DEPARTMENT OF EDUCATION

**NATIONAL CURRICULUM
STATEMENT GRADES 10-12
(GENERAL)**

OVERVIEW

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National Curriculum Statement
Grades 10-12
(General)

OVERVIEW

CONTENTS

ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
DO	Developmental Outcome
CASS	Continuous Assessment
FET	Further Education and Training
FETC	Further Education and Training Certificate
GET	General Education and Training
HIV	Human Immunodeficiency Virus
LOLT	Language of Learning and Teaching
MEC	Member of the Executive Council
NCS	National Curriculum Statement
NETF	National Education and Training Forum
NQF	National Qualifications Framework
OBE	Outcomes-Based Education
SAQA	South African Qualifications Authority

FOREWORD

The National Curriculum Statement Grades 10-12 (General) represents a policy statement for learning and teaching in schools located in the Further Education and Training band. It aims to replace *A Résumé of Instructional Programmes in Schools, Report 550 (2001/08)* as the document that stipulates policy on curriculum and qualifications in Grades 10-12 (General).

The National Curriculum Statement Grades 10-12 (General) gives expression to what we as South Africans regard to be knowledge, skills and values worth learning. It is based on the assumption that knowledge in itself is not neutral, but is underpinned by the collective vision, mission, values and principles of a people. In our own context, the *Constitution of the Republic of South Africa (1996)* and the *Manifesto on Values, Education and Democracy (2001)* stipulate, among other things, the principles of democracy, human rights, social justice, equity, non-racism, non-sexism, and *ubuntu*. It is these principles that have guided the development of this outcomes-based National Curriculum Statement Grades 10-12 (General).

The Further Education and Training band is located between General and Higher Education and Training, and alongside the world of work. This requires the National Curriculum Statement Grades 10-12 (General) to show progression from General Education and Training and, at the same time, provide access to Higher Education. The curriculum should also lay a solid foundation for lifelong learning and different career paths. Therefore, it is crucial that a balance is struck between these different purposes of the curriculum in Grades 10-12.

The National Curriculum Statement Grades 10-12 (General) will ensure that learners acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes the idea of grounding knowledge in local contexts, while being sensitive to global imperatives.

While it is our vision that the curriculum and its outcomes must be equally accessible to all our learners, we must be realistic about what the curriculum can achieve. Apartheid has left a legacy of poverty and inequality which puts severe constraints on what can be achieved. The curriculum will be differently interpreted and enacted in diverse contexts. With support from parents, teachers and learners, we shall endeavour to implement the curriculum to the best of our ability.

I trust that this new National Curriculum Statement Grades 10-12 (General) will inspire all our teachers and learners to reach greater heights in pursuit of quality education.

Professor Kader Asmal, MP
Minister of Education

CHAPTER 1

BACKGROUND AND INTRODUCTION

THE LEGACY OF APARTHEID EDUCATION

The legacy of apartheid continues to be felt in the education system. Institutions were established along racial lines and saturated with the doctrines of apartheid and entrenched inequality. As a consequence of the unequal distribution of resources, historically white schools and colleges tend to be well resourced, while historically black institutions tend to be poorly resourced. This impacts negatively on the quality of teaching and learning, and presents one of the most daunting challenges for the new democracy.

These differences were enforced through legislation and regulations. The *Bantu Education Act (1953)* introduced inferior education, unequal distribution of resources, poor teacher training, and unacceptable teacher:learner ratios. Two laws – the *Correspondence College Act (1965)* and the *Technical College Act (1981, amended in 1989)* – regulated technical colleges.

This fragmentation is further evident in the subjects and programmes offered by schools and colleges, both public and private. There is no portability of learning achieved between these institutions.

The negative effects of this fragmentation are evident in the nature and quality of programmes and subject offerings. Employers and the Higher Education sector have little confidence in the programmes offered at various types of Further Education and Training (FET) institutions. The following problems are also evident in programmes and curricula:

- There are no clear educational outcomes for curricula.
- There is a plethora of subjects that hardly relate to one another.
- Curricula are unresponsive to the needs of learners and the country.
- There is limited mobility across pathways and institutions in the Further Education and Training band.

Over and above these problems, the Department of Education inherited an unwieldy Senior Certificate curriculum comprising 124 subjects. The multiplier effect of Higher, Standard and Lower Grades increased the number to a total of 264 subject offerings. Of the 124 subjects, only ten are offered by 90% of the candidates at any single sitting of the Senior Certificate.

In addition, there is a large number of obsolete subjects, with some being regarded as 'exotic' subjects (that is, subjects offered by less than ten candidates in the Senior Certificate). The cost of developing appropriate learning support materials, providing suitably-qualified teachers and examining these subjects is not commensurate with their status. Continued provisioning for these subjects compromises quality and is not economically viable. The situation in the college sector is not different to the one described here.

The way in which the official curriculum is delivered also needs to be overhauled. Many teachers rely on teaching methods that do not engage learners in active learning. Many of them are preoccupied with the race to complete the syllabus in preparation for examinations. In addition, many teachers still regard themselves as the only bearers of knowledge, and their learners as empty vessels waiting to be filled. As a result, learners' prior knowledge is not acknowledged sufficiently. Ultimately, this results in learning experiences that are uninspiring.

Assessment practices often drive learners to resort to rote learning and the regurgitation of factual information, making it difficult for them to apply what they have learned to new situations. The high-stakes Senior Certificate examination has often been criticised. The examination does not provide an appropriate school-leaving certificate for the majority of learners. It is also not an effective predictor of success in Higher Education, except for the higher aggregate ranges. Furthermore, many employers do not regard results of the examination as indicators of work-related competence.

KEY FEATURES OF THE NEW FET LANDSCAPE

To transform the education system in a way that would allow it to achieve the intended objectives, a major review became necessary. The review focused on the structure of the curriculum and qualifications, subject offerings, and human resource development. This review was carried out in the context of the imperatives of social and economic development and globalisation.

The Further Education and Training Certificate

The transformation of the Further Education and Training band requires, among other things, a new qualification. The present system of FET qualifications and programmes offered by schools and colleges does not prepare learners adequately for success in further learning and for employment.

Further Education and Training programmes provided by schools are constrained by narrow educational concerns and are too general, offering little or no specialisation. On the other hand, programmes offered by colleges tend to be narrow and specialised, and do not equip learners adequately for the social, economic and cultural changes they will face in the course of their lives.

In order to address these limitations, a new Further Education and Training Certificate (FETC) has been developed. The FETC is a band qualification registered at Level 4 of the National Qualifications Framework (NQF).

The FETC serves the purposes of:

- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
- providing access to higher education;
- facilitating the transition of learners from education institutions to the workplace; and
- providing employers with a sufficient profile of a learner's competences.

Different pathways to obtaining a Further Education and Training Certificate

A Further Education and Training Certificate can be obtained in any of the following three pathways which learners may follow:

- General;
- General Vocational; and
- Trade, Occupational and Professional.

An FETC obtained through a particular pathway could conceivably serve one or more of the purposes of the FETC better than an FETC obtained through another pathway. The quality of the FETC qualification across the three pathways should, however, be comparable.

General pathway

This pathway will be offered by all schools and some colleges. The National Curriculum Statement Grades 10-12 (General), which is described in this document, will be offered mainly in schools. In this pathway, learners receive general formative education based on a broad curriculum that is organised into subjects.

General Vocational pathway

This pathway is offered mainly by Further Education and Training colleges. It contains programmes that cover broad vocational skills, and prepares learners for work and self-employment in small, medium and micro enterprises. Schools need the permission of the provincial Member of the Executive Council (MEC) to offer it. Learners work towards Learning Outcomes packaged into unit standards.

Trade, Occupational and Professional pathway

This pathway is offered by colleges and industry-based providers. Learners work towards Learning Outcomes packaged into unit standards. Programmes will be demand-led and will include learnerships. Most programmes in this pathway are designed to meet the needs of local communities and of the workplace.

The boundaries between the General Vocational pathway and the Trade, Occupational and Professional pathway will be blurred and permeable with regard to programme offerings, the generation of unit standards, curriculum delivery and the assessment of learning.

CURRICULUM CHANGE IN GRADES 10-12 (GENERAL)

The *White Paper on Education and Training (1995)* provides a policy framework for the development of new curricula in a post-apartheid South Africa. *Education White Paper 4: Preparing for the Twenty-first Century Through Education, Training and Work (1998)* provides a policy framework for the transformation of the Further Education and Training band, with special reference to FET colleges.

Historically, Further Education and Training school curricula served the interests of a minority competing for

limited spaces in formal higher education. Further Education and Training programmes offered by schools were constrained by narrow academic concerns. These programmes failed to equip learners adequately for the social, economic and cultural challenges they faced in their daily lives.

With the opening up of political and socio-economic space in 1990 and the installation of a democratically-elected government in 1994, the scene was set for a non-racial, non-sexist and democratic system of further education and training. In 1995, the Minister of Education initiated the first step towards concretising the transformation of the apartheid Further Education and Training curriculum by establishing the National Education and Training Forum (NETF). This forum 'cleansed' some of the FET syllabi of their racist and insensitive gender undertones. The cleansed curricula are now implemented in schools as 'interim' syllabi (*A Résumé of Instructional Programmes in Schools, Report 550 (2001/08) [hereafter referred to as 'Report 550']*).

The *White Paper on Education and Training (1995)* proposes the development of alternative curricula based on principles of access, redress, equity, credibility, quality and efficiency.

The National Committee on Further Education developed the founding framework for a post-apartheid Further Education and Training curriculum. The report of this Committee, entitled *A Framework for the Transformation of Further Education and Training in South Africa (1997),* calls for the transformation of the education and training system so as to promote equity, redress, economic competitiveness and quality learning.

The report proposes that the purposes of the Further Education and Training curriculum are to:

■ deepen the foundation laid by General Education and Training;
■ lay a foundation for specialist learning;
■ prepare learners for further learning;
■ prepare learners for employment;
■ develop citizens with a commitment to democracy;
■ promote the holistic development of learners; and
■ contribute to economic and social development.

The report also recommends that the transformation of the Further Education and Training system be aligned to the National Qualifications Framework, which organises careers and curriculum offerings into the following twelve organising fields:

■ Agriculture and Nature Conservation;
■ Arts and Culture;
■ Business, Commerce and Management Studies;
■ Communication Studies and Languages;
■ Education, Training and Development;
■ Manufacturing, Engineering and Technology;
■ Human and Social Studies;
■ Law, Military Science and Security;
■ Health Sciences and Social Services;
■ Physical, Mathematical, Computer and Life Sciences;

■ Services; and

■ Physical Planning and Construction.

For the purposes of the Further Education and Training Certificate (General), not all of the twelve organising fields are applicable. In addition, for purposes of developing rules of combination for the FETC (General), some of the organising fields have been combined to form broader categories of cognate subjects.

A process of reviewing and modernising Grades 10-12 school programmes was initiated in 1999. Its intentions were to:

■ establish new standards (expressed as Learning Outcomes) for Grades 10-12 (General);

■ (re)design Grades 10-12 Learning Programmes aimed at achieving the Learning Outcomes;

■ establish programmes aimed at equipping educators, managers and officials with the skills and knowledge required to implement Learning Programmes effectively and efficiently; and

■ lay the foundation for the introduction of Curriculum 2005 in Grades 10-12 (General).

In short, the aim of the review and modernisation process was to reconceptualise and rewrite the interim syllabi for Grades 10-12 into new, integrated and responsive Learning Programmes which would broaden access to a range of career options for young and adult learners.

This process was not fully implemented, but rather served as a prelude to the development of the National Curriculum Statement Grades 10-12 (General).

The decision to develop the National Curriculum Statement Grades 10-12 (General) was taken by the Council of Education Ministers on 22 October 2001.

This Overview document introduces the Subject Statements that form the foundation of the National Curriculum Statement Grades 10-12 (General). It also summarises the main issues related to inclusive education, the Further Education and Training Certificate for schools, and assessment in Grades 10-12.

This document should be read in conjunction with the following documents:

■ *Qualifications and Assessment Policy Framework Grades 10-12 (General);*

■ the various *Subject Statements*, each containing the following:
   • a definition of the subject;
   • a purpose for the subject;
   • the scope of the subject;
   • educational and career links;
   • Learning Outcomes;
   • Assessment Standards;
   • content and contexts for attaining Assessment Standards;
   • subject competence descriptions for each grade; and
   • a generic section on assessment.

