



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 2006, 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.saga.org.za](http://www.saga.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

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## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## QUALIFICATION:

**National Certificate: Vocational, Level 4**

SAQA QUAL ID	QUALIFICATION TITLE		
50441	National Certificate: Vocational, Level 4		
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 4	Regular-ELOAC

The National Certificate: Vocational, Level 4 is aimed at learners in FET Colleges. These learners leave the FET College either for higher education or for employment in the workplace.

The National Certificate: Vocational, Level 4 aims to equip learners adequately for entry into the world of work by providing them with practical knowledge and skills related to a particular economic or vocational sector. It also has as its objective to provide learners with ways to cope with the social, economic and cultural challenges they face in their daily lives. While the Vocational Component of the qualification is grounded in the South African context, it also incorporates global imperatives to help the South African economy to compete internationally in terms of such issues as productivity, quality, efficiency and cost effectiveness. The qualification will also provide learners with the knowledge, skills, attitudes and values to enable them to access learning in the higher education band.

The National Certificate: Vocational, Level 4 will provide learning experiences in situations contextually relevant to a particular vocational area chosen by the learner. The National Certificate: Vocational, Level 4 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 4 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-fulfilment and meaningful participation in society as citizens of a free country.
- > Providing access to higher education in a specific vocational sector.
- > Facilitating the transition of learners from formal education to the workplace.
- > Providing employers with a profile of learner's competencies.

This means that the National Certificate: Vocational, Level 4 will:

- > Deepen the foundation laid by General Education and Training.
- > Lay a foundation for specialist learning.
- > Prepare learners for higher education.
- > Prepare learners for employment.
- > 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:

South Africa as a country that operates in the global economy has to compete with countries with well-developed economies and highly developed skills levels amongst their citizens. This means that South Africa has to have a workforce with equally well-developed skills, knowledge and competencies. Coupled to this need, is a high national unemployment rate, which is related to the relatively low skill levels of its citizens. The skills needs of the country have been identified and FET Colleges are seen as a sector that can assist in developing those specific needs as well as the general competencies required by our country.

The National Certificate: Vocational, Level 4 is the third qualification in a Vocational Education and Training learning pathway, which follows on from learning in the General Education and Training band. The three qualifications in the pathway aim at enabling learners to acquire the necessary knowledge, practical skills, applied competence and understanding required for employment in a particular occupation or trade, or class of occupations or trades at various levels and for further learning in a chosen sector.

The National Certificate: Vocational, Level 4 is aimed at providing vocational education organized into modules related to specific vocational areas. It will be offered primarily in FET Colleges.

The National Certificate: Vocational, Level 4 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 the Learning Outcomes at NQF levels 2 and 3 of the subjects they will offer in the National Certificate: Vocational, Level 4.

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 learner 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:

- > Access to this qualification is open to all learners who are in possession of:
  - > An NQF Level 3 Vocational Certificate issued by an FET College.
  - > An appropriate registered equivalent qualification obtained at NQF Level 3
  - > A bridging programme designed for the specific purpose of access to NQF Level 4.
- > Access is also open to South African learners who have undergone an RPL assessment for Grade 11 or 12 learners, which meets the basic requirements for access to NQF Level 4.
- > Learners who have not been part of the South African education system may also gain access through an appropriate RPL assessment.

**QUALIFICATION RULES**

The National Certificate: Vocational, Level 4 is made up of a Fundamental Component and a Vocational Component.

**1. Fundamental Component:**

The following three subjects are compulsory:

**1.1.** Language at NQF Level 4 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. Refer to Annexure B (in Qualification Notes), for the languages.

**1.2.** Mathematics or Mathematical Literacy at NQF level 4.

**1.3.** Life Orientation.

**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 of **20** credits each at Level 4 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 organising 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.

The Vocational Specialisations are the following:

**2.1. Information Technology and Computer Sciences:**

> Three Compulsory Subjects:

- > Systems Analysis and Design.
- > Data Communication and Networking
- > Computer Program Designing.

> Optional Subject

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

- > Project Management.
- > Contact Centre Operations.
- > Client Services and Human Relations.

**2.2. Marketing:**

> Three Compulsory Subjects:

- > Marketing.
- > Commercial Marketing.
- > Marketing Communication.

> Optional Subject

Choose one of the following subjects 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:

- > Project Management.

### 2.4. Tourism:

> Three Compulsory Subjects:

- > Science of Tourism.
- > Client Services and Human Relations Services.
- > Sustainable Tourism in SA and International Travel.

> 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.
- > Electrical Workmanship.
- > 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 (Costing Methods).
- > Manufacturing of Construction Materials.
- > Construction Project Management.

> Optional Subject

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

- > Physical Science.
- > Civil and Construction Technology.

### 2.7. Finance, Economics and Accounting:

> Three Compulsory Subjects:

- > Applied Accounting.
- > Financial Management.
- > Economic Environment.

> Optional Subject

Choose the following subject or 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 Maintenance.

#### 2.9. Engineering and Related Design:

> Three Compulsory Subjects:

- > Engineering Processes.
- > Professional Engineering Practice.
- > Applied Engineering Technology.

> 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:

- > Fabrication and Extraction Processes.
- > Principles of Design and Professional Practice.
- > Application of Scientific and Engineering Knowledge.

> 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:

- > Advanced Plant Production.
- > Advanced Animal Nutrition.
- > Farm Business Management.

> Optional Subject

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

- > Agribusiness.

#### 2.12. Office Administration

> Three Compulsory Subjects:

- > Business Practice.
- > Office Practice.
- > Office Data Processing.

> Optional Subject

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

- > Applied Accounting.
- > Personal Assistance.

2.13. Hospitality:

> Three Compulsory Subjects:

- > Hospitality Generics.
- > Food Preparation.
- > Hospitality Services.

> Optional Subject

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

- > Client Services and Human Relations.

3. The three Fundamental subjects, and the four Vocational subjects, making up the National Certificate: Vocational, Level 4 on the NQF are a successive continuation of the learning done at NQF Levels 2 and 3. The learning in each level, however, is distinctive. There is no carry-over of credits from one level to the next.

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

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

4.2. A learner may offer an additional language in lieu of the fourth vocational subject to the value of 20 credits at level 4 selected as follows:

4.2.1. The language must be at least at First Additional Language level.

4.2.2. It must be one of the eleven official languages listed 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".

5. 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).

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

6.1. A learner who is classified as an immigrant may offer the required official language on at least Second Additional Language Level.

6.2. 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.

6.3. 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.

7. Credits:

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

> 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 4 are explicitly stated in the curriculum statements of the individual subjects up this qualification.

#### **1. Fundamental Component:**

##### **1.1. Language:**

##### **a. Listening and Speaking:**

> Exit Level Outcome: Listen and respond critically and speak in diverse contexts for a variety of purposes.

