



basic education

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REPUBLIC OF SOUTH AFRICA

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SCHOOL GOVERNING BODIES (SGB) ASSOCIATIONS
NATIONAL TEACHER ORGANISATIONS
DISTRICT DIRECTORS
SCHOOL PRINCIPALS

CIRCULAR S1 OF 2018: THE INCREMENTAL INTRODUCTION OF TECHNICAL OCCUPATIONAL SUBJECTS AS PART OF THE THREE STREAM MODEL

Subject: *Piloting of Technical Occupational subjects in Special and Ordinary schools from 2018*

1. The Department of Basic Education is in the process of introducing a Technical Occupational Curriculum as part of the strengthening of the Three Stream Model in the basic education sector. The curriculum is aligned to Technical Vocational and Occupational fields of study (The list of Technical Occupational Subjects is attached as **Annexure A** and the Draft Subject Statements can be downloaded from the Website of the DBE).
2. In September 2017 the Council of Education Ministers approved that the pilot which commenced in 2017 be extended to 2018 to also include selected ordinary schools that are equipped to offer the services and technical subjects.
3. The purpose of the pilot of the **Draft Technical Occupational Curriculum** in 2018 and 2019 is to ensure that it meets requirements of quality and relevance.

4. This Circular serves to inform Provincial Education Departments on the requirements for the pilot in 2018 and 2019.
5. The Technical Occupational stream is currently aligned to the Senior Phase of the GET band and is offered at two levels:
 - i) firstly, as an elective within the proposed General Certificate of Education (GCE) with an exit qualification at NQF level 1 in a School of Skills, Special School, Ordinary School or Technical Vocational School; and
 - ii) secondly, at a Special School, Ordinary School, Technical School or Focus School to strengthen technical and vocational education and training articulating into the FET Band.
6. Learners who will be involved in the pilot of the Draft four-year exit qualification (as indicated in paragraph 5(i) above), may in future be awarded a certificate aligned to NQF level one and comparable with a Grade 9 in an ordinary school if they meet the minimum requirements as set out in the Draft GCE policy document.
7. Learners in Grade 8 and 9 who will be piloting the Draft Technical Occupational subjects (as outlined in paragraph 5(ii) above), will continue to follow the general NCS subjects: Home Language, First Additional Language, Mathematics, Natural Sciences, Social Sciences and Life Orientation but may replace one but not more than two of the following three subjects: Technology, Creative Arts and or Economics and Management Sciences with one but no more than two occupational subjects (A guideline is attached as **Annexure B**).
8. Schools of Skill will continue to pilot the subjects that make up the proposed qualification at NQF level 1 across at least Years 1 and 2 in 2018.
9. Schools other than the Schools of Skill requesting to pilot the proposed Technical Occupational Subjects in Grade 8 in 2018 must submit a written motivation with a proposed structure, approved and signed by the Governing Body and Circuit Manager, to the Head of Education by a time to be determined

by Provincial Education Department for attention of the Head of Department who will inform schools within 30 days if permission is granted to proceed with the pilot or not.

10. Schools applying to pilot the occupational subjects will be audited to determine whether they meet the required standard of resources and infrastructure to allow for the pilot to be sustained and to lead to formal implementation, before approval is granted.
11. The content of this circular and guideline must be brought to the attention of all staff and parents.

Yours sincerely



MR HM MWELI

DIRECTOR-GENERAL

DATE: 19/04/2018

ANNEXURE A

SUBJECT LIST

Table 1: General Education subjects

Subjects	Areas of Study	Organising Field
Languages 11 Official Languages (Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi, Sesotho, Setswana, Siswati, Tshivenda, Xitsonga)	Home Language:	<ul style="list-style-type: none"> Organising Field 4: Communication Studies and Language
	First Additional Language	
Mathematics	Mathematics	<ul style="list-style-type: none"> Organising Field 10: Physical, Mathematical, Computer and Life Sciences
Life Skills	(i) Personal and Social Wellbeing (Life Orientation, Human and Social Sciences, Economic and Management Sciences), (ii) Physical Education, Sport (iii) Natural Sciences (iv) Creative Arts	<ul style="list-style-type: none"> Organising field 7: Human and Social Studies Organising Field 2, Culture and Arts Organising Field 3
	Information Communication Technology (for enrichment)	

