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## GOVERNMENT NOTICES

## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 295

5 April 2007



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

## Hospitality, Gaming and Leisure

registered by Organising Field 11, Services, publishes the following qualification and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards. The full qualification and unit standards 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 and unit standards should reach SAQA at the address below *and no later 4 May 2007*. All correspondence should be marked Standards Setting -Hospitality, Gaming and Leisure 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)

DR. S. BHIKHA

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## QUALIFICATION:

*Further Education and Training Certificate: Food and Beverage Services*

SAQA QUALID		QUALIFICATION TITLE	
58393		Further Education and Training Certificate: Food and Beverage Services	
SGB		PROVIDER	
SGB Hospitality, Gaming & Leisure			
ETQA			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Further Ed and Training Cert	11 - Services	Hospitality, Tourism, Travel, Gaming and Leisure	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	148	Level 4	Regular-Unit Stds Based

**PURPOSE AND RATIONALE OF THE QUALIFICATION**

## Purpose:

This qualification will equip learners with the knowledge, skills, values and attitudes needed to provide services in the Food and Beverage industry. The focus is on building a culture of service excellence. This qualification will contribute to improving the level of service delivery within the Hospitality and Tourism industry in South Africa. It caters for individuals who want to pursue a career in the Hospitality industry, in particular the functions in the front of the organisation. This qualification is therefore, aimed at restaurant supervisor, restaurant administrator, food service supervisor, kitchen manager and others who operate in the Hospitality industry at this level.

This qualification has been developed with the intention of professionalizing supervisory, junior management and other leadership positions, thereby ensuring the upliftment of standards in general. It provides for progression, career advancement, and access to further learning opportunities.

The learner successfully completing this qualification will have gained knowledge and ability to be able to:

- Manage operations in own area of responsibility to ensure the establishment and maintenance of sound human relations.
- Provide excellent service in a food and beverage environment.
- Apply business management skills to enhance productivity in own area of responsibility.
- Perform front of house functions by providing client service to optimal standards.

## Rationale:

Learners who embark on the attainment of this qualification are persons who wish to qualify themselves as service professionals or to fill management positions in the Hospitality Industry, in particular the Food and Beverage service arena.

According to the THETA Sector Skills Plan (SSP) "hospitality is the largest of the sectors. International estimates suggest that 70% of tourism spending is in hospitality. The hospitality industry consists of accommodation services, catering, food and beverage services and fast foods. It is in this field that the largest number of people is employed."

This qualification is applicable to all sectors of the industry, from small restaurants to large hotels. The qualification has been developed to meet the needs of learners and to ensure that they have the skills required in the hospitality sub-sector. While it sets minimum national standards of practice in the hospitality services industry, it is also designed to build individualised capacity in this profession. Its aim is to enhance professional competence in the Hospitality Industry on a national level.

This qualification will provide the following benefits:

- To the learner: increased employability and employment mobility, as well as receiving recognition for competencies attained in the hospitality field.
- To society: increased employment and job satisfaction levels, as well as having better equipped personnel available to offer service in the hospitality arena.
- To the sector: better equipped personnel able to fulfill hospitality service roles efficiently, effectively and in a manner likely to result in returning customers.
- To the economy: a growing and confident hospitality sub-sector, able to increase employment, business opportunities, taxes and investment return.

This qualification helps to achieve the objectives of the NQF.

### **RECOGNIZE PREVIOUS LEARNING?**

Y

### **LEARNING ASSUMED TO BE IN PLACE**

It is assumed that learners are competent in:

- Mathematical Literacy at NQF Level 3.
- Communication in a First Language at NQF Level 3.
- Communication in a Second Language at NQF Level 2.

Recognition of Prior Learning:

This qualification can be achieved wholly or in part through the Recognition of Prior Learning. The qualification may be granted to learners who have acquired skills and knowledge without attending formal courses providing they can demonstrate competence in the outcomes of the individual Unit Standards as required by the Fundamental, Core and Elective areas stipulated in the Qualification and by the Exit Level Outcomes.

An RPL process may also be used to credit learners with Unit Standards in which they have developed the necessary competency because of workplace and experiential learning.

Learners submitting themselves for RPL should be thoroughly briefed prior to the assessment, and may be required to submit a Portfolio of Evidence in the prescribed format to be assessed for formal recognition. While this is primarily a workplace-based Qualification, evidence from other areas of endeavour may be introduced if pertinent.

Access to the Qualification:

Access is open to any learners bearing in mind the Learning Assumed to be in Place.

### **QUALIFICATION RULES**

This qualification consists of the following credits:

Fundamental Component:

- 56 credits (Compulsory for all learners).

Core Component:

- 76 credits (Compulsory for all learners).

Elective Component:

- Learners are to choose Unit standards to the value of 16 Credits from the Elective Component.

Total: 148 credits.

### **EXIT LEVEL OUTCOMES**

1. Ensure the provision and maintenance of service excellence and sound human relations.
2. Apply business management skills to enhance productivity in own area of responsibility.
3. Perform activities to enhance performance and service in the workplace.
4. Perform front of house functions.

Critical Cross-field Outcomes supported by the Unit Standards:

On completion of this qualification, the learner will be able to:

- Solve problems.
- Team work.
- Organisation.
- Information.
- Communication.
- Technology.
- Related systems.
- Personal development.

### **ASSOCIATED ASSESSMENT CRITERIA**

1.
  - Staff training is planned and delivered in own area of responsibility.
  - Hygiene, security and safety standards are implemented and monitored in line with organisational regulations and organisational specifications.
  - 'Organisational customer service standards are adhered to at all times.
  - Communication with staff members and customers is carried out in a manner appropriate to the situation.
  - Staff problems are dealt with appropriately and on time.
2.
  - Time and project management skills are applied to increase productivity in the workplace.
  - Cultural awareness is displayed when communicating with customers and colleagues in a business context.
  - Financial records and statements are prepared and maintained according to organisational procedures and policies.
  - Ways are devised to improve productivity as an individual by developing self and sourcing self-employment opportunities.
3.
  - A computer is operated to enhance business operations in the business environment.
  - First aid is provided in cases of accidents or emergencies.

4.

- A drink service is offered with the provision of spirits, liqueurs and cocktails according to specifications.
- Customers are cared for according to organisational procedures and policies and to mutual satisfaction.
- A silver service is provided and maintained to accepted organisational standards.
- Teamwork is promoted through assisting in the organisation of events and with the provision of service to customers.

Integrated Assessment:

Assessment of most of the competencies should be done in the workplace or in simulated workplace environments.

Integrated assessment will evaluate the learner's ability to combine actions and ideas across a range of activities and knowledge areas. The integrated assessment must specifically assess the learner's ability to:

- Practically apply knowledge in a manner that meets the required performance standards required.
- Understand concepts, theory and principles that underpin the practical action taken.

The assessment will require assessment methods, which measure and evaluate evidence generated during on-the-job activities into account. Because assessment practices must be, open, transparent, fair, valid and reliable; ensuring that no learner is disadvantaged in any way whatsoever; an integrated assessment approach is incorporated into the qualification.

A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working or will work. Where it is not possible to assess the learner in the workplace simulations, case studies, role-plays and other similar techniques should be used to provide a context appropriate to the assessment.

The term, "integrated assessment" implies that theoretical and practical components should be assessed together. Whenever possible the assessment of knowledge, skills, attitudes and values shown in the Unit Standards should be integrated and, during integrated assessment, the assessor should make use of a range of formative and summative assessment tools and methods. Combinations of practical, applied, foundational and reflective competencies should be assessed.

#### **INTERNATIONAL COMPARABILITY**

The Hospitality Industry is an international industry and many of the stakeholders are companies that operate at an international level, or have close links with international groups. As such, they employ people who have been trained in other countries, such as France, Germany, Switzerland and the United Kingdom. This qualification contains the same competencies that those learners acquire internationally.

Best practice in Hotel and catering personnel training is offered in Switzerland. The Swiss Hotel School of Montreaux is renowned for its high quality programmes in all aspects of hotel training as well as food and beverage service provision training.

This qualification compares favourably with their basic course in catering, which forms part of their hotel training programme and includes such aspects as:

- Work with colleagues and customers.
- Work in a socially diverse environment.

- Follow health, safety and security procedures.
- Develop and update hospitality and industry knowledge.
- Follow workplace hygiene procedures.
- Perform clerical procedures.
- Control and order stock.
- Monitor work operations.
- Implement workplace health, safety and security procedures.

In addition comparisons were also made with other qualifications offered internationally.

The Certificate IV: Hospitality Supervision Certificate course offered in New South Wales, contains the following core unit standards:

- Work with colleagues and customers.
- Work in a socially diverse environment.
- Follow health, safety and security procedures.
- Follow workplace hygiene procedures.
- Communicate on the telephone.
- Clean premises and equipment.
- Receive and store stock.
- Develop and update hospitality industry knowledge.
- Promote products and services to customers.
- Provide a link between kitchen and service areas.
- Provide food and beverage service.
- Prepare and serve non-alcoholic beverages.
- Implement food safety procedures.

The City and Guilds Certificate in Food and Beverage Services offered in the United Kingdom consists of the following Core Units:

- Safety and hygiene at work.
- Personal skills.
- Menu knowledge.
- General billing procedures.
- Pre- service procedures.
- Provide table service.
- Provide a beverage service.

There is close alignment between the international programmes and the FETC: Food and Beverage Services, but the latter includes more business management skills to suit the South African situation.

### **ARTICULATION OPTIONS**

Possibilities for horizontal articulation include:

- Further Education and Training Certificate: Professional Cookery, NQF Level 4.

Possibilities for vertical articulation include:

- National Certificate: Food and Beverage Management, NQF Level 5.
- National Certificate: Food Service Management, NQF Level 5.

### **MODERATION OPTIONS**

• Anyone assessing a learner, or moderating the assessment of a learner, against this qualification must be registered as an assessor or moderator with the relevant Education &

Training Quality Assurance body (ETQA), or with an ETQA that has a Memorandum of Understanding (MOU) with the relevant ETQA.

- Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA, or with an ETQA that has an MOU with the relevant ETQA.
- Assessment and moderation of assessment will be overseen by the relevant ETQA according to the policies and guidelines for assessment and moderation of that ETQA, in terms of agreements reached around assessment and moderation between various ETQAs (including professional bodies), and in terms of the moderation guideline detailed immediately below.
- Moderation must include both internal and external moderation of assessments at all exit points of the qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual Unit Standards as well as the integrated competence described in the Exit Level Outcomes of the qualification.
- Anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA, or with an ETQA that has an MOU with the relevant ETQA.

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

For an applicant to register as an assessor or moderator of this qualification the applicant needs:

- To be registered as assessor with the relevant ETQA.
- To be in possession of a relevant qualification at NQF Level 5 or higher.
- A minimum of two years practical and relevant occupational experience.

### **NOTES**

This qualification replaces qualification 14113, "National Certificate: Food and Beverage Services", Level 4, 133 credits.