CHAPTER 2

PRINCIPLES AND DESIGN FEATURES

INTRODUCTION

The National Curriculum Statement Grades 10-12 (General) is based on the following principles:

- social transformation;
- outcomes-based education (OBE);
- high knowledge and high skills;
- integration and applied competence;
- progression;
- articulation and portability;
- human rights, inclusivity, environmental and social justice;
- valuing indigenous knowledge systems; and
- credibility, quality and efficiency.

These principles, the structure of the curriculum, and Learning Programme Guidelines are briefly described below.

PRINCIPLES OF THE NATIONAL CURRICULUM STATEMENT

Social transformation

The Constitution of the Republic of South Africa forms the basis for social transformation in our post-apartheid society. The imperative to transform South African society by making use of various transformative tools stems from a need to address the legacy of apartheid in all areas of human activity and in education in particular. Social transformation in education is aimed at ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of our population. If social transformation is to be achieved, all South Africans have to be educationally affirmed through the recognition of their potential and the removal of artificial barriers to the attainment of qualifications.

Outcomes-based education

Outcome-based education (OBE) forms the foundation for the curriculum in South Africa. It strives to enable all learners to reach their maximum learning potential by setting the Learning Outcomes to be achieved by the end of the education process. OBE encourages a learner-centred and activity-based approach to education. The National Curriculum Statement builds its Learning Outcomes for Grades 10-12 on the Critical and Developmental Outcomes that were inspired by the Constitution and developed through a democratic process. The Critical Outcomes require learners to be able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively with others as members of a team, group, organisation and community;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

The Developmental Outcomes require learners to be able to:

- reflect on and explore a variety of strategies to learn more effectively;
- participate as responsible citizens in the life of local, national and global communities;
- be culturally and aesthetically sensitive across a range of social contexts;
- explore education and career opportunities; and
- develop entrepreneurial opportunities.

High knowledge and high skills

The National Curriculum Statement Grades 10-12 (General) aims to develop a high level of knowledge and skills in learners. It sets up high expectations of what all South African learners can achieve. Social justice requires the empowerment of those sections of the population previously disempowered by the lack of knowledge and skills. The National Curriculum Statement specifies the minimum standards of knowledge and skills to be achieved at each grade and sets high, achievable standards in all subjects.

Integration and applied competence

Integration is achieved within and across subjects and fields of learning. The integration of knowledge and skills across subjects and terrains of practice is crucial for achieving applied competence as defined in the National Qualifications Framework. Applied competence aims at integrating three discrete competences – namely, practical, foundational and reflective competences. In adopting integration and applied competence, the National Curriculum Statement Grades 10-12 (General) seeks to promote an integrated learning of theory, practice and reflection.

Progression

Progression refers to the process of developing more advanced and complex knowledge and skills. The Subject Statements show progression from one grade to another. Each Learning Outcome is followed by an explicit statement of what level of performance is expected for the outcome. Assessment Standards are arranged in a format that shows an increased level of expected performance per grade. The content and context of each grade will also show progression from simple to complex.

Articulation and portability

Articulation refers to the relationship between qualifications in different National Qualifications Framework

levels or bands in ways that promote access from one qualification to another. This is especially important for qualifications falling within the same learning pathway. Given that the Further Education and Training band is nested between the General Education and Training and the Higher Education bands, it is vital that the Further Education and Training Certificate (General) articulates with the General Education and Training Certificate and with qualifications in similar learning pathways of Higher Education. In order to achieve this articulation, the development of each Subject Statement included a close scrutiny of the exit level expectations in the General Education and Training Learning Areas, and of the learning assumed to be in place at the entrance levels of cognate disciplines in Higher Education.

Portability refers to the extent to which parts of a qualification (subjects or unit standards) are transferable to another qualification in a different learning pathway of the same National Qualifications Framework band. For purposes of enhancing the portability of subjects obtained in Grades 10-12, various mechanisms have been explored, for example, regarding a subject as a 20-credit unit standard. Subjects contained in the National Curriculum Statement Grades 10-12 (General) compare with appropriate unit standards registered on the National Qualifications Framework.

Human rights, inclusivity, environmental and social justice

The National Curriculum Statement Grades 10-12 (General) seeks to promote human rights, social justice and environmental justice. All newly-developed Subject Statements are infused with the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. In particular, the National Curriculum Statement Grades 10-12 (General) is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors.

The National Curriculum Statement Grades 10-12 (General) adopts an inclusive approach by specifying minimum requirements for all learners. It acknowledges that all learners should be able to develop to their full potential provided they receive the necessary support. The intellectual, social, emotional, spiritual and physical needs of learners will be addressed through the design and development of appropriate Learning Programmes and through the use of appropriate assessment instruments.

Valuing indigenous knowledge systems

In the 1960s, the theory of multi-intelligences forced educationists to recognise that there were many ways of processing information to make sense of the world, and that, if one were to define intelligence anew, one would have to take these different approaches into account. Up until then the Western world had only valued logical, mathematical and specific linguistic abilities, and rated people as 'intelligent' only if they were adept in these ways. Now people recognise the wide diversity of knowledge systems through which people make sense of and attach meaning to the world in which they live. Indigenous knowledge systems in the South African context refer to a body of knowledge embedded in African philosophical thinking and social practices that have evolved over thousands of years. The National Curriculum Statement Grades 10-12 (General) has infused indigenous knowledge systems into the Subject Statements. It acknowledges the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution. As many different perspectives as possible have been included to assist problem solving in all fields.

Credibility, quality and efficiency

The National Curriculum Statement Grades 10-12 (General) aims to achieve credibility through pursuing a transformational agenda and through providing an education that is comparable in quality, breadth and depth to those of other countries. Quality assurance is to be regulated by the requirements of the South African Qualifications Authority Act (Act 58 of 1995), the Education and Training Quality Assurance Regulations, and the General and Further Education and Training Quality Assurance Act (Act 58 of 2001).

STRUCTURE AND DESIGN FEATURES

Structure of the National Curriculum Statement

The National Curriculum Statement Grades 10-12 (General) consists of an Overview document, the Qualifications and Assessment Policy Framework, and the Subject Statements.

The subjects in the National Curriculum Statement Grades 10-12 (General) are categorised into Learning Fields.

What is a Learning Field?

A Learning Field is a category that serves as a home for cognate subjects, and that facilitates the formulation of rules of combination for the Further Education and Training Certificate (General). The demarcations of the Learning Fields for Grades 10-12 took cognisance of articulation with the General Education and Training and Higher Education bands, as well as with classification schemes in other countries.

Although the development of the National Curriculum Statement Grades 10-12 (General) has taken the twelve National Qualifications Framework organising fields as its point of departure, it should be emphasised that those organising fields are not necessarily Learning Fields or 'knowledge' fields, but rather are linked to occupational categories.

The following subject groupings were demarcated to help with learner subject combinations:

- Languages (Fundamentals);
- Arts and Culture;
- Business, Commerce, Management and Service Studies;
- Manufacturing, Engineering and Technology;
- Human and Social Sciences and Languages; and
- Physical, Mathematical, Computer, Life and Agricultural Sciences.

What is a subject?

Historically, a subject has been defined as a specific body of academic knowledge. This understanding of a subject laid emphasis on knowledge at the expense of skills, values and attitudes. Subjects were viewed by

some as static and unchanging, with rigid boundaries. Very often, subjects mainly emphasised Western contributions to knowledge.

In an outcomes-based curriculum like the National Curriculum Statement Grades 10-12 (General), subject boundaries are blurred. Knowledge integrates theory, skills and values. Subjects are viewed as dynamic, always responding to new and diverse knowledge, including knowledge that traditionally has been excluded from the formal curriculum.

A subject in an outcomes-based curriculum is broadly defined by Learning Outcomes, and not only by its body of content. In the South African context, the Learning Outcomes should, by design, lead to the achievement of the Critical and Developmental Outcomes. Learning Outcomes are defined in broad terms and are flexible, making allowances for the inclusion of local inputs.

What is a Learning Outcome?

A Learning Outcome is a statement of an intended result of learning and teaching. It describes knowledge, skills and values that learners should acquire by the end of the Further Education and Training band. Learning Outcomes are packed into subjects.

What is an Assessment Standard?

Assessment Standards are criteria that collectively provide evidence of what a learner should know and be able to demonstrate at a specific grade. They embody the knowledge, skills and values required to achieve the Learning Outcomes. Assessment Standards within each Learning Outcome collectively show how conceptual progression occurs from grade to grade.

Contents of Subject Statements

Each Subject Statement consists of four chapters and a glossary:

- *Chapter 1, Introducing the National Curriculum Statement:* This generic chapter introduces the National Curriculum Statement Grades 10-12 (General).
- *Chapter 2, Introducing the Subject:* This chapter introduces the key features of the subject. It consists of a definition of the subject, its purpose, scope, educational and career links, and Learning Outcomes.
- *Chapter 3, Learning Outcomes and Assessment Standards, Content and Contexts:* This chapter contains Learning Outcomes with their associated Assessment Standards, as well as content and contexts for attaining the Assessment Standards.
- *Chapter 4, Assessment:* This chapter outlines principles for assessment and makes suggestions for recording and reporting on assessment. It also lists subject-specific competence descriptions.
- *Glossary:* Where appropriate, a list of selected general and subject-specific terms are briefly defined.

Subjects in the National Curriculum Statement Grades 10-12 (General)

Table 1 contains the subjects that are part of the National Curriculum Statement Grades 10-12 (General), under their respective Learning Fields.

Table 1   Subjects in the National Curriculum Statement Grades 10-12 (General)

Learning Field	Subjects
Languages (Fundamental)	All Home Languages
	First Additional Languages
Arts and Culture	Dance Studies
	Design
	Dramatic Arts
	Music
	Visual Arts
Human and Social Studies and Languages	Geography
	History
	Life Orientation
	Languages (that are not taken in the Fundamental Component)
Physical, Mathematical, Computer, Life and Agricultural Sciences	Agricultural Sciences
	Computer Applications Technology
	Information Technology
	Life Sciences
	Mathematical Literacy
	Mathematics
	Physical Sciences
Business, Commerce, Management and Service Studies	Accounting
	Business Studies
	Consumer Studies
	Economics
	Hospitality Studies
	Tourism
Manufacturing, Engineering and Technology	Electrical Technology
	Engineering Graphics and Design
	Mechanical Technology

LEARNING PROGRAMME GUIDELINES

A Learning Programme specifies the scope of learning and assessment for the three grades in the Further Education and Training band. It is the plan that ensures that learners achieve the Learning Outcomes as prescribed by the Assessment Standards for a particular grade. The Learning Programme Guidelines assist teachers and other Learning Programme developers to plan and design quality learning, teaching and assessment programmes. Learning Programme Guidelines should be read in conjunction with the Assessment Guidelines and the National Curriculum Statement.

CHAPTER 3

INCLUSIVE EDUCATION IN THE NATIONAL CURRICULUM STATEMENT GRADES 10-12 (GENERAL)

The responsibility of the education system to develop and sustain learning is premised on the recognition that education is a fundamental right which extends equally to all learners. Exercising this responsibility involves ensuring that the education system creates equal opportunities for effective learning by all learners.

The Further Education and Training band is particularly crucial in terms of providing opportunities for all learners to develop their full potential along the most appropriate pathway. All learners must be supported in realising their expectations to enter Higher Education or the world of work. The way in which the past system organised secondary schooling made it very difficult for poor youth to realise these expectations.

This chapter shows how *Education White Paper 6* on *Special Needs Education: Building an Inclusive Education and Training System (2001)* gives expression to the Constitution and the *White Paper on Education and Training (1995)* relating to inclusive education. The chapter introduces the new understanding that must inform every teaching and learning situation in relation to the barriers which may impede learner achievement.

UNDERSTANDING 'BARRIERS TO LEARNING'

A complex and dynamic relationship exists between the learner, the centre of learning, the broader education system, and the social, political and economic context of which they are all part.

This complexity plays a key role in whether effective learning and development take place. When a problem exists in one of these areas it may impact on the learning process, causing learning breakdown or learner exclusion. If the system fails to meet the different needs of a wide range of learners or if problems arise in any of these components, then the learner may be prevented from engaging in or sustaining an ideal process of learning. Those factors which lead to the inability of the system to accommodate diversity, which lead to learning breakdown or which prevent learners from accessing educational provision, have been conceptualised as barriers to learning and development.

