demonstrate an understanding of word processing skills.

Associated Assessment Criteria:

> Touch typing skills are learnt and practiced using drill techniques.
> Alphabetical, numerical and special key signs are identified and used to produce business documents
> Documents are prepared using correct formats.
  Range. Documents include letters, envelopes, advertisements, menus, programmes.

2.13. Hospitality

Hospitality Generics

Exit level Outcome 1: Explain the role and nature of the hospitality industry.

Associated Assessment Criteria:

> Sectors of the industry are described in terms of their role and function locally, nationally and internationally.
> The types of hospitality businesses are described in terms of their structure, function, role and product(s):
> The relationship between hospitality and tourism is explained in terms of their specific roles and functions
> The impact of the hospitality industry is explained in terms of its effect on the community and society.

Exit level Outcome 2: Work in a professional manner.

Associated Assessment Criteria:

> The concept of professional behaviour is explained as it relates to the branding and image of a business
> The Code of Conduct is explained in terms of its applicability to the Hospitality Industry.
> The role of an individual in a team is explained in terms of productivity of a business.

Exit level Outcome 3 Use and maintain kitchen and service equipment

Associated Assessment Criteria:

> Kitchen and service equipment is used for specific purposes.
> Kitchen and service equipment is maintained according to hygienic standards.
> Occupational health and safety practices are adhered to at all times in a workplace context

Client Service and Customer Relations:

Exit Level Outcome: Demonstrate an understanding of client services and human relations in order to promote productivity.

Associated Assessment Criteria:

> Divisions of an organisation are described according to their layout, function, role and product(s).
> The role of personal conduct and presentation is described in terms of the branding of the organisation and its image.
> The role of cultural sensitivity is described in order to deal with clients.
> Client needs are identified to ensure customer satisfaction.
> The constraints of people with special needs are recognised in order to identify possible challenges.
> Professional behaviour is explained in a business environment.
> Occupational health and safety practices are defined for risk control.

Food Preparation:

Exit level Outcome: Prepare and produce a range of culinary dishes.

Associated Assessment Criteria:

> The quantity of food supplies is checked to determine the level of **stock.**
> Menus are prepared for specific functions and occasions according to given specifications.
> Culinary dishes are prepared and presented using a variety of food groups.
> Occupational health and safety practices are adhered to according to current legislation.

Hospitality Services (Optional Subject):

Exit Level Outcome: Operate as an accommodation assistant.

Associated Assessment Criteria:

> Guest accommodatron and public areas are cleaned and serviced according to organisational procedures.
> Laundry services are coordinated according to client needs.
> Occupational health, safety and security practices are adhered to according to current legislation.

3. Critical Cross-field Outcomes:

The following Critical Cross-Field Outcomes will be addressed by the individual subjects and will form part of the assessment in each subject as laid down in the curriculum statement for each subject:

3.1. Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.
3.2. Work effectively with others as a member of a team, group organization, community.
3.3. Organise and manage oneself and one's activities responsibly and effectively.
3.4. Collect, analyse, organize and critically evaluate information.
3.5. Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation.
3.6. Use scrence and technology effectively and critically, showing responsibility towards the environment and the health of others.
3.7. Demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation
3.8. Contribute to the full personal development of the learner.

ASSOCIATED ASSESSMENT CRITERIA

Refer to Exit-Level Outcomes for details of Associated Assessment Criteria.

Integrated Assessment:

Assessment for the awarding of the National Certificate: Vocational, Level 2 will be done through both internal and external assessment. Each of the internal and external assessment components will carry a specific weighting in the various fundamental and vocational components.

1. Internal Assessment

Internal Assessment is assessment conducted by the provider, the Outcomes of which count towards the achievement of a qualification. Internal Assessment thus refers to FET-College-Based Assessment or Site-Based Assessment, Continuous Assessment (CASS) and Performance Assessment. The results of internal assessment consisting of written, oral and task-based assessments (practical work) will be presented in a portfolio of evidence. The practical component could be conducted either in a work-based environment, or in a simulated work-based environment.

Practical assessment is the direct and systematic observation of a student's performance. Students in practical assessment are engaged in activities that require the demonstration of specific skills, which determine how learners put theory into practice, Practical assessment **is** particularly relevant to the practical components of the four **(4)** vocational learning component modules.

2. External Assessment

The external assessment consists of written and practical assessment components that are externally set and marked by the Department of Education and externally moderated by Umalusi and/or an appropriate ETQA. The functions of the external assessment body is delegated by the Umalusi Council **for this** purpose in terms of section 28(2) of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001).

3. The relative weighting of internal and external assessment for the purposes of awarding the national Certificate: Vocational, Level 2.

