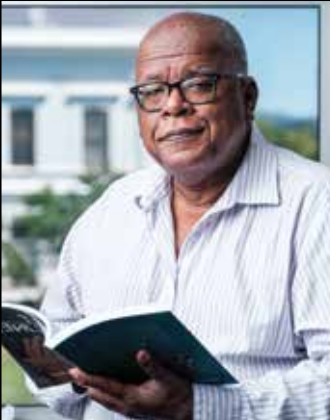


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QUARTERLY EDITION



MATRIC 2024 – THE FINAL PUSH

WE WILL TAKE TOURISM INTO THE AI AGE: PAGE 14

MATRIC GUIDELINES: PGS 28-35

Good luck, study hard: Minister of Basic Education Siviwe Gwarube engages with matric learners and wishes the Class of 2024 well ahead of the examinations which start on 21 October



KEYNOTE ADDRESS BY
Deputy Minister of Higher Education
Hon. Buti Manamela

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RE-IMAGINING EDUCATION FOR A BETTER FUTURE

A dialogue to examine and formulate solutions for the integration of skills-based learning within the holistic education system.

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Education News

We're ready! Class of 2024 prepared

Precision planning and security but concern over 'missing learners'

EDWIN NAIDU

South Africa's matric class of 2024 kicks off its final examinations on 21 October until 27 November under a cloud of over 200,000 missing learners.

Tight security has been implemented to ensure no breaches for the 162 question papers approved by the Umalusi Council for Quality Assurance in General and Further Education and Training.

According to the Department of Basic Education, 727,121 full-time candidates and 155,215 part-time learners have registered for the National Senior Certificate (NSC) exams, aiming to beat last year's record 82.9% pass rate.

The department has appointed 55,053 markers to determine the fortunes of the Class of 2024, who will write their exams at 6,334 public schools and 575 independent centres.

The matric results will be announced on 15 January and provided to all provinces the next day.

Ahead of the start of the examinations, Portfolio Committee on Basic Education chair Joy Maimela, has raised concerns on the whereabouts of more than 200,000 Grade 10 learners who did not register for the examinations in 2024.

Although the missing learners in the Class of 2024 were not addressed, the committee received a preliminary progress report on ex-



Crunch time: The Department of Basic Education says 727,121 full-time candidates and 155,215 part-time learners have registered for the National Senior Certificate exams, aiming to beat last year's record 82.9% pass rate

amination readiness from the department and Umalusi.

Last month, the committee heard that about 1.1 million learners entered Grade 10 in 2022, but only 827,000 have registered for the matric examinations. "We are taking 827 000 (learners) to the exams. This happens every year. Where are the other learners?" asked Maimela.

Discussing the preliminary state of preparedness for the Class of 2024, with the final approval for readiness, Maimela noted that both the DBE and Umalusi had indicated acceptable progress with the system

preparations and getting learners ready for the upcoming exams.

In a media briefing, Basic Education Minister Siviwe Gwarube said it was 'all systems go' and that she was confident that her department had worked hard to prepare for the finals. "This was a pivotal moment for the learners in their final weeks in the basic education system," said Gwarube.

The chief director for National Assessment and Public Examinations, Dr Rufus Poliah, confirmed that the national department was ready to administer the 2024 matric examinations, adding that there were 8,400 more candidates than in 2023.

He said KwaZulu-Natal has the largest Grade 12 population, with 172,213 candidates, followed by Gauteng with 136,620.

Eastern Cape has 103,975 Grade 12 learners, Limpopo has 94,236, Mpumalanga has 68,455, the Western Cape has 64,552 while North West has enrolled 41,480, the Free State 37,737, and Northern Cape 13,180 candidates.

Deputy Director-General for Curriculum, Dr Barney Mthembu, described the Matric Class of 2024 as a special group because they were in Grade R in 2012 when the Curriculum and Assessment Policy Statement (CAPS) was implemented in the foundation phase.

"They entered Grade 8 in 2020 at the height of coronavirus, which means their transition from primary to secondary school was seriously disrupted."

Mthembu said their Grade 9 year in 2021 was crucial for subject selection

in Grade 10 and was also disrupted due to the Covid-19 pandemic.

"The learners experienced social distancing, which limited group work between teachers and group assessment activities. Rotational attendance affected coverage of the curriculum and created content gaps. At the height of Covid-19, teacher absenteeism negatively affected this cohort's curriculum coverage."

Despite the pandemic's disruptions, he said this cohort started to benefit from the "Learning Recovery Programme" at primary school and strategies and interventions aimed at addressing the academic setbacks of Covid-19 were introduced.

The DBE has conducted a final audit of all sites where question papers are printed, packed and stored. It said it had provided detailed printing guidelines to the provincial education departments for each question paper. The provincial departments will use standard operating procedures to ensure the secure and accurate packing of question papers and that the provincial departments and the DBE will audit all storage points.

Umalusi will hand over its approved question papers to the provincial education departments for printing in three consignments.

