

# NATIONAL SENIOR CERTIFICATE FOR ADULTS (NASCA)



higher education  
& training

Department:  
Higher Education and Training  
**REPUBLIC OF SOUTH AFRICA**

# NATIONAL SENIOR CERTIFICATE FOR ADULTS

Department Higher Education and Training  
123 Francis Baard Street  
Private Bag X174  
Pretoria, 0001  
South Africa  
Tel: +27 12 312 5911

Cape Town Office  
103 Plein Street,  
Parliament Towers  
Private Bag X9192  
Cape Town, 8000  
Tel: +27 021 469 5175  
Fax: +27 021 461 4761

Website: [www.dhet.gov.za](http://www.dhet.gov.za)

Design and Layout by: Mzellers Media. [www.mzellers.com](http://www.mzellers.com)

ISBN: 978-1-77018-787-0

<b>CONTENTS</b>	<b>PAGE</b>
1. Purpose of the Qualification	3
2. Structure of the Qualification	3
3. Mode of Delivery	4
4. Overall Design of the Curriculum	4
5. Teaching and Learning Approaches	5
6. Critical Cross-field Outcomes and Developmental Outcomes	6
7. Exit-Level Outcomes	6
8. Assessment	6

## 1. Purpose of the Qualification

The National Senior Certificate for Adults (NASCA) is a qualification at NQF Level 4 on the General and Further Education and Training Qualifications Sub-framework of the National Qualifications Framework (NQF).

The NASCA aims to equip students with foundational discipline-based knowledge, skills and values to enhance meaningful social, political and economic participation, to form a basis for further learning, and to enhance the likelihood of employment. In these respects, the NASCA intends to promote the holistic development of students. The NASCA recognises the contexts, needs and interests of students.

The NASCA aims to service an identifiable need in the 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 students envisaged in the NASCA curriculum are a varied group of adults and out-of-school students who are 18 years or older, and who do not hold a National Senior Certificate or equivalent. There are no minimum entrance requirements for the NASCA. However, the following minimum prior learning is recommended:

- i. A documented pass at Grade 9 level; or
- ii. A General Education and Training Certificate for Adults (GETCA); or
- iii. Another SAQA-registered NQF Level 2 or 3 qualification with language and mathematics as fundamentals.

The qualification and its assessment have been structured to allow students to demonstrate a level of general academic competence that is recognised as equivalent or superior to other qualifications at NQF Level 4. The NASCA may be used as a mechanism for recognition of prior learning (RPL).

Students who have achieved the NASCA should be able to access opportunities for further learning or employment opportunities. The NASCA articulates with other qualifications on the three sub-frameworks of the National Qualifications Framework, enabling students to access a variety of pathways including apprenticeships, Higher Certificate courses, Diploma programmes or Bachelor's Degree programmes, depending on the level of their achievements and upon their meeting the relevant entrance requirements.

## 2. Structure of the Qualification

The NASCA is registered as a 120-credit qualification. Four subjects are required for certification, having equal weighting of 30 credits each.

1. The NASCA will be awarded to a student who has achieved at least 50% in a minimum of four (4) subjects in the external examinations.
2. Subject combinations are:
  - A minimum of two (2) compulsory subjects: one language and either Mathematics or Quantitative Literacy; and
  - A minimum of two (2) additional subjects selected from: an additional official language, Natural Sciences (Biology, Physics and Chemistry), Information and Communication

# NATIONAL SENIOR CERTIFICATE FOR ADULTS

Technology, Human and Social Sciences (History and Geography), Economic and Management Sciences (Economics, Business and Finance).

3. A student may not register for more than one language from each of the following language groups:
  - a. IsiNdebele, IsiXhosa, IsiZulu and SeSwati;
  - b. Sepedi, Sesotho and Setswana.
4. A student may not register for both Mathematics and Quantitative Literacy.
5. Candidates intending to study further must register for and pass an external examination in a language that is the medium of instruction in institutions of further and higher education.
6. A student may offer more than the required minimum of four (4) subjects, worth 30 credits each. Additional subjects are reflected on the certificate.
7. A student may register for any number of subjects per examination sitting. However, the NASCA qualification must be completed within six (6) years of the date of initial registration.
8. A set of diagnostic tests are required to indicate readiness to take the examinations or point to areas where additional learning is advisable before taking the challenge exams.
9. Students enrolled at a public or independent school can not register for the NASCA.
10. Examination centres offering NASCA examinations must be registered with an assessment body accredited by Umalusi.
11. A valid South African document of identification is compulsory for all students enrolling for the NASCA and registering for the NASCA examination (this includes official work or study permits for foreign nationals).