> Associated Assessment Criteria:

- > Listening and speaking strategies are analysed and used for a wide range of purposes.
- > Range: Purposes refer to persuasion and developing arguments, expressing opinions and assertiveness, marketing, group communication, negotiation, conflict resolution, interviewing techniques, public speaking and maintaining conversation.
- > Different forms of oral communication are distinguished and used in diverse contexts.
- > Oral presentations are researched, planned and delivered in diverse contexts.
- > Oral presentations are evaluated using appropriate speech and listening techniques.
- > A critical awareness of language usage is applied in diverse oral situations.

##### **b. Reading and Viewing:**

> Exit Level Outcome: Critically read and view language in order to infer meaning and make meaningful responses.

> Associated Assessment Criteria:

- > A variety of reading and viewing strategies are applied to comprehend, analyse, synthesise and appreciate language and information.
- > Written and visual texts are investigated to explain meaning, values and attitudes.
- > The structure and key features of texts are examined and reflected on in order 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.
- > Stylistic devices are analysed to illustrate and motivate how these devices achieve particular effects.
- > Different forms of non-verbal communication are examined and interpreted to explain meaning, values and attitudes.
- > Range: Forms of non-verbal communication include body language, facial expressions, gestures, signs and symbols, colour, pictures and illustrations, graphic representations and diagrams, proxemics and cultural forms.

##### **c. Writing and Presenting:**

> Exit Level Outcome: Write and present texts for a wide range of purposes and audiences using language conventions and formats appropriate to diverse contexts.

> Associated Assessment criteria:

- > Writing tasks are planned for a specific purpose, audience and context.
- > Range: Tasks include formal reports, meeting documentation, proposals and other persuasive documentation, documentation for the media and personal and workplace correspondence.
- > Writing strategies and techniques are applied for first drafts.
- > Language conventions and structures are used to create and write texts that are appropriate, logical, and stylistically and grammatically correct.



- > Feedback from others is analysed and incorporated where necessary into written texts.
- > Own writing is proofread and edited to produce final texts.
- > Final texts are presented using the conventions and formats required by the context.

d. Language in Practice:

> Exit Level Outcome: Use language structures and conventions to promote learning and communicate in diverse contexts.

> Associated Assessment Criteria:

- > Language structures and conventions are analysed and used for effective learning and communication.
  - > Range: Language structures and conventions refer to syntax and grammar, diction, meaning and idiomatic language.
- > Oral and written texts are interpreted and produced to demonstrate a critical awareness of language usage.
- > Learning resources are accessed, used and managed for learning in diverse contexts.
  - > Range: Learning resources include dictionaries, textbooks, web page information, reference works, manuals, study guides, persuasive texts, workplace documentation, and multi-media texts.
- > Learning strategies are analysed in terms of strengths and weaknesses and the effects on 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.

1.2. Mathematics:

a. Functions and Algebra:

> Exit Level Outcome 1: Analyse and represent a wide range of Mathematical functions and inverses of the function and solve problems.

> Associated Assessment Criteria:

- > Various types of functions, relations and inverses are worked with in various contexts.
  - > Range:  $y = ax + q$ ,  $y = ax$ ,  $y = a$ ,  $a > 0$ .
- > Third degree polynomials are factorised and graphed.
  - > Range: Including examples that require the factor theorem.
- > An intuitive understanding of the limit concept is demonstrated in the context of approximately the rate of change or gradient of a function at a point.
  - > Range: Application of first principles.

b. Data Handling and Statistics:

> Exit Level Outcome 2: Analyse and interpret data to establish statistical and probability models to solve related problems.

> Associated Assessment Criteria:

- > Situations or issues that can be dealt with through probabilistic or statistical methods are identified correctly.
  - > Range: Calculating measures of centre and spread such as mean median, mode, range, variance, standard deviation and inter-quartile range.
- > Data sources and databases are selected to ensure representivity of the data and validity of resolutions.
- > Statistics generated from the data are interpreted meaningfully and interpretation are justified.

c. Space, Shape and Measurement:

> Exit Level Outcome 3: Analyse and explain properties of shapes in 2-dimensional and 3-dimensional space with justification.

> Associated Assessment Criteria:

- > Symbols and units are used in accordance with the SI unit conventions and as appropriate to the situations.
- > Descriptions are based on a systematic analysis of shapes and reflect the properties of the shapes accurately, clearly and completely.

- > Range: Proof of basic theorems on circles, Co-ordinate geometry.
- > Problem-solving methods are represented clearly, logically and in mathematical terms.

d. Complex Numbers:

- > Exit Level Outcome 4: Solve Mathematical equations with complex numbers.

- > Associated Assessment Criteria:

- > Complex numbers are represented in terms of real and imaginary parts.
- > Formulae used for calculations are appropriate to the situation.
- > Methods used to make sense of and solve problems are efficient and solutions obtained are verified to be correct in terms of the context or problem.

e. Calculus:

- > Exit Level Outcome 5: Use integration techniques to solve problems involving area.

- > Associated Assessment Criteria:

- > Equations are solved correctly and solutions are given in radians.
- > Anti-derivatives and integrals are found by using rules and simplifications correctly.
- > Areas are determined correctly by splitting two or more intervals when the graph crosses the X-axis.

f. Financial Mathematics:

- > Exit Level Outcome 6: Analyse and critically interpret that a variety of financial situations mathematically.

- > Associated Assessment Criteria:

- > Personal and business finances are organized.
- > Taxation, inflations and interest rate are understood and the impact of it is predicated.
- > Range: Personal and business finances, the effect of taxation, inflations and changing interest rates.

1.3. Mathematical Literacy:

a. Numbers:

- > Exit Level Outcome: Perform calculations and measure quantities in diverse contexts.

- > Associated Assessment Criteria:

- > Measuring tools and techniques are identified and used to solve multi-step problems in diverse contexts.
- > Numbers appropriate to problems are used in a range of diverse contexts.
- > Multi-step calculations are performed in order to solve problems in diverse contexts.

b. Patterns and Relationships:

- > Exit Level Outcome: Identify and use patterns and/or relationships in diverse contexts for a variety of purposes.

- > Associated Assessment Criteria:

- > Patterns for different relationships are identified and extended for problem solving purposes in a range of diverse contexts,
- > Information from different representations and relationships are explained and used to solve problems in diverse contexts.
- > Conversions between different representations of a relationship are performed to highlight aspects of the relationship appropriate to solving problems in diverse contexts.

c. Finance:

- > Exit Level Outcome: Manage finances for personal and workplace contexts.

- > Associated Assessment Criteria:

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

d. Space, Shape and Orientation:

- > Exit Level Outcome: Read, interpret, make and use a wide range of representations of the physical world in workplace and other areas of responsibility.

- > Associated Assessment Criteria:

- > Space, shape and orientation calculations are performed to solve problems in workplace contexts
- > Representations are interpreted and used to make sense of and solve problems in the workplace.
- > Physical and diagrammatic representations are made to investigate problems.

e. Information communicated through numbers/graphs and tables:

- > Exit Level Outcome: Manage information communicated through numbers, tables and graphs in order to make predictions in various contexts.

