
GENERAL NOTICE

NOTICE 257 OF 2012

DEPARTMENT OF HIGHER EDUCATION AND TRAINING

NATIONAL QUALIFICATIONS FRAMEWORK ACT, 2008 (ACT NO. 67 OF 2008)

CALL FOR COMMENTS ON THE NATIONAL SENIOR CERTIFICATE FOR ADULTS (NASCA): A QUALIFICATION AT LEVEL 4 ON THE NATIONAL QUALIFICATIONS FRAMEWORK (NQF)

I, Bonginkosi Emmanuel Nzimande, Minister of Higher Education and Training, hereby intend to publish the National Senior Certificate for Adults (NASCA) for public comments in terms of section 27(h)(iii) of the National Qualifications Framework Act, 2008 (Act No. 67 of 2008), in order for Umalusi to recommend the qualification to the South African Qualifications Authority for registration.

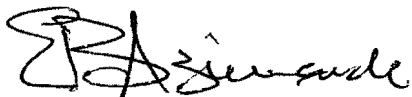
This draft qualification is intended to be provided to out-of-school youths and adults as an alternative qualification at NQF level 4, and to be provided by public and private institutions (Adult Learning Centres and FET Colleges) in the post school education and training system.

All interested persons and organisations are invited to comment on the draft qualification 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.

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 BE Nzimande, MP
Minister of Higher Education and Training

Date: ...06/03/12.....

**National Senior Certificate for Adults:
A Qualification at Level 4 on
The National Qualifications Framework (NQF)**

**Sixth draft 6 February 2011
Umalusi**

Umalusi

Umalusi House
37 General Van Ryneveld Street
Persequor Technopark
Pretoria

Postnet Suite 104
Private Bag X1
Queenswood
Pretoria
South Africa

Tel: +27 12 349-1510
Fax: +27 12 349- 1511

<http://umalusi.org.za>

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Acronyms

| | |
|-------|---|
| GET | General Education and Training |
| GETC | General Education and Training Certificate |
| HEI | Higher Education Institutions |
| NASCA | <i>National Senior Certificate for Adults</i> |
| NQF | National Qualifications Framework |
| NSC | <i>National Senior Certificate</i> |
| SAQA | South African Qualifications Authority |

CHAPTER 1

Introduction to Policy for the *National Senior Certificate for Adults (NASCA)*

1. Policy Framework

- 1 The Minister of Higher Education and Training shall in terms of *section 3(2) of the National Education Policy Act, 1996 (No. 27 of 1996)* determine national education policy for education institutions, such as adult, distance or community education institutions, responsible for further education and training programmes.
- 2 This policy document forms the basis for the Minister of Higher Education and Training to determine, in accordance with *section 3(4)(l) of the National Education Policy Act, 1996 (No. 27 of 1996)*, national education policy regarding curriculum frameworks, core syllabuses and education programmes, learning standards, examinations and the certification of qualifications pertaining to candidates in Further Education and Training who do not attend public or independent schools as contemplated in *Chapters 3 and 5 of the South African Schools Act, 1996 (Act No. 84 of 1996)*.
- 3 This policy document stipulates the following:
 - a. Programme requirements;
 - b. Conditions for the issuing of a *National Senior Certificate for Adults*;
 - c. Rules of combination for the issuing of a *National Senior Certificate for Adults*.
- 4 The norms and standards set out in this document must be given effect to by public and independent institutions and/or providers offering the *National Senior Certificate for Adults: A qualification at Level 4 on the National Qualifications Framework (NQF)*.
- 5 The outcomes and standards underpinning the curriculum, as well as the processes and procedures for the assessment of learner achievement stipulated in this document will be translated into regulations.

