

---

GOVERNMENT NOTICES

---

## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 901

29 August 2008



In accordance with Regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Task Team for

**Schooling**

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

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification. The full 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, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the qualification should reach SAQA at the address ***below and no later than 29 September 2008***. All correspondence should be marked **Standards Setting – Schooling** addressed to

The Director: Standards Setting and Development  
SAQA

*Attention: Mr. D. Mphuthing*

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5144

e-mail: [dmphuthing@saqa.org.za](mailto:dmphuthing@saqa.org.za)

  
PP  
DR. S. BHIKHA

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**QUALIFICATION:**  
**General Education Certificate (GEC)**

SAQA QUAL ID		QUALIFICATION TITLE	
63289		General Education Certificate (GEC)	
ORIGINATOR		PROVIDER	
Task Team - Schooling			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	5 - Education, Training and Development	Schooling	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	140	Level 1	Regular-ELOAC

***This qualification does not replace any other qualification and is not replaced by another qualification.***

**PURPOSE AND RATIONALE OF THE QUALIFICATION**

Purpose:

This Qualification provides a foundation certificate for learners in the GET Band to acknowledge the competencies gained from ten years of formal schooling at the end of Grade 9. The achievement of the General Education Certificate (GEC) allows learners to access three learning pathways:

- > To continue with an academic route through the completion of a schooling programme, the National Curriculum Statement (NCS), culminating in the achievement of the National Senior Certificate at NQF Level 4.
- > To choose a vocational route through completion of the National Certificate: Vocational Qualifications at NQF Levels 2, 3 and 4 which contain vocational specialisations.
- > To access Occupational specific qualifications at NQF Level 2, which consist of knowledge, skills and workplace experience and learning.

The Exit Level Outcomes of the GEC cover the following Learning Areas:

- > Languages:
  - > Home Language.
  - > First Additional Language.
  - > Second Additional Language (optional).
- > Mathematics.
- > Economic and Management Sciences.
- > Social Sciences.
- > Technology.
- > Natural Sciences.
- > Life Orientation.
- > Arts and Culture.

These outcomes are contained in the Learning Outcomes of the NCS for Grades Reception (R) to 9.

The Qualification aims to equip learners to:

Source: National Learners' Records Database

Qualification 63289

28/07/2008

Page 1

- > Develop relevant skills, knowledge, attitudes and values in each of the learning areas.
- > Be sensitive and reflective of issues relating to diversity, inclusivity, cultural values, human rights, gender, etc.
- > Develop an appreciation for lifelong learning.
- > Function better as a citizen in South Africa and contribute to societal and environmental issues.
- > Develop study skills to be able to access further learning.
- > Function as independent individuals who could enter the world of work while accessing further learning.

#### Rationale:

South Africa launched the National Curriculum Statement (NCS) in 2002 and this forms the official curriculum content for schooling at the Foundation (Grades R, 1, 2 and 3), Intermediate (Grades 4, 5 and 6) and Senior (Grades 7, 8 and 9) phases. The NCS has informed the development of this General Education Certificate qualification which is based on an Outcomes-Based Education approach.

#### The Qualification aims to:

- > Give recognition to learners who achieve and meet the necessary requirements and competencies as specified in the NCS for the end of the General Education and Training (GET) phase.
- > Provide a solid foundation of general education learning which is the basis for access to Further Education and Training learning and qualifications.
- > Promote lifelong learning to enable learners to continue with further learning.
- > Prepare learners to function better in society and the workplace.
- > Provide synergy between the NCS learning content and the qualification outcomes and assessment criteria thereby improving the quality of education.
- > Provide the learner with a qualification acknowledging the successful completion of his/her period of compulsory schooling.

While the attainment of this Qualification marks the end of the general education band of formal schooling, it is in the learner's best interest if he/she continues with formal schooling to obtain a National Senior Certificate at NQF Level 4, or a National Certificate: Vocational at NQF Level 4, which enables access to learning in Higher Education. Alternatively, learners could access occupational workplace-based qualifications to further their career options and learning and competencies as employees or entrepreneurs.

#### The academic learning pathway for learners is as follows:

- > General Education Certificate at NQF Level 1.
- > National Senior Certificate at NQF Level 4.
- > National Certificates (Higher Education).
- > National Diplomas (Higher Education).
- > Bachelor Degrees.
- > Honours Degrees.
- > Masters Degrees.
- > Doctorates.

#### **RECOGNIZE PREVIOUS LEARNING?**

Y

#### **LEARNING ASSUMED IN PLACE**

It is assumed that learners are competent in the National Curriculum Statement at Grade 8 level.