By emphasising the notion of 'barriers to learning' the policy on inclusive education is clearly moving away from an individual deficit approach. This past approach 'diagnosed' certain learners as having 'special needs' which required 'specialised' teaching within 'specialised' contexts. Within the South African context, this approach is problematic. Teachers should understand the wide range of barriers encountered by many learners in their classrooms. They need to understand that poverty, a content-based curriculum, the expectation that everyone learns in the same way, lack of experience of formal education, and learning in a language which is not one's home language need to be addressed through the way in which they teach, plan activities and assess learner performance. Teachers have to ensure that all learners participate fully in the curriculum.

Barriers to learning within the South African context include the following:

- systemic barriers – including a lack of access to basic services, poor teaching, lack of basic and appropriate learning and teaching support materials and assistive devices, inadequate facilities at schools, and overcrowded classrooms;
- societal barriers – including abject poverty, late enrolment at school, urban/rural disparities, and discrimination on the grounds of race, gender, language and disability;
- barriers rooted in inappropriate pedagogy, insufficient support of teachers, inappropriate and unfair assessment procedures, the language of instruction, inflexible classroom management, and inappropriate attitudes; and
- factors that emerge from within the learner because of disabilities (e.g. neurological, physical, sensory, cognitive) and other conditions (e.g. disease, chronic illness, trauma).

In most (if not all) cases, the learning and development of a learner is hampered by a combination of two or more of the above types of barriers.

For the National Curriculum Statement Grades 10-12 (General) to become truly inclusive, it is important for all teachers and other educators to understand how to review their own understandings of teaching and learning in order to accommodate this new approach. The notion of inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

OUTCOMES-BASED EDUCATION AND INCLUSIVITY

As indicated earlier, outcomes-based education lays the ground for educational transformation in South Africa. At the same time, there is a recognition that outcomes-based education is a powerful tool in developing practices for inclusivity, with its fundamentally new pedagogy which caters for diversity through a learner-centred and outcomes-based approach. *Education White Paper 6* on *Special Needs Education: Building an Inclusive Education and Training System* underscores the principles of outcomes-based education in the National Curriculum Statement for Grades 10-12 (General) by insisting that all practice should be consistent with the following:

- All learners can learn given the necessary support.
- Outcomes-based education utilises a learner-paced and learner-based approach.
- All learners should be able to participate in the various pathways which are offered within the Further Education and Training band.
- Schools must create conditions for learners to succeed.
- Support for learners should be based on the levels of support needed for overcoming individual barriers to learning and development, rather than on the categorisation of learners according to their abilities or disabilities.

Officials involved in the management, development and monitoring of the curriculum need to understand that

inclusion is a central curriculum issue. Curriculum delivery can constitute a significant barrier to learning, leading to the exclusion of many learners in 'special' and in 'ordinary' school settings. These barriers to learning arise from various interlocking parts of the curriculum, such as the content of Learning Programmes, the language of learning and teaching, the management and organisation of classrooms, learning style and pace, time frames for completion of curricula, materials and equipment which have to be available, and assessment methods and techniques.

SOME PRACTICAL APPROACHES TO CURRICULUM ADAPTATION

In order to assist educators to translate the above principles of outcomes-based education into effective inclusive practices, the following approaches to curriculum adaptation or differentiation should be considered:

- Skills development maintains, combines, refines, transfers or generalises existing skills. It might also involve reactivating skills that have been acquired previously. All skills and experiences that learners bring to the learning process must be considered valuable.
- Curricular content can be chosen and paced to extend learners' access to new areas of experience, knowledge and/or understanding, based on their current strengths and learning needs. What is taught should also be flexible and relevant to the lived reality of the large majority of learners.
- Learning contexts support the learning process. Learners can be offered a variety of activities, resources and environments that are appropriate to their age, interests, strengths and prior knowledge and achievements. Learning can also happen through a variety of activities outside the school, such as projects, work experiences, and volunteering. These contexts, as well as the resources used, should make specific provision for learners with disabilities.
- Teaching approaches can be widened by accommodating learners' individual strengths and learning styles at different stages. This could be done through using appropriate learning and teaching support materials.
- Shared learning is about providing opportunities for learners' participation in the learning process (e.g. in planning or in assessment). Furthermore, assessment should take into account the content and level of content to which learners have been exposed, and should use alternative methods to accommodate learners' needs emanating from different barriers to learning and development.
- The language of learning and teaching needs to be accessible to learners.
- The participation and involvement of care-givers and families are essential and need to be valued.

CHAPTER 4

QUALIFICATIONS AND ASSESSMENT

INTRODUCTION

This chapter summarises the key policy positions on qualifications and assessment in the Further Education and Training General pathway. A more detailed description of qualifications and assessment policy can be found in the *Qualifications and Assessment Policy Framework Grades 10-12 (General)*. This chapter also describes the Further Education and Training Certificate (General), which will replace the Senior Certificate in 2008.

THE KIND OF LEARNER THAT IS ENVISAGED

Of vital importance to our development as people are the values that give meaning to our personal spiritual and intellectual journeys. *The Manifesto on Values, Education and Democracy* (Department of Education, 2001:9-10) states the following about education and values:

> *Values and morality give meaning to our individual and social relationships. They are the common currencies that help make life more meaningful than might otherwise have been. An education system does not exist to simply serve a market, important as that may be for economic growth and material prosperity. Its primary purpose must be to enrich the individual and, by extension, the broader society.*

The kind of learner that is envisaged is one who will be imbued with the values and act in the interests of a society based on respect for democracy, equality, human dignity and social justice as promoted in the Constitution.

The learner emerging from the Further Education and Training band must also demonstrate achievement of the Critical and Developmental Outcomes listed earlier in this document. Subjects in the fundamental learning component collectively promote the achievement of the Critical and Developmental Outcomes, while specific subjects in the core and elective components individually promote the achievement of particular Critical and Developmental Outcomes.

In addition to the above, learners emerging from the Further Education and Training band must:

- have access to, and succeed in, lifelong education and training of good quality;
- demonstrate an ability to think logically and analytically, as well as holistically and laterally; and
- be able to transfer skills from familiar to unfamiliar situations.

THE KIND OF TEACHER THAT IS ENVISAGED

All teachers and other educators are key contributors to the transformation of education in South Africa. The National Curriculum Statement Grades 10-12 (General) visualises teachers who are qualified, competent, dedicated and caring. They will be able to fulfil the various roles outlined in the Norms and Standards for Educators. These include being mediators of learning, interpreters and designers of Learning Programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens and pastors, assessors, and subject specialists.

THE PURPOSE OF THE FETC (GENERAL)

The primary purpose of the Further Education and Training Certificate (General) is to equip learners with knowledge, skills, values and attitudes that will enable learners to participate meaningfully in society. The National Curriculum Statement broadly and the FETC (General) in particular aim to provide a basis for continuing learning in Higher Education, to lay a foundation for future careers, and to develop learners to be productive and responsible citizens and lifelong learners.

TYPE OF QUALIFICATION

The Further Education and Training Certificate (General) is understood as a qualification in terms of the National Standards Body (NSB) Regulation 8(1) of the *Regulations Under the South African Qualifications Authority Act (1995).*

Based on their history, schools occupy a distinctive place in the minds of parents, young learners and educators. Because of this distinctive nature, Further Education and Training schools will continue to offer subjects selected largely from the General pathway to learners in the age group 16-18 years.

For the purposes of enhancing the portability of subjects obtained in Grades 10-12, various mechanisms have been explored, for example, regarding a subject as a 20-credit unit, comparable to the NQF unit standard. Subjects contained in the National Curriculum Statement Grades 10-12 (General) compare with appropriate unit standards registered on the National Qualifications Framework.

REQUIREMENTS FOR THE FETC (GENERAL)

- According to NSB Regulation 8(2), at least 120 credits are required for the registration of a qualification on the NQF, with a minimum of 72 credits being obtained at or above the level at which the qualification is registered.
- The FETC (General) is a minimum 130-credit Level 4 (Grade 12) qualification based on a credit allocation at NQF Level 4. Learners do not accumulate credits in Grades 10 and 11.

■ NQF Level 4 will be the only exit point where a qualification will be issued. Learners exiting the General pathway prior to NQF Level 4 (Grade 12) will receive a statement indicating the exit-level Learning Outcomes and the grade-specific Assessment Standards attained from the school attended.

RULES OF COMBINATION

To obtain a Further Education and Training Certificate (General) a candidate must offer the following components:

■ A Fundamental Learning Component comprising:
  • two languages, one being a Home Language and the other one being a Home Language or First Additional Language, provided that one of the two languages is the language of learning and teaching (LOLT) (20 x 2 = 40 credits);
  • Mathematical Literacy or Mathematics (20 credits); and
  • Life Orientation (10 credits).

■ A Core Learning Component comprising at least two subjects selected from one of the Learning Fields (20 x 2 = 40 credits).

■ An Elective Learning Component comprising at least one subject selected from any Learning Field (20 credits).

Subjects offered by other recognised examining bodies may only be offered as electives.

Capable learners may offer more than the required minimum number of subjects set out above.

FETC PROMOTION REQUIREMENTS AND GRADING

In the Senior Certificate, marks obtained by learners in different subjects were aggregated into one consolidated mark. The Further Education and Training Certificate (General) moves away from the practice of aggregation. Candidates will be promoted on the basis of fulfilling the minimum requirements in all the required subjects for the FETC (General).

To assist with benchmarking the achievement of Learning Outcomes in Grades 10-12, subject competences have been described to distinguish the grade expectations of what learners must know and be able to achieve. Six levels of competence have been described for each grade in each subject. These descriptions will assist teachers to assess learners and assign them the correct rating. The descriptions summarise what is spelled out in detail in the Learning Outcomes and the Assessment Standards, and give the distinguishing features that fix the achievement for a particular rating. The various achievement levels and their corresponding percentage bands are shown in Table 2.

Table 2   **Scale of achievement for the National Curriculum Statement Grades 10-12 (General)**

Rating Code	Description of Competence	Marks (%)
6	Outstanding	80-100
5	Meritorious	60-79
4	Satisfactory	50-59
3	Adequate	40-49
2	Partial	30-39
1	Inadequate	0-29

Learners will qualify for a Further Education and Training Certificate (General) if they attain a total of at least 130 credits, with a minimum of 60 credits with 'Adequate Achievement at NQF Level 4' and a maximum of 60 credits with 'Partial Achievement at NQF Level 4'. Learners should at least achieve one language at Home or First Additional level, Mathematical Literacy or Mathematics, and Life Orientation at NQF Level 4, with the other language being achieved at least with 'Partial Achievement at NQF Level 4' . Learners should also achieve at least two subjects in the Core and Elective Learning Components; one of these must be with 'Adequate Achievement at NQF Level 4' while the remaining subject may be achieved with 'Partial Achievement at NQF Level 4'. A condonation in one subject in the Core Learning Component at 'Inadequate Achievement at NQF Level 4' is permissible.

Fundamental Learning Component

■ Two subjects at 'Adequate Achievement at NQF Level 4 including at least one official language at First Additional Level.
■ Two subjects at 'Partial Achievement at NQF Level 4'.

Core/Elective Learning Component

■ One subject at 'Adequate Achievement at NQF Level 4'.
■ Two subjects at 'partial Achievement at NQF Level 4'.

Condonation

■ One subject at 'Inadequate Achievement at NQF Level 4'.

TIME ALLOCATION FOR LEARNING PROGRAMMES

In terms of Section 4 of the *Employment of Educators Act (1998),* all educators should be at school during the formal school day, which should not be less than seven hours per day. This allows for a 35-hour working week.

According to the policy document, *National Policy Regarding Instructional Time for School Subjects* (Government Notice 1473, *Government Gazette 20692*, 10 December 1999)*,* 27,5 hours must be devoted to teaching time for the Senior Certificate programme. For the new FETC (General), the actual teaching time should be 29,5 hours per week, with 5,5 hours per week allocated to breaks, assemblies and extramural activities.

The 29,5 hours of teaching time per week should be used as outlined below:

■ Time allocation for the Fundamental Learning Component:
   • Languages: 9,0 hours per week for two languages;
   • Mathematical Literacy or Mathematics: 5,0 hours per week; and
   • Life Orientation: 2,0 hours a week.

■ Time allocation for Core and Elective Learning Components: a total of 4,5 hours per week should be allocated to each of the three subjects comprising the Core and Elective Learning Components.

A total of 9.0 hours and 4.5 hours per week for Core and Elective subjects respectively will result in 150 hours per year for each of these subjects.

Table 3 gives a summary of the credit and time allocations.