- 6 This policy document must be read in conjunction with the following policy and guideline documents:
- a General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001); the General and Further Education and Training Amendment Act, 2008 (Act No 50 of 2008) and the NQF Act, 2008 (Act No 67 of 2008).
 - b. *The General and Further Education and Training Qualifications Framework, a sub-framework of the NQF* (Dec 2008, revised October 2010).
 - c. Standard-setting and Quality Assurance for the General and Further Education and Training Qualifications Framework (June 2008, Revised November 2010)
 - d. Curricula for the various subjects to be offered for the *National Senior Certificate for Adults*, listed in this document.
 - e. Assessment Guidelines, which form an integral part of the curricula, for the various subjects to be offered for the *National Senior Certificate for Adults*, listed in this document.
 - f. Policy and regulations pertaining to the conduct, administration and management of assessment for the *National Senior Certificate for Adults*.
 - g. Umalusi's *Directives for certification for the National Senior Certificate for Adults*.
- 7 This policy, and the policy and regulations pertaining to the conduct, administration and management of assessment for the National Senior Certificate for Adults describe the rules and provisos for the award of the NASCA at Level 4 on the NQF. The NASCA will be awarded to successful candidates for the achievement of the exit level outcomes stipulated in the curriculum documents underpinning the NASCA.

2. Rationale

- 1 The *National Senior Certificate for Adults* (NASCA) qualification is a qualification at Level 4 on the General and Further Education and Training

Qualifications Framework. It services an identifiable need in the post-literacy, post-compulsory and post-school education system, not currently met by other qualifications on the NQF. It is designed to provide opportunities for people who have limited or no access to other learning.

- 2 The NASCA provides a general educational pathway for adults. Its focus, through broad, discipline-based curricula, is to build a reliable general education underpinned by the necessary cognitive proficiencies to support further study.
- 3 Achievement of the NASCA will indicate that the successful candidate has studied for and achieved competence, which can be described, in a general educational qualification at Level 4 on the NQF, which—like the *National Senior Certificate*—is quality assured and certified by Umalusi.
- 4 The NASCA is offered as a set of challenge examinations which allow candidates to prepare in any way they choose. The qualification has no formal learning programme requirements that need to be completed in order to register for the examination for a subject.
- 5 The format of the NASCA allows for people to take the examinations as a form of recognition of prior learning. Candidates may register and write a subject more than once should they wish to improve their final result.
- 6 The structure of the NASCA accommodates a variety of learning delivery options—face-to-face, distance, or a combination of the two—as well as the possibility of private tuition or self-study. Full-time and part-time study can be accommodated by the qualification structure and design.

3. Purpose

- 1 The NASCA aims to equip adult learners with a sufficiently substantial basis of discipline-based knowledge, skills and values to enhance meaningful social, political and economic participation, to form a basis for further and/or more specialist learning, and possibly to enhance likelihood of employment. In these respects, the NASCA promotes the holistic development of adult learners. The intention is also that the quality of the learning offered by the NASCA will reinvigorate an interest in learning for many who have had negative experiences in school.
- 2 The NASCA is designed as a means of recognizing a candidate's prior learning through a series of challenge exams. The form of the qualification

thus precludes the possibility of direct credit transfer to the NASCA: the qualification readily allows candidates to demonstrate what they have already acquired by way of learning, without the constraints of any additional learning programme requirements.

3 The exit level outcomes for the NASCA are defined as:

Candidates successfully completing the qualifications will be able to:

- (a) Identify, select, understand and use knowledge useful to the identification and solution to problems in the area of study;
- (b) Demonstrate the necessary applied knowledge and skills identified for competence in a subject, including the use of the necessary technology (eg calculators, computers);
- (c) Communicate in writing in their chosen fields of study, including capabilities such as making a synthesis of information from other sources, doing an analysis, motivating a position, and presenting a coherent argument in a variety of genres, as required for the field of study;
- (d) Reflect on their own learning in order to re-establish an interest in learning and further study.