All quality assurance processes relating to the papers have been completed. Question papers have been adapted for learners who experience barriers to learning, including the deaf and others. The DBE procured question papers for non-official languages and other special subjects from the Indepen-

dent Examinations Board.

The Class of 2024 will have the seventh cohort to sit for South African Sign Language Home Language (SASL HL) examinations. A total of 23 schools in nine provinces have candidates for the 2024 examination, and 210 candidates have been registered for SASL HL, compared to 134 in 2023.

However, during the portfolio committee meeting, security became a concern. Another was load shedding, although Eskom has managed to stymie the ongoing cuts consumers had become accustomed to.

Most provinces have improved their management of irregularities. The detection, investigation and hosting of hearings have improved, and most provinces use dedicated officials to manage irregularities detected during marking.

Committee member Delmaine Christians raised concerns about the security of the exams, such as the leaking of question papers and whether officials would be vetted before exams started.

Another committee member, Lencel Komane, expressed concern about load shedding or reduction, especially for subjects like Information Technology and Computer Applied Technology.

The DBE, however, assured him that over the last few years, there had been no electricity interruptions during the exams. Furthermore, schools acquired generators during this period.

"We commend the learner support programmes introduced by the DBE, like Saturday schools and

Education News

to take on the world



All systems go: The Deputy Minister of Basic Education, Dr Makgabo Mhaule, and Minister of Basic Education, Siviwe Gwarube, address the media about the upcoming National Senior Certificate examinations

Winter and Spring schools. We understand that the curriculum is broad, and the daily learning time is insufficient. We commend the efforts of DBE," concluded Maimela.

Umalusi gives exams the green light

Meanwhile, Umalusi, in its assessment of Learner and Examination System Readiness for the 2024 NSC Examinations, said that despite disruptions, the cohort benefited from the Learning Recovery Programme.

Strategies included targeted instruction, personalised learning, additional support, socio-emotional support and extra learning material. It said the national examinations and assessment system has matured significantly and achieved international recognition.

The November 2024, NSC question papers have been moderated, approved and met Umalusi's ap-

proval requirements.

The exam timetable is available on the DBE website.

They will commence with English Paper 3 on 21 October and conclude with Agricultural Management Practices on 27 November. Key Findings on the Level of Readiness to Conduct, Administer and Manage Examination as of September 2024:

The Life Orientation Common Assessment Task examination was administered under controlled conditions across the nine PEDs on 2 September. The question papers were printed, packaged and securely stored in audited facilities before being distributed to the distribution points in September. These examinations were monitored and successfully managed across all nine PEDs.

However, Umalusi said it was concerned about staff capacity,

noting that in 2023 it informed the Portfolio Committee on Basic Education (PCBE) and the DBE management of the high number of unfilled vacancies across the provincial education departments.

To date, the provincial education departments have conducted the June 2024 Senior Certificate (Amended) [SC(a)] and NSC examinations using the contingency measures they had put in place. The same strategy is expected to be adopted for the November NSC examinations. Umalusi remains hopeful that the DBE/PEDs will address the challenge with a long-term and sustainable solution.

Registration of Candidates

The South African School Administration Management System and the Centralised Educational Management Information System are

used to capture NSC candidates. Umalusi observed effective examination registration systems during the registration of candidates for the SC(a) and NSC examinations for June 2024. All registered candidates were captured and resulted.

In preparation for the November 2024 NSC examination, Umalusi, in collaboration with the DBE, will verify the system's efficiency in uploading the high number of registrations.

The registration of candidates who wrote the June 2024 SC(a) / NSC examination and wish to take the November 2024 examinations is ongoing.

Registration of Examination Centres

The DBE has established systems to create an environment conducive to candidates writing examinations. This was demonstrated and observed during the conduct, administration and management of the June 2024 SC(a) / NSC examination.

Exam centres were established, audited for readiness and well-managed through effective systems by the PEDs.

Based on the June evaluation, the same rigour observed in the management of examination centres would be expected to be applied during the final exams, mainly when part-time candidates are accommodated.

Printing, Packaging, Storage and Distribution of Question Papers/Materials

The security of question papers remains a critical component of the high-stakes examination. The security measures for question papers have been strengthened, and both Umalusi and the DBE

regard these measures as classified information to safeguard the credibility of the examination. Additionally, the DBE has invested in enhancing the security of question papers across various levels of the value chain.

Umalusi is satisfied with the ongoing strengthening of examination systems, including fast-tracking the vetting of persons who handle live question papers at the DBE and PED levels.

In 2023, the DBE conducted an intensive audit of the printing sites in partnership with the State Security Agency. Umalusi commends the DBE for this initiative and hopes to sustain this partnership.

The DBE's management plans to conduct inspections of sites for printing, packaging, and storage of question papers. Umalusi adopted a Real-Time inspection to verify the implementation of norms and standards protocols at these printing sites.

Conduct of Examinations

As observed from the June 2024 SC(a)/NSC examination, the DBE demonstrated the effectiveness of the systems in place for conducting, administering and managing the national examination.

All procedures aligned with the regulations governing the conduct, administration and management of the NSC examination. This includes profiling exam centres according to their level of risk, which the PEDs are required to categorise.