**Recognition of Prior Learning:**

This Qualification may be achieved in part through the recognition of relevant prior knowledge and/or experience. The learner must be able to demonstrate competence in the knowledge, skills and values implicit in this Qualification. As part of the provision of recognition of prior learning providers are required to develop a structured means for the assessment of individual learners against the Exit Level Outcomes of the Qualification on a case-by-case basis. The same principles that apply to assessment of this Qualification also apply to recognition of prior learning.

Learners may provide evidence of prior learning for which they may receive credit towards the Qualification by means of portfolios or other forms of appropriate evidence as agreed to between the relevant provider and relevant ETQA or ETQA that has a Memorandum of Understanding in place with the relevant ETQA.

**Access to the Qualification:**

Access to this Qualification is open to all learners who have met the minimum requirements for progression to Grade 9.

**QUALIFICATION RULES**

The Qualification is designed with Exit Level Outcomes which speak to the National Curriculum Statement at Grade 9 level.

All eight Learning Areas are compulsory and the assessment of all eight is compulsory, but the awarding of the Qualification is based on the achievement of the Home and First Additional Languages, Mathematics and four (4) other Learning Areas. In order to be credited with this Qualification, learners are required to achieve a minimum of 140 credits.

The Learning Areas include:

**Fundamental Component:**

- > Languages:
  - > Home Language: 20 credits.
  - > First Additional Language: 20 credits.
  - > Second Additional Language (optional\*): 20 credits.
- > Mathematics: 20 credits

**Core Component:**

- > Economic and Management Sciences: 20 credits.
- > Social Sciences: 20 credits.
- > Technology: 20 credits.
- > Natural Sciences: 20 credits.
- > Life Orientation: 20 credits.
- > Arts and Culture: 20 credits.

Total: 140 credits.

The Second Additional language may not replace any of the compulsory subjects listed above, but must be done as an additional subject. Therefore, if a learner completes a Second Additional Language he/she will have achieved a Qualification with a total of 160 credits. The relevant

regulations relating to immigrant learners and condonation of Language requirements are applicable.

### **EXIT LEVEL OUTCOMES**

Learners will qualify for this GEC qualification by demonstrating competence in the following Exit Level Outcomes:

#### **Fundamental Component:**

> Home, First and Second Additional Languages.

1. Use language to communicate orally in a range of situations.
2. Listen for understanding and to respond and interact appropriately and critically in a range of situations.
3. Read and view texts for information, interpretation and enjoyment and respond critically to the aesthetic, cultural and emotional values.
4. Write and present different kinds of factual and imaginative texts for a wide range of purposes.
5. Apply study skills to access, process and use information for learning.
6. Explain and use language to think, reason and process information for learning.

#### **Mathematics:**

1. Describe and use techniques to count, estimate, calculate and work with numbers in solving problems.
2. Describe and use algebraic knowledge and skills to recognise and represent patterns and relationships.
3. Describe and represent characteristics of and relationships between 2- dimensional shapes and 3-dimensional objects in a variety of orientations and positions.
4. Use units, instruments and formulae to measure in a variety of contexts.
5. Collect, present and analyse data to draw conclusions and make predictions.

#### **Core Component:**

##### **Economic and Management Sciences:**

1. Demonstrate knowledge and understanding of the economic cycle and the impact on the economy.
2. Describe the role and importance of sustainable growth, reconstruction and development in South African society.
3. Explain and use responsible managerial, consumer and financial skills.
4. Apply entrepreneurial knowledge and skills to engage in own business opportunity.

**Social Sciences:**

1. Demonstrate knowledge and understanding of events and their consequences.
2. Investigate social and environmental conflicts to interpret events.

**Technology:**

1. Explain and apply technological knowledge, skills and processes.
2. Demonstrate understanding of the inter-relationship between science, technology, society and the environment.

**Natural Sciences:**

1. Investigate relationships and solve problems in scientific, technological and environmental contexts.
2. Interpret and apply scientific, technological and environmental knowledge.
3. Demonstrate an understanding of the interrelationships between science and technology, society and the environment.

**Life Orientation:**

> Range: Legislation includes but is not limited to the Labour Act, Bill of Rights, South African Constitution, National Curriculum Statement.

1. Investigate the process of making informed choices in order to develop and maintain a healthy and safe lifestyle.
2. Demonstrate knowledge and understanding of human rights issues and diversity in South African society.
3. Apply knowledge and understanding of Life Skills in order to deal and cope with challenges in a range of contexts.
4. Apply knowledge of self and options in order to make an informed career choice.