### **UNIT STANDARDS**

	<b>10</b>	<b>UNIT STANDARD TITLE</b>	<b>LEVEL</b>	<b>CREDITS</b>
Core	243953	Maintain external areas	Level 4	4
Core	242819	Motivate and Build a Team	Level 4	10
Core	243955	Identify short-term supply needs	Level 4	3
Core	243952	Plan staff training and development in own area of responsibility	Level 4	6
Core	243959	Maintain cleaning programme for own area of responsibility	Level 3	4
Core	243948	Monitor and maintain health, safety and security	Level 5	4
Core	15234	Apply efficient time management to the work of a department/division/section	Level 5	4
Core	117156	Interpret basic financial statements	Level 4	4
Core	243954	Understand the need for cultural awareness in dealing with customers and colleagues	Level 4	4
Core	243947	Develop self within the job role	Level 4	4
Core	116534	Carry out basic first aid treatment in the workplace	Level 3	2
Core	114979	Operate a computer workstation in a business environment	Level 3	2
Core	243951	Plan and conduct a meeting	Level 4	4
Core	242818	Describe the relationship of junior management to other roles	Level 4	5
Core	120385	Apply a range of project management tools and techniques	Level 4	7
Core	243950	Maintain a preventative maintenance programme	Level 4	3
Core	243956	Plan, organise and monitor work in own area of responsibility	Level 5	3
Core	243949	Source information about self-environment opportunities	Level 4	3



	<b>ID</b>	<b>UNIT STANDARD TITLE</b>	<b>LEVEL</b>	<b>CREDITS</b>
Elective	8600	Care for Customers	Level 4	3
Elective	243958	Provide a silver service	Level 3	4
Elective	243957	Prepare and serve spirits and liqueurs	Level 3	8
Elective	243960	Provide support for events organization	Level 4	3
Elective	243946	Receive store and issue goods	Level 4	4
Fundamental	119462	Engage in sustained oral/signed communication and evaluate spoken/signed texts	Level 4	5
Fundamental	12154	Apply comprehension skills to engage oral texts in a business environment	Level 4	5
Fundamental	119469	Read/view, analyse and respond to a variety of texts	Level 4	5
Fundamental	119459	Write/present/sign for a wide range of contexts	Level 4	5
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	5
Fundamental	119457	Interpret and use information from texts	Level 3	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	5
Fundamental	119467	Use language and communication in occupational learning programmes	Level 3	5
Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6
Fundamental	9016	Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts	Level 4	4
Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

*UNIT STANDARD:**Receive, store and issue goods*

<i>SAQA USID</i>	<i>UNIT STANDARD TITLE</i>		
243946	I Receive, store and issue goods		
<i>SGB</i>	<i>PROVIDER</i>		
SGB Hospitality, Gamino & Leisure			
<i>FIELD</i>	<i>SUBFIELD</i>		
11 - Services	Hospitality, Tourism, Travel, Gaming and Leisure		
<i>ABETBAND</i>	<i>UNIT STANDARD TYPE</i>	<i>NQFLEVEL</i>	<i>CREDITS</i>
Undefined	Regular	Level 4	14

**SPECIFIC OUTCOME 1**

Explain the relevant legislation and codes of practise relating to storage conditions and handling of goods.

**SPECIFIC OUTCOME 2**

Describe and implement control procedures.

**SPECIFIC OUTCOME 3**

Record the receipt and issuing of goods.

**SPECIFIC OUTCOME 4**

Handle and store stock according to legislation and best practise.



**SOUTH AFRICAN QUALIFICATIONS AUTHORITY**

**UNIT STANDARD:**

*Develop self within the job role*

<b>SAQA USID</b>	<b>UNIT STANDARD TITLE</b>		
243947	I Develop self within the job role		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Hospitality, Gamino & Leisure			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Hospitality, Tourism, Travel, Gaming and Leisure		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	I Regular	Level 4	14

**SPECIFIC OUTCOME 1**

Compare own strengths and weaknesses in current job role to job role requirements.

**SPECIFIC OUTCOME 2**

Identify objectives for self development related to career aspirations and design a personal development plan.

**SPECIFIC OUTCOME 3**

Make preparation for and implement a personal development plan in a workplace.

**SPECIFIC OUTCOME 4**

Monitor own development against plan and objectives, and adjust as needed.

**SPECIFIC OUTCOME 5**

Analyse and apply feedback on own development to objectives and plan.

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## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### *Monitor and maintain health, safety and security*

<b>SAQA USID</b>	<b>UNIT STANDARD TITLE</b>		
243948	Monitor and maintain health, safety and security		
<b>SGB</b>	<b>PROVIDER</b>		
8GB Hospitality, Gamino & Leisure			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Hospitality, Tourism, Travel, Gaming and Leisure		
<b>ABETBAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQFLEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 5	14

#### **SPECIFIC OUTCOME 1**

Understand and demonstrate company procedures applicable to maintaining a safe working environment.

#### **SPECIFIC OUTCOME 2**

Explain organisational procedures to ensure the safety of staff and customers.

#### **SPECIFIC OUTCOME 3**

Implement organisational procedures to ensure the security of staff and customers.

#### **SPECIFIC OUTCOME 4**

Evaluate the effectiveness of the health, safety and security procedures of the organisation.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Source information about self-employment opportunities**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
243949	Source information about self-employment opportunities		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Hospitality, Gaming & Leisure			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Hospitality, Tourism, Travel, Gaming and Leisure		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	13

**SPECIFIC OUTCOME 1**

Examine the need for self-employment opportunities in current economic climate.

**SPECIFIC OUTCOME 2**

Identify self-employment opportunities.

**SPECIFIC OUTCOME 3**

Evaluate source information about self-employment opportunities.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Maintain a preventative maintenance programme**

<b>SAQA USID</b>	<b>UNIT STANDARD TITLE</b>		
243950	Maintain a preventative maintenance programme		
<b>SGB</b>	<b>PROVIDER</b>		
8GB Hospitality, Gaming & Leisure			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Hospitality, Tourism, Travel, Gaming and Leisure		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	13

**SPECIFIC OUTCOME 1**

Develop and implement a preventative maintenance programme.

**SPECIFIC OUTCOME 2**

Maintain care of machinery/equipment.

**SPECIFIC OUTCOME 3**

Develop and implement an inspection schedule.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

*UNIT STANDARD:*

*Plan and conduct a meeting*

<i>SAQA USID</i>	<i>UNIT STANDARD TITLE</i>		
243951	I Plan and conduct a meeting		
<i>5GB</i>	<i>PROVIDER</i>		
8GB Hospitality, Gaming & Leisure			
<i>FIELD</i>	<i>SUBFIELD</i>		
11 - Services	Hospitality, Tourism, Travel, Gaming and Leisure		
<i>ABETBAND</i>	<i>UNIT STANDARD TYPE</i>	<i>NQFLEVEL</i>	<i>CREDITS</i>
Undefined	I Regular	Level 4	14

### SPECIFIC OUTCOME 1

Plan and prepare for a meeting.

### SPECIFIC OUTCOME 2

Chair and facilitate a meeting.

### SPECIFIC OUTCOME 3

Check minutes and address urgent issues.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Plan staff training and development in own area of responsibility**

<b>SAQA USID</b>	<b>UNIT STANDARD TITLE</b>		
243952	1 Plan staff training and development in own area of responsibility		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Hospitality, Gaming & Leisure			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Hospitality, Tourism, Travel, Gaming and Leisure		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>1 CREDITS</b>
Undefined	Regular	Level 4	16

**SPECIFIC OUTCOME 1**

Identify training needs.

**SPECIFIC OUTCOME 2**

Formulate action plans to meet staff training needs.

**SPECIFIC OUTCOME 3**

Implement staff training interventions.

**SPECIFIC OUTCOME 4**

Review staff training interventions with a view to improving their effectiveness.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Maintain external areas*

SAQA USID	UNIT STANDARD TITLE		
243953	Maintain external areas		
SGB	PROVIDER		
SGB Hospitality, Gaming & Leisure			
FIELD	SUBFIELD		
11 - Services	Hospitality, Tourism, Travel, Gaming and Leisure		
ABETBAND	UNIT STANDARD TYPE	NQFLEVEL	CREDITS
Undefined	Regular	Level 4	4

## SPECIFIC OUTCOME 1

Identify maintenance needs for external areas.

## SPECIFIC OUTCOME 2

Draw up a preventative maintenance plan to cover all external areas.

## SPECIFIC OUTCOME 3

Oversee the maintenance of external areas.

## SPECIFIC OUTCOME 4

Deal with problems pertaining to maintenance of external areas.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

**.. Understand the need for cultural awareness in dealing with customers and colleagues**

<b>SAQA USID</b>	<b>UNIT STANDARD TITLE</b>		
243954	Understand the need for cultural awareness in dealing with customers and colleagues		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Hospitality, Gaming & Leisure			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Hospitality, Tourism, Travel, Gaming and Leisure		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	14

**SPECIFIC OUTCOME 1**

Analyse aspects of cultural diversity in the South African workplace.

**SPECIFIC OUTCOME 2**

Discuss important generic aspects of cultural groups.

**SPECIFIC OUTCOME 3**

Understand the needs and sensitivities of people of different cultural backgrounds.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Identify short-term supply needs***

<b>SAQA USID</b>	<b>UNIT STANDARD TITLE</b>		
243955	Identify short-term supply needs		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Hospitality, Gaming & Leisure			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Hospitality, Tourism, Travel, Gaming and Leisure		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	13

**SPECIFIC OUTCOME 1**

Outline legislative and organisational requirements pertaining to short-term supply needs.

**SPECIFIC OUTCOME 2**

Evaluate the condition of stock.

**SPECIFIC OUTCOME 3**

Maintain stock levels.

**SPECIFIC OUTCOME 4**

Suggest improvements to the ways in which short-term supply needs are met.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

*...Plan, organise and monitor work in own area of responsibility*

<b>SAQA USID</b>	<b>UNIT STANDARD TITLE</b>		
243956	Plan, organise and monitor work in own area of responsibility		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Hospitality, Gaming & Leisure			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Hospitality, Tourism, Travel, Gaming and Leisure		
<b>ABETBAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQFLEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 5	13

**SPECIFIC OUTCOME 1**

Develop time efficient plans to perform work functions.

**SPECIFIC OUTCOME 2**

Implement systems to achieve work objectives.

**SPECIFIC OUTCOME 3**

Lead a team to complete workplace activities.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Prepare and serve spirits and liqueurs***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
243957	Prepare and serve spirits and liqueurs		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Hospitality, Gaming & Leisure			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Hospitality, Tourism, Travel, Gaming and Leisure		
<b>ABETBAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQFLEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	18

**SPECIFIC OUTCOME 1**

Explain organisational procedures and trends for the preparation and service of spirits and liqueurs.

**SPECIFIC OUTCOME 2**

Prepare spirits and liqueurs.

**SPECIFIC OUTCOME 3**

Finish and serve spirits and liqueurs.

**SPECIFIC OUTCOME 4**

Provide improved customer service in preparing and serving spirits and liqueurs.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Provide a silver service***

<b>SAQA USID</b>	<b>UNIT STANDARD TITLE</b>		
243958	Provide a silver service		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Hospitality, Gaming & Leisure			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Hospitality, Tourism, Travel, Gaming and Leisure		
<b>ABETBAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQFLEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	14

**SPECIFIC OUTCOME 1**

Explain organisational procedures and requirements for the provision of a silver service.

**SPECIFIC OUTCOME 2**

Provide a silver service.

**SPECIFIC OUTCOME 3**

Clear tables.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

243959 "Maintain cleaning programme for own area of responsibility"

SAQA US ID	UNIT STANDARD TITLE		
243959	Maintain cleaning programme for own area of responsibility		
SGB	PROVIDER		
SGB Hospitality, Gamino & Leisure			
FIELD	SUBFIELD		
11 - Services	Hospitality, Tourism, Travel, Gaming and Leisure		
ABETBAND	UNIT STANDARD TYPE	NQFLEVEL	CREDITS
Undefined	Regular	Level 3	14

## SPECIFIC OUTCOME 1

Outline organisational and legislative requirements for a cleaning programme.

## SPECIFIC OUTCOME 2

Identify chemicals for use and their potential hazards.

## SPECIFIC OUTCOME 3

Draw up a cleaning programme for own area of responsibility.

## SPECIFIC OUTCOME 4

Implement a *cleaning* programme for own area of responsibility.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Provide support for events organization**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
243960	Provide support for events organization		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Hospitality, Gamine & Leisure			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Hospitality, Tourism, Travel, Gaming and Leisure		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	13

**SPECIFIC OUTCOME 1**

Outline the administrative and marketing processes for organising events using genre specific terminology.

**SPECIFIC OUTCOME 2**

Provide administrative support for organising an event.

**SPECIFIC OUTCOME 3**

Understand the role of marketing in ensuring the success of events.

**SPECIFIC OUTCOME 4**

Provide operational support for the organisation of an event.

**SPECIFIC OUTCOME 5**

Identify and plan for the risks that need to be managed during event organisation.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with Regulation 24(c) of the Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Math Literacy, Math and Math Sciences

registered by Organising Field 10, Physical, Mathematical, Computer and Life Sciences, publishes the following unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the unit standards. The full unit standards 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 unit standards should reach SAQA at the address *below and no later than 4 May 2007*. All correspondence should be marked Standards Setting - Math Literacy, Math and Math Sciences 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)

DR. S. BHIKHA

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

***Solve absolute value equations, rational equations and rational inequalities in the real number system and equations of second and third degree in the complex number system***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
243827	Solve absolute value equations, rational equations and rational inequalities in the real number system and equations of second and third degree in the complex number system		
<b>SGB</b>		<b>PROVIDER</b>	
SGB for Math Literacy, Math, Math Sciences L 2-4			
<b>FIELD</b>		<b>SUBFIELD</b>	
10 - Physical, Mathematical, Computer and Life Sciences		Mathematical Sciences	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	14

**SPECIFIC OUTCOME 1**

Determine the real and complex roots of quadratic and cubic equations.