During the upcoming verification process, Umalusi will establish the measures the PEDs must have in place for monitoring centres classified under high-risk category levels.

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DG's Corner

Learner support programme and last push for the Class of 2024

MATHANZIMA MWELI

The Department of Basic Education (DBE) is actively preparing for the 2024 National Senior Certificate (NSC) examinations. The department has conducted extensive monitoring and support programmes for learners, including visits to study camps and districts.

I have visited 162 study camps nationwide throughout the year, demonstrating our unwavering commitment to the Class of 2024. We have covered 57 districts out of 75 this year, with only 18 remaining. Our next focus is on the remaining three districts in KwaZulu-Natal, 10 in the Eastern Cape, and five in the Western Cape.

Dr Barney Mthembu, DDG for Curriculum, his team, Dr Rufus Poliah, and the examinations team have been equally dedicated, visiting all provinces for face-to-face interactions or conducting online meetings and support throughout

the year before the examinations.

The nature of the monitoring meetings with districts is as follows: When we meet with districts, we meet with the District Management Team from 6am to 7.30am. The meetings include the District Director, Circuit Manager, and Curriculum Specialists, who present on what they have done to support schools and continue to as they push until the last learner writes the final paper. Districts report on each school's performance and circuit as they are at the coalface of performance.

After the presentation, we visit an average of 10 selected schools. Some districts spread them across the circuits; however, due to the vastness of provinces, it is only sometimes possible to visit every school, and we use a sampling approach to identify the appropriate schools.

Most provinces have also provided Grade 12 learners with tablets loaded with relevant material and textbooks. These learners' support programmes

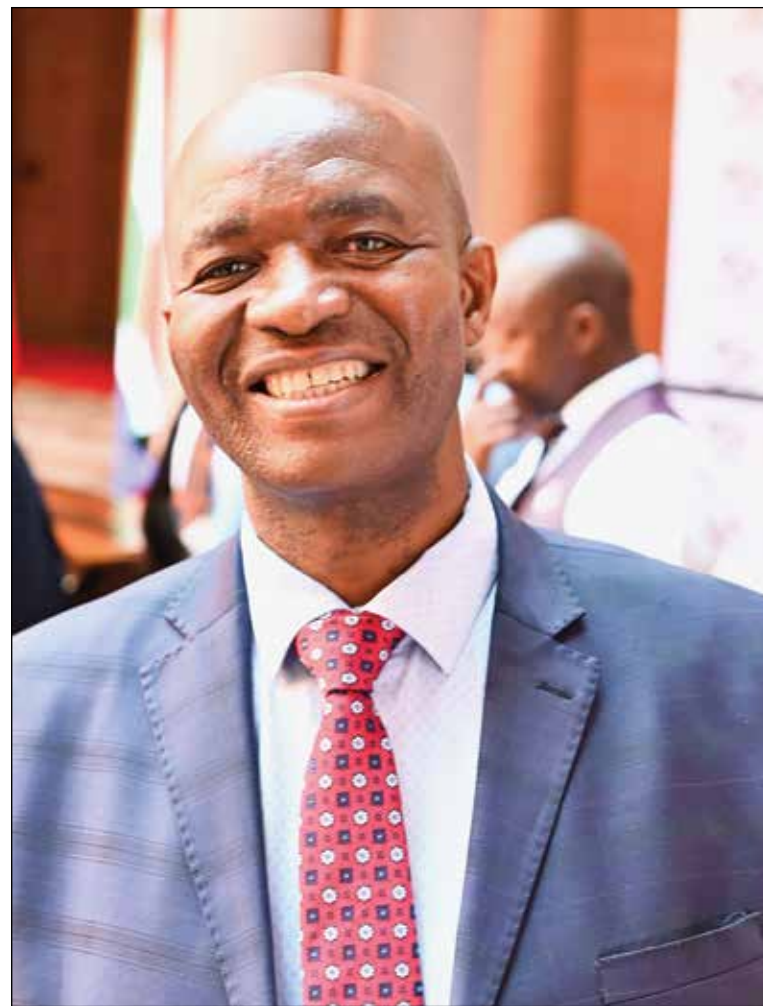
have improved the performance of township and rural schools across the country and instilled a sense of pride in our collective efforts.

The programmes and intervals are designed to cater to struggling learners, average performers, and high-flyers, ensuring that we improve both the quantity and quality of passes.

There are three forms of support for schools: learners' camps, clustered schools, and standalone schools. The best-performing schools usually resort to the latter, while struggling schools fall into clustered schools or camps.

The DBE welcomes oversight as it assists the department in identifying challenges and gaps for intervention. As the DBE, we visited many provinces, districts, circuits, and schools as part of our learner support programme. This year, we will visit all provinces before the NSC examinations to ensure monitoring and support.

In addition to exam preparations,



Basic Education Director-General Mathanzima Mveli

the Minister of Basic Education, Ms Siviwe Gwarube, conducted a Learning and Listening Tour in Limpopo. The tour focused on promoting occupational and vocational education and addressing school infrastructure, particularly water and sanitation.

