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| <i>General Notice</i>  |             |                |
| 79 Adult Education and Training Act (52/2000): Draft Regulations on the Assessment Process and Procedures for Adult Education and Training (AET) NQF Level 1: Call for comments..... | 3           | 34988          |

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## GENERAL NOTICE

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### NOTICE 79 OF 2012

#### ADULT EDUCATION AND TRAINING ACT, 2000 (ACT NO. 52 OF 2000)

#### CALL FOR COMMENTS ON THE DRAFT REGULATIONS ON THE ASSESSMENT PROCESS AND PROCEDURES FOR ADULT EDUCATION AND TRAINING (AET) NQF LEVEL 1

I, Bonginkosi Emmanuel Nzimande, Minister of Higher Education and Training, hereby intend to make Regulations in terms of section 41(e) of the Adult Education and Training Act, 2000 (Act No. 52 of 2000).

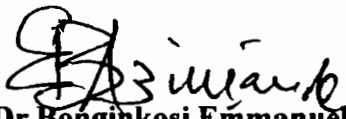
These Regulations aim to regulate the National Qualifications Framework level 1 assessment process by the respective Departments of Education at national and provincial level to qualifications and part qualifications for which the Department is assigned by the Act to be the assessment body and accredited assessment bodies in terms of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001).

All interested persons and organisations are invited to comment on the draft Regulations in writing, and to direct their comments to –

The Director-General, Private Bag X174, Pretoria, 0001, for attention: Mr D Diale, email [Diale.D@dhet.gov.za](mailto:Diale.D@dhet.gov.za).

Kindly provide the name, address, telephone number, fax number and email address of the person or organisation submitting the comments.

The comments should reach the Department within 30 calendar days after publication of this Notice.



**Dr Bonginkosi Emmanuel Nzimande, MP**  
**Minister of Higher Education and Training**  
Date: 31/10/11

**SCHEDULE****DRAFT REGULATIONS ON THE QUALIFICATION AND ASSESSMENT PROCESS AND PROCEDURES FOR ADULT EDUCATION AND TRAINING (AET) NQF LEVEL 1**

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***ACRONYMS***

|                |  |
|----------------|--|
| <b>AET</b>     | <b>Adult Education and Training</b>                                |
| <b>AET ACT</b> | <b>Adult Education and Training Act, 2000 (Act No. 52 of 2000)</b> |
| <b>GETC</b>    | <b>General Education and Training Certificate</b>                  |
| <b>NQF</b>     | <b>National Qualifications Framework</b>                           |
| <b>PED</b>     | <b>Provincial Education Department</b>                             |
| <b>SAQA</b>    | <b>South African Qualifications Authority</b>                      |
| <b>SBA</b>     | <b>Site-Based Assessment</b>                                       |
| <b>QCTO</b>    | <b>Quality Council for Trades and Occupations</b>                  |

## CHAPTER 1

### DEFINITIONS

In these regulations any word or expression to which a meaning is assigned in the Adult Education and Training Act, 2000 (Act No. 52 of 2000) has the same meaning and unless the context indicates otherwise:

**“Assessment body”** means a Department of Higher Education and Training or any other body accredited by the General and Further Education and Training Quality Assurance Council as a body responsible for conducting external assessment;

**“Assessment portfolio”** means the collection of the learner’s work that is used to compile his or her internal assessment mark;

**“Certification”** means obtaining the General Education and Training Certificate for Adults when the minimum promotion requirements have been met;

**“Continuous Assessment”** means a component of assessment which is ongoing that is used to determine a learner’s achievement during the course of a particular level, it integrates assessment into teaching and development of learners through ongoing feedback;

**“Examination”** means a component of the assessment process that refers to the culmination of the summative assessment process when learners are subjected to a final sitting at the end of the learning process;

**“External Assessment”** means any assessment designed, set and marked by the external assessment body which is separate to the organisation or institution which provides learning;

**“General Education and Training Certificate” (GETC)** means a certificate to be awarded on to learners on completion of AET level 4;

**“Internal Assessment”** means any assessment conducted by the adult learning centre, the outcomes of which count towards the achievement of the qualification;

**“Learning”** means the acquisition of knowledge, understanding, values, skill, competence or experience;

**“Moderation”** means the process which ensures that assessment of the outcomes described in the national Qualifications Framework standards or qualifications is fair, valid and reliable;

**“National Qualifications Framework (NQF)”** means a comprehensive system approved by the Minister for the classification, registration, publication and articulation of quality assured national qualifications;

**“NQF level 1”** refers to AET levels 1-4 as sub-levels determined by SAQA;

**“Part qualification”** means an assessed unit of learning that is registered as part of a qualification;

**“Qualification”** means the formal recognition of the achievement of the required number and range credits and such other requirements at specific levels of the National Qualifications Framework as may be determined by the relevant bodies registered for such purpose by the South African Qualifications Authority;

**“Summative assessment”** is a component of assessment that is used at the end of a particular learning period to determine a learner’s achievement;

**“The Act”** means the Adult Education and Training Act, 2000 (Act No. 52 of 2000); and

**“Umalusi”** means the Council for Quality Assurance in General and Further Education and Training established in terms of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001).