**SPECIFIC OUTCOME 2**

Draw and work with absolute value graphs.

**SPECIFIC OUTCOME 3**

Solve simple absolute value equations.

**SPECIFIC OUTCOME 4**

Solve rational equations and inequalities.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

*„Find the probability of events using different probability models*

<b>SAQA USID</b>	<b>UNIT STANDARD TITLE</b>		
243830	Find the probability of events using different probability models		
<b>SGB</b>	<b>PROVIDER</b>		
SGB for Math Literacy, Math, Math Sciences L 2 -4			
<b>FIELD</b>	<b>SUBFIELD</b>		
10 - Physical, Mathematical, Computer and Life Sciences	Mathematical Sciences		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	14

**SPECIFIC OUTCOME 1**

Calculate the probability of conditional events.

**SPECIFIC OUTCOME 2**

Develop counting techniques.

**SPECIFIC OUTCOME 3**

Identify and use the distribution models to calculate probability.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:***Describe statistics as found in real life and evaluate probability*

<b>SAQA USID</b>	<b>UNIT STANDARD TITLE</b>		
243834	I Describe statistics as found in real life and evaluate probability		
<b>SGB</b>	<b>PROVIDER</b>		
SGB for Math Literacy. Math, Math Sciences L 2-4			
<b>FIELD</b>	<b>SUBFIELD</b>		
10 - Physical, Mathematical, Computer and Life Sciences	Mathematical Sciences		
<b>ABETBAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQFLEVEL</b>	<b>CREDITS</b>
Undefined	I Regular	Level 2	16

**SPECIFIC OUTCOME 1**

Identify and analyse grouped and ungrouped data.

**SPECIFIC OUTCOME 2**

Solve problems involving probability using diagrams.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

***Understand linear relationships and predicting linear trends using appropriate models***

<b>SAQA USID</b>	<b>UNIT STANDARD TITLE</b>		
243835	Understand linear relationships and predicting linear trends using appropriate models		
<b>SGB</b>	<b>PROVIDER</b>		
SGB for Math Literacy, Math, Math Sciences L 2-4			
<b>FIELD</b>	<b>SUBFIELD</b>		
10- Physical, Mathematical, Computer and Life Sciences	Mathematical Sciences		
<b>ABETBAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQFLEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	12

**SPECIFIC OUTCOME 1**

Formulate a probability mass and density function.

**SPECIFIC OUTCOME 2**

Establish a Confidence Interval for a set of data using statistical tables.

**SPECIFIC OUTCOME 3**

Perform a one-tail and/or two-tail hypothesis test.

**SPECIFIC OUTCOME 4**

Generate a predictive model using linear regression and correlation.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

***Develop techniques to estimate the areas of different shapes and apply them in practical and mathematical contexts***

<b>SAQA USID</b>	<b>UNIT STANDARD TITLE</b>		
243839	Develop techniques to estimate the areas of different shapes and apply them in practical and mathematical contexts		
<b>SGB</b>	<b>PROVIDER</b>		
SGB for Math Literacy, Math, Math Sciences L 2 -4			
<b>FIELD</b>	<b>SUBFIELD</b>		
10 - Physical, Mathematical, Computer and Life Sciences	Mathematical Sciences		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	I Regular	Level 2	12

**SPECIFIC OUTCOME 1**

Use problem-solving methods to calculate the areas of regular and irregular shapes.

**SPECIFIC OUTCOME 2**

Develop and use the "Rectangle Method" for approximating the area under curves.

**SPECIFIC OUTCOME 3**

Develop and use the Trapezoidal Rule for approximating area under curves.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

***Find the derivatives of a range of simple functions, including the trigonometric functions and apply them to problems***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
243842	Find the derivatives of a range of simple functions, including the trigonometric functions and apply them to problems		
<b>SGB</b>	<b>PROVIDER</b>		
SGB for Math Literacy, Math, Math Sciences L 2 -4			
<b>FIELD</b>	<b>SUBFIELD</b>		
10 - Physical, Mathematical, Computer and Life Sciences	Mathematical Sciences		
<b>ABETBAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQFLEVEL</b>	<b>CREDITS</b>
Undefined	ReQular	Level 4	16

**SPECIFIC OUTCOME 1**

Use first principles and graphs to determine if certain functions are continuous and differentiable in a certain point.

**SPECIFIC OUTCOME 2**

Determine the first and higher order derivatives of functions using rules.

**SPECIFIC OUTCOME 3**

Use calculus methods to sketch the curves of polynomial and rational functions.

**SPECIFIC OUTCOME 4**

Use derivatives as a tool to solve problems in real, realistic and abstract mathematical contexts.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

**Solve simple and compound growth and decay problems using explicit form and difference equations**

<b>SAQA USID</b>	<b>UNIT STANDARD TITLE</b>		
243826	Solve simple and compound growth and decay problems using explicit form and difference equations		
<b>SGB</b>	<b>PROVIDER</b>		
5GB for Math Literacy, Math, Math Sciences L 2 -4			
<b>FIELD</b>	<b>SUBFIELD</b>		
10 - Physical, Mathematical, Computer and Life Sciences	Mathematical Sciences		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQFLEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 2	13

**SPECIFIC OUTCOME 1**

Solve simple and compound growth and decay problems in various contexts.

**SPECIFIC OUTCOME 2**

Generalise number patterns using first order linear difference equations ( $u_n = k.u_{n-1} + c$ ) and the accompanying explicit form (general solution).

**SPECIFIC OUTCOME 3**

Use first order linear difference equations to solve future value annuities.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

**Model simple and compound growth and decay problems using explicit form and difference equations**

<b>SAQA USID</b>	<b>UNIT STANDARD TITLE</b>		
243828	Model simple and compound growth and decay problems using explicit form and difference equations		
<b>SGB</b>	<b>PROVIDER</b>		
SGB for Math Literacy, Math, Math Sciences L 2 -4			
<b>FIELD</b>	<b>SUBFIELD</b>		
10 - Physical, Mathematical, Computer and Life Sciences	Mathematical Sciences		
<b>ABETBAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQFLEVEL</b>	<b>CREDITS</b>
Undefined	I Regular	Level 3	15

**SPECIFIC OUTCOME 1**

Compare nominal and effective interest rates.

**SPECIFIC OUTCOME 2**

Calculate aspects of present and future value annuities.

**SPECIFIC OUTCOME 3**

Solve problems involving the future or present value of an annuity.

**SPECIFIC OUTCOME 4**

Generalise number patterns using second order homogenous linear difference equations ( $u_n = P \cdot u_{n-1} + q \cdot u_{n-2}$ ).



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

**Investigate logarithmic and exponential functions and their graphs and the graphs of rational functions and explore proof by induction**

<b>SAQA USID</b>	<b>UNIT STANDARD TITLE</b>		
243829	Investigate logarithmic and exponential functions and their graphs and the graphs of rational functions and explore proof by induction		
<b>SGB</b>	<b>PROVIDER</b>		
SGB for Math Literacy, Math, Math Sciences L 2 -4			
<b>FIELD</b>	<b>SUBFIELD</b>		
10 - Physical, Mathematical, Computer and Life Sciences	Mathematical Sciences		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	14

**SPECIFIC OUTCOME 1**

Work with the exponential and logarithmic functions (including natural logarithms) and the laws relating to these functions.

**SPECIFIC OUTCOME 2**

Make graphical representations of exponential and logarithmic functions.

**SPECIFIC OUTCOME 3**

Prove a mathematical proposition by Induction.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

***Develop the formula for the area under a general curve (Riemann or definite integral) and apply it to polynomial functions for finding areas and volumes***

<b>SAQA USID</b>	<b>UNIT STANDARD TITLE</b>		
243831	Develop the formula for the area under a general curve (Riemann or definite integral) and apply it to polynomial functions for finding areas and volumes		
<b>SGB</b>	<b>PROVIDER</b>		
SGB for Math Literacy, Math, Math Sciences L 2 -4			
<b>FIELD</b>	<b>SUBFIELD</b>		
10 - Physical, Mathematical, Computer and Life Sciences	Mathematical Sciences		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	15

**SPECIFIC OUTCOME 1**

Develop and use the upper and lower sums method for approximating area together with an estimate of the error and use it to derive a formula for the area under  $y = x^2$ .

**SPECIFIC OUTCOME 2**

Intuitively develop and define Riemann integral (definite integral) from approximate areas under curves, namely, the limit of a Riemann Sum.

**SPECIFIC OUTCOME 3**

Apply the definite integral in solving area problems.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

***Develop a variety of techniques to find both indefinite and definite integrals of a range of algebraic and transcendental functions, and apply them to problems***

<b>SAQA USID</b>	<b>UNIT STANDARD TITLE</b>		
243832	Develop a variety of techniques to find both indefinite and definite integrals of a range of algebraic and transcendental functions, and apply them to problems		
<b>SGB</b>			<b>PROVIDER</b>
SGB for Math Literacy, Math, Math Sciences L 2 -4			
<b>FIELD</b>			<b>SUBFIELD</b>
10 - Physical, Mathematical, Computer and Life Sciences			Mathematical Sciences
<b>ABETBAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQFLEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	15

**SPECIFIC OUTCOME 1**

Determine the general anti-derivatives of a range of algebraic and transcendental (non-algebraic) functions using various techniques.

**SPECIFIC OUTCOME 2**

Apply the definite integral in solving area and volume problems.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

***Manipulate and simplify mathematical statements involving complex numbers, polynomials and rational functions***

<b>SAQA USID</b>	<b>UNIT STANDARD TITLE</b>		
243833	Manipulate and simplify mathematical statements involving complex numbers, polynomials and rational functions		
<b>SGB</b>			<b>PROVIDER</b>
SGB for Math Literacy, Math, Math Sciences L 2 -4			
<b>FIELD</b>			<b>SUBFIELD</b>
10 - Physical, Mathematical, Computer and Life Sciences			Mathematical Sciences
<b>ABETBAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQFLEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 2	16

**SPECIFIC OUTCOME 1**

Demonstrate an understanding of the place in Mathematics of the root of negative one.

**SPECIFIC OUTCOME 2**

Manipulate polynomial and rational functions.

**SPECIFIC OUTCOME 3**

Decompose rational functions into partial fractions.

**SPECIFIC OUTCOME 4**

Solve quadratic inequalities.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:***Use and apply matrices to represent data and position three-dimensionally*

<b>SAQA USID</b>	<b>UNIT STANDARD TITLE</b>		
243836	Use and apply matrices to represent data and position three-dimensionally		
<b>SGB</b>	<b>PROVIDER</b>		
SGB for Math Literacy, Math, Math Sciences L 2-4			
<b>FIELD</b>	<b>SUBFIELD</b>		
10 - Physical, Mathematical, Computer and Life Sciences	Mathematical Sciences		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	12

**SPECIFIC OUTCOME 1**

Perform operations on a 3 x 3 matrix.

**SPECIFIC OUTCOME 2**

Use graphs, matrices and simple algorithms to solve travel problems.

**SPECIFIC OUTCOME 3**

Solve minimum connector and travelling salesman problems using techniques learned in this course.



**SAQA**  
SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY**

**UNIT STANDARD:**

*Use explicit form and difference equations to model simple and compound growth and decay problems*

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
243837	Use explicit form and difference equations to model simple and compound growth and decay problems		
<b>SGB</b>	<b>PROVIDER</b>		
SGB for Math literacy, Math, Math Sciences L 2 -4			
<b>FIELD</b>	<b>SUBFIELD</b>		
10 - Physical, Mathematical, Computer and Life Sciences	Mathematical Sciences		
<b>ABETBAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQFLEVEL</b>	<b>CREDITS</b>
Undefined	I Regular	Level 4	15

**SPECIFIC OUTCOME 1**

Solve annuity problems involving changing circumstances such as changes to time periods, repayments, withdrawals or interest rates.