4 The capabilities expressed in the exit level outcomes for the qualification will be developed through—and during—the achievement of the outcomes for the individual subjects which the candidate studies. The breadth and depth of learning as well as the level of cognitive demand associated with the exit level outcomes are explicated in greater detail in the individual subject curricula.

5 The Critical Cross-field Outcomes and the Developmental Outcomes inform the learning presupposed by this qualification, and are embodied in the outcomes for every subject offered in the NASCA. These outcomes are captured in Annexure E.

6 The award of the NASCA confirms that a successful candidate has been deemed competent—through the assessment of the required combination of subjects—in the capabilities expressed in the exit level outcomes, and is consequently granted a nationally recognized qualification.

4. General Requirements

1 The *National Senior Certificate for Adults* is designed for persons not

enrolled at a public or independent school, nor learning through other modes of education (such as home education), referred to in the *National Education Policy Act, 1996 (No. 27 of 1996)* and the *South African Schools Act, 1996 (Act No. 84 of 1996)*.

- 2 Candidates may, but need not, register for a learning programme in terms of the present policy at:
 - (a) Public Further Education and Training (FET) Colleges and Public Adult Learning Centres, registered with provincial education departments, and subject to Umalusi's quality assurance requirements; and
 - (b) Private Adult Education Centres and private Further Education and Training Colleges, as contemplated in section 28 of the *Further Education and Training Colleges Act, 2006 (Act No. 16 of 2006)* and section 27 of the *Adult Basic Education and Training Act (Act 52 of 2000)*, and subject to Umalusi's accreditation and quality assurance requirements.
- 3 Candidates not wishing to register for a NASCA-related learning programme at an educational institution may study independently, and may then register at an examination centre, which is registered with an accredited assessment body, in advance of being admitted to the examination sitting.
- 4 Full-time candidates registered at public and independent schools, as contemplated in the *South African Schools Act, 1996 (Act No. 84 of 1996)*, **may not** register for this qualification, nor offer subjects listed in this policy document.
- 5 For the purposes of this policy, an adult is deemed to be a person who is eighteen years or older.

5. Type of qualification

- 1 The *National Senior Certificate for Adults (NASCA)* is registered at Level 4 on the NQF.
- 2 This qualification provides an alternative mode for the achievement of the *National Senior Certificate* offered in schools.

- 3 The *National Senior Certificate for Adults* is a qualification underpinned by curricula for every subject, and which is nationally, externally assessed, and certified by Umalusi.
- 4 In accordance with Section 8(1) of the *Regulations under the South African Qualifications Authority Act, 1995 (Act No. 58 of 1995)*, the *National Senior Certificate for Adults* at Level 4 on the NQF:
 - (a) represents a planned combination of Learning Outcomes that has a defined purpose or purposes, and is intended to provide qualifying learners with applied competence and a basis for further learning;
 - (b) adds value to the qualifying learner;
 - (c) provides benefits to society and the economy;
 - (d) complies with the objectives of the NQF; and
 - (e) indicates the rules governing the award of the qualification.

6. Entrance requirements for *National Senior Certificate for Adults*

- 1 Subject to the limitations expressed in Section 4, paragraphs 4 – 5, no person is excluded from registering to write the NASCA examinations. However, before registration, such persons are advised to attempt the sample examinations, which are freely available, to determine whether he or she stands a reasonable chance of passing a NASCA exam.
- 2 While no minimum entrance requirements have been set for the NASCA, the following educational achievements may be regarded as guidelines for entry into a NASCA learning programme:
 - (a) An official Grade 9 school report which indicates promotion to Grade 10; or
 - (b) An *Intermediate Certificate of Education*; or
 - (c) Another SAQA-registered NQF Level 2 or 3 qualification.

7. Duration and general enrollment and registration requirements of the *National Senior Certificate for Adults*

- 1 Candidates registering for a *National Senior Certificate for Adults* may enter for one or more subjects per examination sitting.

- 2 The NASCA qualification must be completed within six (6) years of the date of initial registration.

