Province of the
EASTERN CAPE
EDUCATION

PROVINCIAL CURRICULUM STREAMING GUIDELINE (PCSG) ON CURRICULUM STREAMING, REPACKAGING AND EXTENTION

FET PHASE (GRADES 10-12) IN PUBLIC ORDINARY SCHOOLS

PCSG OF 2022

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EASTERN CAPE DEPARTMENT OF EDUCATION (ECDoE)

PROVINCIAL CURRICULUM STREAMING GUIDELINES (PCSG) ON CURRICULUM STREAMING, REPACKAGING AND EXTENTION

IN THE FET PHASE (GRADES 10-12) IN PUBLIC ORDINARY SCHOOLS

2022

1. INTRODUCTION

The Eastern Cape Department of Education (ECDoE) has the primary responsibility of providing quality education through the offering of relevant curricula to all learners. By the same token, parents and stakeholders across the province are seeking opportunities in education that will allow their children to be the best versions of themselves. The choice of the curriculum options becomes vital in these circumstances.

The vision of the Department of Basic Education is to continually improve access to learning in line with the transformation taking place within the education system, locally and abroad.

2. RATIONALE FOR THE GUIDELINES

The purpose of this guideline is to provide a framework that will assist all and School Governing Bodies (SGB) of public ordinary schools in the province to make sound decisions about the choice of curriculum streams that they will implement in their schools and how the choice of curricula selected by schools will ultimately have an impact on the career pathways of the learners and the communities they will serve.

The guideline further provides guidance and set standards for how the curriculum streams and the extension of curriculum in public ordinary schools in the province should be implemented.

The National Curriculum Statement Grades R-12 therefore serves the purpose 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.
- This guideline is intended to improve and streamlining curriculum, the approval process for extension of curriculum within the applicable legislative policy framework. It may resolve the challenges, in some extent, in very small, small and medium sized schools such as shortage of teachers for certain subjects which have very few learner enrolments.

The task of preparing learners in a culturally diverse society for global experience depends on various factors, one of which is the streaming of the curriculum that aligns with further learning and a career pathway. It therefore re-emphasises the need for a guideline, which can advise and provide the necessary guidance for the choice of curriculum streams and curriculum extension in schools that would like to follow.

3. PROBLEM STATEMENT

Barnett and Coate (2005) define curriculum decision-making as the choices that schools make about educational values and purposes that are then reflected in the school curriculum. The process includes the establishment of goals for the entire educational programme and the selection of subjects through which the goals can be achieved (Bouck, 2008). These definitions suggest that curriculum decision-making involves choices about what knowledge is worth teaching and what subjects would best reflect or contain such knowledge.

The status and knowledge of a subject has implications for the selection of that subject by various actors in a society who makes decisions for the type of subjects learners will take. Curriculum decision-making is a dynamic process; it involves the participation of various actors and is therefore dependent on the personalities, values, and knowledge of the people involved in it (Marsh, 2007)

Numerous reports such as *The Internal Efficiency of the School System (2013): A Report on selected aspects of access to education, grade repetition and learner performance*, cited poorly informed subject choices as one of the inefficiencies within the education system which impact on the quality of education.

Further, this poor subject choice could be linked to the flexibility on selection of elective subjects in the current programme requirements for the FET as stipulated in *paragraph 27 of the National Policy Pertaining to Programme and Promotion Requirements of the National Curriculum Statement Grades R-12.* The policy does

provide a directive on compulsory fundamentals but is silent on electives except for the learners offering Accounting and Physical Sciences who must offer compulsory Mathematics.

This problem is not only limited in the Eastern Cape, in 2013 the Department of Education in KwaZulu-Natal "*noted with concern that there are schools in the province that offer subjects combination that are inappropriate for learners' career paths. The department has therefore decided to develop a sample of subject packages that are considered relevant for learners in Grades 10 – 12.*"

Currently ,in the Eastern Cape Department of Education it was found that in 2021 893 FET public ordinary schools are offering 933 subject combinations in Grade 12. There are 371 learners offering one learner per subject combinations, 284 two learners per subject combinations and 256 three learners per subject combinations and so on in Grade 12 in 2021 as per the learner registration.

The small schools are seriously challenged with the number of subject combinations and curriculum streams in for effective teaching, learning and assessment. There are small schools that are offering 10 or more subject combinations with less than 20 learners in Grade 12 and struggling to implement effective teaching, learning and assessment.

The Post Provisioning Norms (PPN) does not provide for an adequate number of teachers to teach all the subjects offered in a school especially in very small, small and medium sized schools. The policy on PPN is considered based on the following:

- number of weighted learners,

- the maximum ideal class size applicable to a specific subject or phase;

- period load of teachers,

- the need to promote a subject;

- the size of the school and

Thus, schools should be mindful when making decisions about curriculum streams.
The Provincial Curriculum Streaming Guideline (PCSG) has been developed to assist schools with policy compliance, uniformity and standardisation at all levels of the education system provincially, in districts/circuits and schools.

The first report in '*The Perfect Storm in the Teacher Labour Market' series Report* (Emma García and Elaine Weiss: March 26, 2019) finds: That teacher shortage is real, large and growing, and worse than what we thought. When

indicators of teacher quality (certification, relevant training, experience, etc.) are taken into account, the shortage is even more acute than currently estimated, with high-poverty schools suffering the most from the shortage of qualified teachers.