Table 3   **Credit and time allocations for Learning Programmes**

Subject	Credits	Time Allocation (hours per week)
Language 1 (LOLT)	20	4,5
Language 2	20	4,5
Mathematics or Mathematical Literacy	20	5
Life Orientation	10	2
Core Subjects	40	4,5 x 2
Elective Subject	20	4,5

CHAPTER 5

INTRODUCING THE SUBJECTS

INTRODUCTION

In the National Curriculum Statement Grades 10-12 (General), subjects are flexible and make allowances for the inclusion of local inputs. They are viewed as dynamic and as responding to new and diverse knowledge, including knowledge that traditionally has been excluded from the formal curriculum.

A Learning Outcome is a statement of an intended result of learning and teaching. It describes knowledge, skills and values that learners should acquire. The Learning Outcomes for each of the subjects in the National Curriculum Statement Grades 10-12 (General) are given below, along with a definition and purpose for each subject. This merely gives the flavour of each subject. More detailed information on the Learning Outcomes and how they are to be achieved can be found in each Subject Statement.

ACCOUNTING

Definition

Accounting focuses on measuring performance, and processing and communicating financial information about economic sectors. This discipline ensures that ethical behaviour, transparency and accountability are adhered to. It deals with the logical, systematic and accurate selection and recording of financial information and transactions, as well as the compilation, analysis and interpretation of financial statements and managerial reports for use by interested parties.

Purpose

The subject Accounting develops learners' knowledge, skills, values, attitudes and ability to make meaningful and informed personal and collaborative financial decisions in economic and social environments.

By engaging in Accounting, learners will be able to:

- collect, select, record and/or capture, analyse and interpret financial and other relevant data in order to make informed decisions;
- develop general and specific skills in accounting to integrate theory and practice and which could be used for compliance with generally accepted accounting practice;
- present and/or communicate financial information effectively by using generally accepted accounting practice, developments and legislation;
- develop and demonstrate an understanding of fundamental accounting concepts;
- acquire skills, knowledge, attitudes and values that can contribute directly or indirectly to the improvement of standard of living, human development and productivity, and create opportunities for all;

- relate skills, knowledge and values to real-world situations in order to ensure the balance between theory and practice, to enter the world of work and/or move to higher education, and to encourage self-development;
- organise and manage own finances and activities responsibly and effectively;
- apply principles to solve problems in a judicious and systematic manner in familiar and unfamiliar situations, thus developing the ability to identify and solve problems;
- develop critical, logical, and analytical abilities and thought processes to enable them to the application of these skills to current and new situations;
- develop the necessary characteristic requirements including:
  - ethics,
  - sound judgment,
  - thoroughness,
  - orderliness,
  - accuracy,
  - neatness and presentability; and
- deal confidently with the basic demands of an accounting occupation manually and/or electronically.

Learning Outcomes

Learning Outcome 1: Financial Information

The learner is able to demonstrate knowledge, understanding and the application of financial information according to generally accepted accounting practice and concepts.

Learning Outcome 2: Managerial Accounting

The learner is able to demonstrate knowledge and understanding of managerial accounting, as well as the application thereof.

Learning Outcome 3: Managing Resources

The learner is able to demonstrate knowledge and understanding of the use of different financial and managerial control tools and strategies to manage resources in a responsible manner.

AGRICULTURAL SCIENCES

Definition

Agricultural Sciences is the study of the relationship between soils, plants and animals in the production and processing of food, fibre, fuel and any other agricultural commodities that have an economic, aesthetic and cultural value. It is an integrated science that combines the knowledge and skills from Physical Sciences, Life Sciences, Social Sciences, Earth Sciences, Engineering, Mathematics and Economics. This subject must be seen within the holistic science framework rather than as an isolated science. The subject Agricultural Sciences

seeks to inculcate an understanding of a sustainable agricultural environment through integrating theory and skills in the study of the food production chain and of processing. It focuses on the management skills needed to sustain production in a viable manner.

Purpose

Through the study of Agricultural Sciences, learners will:

- develop awareness of national priorities such as food security, sustainable livelihoods and the alleviation of poverty, considering both subsistence and commercial farming practices, as well as cultural, aesthetic and ethical issues within plant and animal production;
- develop an awareness of the management and care of the environment, natural resources and the humane treatment of animals through application of science and related appropriate technology, with responsibility towards the environment and for the health and well-being of all in South Africa;
- develop problem-solving mechanisms within the contexts of agricultural production, processing and marketing practices;
- be aware of the social and economic development of the society at large through personal development in commercial and subsistence farming enterprises by communicating, by working effectively in groups, and by being creative and innovative;
- become informed and responsible citizens (knowledge and skills) in the production of agricultural commodities (while managing natural resources), caring for the environment (attitudes and values) and addressing social justice issues;
- be aware of agricultural indigenous knowledge and practices through understanding agricultural science in historical and social contexts;
- develop an awareness of gender inequity and other imbalances that exist in the agricultural industry, encouraging meaningful participation of female learners and learners with special educational needs;
- develop social and personal skills through understanding ethical and responsible agricultural practices in the production and processing of food and fibre and - caring for crops and animals; and
- acquire value through having access – and the – opportunity to succeed in lifelong education and training.

Learning Outcomes

Learning Outcome 1: Investigate and Analyse

The learner is able to investigate, critically analyse and understand the challenging nature of agriculture in order to plan and solve problems relating to sustainable agriculture.

Learning Outcome 2: Sustainable Agricultural Practices

The learner is able to demonstrate an understanding of the dynamic nature of agricultural knowledge and of the appropriate technology, and to interpret and apply this knowledge to agricultural management practices and systems to ensure a sustainable agricultural environment.

Learning Outcome 3: Indigenous Agricultural Knowledge and Historical Development

The learner is able to understand and interpret socio-cultural developments in agriculture over time, and to use indigenous agricultural knowledge in relevant management practices, systems and technologies.

Learning Outcome 4: Interrelated Issues in Agriculture

The learner is able to demonstrate an understanding of the links between humans and nature and the impact of socio-economic and political issues on natural resources and on sustainable agricultural production.

BUSINESS STUDIES

Definition

The subject Business Studies deals with the knowledge, skills, attitudes and values critical for informed, productive, ethical and responsible participation in the formal and informal economic sectors. The subject encompasses business principles, theory and practice that underpin the development of entrepreneurial initiatives, sustainable enterprises and economic growth.

Purpose

Economic growth and personal financial empowerment are largely dependent on the positive contribution of both business and individuals to the economy. Business takes place in an inherently complex context that requires informed, imaginative, participative, contributing and reflective business practitioners who can dynamically perform a range of interdependent business operations.

The development of these business roles will put learners in a position where they are able to effectively apply knowledge and skills to analyse and deal with different business environments (macro, micro and market), to initiate and carry out business ventures and successfully carry out business operations. These roles and operations can also be applied within other organisational structures such as public sector and non-profit organisations.

This subject will ensure that learners:

- acquire and apply essential business knowledge, skills and principles to productively and profitably conduct business in changing business environments;
- create business opportunities, creatively solve problems and take risks, respecting the rights of others and environmental sustainability;
- apply basic leadership and management skills and principles while working with others to accomplish business goals;
- be motivated, self-directed, reflective lifelong learners who responsibly manage themselves and their activities while working towards business goals; and
- be committed to developing self and others through business opportunities and ventures.

In addition to being able to secure formal employment, learners need to be in a position to pursue sustainable entrepreneurial and self-employment career pathways. Business Studies also forms the foundation for further business learning opportunities.

Learning Outcomes

Learning Outcome 1: Business Environments

The learner is able to demonstrate knowledge and analyse the impact of changing and challenging environments on business practice in all sectors.

Learning Outcome 2: Business Ventures

The learner is able to identify and research viable business opportunities and to explore these and related issues through the creation of achievable business ventures.

Learning Outcome 3: Business Roles

The learner is able to demonstrate and apply contemporary knowledge and skills to fulfil a variety of business roles.

Learning Outcome 4: Business Operations

The learner is able to demonstrate and apply a range of management skills and specialised knowledge to perform business operations successfully.

COMPUTER APPLICATIONS TECHNOLOGY

Definition

Computer Applications Technology is the effective use of information and communication technologies in an end-user computer applications environment in different sectors of society.

Purpose

Computer Applications Technology equips learners with knowledge, skills, values and attitudes to create, design and communicate information in different formats. It further makes it possible for learners to collect, analyse and edit data and to manipulate, process, present and communicate information to different sectors of society.

This subject will ensure that learners:

- make informed decisions when accessing, capturing and analysing data;
- manipulate, interpret and process information;

- apply problem-solving skills, using critical and creative thinking, within the context of end-user computer applications;
- acquire knowledge and skills that enhance their competence to interact with different end-user computer applications (e.g. word processing, spreadsheets and databases);
- have a general understanding of social, environmental and global issues that are linked to the use of information and communication technologies;
- communicate effectively by using the appropriate communication modes and tools;
- apply end-user computer applications knowledge and skills ethically and responsibly;
- demonstrate an understanding of the effective management of information;
- organise their daily activities responsibly and effectively within different contexts;
- reveal natural talents and enthusiasm, thereby contributing to excellence and achievement;
- develop marketable skills, thereby enhancing capabilities and job satisfaction; and
- engage in lifelong learning, effective job performance capabilities and job satisfaction.

Learning Outcomes

Learning Outcome 1: Operational Knowledge of Information and Communication Technologies

The learner is able to demonstrate operational knowledge of information and communication technologies and the environments in which they operate.

Learning Outcome 2: Integrated End-user Computer Applications Skills and Knowledge in Problem Solving

The learner is able to apply and integrate end-user computer applications skills and knowledge to solve problems related to the processing, presentation and communication of information.

Learning Outcome 3: Information Management

The learner is able to apply information management processes and skills using end-user computer applications.

CONSUMER STUDIES

Definition

The subject Consumer Studies focuses on developing knowledge, skills, values and attitudes in learners to enable them to become responsible and informed consumers of food, clothing, housing, furnishings and household equipment, and to use resources optimally and in a sustainable manner. The subject also promotes the application of knowledge and skills in the production of quality marketable products that will meet consumer needs.

Purpose

Consumer Studies contributes to educating learners to be wise consumers by developing the knowledge, skills, values and attitudes to:

- improve the quality of life experienced by individuals and communities;
- use science and technology effectively and critically, showing responsibility towards the environment and the health of others;
- collect, analyse and critically evaluate information to acquire the skills to be effective consumers;
- utilise different sources of product information to make consumer decisions using critical and creative thinking;
- communicate effectively using visual, symbolic and/or language skills in various modes
- recognise environmental concerns and their effect on consumers and producers (e.g. decreasing the supply of natural resources and the excess of waste);
- understand the impact of inequitable consumption and production on the natural and economic environment;
- appreciate the mutual benefits of working with others as members of a team or group in investigating issues, solving problems and producing products;
- develop cultural and aesthetic sensitivity about food, clothing and housing behaviour patterns across a range of social contexts;
- encourage positive attitudes towards work and empower individuals to become self-reliant through the application of food, clothing, housing and furnishings, and entrepreneurial knowledge and skills; and
- lay the foundation for Higher Education and Training, and explore career opportunities in food, clothing, housing and interior design.

Learning Outcomes

Learning Outcome 1: Management of the Consumer Role

The learner is able to demonstrate knowledge of responsible consumer practices and to effectively address consumer issues.

Learning Outcome 2: Knowledgeable Consumer Choices

The learner is able to make knowledgeable consumer choices about food, clothing, housing and furnishing within a given socio-economic and cultural context.

Learning Outcome 3: Responsible Use of Resources

The learner is able to demonstrate consumer responsibility towards the sustainability of the environment, the community and self through the judicious use of resources.

Learning Outcome 4: Production and Marketing of Food, Clothing and Soft Furnishing Products

The learner is able to apply knowledge and demonstrate the skills necessary to produce quality consumer products and to apply entrepreneurial knowledge and skills to market these products.

DANCE STUDIES

Definition

Dance is expressive human movement that engages the physical, the intellectual, the emotional and the spiritual dimensions of people. It is a unique art form, which uses the body as an instrument of communication. Dance is in essence a social and cultural activity where people dance with a partner, within a group and for an audience. It is a powerful means of sharing languages, cultures, abilities, genders, identities and other issues across boundaries.

The subject Dance Studies encompasses dance technique, styles, performance, choreography and dance theory, including health care, history and music for dance.

Purpose

Dance Studies contributes to the development of dancers, choreography and dance literacy. It develops dance skills and knowledge as well as an understanding of professional practice. It prepares learners for entry into higher education and for employment in the dance and related industries.