CHAPTER 2

Structure and Design of the *National Senior Certificate for Adults*

8. The structure of the *National Senior Certificate for Adults*

- 1 The *Regulations under the South African Qualifications Authority Act, 1995 (Act No. 58 of 1995)* in *Government Gazette, Vol. 393, No. 18787* of 28 March 1998, state that a minimum of 120 or more credits shall be required for registration of a qualification at NQF Level 4.
- 2 The *National Senior Certificate for Adults (NASCA)* is registered as a 120-credit qualification.
- 3 The NASCA uses the twelve Organising Fields of the National Qualifications Framework (NQF) for organising purposes and registration on the NQF. These Organising Fields are linked to various disciplines and occupational fields in the world of work and are therefore designed to provide a framework for organising qualifications in a coherent and co-ordinated manner.
- 4 The organising fields listed at **Annexure A** are used for classification and grouping purposes.

9. Qualification requirements

1. Subject to paragraphs 4 (*General requirements*), 10 (*Provisos*) and 12 (*Assessment structure*), a *National Senior Certificate for Adults* shall be issued to a candidate who has complied with the following requirements:
 - (a) Achieved a minimum of at least 45% in at least four (4) subjects in the national examinations.
 - (b) At least one subject from both (i) **and** (ii) is compulsory:
 - (i) One language from Organising Field 4, *Communication Studies and Language*, which may be offered either as a Home Language **or** as a First Additional Language.

- (ii) Either Mathematics **or** Mathematical Literacy from Organising Field 10, *Physical, Mathematical, Computer and Life Sciences*;
- (b) At least two subjects, selected from amongst the following, are compulsory:
 - (iii) An additional official language, at either Home Language or at First Additional Language Level;
 - (iv) Natural Sciences from Organising Field 10, *Physical, Mathematical, Computer and Life Sciences*;
 - (v) Human and Social Sciences from Organising Field 7, *Human and Social Studies*;
 - (vi) Economic and Management Sciences from *Organising Field 3*
- 2 Candidates intending to study further must offer at least one language of learning and teaching (LOLT) at institutions of further and higher education.
- 3 A candidate may offer more than the required minimum of four (4) subjects.

10. Provisos

- 1 A candidate may not register for the same language at Home Language and First Additional Language level.
- 2 A candidate may not register for more than one language from each of the following language groups:
 - a. IsiNdebele, IsiXhosa, IsiZulu, Siswati;
 - b. Sepedi, Sesotho, Setswana.
- 3 A candidate may not register for both Mathematics and Mathematical Literacy.

11. Promotion and certification requirements

- 1 Subject to the provisions of Paragraph 16(4)(d) and (e) of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*, and subject to paragraph 7 of this document, a *National Senior Certificate for Adults* shall be issued to a candidate who has complied with the following promotion requirements:

Achieved a minimum of at least 45% in four subjects as contemplated in paragraph 9 above.

- 2 A candidate achieving a minimum of 45% is regarded as competent in the outcomes expressed for that subject.
- 3 A candidate may receive a condonation in a *single* subject if, by receiving such a condonation, the candidate may be awarded the full qualification. In order to qualify for a condonation that would allow the candidate to pass the subject, his or her final mark must be no more than 2% off 45 %.
- 4 The qualification and its assessment has been structured to allow candidates to demonstrate, without additional programme-related obstacles, whether they have acquired—in a limited number of subjects—a level of general academic competence that is recognized as equivalent or superior to that demonstrated by candidates leaving school with a *National Senior Certificate*.
- 5 Equivalence of subjects between the NASCA and those of other qualifications such as the *National Senior Certificate* and the *National Certificate (Vocational)* will be determined for the purposes of transfer to those qualifications, through practice and research.