- > Associated Assessment Criteria:

- > Information is collected, organised and analysed to make predictions.
- > Information presented (and misrepresented) in various forms is analysed and interpreted in order to make sense of and inform predictions and decisions in a range of contexts.

1.4. Life Orientation:

- > Exit Level Outcome 1: Demonstrate knowledge and understanding of attitudes, values and skills that contribute to personal development.

- > Associated Assessment Criteria:

- > Factors that influence or prevent achievement of plans are anticipated, monitored and reviewed and contingencies for these are developed, where necessary.
- > Factors, which influence personal development, are explained in terms of their impact on relationships
  - > Range: Factors include but are not limited to assertiveness, passivity, assertion, aggression, confidence, being over confident etc.
- > Ways to cope with life situations in a responsive manner are explained with examples.
- > Morally acceptable and unacceptable behaviour is explained in order to distinguish between them.
- > The value of work and of a work ethic is explained with examples.

- > Exit Level Outcome 2: Explain and apply principles of healthy and positive living.

- > Associated Assessment Criteria:

- > Factors, which contribute to stress, are identified and explained in terms of their impact on personal and work situations.
  - > Range: Factors include but are not limited to society, environment, organisation etc.
- > Positive ways to deal with infectious diseases are explained in terms of their impact on the individual and community.
  - > Range. Infectious diseases include but not limited to Sexually Transmitted Infections (STI's), Tuberculosis (TB), HIV/AIDS.
- > The balance between physical and mental wellness is explained in relation to work productivity.

- > Exit Level Outcome 3: Apply research skills to community issues.

- > Associated Assessment Criteria:

- > A needs analysis is conducted in relation to community issues.
- > Community development needs are analysed to identify possible solutions and strategies.
- > A research process is developed using current techniques and methods.
- > A questionnaire is developed in relation to a specific research topic.
- > A concise report based on research findings is compiled in response to a community research question.

- > Exit Level Outcome 4. Solve problems creatively and make informed decisions.

> Associated Assessment Criteria:

- > The difference between problems and challenges are distinguished with examples.
- > The impact of one's attitude on problems and challenges is described in terms of its effect on individuals and relationships.
- > Different techniques for solving problems or making decisions are explained with reference to specific problems or issues.
- > Methods and strategies to deal with the personal and/or work issues are explained in order to guide life decisions.

> Exit Level Outcome 5: Utilise business computing skills.

> Associated Assessment Criteria:

- > Graphical-User-Interface (GUI)-based spreadsheet applications are used to produce graphs and charts.
- > GUI- based database applications are used to produce simple databases.
- > A computer topic is researched using and applying a variety of sources.

2. Vocational Component:

2.1. Information Technology and Computer Sciences:

Exit level outcomes for the three compulsory subjects:

> Exit Level Outcome 1: Explain the Role of Data Communications and Networking.

> Associated Assessment Criteria:

- > Computer network principles are explained in terms of their roles and features.
- > Synchronous and asynchronous data communication are described in terms of characteristics and types.
- > Network architectures are described in terms of local area and wide area networks.
- > Information and communication networks are explained in terms to their principles and incorporation in various Internet applications.
- > The use of computer networks for communication is described in terms of support purposes.
- > Computer cabling is described in terms of trends and termination methods.
- > The installation of a local area network is explained in terms of design and manufacturer's guidelines.
- > The installations of computer software applications are explained in a networked environment.
- > Supporting user principles are applied in a local area network environment.
- > Local area network support is explained in terms of maintenance and administration.
- > Wide area and local area networks are compared according to network components, functions and alternative network designs.

> Exit Level Outcome 2: Apply Computer Programming Skills.

> Associated Assessment Criteria:

- > GUI-based database applications are applied in practical situations.
- > Sort and search techniques are used in a computer-programming environment.
- > Database access for a computer application is created using Structured Query Language (SQL).
- > Batch and interactive computer program principles are applied using procedural programming language.
- > A website is designed using HyperText Mark-up Language (HTML) guidelines.
- > Multimedia and web-based computer applications are created using scripting.

> Exit Level Outcome 3: Explain the Risks of Information and Communication Technology (ICT).

> Associated Assessment Criteria:

- > The role of ethics and professionalism in the computer industry are explained in terms of its effects on society.
- > The types of risks are identified and categorised in terms of threats and current trends.
- > The types of control mechanisms to deal with risks in the computer industry are explained in terms of organisational policies and procedures.

> Exit Level Outcome 4: Apply Knowledge and Understanding of Information Technology Systems

Analysis and Design.

> Associated Assessment Criteria:

- > Information systems analysis techniques are explained in terms of industry specifications.
- > Information gathering techniques for computer systems development are identified and used to solve problems.
- > Principles of designing computer systems inputs and outputs are explained and applied in a given scenario.
- > Maintenance of information systems is implemented and maintained according to given specifications.

Consumer Behaviour (Optional subject):

> Exit Level Outcome: Explain the nature and impact of consumer behaviour.

> Associated Assessment Criteria:

- > The nature of consumer behaviour is described in terms of buying patterns.
- > The reasons why customers are identified and liaised with are described in order to determine their needs.
- > Sales techniques are selected and applied in relation to the identified consumer target market.
- > The nature of customer complaints are identified and documented according to organisational policy and procedures.

Call Centre Operations (Optional subject):

> Exit Level Outcome: Deal with customer queries and complaints.

> Associated Assessment Criteria:

- > An organisational customer policy is explained in terms meeting customer needs,
- > The nature and origin of customer complaints are identified, assessed and documented according to organisational policy and procedures.
- > Strategies are used to deal with customer complaints according to organisational policy and procedures.
- > Benefits of creating a contact centre culture are identified and described in terms of client satisfaction.

Client Services and Human Relations (Optional subject):

See Hospitality for Exit level Outcomes and Associated Assessment Criteria

## 2.2. Marketing:

Exit level outcomes for the three compulsory subjects:

> Exit Level Outcome 1: Explain marketing principles, policies and procedures.

> Associated Assessment Criteria:

- > Marketing principles are explained using examples.
- > Range: Marketing Principles refer to Place, Product, Price and Promotion.
- > A marketing plan is explained in relation to marketing requirements of an organisation.
- > Marketing policies and procedures are compared in order to differentiate between them.

> Exit Level Outcome 2: Apply marketing principles, policies and procedures

> Associated Assessment Criteria:

- > Marketing principles are applied to the design of a marketing strategy.
- > Elements of a marketing policy are analysed in order to comply with policy and regulations.
- > Marketing queries are investigated and findings are drafted in terms of organisational policy and procedures.
- > Marketing procedures are sequenced so as to ensure that service delivery is enhanced.
- > The principles of teamwork in a marketing context are explained with examples.
- > The role of teamwork is analysed in terms of advantages and disadvantages.

> Exit Level Outcome 3: Compile a marketing plan.

