



## basic education

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Basic Education  
REPUBLIC OF SOUTH AFRICA

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**TO: HEADS OF PROVINCIAL EDUCATION DEPARTMENTS  
HEADS OF PROVINCIAL CURRICULUM SECTIONS  
HEADS OF PROVINCIAL EXAMINATION SECTIONS  
UNIVERSITIES SOUTH AFRICA  
SOUTH AFRICAN QUALIFICATIONS AUTHORITY  
UMALUSI  
INDEPENDENT EXAMINATION BOARD (IEB)  
NATIONAL ALLIANCE OF INDEPENDENT SCHOOLS' ASSOCIATIONS  
SOUTH AFRICAN COMPREHENSIVE ASSESSMENT INSTITUTE (SACAI)  
SCHOOL GOVERNING BODIES (SGB) ASSOCIATIONS  
NATIONAL TEACHER ORGANISATIONS**

**CIRCULAR S10 OF 2020**

### **GUIDANCE REGARDING IMPLEMENTATION OF THE OCCUPATIONAL CURRICULUM IN SCHOOLS OF SKILLS AND PILOTING OF VOCATIONALLY ORIENTED CURRICULUM IN ORDINARY SCHOOLS**

1. The Department of Basic Education (DBE) is in the process of introducing occupational and vocationally oriented curriculum as part of the strengthening of the Three Stream Model in the basic education sector. The curriculum is aligned to vocational and occupational fields of study (The list of occupational subjects is attached as **Annexure A** and the Draft Subject Statements can be downloaded from the Website of the DBE).
2. The Council of Education Ministers approved that the occupational oriented curriculum be piloted in the Schools of Skills in 2017. The pilot that stretched over four years is to be completed in 2020. Full implementation of occupational subjects in Schools of Skills will commence in 2021.

3. Selected ordinary schools that are equipped to offer the services and technical subjects will pilot the vocationally oriented subjects in Grade 8 from 2021 with the pilot extended to Grade 9 in 2022.
4. **The purpose of piloting** the draft occupational and vocationally oriented **curriculum** is to make sure the **curriculum** is effective, and to make changes before it is distributed or offered widely. **Piloting a curriculum** helps to identify which sections of the **curriculum** worked and which sections need strengthening.
5. Learners offering the programme will in future be awarded with a General Education Certificate (GEC) qualification as a transition qualification upon meeting the minimum requirements as set out in the GEC Policy framework. The GEC qualification is aimed at supporting learners to articulate into the different pathways in the Further Education and Training phase.
6. Circular S1 of 2018 was issued in April 2018 to further guide piloting of occupational oriented curriculum in Schools of Skills, and unpacked the piloting of vocationally oriented curriculum that was envisioned for Ordinary Schools in 2019.
7. This circular serves **to replace Circular S1 of 2018**. The circular also aims to provide guidance regarding the piloting of vocationally oriented curriculum in Grade 8 and 9 in Ordinary Schools and to ensure that there is clarity on the implementation of occupational oriented curriculum in Schools of Skills.
8. Ordinary Schools that will be piloting the Draft vocationally oriented subjects in Grades 8 and 9, will continue to offer the National Senior Certificate (NCS) subjects, i.e. Home Language, First Additional Language, Mathematics, Natural Sciences, Social Sciences and Life Orientation but may replace one but not more than two of the following three subjects: Technology, Creative Arts and or Economics and Management Sciences with one but no more than two vocational subjects (A guideline is attached as **Annexure B**).
9. Only Special/Ordinary and Focus schools that submitted a written motivation approved and signed by the Governing Body and Circuit Manager, to the Head of Education as determined by the Provincial Education Department and have been granted permission will participate in the pilot.

10. Schools applying to pilot the occupational and vocationally oriented subjects will be audited to determine whether they meet the required standard of resources and infrastructure to allow for the pilot to be sustained and to lead to formal implementation, before approval is granted.
  
11. You are kindly requested to bring the content of this Circular to the attention of all provincial and district officials, principals and teachers of both public and independent schools, and relevant stakeholders.



**MR HM MWELI**

**DIRECTOR-GENERAL**

**DATE: 19/11/2020**