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**SOUTH AFRICAN QUALIFICATIONS AUTHORITY
REGISTERED QUALIFICATION:**

National Senior Certificate for Adults

SAQA QUAL ID	QUALIFICATION TITLE			
91672	National Senior Certificate for Adults			
ORIGINATOR		ORIGINATING PROVIDER		
Umalusi - GENFETOC				
QUALITY ASSURING BODY		NQF SUB-FRAMEWORK		
-		GFETQSF - General and Further Education and Training Qualifications Sub-framework		
QUALIFICATION TYPE	FIELD	SUBFIELD		
Further Ed and Training Cert	Field 05 - Education, Training and Development	Adult Learning		
ABET BAND	MINIMUM CREDITS	PRE-2009 NQF LEVEL	NQF LEVEL	QUAL CLASS
Undefined	120	Not Applicable	NQF Level 04	Regular-ELOAC
REGISTRATION STATUS		SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
Registered		SAQA 05102/13	2013-12-04	2016-12-04
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2017-12-04		2020-12-04		

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This qualification does not replace any other qualification and is not replaced by any other qualification.

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

- The National Senior Certificate for Adults (NASCA) aims to provide evidence that the adult learners are equipped with a sufficiently substantial basis of discipline-based knowledge, skills and values to enhance meaningful social, political and economic participation, to form a basis for further and/or more specialist

learning and possibly to enhance the likelihood of employment. In these respects, the NASCA promotes the holistic development of adult learners. The intention is also that the quality of the learning offered by the NASCA will reinvigorate an interest in learning for many who have had negative experiences in school.

- The NASCA aims to service an identifiable need in the basic adult education system, not currently met by other qualifications on the NQF and to create pathways for further learning. It is designed to provide opportunities for people who have limited or no access to continuing education and training opportunities.
- The Exit Level Outcomes for the NASCA are:
 - > Identify, select, understand and apply knowledge useful to the identification of and solutions to problems in the area of study.
 - > Demonstrate the necessary applied knowledge and skills identified for competence in a subject, including the use of the necessary technology.
 - > Communicate in writing in chosen fields of study, including capabilities such as making a synthesis of information from other sources, doing an analysis, motivating a position and presenting a coherent argument in a variety of genres, as required for the field of study.
 - > Reflect on own learning in order to re-establish an interest in learning and further study.
- The capabilities expressed in the Exit Level Outcomes for the qualification will be developed through and during the achievement of the outcomes for the individual subjects which the learner studies. The breadth and depth of learning as well as the kinds of cognitive demand associated with the exit level outcomes are explained in greater detail in the individual subject curricula.

Rationale:

- The National Senior Certificate for Adults (NASCA) qualification is a qualification at NQF Level 4 on the General and Further Education and Training Qualifications Sub-Framework.
- The NASCA provides a general educational pathway for adult learners. Its focus, through broad, discipline-based curricula, is to build a reliable general education underpinned by the necessary cognitive proficiencies to support further study.
- Achievement of the NASCA will indicate that the successful candidate has studied for and achieved competence, which can be described, in a general educational qualification at NQF Level 4 on the NQF, which like the National Senior Certificate is quality assured and certified by Umalusi.
- The NASCA is offered as a set of challenge examinations for which adult learners may prepare in any way they choose. The qualification has no formal learning programme requirements that need to be completed in order to register to write a subject. However, the demands of the subject are likely to be such that most people wishing to write the NASCA will benefit from participating voluntarily in a formal learning programme offered by a public or private college.
- The NASCA examination provides people with an opportunity to indicate what they know through taking a series of examinations. Should candidates wish to improve their results in the NASCA they may register and write a subject more than once.
- The structure of the NASCA accommodates a variety of education delivery options; face-to-face, distance, or a combination of the two as well as the possibility of private tuition or self-study. Full-time and part-time study can be accommodated by the qualification structure and design.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

It is assumed that learners who access this qualification are competent in at least the Grade 9 NSC Learning Outcomes or Learning Outcomes of an equivalent qualification, in the compulsory subject they will offer/choose in the National Senior Certificate for Adults (NASCA).

Access to the Qualification:

- There are no minimum entrance requirements set for the NASCA. However, achievement at the following levels provide an indication that the minimum capabilities required for the achievement of the NASCA are in place:
 - > An official Grade 9 school report which indicates promotion to Grade 10; the age requirement not withstanding.
- Or
- > A General Education and Training Certificate for Adults (GETCA).
- Or
- > Another SAQA-registered NQF Level 2 or 3 Qualification with a language and Mathematics as

fundamentals.