Why it matters is because a shortage of teachers harms learners, teachers, and the public education system as a whole. Lack of sufficient, qualified teachers and staff instability threaten students' ability to learn and reduce teachers' effectiveness, and high teacher turnover consumes economic resources that could be better deployed elsewhere. The teacher shortage makes it more difficult to build a solid reputation for teaching and to professionalize it, which further contributes to perpetuating the shortage. In addition, the fact that the shortage is distributed so unevenly among learners of different socioeconomic backgrounds challenges the South African education system's goal of providing a sound education equitably to all children

4. LEGISLATIVE FRAMEWORK

This provincial guideline will be directed towards the advancement and protection of the fundamental rights of every person for education guaranteed in terms of the following legislation:

- The *Constitution of the Republic of South Africa*, 1996.
- National Education Policy Act, 1996 (Act No. 27 of 1996).
- The South African Schools Act, 1996 (Act No 84 of 1996) as amended.
- National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement: Grade R-12 (2011)
- The General and Further Education and Training Quality Assurance Act, 2001 (Act No 58 of 2001).
- Curriculum and Assessment Policy Statements (CAPS)(Grades R - 12)
- National Protocol for Assessment Grades R – 12 (2011)
- The Language in Education Policy (LiEP), (1997)
- National Policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)
- The South African Qualifications Authority Act, 1995 (Act No. 58 of 1995).
- Admission Policy for Ordinary Public Schools (Notice 2432 of 1998)
- Regulations relating to minimum uniform norms and standards for public school infrastructure – Government Gazette No: 37081 dated 29 November 2013.
- The department issued **Circular S6 of 2011**: regarding subject choices. The Circular gave guidance on subject combinations, more especially on

learners who continue to offer Physical Sciences and Mathematical Literacy.

- Further, in 2014, the department issued another Circular, **S13 of 2014**: The Mandatory offering of Mathematics as a choice subject in all Secondary Schools for the completions of the National Senior Certificate. The Circular further stated that the department is in the process of regulating subject combination to learners offering subjects such as Physical Sciences and Accounting.

5. PRINCIPLES

The following principles are critical when considering streaming of the curriculum:
- Equal access to quality education;
- Equity in education provisioning;
- Redressing historical disadvantages;
- Catering for diversity;
- Lifelong learning;
- Responsiveness to local economic needs;
- Development of scarce skills for immediate employment opportunities;
- Providing broad based education transformation and access to economic development for poverty alleviation.
- Aligning to global needs.

6. SITUATION ANALYSIS OF SCHOOLS AND LEARNER ENROLMENT IN EASTERN CAPE

- 30% of learners are enrolled in very large (10%) schools (more than 750 learners),

- 21% of learners are enrolled in large (12%) schools (501 to 750 learners),

- 29% of learners are enrolled in medium-size (28%) schools (251 to 500 learners),

- 13% of learners are enrolled in small (22%) schools (101 to 250 learners) and

- 7 % of learners are enrolled in very small (28%) schools (less than 100 learners).

Please note:

That it has become evident that there are only 20% (387 870) of the learners admitted in 50% (2 854) of schools and 80 % (1 569 928) of learners are admitted in 50% (2 852) of schools.

It is also evident that 95% of the underperforming schools in the province are falling under the category of very small and small schools in the province.

This is a serious concern and a challenge for the Eastern Cape Department of Education to provide enough teachers to teach all different subjects offered especially in very small, small and medium size schools.

For example, a very small school with less than 120 learners from Grade 8-12 and offering 15 different subjects from Grades 10-12. The school will be qualified to have a principal and a maximum of 3 teachers. These three teachers will not be specialist in many subjects as each one of them they have to teach more than 5 different subjects in different grades. The result is that there is no effective teaching, learning and assessment in that school. The National Senior Certificate results prove that majority of the very small and small schools are the serial underperformers in the province.

7. TYPE OF SCHOOLS

Schools are classified as Primary and Secondary schools.

- Primary schools are the schools offering grades R to 7 or offer learning within that range.

Primary schools are further classified into:

- Micro primary schools, with a capacity of less than 135 learners.
- Small primary schools, with a minimum capacity of 135 learners.
- Medium primary schools, with a minimum capacity of 311 learners.
- Large primary schools, with a minimum capacity of 621 learners.
- Mega primary schools, with a minimum capacity of 931 learners.
- Secondary schools are the schools offer grades 8 to 12 or offer learning within that range.

Secondary schools are further classified into:

- Small secondary schools, with a capacity of less than 200 learners

- Medium secondary schools, with a minimum capacity of 401 learners

- Large secondary schools, with a minimum capacity of 601 learners

- Mega secondary schools, with a minimum capacity of 1001 learners

A Member of the Executive Council may, based on valid reasons, approve the establishment or retention of a school below the minimum capacity.

A Member of the Executive Council may, based on valid reasons, approve the establishment or retention of a combined school where it is not practicable to have a separate primary and secondary school, on such conditions as the Member of Executive Council may determine and for a fixed period which may from time to time be extended.

8. CRITERIA FOR THE STREAMLINING AND EXTENSION OF CURRICULUM

The Curriculum Streaming Framework is intended to assist learners in the selection of their electives to make informed and appropriate subject choices and combinations that is geared towards a particular career path.

The criteria for streaming of the curriculum will guide schools in the selection of subjects based on the context of the school, the learners and the community.

The following are the recommended criteria for the streamlining and extension of curriculum in a school:

a) Current acceptable number of learners for the offering of a subject.
b) The curriculum must respond to the needs and interests of the learners and community.
c) Availability of subject specialist teachers and other specialised technical expertise to offer the subject.
d) Sufficient feeder schools in the area for a sufficient supply of learners.
e) Availability of infrastructure, resources, classrooms, workshops, specialist rooms and equipment for the subject option.

f) Availability of Learner Teacher Support Materials (LTSM) for the chosen subject.

g) Collaborative approach to Subject Specialisation in a circuit / cluster of schools.

h) Consideration of functionality of school environment.

i) Consideration given to offering 7 subjects in Grades 10 – 12 as prescribed in CAPS, *The National Protocol for Assessment Grades R – 12* and the *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12.*

j) Accessibility and community suitability of subject choices.

k) Budget allocation and availability of funds.

l) Appropriate timetabling as per requirements of the CAPS.

m) Approval of School Governing Body.

n) The allocated time per week may be utilised only for the minimum required 7 NCS subjects and may not be used for any additional subjects added to the list of minimum subjects.

o) Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

p) Adherence to the requirements for the offering of the subject as outlined in the CAPS (Section 2 (2.4) & Annexure D).

q) Ability of the school to provide subject specific requirements in terms of teaching and learning materials/consumables e.g. practical equipment, machinery and tools for subjects with a practical component (Civil, Mechanical, Electrical Technology, Dance Studies, Music and Design Studies, Hospitality and Consumer Studies) (see Annexure D). A comprehensive list of consumables, machinery, equipment and tools for the subjects listed below can be sourced on the following website: www.eccurriculum.co.za.

r) Community development needs

s) Proximity to other schools offering the same subjects and learner interests.

t) Ability of schools to provide the appropriate support in Practical Assessment Tasks and School Based Assessment Requirements.

u) Learners in need of a subject which is not catered in a school, may be directed to a school where the subject is offered.

v) Subject Guidance must be offered to learners from Grade 9 so that they are able to choose the subject stream in Grade 10 that is aligned to their career preference after Grade 12 and to avoid many unnecessary subjects' changes.

w) Curriculum streamlining is implemented from Grade 10 to12 only and once the Three Stream Curriculum Model is implemented in 2024 will be implemented in schools offering skills streams from Grade 8.