Dance Studies focuses on building values and attitudes of respect and inclusivity, providing access for learners facing physical and social barriers. It promotes the value of diverse South African cultural and artistic practices. Through exploring dance, learners reflect on ways of promoting cultural fairness and learn to respect cultural and other diversities, in keeping with the constitutional principles and the Bill of Rights. Through the inclusion of indigenous dance, learners realise the important contribution that indigenous knowledge systems make to the understanding of dance and its practices.

Through Dance Studies, learners are encouraged to develop cognitive skills and entrepreneurial abilities. Dance Studies provide both individual and interactive challenges, contributing to personal maturation, social development and spiritual enrichment.

Learning Outcomes

Learning Outcome 1: Create and Present Composition, Performance and Production

The learner is able to create and present dance composition, performance and production.

Learning Outcome 2: Develop Dance Technique and Style

The learner is able to develop practical skills in techniques and styles for dance performance in own dance major.

Learning Outcome 3: Reflect on Dance Theories

The learner is able to reflect on music, dance histories in past and present contexts, and health care.

Learning Outcome 4: Demonstrate Indigenous Dances of Many Cultures

The learner is able to demonstrate skills in and knowledge of cultural dance forms other than own dance major.

DESIGN

Definition

Design is a creative, intellectual, problem-solving process involving problem identification, planning, research, innovation, conceptualisation, prototyping and critical reflection. This process typically results in environments, systems, services and products that may be unique or intended for mass production, hand-crafted or produced by mechanical and/or electronic means.

Design is concerned with issues of purpose, functionality and aesthetics in shaping the social, cultural and physical environment to the benefit of the nation.

Purpose

The subject Design aims to equip learners with the knowledge, skills, values and attitudes that will enable them to adapt, participate and succeed in an economically complex society. The subject also aims to promote productivity, social justice and environmental sustainability. Therefore, these learners will be provided with the opportunity to:

- understand the social contribution of design with regard to economic growth, entrepreneurship and sustainability;
- understand that design may be a tool for social change by improving the quality of life and providing solutions that are responsive to individual and community needs;
- affirm the cultural heritage of South Africa through a focus on indigenous knowledge and craft production in ways that are accessible to all learners in all communities;
- develop an awareness of career opportunities in the design industry, thereby creating a credible route to Higher Education and the world of work;
- develop the creative potential of the learner;
- appreciate design as a research and development-based process which requires the learner to investigate primary and secondary sources;
- reinforce concepts of design methodology and problem solving as a lifelong learning skill;
- relate design skills and knowledge to real situations by ensuring a balance between theory and practice;
- emphasise the collaborative nature of the design process, which often involves various stakeholders in a manner that encourages all participants to work as effective members of a team;
- reflect critically on and be sensitive to the role of aesthetics and cultural practices in design;
- develop an awareness of the need for responsible and safe use and/or recycling of materials throughout the design process;
- select appropriate media, materials and technology and to add value through the design process;
- develop as a responsible citizen who is a critical consumer, culturally sensitive, well-informed on ethical issues and empathetic to social needs;

- appreciate how images, artefacts, systems and products relate to economic, environmental, social, political, historical and cultural contexts;
- engender a sense of self-discipline by emphasising the need for effective time management in meeting deadlines, which is an essential part of professional practice;
- develop appropriate presentation and communication skills in order to convey design concepts effectively;
- enable the learner to practice design as an enjoyable and fulfilling life experience; and
- appreciate design as an integral part of the made world.

Learning Outcomes

Learning Outcome 1: The Design Process

The learner is able to understand the design process from conceptualisation to realisation.

Learning Outcome 2: Design Production

The learner is able to produce and present a body of work in the chosen discipline(s) which shows an understanding of design skills and production processes.

Learning Outcome 3: Design in Context

The learner is able to demonstrate design literacy and to understand design in cultural, environmental and business contexts, both historically and in contemporary practice.

DRAMATIC ARTS

Definition

Drama is a social art form which integrates visual, aural, physical, kinaesthetic and performance elements to communicate, explore, reflect on and enhance human experience. The subject Dramatic Arts encompasses a range of performance modes across a variety of media and within a diversity of cultural and social contexts.

Purpose

The subject Dramatic Arts develops and promotes human creativity as a rich, diverse and productive resource through dramatic communication, interaction and representation. Learning in the Dramatic Arts involves using experience, reflection, analysis and re-experience to gain skills, knowledge, values and insight. The approach is inclusive, ensuring that all learners, including those with special educational needs, will be actively and creatively engaged in the learning process.

The goals in the subject Dramatic Arts include:

- contributing to nation-building by challenging, exploring or celebrating values and attitudes in society through the use of dramatic practices, processes and products;

- working in and through dramatic practices, processes and products to analyse past and present contexts, diverse traditions and heritages (including indigenous knowledge systems);
- affirming the dynamic nature of culture in an inclusive way;
- redressing the imbalances of the past, by working towards the elimination of prejudice, stereotyping and bigotry;
- raising consciousness of national imperatives (including issues about HIV/AIDS, the environment, human rights and social justice) through dramatic practices, processes and products;
- developing verbal and non-verbal communication skills, using a range of registers appropriate to diverse social and cultural contexts;
- exploring and representing ideas and feelings, and their consequences, by using dramatic forms of communication;
- developing practical skills which contribute to technical proficiency and creative expressiveness in dramatic practices, processes and products;
- acquiring and applying knowledge of specific dramatic practices, processes and products within a cultural context;
- developing skills in describing, analysing, interpreting, evaluating and appreciating dramatic practices, processes and products through critical reflection;
- promoting the learner's self-esteem, self-discipline and commitment through interactive and experiential learning in a supportive environment;
- developing self-confidence in presenting oneself and one's viewpoints in a variety of situations; and
- developing entrepreneurial skills, knowledge, attitudes and values to make an economic contribution to self and society in the Dramatic Arts and related fields.

Learning Outcomes

Learning Outcome 1: Apply Personal Resources

The learner is able to demonstrate technical proficiency, expressiveness and creativity through the application of internal and external personal resources within a variety of dramatic practices, processes and products.

Learning Outcome 2: Create, Make and Present

The learner is able to create, make an present dramatic products through experimenting with and shaping dramatic elements in a process of artistic and cultural exploration and collaboration.

Learning Outcome 3: Understand and Analyse

The learner is able to identify, understand and analyse the content, form and context of dramatic processes, practices and products across a range of periods, cultures and styles.

Learning Outcome 4: Reflect and Evaluate

The learner is able to reflect on and evaluate own and others' dramatic processes, practices and products.

ECONOMICS

Definition

Economics is the study of how individuals, businesses, governments and other organisations within our society choose to use scarce resources to satisfy their numerous needs and wants in a manner that is efficient and equitable.

Purpose

Economics equips learners with knowledge, skills, values and attitudes that will enable them to participate in, contribute to, adapt to and survive in a complex economic society. It will enable them to demonstrate a critical awareness of the benefits of responsible and sensitive resource utilisation.

Learners will be able to:

- acquire an advanced Economics vocabulary that will allow them to debate and communicate the essentials of this subject;
- apply, in a responsible and accountable manner, principles that underlie basic economic processes and practices;
- explore a variety of methods and strategies to analyse and explain the dynamics of markets;
- collect, analyse and interpret production, consumption and exchange data as well as other information in order to solve problems and make informed decisions;
- understand human rights concerns, reflect on the wealth creation process, and engage in poverty alleviation; and
- analyse and assess the impact of local and global institutions on the South African economy.

Learning Outcomes

Learning Outcome 1: Macro-economics

The learner is able to demonstrate knowledge, critical understanding and application of the principles, processes and practices of the economy.

Learning Outcome 2: Micro-economics

The learner is able to demonstrate knowledge, understanding and the appropriate skills in analysing the dynamics of markets.

Learning Outcome 3: Economic Pursuits

The learner is able to demonstrate knowledge, understanding and critical awareness of the policies and practices underpinning the improvement of the standard of living.

Learning Outcome 4: Contemporary Economic Issues

The learner is able to demonstrate knowledge, understanding and critical awareness, and apply a range of skills in dealing with contemporary economic issues.

ELECTRICAL TECHNOLOGY

Definition

Electrical Technology focuses on the understanding and application of electrical and electronic principles and the technological processes inherent in the production of products, services and systems in order to improve the quality of life.

Purpose

Electrical Technology will expose learners to the relevant knowledge and skills, taking cognisance of the following outcomes:

- understand the social contribution of Electrical Technology with regard to economic growth, entrepreneurship, sustainability, and as a tool for change, improving the quality of life and providing solutions that are responsive to individual and community needs;
- identify and solve problems in the Electrical Technological environment using critical and creative thinking, in order, among others, to develop the creative potential of learners;
- communicate effectively using verbal, written, visual and graphical communication as well as mathematical skills as applied to Electrical Technology;
- organise and manage activities responsibly and effectively;
- collect, analyse, organise and critically evaluate relevant information;
- use science and technology effectively and critically, showing responsibility towards the environment and the rights and health of others, with particular reference to managing the impact of Electrical Technology on natural resources, cultural values and socio-economic development; and
- demonstrate an understanding of the ethical considerations, values and attitudes which relate to Electrical Technology.

Learners will be prepared for career pathways and additional education and training opportunities by:

- applying knowledge and skills in Electrical Technology;
- developing entrepreneurial skills;
- exploring education and career opportunities; and
- learning to be sensitive to the rights of others, including those with disabilities and those living with and affected by HIV/AIDS.

Learning Outcomes

Learning Outcome 1: Technological Processes and Communication

The learner is able to understand and apply technological processes related to Electrical Technology ethically and responsibly, and to communicate the finding through the use of the appropriate terminology and communication methods.

Learning Outcome 2: Principles and Practices

The learner is able to demonstrate an understanding of the concepts, principles and practices related to Electrical Technology by organising and managing own activities responsibly and effectively considering the interrelatedness of systems as a context for problem solving.

Learning Outcome 3: Society, Technology and the Environment

The learner is able to adapt and deal with changing job markets, consumer attitudes and international benchmarking related to Electrical Technology, through critical engagement with social, economic and environmental influences, in order to progress to 'world citizenship'.

ENGINEERING GRAPHICS AND DESIGN

Definition

Engineering Graphics and Design integrates cognitive and manipulative skills to communicate graphically, using a combination of lines, symbols and signs in order to produce products, processes, services and systems which contribute towards economic growth and enhanced quality of life.

Purpose

Engineering Graphics and Design will contribute towards learners' technological literacy by giving them opportunities to:

- develop and apply specific skills to solve technological problems related to Engineering Graphics and Design;
- understand the concepts and knowledge used in Engineering Graphics and Design, and use them responsibly and purposefully;
- appreciate the interaction between people's values and attitudes, technology, society, environment and human rights.

Engineering Graphics and Design will provide learners in Further Education and Training schools with an opportunity directly related to the attainment of the Critical Outcomes, which are embedded in the Learning Outcomes. They will learn how to:

- identify and solve design problems while making responsible decisions using critical and creative thinking when applied to Engineering Graphics and Design;
- work effectively with others as a member of a team, group, organisation or community using Engineering Graphics and Design to make models;
- organise and manage themselves and their activities responsibly and effectively when researching the idea, thinking about it and make drawings to develop more ideas;
- collect, analyse, organise and critically evaluate information before producing a working drawing;
- communicate effectively using visual, mathematical and/or language skills in oral and/or written modes when applied to Engineering Graphics and Design;

- use science and technology effectively and critically, showing responsibility towards the environment and towards the health of others when using and producing engineering graphics and designs;
- understand and implement the ethical provisioning of services; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem contexts do not exist in isolation, with the application of Engineering Graphics and Design.

In order to contribute to the full personal development of each learner and to the social and economic development of society at large, Engineering Graphics and Design will make learners aware of the importance of:

- reflecting on and exploring a variety of strategies to learn more effectively;
- participating as responsible citizens in the life of local, national and global communities;
- being culturally and aesthetically sensitive across a range of social contexts;
- exploring education and career opportunities;
- developing entrepreneurial opportunities; and
- using technology-based tools when engaged in computer-aided design and draughting to communicate graphically.

Learning Outcomes

Learning Outcome 1: Techniques, Skills and Technologies

The learner is able to understand and apply techniques, skills and technologies related to the production of engineering graphics by working across a range of design and engineering disciplines ethically and responsibly through free-hand drawing, instrument drawing and computer-aided design and draughting.

Learning Outcome 2: Graphical Communication

The learner is able to understand and apply knowledge of the principles of global graphical communication in solving technological and design problems in an aesthetically, ethically and responsible way.