## CHAPTER 2

### INTRODUCING THE REGULATIONS ON THE ASSESSMENT PROCESS AND PROCEDURES FOR NQF 1 (ABET LEVELS 1-4)

#### 1. LEGISLATIVE FRAMEWORK

- (1) The Assessment Policy in the General Education and Training Band, Grade R-9 and ABET, published in Government Gazette No. 19640 of December 1998 was revoked in its entirety by the National Policy of Assessment and Qualifications for Schools in the General Education and Training Band, Government Gazette No. 29626 of 12 February 2007. The revoked assessment policy provided for policy and procedures in AET levels 1-4.
- (2) The current regulations on National Policy on the Conduct of Adult Education and Training (AET) Level 4 Examinations, Gazette 23590, 05 July 2002 provides only for conduct of examinations at AET level 4.
- (3) The Minister of Higher Education and Training must in terms of section 25B (1) of the Adult Education and Training Act, 2000 (Act No. 52 of 2000) determine national education policy for adult education and training at centres.
- (4) The Minister of Higher Education and Training must determine a national process and procedures for the assessment of learner achievement in accordance with section 18A (1) (a) (b) and (2) of the AET Act, 2000 (Act No. 52 of 2000).
- (5) The regulations set out in this determination must be given effect to by public and private centres offering assessment at AET levels 1-4, including the *GETC- AET: A qualification at Level 1 on the National Qualifications Framework (NQF)*.
- (6) These regulations must be read in conjunction with the following:



- a) National Policy on the Conduct of Adult Basic Education and Training (ABET) Level 4 Examinations published in Government Gazette No. 23590 of 05 July 2002.
  - b) The General Education and Training Certificate (GETC)-Adult Basic Education and Training (ABET) level 4, A Qualification at Level 1 on the National Qualifications Framework (NQF) published in Government Gazette No. 32793 of 11 December 2009.
  - c) The National Qualifications Framework Act, 2008 (Act 67 of 2008) that introduces the concept of qualifications and part qualifications.
- (7) This document is also supported by the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001) which clearly defines the functions of the Quality Council for General and Further Education and Training (Umalusi), read with the NQF Act.
- (8) The NQF Act provides for centres to offer qualifications and part qualifications (if Minister approves) registered on the sub-framework of the Quality Council for Trades and Occupations (QCTO).

## **2. PURPOSE**

The aim of these Regulations is to regulate the NQF level 1 assessment process by the departments of education at national or provincial level to qualifications and part qualifications for which the department is assigned by the Act to be the assessment body and accredited assessment bodies in terms of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001).

## **3. GENERAL REQUIREMENTS**

- (1) NQF level 1 will be offered to adults as prescribed in the Act who have not had any formal schooling or who may not have completed formal general education to the equivalence of NQF Level 1, which provides access to qualifications on NQF level 2 and further.
- (2) Learners registering to study at either public or private adult learning centres are to undergo placement assessment at the centres to determine at which level they must be placed.
- (3) These Regulations are applicable to learners who are registered for:
  - a) AET programmes with public centres; or
  - b) AET programmes with private centres registered with the provincial education departments as stipulated in section 27 of the Act and accredited by Umalusi.

## **4. MINIMUM OUTCOMES OR STANDARDS**

- (1) The minimum outcomes or standards for learner assessment and achievement in NQF level 1 (AET levels 1-4) are as contained in Annexure A.

- (2) The NQF level 1 (AET level 4) minimum standards and outcomes are as contained in qualification by the South African Qualifications Authority on the National Qualifications Framework.

### CHAPTER 3

## 5. ASSESSMENT

### 5.1 Assessment process

- (1) Assessment is a continuous planned process of identifying, gathering and interpreting information about performance of learners. It involves generating and collecting evidence of achievement, evaluating this evidence against the outcomes, recording the findings of this evaluation, and using this information to understand and thereby assist the learner's development and improve the process of learning and teaching.
- (2) Assessment must:
  - a) be authentic, continuous, multidimensional, varied and balanced;
  - b) take into consideration the diverse needs of learners and the context. Various assessment strategies should be used;
  - c) be used as an on-going integral part of the learning and teaching process, as a means to inform and evaluate teaching and learning;
  - d) be accurate, objective, valid, fair, manageable and time efficient;
  - e) take many forms, gather information from several contexts, and include a range of competencies and uses;
  - f) be free from bias and sensitive to gender, race, cultural background and abilities;
  - g) in the main be criterion-referenced; and
  - h) be transparent so that learners and teachers have a clear understanding of what the expectations are for any assessment task and what knowledge, skills, values and attitudes are being assessed.
- (3) Assessment must be both formal and informal.
- (4) Formal assessment provides educators with a systematic way of evaluating how well learners are progressing in a level and in a particular learning area. Formal assessment should be recorded. These formal assessment tasks may focus on integration of learning outcomes and assessment standards, but could, for enrichment or re-inforcement purposes, be focused on a particular learning outcome and its assessment standards.
- (5) Assessment of learning in NQF level 1 consists of two components of assessment, namely internal and external assessment.

### 5.2 Internal Assessment

- (1) Informal assessment is the monitoring of learners' progress. This is done through observations, discussions, and informal class room interactions. Informal must be used to provide feedback to learners and to improve teaching.