9. SUBJECT PACKAGES FOR LEARNERS IN THE FET PHASE

Learners in the FET Phase must offer four compulsory fundamental subjects (2 official Languages: one Home Language and one First Additional Language, Mathematics or Mathematical Literacy [not withstanding provisos for learners offering the new technical subject] and Life Orientation. Learners must also choose three optional elective subjects from the following packages, two of which should be from the same organising field:

9.1 Category 1: Choices from the same Organising Field

9.1.1 Agriculture: Compulsory Fundamentals with two electives from this Organising Field:

Organising field	Subjects	Possible Careers
Agriculture	• Agricultural Management Sciences • Agricultural Sciences • Agricultural Technology	Farm and ranch management • Marketing • Nature conservation • Agribanking • Horticulturist • Agricultural technician • Viticulturist (plant scientist) • Agricultural Engineer • Farmer • Educator • Landscape engineer • Agricultural engine

9.1.2 Arts and Culture: Compulsory Fundamentals with two electives from this Organising Field:

Organising field	Subjects	Possible Careers
Arts and Culture	• Design • Dance • Music • Visual Arts • Dramatic Arts	• Graphic designer • Industrial designer • Architect • Web site designer • Fashion designer • Digital designer • Photographer • Textile designer • Educator

9.1.3 Business, Commerce and Management Sciences: Compulsory Fundamentals (including Mathematics for Learners offering Accounting as one of the electives) with two electives from this Organising Field:

Organising field	Subjects	Possible Careers
Business, Commerce and Management Sciences	• Accounting • Business Studies • Economics	• Business Analysts • Accountants • Financial Advisor • Economist • Banker • Actuarial Sciences • Educator

9.1.4 Engineering and Technology: Compulsory Fundamentals (include Technical Mathematics or Mathematics/ Physical Sciences or Technical Sciences) with two electives from this Organising Field:

Organising field	Subjects	Possible Careers
Engineering and Technology	• Civil Technology • Electrical Technology • Mechanical Technology • Engineering Graphics and Design • Computer Applications Technology (CAT)	• Civil engineering • Material engineering • Architecture • Quantity surveying • Surveying • Shop fitting • Cabinet making • Carpentry and Joinery • Plumbing • Bricklaying and plastering • Plan drawing • Graphic design • Electrical draughtsperson • Draughtsperson • Designing , • Automobiles • Aeronautics • Educator

9.1.5 Human and Social Sciences: Compulsory Fundamentals with two electives from this Organising Field:

Organising field	Subjects	Possible Careers
Human and Social Sciences	• Geography • History • Religion Studies	• Urban & Town Planner/ Community Development • Cartographer • GIS Specialist • Climatologist • Transportation management • Environmental Management • Writer/Researcher • Teaching/Education • Emergency Management • Demographer • International Relations • Marketing • Librarian/Information Scientist • National Park Service Ranger • Real Estate Appraisal • Law • Journalism • Government Administration • Church Ministry • Educator

9.1.6 Services: Compulsory Fundamentals with two electives from this Organising Field:

Organising field	Subjects	Possible Careers
Services	• Consumer Studies • Hospitality Studies • Tourism	**Careers in the Tourism Industry** • Public Sector – Government Tourism Official, Tourism Development Coordinator, Tourism Information Officer • Travel Agency – Retail Consultant and Travel Agents, Wholesale Travel-tour operator • Event Coordinator and Event Manager

		• Airline – Flight Attendants, Cabin Crew, Ground staff and airport personnel • Vehicle Rental – Car Hire Consultant and Sales Representatives • Social media administrator • Travel writer/ blogger **Careers in the Hospitality Industry** • Departmental Management: Guest Services, Front of House, Reservations, Sales and Marketing, Restaurant, Catering and Spa and Recreation managers. • Receptionist • Guest services agent/liaison Officer • Reception manager/ supervisor • Reservation officer • Food and beverage (F&B): Chef: • Restaurant manager • Sommelier • Barista • Mixologist • Bar manager • Chief Steward • Bar Tenders **Consumer related careers:** • Sales / Brand Representative • Visual Merchandiser • Editorial Assistant • Marketing/Social Media Assistant • Design Assistant • Buyer • Catering Manager • Dietitian • Food Scientist • Public Health Educator • Nutritionist • Interior Designers • Tailors, Dressmakers • Fabric and Apparel Patternmakers

Organising fields	Subjects	Possible Careers
		• Fashion Designers
		• Museum Technicians and Conservators
		• Not-for-profit fundraiser
		• Food / Fashion / Interior Journalist
		• Educator

9.2 Category 2: Two Organising Fields

9.2.1 Human and Social Sciences with Business, Commerce and Management Sciences Compulsory Fundamentals with two electives from this Organising Field:

Organising fields	Subjects	Possible Careers
Human and Social Sciences plus Business, Commerce and Management Sciences	• Geography • History • Economics • Business Studies	• Urban & Town Planner/ Community Development • Cartographer • GIS Specialist • Climatologist • Transportation management • Environmental Management • Writer/Researcher • Teaching/Education • Emergency Management • Demographer • International Relations • Marketing • Librarian/Information Scientist • National Park Service Ranger • Real Estate Appraisal • Law • Journalism • Government • Administration • Anthropologist • Archaeologist • Curator • Educator