3.1. The portfolio *of* evidence will be 25%, and the external assessment mark, 75% of the total mark for the Fundamental Component and for the Second language.
3.2. The portfolio of evidence mark for each of the four modules in the Vocational component will be 50%, and the external assessment mark, 50% of the total mark.

INTERNATIONAL COMPARABILITY

Vocational qualifications and training are an integral part of the education systems in virtually every country in the world. However, the understanding of what vocational education and training means and the target learner group varies from country to country. The way in which vocational education and training is practiced in the different countries is usually closely linked to the countries' respective labour requirements, unemployment, economic growth targets, skills shortages, etc.

For comparison purposes it was decided to look at counties with a strong vocational education and training commitment that focuses on the holistic development of **16** to 25 year olds and their preparation for further learning and/or entry into a broad vocational sector. Comparisons of vocational education qualification that prepare learners for entry into specific occupations have not been included in the comparability study. The National Certificates: Vocational have also been compared with **a** number of foreign qualifications that are designed to replace apprenticeship qualifications.

1. Finland

There are 75 initial vocational qualifications, in a range that includes the following sectors: renewable natural resources, technology and transport, commerce and administration, hotels, catering and home economics, health and social services, culture, leisure activities and physical education.

According to the relevant legislation, **the** purpose of vocational education is to give students the vocational skills they will need in working life and the skills required to earn a living on a self-employed basis. The initial vocational qualification takes three years to complete and also qualifies the student for further studies in higher education.

Subjects required in all vocational studies are: the mother tongue, the second national language, a foreign language, mathematics, physics and chemistry, physical and health education, social studies, entrepreneurship and workplace studies and arts and culture studies. In addition to theoretical studies in the classroom, there are practical study periods in the workshops of the educational institutions and on-the-job-training at actual workplaces.

The programmes give eligibility for further studies. The graduates can apply for admission to polytechnics or universities.

The difference between the Finnish approach and the South African one is that the three year programme is seen as a whole and no exit qualifications are issued if learners do not complete the full programme. They are similar in terms of the objectives *of* holistic development and preparation for the workplace and higher

education. Both also have theory offered in the classroom with a strong focus on workplace learning.

2. Ireland

Ireland has a wide range of vocational and occupational qualifications, which are used in their apprenticeship programmes. These qualifications, which are regarded as post compulsory schooling qualifications for the 18+ year old, are designed to enhance the employability of learners and *to* provide opportunities for learners to progress to further and higher education. Their level 2 qualifications can be used by learners to apply for access to 250 specific courses in higher education, which are offered by 17 higher education institutions, which have agreed to offer higher education vocational qualifications. The level 2 qualifications offer a combination of theory and workplace skills, which are developed at learning institutions and in the workplace or in simulated environments.

A study conducted in Ireland has shown that similar apprenticeship qualifications are offered for the same purposes in Germany, Austria, Denmark, the Netherlands and the UK.

While the age of the target group in Ireland is higher at the entry level than the South African target group, the Irish vocational programmes have similar content to the South African National Certificates: Vocational and they also aim at granting learners admission to higher education. The major difference is that in South Africa the National Certificates: Vocational do not serve apprenticeship purposes.

3. The United States of America

Each state in the USA has its own vocational education and training system, which complies with national legislation that lays down that it should be provided by states. In most states it is provided to **fill** specific needs for labourers and to provide school early leavers with appropriate skills training to do specific work or a range of **jobs** in a certain sector. The emphasis is more on developing workers for a specific occupation than on preparation for a broad vocational area. However, there are generic skills offered which do not limit the learner to only one occupation. The programmes, like the National Certificates Level **2,** 3 and **4,** also contain life skills learning as well as vocational competencies. However, they are one-year programmes with no certification for learners exiting early.

4. Scotland

The Scottish Vocational qualifications offer qualifications at SQV levels 2 and 3 to learners over the age of 16, which are designed to create a high-calibre workforce of craftsmen, technicians and managers. These qualifications are designed so that learners obtain theory related to their chosen occupations through attending colleges or training centres and also develop specific occupational skills through workplace learning.

The occupational SQV/NVQ at level 2 would be the equivalent to the National Certificate: Vocational, Level 3. It has as its core skills such competencies as:

> Communication
> Numeracy
> Information technology
> Problem solving
> Working with others

The SQV/NVQ at level 2 has added to it various subject matter knowledge and skills related to the specific career focus of each qualification. The National Certificate: Vocational, Level 2 covers similar competencies but at a lower level and the approach of classroom and workplace learning is similar.