- (2) Subject to directives given by Umalusi (GENFETQA Act) these regulations provide the structure by which internal assessment will be done.
- (3) For AET levels 1-2, learners must be assessed internally through assessment tasks set, marked at district level and moderated at provincial level or by an accredited assessment body. Progression between ABET levels 1 and 3 must be dependent on completion of internal assessment tasks which must be captured and recorded. The tasks are to be achieved at 30%.
- (4) At AET level 3, learners must be assessed internally through continuous and summative assessment tasks set and marked at district level and moderated by the provincial education departments or accredited assessment bodies.
- (5) Progression from level 3 to 4 must be dependent on successful completion of a minimum of two (2) continuous assessment tasks and one (1) summative assessment task for each of the learning areas registered for. The tasks are to be achieved at 30%. The continuous assessment tasks should constitute 75% of the total assessment while 25% will be assessed through summative assessments. Summative assessments must be done through an examination set and marked at the provincial education department level or by an accredited assessment body.
- (6) At NQF level 1 (AET level 4) internal assessment must be carried out in the form of standardized Site Based Assessment tasks as set by the Department of Higher Education and Training and/or an accredited assessment body in terms of the GENFETQA Act. These tasks would be verified and moderated by Umalusi. Certification will be dependent on successful completion of all site-based assessment tasks as stated in the National Policy on the Conduct of Adult Basic Education and Training (ABET) Level 4 Examinations published in Gazette 23590 of 05 July 2002. Site Based Assessment would contribute 50% of the final promotion mark. It is therefore imperative that all SBA tasks should be adhered to.

### **5.3 External Assessment**

- (1) At the exit of the NQF 1 (AET level 4), summative assessment must be done through a national examination set by the Department of Higher Education and Training or an accredited examination body, marked at provincial level. Such national examinations will be moderated by Umalusi.
- (2) The national examination constitutes 50% of the final passing mark for the awarding of the GETC-AET.
- (3) The national examination at the exit of NQF 1 (AET level 4) is conducted twice in a year in May/June and October/November.

## **6. RECORDING AND REPORTING OF ASSESSMENT**

- (1) All assessment by the educator must be done as per learning area and be recorded. Recording of assessment should provide evidence of the learner's conceptual progression within a particular AET level and the state of readiness to progress to the

next level. Such a record is presented in a form of a report card issued by the centre manager as contained in Annexure B.

- (2) The evidence of the recording of the marks should be contained in the portfolios of the educator. Working mark sheets as contained in Annexure C or computerized mark sheets should be made available for both provincial and national verification and moderation, as well as external verification and moderation, where applicable.
- (3) Individual learner assessment records must be kept for each learning area. This would also constitute part of the learner records that should be kept by the centre manager.
- (4) For AET sub levels 1 and 2 learners, the assessment records should include the fundamental components consisting of numeracy and language literacy and communications. Recording of learner's progress should be kept on a working mark sheet by the centres. PEDs should develop mark schedules as contained in Annexure D for centres to ensure that learner performance and records are adequately managed. Centres, should provide report cards to learners at the end of the academic year.
- (5) For AET sub level 3, assessment records are to be kept for programmes provided by centres. Recording of learner's progress should be kept in a working mark sheet. Mark sheets should make provision for the capturing of both internal and external assessment marks. PEDs are to develop mark schedules for all registered centres to ensure that learner performance and records are adequately managed. Centres should provide report cards to learners at the end of the academic year.
- (6) In AET sub level 4, assessment records must be kept for programmes provided by centres in AET sub level 4 (Fundamental, Core and Elective components). The results of the Site Based Assessment tasks must be clearly recorded as they contribute to the final promotion mark. Recording of learner's progress must be kept in a standardized provincial education department or assessment body working mark sheet. The assessment bodies must develop mark schedules for all centres to ensure that learner performance and records are adequately managed.
- (7) Educator reporting to learners must be done as per the assessment plans to encourage their involvement and participation. Educators must provide feedback in the learner assessment portfolios.
- (8) Report cards developed by centres must be structured in a code and percentage format with a brief description or comment on the learner's performance per learning area registered.
- (9) Centres must avail their AET sub levels 1-3 annual assessment reports for quality assurance purposes.
- (10) Seven levels of competence have been described for each learning area to be offered for NQF 1. The various achievement levels and their corresponding percentage bands are as shown in **Table 1** below:

**TABLE 1: SCALE OF ACHIEVEMENT FOR AET**

| <b>RATING CODE</b> | <b>DESCRIPTION</b>      | <b>PERCENTAGE</b> |
|--------------------|-------------------------|-------------------|
| 7                  | Outstanding achievement | 80-100            |
| 6                  | Meritorious achievement | 70-79             |
| 5                  | Substantial achievement | 60-69             |
| 4                  | Adequate achievement    | 50-59             |
| 3                  | Moderate achievement    | 40-49             |
| 2                  | Elementary Achievement  | 30-39             |
| 1                  | Not Achieved            | 0-29              |

- (11) At NQF 1, an exit level certificate will be issued by Umalusi for successful candidates. Candidates who have not yet qualified for the full qualification will receive an official learning area statement by Umalusi. Such a statement is required for the recognition of results for subsequent combination.

## 7. MODERATION

- (1) Moderation at AET sub levels 1 – 3 must be conducted at provincial level to ensure that assessment is credible, fair, reliable and valid. All internal assessment marks must be subjected to provincial verification and moderation. Evidence of this moderation, in the form of moderation reports, should be included in the educator portfolios.
- (2) Moderation at AET sub level 4 must be conducted as per the prescripts of the National Policy on the Conduct of Adult Basic Education and Training (ABET) Level 4 Examinations published in Government Gazette No 23590 of 05 July 2002, as well as according to Umalusi directives and requirements. Moderation must be conducted at all levels which includes site, district, and provincial, national and or assessment body level, and externally by Umalusi. Internal and external assessment marks will be subjected to internal and external verification and moderation. Evidence of the various levels of moderation, in the form of moderation reports, should be included in the educator portfolios for DHET and Umalusi verification.