- Duration and general enrolment and registration requirements of the National Senior Certificate for Adults:
 - > Adult learners registering for a National Senior Certificate for Adults: A qualification at NQF Level 4 on the NQF may register for any number of subjects per examination sitting.
 - > The NASCA qualification must be completed within six (6) years of the date of initial registration.

RECOGNISE PREVIOUS LEARNING?

Y

QUALIFICATION RULES

The structure of the National Senior Certificate for Adults (NASCA):

- The National Senior Certificate for Adults: A qualification at Level 4 on the NQF is registered as a 120 credit qualification.
- Adult learners will offer subjects selected from the subjects listed under notes.
- The qualification and its assessment have been structured to allow adult learners to demonstrate, without additional programme-related obstacles, whether they have acquired in a limited number of subjects a level of general academic competence that is recognised as equivalent or superior to that demonstrated by learners leaving school with a National Senior Certificate or Senior Certificate.

Qualification Requirements:

A National Senior Certificate for Adults shall be issued to an adult learner who has complied with the following requirements:

- Achieved a minimum of at least 50% in at least four (4) subjects in the national examinations including one compulsory language from Organising Field 04 (Communication Studies and Language) and Mathematics or Mathematical Literacy from Organising Field 10 (Physical, Mathematical, Computer and Life Sciences), and at least two additional subjects selected from the following:
 - > An additional official language.
 - > Natural Sciences from Organising Field 10, Physical, Mathematical, Computer and Life Sciences.
 - > Information and Communication Technology from Organising Field 10, Physical, Mathematical, Computer and Life Sciences.
 - > Human and Social Sciences from Organising Field 7, Human and Social Studies.
 - > Economic and Management Sciences from Organising Field 3.

Adult learners intending to study further must offer at least one language of learning and teaching (LOLT) offered at institutions of further and higher education.

An adult learner may offer/choose more than the required minimum of four (4) subjects.

These requirements are subject to the following provisos:

- A candidate may not register for more than one language from each of the following language groups:
 - IsiNdebele, IsiXhosa, IsiZulu and Siswati.
 - Sepedi, Sesotho and Setswana.
- A candidate may not register for both Mathematics and Mathematical Literacy.

Certification requirements:

- Subject to the provisions of Section (17) (A) (6) of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001), a National Senior Certificate for Adults: A qualification at Level 4 on the NQF shall be issued to an adult learner who has complied with the following promotion requirements:
 - > Achieved a minimum of at least 50% in four subjects as determined by paragraph 10 (1 - 3) of the qualification policy.
 - The results of two or more NASCA subject statements will be combined to allow a successful candidate to receive a National Senior Certificate for Adults: A qualification at Level 4 on the NQF, provided that the promotion requirements in paragraph 10 (1 - 3) of the qualification policy have been fully met. Such a combination must be requested on behalf of the candidate by the assessment body concerned.

EXIT LEVEL OUTCOMES

The Exit Level Outcomes and their Associated Assessment Criteria for this National Senior Certificate for adults are stated in the curriculum statements of the individual subjects making up this qualification in the form of Learning Outcomes and Assessment Standards. A set of generic Outcomes and Associated Assessment Criteria is included which apply to the additional Compulsory and Elective subjects:

Language, Mathematics and Mathematical Literacy:

1. Languages at Home Language and First or Second Additional Language level (Communication):

- 1.1 Listen and speak for a variety of purposes, audiences and contexts.
- 1.2 Read and view texts for understanding and to critically evaluate and respond to a wide range of literary and non-literary texts.
- 1.3 Write and present for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts.
- 1.4 Use language structures and conventions effectively.

2. Mathematics:

- 2.1 Recognise, describe, represent and work with numbers and their relationships to estimate, calculate and check in solving problems.
- 2.2 Investigate, analyse, describe and represent a wide range of functions and solve related problems.
- 2.3 Describe, represent, analyse and explain properties of shapes in 2- and 3-dimensional space with justification.
- 2.4 Collect and use data to establish statistical and probability models to solve related problems.

3. Mathematical Literacy:

- 3.1 Use numbers and their relationships to estimate and calculate, investigate and monitor the financial aspects of personal, business and national life and to investigate and solve problems in other contexts.
- 3.2 Recognise, analyse, interpret, describe and represent various functional relationships in order to solve problems in real and simulated contexts.
- 3.3 Measure using appropriate instruments to estimate, calculate physical quantities and to describe and represent properties of and relationships between 2- and 3-dimensional objects in a variety of orientations and positions.
- 3.4 Collect, summarise, display and analyse data and apply knowledge of statistics and probability to communicate, justify, predict and critically interrogate findings and draw conclusions.