GEOGRAPHY

Definition

Geography is a science that studies physical and human processes and spatial patterns on Earth in an integrated way over space and time. It examines the spatial distribution of people and their activities, physical and human-made features, ecosystems and interactions between humans, and between humans and the environment in a dynamic context.

Purpose

Geography enables learners to explain processes and spatial patterns, to make well-informed judgements about

changing environments and contexts, to think more critically and creatively about what it means to live sustainably, to recognise how values and attitudes influence and affect the environment, and to apply a range of geographical skills and techniques to issues and challenges in a rapidly-changing world.

Geography in the Further Education and Training band aims to:

- develop tools and skills to research, interpret, analyse and make judgements based on the information gathered, thereby contributing to geographical literacy. These tools are central to the distinctive approach of geography in order to understand physical and human patterns and processes on Earth. Informed decisions, important to the well-being of society and the environment, are based on a range of geographical skills. All these decisions involve the ability to acquire, arrange and use geographical information and to think systematically and critically about social and environmental issues and challenges.
- develop knowledge and critical understanding of the changing nature and interrelatedness of human existence and the environment over space and time. This creates a frame of reference for asking and answering geographical questions, identifying and solving problems, and evaluating the consequences of alternative solutions and possible actions. Geography is in the unique position of drawing together aspects of natural sciences, humanities and indigenous knowledge systems in order to contribute to the understanding of spatial distribution, human-environment interactions, and sustainable development.
- prepare learners to become informed, critical and responsible citizens who can make sound judgements and take appropriate action that will contribute to equitable and sustainable development of human society and the physical environment. Geography prepares learners to become responsible and competent decision makers and agents, living and working in a complex world. It encourages them to challenge and address social and environmental injustices. Learners will be guided to develop attitudes and values that will encourage them to take appropriate action, where possible, to address social and environmental problems and injustices.

Learning Outcomes

Learning Outcome 1: Geographical Skills and Techniques (Practical Competence)

The learner is able to demonstrate a range of geographical skills and techniques.

Learning Outcome 2: Knowledge and Understanding (Foundational Competence)

The learner is able to demonstrate knowledge and understanding of processes and spatial patterns dealing with interactions between humans, and between humans and the environment in space and time.

Learning Outcome 3: Application (Reflexive Competence)

The learner is able to apply geographical skills and knowledge to environmental issues and challenges, recognise values and attitudes, and demonstrate the ability to recommend solutions and strategies.

HISTORY

Definition

History is the study of change and development in society over time and space. It draws on archaeology and oral history to interrogate the past. The study of History enables us to understand and evaluate how past human action impacts on the present and influences the future.

Purpose

A study of History builds the capacity of people to make informed choices in order to contribute constructively to society and to advance democracy. As a vehicle of personal empowerment, History engenders in learners an understanding of human agency. This brings with it the knowledge that, as human beings, learners have choices, and that they can make the choice to change the world for the better.

A rigorous process of historical enquiry:

- encourages and assists constructive debate through careful evaluation of a broad range of evidence and diverse points of view;
- provides a critical understanding of socio-economic systems in their historical perspective and their impact on people; and
- supports the view that historical truth consists of a multiplicity of voices expressing varying and often contradictory versions of the same history.

The study of History supports democracy by:

- engendering an appreciation and an understanding of the democratic values of the Constitution;
- encouraging civic responsibility and responsible leadership;
- promoting human rights, peace, and democracy; and
- fostering an understanding of identity as a social construct, preparing future citizens for local, regional, national, continental and global citizenship.

As a vehicle for human rights, History:

- enables people to examine with greater insight and understanding the prejudices involving race, class, gender, ethnicity and xenophobia still existing in society and which must be challenged and addressed; and
- enables us to listen to formerly-subjugated voices, and focuses on the crucial role of memory in society. This comes particularly through an emphasis on oral history and an understanding of indigenous knowledge systems.

History promotes non-discrimination, raises debates, confronts issues and builds capacity in individuals to address current social and environmental concerns.

Learning Outcomes

Learning Outcome 1: Enquiry Skills (Practical Competence)

The learner is able to acquire and apply historical enquiry skills.

Learning Outcome 2: Historical Concepts (Foundational Competence)

The learner is able to use historical concepts in order to analyse the past.

Learning Outcome 3: Knowledge Construction and Communication (Reflexive Competence)

The learner is able to construct and communicate historical knowledge and understanding.

Learning Outcome 4: Heritage (Reflexive Competence)

The learner is able to engage critically with issues around heritage.

HOSPITALITY STUDIES

Definition

The subject Hospitality Studies covers theoretical and operational aspects of food and beverage preparation and service, incorporating the principles of safety, hygiene and environmental awareness. It provides learners with an understanding of the various sectors and diverse contexts that comprise the hospitality industry.

Purpose

Hospitality Studies will equip learners with skills, knowledge, attitudes and values related to real-world situations in the food and beverage industry. The integrated competencies that are covered in this subject will enhance the quality of life of the learners and others by providing the necessary resources for successful operation in the hospitality field, including small, medium and micro enterprises (SMMEs) and community-based operations.

This subject will enable learners to:

- be competent and creative in the basic production and presentation of food;
- develop basic entrepreneurial and problem-solving skills in relation to food and beverage operations;
- demonstrate an awareness and understanding of cultural uniqueness when planning and preparing a variety of recipes and menus;
- understand the aesthetic value of food and beverage service;
- use technology effectively and critically, showing responsibility towards the environment and the health, safety and security of other people within the hospitality industry;
- demonstrate an understanding of ethics and values which relate to the hospitality industry;
- demonstrate an awareness and understanding of the importance of service excellence in the hospitality industry;

- develop and apply the important principles of teamwork in the hospitality industry; and
- develop independence and self-discipline.

Learning Outcomes

Learning Outcome 1: Hospitality Concepts

The learner is able to demonstrate knowledge and understanding of the hospitality industry, its contribution to the South African economy, the sectors of the hospitality industry, and related career opportunities.

Learning Outcome 2: Health and Safety

The learner is able to operate in a hygienic, safe and secure food preparation and service environment in a responsible manner and in accordance with relevant legislation.

Learning Outcome 3: Food Production

The learner is able to understand and apply the principles of planning, organising, problem solving and evaluation as related to self and to practices and systems of food production.

Learning Outcome 4: Food and Beverage Service

The learner is able to understand and apply the principles of planning, organising, problem solving and evaluation as related to self and to practices and systems of food and beverage service and customer care.

INFORMATION TECHNOLOGY

Definition

Information Technology focuses on activities that deal with the solution of problems through logical thinking, information management and communication. It also focuses on the development of computer applications using current development tools. The subject develops awareness and an understanding of the social, economic and other implications of using computers.

Purpose

The subject Information Technology will enable learners to understand the principles of computing through the use of a current programming language, hardware and software, and how these apply to their daily lives, to the world of work and to their communities. Such understanding will be achieved by providing learners with opportunities to:

- demonstrate an understanding of concepts, principles and knowledge of computers and computer applications in various disciplines;

■ demonstrate an understanding of how computers impact on the management of natural resources, cultural values, socio-economic and human rights development;

■ critically analyse the impact of computers on ethical, social, economic and political relations;

■ work competently in a dynamic computer-using environment which includes:

  • effective communication,
  • problem-solving approaches,
  • team work,
  • responsible use of technology,
  • precision and accuracy;

■ demonstrate proficiency in the use of computers in managing and critically interpreting information;

■ demonstrate how the creative uses of different computer technologies facilitate human interaction;

■ show proficiency in selecting and customising appropriate computer applications, hardware and media to provide and communicate innovative solutions across all sectors of society;

■ design and program well-tested and user-friendly computer-based solutions to meet specific requirements; and

■ prepare for a career path, Higher Education and lifelong learning, thus enabling learners to become effective members of a computer-using society.

Learning Outcomes

Learning Outcome 1: Hardware and System Software

The learner is able to demonstrate an understanding of and competently operate computer-based technologies.

Learning Outcome 2: e-Communication

The learner is able to apply creative uses of different computer technologies to facilitate electronic communication.

Learning Outcome 3: Social and Ethical Issues

The learner is able to critically analyse the impact of computer technologies on socio-economic, environmental, political and ethical issues.

Learning Outcome 4: Programming and Software Development

The learner is able to design, implement, test and deliver efficient and effective solutions to problem situations.

LANGUAGES

Definition

Language is a tool for thought and communication. It is through language that cultural diversity and social

relations are expressed and constructed. Learning to use language effectively enables learners to think and acquire knowledge, to express their identity, feelings and ideas, to interact with others, and to manage their world.

Purpose

In view of the linguistic and cultural diversity of South Africa, its citizens must be able to communicate across language barriers and foster cultural and linguistic respect and understanding. The country's linguistic diversity is acknowledged and valued in the constitutional recognition of eleven official languages and the Language in Education Policy of additive multilingualism. Learners are obliged to include at least two official languages as Fundamental subjects and further languages may be taken as Core and/or Elective subjects.

In the General Education and Training Band, a thorough knowledge of the learners' home language is developed, which provides a sound base for learning additional languages. By the time learners reach Grade 10, they have experienced and explored additional languages and may have used an additional language for learning. The curriculum for the Further Education and Training band provides opportunities for learners to strengthen and develop their multilingual skills. As learners move through the grades, they are required to use language with increasing fluency, proficiency and accuracy in a broadening range of situations. They take greater responsibility for their own learning and apply their language skills in more challenging and complex ways.

The range of literacies needed for effective participation in society and the workplace in the global economy of the twenty-first century has expanded beyond listening, speaking, reading, writing and oral traditions to include various forms such as media, graphic, information, computer, cultural, and critical literacy. The language curriculum prepares learners for the challenges they will face as South Africans and as members of the global community.

The Further Education and Training curriculum enables all learners to meet many of the requirements of the Critical and Developmental Outcomes, including the following objectives:

- Broaden and deepen language competencies developed in the General Education and Training band, including the abstract language skills required for academic learning across the curriculum, and the aesthetic appreciation and enjoyment of texts, so that learners are able to listen, speak, read/view and write/present with confidence. These skills and attitudes form the basis for life-long learning.
- Use language appropriately in real-life contexts, taking into account audience, purpose and context.
- Express and justify their own ideas, views and emotions confidently in order to become independent and analytical thinkers.
- Use language and their imagination to represent and explore human experience. Through interacting with a wide range of texts, learners are able to reflect on their own lives and experiences and to consider alternative worldviews.
- Use language to access and manage information for learning across the curriculum and in a wide range of other contexts. Information literacy is a vital skill in the 'information age' and forms the basis for lifelong learning.
- Use language as a tool for critical and creative thinking. This objective recognises that knowledge is socially constructed through the interaction between language and thinking.

- Express reasoned opinions on ethical issues and values. In order to develop their own value system, learners engage with texts concerning human rights and responsibilities such as the rights of children, women, the disabled, the aged and issues linked to race, culture, ideology, class, belief systems, gender, HIV/AIDS, freedom of expression, censorship and the environment.
- Interact critically with a wide range of texts. Learners will recognise and be able to challenge the perspectives, values and power relations that are embedded in texts.
- Recognise the unequal status of different languages and language varieties. Learners will be able to challenge the domination of any language or language variety and assert their language rights in a multilingual society.

Learning Outcomes

Learning Outcome 1: Listening and Speaking

The learner is able to listen and speak for a variety of purposes, audiences and contexts.

Learning Outcome 2: Reading and Viewing

The learner is able to read and view for understanding and to evaluate critically an respond to a wide range of texts.

Learning Outcome 3: Writing and Presenting

The learner is able to write and present for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts.

Learning Outcome 4: Language

The learner is able to use language structures and conventions appropriately and effectively.

LIFE ORIENTATION

Definition

Life Orientation is the study of the self in relation to others and to society. It applies a holistic approach. It is concerned with the personal, social, intellectual, emotional, spiritual, motor and physical growth and development of learners, and the way in which these dimensions are interrelated and expressed in life. The focus is the development of self-in-society, and this encourages the development of balanced and confident learners who will contribute to a just and democratic society, a productive economy, and an improved quality of life for all.

Life Orientation guides and prepares learners for life, and for its responsibilities and possibilities. This subject addresses knowledge, values, attitudes and skills about the self, the environment, responsible citizenship, a

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[1] The 50/60 credits refer to a situation where Life Orientation (with 10 credits) is involved otherwise it would be 60 credits.

healthy and productive life, social engagement, recreation and physical activity, and career choices. It equips learners to solve problems, to make informed decisions and choices, and to take appropriate actions to enable them to live meaningfully and successfully in a rapidly-changing society.