## CHAPTER 4

### 8. TYPE OF QUALIFICATION

- (1) The AET learning continuum covers AET sub levels 1, 2 3 and 4, with AET level 4 being equivalent to NQF level 1. AET sub levels 1-3 do not lead to the accumulation of credits for the GETC.
- (2) The GETC-ABET is a 120 credit qualification registered at level 1 on the NQF.
- (3) Learners who successfully complete AET level 4 will be awarded with the *GETC-ABET: A qualification at Level 1 on the NQF*.
- (4) Learners registered at public and independent schools, as contemplated in section 3 of the *South African Schools Act, 1996 (Act No. 84 of 1996)*, may not do learning areas listed in these regulations.

### 9. ENTRANCE REQUIREMENTS FOR GETC: AET

- (1) The minimum admission requirements for sitting to write the examination for the *GETC- ABET A qualification at Level 1 on the National Qualifications Framework (NQF)* are:
  - a) an official learning area statement at AET sub level 3 for the fundamental component; or
  - b) an AET sub level 3 report card; or
  - c) proof of level of achievement equivalent to AET sub level 3; or
  - d) a placement assessment administered by the centre.

## 10. DURATION OF THE GETC: ABET

- (1) Learners may register for the *GETC- ABET: A qualification at Level 1 on the NQF* at public centres or private centres at a specific time as determined by the relevant assessment bodies.
- (2) Learners who register for the *GETC- ABET: A qualification at Level 1 on the NQF* may enter for one or more learning areas at each examination sitting.
- (3) Learners opting for the *GETC- ABET: A qualification at Level 1 on the NQF* are expected to complete the qualification within the prescribed period of registration of the qualification as reflected in the SAQA registered GETC: ABET ID: 71751.

## 11. QUALIFICATION COMPLIANCE

- (1) The *GETC- ABET: A qualification at Level 1 on the NQF* must be issued to a candidate who has complied with the following requirements:
  - a) Completed the Site Based Assessment requirements per learning area; and
  - b) Fulfilled the requirements of an external examination in the fundamental, core and elective learning areas.
- (2) The following rules of combination apply to the qualification:
  - (a) A Fundamental component which is compulsory carries a minimum of 37 credits:
    - (i) The fundamental component consists of Language, Literacy and Communication (LLC) Unit Standards and a choice of either Mathematical Literacy or Mathematics and Mathematical Sciences Unit Standards. A learner must choose Mathematical Literacy or Mathematics and Mathematical Sciences and not a combination of both.
    - (ii) The Core component which is compulsory consists of Life Orientation and it carries 32 credits:
    - (iii) The Elective component consists of an Academic Learning Area and Vocational Specialisations from which learners may choose. The required credits for the elective component are 51 credits. A choice of a minimum of 2 or 3 Learning Areas is required.
      - a) **Academic**
        - Human and Social Sciences
        - Natural Sciences
        - Economic and Management Sciences
        - Arts and Culture
        - Technology
        - Additional Language
      - b) **Vocational**
        - Applied Agriculture and Agricultural Technology
        - Ancillary Health Care
        - Small, Medium and Micro Enterprises
        - Travel and Tourism
        - Information Communication Technology

Early Childhood Development  
Wholesale and Retail

- (3) The choice of Learning Areas must represent a planned combination of learning outcomes. The required minimum number of learning areas required to achieve the *GETC- ABET: A qualification at Level 1 on the NQF* consists of five learning areas which must add up to 120 credits.

## 12. PROMOTION AND CERTIFICATION REQUIREMENTS

Subject to the provisions of section 16(3) of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001); the *GETC- AET: A qualification at Level 1 on the NQF* must be issued by Umalusi to a candidate who has complied with the following promotion requirements:

- a. Offered a minimum of 5 learning areas that constitute 120 credits as per the rules of combination of the *GETC- ABET: A qualification at Level 1 on the NQF* and passed the fundamental, the core and the elective learning areas with 40%.

## 13. CONCESSIONS

- (1) Concessions related to disabilities of reading, basic spelling, writing and mathematical disorder may be granted in accordance with White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System, 2001.
- (2) All requests for concessions must be evaluated by the provincial internal structures responsible for learners with special education needs, as well as external professional registered expertise in the relevant fields of disability.

## CHAPTER 5

## 14. TRANSITIONAL ARRANGEMENTS

In consideration of learners who were already in the system and have credits from the expired GETC ID 24153, such credits may be recognized by Umalusi towards the award of the GETC as per Umalusi's Directives for Certification.

## 15. SHORT TITLE AND COMMENCEMENT

These regulations are called the *Regulations on the Qualification and Assessment Process and Procedures for Adult Education and Training NQF Level 1* and will come into effect on the date of promulgation in the Government Gazette.