CHAPTER 3

ASSESSMENT

12. Assessment structure

- 1 Assessment of learning in the *National Senior Certificate for Adults* consists of two components of assessment, namely:
 - (a) Readily available self-assessment tests (exemplars) which provide evidence to candidate of their readiness to write the exam in the subject concerned; and
 - (b) A nationally-set examination.
- 2 Only the marks achieved in the nationally-set external examination, moderated and standardized by Umalusi, are considered for the award of the qualification.
- 3 The weighting of the national assessment component will be:

| Level of difficulty | Percentage |
|--|------------|
| At level of competence <i>immediately below</i> the expected level of competence | 5 |
| At the expected level of competence | 50 |
| At upper end of expected level of competence | 25 |
| At level of competence <i>just above</i> expected level of competence | 20 |
| Total | 100 |

Such a breakdown allows candidates sufficient opportunity to achieve the expected 45% minimum, but also allows those candidates working at or above the upper levels of expected competence to show their ability. This weighting is further specified in terms of the cognitive skills and levels of difficulty in curriculum and assessment guidelines for each subject.

- 4 The external examination, as contemplated in sub-paragraph(1)(b) is set and marked by an accredited assessment body and/or by the Department of Higher Education and Training, and moderated by Umalusi.
- 5 The norms and standards to which all assessment bodies must give effect are stipulated in the policy document, *National policy and regulations on the conduct, administration and management of the National Senior*

Certificate for Adults: A qualification at Level 4 on the National Qualifications Framework (NQF). Assessment bodies are also required to adhere to the quality assurance directives issued by Umalusi in respect of this qualification.

13. Recording and reporting

- 1 The candidate's achievement will be indicated as a percentage for each subject.
- 2 On fulfillment of all the requirements stipulated in Paragraph 9, a candidate will be issued with a *National Senior Certificate for Adults*.
- 3 Partial fulfillment of the requirements stipulated in Paragraph 9 will result in the candidate being issued a subject statement that reflects the candidate's achievement.
- 4 The results of two or more NASCA subject statements will be combined to allow a successful candidate to receive a *National Senior Certificate for Adults*, provided that the promotion requirements in paragraph 9 have been fully met. Such a combination must be requested on behalf of the candidate by the assessment body concerned

CHAPTER 4

Transitional Arrangements

15. Transitional arrangements

- 1 This policy will commence on the day of its promulgation in the Government Gazette and becomes effective in public and private FET institutions as determined by the Minister of Higher Education and Training.

16. Short title and commencement

- 1 This policy may be cited as the **NASCA** policy and/or the *National Senior Certificate for Adults: A qualification at Level 4 on the National Qualifications Framework (NQF)*, and will come into effect on the date of publication in the Government Gazette.

Definitions

| | |
|--|---|
| Adult | For the purposes of this policy, an adult is a person who is eighteen years or older. |
| Assessment Body | A department of education or any other body accredited by Umalusi, the Council for quality assurance in General and Further Education and Training, as a body responsible for conducting external assessment. |
| Candidate | A learner who has registered for the National Senior Certificate final examinations. |
| Certification | The formal recognition by means of the issuing of a certificate that a candidate has successfully met the minimum promotion requirements for a qualification, in the present instance, the issuing of the <i>National Senior Certificate for Adults</i> by Umalusi. |
| Condonation | A limited relaxation of promotion in the case of a candidate who comes within 2% of meeting such requirements. Only a single instance of condonation can be applied to a particular candidate's results. |
| Curriculum | Document(s) which define(s) the learning which is planned and guided as a body of knowledge in order to achieve certain ends (outcomes) in a teaching-learning process as it is to be realized in praxis. The curriculum document includes a rationale, the aim and purpose of the subject; it makes reference to related subject methodology, teaching methods and provide(s) guidance regarding assessment practices, which will all be based on a particular approach. |
| Department of Higher Education and Training | The national department responsible for adult learning and education in further education and training. |
| Examination | The National Senior Certificate for Adults external examination, conducted by the Department of Higher Education and training and/or another Umalusi-accredited assessment body, and quality assured by Umalusi. |
| General and Further Education and Training Qualifications Framework | One of three qualifications sub-frameworks which comprise the National Qualifications Framework. The General and Further Education and Training Qualifications Framework is developed and managed by Umalusi, Council for Quality Assurance in General and Further Education and Training. |