5. Australia

In Australia, schools offer general academic qualifications (Senior Secondary Certificates of Education), as well as Senior Secondary Certificates of Education: Vocational programmes, which include units of competency from a National Training Package. These qualifications are obtained through a two-year programme offered during years 11 and 12 of formal schooling following completion of year 10. These qualifications combine general formative education with specific vocational competencies and prepare learners for university, TAFE institutions and other formal training programmes, the workplace and for other life roles.

The Australian Qualifications framework offers vocational educational and training certificates at levels 1, 2, 3 and **4,** outside the formal school programmes with their level 4 certificate equating to their Senior Secondary Certificate of Education. Various occupations and specific careers have qualifications at different

levels with most learners wishing to be absorbed into the workplace exiting with a level 3 or **4** qualification. These qualifications also allow access to higher education in programmes oriented towards the focus of the certificate. They also contain theoretical and practical components related to specific careers and allow for a wide selection of choice of specialisiation in each programme.

6. Botswana

Botswana offers vocational qualifications called Craft Training for 16+ year olds on completion of a Junior Certificate, which is awarded after 10 years **of** schooling. These qualifications are offered in parallel with the senior secondary, agricultural training **and** primary teachers training qualifications. While they are narrower in focus than the South African ones they have the same target group and are a combination of formative as well as vocational learning.

7. Zimbabwe

Zimbabwe offers Technical/Vocational qualifications in a wide range of subject areas, which learners can access on completion of their 0-Level examinations at the end of the Middle Secondary phase of schooling. These qualifications run in parallel with those offered in the Advanced Secondary phase in the school sector. They do not contain any general formative or non-vocational components.

8. Namibia

Namibia offers a technical stream as part of its normal Senior Certificate qualification offered in high schools.

9. Other Countries in SADC Region

These countries in general have well-structured apprenticeship systems in which the required skills and knowledge for specific occupations are developed and which lead to certification of one kind or another as qualified artisans. These apprenticeship qualifications can be accessed usually at the end **7** or 9 years of formal schooling of the general academic type.

In conclusion, it can be seen from the above comparison that the National Certificates Vocational at levels 2, 3 and **4** are similar in learning content, target learner group and approach to what is offered in many other countries whose approach to vocational education and training is of a high calibre.

ARTICULATION OPTIONS

This Qualification offers the learner access to the National Certificate: Vocational, Level 3 as well as to other vocational and occupational qualifications at levels **2** and **3** offered in the workplace.

MODERATION OPTIONS

Moderation options and criteria for the registration of assessors:

> Internal Assessment of learners by educators in FET Colleges is subject to external moderation by the Department of Education in accordance with the regulations, policies and procedures as laid down from time-to-time.
> External Assessments will be conducted by assessment bodies, which may be a Department of Education or any other body registered with Umalusi, as a body responsible for conducting external assessment.
> External Assessment will be moderated by Umalusi according to its laid down policy and procedures.
> Final assessments including internal and external assessments will be subject to moderation by Umalusi according to its laid down policy and procedures.
> To be appointed as an examiner, assessor or moderator the person should be in possession of an NQF qualification at least at level 6 with the subject in question at level 6 and should have taught the subject at NQF level **4** for **a** minimum of **2** years.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

N/A

NOTES

Seven levels of competence have been described for each subject in the Fundamental Learning Component, and four levels of competence have been described for each subject in the Vocational Component and will be used by the Department of Education together with the promotion requirements as indicated below for the awarding of the qualification.

SCALE OF ACHIEVEMENT FOR THE FUNDAMENTAL COMPONENT:

Rating Code; Rating; Marks %:

> 7; Outstanding; 80 - 100 %
> 6; Meritorious; 70 - 79 %
> 5; Substantial: 60 - 69 %
> 4; Adequate; 50 - 59 %
> 3; Moderate; 40 - 49 %
> 2; Elementary; 30 - 39 %
> 1; Not achieved; 0 - 29 %

SCALE OF ACHIEVEMENT FOR THE VOCATIONAL COMPONENT:

Rating Code; Rating; Marks %:

> 4; Outstanding; 80 - 100 %
> 3; Competent; 70 - 79 %
> 2; Not yet competent; 60 - 69 %
> 1; Not achieved; 0 - 59 %

Promotion requirements:

Subject to the provisions of Section 16(4)(d and e) of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001), a National Certificate: Vocational, Level 2 shall be issued to a learner who has complied with the following promotion requirements:

a. Obtained at least 40% in the official language.

b. Obtained at least 30% in Mathematical Literacy or Mathematics.

c. Obtained at least 40% in Life Orientation.

d. Obtained at least 70% in each of the four Vocational Component modules, provided that the learner has obtained a sub-minimum of 50% for the practical component in both the portfolio of evidence and the external assessment components.

e. A condonation of a maximum of one module will be applied as follows in either the Fundamental or Vocational Components:

> In the Fundamental Component a condonation of one module at 0%-29% level in the three modules, is allowed, provided that the learner has met all the promotion requirements of the vocational component. Such a learner will obtain a rating of 30% in the condoned module.