> Associated Assessment Criteria:

- > The components of a marketing plan are developed for a specific project,
- > The reasons why a marketing plan must comply with organisational ethics and legal requirements are explained with examples.
- > A marketing plan is analysed in terms of deliverables and achievements.

> Exit Level Outcome 4: Research marketing trends in order to inform decision-making.

> Associated Assessment Criteria:

- > Stages and processes of market research are identified and described with examples.
- > Types of data capturing methods for marketing are explained in terms of their use.
- > Market trends are identified and explained according to categories of influence and sales performance.
- > Range: Categories include cultural, social, reference group and individual.
- > Consequences of not taking market trends into consideration when making decisions are explained in terms of their impact.
- > An informed marketing decision is made based on the analysis of market trends.
- > Features and benefits of a range of products are described in order to ascertain which appeal to a particular target market.

> Exit Level Outcome 5: Use marketing communication strategies to promote sales.

> Associated Assessment Criteria:

- > Legal requirements, which influence the preparation of promotional material, are described using examples.
- > Promotional material to advertise a product or service is prepared within the guidelines of current legal requirements.
- > The role of ethical behaviour within a marketing context is explained in terms of interacting with clients.
- > The concept of diversity is used when designing promotional material.

Call Centre Operations (Optional subject):

> Exit Level Outcome: Deal with customer queries and complaints.

> Associated Assessment Criteria:

- > An organisational customer policy is explained in terms meeting customer needs.
- > The nature and origin of customer complaints are identified, assessed and documented according to organisational policy and procedures.
- > Strategies are used to deal with customer complaints according to organisational policy and procedures.
- > Benefits of creating a contact centre culture are identified and described in terms of client satisfaction.

Consumer Behaviour (Optional subject):

> Exit Level Outcome: Explain the nature and impact of consumer behaviour.

> Associated Assessment Criteria:

- > The nature of consumer behaviour is described in terms of buying patterns.
- > The reasons why customers are identified and liaised with are described in order to determine their needs.
- > Sales techniques are selected and applied in relation to the identified consumer target market.
- > The nature of customer complaints are identified and documented according to organisational policy and procedures.

## 2.3. Generic Management

### Management Practices

- > Exit Level Outcome 1: Explain the role and impact of relationships on management in a business
  - > Range: Impact refers to diversity, conflict, ethics, communication, etc.

> Associated Assessment Criteria:

- > The core ethical values and standards relating to business practice are explained and used when dealing with clients and organisational operations.
- > The relationship between clients, employees, sections and management are analysed to determine how they influence business operations.
- > The need for communication structures within an organisation are explained and analysed in terms of their impact on client service.
- > The business functions of an organisation are analysed in terms of their relationship.
- > Range: Functions include but are not limited to Human Resources, Marketing, Finances, Public Relations, Production and Administration.

- > Exit Level Outcome 2: Explain the impact of change on business practices
  - > Range: Change management includes but is not limited to internal diversity, transformation, and external globalisation.

> Associated Assessment Criteria:

- > The principles of change management are identified and explained with examples.
- > Change management principles are applied to analyse an organisation's value system, structure, policies and procedures.
- > The need for change management is explained and analysed to ensure that performance leads to optimal productivity.

#### Operations Management

- > Exit Level Outcome: Develop and assess an operational plan
  - > Range: Plan includes but is not limited to goals, objectives, activities, timeframes, responsible persons, resources, costs and quality.

> Associated Assessment Criteria:

- > Concepts relating to productivity are explained with examples.
  - > Range: Concepts include but are not limited to planning, implementation, input, output, machinery, equipment, and productivity levels.
- > The strategic plan of a business is explained in terms of its impact on operational planning.
- > Resources, systems, policies and procedures of an organisation are analysed in order to draft a current operational plan.
- > An operational plan is developed for a specific organisation.
- > Human resources needed for the implementation of an operational plan are identified and described in terms of their role and deliverables.
  - > Range: Resources include but are not limited to lawyers, accountants, specialist consultants and contractors.
- > Processes and procedures of a quality management system are analysed in accordance with organisational policy and procedures.
- > Measures are identified and established to improve individual and organisational productivity.
  - > Range: Measures include but are not limited to work-studies, specialist advice, overtime and incentives.

#### Financial Management

- > Exit Level Outcome: Use financial analysis to evaluate business performance

> Associated Assessment Criteria:

- > A budget is drafted for a small business venture.
- > Deviations are minimized by comparing a budget with actual income and expenditure.
- > Financial statements are analysed to measure financial performance of a business.
- > Financial planning principles are explained in relation to positive financial returns.

#### Project Management (Optional Subject):

- > Exit Level Outcome: Plan, execute and control activities of a simple project
  - > Range: Simple project plan includes but is not limited to measurable deliverables, milestones, timeframes, activity, time, and resource (human and/or material and/or equipment) information.

> Associated Assessment Criteria:

- > A project is planned according to project principles.
- > The activities of a project are executed and controlled according to given specifications.
- > Project management processes and techniques are applied to manage a project from implementation to completion.
  - > Range: Processes and techniques include but are not limited to planning, scoping, scheduling, and budgeting.
- > The potential risks within a project are explained and quantified in terms of severity and probability.
  - > Range: Risks may include but not be limited to financial risks, human resources risks, physical- and environmental risks.
- > Leadership skills and techniques are selected and used in the management of a project.
  - > Range: Skills include but are not limited to professionalism, ethical values, norms and social standards, positive attitudes, perseverance, non-judgmental conduct, delegation, and clear communication.

#### 2.4. Tourism:

##### Science of Tourism

- > Exit Level Outcome: Explain legal travel processes and procedures.
- > Associated Assessment Criteria:
  - > Travel procedures are explained in terms of airport control and procedures.
  - > The tourism wholesale sector is identified and explained in terms of the role it plays and the products it offers.
  - > The steps and processes involved in arranging a national and international event are identified and explained with examples.
  - > The requirements for national and international travel are explained in terms of contracts and current legislation.
    - > Range: Legislation includes but is not limited to health and safety.
  - > The types of travel documentation are explained in terms of current legislation and policy regulations.
    - > Range: Travel documents refer to all types of visas and passports.

##### Client Services and Human Relations

- > Exit Level Outcome: Explain and apply client services and human relation principles and techniques.
- > Associated Assessment Criteria:
  - > Methods of measuring client service satisfaction are explained with examples.
  - > Client service tools are developed to measure customer satisfaction.
  - > Follow-up procedures are identified and selected to deal with client queries.
  - > The role of staff training is explained and planned in order to identify gaps in terms of service delivery.
  - > Application of First Aid is explained in terms of identifying emergency situations in a specific context.