The Minister emphasised the importance of increasing Schools of Skills to provide learners with essential skills for economic participation and the need to strengthen Early

Childhood Development centres.

The DBE is committed to improving the quality of education in South Africa. We are actively working to support learners, enhance infrastructure, and promote vocational education to equip students with the skills needed for the future.

I take this opportunity to wish all learners sitting the matric examinations all the best. Halala Class of 2024!

Reading books is fun and a habit worth cultivating

MPHOENTLE NAICKER

In today's digital age, it's astonishing how much time our children spend on phones and watching television. Our daughter Judah, who turned seven on September 20, is in Grade 2 and quite the YouTube enthusiast. Reducing her screen time has been a challenge, but one thing we always strive for is for her to read.

We borrow six books every two weeks thanks to a nearby community library that Daddy Nolan discovered. Judah, our little lioness, has already read 83 books this year, edging closer to our goal of 100 books in 2024. I believe we can reach 150.

Like many Generation Alpha children, Judah is adept at navigating the internet and switching between apps on a smartphone. However, the dangers of YouTube and similar online platforms, even those claiming to cater to young children, is that they often include

harmful content. The digital world is designed to be highly addictive, capturing the attention of young minds and exposing them to a vast array of content.

Despite being the youngest in her class, Judah has demonstrated exceptional academic prowess, consistently ranking in the top ten and achieving second place in the third term.

It all began with Judah's Grade 1 teacher, Natalie Sok-Ling Ho Snyman, a dedicated and exceptional educator at Kingdom Primary School. Mrs Snyman has been pivotal in creating and applying innovative teaching methods tailored to various learning styles.

She consistently exceeded her responsibilities to ensure her students' success and well-being, even offering free extra classes on phonics to provide a strong foundation. Judah greatly benefited from these phonics classes.

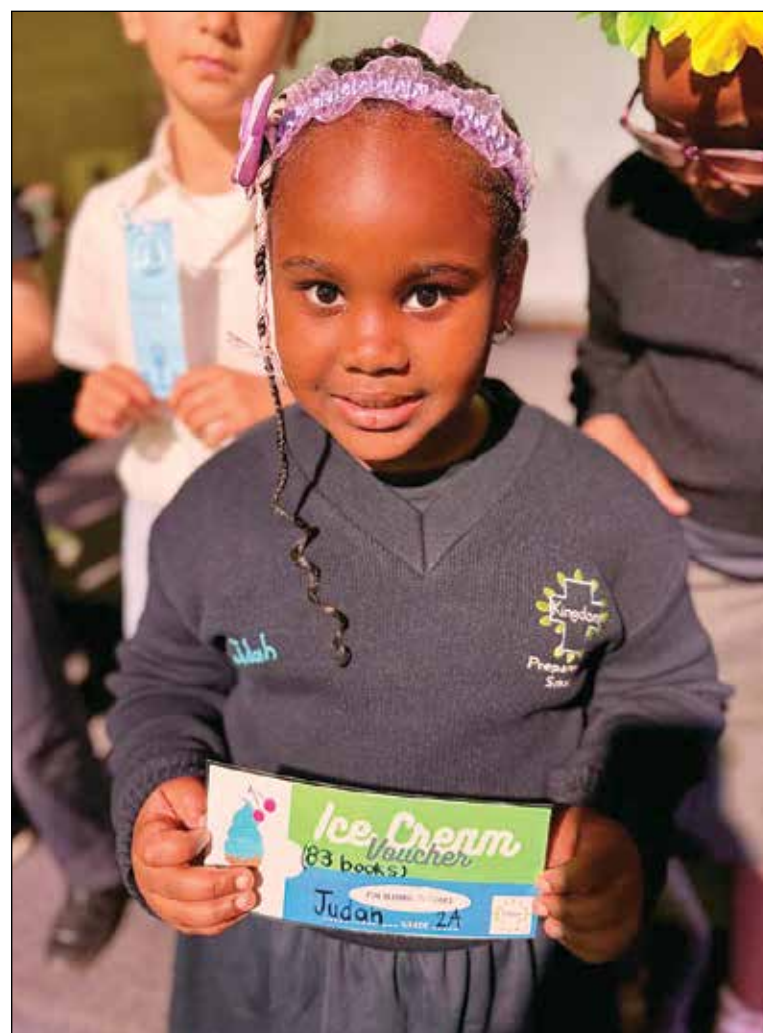
When Judah moved up to Grade 2, Angelique Kruger took over and

continued the excellent work, ensuring Judah's continued academic growth. The school also has a library that allows kids to borrow books.

This milestone is worth celebrating, and we hope it inspires more parents and children to embrace the joy of reading. The benefits of reading are endless, and it's a habit worth cultivating.

We are glad that her school encourages and rewards learners who read books. Judah plans to start her own reading club and is eager to launch it soon.

Mphoentle Modise-Naicker is an Associate Professor in the Department of Curriculum and Instructional Studies, College of Education, at the University of South Africa. Her research areas include faculty and student support in higher education and distance education, open distance e-learning, academic and professional development, technology adoption, and e-portfolios in teaching and learning.