| | |
|---|--|
| Learner | Any person, including part-time learners, receiving education at a public or independent learning institution linked to an accredited assessment body or a person engaged in self-study directed towards the achievement of the qualification. |
| National Senior Certificate for Adults | A qualification to be offered on a date as determined by the Minister of Higher Education and Training by means of a <i>Government Notice</i> in the <i>Government Gazette</i> , and subsequently quality assured and certified by Umalusi. |
| Qualification | A planned combination of exit-level learning outcomes, which has a defined purpose and that is intended to provide learners with applied competence and a basis for further learning. This learning culminates in the formal recognition of successful learning achievement through the award of a formal certificate. |
| Subject Assessment Guidelines | Guideline documents developed by the Department of Education and/or independent assessment bodies in consultation with Umalusi to specify the pre-requisite assessment requirements for each subject listed for the NASCA;. |
| Umalusi | Umalusi, the Council for Quality Assurance in General and Further Education and Training established in terms of the <i>General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)</i> . |

Annexure A

Nationally approved subjects listed in terms of the Organising Fields of Learning of the NQF

| No | Organising fields of learning | Subjects |
|-----|--|--|
| 4. | Communication Studies and Language | 11 official South African languages at Home Language Level; English First Additional Language Afrikaans First Additional Language |
| 7. | Human and Social Studies | Human and Social Sciences |
| 10. | Physical, Mathematical, Computer and Life Sciences | Mathematical Literacy; Mathematics; Natural Sciences. |
| 12. | Business, Commerce and Management Studies | Economic and Management Sciences |

Annexure B**Nationally approved subjects that comply with the programme requirements of the National Senior Certificate for Adults**

| Subject | Subject Number |
|--|-----------------------|
| OF 4: Communication Studies and Language | |
| Afrikaans Home Language | To be assigned |
| Afrikaans First Additional Language | |
| English Home Language | |
| English First Additional Language | |
| IsiNdebele Home Language | |
| IsiXhosa Home Language | |
| IsiZulu Home Language | |
| Sepedi Home Language | |
| Sesotho Home Language | |
| Setswana Home Language | |
| SiSwati Home Language | |
| Tshivenda Home Language | |
| Xitsonga Home Language | |
| | |
| OF 7: Human and Social Studies | |
| Human and Social Studies | |
| | |
| OF 10: Physical, Mathematical, Computer and Life Sciences | |
| Mathematical Literacy | |
| Mathematics | |
| Natural Sciences | |
| | |
| OF 12: Business, Commerce and Management Studies | |
| Economic and Management Sciences | |
| | |

Annexure C

Subject coding for assessment purposes

C.1 Subjects

The subject codes for the subjects listed in Annexures A and B consist of eight digits that have the following meaning:

- first digit: "9" indicates that the subject is a NASCA subject;
- second and third digits: indicates the NQF Organising Field (up to two digits) (see **Table C1**);
- fourth and fifth digits: indicate the subject groupings, as defined below (see **Table C2**);
- sixth and seventh digits: indicate unique subject codes within each NQF Organising Field; and
- eighth digit: indicates the NQF level of the subject.