**Arts and Culture:**

> Range: The art forms are Dance, Drama, Music and Visual Arts - learners are expected to work with all of the four, to develop multiple literacies (visual, spatial, aural, oral, kinaesthetic, dramatic and cultural).

1. Analyse and use different forms of communication and expression critically and creatively across the art forms.
2. Create and present work using different art forms.
3. Demonstrate the ability to collaborate in group activities across the different art forms.

**Critical Cross-Field Outcomes:**

The Critical Cross-Field Outcomes are detailed in the NCS in an integrated manner and opportunities for dealing with each of the CCFOs as well as how they could be assessed are spelt out in the NCS.

### **ASSOCIATED ASSESSMENT CRITERIA**

Fundamental Component:

> Home, First and Second Additional Languages.

Associated Assessment Criteria for Exit Level Outcome 1:

- 1.1 Ideas and feelings are creatively, expressively and imaginatively communicated using a wide range of oral text types.
- 1.2 Ideas, facts and opinions on challenging topics are communicated accurately and coherently using a wide range of factual oral text types.
- 1.3 Oral language skills are used to explain complex ideas in a sequenced way and to interview using a variety of interviewing techniques.
- 1.4 Interaction skills are demonstrated by participating in group discussions, debates, conversations, group interviews and surveys.

Associated Assessment Criteria for Exit Level Outcome 2:

- 2.1 A variety of complex, imaginative and informative oral texts are interpreted and responded to orally across a range of transactional situations.
  - > Range: Transactional situations include requests, apologies, role-players and stating point of view.
- 2.2 Different kinds of oral texts are analysed, compared and organised in terms of their characteristic features.
- 2.3 Non-verbal strategies are identified and discussed in terms of their influence on the listener.
- 2.4 The speaker's choice of words, phrases, sentences and stylistic effects are discussed in terms of the speaker's desire to influence the listener.
- 2.5 Different varieties of language are recognised and considered in terms of the appropriateness for age group and context.
- 2.6 Social and ethical issues are discussed showing group dynamic skills and showing understanding of historical and social contexts and values.

Associated Assessment Criteria for Exit Level Outcome 3:

- 3.1 A range of text types are read extensively for pleasure and information.
- 3.2 Independent reading, both aloud and silent, are engaged in for a variety of purposes.
- 3.3 The purpose, audience and context of a text are explained in order to identify, discuss, understand and evaluate the main ideas and different points of view.
- 3.4 Different types of texts are explained in terms of their key features and how they contribute to the functioning of the text.
- 3.5 Texts are understood and analysed in terms of purpose and relationship to own life.
- 3.6 Evaluative techniques are used to create effects in visual, written and multimedia texts.
- 3.7 Texts are critically responded to through evaluation and understanding social and cultural contexts.
- 3.8 Judgements are made about socio-cultural, environmental and ethical values in texts with reflection of own skills as a reader.

Associated Assessment Criteria for Exit Level Outcome 4:

- 4.1 A variety of imaginative texts are communicated using language creatively and critically across a range of written, visual or graphic texts.
- 4.2 Factual written and multimedia texts are produced for various purposes.

4.3 A range of writing skills are demonstrated to produce narrative and descriptive texts.

4.4 Complex texts are generated using a range of writing process techniques.

Associated Assessment Criteria for Exit Level Outcome 5:

5.1 Knowledge and understanding of language structure and use are illustrated through thinking and reasoning techniques.

5.2 Language is used to motivate and substantiate national and cross curricula issues through questioning and evidence gathering.

5.3 A range of problems are analysed using critical thinking and reasoning language skills.

Associated Assessment Criteria for Exit Level Outcome 6:

6.1 Topics from other Learning Areas are explored and investigated using language strategies to plan, organise and present research.

6.2 Different types of information are processed and amended using a range of format and styles.

6.3 Information is collected and recorded to show understanding in various ways.

6.4 An expanding vocabulary is illustrated through using various techniques.

6.5 Language is expressed creatively using a variety of problem solving strategies and techniques.

6.6 The quality and accuracy of information is confirmed using critical reading, writing and listening skills.

6.7 Grammar and language conventions are understood, explained, used and analysed in terms of form and function.

6.8 A critical awareness and use of language style is developed in order to apply appropriately.

> Mathematics.

Associated Assessment Criteria for Exit Level Outcome 1:

1.1 Historical development of number systems is described and illustrated using a variety of historical and cultural contexts.

1.2 Rational and irrational numbers are differentiated in terms of their properties.

1.3 Rational and irrational numbers are represented and used in various contexts.

1.4 Algebraic techniques are used to solve mathematical problems.

> Range: Algebraic techniques include percentage, ratio, rate and proportion (direct and indirect).