##### Sustainable Tourism in South Africa and International Travel

- > Exit Level Outcome: Identify and describe international travel destinations in terms of sustainable practices.
- > Associated Assessment Criteria;
  - > Sources of information and resources relating to tourist information are identified and described with examples.
    - > Range: Sources include but are not limited to newspapers; heritage; historical; cultural; wild life; scenic; social; tourist resources and information.
  - > The location of typical tourist destinations worldwide is identified and described using map skills.
  - > Major routes using various modes of transports to and from South Africa are identified and described with examples.
  - > Physical features of the worldwide countries are identified with examples.
    - > Range: Physical features include 5 continents, islands, oceans, seas, world capitals, man-made or physical features, ports of entry.
  - > The role of sustainable travel destinations worldwide is explained by making use of examples.
  - > The role in contributing to sustainable tourism within one's own community is researched in order to show how it adds value to society.

##### Tourism Operations and Technology (Optional Subject):



- > Exit Level Outcome: Explain the procedures and practices in a Tourism Office.
- > Associated Assessment Criteria:
  - > Forex conversions and transactions are performed according to current bank exchange rates.
  - > Marketing resources are sourced and used according to set tasks.
  - > Market research undertaken is analysed in order to identify potential markets.
  - > A business plan is drafted for a business venture
  - > The principles of costing and pricing are applied to the business venture.
  - > Financial management tools and processes are used to contribute to the profitability of a business.
  - > A computer-based system is used for business communication and produce business documents.

#### 2.5. Electrical Infrastructure Construction:

##### Electrical Principles and Practice

- > Exit Level Outcome: Explain the application of electrical principles.
- > Associated Assessment Criteria:
  - > Typical electrical circuits and installations and associated calculations are constructed and performed within given specifications.
  - > Principles of electricity are applied during maintenance, testing and designing of electrical systems.
    - > Range: Systems refer only to electricity systems.
  - > Circuits and fault find programmable logic controllers are repaired according to specifications.
  - > Cabling and accessory equipment are used in a structured scenario.
  - > Terminology used in electrical diagrams is defined with examples.
    - > Range: Terminology includes but is not limited to symbols and abbreviations.

##### Workshop Practice:

- > Exit Level Outcome: Apply Electrical workshop practices and procedures.
- > Associated Assessment Criteria:
  - > Principles of electricity are used to maintain electrical appliances and installations within a structured scenario.
  - > Electrical equipment is used in electrical construction in a structured scenario.
  - > Fault-finding procedures are used in a structured scenario.
  - > Electrical systems are tested and maintained within a structured scenario.

##### Electronic Control and Digital Electronics (Optional Subject):

- > **Exit** Level Outcome: Apply Electronic Practices and Procedures.
- > Associated Assessment Criteria:
  - > Technical manuals are interpreted and used when dealing with electronic practices in a structured scenario.
  - > Safety precautions and procedures are applied when removing and replacing electronic components.
  - > Binary codes are used in a structured scenario.
  - > Software is loaded onto a computer in a structured scenario.
  - > Elementary fault-find control circuits are designed in accordance with given specifications.

##### Electrical Systems and Construction (Optional Subject):

- > Exit Level Outcome 1: Use electrical components and equipment in a construction environment.
- > Associated Assessment Criteria:
  - > Electric components are explained according to their uses and operating principles.
  - > Measuring instruments are described in terms of their operating principles.
    - > Range: Measuring also includes installation.
  - > Electrical equipment is used in electrical construction in a structured scenario.
  - > Principles of operation of electric machinery are applied within a structured scenario.

- > Principles of operation of electric components and electric circuitry are applied within a structured scenario. Principles of operation of electric high voltage equipment are applied within a structured scenario.
- > Principles of operation of electric household appliances are applied within a structured scenario.

> Exit Level Outcome 2: Test and maintain electrical systems.

> Associated Assessment Criteria:

- > Electrical systems are tested and maintained in relation to their original design and construction.
- > Tests on installations are performed according to regulatory requirements.
- > The condition of electrical equipment is analysed in order to determine which maintenance practices and procedures should be used,
- > Diagnostic procedures are applied in order to identify and isolate faults on electrical systems.

2.6. Civil Engineering Construction:

Exit level outcomes for the three compulsory subjects:

Applied Science and Costing of Designs:

- > Exit Level Outcome: Explain and use construction contracting documents for specific purposes.
- > Range: Construction contracting documents include:
  - > Contract Documents which refer to: Conditions of Contract, Working Drawings, Specifications, Bill of Quantities, Tender Documents, Tender Appreciation and Official Tender Envelope.
  - > Material and Plant documents refer to: invoices, advices delivery notes, receipts, and material and plant order forms, stock books.

> Associated Assessment Criteria:

- > Documentation used for material and plant control, and safety checks are explained and used in accordance with prescribed requirements.
  - > Range: Documentation includes: material and plant quotation forms, invoices advices, general receipt books, delivery notes and stock books.
- > Construction contracting documents are explained and used in terms of their purpose for specific activities.
  - > Range: Documents include conditions of contract, working drawings, Specifications and Bill of Quantities.
- > Construction contracting documents are used as required by various civil engineering construction statutory bodies of South Africa.
  - > Range: Statutory Bodies include but are not limited to: Association of Architects, Association of Quantity Surveyors in South Africa, Building Industry Federation of South Africa.

Manufacturing of Construction Materials:

> Exit Level Outcome: Explain, operate and maintain the various devices and systems used in Civil Engineering Construction.

> Associated Assessment Criteria:

- > The functions of construction devices are explained using prepared diagrams.
- > The operation of different construction systems and devices is explained outlining reasons for their selection.
  - > Range: Devices include levelling and measuring instruments, tools, equipment, machines and plant.
- > The need for construction devices and systems to comply with industry standards is explained in relation to the focus on problems caused by non-compliance.
- > The condition of construction equipment, machinery and plants is monitored at regular intervals and faults are diagnosed in accordance with specifications.
- > Health and safety procedures and practices are explained and adhered to at all times of operations.

Construction Project Management:

> Exit Level Outcome: Coordinate work teams in specific construction projects.

> Associated Assessment Criteria:

- > Production schedules are designed in accordance with project management principles.

- > Workgroup members are supported and guided to perform tasks in accordance with industry set standards and procedures.
- > Information is received, processed and communicated within a structured context.
- > The role of time management is explained in terms of completing projects timeously.
- > The role of supervision is explained in terms of providing workgroup discussions, problem solving activities and implementation of solutions.
- > The role of informing work teams about labour related issues is explained in terms of current legislation.
- > Range: Legislation refers to Labour Relations Act, Basic Conditions of Employment Act, Equity Act.

Physical Science (Optional subject):

See Manufacturing and Assembly for Exit level Outcomes and Associated Assessment Criteria

Civil and Engineering Technology (Optional subject):

- > Exit Level Outcome: Plan, prepare and perform various activities of civil engineering construction.

> Associated Assessment Criteria:

- > Specialised construction activities are performed in accordance with prescribed industry regulations.
  - > Range: Specialised construction activities refer to construction masonry, carpentry, plumbing, tiling and painting.
- > Administrative processes are planned, prepared and performed for specific projects in civil engineering construction.
- > Occupational Health and Safety Regulations are interpreted and applied as prescribed by regulations and legislation.
  - > Range: Legislations refers to Occupational Health and Safety Act, Machinery Act, Compensation for Occupational Injuries and Disease Act,
- > Quantities are measured and costs are estimated in accordance with applicable formulae and costing requirements.