9.2.2 Human and Social Sciences with Services Compulsory Fundamentals with two electives from this Organising Field:

Organising field	Subjects	Possible Careers
Human and Social Sciences/ Services	• Geography • History • Tourism • Consumer Studies	• Urban & Town Planner/ Community Development • Cartographer • GIS Specialist • Climatologist • Transportation management • Environmental Management • Writer/Researcher • Teaching/Education • Emergency Management • Demographer • International Relations • Marketing • Librarian/Information Scientist • National Park Service Ranger • Real Estate Appraisal • Law • Journalism • Government Administration • Tourism Administration & Entrepreneurship • Museum Administration • Tourist guide • Attraction guide • Education and outreach Officer • Marketing and fundraising Officer • Field Guide •

9.2.3 Business, Commerce and Management Sciences with Physical, Mathematical, Computer and Life Sciences: Compulsory Fundamentals (including Mathematics) with two electives from these Organising Fields:

Organising fields	Subjects	Possible Careers
Business, Commerce and Management Sciences plus Physical, Mathematical, Computer and Life Sciences	• Accounting • Life Sciences • Physical Sciences • Mathematics	• Business Systems Analysts • Accountants • Chartered Accountants • Financial Advisor • Economist • Business Economist • Industrial Economist • Banker • Actuarial Scientist • Auditor • Banking careers • Banking careers • Investment Manager • Computer Programmer • Computer scientist • Educator

9.2.4 Services and BCM:

Organising fields	Subjects	Possible Careers
Services and Business, Commerce and Management Sciences (BCM)	• Consumer Studies • Hospitality • Tourism • Economics • Business Studies	• Entrepreneur • Marketing officer • Fundraising officer • Product marketer • Product developer • Fund raiser • Educator

9.3 Category 3: packages with subjects from three organising fields

9.3.1 Physical, Mathematical, Computer and Life Sciences: Compulsory Fundamentals (including Mathematics for Learners offering Physical Sciences) with two electives from this Organising Field:

Organising fields	Subjects	Possible Careers
Physical, Mathematical, Computer and Life Sciences/ Human	• Computer Applications Technology • Information Technology • Life Sciences	• Database designer • Computer technician • Software engineer • Computer engineer

Sciences/ Technology	• Physical Sciences • Technical Sciences • Geography	• Computer programmer • Network administrator • Web site designer • Systems analyst • Game developer • Communications engineer • IT help desk supporter • Multi-media designer • Data modeller • Marine biologist • Pharmacist • Actuarial scientist • Astrologer • Civil engineer • Electronics industry • Botanist • Nurse • Zoologist • Ecology • Horticulture • Physiologist • Geologist • Pilot • Educator

10. OFFERING OF TECHNICAL SUBJECTS

Subjects 1 to 6 are compulsory for technical subjects –

Subjects 3 & 5, Learners must choose Mathematics and Physical Sciences or Technical Mathematics & Technical Sciences, no combination of the two.

*Subjects 7, 8, 9 (electives) choose one of the specialities#

No	Choice 1	Time	Choice 2	Time
1	Home Language	4.5	Home Language	4.5
2	First Additional Language	4.5	First Additional Language	4.5

3	Mathematics	4.5	Technical Mathematics	4.5
4	Life Orientation	2	Life Orientation	2
5	Physical Sciences	4	Technical Sciences	4
6	Engineering Graphics & Design	4	Engineering Graphics & Design	4
7*	Civil Technology (Elective) *Specialisation:* **Civil Services#** **Construction#** **Woodworking#**	4	Civil Technology (Elective) *Specialisation:* **Civil Services#** **Construction#** **Woodworking#**	4
8*	Electrical Technology (Elective) *Specialisation:* **Electrical (Power Systems)#** **Electronics#** **Digital Electronics#**	4	Electrical Technology (Elective) *Specialisation:* **Electrical (Power Systems)#** **Electronics#** **Digital Electronics#**	4
9*	Mechanical Technology (Elective) *Specialisation:* **Fitting & Machining#** **Automotive#** **Welding & Metalwork#**	4	Mechanical Technology (Elective) *Specialisation:* **Fitting & Machining#** **Automotive#** **Welding & Metalwork#**	4

Engineering Graphics and Design (EGD) is an academic subject and can be offered by any school that meet the subject requirements.

Technical Subjects, Electrical Technology, Mechanical Technology and Civil Technology, can be offered only in technical schools with the designated Workshops as per the requirements for the subject.

Technical Mathematics and Technical Sciences can only be offered in Technical Schools and not in normal academic schools. Learners with Technical Subjects must choose one of two combinations i.e. Mathematics and Physical Sciences or Technical Mathematics & Technical Sciences and no combination of the two or combining it with Mathematical Literacy.

11. MINIMUM ADMISSION REQUIREMENTS TO HIGHER EDUCATION

It must be emphasized that the minimum requirements for admission to Higher Educations are set by Higher Education Institutions (HEIs). HEIs are at liberty to raise these requirements at any time, depending on the number of applicants they receive. They are also at liberty to set their own entrance and placement tests and to set higher requirements for entrance into particular courses or fields of study.

Satisfactory achievement in four designated NSC subjects provides the primary basis for admission to a Bachelor's Degree programme. Some HEIs do not recognise particular subjects for selection processes into certain study areas. For example, Mathematical Literacy is not recognised in some HEIs for entrance into courses of study involving Engineering, Health Sciences, Accounting, Sciences etc. Candidates should consult the HEI of their choice to ascertain entrance requirements.

Institutional and Programme needs may require appropriate combinations of recognized 20 credit NSC Subjects (which is known as the designated subjects) and levels of achievements.

➢ **Higher Certificate**

- The minimum admission requirement is a National Senior Certificate (NSC) as certified by Umalusi.

- Institutional and Programme needs may require appropriate combinations of recognized NSC Subjects and levels of achievements.

➢ **Diploma**

- The minimum admission requirement is a National Senior Certificate (NSC) as certified by Umalusi with an achievement rating of:

- 4 x 40%- 49% or better (4 x Level 3 including Home Language)

- Institutional and Programme needs may require appropriate combinations of recognized 20 credit NSC Subjects and levels of achievements.