Life Orientation is an inter-disciplinary subject that draws on and integrates knowledge, values, skills and processes embedded in various disciplines such as Sociology, Psychology, Political Science, Human Movement Science, Labour Studies and Industrial Studies.

Purpose

Life Orientation equips learners to engage on personal, psychological, neuro-cognitive, motor, physical, moral, spiritual, cultural, socio-economic and constitutional levels, to respond positively to the demands of the world, to assume responsibilities, and to make the most of life's opportunities. It enables learners to know how to exercise their constitutional rights and responsibilities, to respect the rights of others, and to value diversity, health and well-being. Life Orientation promotes knowledge, values, attitudes and skills that prepare learners to respond effectively to the challenges that confront them as well as the challenges they will have to deal with as adults, and to play a meaningful role in society and the economy.

Learning Outcomes

Learning Outcome 1: Personal Well-being

The learner is able to achieve and maintain personal well-being.

Learning Outcome 2: Citizenship Education

The learner is able to demonstrate an understanding and appreciation of the values and rights that underpin the Constitution in order to practise responsible citizenship, and to enhance social justice and environmentally sustainable living.

Learning Outcome 3: Recreation and Physical Well-being

The learner is able to explore and engage responsibly in recreation and physical activities, to promote well-being.

Learning Outcome 4: Career and Career Choices

The learner is able to demonstrate self-knowledge and the ability to make informed decisions regarding further study, career fields and career pathing.

LIFE SCIENCES

Definition

The subject Life Sciences involves the systematic study of life in the changing natural and human-made

environment. This systematic study involves critical inquiry, reflection, and the understanding of concepts and processes and their application in society.

Purpose

The study of the Life Sciences enables learners to explore those concepts that are essential for understanding basic life processes and the interrelationship and interdependence of components of the living and the physical world. Learners will develop inquiry, problem solving, critical thinking and other skills, and will use them to interpret and use Life Sciences concepts in explaining phenomena. They will be able to apply scientific knowledge in their personal lives and as responsible citizens in ways that will contribute to a healthy lifestyle and the sustainable management of resources. Through the study of the Life Sciences, learners can develop an understanding of the nature of science, the influence of ethics and biases, and the interrelationship of science, technology, indigenous knowledge, environment and society.

The subject Life Sciences enables learners to understand biological, physiological, environmental, technological and social processes that impact on the environment (e.g. food production, distribution and consumption, health promotion, conservation, sustainable living and genetic engineering). All these have implications for the socio-economic and technological advancement of society. A study of concepts and processes in the Life Sciences uses contributions from the past to inform the present, and therefore promotes construction of new knowledge. Exploring indigenous knowledge systems related to science exposes learners to different worldviews and allows them to appreciate, compare and evaluate different scientific perspectives.

Life Sciences will be accessible to learners with special learning needs, ensuring that learners with diverse abilities, interests and learning styles are given equal opportunities to achieve success.

Learning Outcomes

Learning Outcome 1: Scientific Inquiry and Problem-solving Skills

The learner is able to confidently explore and investigate phenomena relevant to Life Sciences by using inquiry, problem solving, critical thinking and other skills.

Learning Outcome 2: Construction and Application of Life Sciences Knowledge

The learner is able to access, interpret, construct and use Life Sciences concepts to explain phenomena relevant to Life Sciences.

Learning Outcome 3: Life, Sciences, Technology, Environment and Society

The learner is able to demonstrate an understanding of the nature of science, the influence of ethics and biases in the Life Sciences, and the interrelationship of science, technology, indigenous knowledge, the environment and society.

MATHEMATICAL LITERACY

Definition

Mathematical Literacy provides learners with an awareness and understanding of the role that mathematics plays in the modern world. Mathematical Literacy is a subject driven by life-related applications of mathematics. It enables learners to develop the ability and confidence to think numerically and spatially in order to interpret and critically analyse everyday situations and to solve problems.

Purpose

South Africa has come from a past in which poor quality or lack of education resulted in very low levels of literacy and numeracy in our adult population. International studies have shown that South African learners fare very poorly in mathematical literacy tests when compared to counterparts in other developed and developing countries. Learners who could not do well mathematically in General Education and Training usually stopped studying Mathematics, thus contributing to a perpetuation of high levels of innumeracy.

The inclusion of Mathematical Literacy as a fundamental subject in the Further Education and Training curriculum will ensure that our citizens of the future are highly numerate consumers of mathematics. In the teaching and learning of Mathematical Literacy, learners will be provided with opportunities to engage with real-life problems in different contexts, and so to consolidate and extend basic mathematical skills. Thus, Mathematical Literacy will result in the ability to understand mathematical terminology and to make sense of numerical and spatial information communicated in tables, graphs, diagrams and texts. Furthermore, Mathematical Literacy will develop the use of basic mathematical skills in critically analysing situations and creatively solving everyday problems.

In everyday life a person is continually faced with mathematical demands which the adolescent and adult should be in a position to handle with confidence. These demands frequently relate to financial issues such as hire-purchase, mortgage bonds, and investments. There are others, however, such as the ability to read a map, follow timetables, estimate and calculate areas and volumes, and understand house plans and sewing patterns. Situations, such as in cooking and the use of medicine, requiring the efficient use of ratio and proportion are encountered on a daily basis. Here, mathematical literacy is by self-managing persons.

The workplace requires the use of fundamental numerical and spatial skills in order to efficiently meet the demands of the job. To benefit from specialised training for the workplace, a flexible understanding of mathematical principles is often necessary. This numeracy must enable the person to, for example, deal with work-related formulas, read statistical charts, deal with schedules and understand instructions involving numerical components. Such numeracy will enable the person to be a contributing worker.

To be a participating citizen in a developing democracy, it is essential that the adolescent and adult have acquired a critical stance with regard to mathematical arguments presented in the media and other platforms. The concerned citizen needs to be aware that statistics can often be used to support opposing arguments, for example, for or against the use of an ecologically sensitive stretch of land for mining purposes. In the

information age, the power of numbers and mathematical ways of thinking often shape policy. Unless citizens appreciates this, they will not be in a position to use their vote appropriately.

The Further Education and Training subject, Mathematical Literacy, should enable the learner to become a self-managing person, a contributing worker and a participating citizen in a developing democracy. Mathematical Literacy will ensure a broadening of the education of the learner which is suited to the modern world.

Mathematical Literacy contributes to the attainment of the Critical and Developmental Outcomes in that it enables learners to:

- use mathematical process skills to identify, pose and solve problems creatively and critically;
- work collaboratively in teams and groups to enhance mathematical understanding;
- organise, interpret and manage authentic activities in substantial mathematical ways that demonstrate responsibility and sensitivity to personal and broader societal concerns;
- collect, analyse and organise quantitative data to evaluate and critique conclusions;
- communicate appropriately by using descriptions in words, graphs, symbols, tables and diagrams;
- use mathematical literacy in a critical and effective manner to ensure that science and technology are applied responsibly to the environment and to the health of others;
- demonstrate that a knowledge of mathematics assists in understanding the interrelatedness of systems and how they affect each other;
- be prepared to use a variety of individual and co-operative strategies in learning mathematics;
- engage responsibly with quantitative arguments relating to local, national and global issues;
- be sensitive to the aesthetic value of mathematics;
- explore the importance of mathematical literacy for career opportunities;
- realise that mathematical literacy contributes to entrepreneurial success.

Learning Outcomes

Learning Outcome 1: Number and Operations in Context

The learner is able to use knowledge of numbers and their relationships to investigate a range of different contexts which include financial aspects of personal, business and national issues.

Learning Outcome 2: Functional Relationships

The learner is able to recognise, interpret, describe and represent various functional relationships to solve problems in real and simulated contexts.

Learning Outcome 3: Space, Shape and Measurement

The learner is able to measure using appropriate instruments, to estimate and calculate physical quantities, and to interpret, describe and represent properties of and relationships between 2-dimensional shapes and 3-dimensional objects in a variety of orientations and positions.

Learning Outcome 4: Data Handling

The learner is able to collect, summarise, display and analyse data and to apply knowledge of statistics and probability to communicate, justify, predict and critically interrogate findings and draw conclusions.

MATHEMATICS

Definition

The curriculum for Mathematics is based on the following view of the nature of the discipline.

Mathematics enables creative and logical reasoning about problems in the physical and social world and in the context of Mathematics itself. It is a distinctly human activity practised by all cultures. Knowledge in the mathematical sciences is constructed through the establishment of descriptive, numerical and symbolic relationships. Mathematics is based on observing patterns; with rigorous logical thinking, this leads to theories of abstract relations. Mathematical problem solving enables us to understand the world and make use of that understanding in our daily lives. Mathematics is developed and contested over time through both language and symbols by social interaction and is thus open to change.

Purpose

In an ever-changing society, it is essential that all learners passing through the Further Education and Training band acquire a functioning knowledge of the Mathematics that empowers them to make sense of society. A suitable range of mathematical process skills and knowledge enables an appreciation of the discipline itself. It also ensures access to an extended study of the mathematical sciences and a variety of career paths.

The study of Mathematics contributes to personal development through a deeper understanding and successful application of its knowledge and skills, while maintaining appropriate values and attitudes. Mathematics is a discipline in its own right and pursues the establishment of knowledge without necessarily requiring applications in real life. Competence in mathematical process skills such as investigating, generalising and proving is more important than the acquisition of content knowledge for its own sake.

Mathematical competence provides access to rewarding activity and contributes to personal, social, scientific and economic development. It is understandable, therefore, that a variety of stakeholders in society exert demands on school Mathematics. These stakeholders include parents, learners, educators, mathematics educators, employers, professional mathematicians, tertiary institutions, and cultural and political organisations. Individual and collective engagement with Mathematics will provide valuable opportunities for the development of a variety of values, as well as personal and interpersonal skills.

Mathematics enables learners to:

- communicate appropriately by using descriptions in words, graphs, symbols, tables and diagrams;
- use mathematical process skills to identify, pose and solve problems creatively and critically;

■ organise, interpret and manage authentic activities in substantial mathematical ways that demonstrate responsibility and sensitivity to personal and broader societal concerns;
■ work collaboratively in teams and groups to enhance mathematical understanding;
■ collect, analyse and organise quantitative data to evaluate and critique conclusions; and
■ engage responsibly with quantitative arguments relating to local, national and global issues.

An important purpose of Mathematics in the Further Education and Training band is the establishment of proper connections between Mathematics as a discipline and the application of Mathematics in real-world contexts. Mathematical modelling provides learners with the means to analyse and describe their world mathematically, and so allows learners to deepen their understanding of Mathematics while adding to their mathematical tools for solving real-world problems. Mathematics can be used in a wide variety of physical, social and management sciences. An appreciation of the manner in which Mathematics has developed over time establishes its origins in culture and the needs of society.

Learning Outcomes

Learning Outcome 1: Number and Number Relationships

When solving problems, the learner is able to recognise, describe, represent and work confidently with numbers and their relationships to estimate, calculate and check solutions.

Learning Outcome 2: Functions and Algebra

The learner is able to investigate, analyse, describe and represent a wide range of functions and solve related problems.

Learning Outcome 3: Space, Shape and Measurement

The learner is able to describe, represent, analyse and explain properties of shapes in 2-dimensional and 3-dimensional space with justification.

Learning Outcome 4: Data Handling and Probability

The learner is able to collect, organise, analyse and interpret data to establish statistical and probability models to solve related problems.

MECHANICAL TECHNOLOGY

Definition

The subject Mechanical Technology focuses on technological processes from conceptual design to practical problem solving, as well as the application of scientific principles. The subject provides scope for the improvement of the different processes, systems and services used in the production and manufacturing of the goods and products used to enhance the quality of life of both the individual and society.

Purpose

Mechanical Technology plays an increasingly important role in the lives of all South Africans, due to its influence on the scientific and technological developments which underpin its importance in our country's economic growth and the social well-being of our communities. It underpins many of the technologies taken for granted, from the water we drink to the vehicles we use for the movement of manufactured goods, processed food and materials, and so on.