**SPECIFIC OUTCOME 2**

Solve population growth and decay problems using simple discrete population models.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Use and apply matrices**

<b>SAQA USID</b>	<b>UNIT STANDARD TITLE</b>		
243838	Use and apply matrices		
<b>SGB</b>	<b>PROVIDER</b>		
SGB for Math Literacy, Math, Math Sciences L 2 -4			
<b>FIELD</b>	<b>SUBFIELD</b>		
10 - Physical, Mathematical, Computer and Life Sciences	Mathematical Sciences		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQFLEVEL</b>	<b>CREDITS</b>
Undefined	1 Regular	Level 4	12

**SPECIFIC OUTCOME 1**

Arrange numbers in a suitable rectangular array (matrix) to facilitate problem solving.

**SPECIFIC OUTCOME 2**

Perform operations on matrices.

**SPECIFIC OUTCOME 3**

Solve systems of two variable linear equations by the method of diagonalisation.

**SPECIFIC OUTCOME 4**

Find the inverse of 2 x 2 matrices by a sequence of row transformation.

**SPECIFIC OUTCOME 5**

Define simple, regular and connected graphs, their vertices, edges and the degree of a graph.

**SPECIFIC OUTCOME 6**

Define and apply walks, paths, circuits.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Apply matrices to transformations*

SAQA USID	UNIT STANDARD TITLE		
243840	I Aoolv matrices to transformations		
SGB	PROVIDER		
SGB for Math Literacy, Math, Math Sciences L 2 -4			
FIELD	SUBFIELD		
10 - Physical, Mathematical, Computer and Life Sciences		Mathematical Sciences	
ABETBAND	UNIT STANDARD TYPE	NQFLEVEL	CREDITS
Undefined	I Regular	Level 5	12

## SPECIFIC OUTCOME 1

Perform basic transformations on a point or shape in a Cartesian Plane.

## SPECIFIC OUTCOME 2

Use a matrix to transform a point or shape in the Cartesian Plane.

## SPECIFIC OUTCOME 3

Characterise and classify fundamental properties of graphs.

## SPECIFIC OUTCOME 4

Apply graphs to simple problem solving situations.

## SPECIFIC OUTCOME 5

Determine the shortest path using the shortest path algorithm.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:***.. Find the derivatives of a range of functions and apply them to problems*

<b>SAQA USID</b>	<b>UNIT STANDARD TITLE</b>		
243841	I Find the derivatives of a range of functions and apply them to problems		
<b>SGB</b>	<b>PROVIDER</b>		
SGB for Math Literacy, Math, Math Sciences L 2 -4			
<b>FIELD</b>	<b>SUBFIELD</b>		
10 - Physical, Mathematical, Computer and Life Sciences	Mathematical Sciences		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	I Regular	Level 3	16

**SPECIFIC OUTCOME 1**

Represent mathematical functions graphically to enable analysis of the function.

**SPECIFIC OUTCOME 2**

Use the three reciprocal functions: sec, cosec and cot in trigonometric problems.

**SPECIFIC OUTCOME 3**

Use radian measure in working with trigonometric functions.

**SPECIFIC OUTCOME 4**

Analyse limits and the continuity of algebraic functions using graphical representations and definitions.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

Audio-visual Media Production

registered by Organising Field 04 – Communication Studies and Language, publishes the following qualification and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards. The full qualification and unit standards 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 and unit standards should reach SAQA at the address below and no *later than 4 May 2007*. All correspondence should be marked Standards Setting - Audio-visual Media Production 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)

DR. S. BHIKHA  
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**QUALIFICATION:***National Certificate' Film and Television Production*

SAQA QUALID		QUALIFICATION TITLE	
58394		I National Certificate: Film and Television Production	
SGB		PROVIDER	
SGB Audio-visual Media Production			
ETQA			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	4 - Communication Studies and Language	Media Studies	
ABET BAND	MINIMUM CREDITS	NQFLEVEL	QUAL CLASS
Undefined	122	Level 5	Regular-Unit Stds Based

**PURPOSE AND RATIONALE OF THE QUALIFICATION****Purpose:**

The purpose of the qualification is to ensure specialist competence in all the disciplines related to film and television production, including camera, lighting, vision control, vision mixing, editing, recording, sound and captioning competence, with the elective component allowing for this specialisation. Although qualifying learners are not able to make creative choices, they are capable of working under direction, and to specification, making suggestions to those with creative decision making powers.

The qualification addresses competence for studio and outside broadcasts and film and television production, and single and multi-camera productions. There is a need for qualified learners who can work independently according to a given brief, which they often contribute to, without hands-on operational supervision.

Qualified learners can enhance film and television products through creativity, quality control, suggestions (e.g. regarding shots) and understanding the effect of their decisions on other people in film and television production process. They are capable of complex tasks within their specific contexts, and can make critical decisions in strenuous environment. They can critically evaluate their own area of responsibility within the context of the full process, and can identify problem areas. They understand their role in the overall context and the industry. They can operate the full functionality of equipment/machines, and can do this for a range of equipment/machines. Qualified learners apply their own methods and understand their area sufficiently to contribute to others.

Qualified learners are capable of:

- Organising and managing information about film or television production activities according to specified requirements.
- Determining film or television resource requirements for specific production processes.
- Planning film or television production activities to meet given requirements.
- Assessing film or television production processes against given quality requirements.
- Implementing film or television production processes as directed within an area of specialisation.
- Controlling film or television operations according to specified business principles.

Rationale:

This qualification sets the minimum standard for addressing the need for competence in film and television production. Various needs for competence exist in the South African television and film industry. The shortage of competence has resulted in inflated rates, and there is a need for a larger pool of competent practitioners. By achieving this qualification, learners can improve their employment opportunities and upward mobility, and qualified learners start on an equal footing, also as far as remuneration is concerned.

Target learners are typically from technical, computer, mathematical science or art backgrounds, or have been assisting with camera, lighting, sound, etc. They should have fast reaction times, pay attention to detail, have visual awareness and have physical dexterity. The qualification forms part of a learning pathway that starts with the achievement of a Further Education and Training Certificate: Film and Television Operations (NQF Level 4) and can progress to a National Certificate: Film and Television Management (NQF Level 6). Beyond NQF level 6, the learning pathway requires primarily general management and research competence. Therefore, the achievement of this qualification ensures that learners are competent to produce a specific component of film and television productions, forming the basis for further learning, that is, to manage such productions or components of productions.

Qualified learners can find employment as camera persons, sound producers, vision controllers, vision mixers, production coordinators/programme production managers, dolly grips, best boy lights, focus pullers, second assistant directors, art department buyers, boom operators, transport captains, unit and location assistants, casting coordinators, extras, content writers for genre scripts, continuity assistants, stunts persons, insert editors, etc.

By achieving the competence required to qualify, learners are able to contribute to the production of quality film and television products. Quality products can compete internationally, and ensures the economic viability of the industry. In addition, the qualification can ensure that small business owners in the film and television industry to direct their own productions, thus opening entrepreneurship opportunities. Good products contribute to audience appreciation, messages being conveyed effectively and as intended, and improve access to information for the public. The qualification also requires learners to promote safety, health and environment protection in the production process. In general, quality film and television productions have social, educational and economic value for the industry and the viewing public.

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

Y

#### **LEARNING ASSUMED TO BE IN PLACE**

It is assumed that the learner already has the following competencies:

- Mathematical literacy at NQF Level 4.
- Communication and language competence at NQF Level 4.
- Computer literacy at NQF level 3.
- Physical Science at NQF Level 4.
- Visual awareness.
- Can use equipment, materials and tools in an area of film and television production operations.
- Can process information in an area of film and television production operations.
- Can describe roles and responsibilities in film and television productions.
- Can schedule project activities to facilitate effective project execution.

Recognition of Prior Learning:

This qualification can be achieved wholly, or in part, through recognition of prior learning. Evidence can be presented in a variety of forms, including previous international or local qualifications, reports, testimonials, mentoring, functions performed, portfolios, work records and

performance records. As such, evidence should be judged according to the general principles of assessment described in the notes to assessors below. Learners who have met the requirements of any Unit Standard that forms part of this qualification may apply for recognition of prior learning to the relevant Education and Training Quality Assurance body (ETQA). The applicant must be assessed against the specific outcomes and with the assessment criteria for the relevant Unit Standards. A qualification will be awarded should a learner demonstrate that the exit level outcomes of the qualification have been attained.

Access to the qualification:

Access to the qualification requires that the learner is adequately sighted for given requirements of specific production contexts.

### **QUALIFICATION RULES**

All Fundamental component unit standards (10 credits) and all Core component unit standards (92 credits) are compulsory. For the Elective component, learners are required to achieve at least 20 credits as follows:

For 2nd AD (film)/Floor Manager (video):

At least 10 credits from:

- ID 243963: Schedule and monitor film and television production resources, Level 5, 10 Credits.

And at least 10 credits from:

- ID 120386: Provide procurement administration support to a project, Level 4, 7 Credits.
- ID 115790: Write and present for a wide range of purposes, audiences and contexts, Level 5, 5 Credits.
- ID 115056: Manage health and safety of the production environment, Level 5, 6 Credits.
- ID 242873: Advise stakeholders on the roles and functions of the institutions participating in skills development, Level 5, 8 Credits.
- ID 114736: Record business financial transactions, Level 4, 5 Credits.

For Art Department:

At least 15 credits from:

- ID 114518: Co-ordinate the use of equipment, material and tools, Level 5, 15 Credits.

And at least 5 credits from:

- ID 115499: Gather, record and interpret business related information, Level 4, 4 Credits.
- ID 10026: Identify expertise and resources, Level 4, 3 Credits.
- ID 115056: Manage health and safety of the production environment, Level 5, 6 Credits.
- ID 243977: Administer continuity, Level 5, 15 Credits.
- ID 242873: Advise stakeholders on the roles and functions of the institutions participating in skills development, Level 5, 8 Credits.
- ID 114736: Record business financial transactions, Level 4, 5 Credits.

For Commissioning Editing:

At least 17 credits from:

- ID 12611: Commission a television programme, Level 5, 7 Credits.

.1012613: Oversee the production of a commissioned television programme, Level 5, 10 Credits.

- 1012610: Plan for commissioning a television programme, Level 5, 7 Credits.

And at least 5 credits from:

.1014549: Network locally, Level 4, 5 Credits....

- 10 114736: Record business financial transactions, Level 4, 5 Credits.

For Editing and Post Production:

At least 15 credits from:

.10243973: Edit picture and sound to specification, Level 5, 15 Credits.

And at least 5 credits from:

- 10 13792: Apply editing aesthetics in film and television, Level 5, 6 Credits.
- 10 243968: Create audio and/or visual content outputs, Level 5, 5 Credits.
- 1012603: Final mix sound tracks for productions, Level 5, 10 Credits.
- 10 243965: Lay up tracks for final mix, Level 5, 8 Credits.
- 10 242873: Advise stakeholders on the roles and functions of the institutions participating in skills development, Level 5, 8 Credits.
- 10 243970: Obtain and transfer sound, Level 5, 8 Credits.
- 10 13796: Prepare and operate off-line Video editing equipment, Level 5, 7 Credits.
- 1013797: Prepare and operate on-line video editing equipment, Level 5, 7 Credits.
- 10243974: Record audio and video in a broadcast environment, Level 5, 6 Credits.
- 10 114736: Record business financial transactions, Level 4, 5 Credits.
- 10114523: Record sound in a monitored environment, Level 5, 12 Credits.

For Film Camera Operation:

At least 15 credits from:

.10243975: Focus pull for a film shoot, Level 5, 15 Credits.

- 10114518: Co-ordinate the use of equipment, material and tools, Level 5, 15 Credits.

And at least 5 additional (new) credits from:

- 10243975: Focus pull for a film shoot, Level 5, 15 Credits.
- 10114518: Co-ordinate the use of equipment, material and tools, Level 5, 15 Credits.
- 10243978: Operate jibs in studios, Level 5, 9 Credits.
- 10 12495: Obtain, check and maintain film equipment for a film shoot, Level 5, 6 Credits.
- 10 114736: Record business financial transactions, Level 4, 5 Credits.
- 10 242873: Advise stakeholders on the roles and functions of the institutions participating in skills development, Level 5, 8 Credits.