> **Bachelor's Degree**

- The minimum admission requirement is a National Senior Certificate (NSC) as certified by Umalusi with an achievement rating of:

- 4X50%-59% or better (4 x Level 4s Including Home Language)

- Institutional and Programme needs may require appropriate combinations of recognized 20 credit NSC Subjects.

12. ADMISSION POINTS SCORE (APS):

This is the measure of your academic achievement based on your school-leaving results (or an acceptable equivalent). The APS either on its own or (as in some faculties) combined with your National Benchmark Test (NBT) scores produces a Faculty Points Score (FPS) which the Universities use to rank applicants.

13. SCHOOL SUBJECT REQUIREMENTS:

The subjects and ratings that you must obtain to be considered for admission for a particular degree or diploma programme. Obtaining the NSC with bachelor's endorsement and meeting the minimum admission requirement does not guarantee admission to the University.

14. RATING SCALE/LEVELS OF ACHIEVEMENTS

ACHIEVEMENT LEVEL	ACHIEVEMENT DESCRIPTOR	MARKS %
7	Outstanding Achievement	80-100
6	Meritorious Achievement	70-79
5	Substantial Achievement	60-69
4	Adequate Achievement	50-59
3	Moderate Achievement	40-49
2	Elementary Achievement	30-39
1	Not Achieved	0-29

15. MOST POPULAR 5 SUBJECT COMBINATIONS IN THE PROVINCE

- English FAL, Geography, Life Sciences, Life Orientation, Mathematics, Physical Sciences and Xhosa HL

- Accounting, Business Studies, Economics, English FAL, Life Orientation, Mathematics and Xhosa HL

- Agricultural Sciences, English FAL, Life Sciences, Life Orientation, Mathematics, Physical Sciences, Xhosa HL

- English FAL, Geography, Life Orientation, Life Sciences, Mathematical Literacy, Xhosa HL

- English FAL, Geography, History, Life Orientation, Mathematical Literacy, Tourism, Xhosa HL.

15. PROBLEMATIC SUBJECT COMBINATIONS IN THE PROVINCE

- **Accounting**, Business Studies, Economics, English FAL, Life Orientation, **Mathematical Literacy**, Xhosa HL

- **Accounting,** Business Studies, English FAL, Life Orientation, **Mathematical Literacy,** Tourism, Xhosa HL

- Economics, English FAL, Life Sciences, Life Orientation, **Mathematical Literacy, Physical Sciences,** Xhosa HL

- English FAL, Engineering Graphics and Design , Life Orientation, Mechanical Technology, **Mathematical Literacy, Physical Sciences,** Xhosa HL

- Afrikaans FAL, Business Studies, Life Sciences, English HL, Life Orientation, **Mathematical Literacy**, **Physical Sciences.**

- Agricultural Sciences, English HL, Life Sciences, Life Orientation, **Mathematical Literacy, Physical Sciences,** Xhosa HL

16. SUBJECT COMBINATION REQUIREMENTS FOR A UNIVERSITY ENTRANCE

The following are examples of Subject Combinations for different University Degree courses and not limited to.

16.1 Faculties of Commerce, Humanities and Law

- English/Xhosa Home Language
- English/Xhosa First Additional Language
- Mathematics
- Accounting
- Life Sciences
- Geography
- Life Orientation

16.2 Faculty of Engineering & the Built Environment

- English/Xhosa Home Language
- English/Xhosa First Additional Language
- Mathematics
- Physical Sciences
- Accounting
- Geography
- Life Orientation

16.3 Faculty of Health Sciences

- English/Xhosa Home Language
- English/Xhosa First Additional Language
- Mathematics
- Physical Sciences
- Life Sciences
- Accounting
- Life Orientation

16.4 Faculty of Sciences

- English/Xhosa Home Language
- English/Xhosa First Additional Language
- Mathematics
- Physical Sciences
- Life Sciences
- Accounting
- Life Orientation

16.5 South African Police Service

A National Senior Certificate as certified by Umalusi, with a mark of at least (50% - 59% or more) in each of the four school subjects from the list of designated university admission subjects. It means that a Bachelor Pass is the minimum requirement.

16.6 Diploma in Nursing Education

A National Senior Certificate as certified by Umalusi with a Minimum statutory requirement for diploma entry must be met.

16.7 Bachelor Degree in Nursing

A National Senior Certificate as certified by Umalusi with a Minimum statutory requirement for Bachelor entry must be met with the following subjects.

- English Home or First Additional Language - Level 4 (50% or more)
- Mathematics - Level 4 (50% or more)
- Life Science and/or Physical Science - Level 4 (50% or more)

16.8 Bachelor of Architectural Studies

A National Senior Certificate as certified by Umalusi with a Minimum statutory requirement for Bachelor entry must be met with the following subjects.

- English Home or First Additional Language - Level 4 (50% or more)
- Mathematics - Level 4 (50% or more).

16.9 Bachelor of Education degree

A National Senior Certificate (NSC) with degree endorsement/ Bachelor pass with 50% in the language of teaching and learning. 50% Mathematics only applies to students who wish to select teaching subjects from the following fields: Mathematics; Natural Sciences; Accounting; and Agriculture.

16.10 Undergraduate Diploma Study

The minimum requirement for admission to undergraduate diploma study is a National Senior Certificate (NSC) as certified by Umalusi with an achievement rating of 3 (Moderate Achievement, 40-49%) or better in four Designated NSC 20-credit subjects.

16.11 Bachelor's Degree Study

To be eligible for admission to degree study, applicants need to meet minimum requirements for eligibility: Applicants holding a South African National Senior Certificate need to pass a minimum of four subjects at a rating of 4 (Adequate Achievement, 50-59%) or better from a designated list of subjects.

17. CRITERIA FOR THE POST PROVISIONING

Refer to the policy on "Creation of educator posts in a provincial department of education and the distribution of such posts to the educational institutions of such a department" Government Notice 1676 of 1998 published in Government Gazette No. 19627 dated 18 December 1998 as amended by Government Notice 1451 of 2002 published in Government Gazette No. 24077 dated 15 November 2002.