Table C1: NQF Organising Fields as they relate to the subject coding system

| Digit | NQF Organising Field |
|-------|--|
| 1 | Agriculture and Nature Conservation |
| 3 | Arts and Culture |
| 3 | Business, Commerce and Management Studies |
| 4 | Communication and Language Studies |
| 5 | Education, Training and Development |
| 6 | Manufacturing, Engineering and Technology |
| 7 | Human and Social Studies |
| 8 | Law, Military Science and Security |
| 9 | Health Science and Social Services |
| 10 | Physical, Mathematical, Computer and Life Sciences |
| 11 | Services |
| 12 | Physical Planning and Construction |

C.2 Subjects

| | Subject Group |
|------------------------|--------------------------|
| Numbers to be assigned | Official Languages |
| | Human and Social Studies |
| | Life Sciences |
| | Natural Sciences |
| | Mathematical Literacy |
| | Mathematics |

Annexure D

Comparable international qualifications

Qualifications focused on assisting adults to achieve a recognized qualification appear to fall into two categories, though the two are not completely separate. The first category has its primary focus on allowing candidates to provide evidence of satisfactory performance in English to be allowed access to higher education. The TOEFL Test, developed by the Education Testing Services in the United States, is such a test: its target group is second language speakers of English across the globe wishing to have access to further study, primarily but not exclusively, in colleges in the United States.

The second group of qualifications have a more general educational intent, and are intended to provide adults with the opportunity to prove that they have acquired the necessary knowledge and skills provided by a general high school education. In these qualifications, a language and mathematics are regarded as central. While many candidates successfully complete the qualification with the equivalent of a high-school leaving certificate, the qualification is also viewed as opening up access to higher education. The GED Tests and the Mature Student High School Diploma are examples of qualifications of this sort. The NASCA is seen as being a qualification of this type.

1. GED Tests

The GED Tests form a programme of the American Council of Education (ACE). They provide adults who did not complete their formal high school programme with the opportunity to certify their attainment of high-school level academic knowledge and skills, using tests that are field-tested and normed on graduating high school seniors before becoming final test forms. ACE claims that only 60% of graduating high school seniors would pass the GED Tests on their first attempt.

The GED Test battery comprises five content area assessments: Language Arts—Reading; Language Arts—Writing; Mathematics; Science, and Social Studies. Completing the test battery takes just over 7 hours.

In order to pass the GED Tests, a test-taker must earn a minimum total standard score on all 5 tests and a minimum standard score on each content area test.

Individual states, provinces or programmes in the United States recognize the GED Tests and award a qualification in recognition of the tests. The name given to the qualification depends on the U.S. jurisdiction that is awarding the credential: almost two thirds of the jurisdictions refer to it as a diploma, while the remaining third award a certificate. The credentials for the GED are issued by the jurisdictional partners.

According to the Annual Survey of Colleges 2007 (2007: The College Board), 98% of colleges and universities that require a high school diploma accept the GED credential. According to the Society for Human Resources Management (2002), 96% of companies accept applicants with a GED credential for jobs requiring a high school degree.

The GED Tests have formed part of the U.S. educational environment for almost 70 years, and have undergone 4 major overhauls during that period. ACE is, however, launching its 5th GED series in 2011.

The questions on the GED Tests are classified by cognitive level using an adaptation of Bloom's taxonomy.

Information accessed 12/01/2011 at www.acenet.edu.

2. TOEFL Test

The TOEFL Test is a language-only test, developed and quality assured by Education Testing Services (United States). It is, however, designed to allow non-native English speaking test-takers to demonstrate that they have the English skills required to perform in an academic environment. ETS argues that 'many universities consider it the most appropriate test to use when making admissions decisions.' It provides a directory of 7 500 colleges, universities and agencies which accept TOEFL scores: these have different minimum entry requirements based on the TOEFL scores.

The test is offered as a paper-based test as well as an internet-based online test, which is offered between thirty and forty times a year. The paper-based tests are offered six times a year, 'where the internet-based testing is not available'.

The TOEFL Test provides scores in four skills areas—Reading, Listening, Speaking and Writing, in a battery of test which last approximately four hours. Test-takers are allowed to retake the tests as many times as they choose. The scores achieved remain valid for a period of two years.

Information accessed 12/01/2011 at www.ets.org.