1.5 Problems are solved in mathematical contexts across Learning Areas.

> Range: Mathematical contexts include financial (e.g. Economic and Management Science), measurement (e.g. Natural Sciences and Technology), statistics (e.g. Social Sciences), proportion (e.g. Arts and Culture).

1.6 Results of estimations and calculations are interrogated in terms of their reasonableness.

> Range: Estimations and calculations include using techniques and tools for accuracy and efficiency, as well as laws and meanings of exponents.

Associated Assessment Criteria for Exit Level Outcome 2:

2.1 Various geometric patterns and relationships are explained and used through representation and generalisation.

2.2 Rules, relationships and variables are analysed and interpreted in given situations.

2.3 Mathematical models are constructed to represent solutions to problems.

2.4 Equations are solved through various processes.

> Range: Processes include inspection, trial-and-improvement, algebraic (additive and multiplicative inverses and factorisation) and simplification through using laws of exponents, distributive law and manipulative skills.



## 2.5 Graphs are drawn for given equations.

### Associated Assessment Criteria for Exit Level Outcome 3:

3.1 Geometric figures and solids in natural and cultural forms are recognised and described to determine their properties.

> Range:

> Properties include congruence, straight-line geometry, perspective and transformations.

> Geometric figures include regular and irregular polygons and polyhedra, spheres, cylinders.

3.2 Geometric figures are constructed to model situations in the environment.

3.3 Geometry of straight lines and triangles is used to solve problems and justify relationships.

3.4 Various representational systems are used to describe position and movement between positions.

> Range: Systems include ordered grids, Cartesian plane (4 quadrants), compass, directions in degrees, and angle of elevation and depression.

### Associated Assessment Criteria for Exit Level Outcome 4:

4.1 Problems are solved across a range of contexts to develop awareness of life issues.

> Range: Problems include time, distance, speed, measurement, volume and temperature.

> Range: Life issues include human rights, social, economic, cultural and environmental issues involving known geometric figures and solids, or measurement, estimation, calculation and use of formulae and measurement selection.

4.2 Development of measuring instruments and conventions are described and illustrated using examples of different cultures and conventions throughout history.

4.3 Problems are solved using the Theorem of Pythagoras to find unstated lengths in geometric figures and solids.

4.4 Everyday real objects are measured using correct measuring instruments and units of measurement.

### Associated Assessment Criteria for Exit Level Outcome 5:

5.1 Data is collected through the selection of appropriate methods to investigate a question on an issue.

> Range: Methods include using questionnaires, interviews, experiments, and/or consulting textbooks, libraries, Internet, media articles and documentaries.

Issues include social, economic, environmental and political issues, human rights and inclusivity issues, characteristics of target groups, attitudes or opinions of people on issues.

5.2 Data is organised using a variety of techniques appropriate to the purpose of the investigation.

> Range: Techniques include summarising, sorting, sequencing and classifying.

5.3 Data presented in a variety of ways is critically read and interpreted to draw conclusions.

> Range: Ways include own representations, representations in the media, words, line/pie/bar graphs, histograms and scatter plots.

5.4 Results are interpreted with awareness of sources of error and manipulation in order to draw conclusions and discuss differences from predictions.

5.5 Predictions are made and tested for validity and probability in a range of contexts.

> Range: Contexts include simple experiments.

### Core Component:

> Economic and Management Sciences:

### Associated Assessment Criteria for Exit Level Outcome 1:

- 1.1 Different flows of money, factors of production, goods and services in the economic cycle are understood in terms of the South African economy.
- 1.2 Historical and current labour, political, economic and social transformation influences and actions are understood and explained in terms of their effect on the South African economy.  
> Range: Influences and actions include trade union activities (strikes, stayaways) and foreign influences (sanctions, exchange rate).
- 1.3 Influence of demand and supply on prices is illustrated graphically.
- 1.4 The National budget is discussed to understand its effect on the economy.

Associated Assessment Criteria for Exit Level Outcome 2:

- 2.1 Sustainable growth and development is discussed in terms of how national budgets and regional and international agreements can facilitate them.
- 2.2 The Reconstruction and Development Programme (RDP) is investigated to understand its successes and shortcomings.
- 2.3 Savings and investments are understood in terms of how they influence economic prosperity and growth.
- 2.4 Productivity is explained with reference to its effect on economic prosperity, growth and global competition.