For Lighting:

At least 15 credits from:

.10114518: Co-ordinate the use of equipment, material and tools, Level 5, 15 Credits.

- 10114511: Set-up and strike equipment, material and tools, Level 4, 15 Credits.

And at least 5 credits from:

- .1013802: Programme and operate lighting console, Level 5, 4 Credits.
- 10243964: Monitor and control studio lighting, Level 5, 8 Credits.
- 10 114736: Record business financial transactions, Level 4, 5 Credits.
- 10 242873: Advise stakeholders on the roles and functions of the institutions participating in skills development, Level 5, 8 Credits.
- 10 115056: Manage health and safety of the production environment, Level 5, 6 Credits.

For Grips:

At least 15 credits from:

- 10 114518: Co-ordinate the use of equipment, material and tools, Level 5, 15 Credits.
- 10243969: Install camera supports, Level 5, 15 Credits.

And at least 5 credits from:

- 10 115056: Manage health and safety of the production environment, Level 5, 6 Credits.
- 10 114736: Record business financial transactions, Level 4, 5 Credits.
- 10 242873: Advise stakeholders on the roles and functions of the institutions participating in skills development, Level 5, 8 Credits,
- 10 243978: Operate jibs in studios, Level 5, 9 Credits.

For Location Scouting and Assisting Location Management:

At least 10 credits from:

- 10 119903: Analyse and synthesise spatial information from maps and other forms of spatial information, Level 4, 4 Credits.
- 10 115591: Explain and apply environmental legal principles, rights, duties and responsibilities to a specific work context, Level 4, 6 Credits.

At least 10 credits from:

- 10115499: Gather, record and interpret business related information, Level 4, 4 Credits.
- 1013486: Research an event, Level 5, 4 Credits.
- 10 115056: Manage health and safety of the production environment, Level 5, 6 Credits.
- 10 242873: Advise stakeholders on the roles and functions of the institutions participating in skills development, Level 5, 8 Credits.
- 10 114736: Record business financial transactions, Level 4, 5 Credits.

For Production:

At least 18 credits from:

- 10 243961: Prepare for film and television productions, Level 5, 8 Credits.
- 10 243963: Schedule and monitor film and television production resources, Level 5, 10 Credits.

And at least 10 credits from:

- 10243972: Production manage actuality programmes, Level 5, 12 Credits.
- 10 115499: Gather, record and interpret business related information, Level 4, 4 Credits.
- 10 15231: Create and use a range of resources to effectively manage teams, sections, departments or divisions, Level 5, 4 Credits.
- 10114518: Co-ordinate the use of equipment, material and tools, Level 5, 15 Credits.
- 10 115056: Manage health and safety of the production environment, Level 5, 6 Credits.



- 10242873: Advise stakeholders on the roles and functions of the institutions participating in skills development, LevelS, 8 Credits.
- 10 114736: Record business financial transactions, Level 4, 5 Credits.

For Production Accounting:

At least 20 credits from:

- 10 116598: Compile debtor correspondence in accordance with legislation and standard procedures, Level 4, 6 Credits.
- ID 114741: Finalise and interpret accounts, Level 4, 4 Credits.
- 10 117156: Interpret basic financial statements, Level 4, 4 Credits.
- 1012983: Interpret statutes and provide basic information on South African legislation as it relates to the accounting function, LevelS, 10 Credits.
- ID 12989: Make and record payments, LevelS, 8 Credits.
- 1012998: Produce spreadsheets using accounting related information technology, LevelS, 8 Credits.
- ID 12996: Record, analyse and prepare cost information, Level 5, 10 Credits.
- 1012994: Supply costing information for management control, LevelS, 8 Credits.
- 10242873: Advise stakeholders on the roles and functions of the institutions participating in skills development, LevelS, 8 Credits.
- ID 114736: Record business financial transactions, Level 4, 5 Credits.

For Research:

At least 9 credits from:

- 10115499: Gather, record and interpret business related information, Level 4, 4 Credits.
- 10 115790: Write and present for a wide range of purposes, audiences and contexts, LevelS, 5 Credits.

At least 11 credits from:

- 10 115591: Explain and apply environmental legal principles, rights, duties and responsibilities to a specific work context, Level 4, 6 Credits.
- 10 242873: Advise stakeholders on the roles and functions of the institutions participating in skills development, LevelS, 8 Credits.
- 10 115789: Sustain oral interaction across a wide range of contexts and critically evaluate spoken texts, LevelS, 8 Credits.
- 10 114736: Record business financial transactions, Level 4, 5 Credits.

For Script Supervision:

At least 15 credits from:

- 10 243977: Administer continuity, Level 5, 15 Credits.

At least 5 credits from:

- 10 115789: Sustain oral interaction across a wide range of contexts and critically evaluate spoken texts, LevelS, 8 Credits.
- 10 13792: Apply editing aesthetics in film and television, LevelS, 6 Credits.
- 10 115790: Write and present for a wide range of purposes, audiences and contexts, LevelS, 5 Credits.
- 10 242873: Advise stakeholders on the roles and functions of the institutions participating in skills development, LevelS, 8 Credits.
- 10 114736: Record business financial transactions, Level 4, 5 Credits.

For Scriptwriting:

At least 15 credits from:

- ID 243971: Write scripts for an audio and/or visual medium, Level 5, 15 Credits.

At least 5 credits from:

- ID 115789: Sustain oral interaction across a wide range of contexts and critically evaluate spoken texts, Level 5, 5 Credits.
- ID 119176: Respond to a request for proposal, Level 5, 5 Credits.
- ID 117539: Assess the quality of text, Level 5, 5 Credits.
- ID 115499: Gather, record and interpret business related information, Level 4, 4 Credits.
- ID 115790: Write and present for a wide range of purposes, audiences and contexts, Level 5, 5 Credits.
- ID 242873: Advise stakeholders on the roles and functions of the institutions participating in skills development, Level 5, 8 Credits.

For Entrepreneurship:

At least 20 credits from:

- ID 114600: Apply innovative thinking to the development of a small business, Level 4, 4 Credits.
- ID 114742: Calculate tax payable by a small business, Level 4, 6 Credits.
- ID 242813: Explain the contribution made by own area of responsibility to the overall organisational strategy, Level 4, 5 Credits.
- ID 114595: Demonstrate an understanding of the function of the market mechanisms in a new venture, Level 4, 5 Credits.
- ID 114587: Determine and manage the human resource needs of a new venture, Level 4, 4 Credits.
- ID 117241: Develop a business plan for a small business, Level 4, 5 Credits.
- ID 114583: Develop, implement and evaluate a marketing strategy for a new venture, Level 4, 8 Credits.
- ID 114588: Develop, implement and monitor a quality policy for a new venture, Level 4, 4 Credits.
- ID 11907: Draft an employment contract, Level 5, 3 Credits.
- ID 114584: Finance a new venture, Level 4, 5 Credits.
- ID 117500: Manage finance in a small business, Level 4, 8 Credits.
- ID 114590: Mobilise resources for a new venture, Level 4, 4 Credits.
- ID 114607: Negotiate in a new venture, Level 4, 4 Credits.
- ID 114738: Perform financial planning and control functions for a small business, Level 4, 6 Credits.
- ID 114592: Produce business plans for a new venture, Level 4, 8 Credits.
- ID 114596: Research the viability of new venture ideas/opportunities, Level 4, 5 Credits.
- ID 115789: Sustain oral interaction across a wide range of contexts and critically evaluate spoken texts, Level 5, 5 Credits.
- ID 114593: Tender to secure business for a new venture, Level 4, 5 Credits.
- ID 119176: Respond to a request for proposal, Level 5, 5 Credits.
- ID 242873: Advise stakeholders on the roles and functions of the institutions participating in skills development, Level 5, 8 Credits.
- ID 114736: Record business financial transactions, Level 4, 5 Credits.

At least 20 credits from:

- ID 243972: Production manage actuality programmes, Level 5, 12 Credits.

- ID 110360: Interview for a variety of journalistic purposes, Level 5, 8 Credits.
- ID 243966: Film multiple actions and characters, Level 5, 8 Credits.
- ID 243967: Direct single camera productions, Level 5, 15 Credits.
- ID 243968: Create audio and/or visual content outputs, Level 5, 5 Credits.
- ID 243973: Edit picture and sound to specification, Level 5, 15 Credits.
- ID 117546: Collect information for journalistic use, Level 5, 6 Credits.
- ID 110360: Interview for a variety of journalistic purposes, Level 5, 8 Credits.
- ID 117545: Present journalistic story ideas, Level 5, 5 Credits.
- ID 110357: Report for a variety of journalistic purposes, Level 5, 12 Credits.

For Sound Recording, Mixing and Operations in Studio:

At least 20 credits from:

- ID 114525: Mix sound in a monitored environment, Level 5, 12 Credits.
- ID 114523: Record sound in a monitored environment, Level 5, 12 Credits.
- ID 13800: Capture quality sound with a boom microphone, Level 5, 5 Credits.
- ID 12502: Provide amplified sound, Level 5, 10 Credits.
- ID 12501: Provide amplified sound for performers, Level 5, 6 Credits.
- ID 243968: Create audio and/or visual content outputs, Level 5, 5 Credits.
- ID 114736: Record business financial transactions, Level 4, 5 Credits.

For Transport Captaining:

At least 12 credits from:

- ID 123253: Operate a rigid vehicle, Level 4, 15 Credits.
- ID 113835: Manage logistics operations, Level 4, 12 Credits.
- ID 113837: Oversee the routing and scheduling function, Level 4, 16 Credits.
- ID 114518: Co-ordinate the use of equipment, material and tools, Level 5, 15 Credits.

At least 8 credits from:

- ID 119903: Analyse and synthesise spatial information from maps and other forms of spatial information, Level 4, 4 Credits.
- ID 115499: Gather, record and interpret business related information, Level 4, 4 Credits.
- ID 10026: Identify expertise and resources, Level 4, 3 Credits.
- ID 115056: Manage health and safety of the production environment, Level 5, 6 Credits.
- ID 113846: Schedule vehicle maintenance, Level 4, 8 Credits.
- ID 242873: Advise stakeholders on the roles and functions of the institutions participating in skills development, Level 5, 8 Credits.
- ID 114736: Record business financial transactions, Level 4, 5 Credits.

For Unit Assisting:

At least 15 credits from:

- ID 114518: Co-ordinate the use of equipment, material and tools, Level 5, 15 Credits.

At least 5 credits from:

- ID 119903: Analyse and synthesise spatial information from maps and other forms of spatial information, Level 4, 4 Credits.
- ID 114594: Apply the principles of costing and pricing to a business venture, Level 4, 6 Credits.

.10115591: Explain and apply environmental legal principles, rights, duties and responsibilities to a specific work context, Level 4, 6 Credits.

- 10 115499: Gather, record and interpret business related information, Level 4, 4 Credits.
- 10 10026: Identify expertise and resources, Level 4, 3 Credits.
- 10 115056: Manage health and safety of the production environment, LevelS, 6 Credits.
- 10 113835: Manage logistics operations, Level 4, 12 Credits.
- 10123253: Operate a rigid vehicle, Level 4, 15 Credits.
- 10242873: Advise stakeholders on the roles and functions of the institutions participating in skills development, LevelS, 8 Credits.
- 10 114736: Record business financial transactions, Level 4, 5 Credits.

For Video Camera Operation:

At least 8 credits from:

- 10243966: Film multiple actions and characters, LevelS, 8 Credits.

At least 12 credits from:

- .1012495: Obtain, check and maintain film equipment for a film shoot, LevelS, 6 Credits.
- 10114518: Co-ordinate the use of equipment, material and tools, LevelS, 15 Credits.

For Vision Controlling:

At least 8 credits from:

- 10243976: Vision control television productions, LevelS, 8 Credits.

At least 12 credits from:

- .10114518: Co-ordinate the use of equipment, material and tools, LevelS, 15 Credits.
- 10243968: Create audio and/or visual content outputs, LevelS,S Credits.
- 10 242873: Advise stakeholders on the roles and functions of the institutions participating in skills development, LevelS, 8 Credits.
- 10 114736: Record business financial transactions, Level 4, 5 Credits.

For Vision Mixing:

At least 5 credits from:

- .1012602: Vision mix a television production, LevelS,S Credits.