Table 2: Occupational Subjects

Subject	Organising Field
Agricultural Studies	Organising Field 1: Agriculture and Nature Conservation
Art and Crafts	Organising Field 2: Culture and Arts
Office Administration	Organising Field 3: Business, Commerce and Management Studies
Early Childhood Development	Organising Field 5: Education, Training and Development
Mechanical Technology: Motor Mechanics	Organising Field 6: Manufacturing, Engineering and Technology

Mechanical Technology: Body Works	Organising Field 6: Manufacturing, Engineering and Technology
Mechanical Technology: Welding	Organising Field 6: Manufacturing, Engineering and Technology
Mechanical Technology: Sheet metal work	Organising Field 6: Manufacturing, Engineering and Technology
Mechanical, Electrical and Civil Technology: Maintenance	Organising Field 6: Manufacturing, Engineering and Technology
Electrical Technology: Electrical	Organising Field 6: Manufacturing, Engineering and Technology
Civil Technology: Woodworking and Timber	Organising Field 6: Manufacturing, Engineering and Technology
Civil Technology: Plumbing	Organising Field 11: Services
Civil Technology: Bricklaying and Plastering	Organising Field 11: Services
Personal Care: Hairdressing	Organising Field 9: Health Sciences and Social Services
Personal Care: Beauty and Nail Technology	Organising Field 9: Health Sciences and Social Services
Personal Care: Ancillary Health Care	Organising Field 9: Health Sciences and Social Services
Service Technology: Upholstery	Organising Field 11: Services
Consumer Studies: Food Production	Organising Field 11: Services
Consumer Studies: Sewing	Organising Field 11: Services
Hospitality Studies	Organising Field 11: Services
Wholesale and Retail Studies	Organising Field 11: Services

ANNEXURE B

GUIDELINES FOR THE PILOT FROM 2018

1. Purpose of introducing the Technical Occupational pilot

- 1.1 The Department of Basic Education has developed a response to the National Development Plan (NDP) (2011) that emphasises the need to provide differentiated pathways in the Basic Education Sector in order to offer high quality learning opportunities for all learners by developing curriculum aligned to Technical Vocational and Occupational fields of study (The list of Technical Occupational Subjects is attached as **Annexure A**)
- 1.2 This response by the National department is aligned to the Sustainable Development Goal 4¹, which is to “ensure inclusive and equitable quality education and to promote lifelong learning opportunities for all”; to achieve amongst others the target of substantially increasing the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.
- 1.3 It is further envisaged that the implementation of the Three Stream model consisting of an Academic Stream, Technical Vocational Stream and a Technical Occupational Stream, will retain learners in the education system and provide learners with skills to respond to the economic needs of a middle to low income country such as South Africa.
- 1.8 The Technical Occupational stream is aligned to the Senior Phase of the GET band and is offered at two levels:
 - i) firstly, as an elective within the proposed General Certificate of Education with an exit qualification at NQF level 1 in a School of Skills, Special School, Ordinary School or Technical Vocational School;
 - ii) secondly, at a Special School, Ordinary School, Technical School or Focus School to strengthen technical and vocational education and training articulating into the FET Band.
- 1.9 The Piloting of the Technical Occupational Qualification as an Exit Qualification at NQF Level 1**
 - 1.9.1 Learners will follow the curriculum as set out in the Draft Curriculum and Assessment Policy Statements: Technical Occupational which includes adapted General Educational (Academic) and Occupational study areas as set out over a four-year programme (The list of Subject Statements is available on the website of the DBE).
 - 1.9.2 The intention is that at the end of the four years, learners who meet the minimum requirements as set out in the Draft GCE policy document, may

¹¹ World Education Forum: Incheon Declaration, 2015, article 7.

in future be awarded a certificate aligned to NQF level one and comparable with a Grade 9 in an ordinary school.