Associated Assessment Criteria for Exit Level Outcome 3:

- 3.1 Income statement and balance sheet is prepared for a sole proprietor in a service or retail business.
- 3.2 Cash and credit transactions are completed in the books of service and retail businesses using keyboard skills and function keys.  
> Range: Books include a cash receipts and payments journal, and a debtors and creditors journal; posts journals to the general ledger and draws up a trial balance.  
> Range: Skills include developing, storing, retrieving and editing.
- 3.3 Financial statements are analysed for decision-making purposes.
- 3.4 Forms of credit are differentiated to explain and assess the advantages of cash purchases and the use of different means of payment.  
> Range: Means of payment includes cash, cheques, postal orders, credit cards, debit cards, smart cards and traveller's cheques.
- 3.5 Labour legislation is researched to determine its effect on basic conditions of employment and non-discrimination in the workplace.
- 3.6 Management responsibilities are explored in terms of how leadership impacts on the performance of the business.  
> Range: Management responsibilities include public relations, social responsibility strategies and environmental responsibility strategies.

Associated Assessment Criteria for Exit Level Outcome 4:

- 4.1 A SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis is generated to determine business ideas needed for manufactured goods or services.
- 4.2 A business plan (including a budget) is developed for a manufacturing, service or tourism enterprise.
- 4.3 A planned business activity is discussed to determine a suitable form of enterprise.
- 4.4 A market campaign is conducted to promote a product.
- 4.5 The role of small, medium and micro enterprises is investigated to determine wealth and job creation processes.

> Social Sciences:

Associated Assessment Criteria for Exit Level Outcome 1:

- 1.1 The process of development is explored and compared across geographical and historical contexts in order to understand the positive and negative impact.
- 1.2 An analysis of a particular situation illustrates understanding of the cause and effect.
- 1.3 The concept of sustainability is explained in terms of its impact on people, places and environment.
- 1.4 An investigation into a symbol used to represent an event or society is conducted and reported to show awareness of the power of symbols.
- 1.5 Historical and geographical sources are critiqued to illustrate awareness of influences on interpretation.

Associated Assessment Criteria for Exit Level Outcome 2:

- 2.1 Social and environmental conflicts in South Africa are explored in order to understand the inter-relationship between people, place, time and the environment.
  - 2.2 Factors affecting social and environmental conflicts are identified and analysed for different historical and geographical contexts using different sources of information.
  - 2.3 Categories of conflicts are analysed to determine patterns of cause and effect across geographical and historical contexts.
  - 2.4 Strategies to address conflict are described in terms of how they contribute to sustainability.
  - 2.5 Specific investigations are planned and conducted using various methodologies and sources.
- > Range:
- > Methodologies include field trips, observations, interviews and research.
  - > Sources include maps, photos, cartoons, satellite images, internet, libraries, oral histories, diagrams, graphics and artefacts.
- 2.6 Own opinion on conflict investigated is presented with evidence of informed argument and substantiation.

> Technology:

Associated Assessment Criteria for Exit Level Outcome 1:

- 1.1 A specific, real-life situation is analysed to respond to a need, problem or opportunity.
- 1.2 A motivation is written to develop a product for the identified context.
- 1.3 A brief is presented which outlines processes, materials and quality control mechanisms needed to make the product.
- 1.4 Development plans are presented with the necessary drawings (2- and 3-D), sketches, resource lists and manufacturing sequence diagrams.
- 1.5 The product is developed in accordance with the brief and the development plans taking into account changes needed, if necessary.
- 1.6 Tools and materials are used in accordance with safe working practices.

Associated Assessment Criteria for Exit Level Outcome 2:

- 2.1 Indigenous Knowledge Systems (IKS) technologies are explored for optimum usefulness.
- 2.2 The impact of technological developments on the quality of people's lives and the environment is analysed in order to reduce undesirable effects.
- 2.3 Bias in making technological decisions is explored in order to suggest strategies for redress.
- 2.4 Technological knowledge is applied in an ethical and responsible manner.

> Natural Sciences:

Associated Assessment Criteria for Exit Level Outcome 1:

- 1.1 A procedure to test predictions or hypotheses, with control of an interfering variable, is prepared as a planned investigation.

1.2 Investigation and data collection are conducted in a manner which contributes to systemic data collection, with regard to accuracy, reliability, and the need to control a variable.

1.3 Data is analysed in order to identify generalised patterns and trends.

1.4 Findings are communicated in order to evaluate trends and patterns, presenting data in an appropriate form.

Associated Assessment Criteria for Exit Level Outcome 2:

2.1 Meaningful information is recalled to describe principles, processes and models.

2.2 Information is categorised applying multiple classifications to familiar and unfamiliar objects, events, organisms and materials.