At least 15 credits from:

- 10243974: Record audio and video in a broadcast environment, Level 5, 6 Credits.
- 10243968: Create audio and/or visual content outputs, LevelS,S Credits.
- 1013792: Apply editing aesthetics in film and television, LevelS, 6 Credits.
- 10114518: Co-ordinate the use of equipment, material and tools, LevelS, 15 Credits.
- 10242873: Advise stakeholders on the roles and functions of the institutions participating in skills development, LevelS, 8 Credits.
- 10 114736: Record business financial transactions, Level 4, 5 Credits.

#### *EXIT LEVEL OUTCOMES*

1. Organise and manage information about film or television production activities according to specified requirements.

2. Determine film or television resource requirements for specific production processes.
  - o Range: Resources include human resources, equipment, materials, tools systems, etc.
3. Plan film or television production activities to meet given requirements.
  - o Range: Requirements include scope, budget, time, resources, and quality.
4. Assess film or television production processes against given quality requirements.
  - o Range: All phases of productions are included.
5. Implement film or television production processes as directed within an area of specialisation.
6. Control film or television operations according to specified business principles.
  - o Range: Operations for a small organisation or a unit/department within a larger organisation are included.

#### **ASSOCIATED ASSESSMENT CRITERIA**

1.
  - Records are kept according to specified procedures.
  - o Range: Procedures relate to what, where, when and how information is recorded.
  - Information is checked for accuracy.
  - Production information is accessed and communicated to all relevant persons, clearly and timely.
2.
  - Resources are identified and selected appropriate to specific context requirements.
  - Resource selection is done according to client and audience requirements.
  - Resource selection is done within budget, within given timeframes, according to specification (brief/script), and specified procedures, meeting given quality criteria.
  - Interpretation of scripts/briefs is checked and justified in terms of practical and creative decisions.
3.
  - Planning is done according to script/brief requirements.
  - Planning and scheduling are organised to meet implementation requirements.
  - Contingencies are developed for the plans.
4.
  - Responsibilities and accountability for quality of production processes are identified for specific contexts.
  - Assessment of the quality of production procedures and processes against specified requirements is accurate in terms of production protocols.
  - Environmental and legal requirements for specific productions are determined and adhered to.
5.
  - Production processes are implemented within budget, according to specification (direction), according to specified procedures, meets given quality criteria and deadlines.
  - Operational decisions and proposed solutions are justified in terms of given specifications and direction.
  - Creative decisions are justified in terms of specific contexts and production brief requirements.
6.
  - Implications of operations for business performance are identified for specific contexts.

- Operations are handled according to specified financial and contractual requirements.
- Work allocation and time management are prepared according to organisation requirements.

#### Integrated Assessment:

The assessment criteria in the unit standards are performance-based, assessing applied competence, rather than only underpinning knowledge, or only skills. The critical cross-field outcomes are also achieved in the unit standards. In addition to the competence assessed to achieve the unit standards, learners must demonstrate that they can achieve the outcomes in an integrated manner, dealing effectively with different and random demands related to occupational and learning contexts, to qualify, and assessment approaches used should be appropriate for assessing applied competence. Integrated assessment is meaningful if there are clear relationships between the purpose statement, exit level outcomes and integrated assessment of this qualification.

Learners who qualify must be able to integrate concepts, ideas and behaviours across unit standards to achieve the purpose of the qualification. Evidence (as specified in the associated assessment criteria) is required that the learner is able to achieve the exit level outcomes of the qualification as a whole and in an integrated way, and thus its purpose, at the time of the award of the qualification.

Evidence of integration may be presented by learners when being assessed against the unit standards, and separate assessment for integration may not be necessary. Workplace experience can be recognised when assessing towards this qualification. Integrated assessment should include observable performance as well as the quality of thinking behind such performance. Formative assessment can be employed during learning towards the unit standards and during integration to achieve exit level outcomes, to ensure that integration takes place when summative assessment is employed.

#### **INTERNATIONAL COMPARABILITY**

Countries that are the most active in the film and television industry are India, Australia, New Zealand, France, Germany, Canada, Switzerland, the United Kingdom (UK), Russia and the United States of America (USA). USA and UK programmes separate film from television, and combine television and radio in other programmes. The South African market cannot sustain this separation at the present time, thus this qualification allows for both television and film specialisations, with radio as a separate qualification. In most countries, undergraduate programmes are the entry level.

The countries that have formal industry and support associations include: Argentina, Australia, Austria, Belgium, Brazil, Bulgaria, Burkina Faso, Canada, Chile, China, Croatia, Cuba, Czech Republic, Denmark, Estonia, Egypt, Finland, France, Georgia, Germany, Ghana, Greece, Hungary, Iceland, India, Indonesia, Ireland, Israel, Italy, Jamaica, Japan, Kazakhstan, Kenya, Korea, Lebanon, Lithuania, Luxemburg, Malaysia, Malta, Maroc, Mexico, Netherlands, New Zealand, Nigeria, Norway, Philippines, Poland, Portugal, Romania, Russia, Scotland, Serbia - Montenegro, Singapore, Slovak Republic, Slovenia, South Africa, Spain, Sri Lanka, Sweden, Switzerland, Spain, Taiwan, Thailand, Tunisia, The Netherlands, Ukraine, UK, Uruguay, USA, Venezuela, Vietnam, and Zimbabwe.

For purposes of international comparison, education and training in film and television production in India, Australia, New Zealand, France, Germany, Canada, Switzerland, the UK, Russia and the USA were selected as they are the leading industries internationally. However, information could only be obtained for India, Australia, New Zealand, the UK, and the USA. In addition, Argentina, Brazil and African countries were also selected, as they are considered economic or social equivalents.

In Brazil entry level programmes are offered over one year. The programmes include learning how to write, direct, shoot and edit own films, and to work in crew positions in films. Very similar to this South African qualification, the aim of the qualification is for learners to find their way into

a career as screenwriters, directors, cinematographers, editors or documentary filmmakers, and then choosing a main area from the following: directing, cinematography, post-production, screenwriting or documentary. The most notable difference between this South African and the Brazilian qualification is that the South African qualification does not include documentaries as a separate set of competence and that the Brazilian programmes include acting.

The entry-level qualification in Kenya is a three year qualification in film and television production, and, therefore, is not the equivalent of this South African qualification. In Ghana learners can attain a Higher Diploma (e.g. National Film and Television Institute), Diploma or Certificate. A one-year Certificate offered by the Academy of Screen Arts includes screenwriting, directing, public speaking/interviewing, acting, 2D animation, film history, film appreciation and analysis, set design, and cinematography. This does not compare with the South Africa qualification, except for being similar to the entrepreneurship elective stream.

Other African countries that offer film, television and video production undergraduate, graduate and post graduate programmes include Liberia (BA), Nigeria (Diploma, Higher Diploma, Postgraduate Diploma, BA, MA, Ph.D.), Tanzania (Diploma), Uganda (Diploma), Zambia (Diploma, Certificate, BA) and Zimbabwe (Diploma). In Zimbabwe, UNESCO was sponsoring a film and video training project that ran between 4 and 8 weeks, which was also an NQF Level 5 course, but no information regarding the course was available.

India is said to be the largest film producing country in the world, with around eight hundred films in various languages being made in the country every year. Close to sixty satellite television channels are currently operating in the country. Learning programmes include from 3 month to more than 3 year programmes. The programmes in India also combine film and television competence. Four three month programmes are recognised. There are major differences between the South African qualification and the programmes offered in India. Radio, music, still photography, designing sets, and acting and presenting are included in programmes in India, but are not part of this qualification as the areas of competence are awarded separate qualifications. The learning time is also much shorter than this South African qualification.

In the USA, television and radio production programmes are combined, and film learning programmes are separate. Most programmes are at undergraduate and graduate level, and one year programmes (usually not accredited) are offered by some providers, focusing more on skills than knowledge components. The one-year programmes usually include entry level competence for 16mm, 35mm and digital filmmaking, acting, cinema studies, screenwriting, film production, casting, producing, sync-sound recording, cinematography, editing and sound design, pre-production, and post-production. The main difference with this qualification is that the South African qualification does not include acting.

Various qualifications used to be listed on the UK framework for each of the elective components in the South African qualification. For example, learners could attain a qualification in camera operations. There were three qualifications for Film, television and video production, at the equivalent of South African NQF Levels 3, 4 and 5. The UK Level 4 qualification (South African NQF Level 5 equivalent) was very similar to this South African qualification core component and all aspects of the elective component. However, no further information is currently available.

New Zealand has only one relevant qualification on the framework, at a level below this South African qualification. However, New Zealand Film and Television School and South Seas Film and Television School offer programmes at the equivalent level of and of equivalent duration compared to the South African. The New Zealand Film and Television School programmes compare as follows with this South African qualification:

New Zealand Film and Television School - South Africa:

- Understand different film and television genres, write critical analyses, identify key developments, events and people, and the major political and industrial bodies in the NZ industry - Partially embedded.
- Understand the function and operation of a film production office and a television station, on-set procedures, and the production process from pre- to post-production - NQF Level 4.
- Understand film camera operation, camera maintenance, filters, lenses, aperture, depth of field calculation, composition and framing, film stocks and sensitometry, light meters, exposure, and the camera crew, the video camera, camera maintenance, and video formats - NQF Level 4 Elective.
- Understand the characteristics and logic of lighting design and apply a variety of lighting styles, identify equipment and accessories and describe their function, measure light and its application in relation to the lens, the film or video stock - Elective.
- Understand the processes required to write a synopsis for a screen-play, write a treatment, and further write and develop the script to a draft stage, and to accurately write scripts for different formats - Elective.
- Understand the function of sound recording equipment and microphones, the operation of sound recording machines, the operation of a boom pole and microphone, the basic principles of acoustics, and the processes involved in accurately synchronising sound and picture on film - NQF Level 4 Elective.
- Understand the roles and responsibilities of the director during pre-production, production and post-production, the processes involved in breaking down a script into scenes and compiling a shot list, and accurately time a scene in a script to identify the 'on-screen' time that each scene represents - NQF Level 4 Elective.
- Understand the business processes involved in the financing and production of a film, demonstrate an understanding of the process of positioning a film in the market, demonstrate the ability to write an appropriate proposal for funding, understand the nature and requirements of self-employment in a largely freelance industry - Elective.
- Understanding the roles and responsibilities of members of the film production office staff and the procedures carried out in the production office, understand and identify the roles and responsibilities of the location manager, the assistant directors and the script supervisor - NQF Level 4.
- Understand the roles and responsibilities of the designer and the art department crew, and the processes involved in breaking down a script into art department requirements, understand the principles of applying basic make-up for film and television, prepare design plans for a production - NQF Level 4 Elective.
- Assembling film or video shots as they relate to a script, rough cut the assembled shots and complete a fine cut, compile a film or video master sound track, plot the sound track compilation and mix on a film dubbing chart, understand the processes that film goes through in the laboratory from rushes processing to final print, and the processes involved in video post-production through to final product - Elective.
- Understand the processes involved in the different systems of animation - Not included.

The New Zealand programme is more knowledge-based, and do not address all the areas of competence in the South African qualification as it does not include the practical application of skills in all cases.



This South African qualification differs from other countries' qualifications in structure, with more complex competence required in one area of specialisation for the elective component in the South African qualification. The South African qualification does not include acting competence, as this is handled in a separate qualification.

### **ARTICULATION OPTIONS**

The qualification articulates horizontally with:

- 1048671: National Certificate: Music Industry: Sound Technology, NQF Level 5.
- 1049692: National Diploma: Human Resources Management and Practices, NQF Level 5.
- 1020613: National Diploma: Event Co-ordination, NQF Level 5.
- 10 14590: National Diploma: Freight Handling Logistics, NQF Level 5.
- 10 58395: National Certificate: Project Management, NQF Level 5.
- 10 58309: National Diplomas: Project Management, NQF Level 5.
- National Certificate: Business Management, NQF Level 5.
- National Diploma: Business Management, NQF Level 5.

Vertical articulation is possible with first degrees and Diplomas in Human Resources Management; NQF Level 6, Business Management; NQF Level 6, Project Management; NQF Level 6.