18. ROLES AND RESPONSIBILITIES IN CURRICULUM STREAMING AND EXTENSION

The roles of the different levels are listed below for the curriculum streaming and extension:

18.1 ROLES AND RESPONSIBILITIES OF THE PROVINCIAL OFFICE

The Provincial Office will perform the following roles:

- Develop provincial guidelines.
- Manage policy implementation in schools.
- Contribute to development of educational curricula and resources;

- Provide guidance and support for the Curriculum streamlining and extension action plans;
- Monitor and support policy implementation;
- Evaluate the policy;
- Verify appropriateness of the site/school;
- Approve the application as per stipulated timeframes.

18.2 ROLES AND RESPONSIBILITIES OF DISTRICT OFFICES

The District Office will perform the following roles:
- District to conduct an audit of schools offering the FET phase;
- Identify schools that are at close proximity offering the same stream/subject combination;
- Streamline subject combinations in these schools to each offer a specialized area;
- Highly experienced, suitably qualified, specialist teachers in the focus field at the forefront of their profession, or a plan to obtain or develop staff;
- Schools with facilities and equipment or funding possibility to acquire the facilities;
- Consider the human and physical resources at each school to support the provision of teaching and learning; and
- Allow schools at close proximity to offer diverse specialisation to maximize learner opportunities.
- Implement policy with District Education Forum;
- Interact with the provincial office in approving and supporting curriculum streaming and extension programs at various schools;
- Check viability and guide the process;
- Conduct on-site visits for verification to ensure the availability of requirements listed under 7 above;
- Manage and co-ordinate curriculum offerings through a collaborative approach in a cluster/circuit to eliminate duplication and promote specialisation;
- Recommend application and forward to Provincial Office as per stipulated timeframe.

18.3 ROLES AND RESPONSIBILITIES OF CIRCUIT OFFICES

- Receive application forms from schools;
- Conduct situational analysis to determine appropriateness of the subject option;

- Facilitate community involvement on the required curriculum streamlining and extension.
- Conduct on-site visits for verification to ensure the availability of requirements listed under 6 above;
- Assess appropriateness/suitability of site/school for introduction of the new subject and existing subjects;
- Recommend approval and submit to District Office as per stipulated timeframe.
- Assist educators in working with local stakeholders in developing priorities and partnerships.

18.4 ROLES AND RESPONSIBILITIES OF SCHOOLS

- The identification of schools should, as far as possible, recognise the need for appropriate topography and location related to access and demographic realities.
- Conduct the initial identification of learners' subject performance in grade 8 and 9 and compile a database;
- Convene a Career information session in the third term for both parents and learners;
- Orientate parents about policy and regulations requirements in programme requirements for the FET phase;
- Advise all parents about their children's strengths and weaknesses in relation to intended career path;
- Offer guidance to parents and learners on alternative careers and subject packages ;
- Strengthen school ties with industry, labour and other job information sources.
- Ensure necessary resources/ICT is available for computer assisted career guidance services to be made available to learners; and
- Respect the decision of parents on the final choice of subject combination.
- The SGB should determine the curricula needs of the community / school / learners within curriculum policy;
- The SGB should initiate the process of application for curriculum extension if the school has the resources listed under 7 above.
- The SGB should recommend the recruitment of specialist personnel within the HR prescripts;
- The SGB should recommend streamlining the curriculum on the basis of available resources.
- The SGB should involve parents in the process of streamlining and extension of curriculum.
- The School Management Team (SMT) will affect the necessary administrative processes as per provincial policy;

- SMTs to create a trusting and collaborative climate as well as encourage educators to take initiatives and manage risks in the implementation processes;
- Complete documentation and submit to circuit office as per stipulated timeframe.

18.5 ROLES AND RESPONSIBILITIES OF PARENTS

- Attend the meeting for their Grade 9 learners in term 3 on subject choices and combination for the FET band;
- Consider advice provided by schools in relation to their learners' performance in the elective subjects;
- Communicate with their children on their (children) interest, abilities and potentials before making any decision on subject and career choices; and
- Advice their children to make an informed decision based on the information provided by the school on alternative careers.

19. PROCEDURES FOR THE EXTENSION OF CURRICULUM

The following procedures must be followed when streamlining and extending the Curriculum in a school:
- Adhere to Guideline
- Ensure the
  - o availability of a qualified teacher for the specified subject offered.
  - o current acceptable number of learners for a subject.
  - o availability of classroom
  - o availability of LTSM
  - o availability of resources required for the subject
  - o approval and support has been granted by the SGB.
- Complete and submit prescribed forms for the streamlining and extension of curriculum to Education Development Officer (EDO). Forms are attached as Annexure A .
- Supporting documents to be attached to the application.

20. CURRICULUM STREAMING IN SCHOOLS WITH DIFFERENT CAPACITIES

One of the aims of the education system is to provide curricula and resources that will ensure that leaners reach their full potential so that they can become functional and productive citizens of the country. For this to take place it is

recommended that schools adhere to the following guidelines when establishing curriculum streams:

20.1 SMALL SECONDARY SCHOOLS WITH A MINIMUM CAPACITY OF 200 LEARNERS

- Must not offer more than TWO streams chosen from (1) Maths and number of learners and subject specific qualified teachers.

20.2 MEDIUM SECONDARY SCHOOLS WITH A MINIMUM CAPACITY OF 401 LEARNERS

- Must not offer more than THREE streams chosen from (1) Maths and Sciences, (2) Commercial and (3) General depending on the number of learners for each stream and the availability of subject specific qualified teachers.
- Learners offering Physical Sciences Must offer Mathematics.
- Learners offering Accounting Must offer Mathematics.
- Learners may not offer more than two non-designated subjects including Life Orientation.

21. LARGE SECONDARY SCHOOLS WITH A MINIMUM CAPACITY OF 601 LEARNERS

- Must limit the number of streams to 4 streams depending on the availability of the minimum number of learners and subject specific qualified teachers.
- Learners offering Physical Sciences Must offer Mathematics.
- Learners offering Accounting Must offer Mathematics.
- Learners may not offer more than two non-designated subjects including Life Orientation.