- 1.9.3 At the end of the four years' of study learners will be able to choose to enter the world of work, follow an apprenticeship programme or, if they meet the entry requirements, attend a TVET college to further their studies in their occupational field.
- 1.9.4 Provision will also be made for learners who do not meet the criteria for the qualification, to be awarded a statement of results which recognises their competencies.

1.10 The Introduction of the Technical Occupational stream to strengthen articulation of Technical Vocational Education into the FET Band / TVET College

- 1.10.1 The purpose of introducing the Technical and Occupational Subjects in Grades 8 and 9 in ordinary high schools is to allow learners the opportunity to have earlier access to a differentiated technical and vocational stream which would enhance their learning and ultimately improve performance in the technical and vocational curriculum offered in the FET band at schools and TVET Colleges.
- 1.10.2 The 21 Technical Occupational subjects are to be repackaged into 13 subjects grouped according to organising fields with a view to strengthening articulation with technical and vocational education and training in the FET Band.
- 1.10.3 The focus is on introducing learners to generic and basic prevocational skills in Grades 8 and 9 which will be further developed in the FET band.
- 1.10.4 Learners will follow the Curriculum and Assessment Policy Statements as specified for Grade 8 and 9 in the Senior Phase for the following subjects: Home Language, First Additional Language, Mathematics, Natural Sciences, Social Sciences and Life Orientation and may replace one but no more than two of the following three subjects: Technology, Creative Arts and or Economics and Management Sciences with one but no more than two occupational subjects as outlined in Paragraph 6 below.
- 1.10.5 Learners who meet the minimum promotion requirements will be awarded a Grade 9 qualification at an NQF level 1 and may choose to enter a TVET college to further their studies in a preferred occupational field or they may enter Grade 10 and select an area of specialisation as provided by a school that offers Technical and Vocational education and training or related subject fields.

2. PILOTING IN A SCHOOL OF SKILL

- 2.1 It is envisaged that all Schools of Skill will continue piloting the subjects that make up the proposed qualification at NQF level 1 across at least Years 1 and 2 in 2018.
- 2.2 The Department of Basic Education is putting systems in place with the intention of awarding the qualification in 2021 to successful Year Four candidates.

3. PILOTING IN SPECIAL SCHOOLS / ORDINARY SCHOOLS AND TECHNICAL SCHOOLS.

- 3.1 Schools must determine the subject offerings as referred to in **Annexure B** above.
- 3.2 Piloting in 2019 will only be for the Grade 8 learners with Grade 9's following in 2020.
- 3.3 Schools other than the Schools of Skill requesting to pilot the proposed Technical Occupational Subjects in Grade 8 in 2018 must submit a written motivation with a proposed structure, approved and signed by the Governing Body and Circuit Manager, to the Head of Education by a time to be determined by Provincial Education Department for attention of the Head of Department who will inform schools within 30 days if permission is granted to proceed with the pilot or not.
- 3.4 Schools applying to pilot the occupational subjects will be audited to determine whether they meet the required standard of resources and infrastructure to allow for the pilot to be sustained and to lead to formal implementation, before approval is granted.

4. PROPOSED GROUPING OF SUBJECTS

Organising Field	Subject: TO	Writing Team	Subject: Grade 8 and 9
Organising Field 1: Agriculture and Nature Conservation	Agricultural Studies	1	Agricultural Studies
Organising Field 2: Culture and Arts	Art and Crafts	2	Art and Design
Organising Field 3: Business, Commerce and Management Studies	Office Administration +ICT	3	Office Administration
Organising Field 5: Education, Training and Development	Early Childhood Development	4	ECD
Organising Field 6: Manufacturing, Engineering and Technology	Mechanical Technology: Motor Mechanics	5	Mechanical Technology
	Mechanical Technology: Body Works		

