



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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

CIRCULAR S10 OF 2020

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

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

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

10. Schools applying to pilot the occupational and vocationally oriented subjects will be audited to determine whether they meet the required standard of resources and infrastructure to allow for the pilot to be sustained and to lead to formal implementation, before approval is granted.

11. You are kindly requested to bring the content of this Circular to the attention of all provincial and district officials, principals and teachers of both public and independent schools, and relevant stakeholders.

A handwritten signature in black ink, appearing to read 'HM Mweli', is positioned above the typed name.

MR HM MWELI

DIRECTOR-GENERAL

DATE: 19/11/2020

**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	
	First Additional Language	Organising Field 4: Communication Studies and Language
Mathematics	Mathematics	Organising Field 10: Physical, Mathematical, Computer and Life Sciences
Life Skills	<ul style="list-style-type: none"> ➤ Personal and Social Wellbeing (Life Orientation, Human and Social Sciences, Economic and Management Sciences), ➤ Physical Education, Sport ➤ Natural Sciences ➤ Creative Arts 	Organising field 7: Human and Social Studies Organising Field 2: Culture and Arts Organising Field 3
	Information Communication Technology (Non-promotional subject)	

Table 2: Occupational Oriented 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: Spray Painting and Body Works	Organising Engineering Field 6: Manufacturing, and Technology
Mechanical Technology: Welding	Organising Engineering Field 6: Manufacturing, and Technology
Mechanical Technology: Sheet metal work	Organising Engineering Field 6: Manufacturing, and Technology
Electrical Technology: Electrical	Organising Engineering Field 6: Manufacturing, and Technology
Civil Technology: Woodworking and Timber	Organising Engineering Field 6: Manufacturing, and Technology

Civil Technology: Plumbing	Organising Engineering Field 6: Manufacturing, and Technology
Civil Technology: Bricklaying and Plastering	Organising Engineering Field 6: Manufacturing, and Technology
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 Studies	Organising Field 9: Health Sciences and Social Services
Service Technology: Upholstery	Organising Field 11: Services
Service Technology: Maintenance	Organising Field 11: Services
Consumer Studies: Food Production	Organising Field 11: Services
Consumer Studies: Needlework	Organising Field 11: Services
Hospitality Studies	Organising Field 11: Services
Wholesale and Retail Studies	Organising Field 11: Services

ANNEXURE B

GUIDELINES FOR THE PILOT IN GRADE 8 (2021) AND GRADE 9 (2022)

1. PURPOSE OF INTRODUCING THE OCCUPATIONAL AND VOCATIONALLY ORIENTED CURRICULUM

- 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 Vocational and Occupational fields of study (The list of occupational oriented subjects is attached as Annexure A)
- 1.2 This response by the National department is aligned to the Sustainable Development Goal 4ⁱ 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, Vocational Stream and an 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.

1.4 The Implementation of the Occupational oriented curriculum at NQF Level 1

- 1.4.1 Curriculum and Assessment Policy Statements for occupational oriented subjects will be included in the National Curriculum Statement after approval by Umalusi (The list of Subject Statements is available on the website of the DBE).
- 1.4.2 The intention is that at the end of the four years, learners who meet the minimum requirements as set out in the Draft GEC policy document, may in future be awarded a certificate aligned to NQF level 1 and comparable with a Grade 9 in an ordinary school.
- 1.4.3 At the end of the four years of study in Schools of Skills 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.
- 1.4.4 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.
- 1.4.5 It is envisaged that all Schools of Skills will fully implement the Occupational subjects in 2021.
- 1.4.6 The piloting phase which commenced in 2017 will come to completion at the end of 2020.

1.5 The Introduction of the vocationally oriented subjects in Grade 8 and 9

- 1.5.1 The purpose of introducing the vocationally oriented subjects in Grades 8 and 9 in ordinary high schools is to allow learners the opportunity to have earlier access to a differentiated vocational pathway which would enhance their learning and ultimately improve performance in the technical and vocational curriculum offered in the FET phase at schools and TVET Colleges.
- 1.5.2 Twenty-one of the Occupational subjects offered in the Schools of Skills were repackaged into 13 subjects grouped according to organising fields with a view to strengthening articulation with vocational education and training in the FET phase.
- 1.5.3 The focus is on introducing learners to generic and basic vocational oriented learning in Grades 8 and 9 which will be further developed in the FET phase.
- 1.5.4 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 vocationally oriented subjects as outlined in Paragraph 6 below.
- 1.5.5 Learners who meet the minimum promotion requirements may in future 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 SPECIAL SCHOOLS/ORDINARY SCHOOLS AND FOCUS SCHOOLS

2.1 Schools must determine the subject offerings as referred to in paragraph 6.

2.2 Piloting in 2021 will only be for the Grade 8 learners with Grade 9 learners following in 2022.

2.3 Only Special/Ordinary and Focus schools that submitted a written motivation approved and signed by the Governing Body and Circuit Manager, to the Head of Education as determined by Provincial Education Department and have been granted a permission will participate in the pilot.

2.4 Schools applying to pilot the vocationally oriented subjects will be audited to determine whether they meet the required standard of resources and infrastructure to allow for the pilot to be sustained and to lead to formal implementation, before approval is granted.