## 3. Mode of Delivery

The NASCA is offered as a set of challenge examinations, which allow students to prepare in any way they choose, including face-to-face, distance, private tuition or self-study. The qualification has no formal learning programme requirements (such as school based assessment) 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 adult students will benefit from participating voluntarily in a formal learning programme offered by a college or adult education centre.

Should students wish to improve their results in the NASCA they may register and write a subject more than once. Full-time and part-time study can be accommodated by the qualification's structure and design.

## 4. Overall Design of the Curriculum

The curriculum is designed as a standards-based curriculum, which presents the expected student attainment according to specified learning objectives. These learning objectives are closely aligned to the content topics that are expected to be covered during the course of the qualification, and are described using command verbs to clarify exactly what is expected of the students.

The students envisaged in the NASCA curriculum come from a wide range of backgrounds and socio-economic contexts. Because of the varied modes of delivery that are envisaged, the curriculum is not prescriptive about learning activities or teaching methods, but allows for a range of teaching and learning styles.

The selection of the content for the NASCA was made with the diverse needs of students in mind, with a view to building a reliable general education underpinned by the necessary cognitive proficiencies to support further study. Emphasis is placed on a narrow selection of topics to allow for in-depth engagement, rather than a broad selection of topics (which tends to result in superficial learning).

## 5. Teaching and Learning Approaches

Teaching and learning strategies should take into consideration the particular needs, interests and contexts of adults. In particular, they should recognise adults' rich store of previous experience as a resource for their own and each other's learning. Students are often strongly motivated and have a clear sense of their own purpose for learning. Also, students wish to see the relevance of learning to their own lives and to be able to apply it. Students have multiple roles and responsibilities, and these should be accommodated and respected in the teaching and learning process. This process should enable them to move towards greater autonomy, independence and self-reflection in their learning. Teachers should take cognisance of the characteristics of adult students, and adapt their teaching styles accordingly.

The teaching and learning that takes place should include a wide variety of learning experiences that promote the development of skills and understanding, and that encourage values and attitudes that will enable students to be constructive citizens. Teachers and materials developers are encouraged to use a combination of strategies to allow for active participation and critical thinking. These strategies should include the use of investigative and problem-solving skills, effective communication and reflection on the learning process.

Because specialised equipment might not be readily available to many students, the activities should be accessible to all students, and where possible should include hands-on activities that involve everyday found objects. Since reading is such an important part of on-going learning, students are encouraged to access information from a wide range of sources, such as the internet, libraries and other resource centres.

Regular informal assessment, such as self-assessment through tests (exemplars), is an important component, as it provides feedback to the student of their learning progress as well as evidence of their readiness to write the examination in a subject.

## 6. Critical Cross-Field Outcomes and Developmental Outcomes

The critical cross-field outcomes (CCFOs) express qualities that should be achieved in all qualifications. These are:

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

The five developmental outcomes are:

- i. Reflecting on and exploring a variety of strategies to learn more effectively;
- ii. Participating as responsible citizens in the life of local, national and global communities;
- iii. Being culturally and aesthetically sensitive across a range of social contexts;
- iv. Exploring education and career opportunities;
- v. Developing entrepreneurial opportunities.

## 7. Exit-Level Outcomes

The exit level outcomes for the NASCA are derived from the CCFOs, and indicate that candidates successfully completing the qualification will be able to:

- i. Identify, select, understand and apply knowledge useful to the identification of and solutions to problems in the area of study;
- ii. Demonstrate the necessary applied knowledge and skills identified for competence in a subject, including the use of the necessary technology;
- iii. Communicate, in writing, in their 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;
- iv. Reflect on their learning in order to re-establish an interest in learning and further study.

## 8. Assessment

Only the marks achieved in the NASCA examinations, which are administered by the DHET or by accredited private assessment bodies, moderated and standardized by Umalusi, are considered for the awarding of the qualification. This means that subjects passed on other qualifications, such as the NSC or NC(V), may not be carried through to the NASCA.

The external examinations are administered by the DHET or by accredited private assessment bodies, and moderated and certified by Umalusi. In the light of the approach outlined here, each individual subject statement clearly outlines the learning and assessment requirements particular to that subject.



# higher education & training

---

Department:  
Higher Education and Training  
**REPUBLIC OF SOUTH AFRICA**