2.7. Finance, Economics and Accounting:

Exit level outcomes for the three compulsory subjects:

- > Exit Level Outcome 1: Prepare financial statements.
  - > Range: Includes manually (by hand) and on computer software
- > Associated Assessment Criteria:
  - > Financial statements are prepared according to Generally Accepted Accounting Practice (GAAP).
  - > Range: Financial statements include year-end transactions.
  - > Transactions for a small business are recorded using accounting software.
- > Exit Level Outcome 2: Interpret the financial performance of a business.
  - > Range: Performance refers to budget, financial analysis.
- > Associated Assessment Criteria:
  - > A budget is drafted for a small business.
  - > Deviations are **minimised** by comparing a budget with actual income and expenses.
  - > Financial statements are analysed to measure financial performance of a business.
  - > Financial planning principles are explained in relation to positive financial returns.
- > Exit Level Outcome 3: Explain the effects of local and international influences on a small business.
- > Assessment Criteria:
  - > Socio-economic development theories are explained in terms of the effect on a business in the South African context.
  - > Local Economic Development (LED) legislation and policies are identified and described in terms of their effect on a business in a South African context.
  - > Trade transactions, concepts and instruments are identified and described with examples
  - > International trade concepts and instruments are explained with examples.
  - > Range: Concepts and instruments include international trade, basic international finance, process of initiating import and export factoring, comparing import and export factoring with a letter of credit, risk

management principles associated with import and export factoring.

New Venture Creation (Optional subject):

- > Exit Level Outcome: Apply financial principles to plan a new business venture.
- > Associated Assessment Criteria:
  - > The possibility of starting a new business venture is investigated for decision-making purposes.
  - > The necessity for financial planning is explained in terms of its consequences.
  - > The concept of financing a new business venture is explained in terms of resource needs.
  - > The principles of costing and pricing are explained and applied to establish a new business venture.

2.8. Manufacturing and Assembly:

Exit level outcomes for the three compulsory subjects:

- > Exit Level Outcome 1: Use Manufacturing and Assembly extraction tools, equipment, methods and processes to produce components.
  - > Associated Assessment Criteria:
    - > Methods of Manufacturing and Assembly are identified in accordance with industry requirements and standards.
    - > Methods and processes are identified and distinguished in accordance with industry standards.
    - > Preventative and corrective measures are applied in accordance with workplace requirements.
    - > Tools, equipment and machinery are identified and used in accordance with manufacturer's specifications and safety procedures.
    - > Tools, equipment and machinery are calibrated as per job requirements.
    - > Tools, equipment and machinery are maintained as per manufacturing specifications.
    - > Range: Tools, equipment and machinery include tools used for fabrication and to extraction purposes.
- > Exit Level Outcome 2: Explain and apply safety, health and environmental procedures within a Manufacturing and Assembly environment.
  - > Associated Assessment Criteria:
    - > Safety, health and environmental issues relating to Manufacturing and Assembly are explained and applied in accordance with current legislation.
    - > Range: Legislation includes The Occupation Health and Safety Act, Mine Safety and Health Act.
    - > Workplace health and safety procedures are adhered to at all times within a workplace context and complies with legislation.
    - > Range: Safety procedures include personal protective equipment, work place safety, and identifying a safe environment.
    - > Hazardous conditions are identified and recorded to ensure that corrective actions are taken in accordance with specified requirements.
    - > Range: Conditions include environmental conditions and working conditions.
    - > Hazardous materials and gases are explained and understood in terms of storage, transportation and disposal procedures.
    - > Range: Symbolic signages are identified for information and warning.
    - > Emergency and evacuation plans are identified and applied in accordance with emergency procedures.
- > Exit Level Outcome 3: Analyse Manufacturing and Assembly processes to systematically diagnose and solve problems.
  - > Associated Assessment Criteria:
    - > Manufacturing and Assembly processes are analysed in order to identify potential problems.
    - > Solutions to eliminate or reduce problems are designed using scientific and engineering principles.
- > Exit Level Outcome 4: Apply professional conduct and principles in a Manufacturing and Assembly context.
  - > Range: Conduct refers to professional ethics.
- > Associated Assessment Criteria:

- > Reasons why a code of ethics and conduct must be applied within the engineering sector are explained with examples.
- > Ethics regarding environmental sensitivity and sustainability are explained in relation to current legislation.
- > Consequences of non-adherence to a code of conduct is explained with examples.

Physical Science (Optional subject):

- > Exit Level Outcome: Analyse and apply scientific and technological knowledge in a range of contexts.
- > Associated Assessment Criteria:
  - > Process skills, critical thinking, scientific reasoning and strategies are investigated in order to solve problems in a variety of scientific, technological, environmental and everyday contexts.
  - > The impact of scientific knowledge on the quality of human, environmental and socio-economic development is analysed in terms of positive and negative effects.

Automotive Repair and Maintenance (Optional subject):

- > Exit Level Outcome 1: Carry out special vehicle maintenance and repair.
  - > Range: Specialised Vehicles include: Automotive transmission, Fuel injection, Computer electronic systems, Body construction.
- > Associated Assessment Criteria:
  - > The characteristics of the specialised automotive systems are identified and explained in terms of their properties and function.
  - > Common problems occurring with the system are identified in terms of how they manifest.
  - > Solutions to the problems are identified and addressed according to manufacturer's specifications.
  - > Work is conducted in accordance with workplace safety requirements and current legislation.

## 2.9. Engineering and Related Design:

- > Exit Level Outcome 1: Use Engineering and Related Design extraction tools, equipment, methods and processes to produce components
- > Associated Assessment Criteria:
  - > Methods of Engineering and Related Design are identified in accordance with industry requirements and standards.
  - > Methods and processes are identified and distinguished in accordance with industry standards.
  - > Preventative and corrective measures are applied in accordance with workplace requirements.
  - > Tools, equipment and machinery are identified and used in accordance with manufacturer's specifications and safety procedures.
  - > Tools, equipment and machinery are calibrated as per job requirements.
  - > Tools, equipment and machinery are maintained as per manufacturing specifications.
- > Exit Level Outcome 2: Explain and apply safety, health and environmental procedures within an Engineering and Related Design environment.
- > Associated Assessment Criteria:
  - > Safety, health and environmental issues relating to Engineering and Related Design are explained and applied in accordance with current legislation.
    - > Range: Legislation includes The Occupation Health and Safety Act, Mine Safety and Health Act.
  - > Workplace health and safety procedures are adhered to at all times within a workplace context and comply with legislation.
    - > Range: Safety procedures include personal protective equipment, work place safety, and identifying a safe environment.
  - > Hazardous conditions are identified and recorded to ensure that corrective actions are taken in accordance with Specified requirements.
    - > Range: Conditions include environmental conditions and working conditions.
  - > Hazardous materials and gases are explained and understood in terms of storage, transportation and disposal procedures.
    - > Range: Symbolic signage are identified for information and warning.
  - > Emergency and evacuation plans are identified and applied in accordance with emergency procedures.