3. Mature Student High School Diploma

The Mature Student High School Diploma is one of a range of additional opportunities offered by Manitoba Education, a provincial education department in Canada. The intention is to allow adults to graduate from Senior Years, viz the last three years of schooling.

The Diploma requires that a candidate study for 30 credits, four of which must be at Grade 12 level, and must include a Language Arts credits as well as one for Mathematics. The remaining four can be taken across Grades 9 - 12. The study options include English Language Arts (Grades 9 – 12, with 3 options in the last 3 years: English Comprehensive; English Literary, and English Transactional); Mathematics (Grades 9 -12 with 4 options in Grade 10; 5 options in Grade 11 and 5 in Grade 12: Accounting; Applied Math; Consumer Math V; Pre-calculus Math), Physical Education/Health Education(Grades 9 -12); Science (Gr 9 – 10); Social Studies (Gr 9); Geography (Gr 10); Canadian History (Gr 11). Several additional optional courses are also available, and include, for example, Introduction to Drafting Design Technology (Gr 9) Electricity/ Electronics (Gr 9); Art (Gr 9 -10) Keyboarding (Gr10); Chemistry (Gr 11 – 12); Physics (Gr 11 – 12).

The Diploma is open to people who are at least 19 at the time of enrolment for a programme directed at completing the Mature Student Graduation Requirements, or ones who will reach the age of 19 before the completion of the course in which the person is enrolled. The Diploma is also open to people who have been out of school for six months or more, and out of school long enough for the class, of which they were last a member, to have graduated from Senior Years, and for people who have not yet obtained a high school diploma.

The Diploma is offered at schools, Adult Learning Centres and as Distance Learning through a Distance Learning Unit. The various options for independent study have different registration requirements—from specific dates to registration at any time.

The courses consist of modules or sequences, and the number of these modules vary from course to course. Each module covers a section of the course and includes several lessons. The lessons included assignments which students are expected to complete and self-evaluate. These assignments include projects, tests, essays and/or examinations. Students are expected to finish a course within a year of registration, and are advised that each course will require approximately 165 hours to complete. Students who have not completed the course within the 12 months are withdrawn from the course.

Upon completion of all the course requirements, candidates receive a Statement of Standing indicating the award of Senior Year credit(s).

Annexure E

Critical Crossfield Outcomes (CCFOs) and Developmental Outcomes

The CCFOs express qualities that should be achieved in all qualifications. These outcomes demand evidence of problem-solving, the ability to work with others, to access information, understand the consequences of one's actions and so on.

SAQA defines CCFOs as "those generic outcomes that inform all teachings and learning" (Ref: SAQA Website Glossary of Terms). According to SAQA, the CCFOs 'are those outcomes deemed critical for the development of the capacity for life-long learning'. It is compulsory for standards setters to incorporate some of the critical outcome at the appropriate level on the NQF.

These are the critical outcomes adopted by SAQA:

- i. Identify and solve problems in which responses demonstrate that responsible decisions using critical and creative thinking have been made.
- ii. Work effectively with others as a member of a team, group, organization, community.
- iii. Organize and manage oneself and one's activities responsibly and effectively.
- iv. Collect, analyse, organise and critically evaluate information.
- v. Communicate effectively using visual, mathematical and/or language skills in the modes of moral and/or written presentation.
- vi. Use science and technology effectively and critically, showing responsibility towards the environment and health of others.
- vii. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

SAQA also identified five developmental outcomes. They are:

- i. Reflecting on and exploring a variety of strategies to learn more effectively;
- ii. Participating as responsible citizens in the life of local, national and global communities;
- iii. Being culturally and aesthetically sensitive across a range of social contexts;
- iv. Exploring education and career opportunities;
- v. Developing entrepreneurial opportunities.

Programmes of learning must undertake to assist learners to become aware of the significance of these developmental outcomes in their own lives.