**ANNEXURE A: MINIMUM OUTCOMES OR STANDARDS**

The outcomes and standards of AET levels 1-4 are as follows:

| <b>AET LEVEL</b>                | <b>COMPONENT</b>   | <b>LEARNING AREAS</b>   |
|---------------------------------|--|---|
| Level 1                         | Fundamental only   | Language, Literacy and Communications (LLC)<br><br>and<br>Numeracy  |
| Level 2                         | Fundamental  | Language, Literacy and Communications (LLC)<br><br>and<br>Numeracy<br><br><b>an option</b> of introducing intergrated studies or skills programme   |
| Level 3                         | Fundamental  | Language, Literacy and Communications (LLC)<br><br>and Numeracy<br><br>intergrated studies or skills programme  |
| Level 4<br>(GETC-AET,<br>NQF 1) | Fundamental,<br><br><br><br><br><br><br><br><br><br>Core | Language, Literacy and Communications (one language) 23 credits<br><br>Mathematical Literacy 16 credits <b>OR</b> Mathematics and Mathematical Sciences 14 credits<br><br>Learners may only offer Mathematical Literacy or Mathematical and Mathematical Sciences not both.<br><br>The core component offers only one Learning Area, Life Orientation with 32 credits. The core component is compulsory to learners registered for the GETC<br><br><b>Academic Learning Areas</b><br><br>Human and Social Sciences (23 credits)<br>Economic and Management Sciences (21 credits)<br>Arts and Culture (17 credits)<br>Natural Sciences (15 credits)<br>Technology (11 credits) |

|  |   |   |
|--|---|---|
|  | <p>Elective consists of an Academic Learning Area and Vocational Specializations from which learners may choose a minimum 2 or 3 learning areas to qualify for the Interim GETC-ABET.</p> <p>(A minimum of 51 credits must be obtained for a learner to be awarded the interim GETC-ABET)</p> | <p>Additional language (23 credits)</p> <hr/> <p><b>Vocational Specialization</b></p> <p>Applied Agriculture and Agricultural Technology (20 credits)<br/>Ancillary Health Care (45 credits)<br/>Small Medium Micro Enterprises (17 credits)<br/>Travel and Tourism (38 credits)<br/>Information Communication Technology (23 credits)<br/>Early Childhood Development (26 credits)<br/>Wholesale and Retail (27 credits)</p> |
|--|---|---|

**UNIT STANDARDS AET LEVELS 1-3:**

|                                  | SAQA<br>ID | UNIT STANDARD TITLE  | CREDITS |
|----------------------------------|------------|--|---------|
| <b>AET Level 1 Mathematics</b>   |            |  |         |
| FUNDAMENTALS                     | 119366     | Work with shape, space and measurement concepts  | 2       |
| FUNDAMENTALS                     | 119370     | Work with numbers; operations with numbers and relationships between numbers                     | 6       |
| FUNDAMENTALS                     | 119374     | Demonstrate an understanding of patterns, functions and algebra                                  | 2       |
| <b>AET Level 1 Communication</b> |            |  |         |
| FUNDAMENTALS                     | 119630     | Use speaking/signing and listening skills  | 6       |
| FUNDAMENTALS                     | 119633     | Use basic reading/receptive skills to respond to defined simple texts                            | 8       |
| FUNDAMENTALS                     | 119638     | Use basic writing/signing skills   | 6       |
| <b>AET Level 2 Mathematics</b>   |            |  |         |
| FUNDAMENTALS                     | 119365     | Demonstrate an understanding of patterns, functions and algebra                                  | 4       |
| FUNDAMENTALS                     | 119369     | Work with shape, space and measurement   | 3       |
| FUNDAMENTALS                     | 119372     | Demonstrate an understanding of data handling and probability                                    | 3       |
| FUNDAMENTALS                     | 119378     | Work with numbers; operations with numbers and relationships between numbers                     | 5       |
| <b>AET Level 2 Communication</b> |            |  |         |
| FUNDAMENTALS                     | 119629     | Use basic reading/viewing skills to respond to defined texts                                     | 8       |
| FUNDAMENTALS                     | 119634     | Write/sign simple defined texts  | 6       |
| FUNDAMENTALS                     | 119642     | Engage in speaking/signing and listening interactions  | 6       |
| <b>AET Level 3 Mathematics</b>   |            |  |         |
| FUNDAMENTALS                     | 119363     | Apply concepts of shape, space and measurement to make decisions relative to the world around us | 4       |
| FUNDAMENTALS                     | 119367     | Work with numbers; operations with numbers and relationships between numbers                     | 5       |
| FUNDAMENTALS                     | 119375     | Work with patterns, functions and algebra in different contexts                                  | 4       |
| FUNDAMENTALS                     | 119376     | Demonstrate an understanding and use of data handling and probability concepts                   | 4       |
| <b>AET Level 3 Communication</b> |            |  |         |
| FUNDAMENTALS                     | 119632     | Use reading/viewing skills to respond to defined texts   | 8       |
| FUNDAMENTALS                     | 119637     | Engage in a range of speaking/signing and listening interactions                                 | 6       |
| FUNDAMENTALS                     | 119639     | Write/sign defined texts   | 6       |

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### UNIT STANDARD ABET LEVEL 4

|             | SAQA ID       | UNIT STANDARD TITLE   | CREDITS |
|-------------|---------------|---|---------|
| Fundamental | <u>7464</u>   | Analyse cultural products and processes as representations of shape, space and time   | 2       |
| Fundamental | <u>7449</u>   | Critically analyse how mathematics is used in social, political and economic relations  | 2       |
| Fundamental | <u>119373</u> | Describe and represent objects in terms of shape, space and measurement   | 5       |
| Fundamental | <u>7452</u>   | Describe, represent and interpret mathematical models in different contexts   | 6       |
| Fundamental | <u>119635</u> | Engage in a range of speaking/signing and listening interactions for a variety of purposes  | 6       |
| Fundamental | <u>119364</u> | Evaluate and solve data handling and probability problems within given contexts   | 5       |
| Fundamental | <u>119631</u> | Explore and use a variety of strategies to learn  | 5       |
| Fundamental | <u>119640</u> | Read/view and respond to a range of text types  | 6       |
| Fundamental | <u>7450</u>   | Work with measurement in a variety of contexts  | 2       |
| Fundamental | <u>7448</u>   | Work with patterns in various contexts  | 4       |
| Fundamental | <u>119636</u> | Write/Sign for a variety of different purposes  | 6       |
| Core        | <u>14659</u>  | Demonstrate an understanding of factors that contribute towards healthy living  | 4       |
| Core        | <u>14569</u>  | Demonstrate an understanding of how to participate effectively in the workplace   | 3       |
| Core        | <u>14656</u>  | Demonstrate an understanding of sexuality and sexually transmitted infections including HIV/AIDS                                      | 5       |
| Core        | <u>14664</u>  | Demonstrate knowledge of diversity within different relationships in the South African society  | 3       |
| Core        | <u>14661</u>  | Demonstrate knowledge of self in order to understand one's identity and role within the immediate community and South African society | 3       |
| Core        | <u>113966</u> | Identify security, safety and environmental risks in the local environment  | 6       |
| Core        | <u>15092</u>  | Plan and manage personal finances   | 5       |