2.3 Information is interpreted to show conceptual understanding by changing the format of the presentation of the data.

2.4 Known principles and concepts are used to make predictions in unfamiliar contexts.

Associated Assessment Criteria for Exit Level Outcome 3:

3.1 The relationship between people and scientific knowledge and technology is explored in terms of changes in context and time.

3.2 The use of the earth's resources is analysed in terms of the need for sustainable environment and resources.

3.3 The need for conserving resources is understood through offering a solution to a problem/issue in the local community.

> Life Orientation:

Associated Assessment Criteria for Exit Level Outcome 1:

1.1 Factors influencing a healthy lifestyle are analysed to make own personal choices.

> Range: Factors include social, ecological, political, economic and cultural.

1.2 Health and safety programmes are developed to consider treatment and prevention options.

> Range:

> Health programmes include HIV/AIDS, substance abuse, nutrition, physical activity.

> Safety programmes include sport, anti bullying and community safety.

Associated Assessment Criteria for Exit Level Outcome 2:

2.1 Citizens' rights and cultural diversities are investigated to determine how they contribute to nation building in South Africa.

2.2 Celebrations of national days are planned to show an awareness of the struggles and sacrifices people made for our freedom.

> Range: National days include Human Rights Day, Freedom Day and Youth Day.

2.3 Key tenets of different religions are investigated to show how they promote tolerance and peace.

> Range: Different religions include the mainstream religions operating in South Africa.

Associated Assessment Criteria for Exit Level Outcome 3:

3.1 Positive personal qualities are explored to develop strategies to deal with personal and emotional challenges.

3.3 Action plans are drawn up to reach own personal goals.

3.4 Rights and responsibilities affecting interpersonal relationships are examined in order to deal appropriately with relational issues.

Associated Assessment Criteria for Exit Level Outcome 4:

- 4.1 Career options are investigated in order to determine suitable own options.
- 4.2 Possible funding for own career choice is explored and reported with reference to the advantages and disadvantages.
- 4.3 A personal plan is developed to achieve goals.
- 4.4 Rights and responsibilities of the workplace are explored and explained according to current legislation.

> Arts and Culture:

Associated Assessment Criteria for Exit Level Outcome 1:

- 1.1 Examples of art forms are analysed and explained to determine the manner in which they reflect the socio-political, economic, and cultural context in which they originate.
- 1.2 Specific works are analysed and interpreted to show critical awareness of process, product and style.
- 1.3 Own response to specific works illustrates ability to reflect critically on effectiveness of these works.

Associated Assessment Criteria for Exit Level Outcome 2:

- 2.1 Ideas and concepts are explored and described to plan a creative piece in each of the art forms.
- 2.2 Skills are practised and reflected on critically (either orally or in writing) to improve the product.
- 2.3 Problems relating to presentation of the creative piece are solved using organisational and entrepreneurial skills.
- > Range: Problems include planning, advertising, fund-raising, producing an exhibition or a performance.
- 2.4 A creative piece is presented within given constraints.
- > Range: Constraints include time frames, space restrictions, medium, style and theme.

Associated Assessment Criteria for Exit Level Outcome 3:

- 3.1 Responsibilities are understood and executed to achieve group goals.
- 3.2 Group dynamic skills are understood and used to create a harmonious working group.
- > Range: Group dynamic skills include turn-taking of roles (leader/follower), sensitivity to feelings, values and attitudes of others, expressing own sense of identity and uniqueness but not aggressively, showing willingness to overcome conflict in order to focus on group goal.

### Integrated Assessment

Assessment for the awarding of the GEC qualification will be done through internal and external assessment. The internal and external assessments will each be allocated a weighting in line with the requirements of the Learning Areas and departmental policy.

### Internal Assessment:

Internal Assessment is assessment conducted by teachers in schools or other sites of learning, in which the achievement of learning outcomes will count towards the achievement of a qualification. Internal Assessment thus refers to School-Based Assessment or Site-Based Assessment, which include Continuous Assessment (CASS).

Internal Assessment will comprise the following:

> The evidence of learner performance consists of Internal Assessment for all Learning Areas conducted by the teacher in line with the relevant guidelines and carried out on a continuous basis. The evidence of learner performance must be based on internal oral, written and task based assessments.

> A practical assessment component as prescribed for Learning Areas will be conducted by the teacher on a continuous basis in line with the relevant Learning Areas guidelines and instructions from the assessment body.

This internal assessment must be subject to external moderation put in place by the assessment body and Umalusi.