### **MODERATION OPTIONS**

Moderation of assessment and accreditation of providers shall be at the discretion of a relevant ETQA as long as it complies with the SAQA requirements. The ETQA is responsible for moderation of learner achievements of learners who meet the requirements of this qualification. Particular moderation and accreditation requirements are:

- Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA. Providers offering learning towards achievement of any of the unit standards that make up this qualification must also be accredited through the relevant ETQA accredited by SAQA.
- The ETQA will oversee assessment and moderation of assessment according to their policies and guidelines for assessment and moderation, or in terms of agreements reached around assessment and moderation between the relevant ETQA and other ETQAs and in terms of the moderation guideline detailed here.
- Moderation must include both internal and external moderation of assessments for the qualification, unless the relevant ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described in Unit Standards as well as the integrated competence described in the qualification.
- Internal moderation of assessment must take place at the point of assessment with external moderation provided by a relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.
- Anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

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

Assessment of learner achievements takes place at providers accredited by the relevant ETQA (RSA, 1998b) for the provision of programmes that result in the outcomes specified for this qualification. Anyone assessing a learner or moderating the assessment of a learner against this qualification must be registered as an assessor with the ETQA. Assessors registered with the relevant ETQA must carry out the assessment of learners for the qualification and any of the Unit Standards that make up this qualification.

To register as an assessor, the following are required:

- Relevant qualification/s, practical training completed, and/or experience gained in the relevant field at a NQF level above the level of this qualification.
- Registration as an assessor with the relevant ETQA.

Assessors should keep the following general principles in mind when designing and conducting assessments:

- Focus the initial assessment activities on gathering evidence in terms of the main outcomes expressed in the titles of the Unit Standards to ensure assessment is integrated rather than fragmented. The learner must be declared competent in terms of the qualification purpose and exit level outcomes.
- Where assessment across Unit Standard titles or at Unit Standard title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
- Make sure evidence is gathered across the entire range, wherever it applies.

In particular, assessors should assess that the learner demonstrates an ability to consider a range of options by:

- Measuring the quality of the observed practical performance as well as the theory and underpinning knowledge.
- Using methods that are varied to allow the learner to display thinking and decision making in the demonstration of practical performance.
- Maintaining a balance between practical performance and theoretical assessment methods to ensure each is measured in accordance with the level of the qualification.
- Taking into account that the relationship between practical and theoretical components is not fixed, but varies according to the type and level of qualification.

All assessments should be conducted in line with the following well-documented principles:

- **Appropriate:** The method of assessment is suited to the performance being assessed.
- **Fair:** The method of assessment does not present any barriers to achievements, which are not related to the evidence.
- **Manage:** The methods used make for easily arranged cost-effective assessments that do not unduly interfere with learning.
- **Integrate into work or learning:** Evidence collection is integrated into the work or learning process where this is appropriate and feasible.
- **Valid:** The assessment focuses on the requirements laid down in the standards; i.e. the assessment is fit for purpose.
- **Direct:** The activities in the assessment mirror the conditions of actual performance as close as possible.
- **Authentic:** The assessor is satisfied that the work being assessed is attributable to the learner being assessed.
- **Sufficient:** The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.
- **Systematic:** Planning and recording is sufficiently rigorous to ensure that assessment is fair.
- **Open:** Learners can contribute to the planning and accumulation of evidence. Learners for assessment understand the assessment process and the criteria that apply.
- **Consistent:** The same assessor would make the same judgement again in similar circumstances. The judgement made is similar than the judgement that would be made by other assessors.

## NOTES

N/A

**UNIT STANDARDS**

	<b>10</b>	<b>UNIT STANDARD TITLE</b>	<b>LEVEL</b>	<b>CREDITS</b>
Core	243979	Interpret film or television production specifications	Level 5	8
Core	243962	Explain aesthetic and technical elements of productions	Level 5	8
Core	119510	Apply fundamental concepts, theories and related values of a selected subject area	Level 5	15
Core	15237	Build teams to meet set goals and objectives	Level 5	3
Core	115823	Gather and manage information for decision-making	Level 5	5
Core	15226	Implement systems to meet the flow of information in a team, department or division	Level 5	3
Core	15230	Monitor team members and measure effectiveness of performance	Level 5	4
Core	120378	Support the project environment and activities to deliver project objectives	Level 5	14
Core	10147	Supervise a project team of a technical project to deliver project objectives	Level 5	14
Core	114226	Interpret and manage conflicts within the workplace	Level 5	8
Core	15233	Harness diversity and build on strengths of a diverse working environment	Level 5	3
Core	120380	Evaluate and improve the project team's performance	Level 5	7
Elective	243977	Administer continually	Level 5	15
Elective	114600	Apply innovative thinking to the development of a small business	Level 4	4
Elective	117539	Assess the Quality of written text	Level 5	5
Elective	13800	Capture quality sound with a boom microphone	Level 5	5
Elective	116598	Compile debtor correspondence in accordance with legislation and standard procedures	Level 4	6
Elective	114584	Finance a new venture	Level 4	5
Elective	114741	Finalise and interpret accounts	Level 4	4
Elective	12603	Final mix sound tracks for a production	Level 5	10
Elective	243966	Film multiple actions and characters	Level 5	8
Elective	115591	Explain and apply environmental legal principles, rights, duties and responsibilities to a specific work context	Level 4	6
Elective	243973	Edit picture and sound to specification	Level 5	15
Elective	11907	Draft an employment contract	Level 5	3
Elective	243967	Direct single camera productions	Level 5	15
Elective	114588	Develop, implement and monitor a quality policy for a new venture	Level 4	4
Elective	243970	Obtain and transfer sound	Level 5	8
Elective	242873	Advise stakeholders on the roles and functions of the institutions participating in skills development	Level 5	8
Elective	114607	Negotiate in a new venture	Level 4	4
Elective	243964	Monitor and control studio lighting	Level 5	8
Elective	114590	Mobilise resources for a new venture	Level 4	4
Elective	114525	Mix sound in a monitored environment	Level 5	12
Elective	113835	Manage logistics operations	Level 4	12
Elective	115056	Manage the health and safety of the production environment	Level 5	6
Elective	117500	Manage finance in a small business	Level 4	8
Elective	119176	Respond to a request for proposal	Level 5	5
Elective	114596	Research the viability of new venture ideas/opportunities	Level 4	5
Elective	13486	Research an event	Level 5	4
Elective	12996	Record, analyse and prepare cost information	Level 5	10
Elective	114523	Record sound in a monitored environment	Level 5	12
Elective	114736	Record business financial transactions	Level 4	5
Elective	243974	Record audio and video in a broadcast environment	Level 5	6
Elective	120386	Provide procurement administration support to a project	Level 4	7
Elective	243972	Production manage actuality programmes	Level 5	12
Elective	13802	Programme and operate lighting console	Level 5	4
Elective	13797	Prepare and operate on-line video editing equipment	Level 5	7
Elective	13796	Prepare and operate off-line video editing equipment	Level 5	7
Elective	12610	Plan for commissioning a television programme	Level 5	7
Elective	12613	Oversee the production of a commissioned television programme	Level 5	10
Elective	12495	Obtain, check and maintain film equipment for a film shoot	Level 5	6

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Elective	110360	Interview for a variety of journalistic purposes	Level 5	8
Elective	12611	Commission a television programme	Level 5	7
Elective	243971	Write scripts for an audio and/or visual medium	Level 5	15
Elective	12602	Vision mix a television production	Level 5	8
Elective	110357	Report for a variety of journalistic purposes	Level 5	12
Elective	12501	Provide amplified sound for performers	Level 5	6
Elective	12502	Provide amplified sound	Level 5	10
Elective	115790	Write and present for a wide range of purposes, audiences and contexts	Level 5	5
Elective	243976	Vision control television productions	Level 5	8
Elective	114593	Tender to secure business for a new venture	Level 4	5
Elective	115789	Sustain oral interaction across a wide range of contexts and critically evaluate spoken texts	Level 5	5
Elective	12994	Supply cost/no information for management control	Level 5	8
Elective	114511	Set-up and strike equipment, material and tools	Level 4	15
Elective	113846	Schedule vehicle maintenance	Level 4	8
Elective	243963	Schedule and monitor film and television production <b>resources</b>	Level 5	10
Elective	12998	Produce spreadsheets using accounting related information technology	Level 5	8
Elective	114592	Produce business plans for a new venture	Level 4	8
Elective	117545	Present journalistic story ideas	Level 5	5
Elective	243961	Prepare for film and television productions	Level 5	8
Elective	114738	Perform financial planning and control functions for a small business	Level 4	6
Elective	113837	Oversee the routine and scheduling function	Level 4	16
Elective	243978	Operate rigs in studios	Level 5	9
Elective	123253	Operate a rigid heavy vehicle	Level 4	15
Elective	12989	Make and record covers	Level 5	8
Elective	243965	Layout tracks for final mix	Level 5	8
Elective	12983	Interpret statutes and provide basic information on South African legislation as it relates to the accounting function	Level 5	10
Elective	117156	Interpret basic financial statements	Level 4	4
Elective	243969	Install camera supports	Level 5	15
Elective	10026	Identify expertise and resources	Level 4	3
Elective	115499	Gather, record and interpret business related information	Level 4	4
Elective	243975	Focus pull for a film shoot	Level 5	15
Elective	114583	Develop, implement and evaluate a marketing strategy for <b>a new venture</b>	Level 4	8
Elective	117241	Develop a business plan for a small business	Level 4	5
Elective	114587	Determine and manage the human resource needs of a new venture	Level 4	4
Elective	114595	Demonstrate an understanding of the function of the market mechanisms in a new venture	Level 4	5
Elective	242813	Explain the contribution made by own area of responsibility to the overall organisational strategy	Level 4	5
Elective	243968	Create audio and/or visual content outputs	Level 5	5
Elective	15231	Create and use a range of resources to effectively manage teams, sections, departments or divisions	Level 5	4
Elective	114518	Co-ordinate the use of equipment, material and tools	Level 5	15
Elective	117546	Collect information for journalistic use	Level 5	6
Elective	114742	Calculate tax payable by a small business	Level 4	6
Elective	114594	Apply the principles of costing and pricing to a business venture	Level 4	6
Elective	13792	Analyse editing aesthetics in film and television	Level 5	6
Elective	119903	Analyse and synthesise spatial information from maps and other forms of spatial information	Level 4	4
Fundamental	115792	Access, process, adapt and use data from a wide range of texts	Level 5	5
Fundamental	115791	Use language and communication strategies for vocational and occupational learning	Level 5	5



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Prepare for film and television productions*

SAQA USID	UNIT STANDARD TITLE		
243961	Prepare for film and television productions		
SGB			PROVIDER
SGB Audio-visual Media Production			
FIELD	SUBFIELD		
4 - Communication Studies and Language		Media Studies	
ABETBAND	UNIT STANDARD TYPE	NQFLEVEL	CREDITS
Undefined	Regular	Level 5	18

## SPECIFIC OUTCOME 1

Evaluate crew, cast, production team, venues/locations and set.

## SPECIFIC OUTCOME 2

Confirm shooting schedule.

## SPECIFIC OUTCOME 3

Facilitate marketing.

## SPECIFIC OUTCOME 4

Approve payment for pre-production,



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Explain aesthetic and technical elements of productions***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
243962	Explain aesthetic and technical elements of productions		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Audio-visual Media Production			
<b>FIELD</b>	<b>SUBFIELD</b>		
4 - Communication Studies and Language	Media Studies		
<b>ABETBAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQFLEVEL</b>	<b>CREDITS</b>
Undefined	I Realar	Level 5	18

**SPECIFIC OUTCOME 1**

Categorise technical and aesthetic elements of specific productions.

**SPECIFIC OUTCOME 2**

Describe the impact of technical and aesthetic elements in specific products.

**SPECIFIC OUTCOME 3**

Identify limitations and possibilities based on technical and aesthetic requirements.

**SPECIFIC OUTCOME 4**

Evaluate technical and aesthetic elements against direction requirements.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Schedule and monitor film and television production resources**

<b>SAQA USID</b>	<b>UNIT STANDARD TITLE</b>		
243963	I Schedule and monitor film and television production resources		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Audio-visual Media Production			
<b>FIELD</b>	<b>SUBFIELD</b>		
4 - Communication Studies and Language	Media Studies		
<b>ABETBAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	I Regular	Level 5	I 10

**SPECIFIC OUTCOME 1**

Plan schedules that adhere to production plans.

**SPECIFIC OUTCOME 2**

Select resources required for shoots.

