



# Government Gazette Staatskoerant

REPUBLIC OF SOUTH AFRICA  
REPUBLIEK VAN SUID-AFRIKA

Vol. 575

Pretoria, 15 May  
Mei 2013

No. 36463

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**GOVERNMENT NOTICE**

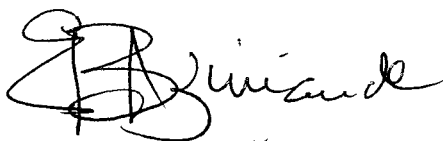
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**DEPARTMENT OF HIGHER EDUCATION AND TRAINING****No. 352****15 May 2013**

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

**REGULATIONS ON THE ASSESSMENT PROCESS AND PROCEDURES FOR ADULT  
EDUCATION AND TRAINING (AET) NATIONAL QUALIFICATIONS FRAMEWORK  
(NQF) LEVEL 1**

I, Bonginkosi Emmanuel Nzimande, MP, Minister of Higher Education and Training, hereby publish Regulations in terms of section 41(e) of the Adult Education and Training Act, 2000 (Act 52 of 2000). These Regulations, as contained in the Schedule, 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),

**Dr BE Nzimande, MP****Minister of Higher Education and Training****Date:** 11/04/13

**SCHEDULE****REGULATIONS ON THE ASSESSMENT PROCESS AND PROCEDURES FOR ADULT  
EDUCATION AND TRAINING (AET) AT NATIONAL QUALIFICATIONS FRAMEWORK  
(NQF) LEVEL 1**

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## CHAPTER I

### 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 unless the context indicates otherwise:

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

“**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 as evidence contributing to the 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;

“**DHET**” means the Department of Higher Education and Training;

“**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;

“**Formative Assessment**” means a component of assessment that is used to support the learner developmentally and to feed back into teaching and learning;

“**GENFETQA Act**” means the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001);

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

“**NQF Act**” means the National Qualifications Framework Act, 2008 (Act No. 67 of 2008)

“**NQF level 1**” refers to AET levels 1-4 as sub-levels determined by the South African Qualifications Authority (SAQA);

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

“**PED**” means the Provincial Education Department;

“**Progression**” means advancement of a learner from one level to another;

“**Promotion**” means the movement of a learner from one level to another when the learner has met the minimum required level of achievement;

“**Qualification**” means the formal recognition of the achievement of the required number and range of 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;

“**QCTO**” means the Quality Council for Trades and Occupations as contemplated in the NQF Act;

“**SAQA**” means the South African Qualifications Authority as contemplated in the NQF Act;

“**SBA**” means a series of various tasks as determined by the assessment body intended for obtaining a learner’s demonstrated achievement that contributes to the final mark and the achievement of the GETC qualification;

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

### 2. ASSESSMENT PROCESS AND PROCEDURES FOR NATIONAL QUALIFICATIONS FRAMEWORK (NQF) LEVEL 1

#### 2.1 APPLICABLE LEGISLATION AND POLICY

- (1) The Assessment Policy in the General Education and Training Band, Grade R-9 and Adult Basic Education and Training (ABET), published in *Government Gazette No. 19640 of December 1998* was revoked in its entirety by the National Policy on Assessment and Qualifications for Schools in the General Education and Training Band, *Notice No. 124, Government Gazette No. 29626 of 12 February 2007*. The revoked Assessment Policy provided for policy and procedures in Adult Education and Training (AET) levels 1-4.
- (2) 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* 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 AET Act, 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 of the AET Act.
- (5) The regulations set out in this determination must be given effect by public and registered private centres offering assessment at AET levels 1-4, including the General Education and Training Certificate (GETC)- Adult Basic Education and Training (ABET): *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 Interim 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 Notice No. 1173, *Government Gazette No. 32793 of 11 December 2009*.
- c) 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 Notice 1116, *Government Gazette No. 33805 of 26 November 2010*.
  - d) The NQF Act, introduces the concept of qualifications and part qualifications and also defines the functions of the quality councils.
- (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 Trade and Occupations (QCTO).

## 2.2 PURPOSE

The purpose of these Regulations is to regulate the GETC:ABET (a qualification at NQF level 1) assessment process by the Department of Higher Education and Training (DHET) and Provincial Education and Departments (PEDs) on 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 GENFETQA Act.

## 2.3 GENERAL REQUIREMENTS

- (1) NQF level 1 must be offered to adults who have not had any formal schooling as prescribed in the Act 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 without proof of previous academic achievement should undergo placement assessment.
- (3) These Regulations are applicable to learners who are registered for:
  - a) AET programmes offered by public centres; or
  - b) AET programmes offered by private centres registered with the provincial education departments as stipulated in section 27 of the AET Act.

## 2.4 MINIMUM OUTCOMES OR STANDARDS

- (1) The NQF level 1 (AET level 4) minimum standards and outcomes are as determined by the South African Qualifications Authority, and herein contained in Annexure A.