3. GROUPING OF SUBJECTS

Organising Field	Occupational Oriented Subjects: Year 1- 4	<u>Vocationally Oriented Subjects: Grades 8 & 9</u>
Organising Field1: Agriculture and Nature Conservation	Agricultural Studies	Agricultural Studies
Organising Field 2: Culture and Arts	Art and Crafts	Art and Design
Organising Field 3: Business, Commerce and Management Studies	Office Administration	Digital Technology
Organising Field 5: Education, Training and Development	Early Childhood Development	Early Childhood Development
Organising Field 6: Manufacturing, Engineering and Technology	<ul style="list-style-type: none"> • Mechanical Technology: Motor Mechanics • Mechanical Technology: Spray Painting and Body Works • Mechanical Technology: Welding • Mechanical Technology: Sheet Metal Work 	Mechanical Technology
Organising Field 6: Manufacturing, Engineering and Technology	Electrical Technology: Electrical	Electrical Technology (Digital, Electronics and Electrical)
Organising Field 6: Manufacturing, Engineering and	<ul style="list-style-type: none"> • Civil Technology: Woodworking and Timber 	Civil Technology

Technology	<ul style="list-style-type: none"> • Civil Technology: Plumbing • Civil Technology: Bricklaying and Plastering 	
Organising Field 9: Health Sciences and Social Services	<ul style="list-style-type: none"> • Personal Care: Hairdressing • Personal Care: Beauty and Nail Technology 	Hairdressing and Beauty
Organising field 9: Health Sciences and Social Services	Personal Care: Ancillary Health Care	Ancillary Health Care
Organising Field 11: Services	<ul style="list-style-type: none"> • Service Technology: Upholstery • Service Technology: Maintenance 	Services: Maintenance and Upholstery
Organising Field 11: Services	<ul style="list-style-type: none"> • Consumer Studies: Food Production • Consumer Studies: Sewing 	Consumer Studies
Organising Field 11: Services	Hospitality Studies	Hospitality Studies
Organising Field 11: Services	Wholesale and Retail Studies	Wholesale and Retail Studies

4. TIME ALLOCATION

Time allocation per week will be two hours of contact time

5. ASSESSMENT

7.1 School Based Assessment: Formal Assessment for terms 1 - 3 for all subjects will constitute a Practical Mark weighted 60% and a Theory mark weighted 40%;

7.2 A exam covering the year's work that is weighted 40% will be administered in term 4;

7.3. For the end of year progression mark and the work done where the SBA constitutes 60% of the final progression mark.

6. SELECTION OF SUBJECTS BY SCHOOL

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	<u>Vocationally Oriented Curriculum</u> Services Subject Manufacturing, Engineering and Technology subject

Focus Schools for Agriculture	Home Language First Additional Language Mathematics Natural Sciences Life Orientation Social Sciences	Technology Creative Arts Economic and Management Sciences	<u>Vocationally Oriented Curriculum</u> Agricultural Studies Services Subject
Focus Schools for Economic and Management Sciences	Home Language First Additional Language Mathematics Natural Sciences Life Orientation Social Sciences	Technology Creative Arts Economic and Management Sciences	<u>Vocationally Oriented Curriculum</u> Services Subject Office Administration Wholesale and Retail
Focus Schools for Services	Home Language First Additional Language Mathematics Natural Sciences Life Orientation Social Sciences	Technology Creative Arts Economic and Management Sciences	<u>Vocationally Oriented Curriculum</u> Agricultural Studies Services Subject Other Subject
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	<u>Vocationally Oriented Curriculum</u> Art and Design Services subject
Ordinary Secondary Schools	Home Language First Additional Language Mathematics Natural Sciences Life Orientation Social Sciences	Technology Creative Arts Economic and Management Sciences	<u>Vocationally Oriented Curriculum</u> Services Subject Other Subject

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

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

SUBJECTS	Subject Advisors Responsible
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OCCUPATIONAL ORIENTED 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
Motor Mechanics	FET and GET
Sheet Metal Work	FET and GET
Welding	FET and GET
Bricklaying and Plastering	FET and GET
Electrical	FET and GET
Maintenance	FET and GET
Woodworking and Timber	FET and GET
Plumbing	FET and GET
Upholstery	FET and GET
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
Life Skills: Creative Arts	GET: Creative Arts
Mathematics	GET
Information and Communications Technology	FET: CAT

VOCATIONALLY ORIENTED SUBJECTS (Subjects that will be over 2 years in ordinary secondary schools)	
Agricultural Studies	FET: Agricultural subjects
Art and Design	GET: Arts
Digital Technology	FET: CAT
Wholesale and Retail Studies	GET: EMS
TECHNOLOGY SUBJECTS	
Mechanical Technology	FET
Electrical Technology	FET
Civil Technology	FET
Services: Maintenance and Upholstery	FET
SERVICES SUBJECTS	
Hairdressing and Beauty	FET: SERVICES
Ancillary Health Care	FET: SERVICES
Consumer Studies	FET: SERVICES
Hospitality Studies	FET: SERVICES
Early Childhood Development	FET: SERVICES

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 academic, occupational and vocationally oriented subjects.

8.2 The Department of Basic Education is committed to providing LTSM support formal implementation in Schools of Skills and the pilot in Ordinary schools in 2021.

8.3 The Department of Basic Education is working with Umalusi to finalise the GEC qualification policy with the intention of awarding the qualification to successful Year Four and Grade 9 candidates after the qualification has been registered with the South African Qualifications Authority.

8.4 Schools wishing to pilot the subjects as set out in the vocationally oriented curriculum 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.

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