22. MEGA SECONDARY SCHOOLS WITH A MINIMUM CAPACITY OF 1001 LEARNERS

- Must limit the number of streams to not more than 6 streams depending on the availability of the minimum number of learners and subject specific qualified teachers.

23. EXAMPLES OF HOW SCHOOLS CAN ORGANISE THEIR CURRICULUM STREAMS

EXEMPLAR 1

EXAMPLE OF CURRICULUM STREAMS AND SUBJECT COMBINATIONS THAT SCHOOLS CAN OFFER IN A GENERAL SCHOOL

ORGANISING FIELDS	STREAM	SUBJECTS	EXAMPLES OF STREAMS THAT CAN BE OFFERED IN A GENERAL SCHOOL	NO. OF STREAMS BASED ON SUBJECT OFFERINGS	SIZE OF SCHOOL
1. LANGUAGES AND ARTS	**Languages and Arts**	Home Language, First Additional Language, Second Additional Language, Life Orientation, Mathematics, Mathematical Literacy, **History, Religious Studies, Hospitality, Tourism, CAT, IT, Dance, Drama, Visual Arts, Graphic Design, Design, Music, Accounting, Economics, Business Studies**	1. Languages & Arts + one or more from the following fields: Social Sciences or 2. Business Commerce Management or 3. Arts & Culture or 4. Services or 5. Mathematics and Sciences 6. Additional languages	**2 -6 Different combinations or Streams can be accommodated in a General School.**	Small-Mega sized School
2. SOCIAL SCIENCES & RELIGION STUDIES	**Social Sciences, Religion**	Home Language, First Additional Language, Life			Small-Mega sized School

		Studies	Orientation, Mathematics, Mathematical Literacy, **History, Geography, Religion Studies** Life Sciences, Physical Sciences, Hospitality, Tourism, CAT, IT			
3.	BUSINESS & COMMERCE MANAGEMENT	**Business & Commerce Management**	Home Language, First Additional Language, Life Orientation, Mathematics, Mathematical Literacy, **Accounting, Economics, Business Studies, Maritime Economics** Hospitality Studies, Tourism, CAT, IT,			Small-Mega sized School
4.	SERVICES	**Services**	Home Language, First Additional Language, Life Orientation, Mathematics, Mathematical Literacy, **Consumer Studies, Hospitality Studies, Tourism,** Business Studies, CAT			Small-Mega sized School

EXEMPLAR 2

EXAMPLE OF CURRICULUM STREAMS AND SUBJECT COMBINATIONS THAT SCHOOLS CAN OFFER IN A FOCUS SCHOOL

Please note that a Focus School must offer ALL the specialist subjects listed in that particular curriculum focus

ORGANISING FIELD	TYPE OF FOCUS SCHOOL	SUBJECTS	EXAMPLES OF STREAMS OR SUBJECT COMBINATIONS THAT CAN BE OFFERED IN A FOCUS SCHOOL	NO. OF NO. OF STREAMS BASED ON SUBJECT OFFERINGS	SIZE OF SCHOOL
MATHEMATICS, SCIENCE & TECHNOLOGY (MST)	**Mathematics, Science & Technology (MST)**	Home Language, First Additional Language, Life Orientation, **Mathematics, Physical Science, Life Science, Geography, Tourism, Engineering Graphic Design, IT, CAT, Agricultural Science, Marine Sciences**	1. MST Stream only	3-5 Different combinations of MST subject offerings can be accommodated in a MST Focus School only	Medium to Mega sized School
	Technical Focus School	Home Language, First Additional Language, Life Orientation, **Technical Mathematics, Technical Science,**	1. Technical Stream + MST Stream only	4-5 Different combinations related to technical subjects can be offered in a Technical Focus School only	Medium to Large sized School

		Mathematics, Physical Science, Civil Technology, Electrical Technology Mechanical Technology, Graphic and Design (EGD), CAT/ IT			
	Maritime Focus School	Home Language, First Additional Language, Life Orientation, Mathematics, Physical Science, Life Science Marine Sciences, Nautical Sciences, Maritime Economics, Geography, Tourism, Hospitality, Business Studies, CAT, IT	1. Maritime Stream + MST Stream or 2. + Social Science Stream (e.g Geography) or 3. + Services Stream (e.g Tourism , Hospitality) or 4. + BCM (e.g. Business Studies)	2-4 combinations related to Maritime subjects can be offered in a Maritime Focus School	Medium sized School
	Agricultural Focus School	Home Language, First Additional Language, Life Orientation, Mathematics, Mathematical Literacy, Physical Science, Life Science, Geography, Tourism, Hospitality, **Agricultural Sciences, Agricultural Management**	1. Agricultural Stream + MST Stream 2. Agricultural Stream + Social Sciences Stream (with Geography) 3. Agricultural Stream + Services Stream (with Tourism , Hospitality)	3-4 combinations related to Agricultural subjects can be offered in an Agricultural Focus School only	Medium to Large sized School

		Practices, Agricultural Technology, CAT			
BUSINESS & COMMERCE MANAGEMENT	**Business & Commerce Management (BCM) Focus School**	Home Language, First Additional Language, Life Orientation, Mathematics, Mathematical Literacy, **Accounting, Economics, Business Studies, CAT,** IT, Maritime Economics, Hospitality Studies, Tourism	1. BCM Stream + Language Arts & Culture Stream or 2. BCM Stream + Services Stream	2-3 combinations related to BCM subjects can be offered in a Commerce Focus School only	Small to Medium sized school
	Arts & Culture Stream or Focus School	Home Language, First Additional Language, Second Additional Language, Life Orientation, Mathematics, Mathematical Literacy, Life Sciences, Physical Sciences, **Dance, Dramatic Arts, Visual Arts, Design, Music,** CAT, IT	1. Arts & Culture Stream + MST Stream or 2. Arts & Culture Stream + Social Science Stream or 3. Arts & Culture Stream + Additional Languages	3-5 combinations related to Arts & Culture subjects can be offered in an Arts & Culture Focus School only	Medium to Large sized School

24. CONCLUSION

This objective of the Provincial Curriculum Streaming Guideline on Curriculum is to empower and support schools to become more focused in their curriculum offerings so that both the school and the learner can excel both in performance and in career choices for the learners. Having clarity in subject streaming creates an environment for stability in schools in terms of preserving the human, physical and financial capital of the school. Most of all it will yield the results of having learners who are better prepared for higher learning and the world of work and who will be able to serve the communities that they live in with the skills needed by the community. Finally it is hoped that with standardised streams in schools the performance of learners will improve as the school is invested in specialist subjects with specialist teachers.