Organising Field	Subject: TO	Writing Team	Subject: Grade 8 and 9
	Mechanical Technology: Welding		
	Mechanical Technology: Sheet metal work		
Organising Field 6: Manufacturing, Engineering Technology and	Electrical Technology: Electrical	6	Electrical Technology (Digital, Electronics and Electrical)
Organising Field 6: Manufacturing, Engineering Technology and	Civil Technology: Woodworking and Timber	7	Civil Technology
	Civil Technology: Plumbing		
	Civil Technology: Bricklaying and Plastering		
Organising Field 9: Health Sciences and Social Services	Personal Care: Hairdressing	8	Hairdressing and Beauty
	Personal Care: Beauty and Nail Technology		
Organising Field 9: Health Sciences and Social Services	Personal Care: Ancillary Health Care	9	Ancillary Health Care
Organising Field 11: Services	Service Technology: Upholstery	10	Services: Maintenance and Upholstery
	Service Technology: Maintenance		
Organising Field 11: Services	Consumer Studies: Food Production	11	Consumer Studies
	Consumer Studies: Sewing		
Organising Field 11: Services	Hospitality Studies	12	Hospitality Studies
Organising Field 11: Services	Wholesale and Retail Studies +ICT	13	Wholesale and Retail Studies

5. PRINCIPLES FOR THE REPACKAGING OF THE TECHNICAL OCCUPATIONAL SUBJECTS TO BE OFFERED IN GRADE 8 AND 9

5.1 The format and structure of the subject documents will follow that used for the Technical Occupational subjects: e.g. Sections 1-5 etc.

5.2 Time allocation per week will be two hours of contact time

- Terms 1 – 3: 8 weeks (16 hours) for teaching and learning and 2 weeks (4 hours) for formal assessment;

- Term 4: 6 weeks (12 hours for teaching and learning and 4 weeks (8 hours) for formal assessment

5.3 The annual teaching plan per term for all subjects must introduce the following generic topics: Graphic / Communication Skills, Tools and Equipment, First Aid, Safety and Entrepreneurship (Use of IT in the workplace) integrated within "Workshop Practice" (Practical work) suitable for each subject. Subjects that are made up of a collection of specialised fields must be proportionally spread as a premise for teaching and learning and for formal assessment.

5.4 Formal Assessment for terms 1 - 3 for all subjects will constitute a Practical Mark weighted 60% and a Theory mark weighted 40%; Term 4 will prescribe to an exam covering the year's work that is weighted 40% for the end of year progression mark and the work done in terms 1 - 3 constitutes 60% of the final progression mark.

6. SELECTION OF SUBJECTS BY SCHOOLS

Schools that have been designated for the pilot will select subjects in accordance with the table below:

SCHOOLS	COMPULSORY SUBJECTS (To be offered at CAPS Level Grade 8 and 9)	SUBJECTS TO BE REPLACED (not more than 2)	ELECTIVES (Not more than 2) 2 hours per week per subject
Focus Schools for Engineering and Technology (Technical High Schools)	Home Language First Additional Language Mathematics Natural Sciences Life Orientation Social Sciences	Technology Creative Arts Economic and Management Sciences	Technical Subject (TO Curriculum) Occupational Subject (TO Curriculum) Services Subject (TO Curriculum)
Focus Schools for Agriculture	Home Language First Additional Language Mathematics Natural Sciences Life Orientation Social Sciences	Technology Creative Arts Economic and Management Sciences	Technical Subject (TO Curriculum) Occupational Subject (TO Curriculum) Agricultural Studies (TO Curriculum) Services Subject (TO Curriculum)
Focus Schools for Economic	Home Language	Technology Creative Arts	Technical Subject (TO Curriculum) Occupational Subject (TO Curriculum)