|          |               |   |   |
|----------|---------------|---|---|
| Core     | <u>15091</u>  | Plan to manage one's time   | 3 |
| Elective | <u>7508</u>   | Conduct an investigation in the natural science   | 4 |
| Elective | <u>7507</u>   | Demonstrate an understanding of the concept of science  | 2 |
| Elective | <u>7513</u>   | Assess the impact of scientific innovation on quality of life   | 2 |
| Elective | <u>7511</u>   | Analyse how scientific skills and knowledge contribute to sustainable use of resources                                      | 2 |
| Elective | <u>7509</u>   | Apply basic concepts and principles in the natural sciences   | 5 |
| Elective | <u>13354</u>  | Demonstrate an understanding of agriculture as a challenging and applied system   | 2 |
| Elective | <u>13355</u>  | Demonstrate an understanding of the physical and biological environment and its relationship to sustainable crop production | 4 |
| Elective | <u>13356</u>  | Assess the influence of the environment on sustainable livestock production   | 4 |
| Elective | <u>13357</u>  | Demonstrate an understanding of agricultural production management practices in relation to the socio-economic environment  | 3 |
| Elective | <u>13358</u>  | Implement and maintain the principles, systems, practices and technology applicable to an agricultural venture              | 7 |
| Elective | <u>13994</u>  | Identify and discuss different types of business and their legal implications   | 4 |
| Elective | <u>14001</u>  | Demonstrate an understanding of managerial expertise and administrative capabilities  | 4 |
| Elective | <u>13995</u>  | Demonstrate an understanding of contracts and their sources   | 2 |
| Elective | <u>13996</u>  | Identify, discuss, describe and compare major economic systems, with emphasis on the South African economy                  | 2 |
| Elective | <u>13998</u>  | Demonstrate an understanding of the principles of supply and demand, and the concept: production                            | 2 |
| Elective | <u>13999</u>  | Demonstrate an understanding of basic accounting practices  | 4 |
| Elective | <u>115480</u> | Demonstrate an understanding of diversity and change in a dynamic society   | 6 |
| Elective | <u>115477</u> | Demonstrate knowledge and understanding of the relationships between social justice, human rights and democracy             | 5 |
| Elective | <u>115471</u> | Explain the relationship between events, time and space and the effect on society   | 6 |
| Elective | <u>115483</u> | Explain the relationship between society, environment and development   | 6 |

|          |               |  |    |
|----------|---------------|--|----|
| Elective | <u>10006</u>  | Demonstrate an understanding of entrepreneurship and develop entrepreneurial qualities                     | 2  |
| Elective | <u>10009</u>  | Demonstrate the ability to start and run a business and adapt to a changing business environment           | 3  |
| Elective | <u>119563</u> | Engage in basic health promotion   | 8  |
| Elective | <u>119566</u> | Explain preventive measures to reduce the potential impact of disasters                                    | 5  |
| Elective | <u>119567</u> | Perform basic life support and first aid procedures  | 5  |
| Elective | <u>119564</u> | Assist the community to access services in accordance with their health related human rights               | 5  |
| Elective | <u>119559</u> | Demonstrate knowledge of the provision and implementation of primary health care                           | 10 |
| Elective | <u>259937</u> | Identify career opportunities in the wholesale and retail sector   | 8  |
| Elective | <u>259938</u> | Identify the importance of customer service in the wholesale and retail environment                        | 5  |
| Elective | <u>259939</u> | Describe wholesale and retail in South Africa  | 4  |
| Elective | <u>10007</u>  | Identify, analyze and select business opportunities  | 3  |
| Elective | <u>10008</u>  | Write and present a simple business plan   | 7  |
| Elective | <u>12541</u>  | Understand the nature of tourists in and to South Africa   | 4  |
| Elective | <u>11333</u>  | Understand the tourism industry  | 5  |
| Elective | <u>11334</u>  | Select a career path with knowledge of the role players in the tourism industry and their functions        | 5  |
| Elective | <u>11336</u>  | Interact appropriately with a range of tourists  | 4  |
| Elective | <u>11337</u>  | Apply knowledge of the relationship between tourism and the community                                      | 5  |
| Elective | <u>11335</u>  | Apply knowledge to identify and promote tourist destinations and attractions in South Africa               | 7  |
| Elective | <u>12539</u>  | Identify career opportunities in different sectors of the tourism industry                                 | 4  |
| Elective | <u>12543</u>  | Identify key features of tourism in South Africa   | 4  |
| Elective | <u>117943</u> | Install a Personal Computer (PC) peripheral device, in a GUI environment                                   | 2  |
| Elective | <u>117867</u> | Managing files in a Graphical User Interface (GUI) environment   | 3  |
| Elective | <u>116932</u> | Operate a personal computer system   | 3  |
| Elective | <u>116933</u> | Use a Graphical User Interface (GUI)-based presentation application to create and edit slide presentations | 3  |
| Elective | <u>116938</u> | Use a Graphical User Interface (GUI)-based word processor to create and edit documents                     | 4  |