ANNEXURE A

25. APPLICATION FORM FOR THE EXTENSION OR REPACKAGING OF CURRICULUM OFFERINGS:

Province of the **EASTERN CAPE** EDUCATION	

Please TYPE or WRITE in clear legible writing when completing this application

APPLICATION FOR THE INTRODUCTION OF A NEW CLASS / AMENDMENT OF A SECONDARY SCHOOL CURRICULUM

Submission Date – Term 1 (not later than 30 April of the previous year) with the EDO. Any submission after this date will NOT be considered for implementation in the following year as this has implications for learner admissions and the procurement of LTSM. A new request will have to be submitted.

A. REASON FOR SUBMISSION OF THE FORM (Indicate with X in the space provided)

Introduction of a Grade		
Amendment of the Curriculum offerings at the school		
Amendment of the school to a Focus School		
Request to offer a technical Occupational subject from Grade 8		Application will only be considered from April 2023 for implementation in 2024.

B. GENERAL PARTICULARS OF SCHOOL

Name	
Area code : _____	Tel. No : _____	Fax No : _____
Street Address : _____ _____ _____	Postal Address : _____ _____ _____
Code _____	Code _____
Region : _____	District : _____	Circuit : _____

C. PRESENT SCHOOL ESTABLISHMENT & PEOPLE ENROLMENT

PUPIL ENROLMENT	GRADE		GRADE		GRADE	TOT. ENROLMENT
	8	9	10	11	12	
PRINCIPAL _____	DEPUTY _____		H.O.D.'S _____		TEACHERS _____	TOTAL _____

D. SCHOOL ESTABLISHMENT & PUPIL ENROLMENT FOR THE FOLLOWING YEAR

PUPIL ENROLMENT	GRADE		GRADE		GRADE	TOT. ENROLMENT
	8	9	10	11	12	
PRINCIPAL _____	DEPUTY _____		H.O.D.'S _____		TEACHERS _____	TOTAL _____

E. SUBJECT ENROLMENT OF SCHOOL

	PRESENT ENROLMENT							ESTIMATED FOR FOLLOWING YEAR					
SUBJECTS	GR 7	GR 8	GR 9	GR 10	GR 11	GR 12		GR 7	GR 8	GR 9	GR 10	GR 11	GR 12

F. AMENDMENT OF SCHOOL CURRICULUM

1	New subjects / grade for which application is made	
2	Name of existing subjects(s) to be replaced (if any)	
3	Motivation for F1 and F2	
4	Staff / personnel Will you be able to introduce the new subject / grade using existing staff? 4.1 If no, will the Governing Body pay the teacher's salary? • Name of the teacher who will be responsible for the grade / subject • His / her qualifications	4. YES / NO 4.1 YES / NO _____ _____
5	Accommodation: Is adequate accommodation available for the new grades? 5.1 If no, indicate how accommodation will be provided.	5. YES / NO 5.1 _____ _
6	Any other information	

G. AMENDMENT OF SCHOOL CURRICULUM

1	New subjects / grade for which application is made	
2	Motivation	
3	Staff / personnel Will you be able to introduce the new subject / grade using existing staff? 4.2 If no, will the Governing Body pay the teacher's salary? • Name of the teacher who will be responsible for the grade / subject • His / her qualifications	6. YES / NO 6.1 YES / NO _____ _____
4	Accommodation: Is adequate accommodation available for the new grades? 5.2 If no, indicate how Accommodation will be provided.	7. YES / NO 7.1 _____
6	Any other information	
	_____ **PRINCIPAL**	_____ **DATE**

H. SCHOOL GOVERNING BODY

The application for the introduction of : _____

_____

at the above mentioned school is supported.

_____   _____

CHAIRPERSON   **DATE**

I. CIRCUIT MANAGEMENT OFFICE

1	I hereby recommended / do not recommend the introduction of : _____
2	After having checked the principal's planning of schoolwork, I am convinced that the school will be able to cope with the new introduction/extension
	YES | NO |
3	Is the existing establishment adequate for the new introduction?
	YES | NO |

_____

CIRCUIT MANAGER | **DATE**

SUPPORTED

_____

CMC MANAGER | **DATE**

K.   DISTRICT AND CLUSTER CHIEF OFFICE

Recommended / Not recommended

Comments **:**

_____

_____

_____

_____   _____
DISTRICT DIRECTOR   **DATE**

Recommended / Not recommended

Comments **:**

_____

_____

_____   _____
CLUSTER CHIEF DIRECTOR   **DATE**

L. HEAD OFFICE

Recommended / Not recommended

Comments **:**
_____

_____

_____   _____
CHIEF DIRECTOR : CURRICULUM MANAGEMENT   **DATE**

Approved / Not Approved

Comments : _____

_____

_____   _____
CHIEF DIRECTOR: RESOURCING AND SCHOOL
ADMINISTRATION   **DATE**

ANNEXURE B

IMPLEMENTATION PROCESS

ACTIVITY	DATE	RESPONSIBLE PERSON
1. The school discuss the probability of streamlining the curriculum by considering all criteria raised in the PCSG.	One year in advance of applying for a stream.	
2. School submits the CS Application Form to the Circuit Manager	Before 30 April	
3. Circuit Manager and CMC Manager authorises.	By 15 May	
4. District Director and Cluster Chief Director authorises	By 30 May	
5. Chief Director: Curriculum and Management and Chief Director: Resourcing and School Administration	By 15 June	
6. Return to school	22 June	
7. The school opens the curriculum stream for the new academic year and ensures that the necessary LTSM is ordered, and teachers have been appointed for the subjects	Form June onward	

- *Please note that any application received after April of the new academic year will only be attended to for implementation in the year following the year after it was implemented to ensure the necessary resources are in place before implementing the new curriculum stream/ subject/grade.*