#### External Assessment:

External assessment will consist of written assessments and/or practical assessments that are externally set, internally marked and moderated.

Integrated assessment must be designed to achieve the following:

> An integration of the achievement of the Exit Level Outcomes in a way that reflects a comprehensive approach to learning and shows that the purpose of the Qualification has been achieved.

> Judgement of learner performance to provide evidence of applied competence or capability.

#### **INTERNATIONAL COMPARABILITY**

The General Education Certificate (GEC) was compared with similar qualifications in Commonwealth countries and a few non-member countries that are part of the International Curriculum and Assessment Frameworks Internet Archive (INCA). The countries identified were chosen because they form part of the INCA which is an archive system which provides an analysis of certification frameworks. It shows the links between the awarding of a certificate with the currency of the certificate (in terms of providing access and admission to the next phase of education). National examinations or certification frameworks mark the end of an educational phase, and ongoing teacher assessment frequently determines student progression between grades.

#### Australia:

In Australia most states do not have certificates to access upper secondary education with the exception of South Australia which has a primary school certificate. There is open access to upper secondary education. At the end of upper secondary school level learners that are aged 18+ are able to access national assessment or public examinations.

#### Bangladesh:

In Bangladesh at primary school level, learners aged between 5-10 years to experience national assessment or public examinations. However, at lower secondary school level it is compulsory for learners aged between 11-15 years of age in the formal system to undertake assessments/examinations, which gives them admission to upper secondary level. Between the age 16-17 years of age learners undertake formal assessment but no detail of the content of this examination or certification was available.

#### France:

There is no national assessment or public examinations at primary school level. For learners in lower secondary school there is a compulsory formal public examination that is offered to learners who are generally 15 years of age. At upper secondary school level there are two main options open to learners. Learners aged 16+ can choose a vocational route through achieving

various vocational qualifications on offer or they can exit the formal schooling system with a Baccalauréat at aged 18.

#### Korea:

In Korea there is no formal assessment or public examination for learners at primary school level. However, at lower secondary level there are entrance tests for learners aged 15+, combined with continuous assessment results and lottery allocation which govern access to high school on completion of this phase. In the upper secondary phase, learners require a certificate to access upper secondary education. Learners undertake a College Scholastic Achievement Test in this phase which is used for higher education entry.

#### Sweden:

In Sweden the primary and lower secondary compulsory phase education is provided in one 'all-through' school known as *grundskola*. At the end of the lower secondary schooling phase there is a formal assessment or examination for learners generally aged 16 years old. This certificate enables access to upper secondary school.

#### Wales:

Learners in schools generally study for the General Certificate of Education (GCE) 'AS' qualification or GCE 'A' Levels. The GCE 'A' Levels (sometimes known as A2 examinations) are single subject examinations which usually take two years to complete (learners are generally aged 18) and comprise six modules or units. The three modules/units taken in the first year of a GCE 'A' Level course make up the GCE 'AS' qualification, taken at age 17. This is a 'stand-alone' qualification. Consequently, learners may choose not to complete a further three modules to gain the GCE 'A' Level in the second year.

#### Zambia:

Certificates in Zambia are awarded at the following levels: Grade 7, Grade 9 and Grade 12. A learner is required to pass in at least six subjects to proceed to the next level. A learner must pass at Grade 7 level to proceed to Grade 8; one must pass at Grade 9 to proceed to Grade 10 and one must pass at Grade 12 to go to college or University. However, it is not automatic that one will proceed to the next level if one passes. At Grades 7 and 9 there is a cut off point, separate for girls and boys. One should be above the cut off point to proceed to the next level. Usually the number of available places at the next level determines the cut off point and this differs from district to district.

#### Gambia:

In Gambia primary education lasts for six years and leads to the Primary School Leaving Certificate. Secondary Education is divided into junior secondary schools which offer a three-year course leading to the Junior School Leaving Certificate, and Senior Secondary schools which offer a three-year course leading to the West African Examinations Council Senior Secondary School Certificate. This is followed by a further two years in the sixth Form leading to the West African Examinations Council 'A' levels.

#### Ghana:

The educational system in Ghana is made up of 6 years of primary school, 3 years of junior secondary school (which forms 9 years of basic education) followed by a further 3 years of senior secondary school. This constitutes a total of 12 years of pre-tertiary education. Children start school at the age of 6 years. Basic Education is compulsory and free and it is mandatory

for learners to complete the 9 years of primary and junior secondary schooling. However, secondary education is not compulsory.