Loves to read: Judah Modise-Naicker

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Teacher's Corner

Against all the odds: A teaching journey of passion and purpose

'My passion for helping others and my faith led me to explore alternative pathways'

BY CINDY SIGAMONEY

My journey to studying at a Christian university in Hawaii was anything but straightforward. Hailing from Campbells Town, Phoenix, in KwaZulu-Natal, I have always felt a deep passion for education and a calling to integrate my faith with my studies.

I completed my primary education at Natest Primary School before advancing to Mount Edgecombe High School for my secondary education. My mother, Ambra, was a constant source of inspiration, embodying strength and resilience.

At the same time, my father, Sigamoney, instilled in me the importance of seizing opportunities and being fearless in the face of challenges. His famous words to me were always, "Go for it!"

Initially, I aspired to enter nursing, driven by my desire to help others and make a tangible difference in their lives. I had set my sights on Groote Schuur Hospital in Cape Town, one of South Africa's most renowned medical institutions.

However, I faced several significant hurdles. The application process was highly competitive, with long waiting lists that frustrated and disheartened me. Additionally, Afrikaans language requirements presented a challenge, as I was predominantly English-speaking and unprepared to navigate this barrier during the apartheid era.

Alternative pathways

Given these obstacles, I took a step back to reevaluate my options. My passion for helping others and interest in aligning my faith with my professional life led me to explore alternative pathways.

I realised that teaching within a Christian framework could provide a fulfilling avenue to impact lives. This insight prompted me to seek opportunities that would allow me to blend my educational goals with my spiritual values.

After considerable reflection and research, I discovered a Christian university in Hawaii that offered a programme that aligned perfectly with my interests. The prospect of studying abroad, free from the constraints of waiting lists and language barriers, was appealing to broaden my horizons and pursue my passion for education and community health development.

The transition to studying in Hawaii represented a fresh start and a leap of faith. In the 1980s, some would say, a girl from the sugar cane fields of KwaZulu-Natal had all the odds stacked against her – yet I prevailed, earning my BSc in Primary Health Care.

My experience on campus, which



Spirit of adventure: Cindy Sigamoney with her husband Alexander David Boshell at the North Base Camp of Mount Everest, Tibet

emphasised the integration of Christian principles into academic studies, offered me a new perspective on education. I grew academically and personally, surrounded by fellow students from diverse backgrounds, each bringing unique stories and experiences that enriched my worldview.

My first semester was a whirlwind of adjustment, but the friendships I formed became a source of strength, helping me navigate the complexities of living in a new country. I enthusiastically embraced the challenge, and the university's commitment to faith-based learning resonated deeply.

A role in promoting children's health

This journey led me to incredible opportunities for practical experience in the Philippines and Tonga. My path to Mozambique began when Dr. Susan Bolman, one of my passionate lecturers, invited me to collaborate with Food for the Hungry International, an organisation focused on alleviating poverty and improving health outcomes.

I dedicated myself to enhancing public health through an expanded immunisation programme, working alongside local health workers to understand the critical importance of preventive care in underserved populations. Witnessing the impact of education and outreach on children's health was profoundly eye-opening.

My role involved educating families about vaccinations and coordinating health workshops to empower community members to take charge of their health. I also worked in a clinic for street children, a transformative experience that deepened my commitment to making a difference. Despite facing significant hardships, those children's resilience and laughter reminded me of the importance of hope and community.

While I found fulfilment in these experiences, I also faced homesickness during my early years abroad. The dis-

ance from my family and the cultural differences sometimes left me nostalgic for the comforts of Campbells Town, Phoenix. However, I found solace in staying connected through regular phone calls, which helped bridge the gap between my two worlds.

Looking back, I am grateful for my initial challenges. The obstacles I faced in pursuing nursing at Groote Schuur Hospital ultimately guided me toward a path better suited to my aspirations and values.

Teaching English

My journey took another transformative turn as I transitioned from health education to teaching English as a second language (ESL). After my enriching experiences abroad, I found myself facing with financial constraints. It was during this pivotal time that one of my mentors, Rynier Kruger, encouraged me to explore ESL teaching. Given my educational background, he believed this path could be both fulfilling and financially sustainable.

Embracing his advice, I moved to South Korea to begin my teaching career at a high school. The experience was exhilarating, and I quickly adapted to the dynamic classroom environment, engaging students with creative lesson plans that made learning English enjoyable. My passion for education shone through, and I formed meaningful connections with my students, who were eager to improve their language skills.

An exciting opportunity arose when I was invited to teach at all four branches of the Korean military, working with students preparing for overseas postings. This responsibility was both challenging and rewarding, as I played a role in shaping their futures. My students often expressed gratitude, sharing how my lessons impacted their confidence and readiness.

A shared adventure in China

While in South Korea, I met Alexander David Boshell, a fellow ed-



Explorer: Longjing Tea Fields in Hangzhou, China



Visiting Tiananmen Square, China

ucator from the UK. Together, we embarked on a shared adventure, moving to China to help a friend establish the English and Science department for a new school in Wuhan.