**SPECIFIC OUTCOME 3**

Communicate schedules to all relevant persons.

**SPECIFIC OUTCOME 4**

Coordinate resources through relevant production processes.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Monitor and control studio lighting***

<b>SAQA USID</b>	<b>UNIT STANDARD TITLE</b>		
243964	I Monitor and control studio lighting		
<b>SGB</b>	<b>PROVIDER</b>		
8GB Audio-visual Media Production			
<b>FIELD</b>	<b>SUBFIELD</b>		
4 - Communication Studies and Language	Media Studies		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	I Regular	Level 5	18

**SPECIFIC OUTCOME 1**

Determine lighting requirements.

**SPECIFIC OUTCOME 2**

Monitor and control aesthetic and technical quality of pictures.

**SPECIFIC OUTCOME 3**

Monitor action and movements of cameras and cast in relation to light positions.

**SPECIFIC OUTCOME 4**

Monitor and control usage of colour effects and correction filters.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Lay up tracks for final mix**

<b>SAQA USID</b>	<b>UNIT STANDARD TITLE</b>		
243965	Lay up tracks for final mix		
<b>5GB</b>	<b>PROVIDER</b>		
SGB Audio-visual Media Production			
<b>FIELD</b>	<b>SUBFIELD</b>		
4 - Communication Studies and Lanauaae	Media Studies		
<b>ABETBAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQFLEVEL</b>	<b>CREDITS</b>
Undefined	Reoular	Level 5	18

**SPECIFIC OUTCOME 1**

Assess audio requirements for sound tracks.

**SPECIFIC OUTCOME 2**

Replace dialogue to achieve required quality.

**SPECIFIC OUTCOME 3**

Create sound lays for specific productions.

**SPECIFIC OUTCOME 4**

Prepare audio tracks for final mix.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Film multiple actions and characters***

<b>SAQA USID</b>	<b>UNIT STANDARD TITLE</b>		
243966	Film multiple actions and characters		
<b>SGB</b>	<b>PROVIDER</b>		
8GB Audio-visual Media Production			
<b>FIELD</b>	<b>SUBFIELD</b>		
4 - Communication Studies and Language	Media Studies		
<b>ABETBAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQFLEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 5	18

**SPECIFIC OUTCOME 1**

Compose shots for filming.

**SPECIFIC OUTCOME 2**

Select camera components for shots.

**SPECIFIC OUTCOME 3**

Operate camera equipment on location or in studio.

**SPECIFIC OUTCOME 4**

Communicate regarding camera operations on location or in studio.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Direct single camera productions***

<b>SAQA USID</b>	<b>UNIT STANDARD TITLE</b>		
243967	Direct single camera productions		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Audio-visual Media Production			
<b>FIELD</b>	<b>SUBFIELD</b>		
4 - Communication Studies and Language	Media Studies		
<b>ABETBAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQFLEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 5	15

**SPECIFIC OUTCOME 1**

Analyse script requirements for productions.

**SPECIFIC OUTCOME 2**

Direct actors and key crew.

**SPECIFIC OUTCOME 3**

Direct technical aspects of productions.

**SPECIFIC OUTCOME 4**

Ensure adherence to post production requirements.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Create audio and/or visual content outputs**

<b>SAQA USID</b>	<b>UNIT STANDARD TITLE</b>		
243968	I Create audio and/or visual content outputs		
<b>5GB</b>	<b>PROVIDER</b>		
SGB Audio-visual Media Production			
<b>FIELD</b>	<b>SUBFIELD</b>		
4 - Communication Studies and Lanauaae	Media Studies		
<b>ABETBAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQFLEVEL</b>	<b>CREDITS</b>
Undefined	I ReQular	Level 5	15

**SPECIFIC OUTCOME 1**

Determine delivery and distribution requirements for audio and/or visual output.

**SPECIFIC OUTCOME 2**

Prepare audio and/or visual output for delivery according to specification.

**SPECIFIC OUTCOME 3**

Evaluate quality of audio and/or visual output against specific requirements.

**SPECIFIC OUTCOME 4**

Operate recording hardware according to specified requirements.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Install camera supports***

<b>SAQA USID</b>	<b>UNIT STANDARD TITLE</b>		
243969	I Install camera supports		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Audio-visual Media Production			
<b>FIELD</b>	<b>SUBFIELD</b>		
4 - Communication Studies and Language	Media Studies		
<b>ABETBAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQFLEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 5	15

**SPECIFIC OUTCOME 1**

Assess surface suitability for camera supports.

**SPECIFIC OUTCOME 2**

Select suitable camera support equipment.

**SPECIFIC OUTCOME 3**

Rig and de-rig camera support equipment.

**SPECIFIC OUTCOME 4**

Operate camera support equipment within scope of assigned responsibility.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Obtain and transfer sound*

<i>SAQA USID</i>	<i>UNIT STANDARD TITLE</i>		
243970	Obtain and transfer sound		
<i>SGB</i>			<i>PROVIDER</i>
SGB Audio-visual Media Production			
<i>FIELD</i>	<i>SUBFIELD</i>		
4 - Communication Studies and Language		Media Studies	
<i>ABETBAND</i>	<i>UNIT STANDARD TYPE</i>	<i>NQFLEVEL</i>	<i>CREDITS</i>
Undefined	Regular	Level 5	18

## SPECIFIC OUTCOME 1

Select sound from various sources for use in audio and audio-visual media.

## SPECIFIC OUTCOME 2

Record sound for audio and audio-visual media.

## SPECIFIC OUTCOME 3

Transfer sound for editing recordings.

## SPECIFIC OUTCOME 4

Select equipment and materials for sound recording and transfer.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:***Write scripts for an audio and/or visual medium*

<b>SAQA USID</b>	<b>UNIT STANDARD TITLE</b>		
243971	Write scripts for an audio and/or visual medium		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Audio-visual Media Production			
<b>FIELD</b>	<b>SUBFIELD</b>		
4 - Communication Studies and Language	Media Studies		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 5	115

**SPECIFIC OUTCOME 1**

Select specific script genres.

**SPECIFIC OUTCOME 2**

Assess audience requirements for scripts.

**SPECIFIC OUTCOME 3**

Shape scripts to achieve first drafts.

**SPECIFIC OUTCOME 4**

Finalise scripts for an audio- and/or visual medium.

**SPECIFIC OUTCOME 5**

Pitch stories to relevant role players.

**SPECIFIC OUTCOME 6**

Operate as a scriptwriter in the audio- and/or visual media industry.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Production manage actuality programmes***

<b>SAQA USID</b>	<b>UNIT STANDARD TITLE</b>		
243972	Production manaae actuality orocrammes		
<b>SGB</b>			<b>PROVIDER</b>
SGB Audio-visual Media Production			
<b>FIELD</b>	<b>SUBFIELD</b>		
4 - Communication Studies and Lanauaae		Media Studies	
<b>ABETBAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQFLEVEL</b>	<b>CREDITS</b>
Undefined	Reaular	Level 5	12

**SPECIFIC OUTCOME 1**

Analyse the treatment and script.

**SPECIFIC OUTCOME 2**

Produce a project plan.

**SPECIFIC OUTCOME 3**

Maintain financial controls.

**SPECIFIC OUTCOME 4**

Manage cast and crew.

**SPECIFIC OUTCOME 5**

Manage the wrap and report.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Edit picture and sound to specification*

SAQA US ID	UNIT STANDARD TITLE		
243973	, Edit picture and sound to specification		
<i>SGB</i>			<i>PROVIDER</i>
SGB Audio-visual Media Production			
<i>FIELD</i>			<i>SUBFIELD</i>
4 - Communication Studies and Language			Media Studies
<i>ABETBAND</i>	<i>UNIT STANDARD TYPE</i>	<i>NQFLEVEL</i>	<i>CREDITS</i>
Undefined	Regular	Level 5	15

## SPECIFIC OUTCOME 1

Assess editing requirements for specific productions.

## SPECIFIC OUTCOME 2

Agree editing outcomes, media and processes with relevant decision-makers.

## SPECIFIC OUTCOME 3

Assess materials against given production requirements.

## SPECIFIC OUTCOME 4

Produce first cuts based on agreed editing outcomes.

## SPECIFIC OUTCOME 5

Record editing process information for future reference and production processes.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Record audio and video in a broadcast environment**

<b>SAQA USID</b>	<b>UNIT STANDARD TITLE</b>		
243974	Record audio and video in a broadcast environment		
<b>SGB</b>			<b>PROVIDER</b>
SGB Audio-visual Media Production			
<b>FIELD</b>			<b>SUBFIELD</b>
4 - Communication Studies and Language		Media Studies	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 5	16

**SPECIFIC OUTCOME 1**

Prepare for recording and playback.

**SPECIFIC OUTCOME 2**

Line-up the levels of the equipment according to organisation's requirements.

**SPECIFIC OUTCOME 3**

Route signals to the prescribe destination.

**SPECIFIC OUTCOME 4**

Record video and audio materials.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Focus pull for a film shoot**

<b>SAQAUSID</b>	<b>UNIT STANDARD TITLE</b>		
243975	Focus pull for a film shoot		
<b>SGB</b>			<b>PROVIDER</b>
SGB Audio-visual Media Production			
<b>FIELD</b>	<b>SUBFIELD</b>		
4 - Communication Studies and Language	Media Studies		
<b>ABETBAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQFLEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 5	15

**SPECIFIC OUTCOME 1**

Set up equipment.

**SPECIFIC OUTCOME 2**

Calculate focus points.

**SPECIFIC OUTCOME 3**

Pull focus during a take.

**SPECIFIC OUTCOME 4**

Complete work operations.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Vision control television productions***

<b>SAQA USID</b>	<b>UNIT STANDARD TITLE</b>		
243976	Vision control television productions		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Audio-visual Media Production			
<b>FIELD</b>	<b>SUBFIELD</b>		
4 - Communication Studies and Language	Media Studies		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 5	18

**SPECIFIC OUTCOME 1**

Line up vision sources for production.

**SPECIFIC OUTCOME 2**

Determine camera output parameters for shots.

**SPECIFIC OUTCOME 3**

Monitor and control picture quality during recording and transmission.

**SPECIFIC OUTCOME 4**

Control camera output parameters during recording and transmission.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:***Administer continuity*

<b>SAQA USID</b>	<b>UNIT STANDARD TITLE</b>		
243977	Administer continuity		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Audio-visual Media Production			
<b>FIELD</b>	<b>SUBFIELD</b>		
4 - Communication Studies and Lanauaae	Media Studies		
<b>ABETBAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQFLEVEL</b>	<b>CREDITS</b>
Undefined	Reaular	Level 5	15

**SPECIFIC OUTCOME 1**

Mark up script for continuity.

**SPECIFIC OUTCOME 2**

Advise on continuity during shoots.

**SPECIFIC OUTCOME 3**

Write up shots.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Operate jibs in studios**

<b>SAQA USID</b>	<b>UNIT STANDARD TITLE</b>		
243978	I Operate iibs in studios		
<b>SGB</b>			<b>PROVIDER</b>
SGB Audio-visual Media Production			
<b>FIELD</b>			<b>SUBFIELD</b>
4 - Communication Studies and Languace			Media Studies
<b>ABETBAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQFLEVEL</b>	<b>CREDITS</b>
Undefined	1 Regular	Level 5	19

**SPECIFIC OUTCOME 1**

Select suitable jib equipment.

**SPECIFIC OUTCOME 2**

Setting up jibs for cameras.

**SPECIFIC OUTCOME 3**

Capture images by moving jibs.

**SPECIFIC OUTCOME 4**

Obtain director feedback regarding camera movement.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Interpret film or television production specifications***

<b>SAQA USID</b>	<b>UNIT STANDARD TITLE</b>		
243979	Interpret film or television production specifications		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Audio-visual Media Production			
<b>FIELD</b>	<b>SUBFIELD</b>		
4 - Communication Studies and Language	Media Studies		
<b>ABETBAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQFLEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 5	18

**SPECIFIC OUTCOME 1**

Identify requirements contained in production specifications.

**SPECIFIC OUTCOME 2**

Interpret production specifications for an area of responsibility.

**SPECIFIC OUTCOME 3**

Plan implementation to meet production specifications.

**SPECIFIC OUTCOME 4**

Recommend specification modifications where required.