## CHAPTER 3

### 3. ASSESSMENT

#### 3.1 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 a 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; and
  - g) 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 process 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-enforcement purposes, be focused on a particular learning outcome and its assessment standards.
- (5) Informal assessment is the on-going informal monitoring of learners' progress. This is done through observations, discussions, and informal classroom interactions. Informal assessment is used to provide feedback to learners and to improve teaching.
- (6) Assessment of learning in NQF level 1 consists of two components of assessment, namely internal and external assessment.

### 3.2 Internal Assessment

- (1) Subject to directives given by Umalusi in terms of the General and Further Education and Training Quality Assurance (GENFETQA) Act, these regulations provide the structure by which internal assessment will be conducted.
- (2) At AET sub-levels 1 and 2, formal assessment will only be through common formative assessment tasks, set and moderated by PEDs and/or accredited assessment bodies. Progression between AET sub-levels 1 and 2 and AET sub-levels 2 and 3 will be dependent on adequate achievement (50%) and successful completion of three (3) common formative assessment tasks for each of the two fundamental learning areas registered for. One hundred percent (100%) of the total assessment mark will be evaluated through formative assessment tasks only.
- (3) At AET sub-level 3, formal assessment will be through common formative assessment tasks as well as common summative assessment tasks set and moderated by PEDs and/or accredited assessment bodies. Progression from AET sub-level 3 to level 4 will be dependent on adequate achievement (50%) and successful completion of four (4) common formative assessment tasks and one (1) summative assessment task for each of the learning areas registered for. Seventy five percent (75%) of the total assessment will be evaluated through formative assessment tasks while 25% of the total mark will be assessed through summative assessment.
- (4) At AET level 4, formal assessment will be through standardized formative assessment tasks as well as through standardized summative assessment tasks set and moderated by the DHET and/or accredited assessment bodies. Certification will be depended on successful completion of all formative assessment tasks and all summative assessment tasks for all the learning areas registered for. Fifty percent (50%) of the total assessment will be done through the standardized formative assessment tasks while 50% of the total mark will be evaluated through summative assessments in accordance with the National Policy on the conduct of Adult basic Education and Training (ABET) Level 4 Examinations published in *Government Gazette No. 23590 of 5 July 2002*.

### 3.3 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, marked at provincial level. Such national examinations must be externally moderated by Umalusi.
- (2) The national examination constitutes 50% of the final passing mark for the awarding of the GETC-ABET qualification.
- (3) The national examination at the exit of NQF 1 (AET level 4) is conducted twice in a year in May to June and October to November.

### 3.4 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 a learner's conceptual progression within a particular AET level and the state of readiness to progress to the next level. Such a record must be 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, recording of learner's progress must be kept on a standardized provincial education department or assessment body working mark sheet. The PEDs or assessment body must develop standard mark schedules (see **annexure D**) for centres to ensure that learner performance and records are adequately managed. Centres must provide report cards to learners at the end of the academic year.
- (5) For AET sub-level 3, recording of learner's progress must be kept in a standardized provincial education department or assessment body working mark sheet. Mark sheets should make provision for the capturing of both internal and external assessment marks. The PEDs or assessment body must develop mark schedules for all registered centres to ensure that learner performance and records are adequately managed. Centres must provide report cards to learners at the end of the academic year.
- (6) In AET level 4, recording of learner's progress must be kept in a standardized provincial education department or assessment body working mark sheet. Mark sheets should make provision for the capturing of both internal and external assessment marks. The PEDs or assessment body must develop mark schedules for all registered centres to ensure that learner performance and records are adequately managed. Assessment records must be kept for programmes provided by centres in AET 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.
- (7) Educator feedback 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 PEDs or accredited assessment bodies must be structured in a code and percentage format with a brief description or comment on the learner's performance per learning area registered. An example report card format is provided as **Annexure B**.
- (9) Centres must avail their AET sub-levels 1-3 annual assessment reports to the district office 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**

RATING CODE	DESCRIPTION	PERCENTAGE
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 level 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 of results from the provincial department and learning area certificate from Umalusi. Such a statement is required for the recognition of results for subsequent combination.

### 3.5 MONITORING AND SUPPORT

- (1) PEDs must compile annual monitoring management plans and reports to the Department of Higher Education and Training (DHET).
- (2) PEDs must develop common monitoring tools for PALCs.
- (3) Centre managers must monitor the completion of internal assessment tasks and compile monthly reports to district offices.
- (4) Districts must monitor and support centres and compile reports to PEDs.

### 3.6 MODERATION

- (1) Moderation at AET sub-levels 1 – 3 must be conducted at provincial education level or by the assessment body to ensure that assessment is credible, fair, reliable and valid. All internal assessment marks must be subjected to internal verification and moderation. Evidence of this moderation, in the form of moderation reports, should be included in the learner and educator portfolios for national and Umalusi verification.
- (2) Moderation at AET 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*, in accordance with Umalusi directives and requirements. Moderation must be conducted at all levels which includes site, district, and provincial, national 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 learner and educator portfolios for the DHET and Umalusi verification.

## CHAPTER 4

### 4.1 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. AETsub-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.

### 4.1 ENTRANCE REQUIREMENTS FOR GETC: ABET

- (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.