Our classrooms reflect our teaching styles and the teamwork and understanding we've developed over the years. As we celebrate ten years of marriage, I am excited about our future and the many students we will continue to impact together, fully immersing ourselves in the local culture and educational landscape.

We are teaching in Hangzhou, a city known for its beautiful landscapes and rich history. I thrive as an ESL teacher, enjoying daily interactions with my students. Their feedback warms my heart, and many express gratitude for my support and guidance.

I engage with children from diverse backgrounds, each bringing their own stories and challenges. Many students have shared how my approach, which combines compassion with rigorous academic standards, has made learning more engaging and meaningful for them.

Notable successes at my school include the establishment

of a student-run newspaper in both print and digital formats, the publication of an anthology of poems, and the creation of a comprehensive travel guide highlighting attractions in and around Hangzhou.

My journey from health education to teaching ESL has been marked by resilience and adaptability. Each experience has imparted valuable lessons about the power of education and the importance of mentorship.

I am particularly grateful for the encouragement I received from mentors like Rynier Kruger, Lynne Gasse, and Corne Peters, whose support has been invaluable.

The growth I have experienced over the years has inspired me to consider future opportunities beyond Asia, as each new place presents unique experiences.

For those considering teaching abroad, I advise approaching every opportunity with an open heart and mind. Embrace cultural differences and be prepared for the challenges of adapting to a new educational system.

Research thoroughly and choose a programme or institution that aligns with your personal and professional values. Be cautious of agencies that may exploit you. Building a support network within and outside the academic community can be incredibly helpful.

Anyone looking to work overseas should identify institutions or organisations that resonate with their career goals and values. Networking with professionals in your field, attending international job fairs, and exploring educational exchange programmes can also open doors to opportunities abroad.



Cindy Sigamoney is a teacher from Mount Edgecombe, Durban, who teaches in Hangzhou, China.

Accolade: Hangzhou, China, 2023

Minister's Corner

Gwarube advocates for focused education reform



The Kievet Reading Panel: Andre Gaum, Sipumelele Lucwaba, Prof Michael Sachs, Prof Vuyokazi Nomlomo, Prof Sizwe Mabizela with Siviwe Gwarube - Minister of Basic Education and the chairperson of the panel - Dr Phumzile Mlambo-Ngcuka, Judy Sikuzi, Hulisani Ravele, Noncedo Madubedube, Elinor Sisulu and Colin Coleman

STAFF REPORTER

In a bold and candid address at the Kievet Reading Panel, Minister of Basic Education Siviwe Gwarube emphasised the need for an in-depth review of the efficacy of her department's programmes. Her speech marked a significant departure from the usual scripted rhetoric, laying bare the deep-rooted inequalities and systemic failures plaguing the nation's schools.

The minister did not shy away from depicting the dire state of education, stressing the need to confront these challenges head-on.

"We must prioritise where we are now so that we can ignite a real call to action," she declared, underscoring the importance of addressing foundational skills to ensure no child is left behind.

Mother-tongue-based bilingual education and literacy

One of the critical issues she highlighted was the importance of mother-tongue-based bilingual education. "Children who learn in their mother tongue are better equipped to succeed," she said, pointing to the disparity in performance in children learning Afrikaans, English, and African languages in the Foundation Phase and the transition in Grade 4 for more than 75% of learners from their mother tongue to English, which exacerbated the problem.

Gwarube also linked literacy with



Tackling pressing issues in education: Prof Vuyokazi Nomlomo - Deputy VC for Teaching and Learning at the University of Zululand, and Siviwe Gwarube - Minister of Basic Education.

school safety, arguing that eradicating pit toilets is just the starting point. "... If [learners and teachers] feel unsafe ... they cannot perform as well as they should ... We must focus on maintaining schools, ensuring safety, and addressing the challenges teachers face in unsafe environments," she said.

Systemic challenges and coordination

The minister highlighted the urgent need to address literacy and school safety, emphasising that comprehensive school maintenance and safety measures must accompany efforts to eliminate pit toilets. She called for stronger coordination among government departments, civil society, and the private sector

to prioritise and resolve these crises.

Early childhood development and infrastructure

Gwarube emphasised the role of Early Childhood Development (ECD) in shaping the future of South Africa's youth. She called for formalising ECD programmes and redirecting resources to underserved areas. "Early intervention is crucial, and we need to ensure that our youngest learners are given the best possible start," she emphasised.

She also stressed the importance of proper infrastructure and efficient resource allocation, including reading materials, particularly in under-resourced and rural communities.

for South Africa's youth through a transformed and equitable education system.

Obsessing about the entire system

The minister stressed the need to shift from an overt focus on matric results to understanding when and why we are losing learners. "We must ensure that the learners who start are on track to finish. Central to this are reliable assessments and ensuring that our teachers have the requisite support with safe teaching environments and effective teacher training," she said.