|          |               |  |    |
|----------|---------------|--|----|
| Elective | <u>117902</u> | Use generic functions in a Graphical User Interface (GUI)-environment  | 4  |
| Elective | <u>9357</u>   | Develop and use keyboard skills to enter text  | 4  |
| Elective | <u>7525</u>   | Reflect on and engage critically with arts experience and works from diverse groups  | 3  |
| Elective | <u>7527</u>   | Understand the origins and functions of South African cultures through promoting indigenous Arts and Culture forms and practices | 3  |
| Elective | <u>7529</u>   | Display creative and innovative knowledge, skills and creative concepts through participation in arts and culture activities     | 4  |
| Elective | <u>7532</u>   | Use art skills and cultural expression to make an economic contribution to self and society                                      | 2  |
| Elective | <u>7533</u>   | Access creative arts and cultural processes to develop social and interactive skills to promote self-esteem and healing          | 2  |
| Elective | <u>7531</u>   | Investigate the influence of the mass media on indigenous practices  | 3  |
| Elective | <u>14666</u>  | Prepare oneself for employment   | 4  |
| Elective | <u>14096</u>  | Understand and apply technological knowledge and skills in Processes   | 2  |
| Elective | <u>14097</u>  | Know, select and use materials, tools and equipment safely for technological purposes  | 3  |
| Elective | <u>14095</u>  | Understand and apply technological knowledge and skills in structures  | 2  |
| Elective | <u>14092</u>  | Understand and apply technological knowledge and skills in systems and control   | 3  |
| Elective | <u>14098</u>  | Understand and use energy in technological product and systems   | 1  |
| Elective | <u>244261</u> | Maintain records and give reports about babies, toddlers and young children  | 3  |
| Elective | <u>244263</u> | Prepare an environment for babies, toddlers and young children   | 3  |
| Elective | <u>244255</u> | Care for babies, toddlers, young children  | 10 |
| Elective | <u>244258</u> | Demonstrate basic understanding of child development   | 5  |
| Elective | <u>244262</u> | Interact with babies, toddlers and young children  | 5  |

**Annexure B: Example of a report card**

| Province or Assessment body: _____<br>District / Region: _____<br>Name of Centre: _____<br>EMIS No: _____<br>Term: _____ Year: _____   | <div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p style="margin: 0;"><b>CENTRE STAMP</b></p> </div> |                           |             |            |                           |   |        |                         |   |       |                         |   |       |                         |   |       |                      |   |       |                      |   |       |                        |   |      |              |
|--|---|---------------------------|-------------|------------|---------------------------|---|--------|-------------------------|---|-------|-------------------------|---|-------|-------------------------|---|-------|----------------------|---|-------|----------------------|---|-------|------------------------|---|------|--------------|
| Name and surname of Learner: _____<br>ID/passport Number: _____<br>ABET Level: _____   |   |                           |             |            |                           |   |        |                         |   |       |                         |   |       |                         |   |       |                      |   |       |                      |   |       |                        |   |      |              |
| <b>Learning Area</b>   | <b>Code</b>   |                           |             |            |                           |   |        |                         |   |       |                         |   |       |                         |   |       |                      |   |       |                      |   |       |                        |   |      |              |
| LLC  |   |                           |             |            |                           |   |        |                         |   |       |                         |   |       |                         |   |       |                      |   |       |                      |   |       |                        |   |      |              |
| Maths Lit.   |   |                           |             |            |                           |   |        |                         |   |       |                         |   |       |                         |   |       |                      |   |       |                      |   |       |                        |   |      |              |
| Integrated studies/skills  |   |                           |             |            |                           |   |        |                         |   |       |                         |   |       |                         |   |       |                      |   |       |                      |   |       |                        |   |      |              |
| Comments:  |   |                           |             |            |                           |   |        |                         |   |       |                         |   |       |                         |   |       |                      |   |       |                      |   |       |                        |   |      |              |
| Signatures:  |   |                           |             |            |                           |   |        |                         |   |       |                         |   |       |                         |   |       |                      |   |       |                      |   |       |                        |   |      |              |
| Educator: _____ Date: _____  |   |                           |             |            |                           |   |        |                         |   |       |                         |   |       |                         |   |       |                      |   |       |                      |   |       |                        |   |      |              |
| Centre manager: _____ Date: _____  |   |                           |             |            |                           |   |        |                         |   |       |                         |   |       |                         |   |       |                      |   |       |                      |   |       |                        |   |      |              |
| <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">Rating Code</th> <th style="width: 20%;">Percentage</th> <th style="width: 65%;">Description of competence</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>80-100</td> <td>Outstanding achievement</td> </tr> <tr> <td>6</td> <td>70-79</td> <td>Meritorious achievement</td> </tr> <tr> <td>5</td> <td>60-69</td> <td>Substantial achievement</td> </tr> <tr> <td>4</td> <td>50-59</td> <td>Adequate achievement</td> </tr> <tr> <td>3</td> <td>40-49</td> <td>Moderate achievement</td> </tr> <tr> <td>2</td> <td>30-39</td> <td>Elementary achievement</td> </tr> <tr> <td>1</td> <td>0-29</td> <td>Not achieved</td> </tr> </tbody> </table> |   |                           | Rating Code | Percentage | Description of competence | 7 | 80-100 | Outstanding achievement | 6 | 70-79 | Meritorious achievement | 5 | 60-69 | Substantial achievement | 4 | 50-59 | Adequate achievement | 3 | 40-49 | Moderate achievement | 2 | 30-39 | Elementary achievement | 1 | 0-29 | Not achieved |
| Rating Code  | Percentage  | Description of competence |             |            |                           |   |        |                         |   |       |                         |   |       |                         |   |       |                      |   |       |                      |   |       |                        |   |      |              |
| 7  | 80-100  | Outstanding achievement   |             |            |                           |   |        |                         |   |       |                         |   |       |                         |   |       |                      |   |       |                      |   |       |                        |   |      |              |
| 6  | 70-79   | Meritorious achievement   |             |            |                           |   |        |                         |   |       |                         |   |       |                         |   |       |                      |   |       |                      |   |       |                        |   |      |              |
| 5  | 60-69   | Substantial achievement   |             |            |                           |   |        |                         |   |       |                         |   |       |                         |   |       |                      |   |       |                      |   |       |                        |   |      |              |
| 4  | 50-59   | Adequate achievement      |             |            |                           |   |        |                         |   |       |                         |   |       |                         |   |       |                      |   |       |                      |   |       |                        |   |      |              |
| 3  | 40-49   | Moderate achievement      |             |            |                           |   |        |                         |   |       |                         |   |       |                         |   |       |                      |   |       |                      |   |       |                        |   |      |              |
| 2  | 30-39   | Elementary achievement    |             |            |                           |   |        |                         |   |       |                         |   |       |                         |   |       |                      |   |       |                      |   |       |                        |   |      |              |
| 1  | 0-29  | Not achieved              |             |            |                           |   |        |                         |   |       |                         |   |       |                         |   |       |                      |   |       |                      |   |       |                        |   |      |              |