SCHOOLS	COMPULSORY SUBJECTS (To be offered at CAPS Level Grade 8 and 9)	SUBJECTS TO BE REPLACED (not more than 2)	ELECTIVES (Not more than 2) 2 hours per week per subject
and Management Sciences	First Additional Language Mathematics Natural Sciences Life Orientation Social Sciences	Economic and Management Sciences	Services Subject (TO Curriculum) Office Administration (TO Curriculum) Wholesale and Retail (TO Curriculum)
Focus Schools for Services	Home Language First Additional Language Mathematics Natural Sciences Life Orientation Social Sciences	Technology Creative Arts Economic and Management Sciences	Technical Occupational Subject (TO Curriculum) Agricultural Studies (TO Curriculum) Services Subject (TO Curriculum) Other Subject (TO Curriculum)
Focus School for Culture and Arts (Optional)	Home Language First Additional Language Mathematics Natural Sciences Life Orientation Social Sciences	Technology Creative Arts Economic and Management Sciences	Art and Crafts (TO Curriculum) Services subject (TO Curriculum)
Ordinary Secondary Schools	Home Language First Additional Language Mathematics Natural Sciences Life Orientation Social Sciences	Technology Creative Arts Economic and Management Sciences	Technical Occupational subject (TO Curriculum) Services Subject (TO Curriculum) Other Subject (TO Curriculum)

7. ASSIGNMENT OF SUBJECT ADVISORS PER SUBJECT GROUP

- 7.1 Teachers teaching the General Education Subjects (Academic) will be supported by the District GET Subject Advisers as the curriculum is at an intermediate / senior phase level.

7.2 The Technical Occupational subjects will be supported by the Technical and Services Advisers and managed as part of the FET and MST Directorates at Provincial and District level.

7.3 The table below outlines responsibilities related to the subject groups:

SUBJECTS	Subject Responsible	Advisors
Technical and Occupational Subjects (Subjects that will be taken over 4 years in Schools of Skill and over 2 years in ordinary secondary schools)		
Technical Subjects		
Body Works: Panel Beating and/or Spray Painting	FET and GET MST	
Motor Mechanics	FET and GET MST	
Sheet Metal Work	FET and GET MST	
Welding	FET and GET MST	
Bricklaying and Plastering	FET and GET MST	
Electrical	FET and GET MST	
Maintenance	FET and GET MST	
Woodworking and Timber	FET and GET MST	
Plumbing	FET and GET MST	
Upholstery	FET and GET MST	
Services Subjects		
Ancillary Health Care	FET Services	
Beauty and Nail Technology	FET Services	
Early Childhood Development	FET Services	
Hairdressing and Beauty Care	FET Services	
Consumer Studies: Food Production	FET Services	
Consumer Studies: Sewing Production	FET Services	
Hospitality Studies	FET Services	
Office Administration	FET CAT	
Wholesale and Retail	GET EMS	
Other Subjects		
Art and Crafts	GET Arts	
Agriculture	FET Agriculture	
General Education Subjects – aligned to CAPS (All subjects will be taken over 4 years in Schools of Skill)		
Language: Home English	GET Intersen: Languages	
Language: FAL English	GET Intersen: Languages	
Life Skills: Personal and Social Wellbeing (Social Studies /Economic Management Science)	GET Intersen: EMS, LO, SS	
Life Skills: Physical Education	GET Intersen: LO	

Life Skills: Natural Science	GET: MST
Life Skills: Creative Arts	GET: Creative Arts
Mathematics	GET: MST
Information and Communications Technology	FET: CAT

8. STRENGTHENING THE PILOT

- 8.1 Subject orientation sessions should be planned at Provincial level for teachers to support their understanding of the expected levels of knowledge and skills as set out in all the Curriculum and Assessment Policy Statements: Technical Occupational for the General (Academic) and Technical Occupational subjects.
- 8.2 The Department of Basic Education is committed to developing LTSM in 2018 to support formal implementation in 2019.
- 8.3 The Department of Basic Education is putting systems in place with the intention of awarding the qualification in 2021 to successful Year Four candidates.
- 8.4 Schools wishing to pilot the subjects as set out in the Curriculum and Assessment Policy Statements: Technical Occupational must motivate in writing their interest and provide detailed information on how existing infrastructure, human resources, LTSM, equipment and institutional structures will be used to sustain such a process in the school.