Changing the culture of reading

The minister advocated for a cultural shift in reading, to promote a culture of reading amongst communities and parents to ensure learners not only learn how to read, but schools, communities and homes become supportive environments for developing this skill and reading for enjoyment.

In her closing remarks, Gwarube called for collaboration with other cabinet ministers and strategically reallocating public and NGO funding to address data-driven needs.

She emphasised the importance of a holistic, multidisciplinary approach to address systemic issues in education. The minister aims to transform the sector and deliver measurable improvements by forming strategic partnerships and implementing bold, data-driven interventions.

"We must get the basics right – eliminate pit toilets, ensure teaching time is protected, and involve communities and School Governing Bodies in the maintenance of our schools," she asserted.

A call to national action

Gwarube concluded her address with a powerful call for a national, holistic approach to reforming the education system. "I wish to see the Department of Education not just as a social portfolio but as an economic cluster because that's where it belongs. Because if you get this right, that's how you'll solve your economic problems," she affirmed.

Her presentation urged a collective effort to address the educational crisis and create a brighter future

National Teaching Awards

SA's best teacher's determined rise to the top of the profession

Ntombozuko Mkizwana rose from humble beginnings to become a top educator and she advises teachers to work hard and go beyond the call of duty

AKANI NKUNA

Ntombozuko Mkizwana, crowned as South Africa's new best teacher at the 2024 National Teaching Awards, has urged educators to rise above adversity and pursue excellence and exceptional performance.

Soon after being named as the winner of the Excellence in Secondary School Teaching Award on Saturday, 5 October, Mkizwana said teachers must strive to overcome obstacles and not allow their backgrounds to define or confine them.

"In our corners, we are all blessed teachers, but what is important is to go beyond the call of duty. Go beyond the prescripts of the curriculum assessments policy statement," Mkizwana said.

Mkizwana's upbringing was marked by humble beginnings in the rural Eastern Cape village of Marombe, Katkop, where she was born into a family of seven. She had a simple but challenging childhood, walking long distances to school barefoot and living in modest circumstances. But she managed to rise above her difficult circumstances.

Mkizwana told Inside Education that she was excited at the recognition bestowed on her at the National Teaching Awards at the Birchwood Hotel in Boksburg but dedicated her academic success to the village teachers who saw her potential and pushed her to excel beyond the limitations of her underprivileged background.

"I am a product of a village education where my only beacon of hope was my teachers," she said.

She wanted to study law, but teaching became a calling. Drawing from her own inspiring educators, Mkizwana was determined to shape young minds.

"After I qualified to teach, I fell in love with the impact and difference I was making in the lives of my learners, and my teaching with inspiration grew drastically," said Mkizwana.

Exciting career turn

Mkizwana's teaching journey began in 1997 at Balizulu Junior Secondary School, where she taught English to Grades 4 to 6. Her career took an exciting turn in 2014 when she was handpicked to join the newly established Mandela School of Science and Technology in Mvezo, Nelson Mandela's birthplace. Today, she proudly serves as the school's deputy.

"Education is the centre of any development in the country. It is also important to ensure that teach-



Recognition: Ntombozuko Mkizwana (next to President Cyril Ramaphosa and below) receives her Excellence in Secondary School Teaching Award from the Deputy Minister of Basic Education Dr Makgabo Mhalele (left) and the Minister of Basic Education Siviwe Gwarube



ers are making the difference. Because it is the difference that they are contributing that will make the sector open other horizons for us to excel as teachers," she said.

She outlines her mission as cultivating compassionate leaders equipped with values and confidence who defy rural-urban education stereotypes.

"My experience in dealing with learners is not just teaching for compliance – I am shaping global citizens, and I always have a strong commitment and drive to overcome the barriers of race and the socioeconomic backgrounds of the learners," she said.

Her teaching extends beyond the English classroom; Mkizwana has made a lasting impact as a multifaceted educator, excelling as a researcher, community builder, mentor, and leader in her school communities.

"No matter how much teachers try to teach other subjects, without ensuring that a child gets quality teaching in languages, all those efforts will be in vain," she said.

Mkizwana has called for language developmental programmes to be enhanced so that they directly impact the National Development Plan Vision 2030.

"We ought to expand the horizon of learners, especially with co-

curricular programmes, because it is through co-curricular programmes that we can see the realisation of the impact of languages," she said.

Mkizwana says the hallmarks of a successful teacher are stimulating students' intellectual curiosity through reading, presentation, and discussions of current affairs, promoting critical thinking, and promoting effective argumentation.

She said her instructional strategy includes a jigsaw approach to empowering all learners and promoting collective responsibility, inclusivity, and language equity. This ensures that each student's unique strengths are embraced and their

potential unfettered.

Mkizwana is no stranger to winning accolades for her work in improving education in the country, particularly for pupils in the rural areas of the Eastern Cape. In 2016, she received top honours, earning the Provincial Award for Outstanding Secondary English Teaching and the prestigious National Teacher Award for Secondary English Education.

She represented the Mandela School of Science and Technology in Germany during the 2015 exchange program, promoting cultural exchange through sports and dialogue inspired by the leadership of South Africa's first democratic leader.