| No.                                      | Surname and Initials |  |  |  |  |  |  |  |  |  |  |                             |
|--|----------------------|--|--|--|--|--|--|--|--|--|--|-----------------------------|
|  | Assessment Task 1    |  |  |  |  |  |  |  |  |  |  | <b>Formative Assessment</b> |
|  | Assessment Task 2    |  |  |  |  |  |  |  |  |  |  |                             |
|  | Assessment Task 3    |  |  |  |  |  |  |  |  |  |  |                             |
|  | Assessment Task 4    |  |  |  |  |  |  |  |  |  |  |                             |
|  | Assessment Task 5    |  |  |  |  |  |  |  |  |  |  | <b>Summative Assessment</b> |
|  | Assessment Task 6    |  |  |  |  |  |  |  |  |  |  |                             |
|  | Assessment Task 7    |  |  |  |  |  |  |  |  |  |  |                             |
| <b>Total Mark Assessment Tasks = 100</b> |                      |  |  |  |  |  |  |  |  |  |  |                             |



**Annexure D – Sample Mark Schedule**

Province / Assessment body: \_\_\_\_\_  
 Centre: \_\_\_\_\_  
 Satellite: \_\_\_\_\_  
 Centre Ref. No: \_\_\_\_\_  
 District: \_\_\_\_\_ Level: \_\_\_\_\_  
 Date: \_\_\_\_\_

| No. | Admission Number | Surnames and Names of Learners in Alphabetical Order | Date of Birth |       |     | Gender (F/M) | No. of Years in Level | Learning Areas |  |  |  |  |  |  |  |  |  | Progression Code (RP/NRP) | Please provide brief comments on support to be provided in the next year |
|-----|------------------|--|---------------|-------|-----|--------------|-----------------------|----------------|--|--|--|--|--|--|--|--|--|---------------------------|--|
|     |                  |  | Year          | Month | Day |              |                       |                |  |  |  |  |  |  |  |  |  |                           |  |
|     |                  |  |               |       |     |              |                       |                |  |  |  |  |  |  |  |  |  |                           |  |
|     |                  |  |               |       |     |              |                       |                |  |  |  |  |  |  |  |  |  |                           |  |
|     |                  |  |               |       |     |              |                       |                |  |  |  |  |  |  |  |  |  |                           |  |
|     |                  |  |               |       |     |              |                       |                |  |  |  |  |  |  |  |  |  |                           |  |
|     |                  |  |               |       |     |              |                       |                |  |  |  |  |  |  |  |  |  |                           |  |
|     |                  |  |               |       |     |              |                       |                |  |  |  |  |  |  |  |  |  |                           |  |
|     |                  |  |               |       |     |              |                       |                |  |  |  |  |  |  |  |  |  |                           |  |
|     |                  |  |               |       |     |              |                       |                |  |  |  |  |  |  |  |  |  |                           |  |
|     |                  |  |               |       |     |              |                       |                |  |  |  |  |  |  |  |  |  |                           |  |
|     |                  |  |               |       |     |              |                       |                |  |  |  |  |  |  |  |  |  |                           |  |
|     |                  | <b>Total mark</b>                                    |               |       |     |              |                       |                |  |  |  |  |  |  |  |  |  |                           |  |
|     |                  | <b>Average mark</b>                                  |               |       |     |              |                       |                |  |  |  |  |  |  |  |  |  |                           |  |

Note: RP=Ready to progress  
 NRP= Not ready to progress