The subject Mechanical Technology will expose learners to knowledge, skills and values relevant to manufacturing processes. It takes cognisance of and relates to the Critical and Developmental Outcomes outlined in Chapter 1, by teaching learners to:

- understand the social contribution of Mechanical Technology with regard to the promotion of a culture of human rights, economic growth, entrepreneurship, sustainability, and as a tool for change, improving the quality of life and providing solutions that are responsive to individual and community needs;
- identify and solve problems in a Mechanical Technology environment using critical and creative thinking, in order, among others, to develop the creative potential of learners;
- communicate effectively using verbal, written, visual, graphical and electronic communication and mathematical skills as applied to Mechanical Technology;
- organise and manage activities responsibly, and effectively collect, analyse, organise, critically evaluate and present information;
- use science and technology effectively and creatively, showing responsibility towards the environment and the rights and health of others, with particular reference to managing the impact of Mechanical Technology on natural resources, cultural values and socio-economic development; and
- demonstrate an understanding of the ethical considerations, values and attitudes which relate to Mechanical Technology.

Learners are prepared for various career pathways and additional education and training opportunities by:

- applying knowledge and skills in Mechanical Technology;
- developing entrepreneurial skills;
- exploring education and career opportunities, thus becoming lifelong learners; and
- learning to be sensitive to the rights of others including those living with and affected by HIV/AIDS and people with disabilities.

Learning Outcomes

Learning Outcome 1: Interrelationship between Mechanical Technology, Society and the Environment

The learner is able to demonstrate an understanding of the interrelationship between mechanical technology, society and the environment.

Learning Outcome 2: Knowledge and Understanding

The learner is able to demonstrate an understanding and the ability to apply relevant mechanical technology knowledge ethically, responsibly and effectively.

Learning Outcome 3: Processes and Skills

The learner is able to demonstrate the ability to apply mechanical technology processes and skills using appropriate information in a variety of contexts.

MUSIC

Definition

Music is the art of organising sounds. It expresses the intellectual, emotional and spiritual aspects of human experiences. Music is an art form that uses sound combined with other forms of musical expression such as poetry and dance, often enhanced by technology. It can communicate a broad range of ideas and issues from historical, cultural, socio-economic and other contexts. Music has the power to unite groups and to mobilise community involvement towards the improvement of the quality of life, social healing and affirmation of human dignity.

Purpose

The study of Music encompasses performance techniques, style, listening, form, theory, interpretation and history. Music gives learners access to opportunities of musical expression and communication through the creation and performance of music within a South African, pan-African and global context. It prepares learners for participation in community life, the world of work and progression to Higher Education. This subject creates opportunities for learners to explore musical knowledge and how it is applied.

Music contributes to the holistic development of learners. It develops creative, interpretative and analytical skills. It contributes towards personal growth, cultural affirmation of African and South African musical practices, and the economic development of the country. Musicians are central to the development of the music industry that contributes to the national economy.

The goals of the subject Music are to:

■ create and ensure an appreciation and respect for South Africa's diverse musical practices and other diversities;
■ contribute to the building of a shared national musical heritage and identity;
■ equip learners with the knowledge and understanding of the musics of the world;
■ equip learners with musical skills that are globally competitive;
■ affirm own and national heritage by creating opportunities for learners to participate in the performance of and research into indigenous musical practices;
■ equip learners with skills to participate in the music industry by developing their ability to work effectively with others;
■ give learners creative opportunities to express social, personal, environmental and human rights issues;

■ equip learners with skills to make effective use of music technology for creative processes;

■ develop the entrepreneurial skills and attitudes that encourage a culture of self-employment;

■ provide knowledge of the elements of music and apply them in the creation, performance and appreciation of music;

■ apply creative problem solving through performance, composition and analysis of musical works;

■ ensure the participation of learners with special needs by means of appropriate methods and strategies;

■ promote artistic expression through a variety of musical styles and available resources; and

■ create an environment where learners' love for music making is stimulated.

Learning Outcomes

Learning Outcome 1: Music Performance and Presentation

The learner is able to perform, interpret and present musical works that represent music from a variety of African and global cultural and historical contexts.

Learning Outcome 2: Improvisation, Arrangement and Composition

The learner is able to apply musical knowledge, skills and technology to communicate musical ideas, using own and existing ideas in a variety of styles and contexts.

Learning Outcome 3: Music Literacies

The learner is able to apply the knowledge and skills of music theory in order to read, write and understand music from a variety of styles and cultures.

Learning Outcome 4: Critical Reflection

The learner is able to respond critically to music by researching, reviewing, appraising and participating in African and global musical processes, practices and products in their historical, cultural, socio-economic and other contexts.

PHYSICAL SCIENCES

Definition

The subject Physical Sciences focuses on investigating physical and chemical phenomena through scientific inquiry. By applying scientific models, theories and laws it seeks to explain and predict events in our physical environment. This subject also deals with society's desire to understand how the physical environment works, how to benefit from it and how to care for it responsibly.

Purpose

The Physical Sciences plays an increasingly important role in the lives of all South Africans due to its influence

on scientific and technological development, which underpins our country's economic growth and the social well-being of our community. It underpins many of the technologies that we take for granted – the homes we live in, the food we eat, the clothes we wear, the materials we use, medical diagnosis and treatment, computers and other information technologies. There is every reason to expect that the knowledge, skills and values people learn in the Physical Sciences will make even more of an impact on our lives as we move into the twenty-first century.

The application of Physical Sciences knowledge has a profound impact on world-wide issues and events – economic, environmental, ethical, political, social and technological.

An understanding of scientific perspectives will enhance participation by citizens when they are called upon to exercise their rights in deciding on and responding to the directions of science and technology. The subject fosters an ethical and responsible attitude towards learning, constructing and applying Physical Sciences, and accommodates reflection and debate on its findings, models and theories.

South Africa has a legacy in which the poor quality and/or lack of education in certain sectors resulted in limited access to scientific knowledge and the devaluing of indigenous scientific knowledge. Therefore, the curriculum of Physical Sciences must ensure increased access to scientific knowledge and scientific literacy.

The study of Physical Sciences is aimed at correcting some of these historical limitations by contributing towards the holistic development of learners in the following ways:

- giving learners the ability to work in scientific ways or to apply scientific principles which have proved effective in understanding and dealing with the natural and physical world in which they live;
- stimulating their curiosity, deepening their interest in the natural and physical world in which they live, and guiding them to reflect on the universe;
- developing insights and respect for different scientific perspectives and a sensitivity to cultural beliefs, prejudices and practices in society (this aspect should also include the mobilising of African indigenous scientific knowledge and practices, particularly as these relate to solving social and environmental challenges in Africa);
- developing useful skills and attitudes that will prepare learners for various situations in life, such as self-employment and entrepreneurial ventures; and
- enhancing understanding that the technological applications of the Physical Sciences should be used responsibly towards social, human, environmental and economic development both in South Africa and globally.

Learning Outcomes

Learning Outcome 1: Practical Scientific Inquiry and Problem-solving Skills

The learner is able to use process skills, critical thinking, scientific reasoning and strategies to investigate and solve problems in a variety of scientific, technological, environmental and everyday contexts.

Learning Outcome 2: Constructing and Applying Scientific Knowledge

The learner is able to state, explain, interpret and evaluate scientific and technological knowledge and can apply it in everyday contexts.

Learning Outcome 3: The Nature of Science and its Relationships to Technology, Society and the Environment

The learner is able to identify and critically evaluate scientific knowledge claims and the impact of this knowledge on the quality of socio-economic, environmental and human development.

TOURISM

Definition

The subject Tourism involves the study of why people travel and how to meet their needs and expectations. It focuses on the tourism industry as an interrelated, broad and dynamic economic sector. The subject addresses tourism geography, creates an awareness of the role played by South Africa in the international tourism industry, and investigates and evaluates the value of tourism to a country. The subject emphasises the responsibility of all citizens to contribute towards responsible and sustainable tourism practices and socio-economic growth. The value and importance of appropriate and clear communication, a respect for diversity, and the provision of quality service are highlighted.

Purpose

Tourism will empower learners to develop an understanding of the related services in the tourism industry, the interdependence of sectors and sub-sectors, and the benefit tourism brings to the South African economy.

The study of Tourism aims to redress historical imbalances, as the majority of the population was previously excluded from tourism from both an ownership and consumption point of view. Tourism aims to address these imbalances by encouraging learners to explore entrepreneurial and job opportunities and to become responsible consumers of the tourism product and related services.

The knowledge, skills, values and attitudes gained in this subject will develop an appreciation of the heritage, cultural and other diversities of South Africa, thereby instilling national pride.

This subject will enable learners to:

- acquire the skills, knowledge, values and attitudes necessary to communicate effectively with customers, identify needs and provide the required service to ensure customer satisfaction;
- gain access to further learning in the chosen field/sector by accessing information on career opportunities in the tourism field;
- use science and technology effectively when communicating and accessing information;

- work effectively with others as a member of a team, group, organisation and community through the communication and interpersonal skills applied in customer care and service delivery;
- organise and manage themselves and their activities responsibly and effectively by identifying gaps in tourism development and making recommendations for improvement and growth; and
- collect, analyse, organise and critically evaluate tourism information.

Learning Outcomes

Learning Outcome 1: Tourism as an Interrelated System

The learner is able to evaluate the tourism industry as an interrelated system.

Learning Outcome 2: Responsible and Sustainable Tourism

The learner is able to demonstrate an understanding of the importance and benefit of responsible and sustainable tourism on social, economic and environmental growth.

Learning Outcome 3: Tourism Geography, Attractions and Travel Trends

The learner is able to source, analyse and critically evaluate information on physical features, attractions, travel trends and the impact that events/occurrences have on a destination.

Learning Outcome 4: Service Excellence

The learner is able to apply effective communication skills to demonstrate professional conduct, deliver service excellence and function as a member of a team.

VISUAL ARTS

Definition

The Visual Arts represent a broad field of creative practice that involves the hand, the eye, the intellect and the imagination in conceptualising and crafting two-dimensional and three-dimensional objects and environments which reflect the aesthetic, conceptual and expressive concerns of individuals or groups.

The subject Visual Arts offers learners a way to meaningfully engage with and respond to their world. It provides opportunities to stimulate and develop learners' intellect, engaging their creative imagination through visual and tactile experiences and the innovative use of materials and technology in the realisation of their ideas. This provides the basis for learners to develop an individual visual language, which in turn is informed and shaped by immersion in the visual culture of the past and present.

Learners acquire the capacity to make practical and aesthetic decisions in the development of a coherent body of work, and become actively involved in shaping physical, social and cultural environments.

Purpose

The subject Visual Arts opens up an exciting world of creative and personal exploration. Learners are able to develop new ways in which to respond to and interact with their world.

The Visual Arts will enable all learners to:

■ identify and solve a variety of problems and make responsible and informed decisions, using critical and creative thinking processes;
■ explore materials, processes and techniques in an efficient, economical, safe and responsible manner;
■ observe, assess and analyse art forms, processes and products;
■ communicate effectively using visual, oral and written language skills;
■ work as a creative, innovative and resourceful individual, as well as a member of a group;
■ critically appraise their own work and that of others and make informed personal aesthetic judgments in a way that is culturally and aesthetically sensitive;
■ articulate ideas, opinions and preferences using specialist Visual Arts vocabulary;
■ develop an awareness of the ethical and environmental implications of their own practices and explore the recycling of waste materials;
■ experience a sense of creation, expression, enjoyment and achievement;
■ understand the dynamic role of visual culture as a tool for social transformation;
■ value and appreciate the diversity of Visual Arts traditions in the Southern African context, and view both their own and other cultural traditions as a vital creative resource;
■ develop entrepreneurial skills and professional practice within art to explore a variety of career options and make an economic contribution to themselves and society; and
■ become aware of Higher Education and career development opportunities.

The subject should involve learners in the enrichment of the visual environment of the school and community, as it provides a basis for learners to build a sense of pride and ownership around their role within the school and their community.

The Visual Arts have a critical role to play in South African society. Through the Visual Arts, people can explore, reflect on and comment on past and present social issues, articulating a new sense of individual and national identity. The Visual Arts also play an important role in the economy. Significant work and revenue is generated through the gallery system and the field of public art. The practice of the Visual Arts also stimulates innovation and competitive advantage in other areas of the creative industries with which it has important links, such as craft, design and advertising.

Learning Outcomes

Learning Outcome 1: Conceptualising

The learner is able to explore, develop and realise creative ideas in response to both externally-set and self-generated projects, drawing on own experience and own knowledge of visual culture in the past and present.

Learning Outcome 2: Making

The learner is able to explore and manipulate materials, techniques, processes and technologies in the making of imaginative and innovative objects of personal expression.

Learning Outcome 3: Management and Presentation

The learner is able to effectively manage own working process and own personal and professional development within the visual arts field.

Learning Outcome 4: Visual Culture Studies

The learner is able to demonstrate knowledge, skills, attitudes and values acquired through the study of the diverse roles and functions of the visual arts in contemporary life and in different times and cultures.