#### 4.3 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* is expected to complete the qualification within the prescribed period of registration of the qualification as reflected in the SAQA registered GETC: ABET ID: 71751.

#### 4.4 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:
  - (i) a fundamental component which is compulsory carries a minimum of 39 credits. The fundamental component consists of Language, Literacy and Communication (LLC) with 23 credits and a choice of either Mathematical Literacy or Mathematics and Mathematical Sciences with 16 credits. 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; and
  - (iii) the elective component consists of Academic and Vocational learning areas from which learners may choose. The required minimum 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 minimum of five learning areas which must add up to 120 credits.

#### 4.5 PROMOTION AND CERTIFICATION REQUIREMENTS

Subject to the provisions of section 17A of the GENFETQA Act, section 27 of the NQF Act, the *GETC: ABET* qualification must be issued by Umalusi to a candidate who has complied with the following promotion requirements, namely 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%.

#### 4.6 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 or internal structures of the accredited private assessment bodies responsible for learners with special education needs, as well as external professional registered expertise in the relevant fields of disability.

### CHAPTER 5

#### 5.1 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.



## 5.2 SHORT TITLE AND COMMENCEMENT

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

## ANNEXURE A

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

	SAQA 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	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

#### UNIT STANDARD ABET LEVEL 4

	SAQA ID	UNIT STANDARD TITLE	CREDITS
FUNDAMENTALS	<u>7464</u>	Analyse cultural products and processes as representations of shape, space and time	2
FUNDAMENTALS	<u>7449</u>	Critically analyse how mathematics is used in social, political and economic relations	2
FUNDAMENTALS	<u>119373</u>	Describe and represent objects in terms of shape, space and measurement	5
FUNDAMENTALS	<u>7452</u>	Describe, represent and interpret mathematical models in different contexts	6
FUNDAMENTALS	<u>119635</u>	Engage in a range of speaking/signing and listening interactions for a variety of purposes	6
FUNDAMENTALS	<u>119364</u>	Evaluate and solve data handling and probability problems within given contexts	5
FUNDAMENTALS	<u>119631</u>	Explore and use a variety of strategies to learn	5
FUNDAMENTALS	<u>119640</u>	Read/view and respond to a range of text types	6
FUNDAMENTALS	<u>7450</u>	Work with measurement in a variety of contexts	2
FUNDAMENTALS	<u>7448</u>	Work with patterns in various contexts	4
FUNDAMENTALS	<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	5

		sexually transmitted infections including HIV/AIDS	
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	2

		their sources	
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 roleplayers 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 products 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: _____ District / Region: _____ Name of Centre: _____ EMIS No: _____ Term: _____ Year: _____		<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>CENTRE STAMP</p> </div>
Name and surname of Learner: _____ ID/passport Number: _____ AET Level: _____		
<b>Learning Area</b>	<b>Rating Code</b>	<b>Percentage</b>
Comments:		
Signatures:		
Educator: _____ Date: _____		
Centre manager: _____ Date: _____		
<b>Rating Code</b>	<b>Percentage</b>	<b>Description of competence</b>
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



**Annexure C – Sample Working Mark Sheet AET sub-levels 1 and 2**

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

No.	Surname and Initials	Formative Assessment			Total Mark Assessment Tasks = 100
		Assessment Task 1	Assessment Task 2	Assessment Task 3	

<b>No.</b>	<b>Surname and Initials</b>	<b>Formative Assessment</b>			<b>Total Mark</b> <b>= 100</b> <b>Assessment Tasks</b>																					
		<b>Assessment Task 1</b>	<b>Assessment Task 2</b>	<b>Assessment Task 3</b>																						



Sample Working Mark sheet AET sub-level 3

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

No.	Surname and Initials	Formative Assessment				Summative Assessment	Total Mark = 100 Assessment Tasks
		Assessment Task 1	Assessment Task 2	Assessment Task 3	Assessment Task 4	Assessment Task 5	

Sample Working Mark Sheet AET level 4

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

No.	Surname and Initials	Formative Assessment					Total Mark = 100 Assessment Tasks
		Assessment Task 1	Assessment Task 2	Assessment Task 3	Assessment Task 4	Assessment Task 5	

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						Code Progression (RP/NRP)	Please provide brief comments on support to be provided in the next year			
			Year	Month	Day													
Total mark																		
Average mark																		

Note: RP=Ready to progress

NRP= Not ready to progress



Printed by and obtainable from the Government Printer, Bosman Street, Private Bag X85, Pretoria, 0001  
Publications: Tel: (012) 334-4508, 334-4509, 334-4510  
Advertisements: Tel: (012) 334-4673, 334-4674, 334-4504  
Subscriptions: Tel: (012) 334-4735, 334-4736, 334-4737  
Cape Town Branch: Tel: (021) 465-7531

Gedruk deur en verkrygbaar by die Staatsdrukker, Bosmanstraat, Privaatsak X85, Pretoria, 0001  
Publikasies: Tel: (012) 334-4508, 334-4509, 334-4510  
Advertensies: Tel: (012) 334-4673, 334-4674, 334-4504  
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