Additional Subjects:

The following set of generic Exit Level Outcomes and Associated Assessment Criteria apply to all the Additional Subjects listed as per "Qualification Requirements":

- 1.1 Understand and use specific subject knowledge.
- 1.2 Know and apply specific subject skills.
- 1.3 Understand, adopt and apply the values related to the subject.

The Department of Higher Education and Training Education will ensure that, for each of the Additional Subjects listed, Specific Subject Learning Outcomes and Associated Assessment Criteria will be developed in line with the NQF.

Critical Cross-Field Outcomes:

The following Critical Cross-Field Outcomes will be addressed by the individual subjects and will form part of the assessment in each subject as laid down in the curriculum statement for each subject:

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

- Contribute to the full personal development of the learner.

ASSOCIATED ASSESSMENT CRITERIA

The Exit Level Outcomes and their Associated Assessment Criteria of this Further Education and Training Certificate (General) are stated in the curriculum statements of the individual subjects making up this qualification in the form of Learning Outcomes and Assessment Standards. However the Outcomes relating to the Languages (Communication), Mathematics and Mathematical Literacy are given as they are fundamental to the learning. A set of generic Outcomes and Associated Assessment Criteria is included which applies to the additional optional subjects:

Language, Mathematics and Mathematical Literacy:

1. Language (Communication):

Associated Assessment Criteria for Exit Level Outcome 1.1:

- Listening and speaking strategies are used for a wide range of purposes.
- Different forms of oral communication are identified and used appropriately for the context and audience.
- Research and planning is done in preparation for oral presentations.
- Oral presentations are given and listened to using appropriate speech and listening techniques.
- A critical awareness of language usage is demonstrated in a variety of oral situations.

Associated Assessment Criteria for Exit Level Outcome 1.2:

- A variety of reading and viewing strategies is used for comprehension and appreciation.
- A wide range of written and visual texts is evaluated for meaning.
- The way in which language may reflect and shape values and attitudes is explained using a range of written and visual texts.
- The structure and key features of texts are explored and evaluated to show how they shape meaning in non-literary texts, fiction, poetry, drama and in visual and multi-media texts.
- The author's use of stylistic devices is evaluated and analysed to illustrate how they achieve particular effects.

Associated Assessment Criteria for Exit Level Outcome 1.3:

- Advanced tasks are analysed and plans are made to write for a specific purpose, audience and context.
- Advanced writing strategies and techniques are used for first drafts.
- Own work is reflected on, evaluated and analysed and the opinions of others are considered to ensure text is appropriate, logical, stylistically and grammatically correct.
- Own work and the work of others is proof read to enable the final draft to be produced.

Associated Assessment Criteria for Exit Level Outcome 1.4:

- The meaning of words in texts are identified and explained correctly.
- Structurally sound and meaningful sentences are used in oral and written communication.
- The appropriate and correct style is understood and used correctly in a range of texts and contexts.
- Critical language awareness is developed and used on a range of oral and written texts.
- Punctuation is used accurately and appropriately.

2. Mathematics:

Associated Assessment Criteria for Exit Level Outcome 2.1:

- Problems involving number patterns are identified and solved correctly.
- > Range: Includes arithmetic and geometric sequences.
- Formulae are correctly proved and the sum of sequences are calculated correctly.
- Knowledge of geometric series is applied to solve problems correctly.
- Investment and loan options are critically analysed to make informed decisions as to the best option(s).

Associated Assessment Criteria for Exit Level Outcome 2.2:

- A formal definition for the function concept is given correctly.
- Various types of functions and relations are worked with correctly.
- Characteristics of functions are correctly explained and graphs are correctly sketched.

- Situations are recognised in which it may be helpful to manipulate representations.
- Cubic equations are solved using the factor theorem and other techniques.

Associated Assessment Criteria for Exit Level Outcome 2.3:

- The geometry of circles is investigated using a range of theorems.
- A co-ordinate system is used to derive the locus of all points.
- The effect on the point (x, y) is generalised for a number of transformations.
- Geometric border patterns and tessellations are identified and classified in terms of line symmetry, glide reflection symmetry, rotational symmetry and point symmetry.
- The formulae for the sine, cosine and tangent are derived correctly.
- Problems in 2- and 3-dimensions are solved by constructing and interpreting geometrical and trigonometric models.
- A basic understanding of the contested nature and development of geometry in history and familiarity with other geometries such as spherical geometry is demonstrated.