**Kenya:**

Kenya has free and compulsory primary education as well as a compulsory primary certificate before learners can go to Form 1. This National Certificate is called the Kenya Certificate of Primary Education (KCPE). The selection of learners to Form 1 schools is done by the Department of Education. Thereafter, learners undertake the Form 5 certificate known as the Kenya Certificate of Secondary Education (KCSE). The KCSE is administered by the National Examinations Council with representatives from countries such as Nigeria, Tanzania and Zambia.

**Malawi:**

Malawi has a Primary School Leaving Certificate for Standard 8 which is marked by the Ministry of Education and the Malawian National Examination Board. In the lower secondary phase learners undertake the Junior Certificate examination in Form 2. In Form 4, there is an exit point for learners who have a choice to undertake the Higher Secondary School Certificate examination or the Cambridge International Examination. Thereafter, students can go to colleges or universities.

**Malaysia:**

In Malaysia there is a centralised system which is controlled by the national government. Learners can begin pre-school education from the age of 3 years. All learners start schooling at the age of seven. At Year Six of schooling, learners write a compulsory Primary School Assessment Examination (UPSR). This is followed by 5 years of secondary education. At the end of Form 3 learners undertake the Lower Secondary Assessment Examination. The purpose of the Lower Secondary Assessment Exams is to assist learners to choose Form 4 subjects. In the upper secondary phase learners undertake the Malaysian Certificate of Education at Form 5. Those learners who want to go to university are expected to complete two more years through achieving the Malaysian Higher Certificate of Education or the British O Levels. However, those learners attending independent Chinese schools do not have to complete these additional two years.

**Mauritius:**

Mauritius abolished the primary education certificate and introduced a regional system for secondary schools. These regional secondary schools have equal standards and formal examinations are conducted at the lower secondary and upper secondary phases respectively.

**Namibia:**

There is no Primary Certificate. A Namibian Junior Secondary Certificate is awarded to learners approximately aged 15. Admission to senior secondary education is based on the achievement of six best subjects in the Junior Secondary Certificate. Senior secondary education lasts for two years (up to age 17) and leads to the International General Certificate of Secondary Education (IGCSE), which gives access to higher education.

**Conclusion:**

Based on the analysis of the chosen countries that belong to INCA the following issues seem to determine the awarding of Certificates in other education systems:



- > The certificate is used to determine whether learners access other learning pathways e.g. vocation education, skills-based courses, and occupational courses in other institutions.
- > Countries that have a highly centralised system, and use the examinations to monitor learner performance in the system, will offer the certificate to those learners wanting to exit the system. Such systems have a strong centrally managed exam-driven system.
- > After the compulsory phase of education, it is not compulsory for learners to continue with the next phase of education, and as such learners will need a certificate.
- > Significantly though when looking at other countries using an outcomes-based approach, then a certificate is not offered to learners before the final year exiting the schooling system.

As a new democracy, constrained by the legacy of an apartheid education system, the needs of South Africa are different. Through the National Senior Curriculum (NSC) which is based on an outcomes-based approach and the delivery of the curriculum, the need is to ensure that:

- > Appropriate skills development happens.
- > The high unemployment rate is addressed through effective teaching and learning.
- > Good foundational skills are provided.
- > The dropout rate is reduced.

Thus, the awarding of a General Education Certificate to learners at the end of 10 years of formal schooling is comparable with countries who recognise the need for formal assessment/examinations as a requirement to the next phase of upper secondary education.

### **ARTICULATION OPTIONS**

This Qualification can vertically articulate with the following Qualifications:

- > Occupational Specific Qualifications at NQF Level 2.
- > National Certificate: Vocational, Level 2.
- > National Senior Certificate, starting at Grade 10.

### **MODERATION OPTIONS**

Moderation options and criteria for the registration of options:

- > To be appointed as a developer, assessor or moderator the person should be in possession of an NQF qualification (at least at level 6) with the learning area in question or its equivalent at level 6 and should have taught the learning area or equivalent at grade 9 level for at least five years.
- > Internal Assessment of learners by teachers in school is subject to external moderation by the Provincial 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.
- > Final assessments including internal and external assessments will be subject to moderation by Umalusi according to its laid down policy and procedures.

### **CRITERIA FOR THE REGISTRATION OF ASSESSORS**

To be appointed by Umalusi as an examiner, assessor or moderator the person should:

- > Be in possession of an NQF qualification (at least at level 6) with the subject/or Learning Area in question or its equivalent at level 6 and should have taught the Learning Area or its equivalent at grade 9 level for at least five years.

**NOTES**

N/A

**UNIT STANDARDS***This qualification is not based on Unit Standards.***LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION**

None