> Exit Level Outcome 3: Analyse Engineering and Related Design processes to systematically diagnose and solve problems.

> Associated Assessment Criteria:

- > Engineering and Related Design processes are analysed in order to identify potential problems.
- > Solutions to eliminate or reduce problems are designed using scientific and engineering principles.

> Exit Level Outcome 4: Apply professional conduct and principles in an Engineering and Related Design context.

> Range: Conduct refers to professional ethics.

> Associated Assessment Criteria:

- > Reasons why a code of ethics and conduct must be applied within the engineering sector are explained with examples.
- > Ethics regarding environmental sensitivity and sustainability are explained in relation to current legislation.
- > Consequences of non-adherence to a code of conduct are explained with examples.

Fitting And Turning (Optional subject):

> Exit Level Outcome 1: Use and maintain Fitting and Turning tools, equipment and machinery.

> Associated Assessment Criteria:

- > The tools, equipment and machinery used for Fitting and Turning are used and maintained according to manufacturer's specifications, current legislation and safety standards.
- > Tools, equipment and machinery are set correctly as per job requirements.

> Exit Level Outcome 2: Use Fitting and Turning processes to diagnose and solve problems.

> Associated Assessment Criteria:

- > Mechanical Engineering problems are analysed using diagnostic procedures.
- > Possible solutions are designed using scientific and engineering knowledge to eliminate or reduce the problems.
  - > Range: Resources include materials, labour, space availability and consumables.
  - > All actions relating to problem solving are recorded according to workplace requirements.
  - > Production and operation maintenance requirements are explained and maintained according to set mechanical engineering standards.

2.10. Fabrication and Extraction:

Exit level outcomes for the three compulsory subjects:

> Exit Level Outcome 1: Use Fabrication and Extraction tools, equipment, methods and processes to produce components.

> Associated Assessment Criteria:

- > Methods of Fabrication and Extraction are identified in accordance with industry requirements and standards.
  - ? Methods and processes are identified and distinguished in accordance with industry standards.
  - > Preventative and corrective measures are applied in accordance with workplace requirements.
  - > Tools, equipment and machinery are identified and used in accordance with manufacturer's specifications and safety procedures.
  - > Tools, equipment and machinery are calibrated as per job requirements.
  - > Tools, equipment and machinery are maintained as per manufacturing specifications.

> Exit Level Outcome 2: Explain and apply safety, health and environmental procedures within a Fabrication and Extraction environment.

> Associated Assessment Criteria:

> Safety, health and environmental issues relating to Fabrication and Extraction are explained and applied in accordance with current legislation.

> Range: Legislation includes The Occupation Health and Safety (OHS) Act, Mine Safety and Health Act.

> Workplace health and safety procedures are adhered to at all times within a workplace context and complies with legislation.

> Range: Safety procedures includes personal protective equipment, work place safety, and identifying a safe environment.

> Hazardous conditions are identified and recorded to ensure that corrective actions are taken in accordance with specified requirements.

> Range: Conditions must include: environmental conditions and working conditions.

> Hazardous materials and gases are explained and understood in terms of storage, transportation and disposal procedures.

> Range: Symbolic signages are identified for information and warning.

> Emergency and evacuation plans are identified and applied in accordance with emergency procedures.

> Exit Level Outcome 3: Analyse Fabrication and Extraction processes to systematically diagnose and solve problems.

> Associated Assessment Criteria:

> Chemical processes related to specific ore-extractions are differentiated using prescribed methods.

> Fabrication and Extraction processes are analysed in order to identify and define potential problems.

> Solutions to eliminate or reduce problems are designed using scientific and engineering principles.

> Exit Level Outcome 4: Apply professional conduct and principles in a Fabrication and Extraction context.

> Range: Conduct refers to professional ethics.

> Associated Assessment Criteria:

> Reasons why a code of ethics and conduct must be applied within the engineering sector are explained with examples.

> Ethics regarding environmental sensitivity and sustainability is explained in relation to current legislation.

> Consequences of non-adherence to a code of conduct are explained with examples.

Engineering Fabrication (Optional subject):

> Exit Level Outcome 1: Join components using a variety of complex welding methods.

> Associated Assessment Criteria:

> The theoretical principles of welding are explained and applied in accordance with specified welding procedures.

> Specialised welding products are produced according to workplace output and quality requirements.

> Production schedules and assignments are interpreted and implemented in accordance with workplace requirements.

> Welding of components is conducted in accordance with workplace safety requirements and current legislation.

> Production workflow is managed in accordance with workplace requirements.

> Exit Level Outcome 2: Interpret and analyse welded components to determine compliance with specifications.

> Associated Assessment Criteria:

> The brief is interpreted in accordance with client's requirements.

> Components are fabricated to meet quality specifications.

> A report is produced indicating defects and solutions.

### 2.11. Primary Agriculture:

Exit level outcomes for the three compulsory subjects.

> Exit Level Outcome 1: Demonstrate an understanding of designing and implementing an agricultural venture.

> Associated Assessment Criteria:

- > Soil preparation is performed based on science principles and environmental contexts.
- > Crops are selected, planted and managed based on soil type and climatic conditions.
- > A decision is made on the type of livestock to rear based on soil type, vegetation and climatic conditions.

> Exit Level Outcome 2: Demonstrate an understanding of agricultural mechanisation.

- > Range: Agricultural mechanisation includes but is not limited to operating ploughs, operating tractors, basic repairs.

> Associated Assessment Criteria:

- > Agricultural machines are listed and described in terms of their operating principles.
- > Farm machines and equipments are prepared according to workplace procedures.
- > The use of machinery is described according to operating principles.
- > Basic agricultural machinery repairs and maintenance are carried out according to manufacturer's specifications.

> Exit Level Outcome 3: Demonstrate an understanding of plant propagation techniques in a nursery.

> Associated Assessment Criteria:

- > Plant propagation methods are explained in order to select propagation techniques.
- > Plant propagation techniques are explained according to various uses.
- > Plant propagation techniques are carried out in a nursery according to workplace procedures.
- > Flower production is explained and performed inside a nursery.

> Exit Level Outcome 4: Demonstrate an understanding of animal nutrition.

> Associated Assessment Criteria:

- > Animal nutrition concepts are explained using examples.
- > Nutritional requirements for cattle, goats, pigs, poultry and sheep are identified and explained in terms of their benefits.
- > Supplementary feeding procedures are explained in terms of their role.

> Exit Level Outcome 5: Demonstrate an understanding of livestock meat production.

- > Range: Livestock meat includes one of the following: meat, mutton or pork.

> Associated Assessment Criteria:

- > Meat production aspects are explained and practiced according to industry requirements.
- > Livestock and personnel health and safety procedures are adhered to according to current legislation.