Associated Assessment Criteria for Exit Level Outcome 2.4:

- The uses of variance and standard deviations as measures of spread or dispersion of a set of data is understood and demonstrated.
- The various concepts relating to data handling and data and its uses are understood and used correctly.
- Problems involving permutations of a number of discrete objects, as well as problems, when order is not important, are investigated and solved correctly.
- Permutations and combinations are used correctly.

3. Mathematical Literacy:

Associated Assessment Criteria for Exit Level Outcome 3.1:

- Personal and business finances are analysed and the effects of taxation, inflation and changing interest rates on personal credit and investment growth options are evaluated so as to aid choices of the best options.
- Provincial and national budgets are analysed in terms of health and welfare issues, job opportunities, etc using Mathematical skills and knowledge.
- Different currencies are compared for best investment opportunities.
- Inflation is understood using mathematical investigation.

Associated Assessment Criteria for Exit Level Outcome 3.2:

- Different representations of functions are translated between to solve problems and analyse situations.
- Graphs of sine, cosine and tangent functions are analysed and interpreted to solve problems.
- Design and planning problems are solved through optimising a function in two discrete variables.

Associated Assessment Criteria for Exit Level Outcome 3.3:

- Scale drawings of plans are used to represent and identify views and to calculate values and build models.
- Sketches, models and technology are used to represent and analyse spatial relation.
- Problems in 2- and 3-dimensions are solved using measurement and calculations.
- Basic trigonometric ratios are used to solve problems.

Associated Assessment Criteria for Exit Level Outcome 3.4:

- A representative sample from a population is used to solve a problem with due sensitivity to issues relating to bias.
- Measures of central tendency and spread are calculated correctly.
- Problems are solved by representing and analysing data, statistics and probability values.
- The probability of events that are not independent are determined using tree diagrams.
- Statistically based arguments are critically evaluated and recommendations made.
- Basic trigonometric ratios are used to interpret situations and solve problems.
- Ratio and rate are used to solve problems.

All Other Subjects:

The following set of generic Learning Outcomes and Associated Assessment Criteria apply to all the Additional Subjects listed under Notes.

Associated Assessment Criteria for Generic Learning Outcome 1.1:

- The underlying knowledge and concepts are understood and communicated in a variety of ways including discussion, in writing, in research assignments and in oral presentations.
- An argument is constructed using subject knowledge and presented orally or in writing, which is defended using appropriate evidence.
- Media and primary and secondary sources are used to gather subject knowledge.

Associated Assessment Criteria for Generic Learning Outcome 1.2:

- Research is conducted using the skills associated with the subject and findings are presented in forms appropriate for the discipline and context.
- Models are produced to depict concepts using related skills, where applicable.
- Deductions and conclusions are drawn, cause and effect are deduced and predictions are made using subject matter skills and subject matter knowledge.
- Products are produced/made in which subject matter knowledge and skills are combined effectively.

Associated Assessment Criteria for Generic Learning Outcome 1.3:

- The values related to the subject are understood and can be explained orally, in discussions and/or in presentations or in writing.
- Discipline/Subject values are adopted and integrated into personal value system and underpin behaviour.
- The relationship between subject related values and principles such as equity, justice, sustainability, cultural diversity, etc are understood and can be explained in appropriate forms.

In collaboration with the Department of Education, SAQA will ensure that, for each of the Additional Subjects listed in Annexure B, Group B (Refer to Qualification Notes), the Specific Subject Learning Outcomes and Associated Assessment Criteria will be developed in line with the NQF.

Integrated Assessment:

Assessment structure:

- Assessment of learning in the National Senior Certificate for Adults: A qualification at Level 4 on the NQF consists of two components of assessment, namely:
 - > Readily available self-assessment tests (exemplars) which provide evidence to candidates of their readiness to write the exam in the subject concerned.
 - > A nationally-set examination.
- Only the marks achieved in the nationally-set external examination, moderated and standardised by Umalusi, are considered for the award of the qualification.
- The external examination, as contemplated in "A nationally-set examination" is set and marked by an accredited assessment body and/or by the Department of Higher Education and Training and moderated by Umalusi.
- The norms and standards to which all assessment bodies must give effect are stipulated in the envisaged policy document, National policy and regulations on the conduct, administration and management of the National Senior Certificate for Adults: A qualification at Level 4 on the NQF. Assessment bodies are also required to adhere to the quality assurance directives to be issued by Umalusi in respect of this qualification.