> In the Vocational Component a condonation of one module at 60% in the four modules is allowed, provided that the learner has obtained a rating of at least 65% in that module, and provided further that the learner has met all the promotion requirements of the Fundamental Learning component. Such a learner will obtain a Meritorious rating of 70% in the condoned module.

> Only one condonation is allowed, i.e. either for one module in the Fundamental Component or for one module in the Vocational Component.

A learner who has not satisfied all the requirements of the National Certificate: Vocational, Level 2, will be issued a Statement of Results by the institution, as contemplated in the policy document, "National policy on the programme and promotion requirements of National Certificates and Non-formal Programmes offered in Further Education and Training (FET) colleges."

Annexure A

Approved organising fields and sub-fields that comply with the requirements of the National Certificate Vocational, Level 2 on the NQF:

Organising Fields and sub-fields:

1. Agriculture and Nature Conservation:

> Primary Agriculture
> Secondary Agriculture
> Nature Conservation
> Forestry and Wood Technology
> Horticulture

2. Culture and Arts:

> Design Studies
> Visual Arts
> Performing Arts
> Cultural Studies
> Music
> sport
> Film, Television and Video

3. Business, Commerce and Management Studies:

> Finance, Economics and Accounting
> Generic Management
> Human Resources
> Marketing
> Procurement
> Office Administration
> Public Administration
> Project Management
> Public Relations

4. Communication Studies and Language:

> Communication Studies
> Information Studies
> Language
> Literature

5. Education, Training and Development:

> Schooling
> Higher Education and Training
> Early Childhood Development
> Adult Learning

6. Manufacturing, Engineering and Technology:

> Engineering and Related Design
> Manufacturing and Assembly
> Fabrication and Extraction

7. Human and Social Studies:

> Environmental Relations
> General Social Science
> Industrial and Organizational Governance and Human Resource Development
> People/Human-centred Development
> Public Policy, Politics and Democratic Citizenship
> Religious and Ethical Foundations of Society
> Rural and Agrarian Studies
> Traditions, History and Legacies
> Urban and Regional Studies

8. Law, Military Science and Security:

> Safety in Society
> Justice in Society
> Sovereignty of the State

9. Health Sciences and Social Services:

> Preventive Health
> Promotive Health and Developmental Services
> Curative Health
> Rehabilitative Health/Services

10. Physical, Mathematical, Computer and Life Sciences:

> Mathematical Sciences
> Physical Sciences
> Life Sciences
> Information Technology and Computer Sciences
> Earth and Space Sciences
> Environmental Sciences

11. Services:

> Hospitality, Tourism, Travel, Gaming and Leisure
> Transport, Operations and Logistics
> Personal Care
> Wholesale and Retail
> Consumer Services

12. Physical Planning and Construction:

> Physical Planning, Design and Management
> Building Construction
> Civil Engineering Construction Electrical Infrastructure Construction

Annexure B

Subjects that comply with the Fundamental Programme requirements of the National Certificate Vocational, Level 2 on the NQF.

B1: Official Languages at home and First Additional Language Level:

> Afrikaans Home Language
> Afrikaans First Additional Language
> English Home Language
> English First Additional Language
> IsiNdebele Home Language
> IsiNdebele First Additional Language
> IsiXhosa Home Language
> IsiXhosa First Additional Language
> IsiZulu Home Language
> IsiZulu First Additional Language
> Sepedi Home Language
> Sepedi First Additional Language
> Sesotho Home Language
> Sesotho First Additional Language
> Setswana Home Language
> Setswana First Additional Language
> SiSwati Home Language
> SiSwati First Additional Language
> Tshivenda Home Language
> Tshivenda First Additional Language
> Xitsonga Home Language
> Xitsonga First Additional Language

B2: Mathematical Sciences:

> Mathematical Literacy
> Mathematics

B3: Human and Social Sciences:
> Life Orientation

B4: Official Languages at second additional level and non-official languages:

> Afrikaans Second Additional Language
> English Second Additional Language
> IsiNdebele Second Additional Language
> IsiXhosa Second Additional Language
> IsiZulu Second Additional Language
> Sepedi Second Additional Language
> **Sesottto** Second Additional Language
> Setswana Second Additional Language
> SiSwati Second Additional Language
> Tshivenda Second Additional Language
> Xitsonga Second Additional Language

UNIT STANDARDS
(Note: A blank space after this line means that the qualification is not based on Unit Standards.)