Agribusiness (Optional subject):

> Exit Level Outcome: Demonstrate an understanding of financial management and marketing in an agricultural context.

> Associated Assessment Criteria:

- > Financial management principles are explained and applied according to farm procedures to ensure compliance.
- > Financial statements are explained and formulated for an agricultural venture.
- > Marketing is explained and applied following set procedures.
- > Production planning is explained and applied for crop and animal enterprises.
- > Government legislation related to financial management is explained and applied to ensure compliance.
- > Government legislation related to farm business is explained and applied to ensure compliance.

## 2.12. Office Administration:

Exit level outcomes for the three compulsory subjects:

> Exit Level Outcome 1: Establish and maintain administrative systems within an office environment.

> Associated Assessment Criteria:



- > Correspondence and documentation is compiled for specific purposes according to organisational requirements and procedures.
  - > Filing systems are established and maintained to ensure order and control.
  - > Administration records are managed for monitoring purposes.
  - > Customer satisfaction is monitored using a range of feedback mechanisms.
  - > Telephone calls and e-mail messages are processed to ensure client satisfaction.
- > Exit Level Outcome 2: Plan and coordinate meetings and events in the office environment.
- > Associated Assessment Criteria:
- > Meetings and events are prepared according to organisational policy and procedure.
  - > Professional and ethical conduct is explained and implemented when interacting with clients.
  - > Meeting arrangements are planned and carried out using time management tools and techniques and within specified timeframes.
  - > Customer complaints are handled according to organisational policy and procedure.
- > Exit Level Outcome 3: Apply a range of technical word processing skills to produce business documents.
- > Associated Assessment Criteria:
- > Business and technical documents are produced for organisational purposes.
  - > Meeting documents are produced according to specific formats.
    - > Range: Meeting documents include: minutes, agenda, attendance register, document packs, etc.
  - Produce documents concerning meetings on an advanced level.
  - > Financial documentation is produced using applicable software packages.
    - > Range: Software packages include but are not limited to: ACCPAC, VIP, Pastel, etc.
  - > Business documents are recorded using applicable audiovisual equipment.
    - > Range: Business documents include but are not limited to minutes, policies, etc. Audiovisual equipment includes but is not limited to Dictaphone, Digital recorder, etc.

#### Applied Accounting (Optional subject):

- > Exit Level Outcome: Prepare financial statements.
  - > Range: Includes manually (by hand) and on computer software.
- > Associated Assessment Criteria:
  - > Financial statements are prepared according to Generally Accepted Accounting Practice (GAAP).
    - > Range: Financial statements include year-end transactions.
  - > Transactions for a small business are recorded using accounting software.

#### Personal Assistance (Optional subject):

- > **Exit** Level Outcome: Plan and organise secretarial work in a business environment.
- > Associated Assessment Criteria:
  - > A broad understanding of secretarial work is explained and applied within specific contexts.
  - > Standard meeting protocols and procedures are described and adhered to in order to conduct and manage meetings.
  - > Business ethics and principles are explained and applied in order to conduct work.
  - > Customer service is applied when interacting and liaising with clients of a business.
  - > The factors influencing workload are explained and measured in terms of their effect on productivity, personal and professional development.
    - > Ways to measure and improve single factor productivity are identified and explained for specific workstations in terms of needs and requirements.
  - > The types of expertise and resources needed to perform a job/tasks are identified and described in terms of operational requirements and according to the prescribed budget.

#### 2.13. Hospitality

Exit level outcomes for the three compulsory subjects:

- > Exit level Outcome 1: Contribute to the maintenance of health, safety and security in the workplace

> Associated Assessment Criteria:

- > First Aid is explained and applied in terms of identifying emergency situations in a specific context.
- > Occupational health and safety practices are identified and described in order to minimise risks.
- > Health, safety and security legislation is implemented and monitored at all times.
- > Current legislation impacting on the hospitality industry is listed with examples.

> Exit level Outcome 2: Operate as a cook/chef

> Associated Assessment Criteria:

- > Food is handled and prepared according to health and safety standards.
- > Specified dishes are prepared and presented using set recipes and standard presentation practice.
- > Basic menus are planned, prepared and presented according to healthy dietary requirements.
- > Food supplies are received and stored according to health and safety standards.

> Exit level Outcome 3: Prepare a range of beverages.

> Associated Assessment Criteria:

- > The process of obtaining a liquor licence is explained according to current legislation and practice.
- > Common cocktails and beverages are prepared according to client expectation.
- > Methods of serving wine and alcoholic beverages are explained in terms using the appropriate glasses, temperature and garnishing.

> Exit level Outcome 4: Operate as a drinks or silver service waiter.

> Associated Assessment Criteria:

- > A wine and drinks service is provided under licensed conditions.
- > Orders are taken for clients using appropriate communication **skills**.

> Exit level Outcome 5: Maintain a cleaning programme.

> Associated Assessment Criteria:

- > Cleaning programmes are developed and maintained to ensure hygienic conditions.
- > Cleaning is performed according to health, safety and security standards.
- > Meetings with staff are planned and conducted to ensure teams operate effectively.

### 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.
- 3.5. Use science 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.

> Integrated assessment:

Assessment for the awarding of the National Certificate: Vocational, Level 4 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.

> 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 Vocational Component modules.

> 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).

> The relative weighting of internal and external assessment for the purposes of awarding the National Certificate: Vocational, Level 4:

> 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.

> 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 countries 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 Levels 2, 3 and 4 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 have 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 access point 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 work force 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 3 would be the equivalent to the National Certificate: Vocational, Level 4. It has as its core skills such competencies as:

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

The SQV/NVQ at level 3 has added to it various subject matter knowledge and skills related to the specific career focus of each qualification. The National Certificate: Vocational, Level 4 covers similar competencies 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 format 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 level 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 specialisation 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 O-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 a well-structured apprenticeship system 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 level 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 learning in the Higher Education band, provided the learner meets the requirements for Higher Education study in terms of subject combinations and level of achievement as laid down by the body issuing such requirements. Such access is, however, subject to the specific admission requirements of the individual institutions offering learning programmes in Higher Education.

Articulation is also possible with workplace and vocational education qualifications at NQF level 5, which are aligned with the subjects taken by the learner.

### **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 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), and subject to paragraph 7 of this document, a National Certificate: Vocational, Level 4 shall be issued to a learner who has complied with the following promotion requirements:

- > Obtained at least 40% in the official language.
- > Obtained at least 30% in Mathematical Literacy or Mathematics.
- > Obtained at least 40% in Life Orientation.
- > 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.
- > 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 student 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 candidate 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 candidate 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.

Exit point for learners who have not attained the requirements for the National Certificate: Vocational, Level 4:

A learner who has not satisfied all the requirements of the National Certificate: Vocational, Level 4, 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 4 on the NQF.

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) at level 4 on the NQF:

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.

Mathematical Sciences:

- > Mathematical Literacy.
- > Mathematics.

Human and Social Sciences:

- > Life Orientation.

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.
- > Sesotho 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.)**