INTERNATIONAL COMPARABILITY

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

The second group of qualifications has a more general educational intent, all are intended to provide adults with the opportunity to prove that they have acquired the necessary knowledge and skills provided

by a general high school education. In these qualifications, a language and mathematics are regarded as central. While many candidates successfully complete the qualification with the equivalent of a high-school leaving certificate, the qualification is also viewed as opening up access to higher education. The GED Tests and the Mature Student High School Diploma are examples of qualifications of this sort. The National Senior Certificate for Adults (NASCA) is seen as being a qualification of this type.

GED Tests:

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

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

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

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

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

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

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

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

TOEFL Test:

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

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

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

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

Mature Student High School Diploma:

The Mature Student High School Diploma is one of a range of additional opportunities offered by Manitoba Education, a provincial education department in Canada. The intention is to allow adults to

graduate from Senior Years, viz the last three years of schooling.

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

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

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

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

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

Conclusion:

The NASCA is seen as being a qualification of the second group type (GED tests and Mature Student High School Diploma) and is comparable.

ARTICULATION OPTIONS

- Learners who have succeeded in achieving this qualification should be able to access opportunities for further learning and to be considered for access to Higher Certificate courses, Diploma programmes or Bachelor's Degree programmes, depending on the level of their achievements and upon their meeting the entrance requirements set by Higher Education Institutions for various programmes/qualifications.
- The NASCA is designed to enable articulation with other qualifications on the General and Further Education and Training Sub-Framework, the Higher Education Qualifications Framework as well as the Occupational Qualifications Framework.

MODERATION OPTIONS

Moderation options and criteria for the registration of assessors:

- External Assessments will be conducted by relevant assessment bodies responsible for conducting external assessment.
- External Assessment will be moderated by Umalusi according to its laid down policy and procedures.
- Final assessments including internal and external assessments will be subject to moderation and standardisation by Umalusi according to its laid down policy and procedures.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessors or moderators should be in possession of an NQF qualification at least at NQF Level 6, with the subject in question or its equivalent at Level 6 and should have taught the subject or its equivalent at Grade 12 Level for at least five years.

NOTES

General:

The National Senior Certificate for Adults: A qualification at Level 4 on the NQF is designed for persons not enrolled at a public or independent school, nor learning through other modes of education (such as home education), referred to in the National Education Policy Act, 1996 (No. 27 of 1996) and the South African Schools Act, 1996 (Act No. 84 of 1996).

Adult learners may, but need not, enrol to prepare for the NASCA at a public or Umalusi-accredited and registered private education institution as determined by the Minister of Higher Education and Training.

Adult learners may study independently for the NASCA and then register for the examinations at an examination centre, which is registered with an assessment body accredited by Umalusi.

For the purposes of this policy, an adult learner is deemed to be a person who is eighteen (18) years or older.

A South African identity document or a valid study/work permit is compulsory for registration for the NASCA by an adult learner.

Nationally approved subjects that comply with the programme requirements of the National Senior Certificate for Adults:

- OF 3: Business, Commerce and Management Studies:
 - > Economic and Management Sciences.
- OF 4: Communication Studies and Language:
 - > Afrikaans.
 - > English.
 - > IsiNdebele.
 - > IsiXhosa.
 - > IsiZulu.
 - > Sepedi.
 - > Sesotho.
 - > Setswana.
 - > SiSwati.
 - > Tshivenda.
 - > Xitsonga.
- OF 7: Human and Social Studies:
 - > Human and Social Studies.
- OF 10: Physical, Mathematical, Computer and Life Sciences:
 - > Mathematical Literacy.
 - > Mathematics.
 - > Natural Sciences.

UNIT STANDARDS:

This qualification is not based on Unit Standards.

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION:

NONE

PROVIDERS CURRENTLY ACCREDITED TO OFFER THIS QUALIFICATION:

This information shows the current accreditations (i.e. those not past their accreditation end dates), and is the most complete record available to SAQA as of today. Some Quality Assuring Bodies have a lag in their recording systems for provider accreditation, in turn leading to a lag in notifying SAQA of all the providers that they have accredited to offer qualifications and unit standards, as well as any extensions to accreditation end dates. The relevant Quality Assuring Body should be notified if a record appears to be missing from here.

NONE

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