Sharing best practices

Through a non-profit initiative she established, Mkizwana provides free English literature lessons on weekends, impacting schools across the district and beyond and sharing best practices for improving student outcomes.

"My influence on shaping learners to become global citizens is shown by how some of them transcended beyond the barriers of poverty and are now working in China, Singapore, America, Kenya, Rwanda and Mexico," she said.

Considering recent efforts to move from traditional teaching and learning to internet-based methods, Mkizwana said there were challenges associated with the endeavour to produce quality content and make it accessible.

She advised that it could be addressed by supplying devices specifically designed for education and establishing comprehensive management and maintenance frameworks to enable remote schools in rural areas to access quality learning resources.

"Matric alone without practical skills won't save our sector; there is a need for the skills that were in schools before. And also, progress is needed to mitigate the staggering drop in pupils reaching matric, as echoed by Professor Jonathan Jansen," she said.

Mkizwana called for more resources for other forms of education to diversify the nation's skills, particularly in arts, music, dance, and drama academies for learners in rural areas.

"Motivate teachers to continue making a difference in their different corners despite the plethora of challenges they face," she said. "But most importantly, encourage them to participate in the National Teaching Awards because they are the light and the reason for the change we see in our country," she said.

Advertorial

FASSET aims to transform the finance and accounting sector through youth skills development

DINEO BENDILE

The transformation agenda sits high on the list of priorities for the Finance and Accounting Services Sector Education and Training Authority (FASSET) as the Seta continues to expand on its carefully crafted list of programmes to support the development of skills for South African youths.

The authority is especially invested in developing skills for young South Africans from demographics that have largely been underrepresented in the fields of finance and accounting.

FASSET is one of the 21 Setas established to support South Africa's National Skills Development Strategy. Acting Programme Manager Godfrey Maswanganye says there is a desire to see more young people, particularly young black women, occupy top positions in the sector.

"We have realised that the majority of our people don't have the necessary information to enter this sector. But also, the people who are in the sector don't make it very easy to bring in new entrants simply because they want to maintain the status quo," Maswanganye says.

In some instances, the lack of adequate skills becomes a barrier to transformation. To combat this, FASSET runs a number of programmes geared towards supporting young South Africans, particularly those from under-represented demographics, to carve successful careers in finance and accounting.

FASSET provides support through a long journey that begins in high school, where the body provides ac-



Godfrey Maswanganye

ademic support for learners in Maths, English, and Accounting.

South Africa is known to have a recognised STEM (Science, Technology, Engineering, and Maths) crisis, where competency in subjects such as Mathematics remains at worryingly low levels. With Maths being one of the cornerstone subjects for a career in finance, encouraging learners to develop a love for and proficiency in the subject is, therefore, a priority for FASSET.

"From Grade 8, learners are given an opportunity to participate in the Maths, English and Accounting programme so that by the time they get to Grade 10 they can then choose our [finance related] subjects," says Maswanganye.

"These learners are given extra classes and special attention either on Saturdays or during the week, where they are taken through STEM

subjects."

The programme, which has been in operation for three years, is currently being run at selected schools in Limpopo, KwaZulu-Natal, and the Eastern Cape. Plans are underway to expand its reach to various other parts of the country.

In addition to the Maths, English and Accounting programme, FASSET also conducts career awareness roadshows to introduce learners to the finance sector and the various career options that exist for them.

According to Maswanganye, one of the challenges faced by FASSET in its quest to transform the landscape of the finance and accounting sector is the need for more knowledge among learners. This includes needing to be more informed about career paths and a lack of knowledge about the funding options at their disposal.

One of the available funding options is the FASSET Bursary Scheme (FBS). The bursary supported more than 1,300 students in the 2023-24 financial year alone. The majority of these supported learners form part of the missing middle – a demographic of students who do not qualify for assistance from the National Student Financial Aid Scheme (NSFAS) due to their parents not meeting the income threshold requirements.

The FBS provides financial support for tuition fees, a laptop for each student, a monthly allowance, a textbook allowance, and accommodation funding.

Maswanganye says the selection criteria for the bursary take into account students' academic performance and the transformation objectives out-

lined by the Department of Higher Education and Training.

"When it comes to all our programmes, the policy says we must make it a point that 85% and more of the learners that we recruit must be black Africans, 54% and more must be females, and 4% must be people living with disabilities," he says.

While the financial support provided to students goes a long way towards helping them realise their dreams, some beneficiaries of the FBS often face a secondary challenge associated with the socio-psychological difficulty of adapting to the university environment.

"For example, a person from Limpopo comes to Wits, and it's their first time coming to Gauteng and their first time in a lecture hall. The language issue in that environment becomes a bit of a challenge for them," Maswanganye says.

"Sometimes a learner who gets seven As in high school will go to Wits and not perform accordingly. It can be that they are not coping academically or there are social factors affecting that learner," he adds.

Maswanganye says the FASSET bursary scheme offers academic support to students at risk of failing due to the various challenges they face once they enter university.

"We offer them mentors or tutors who will take them through anything related to academia and life skills in general. That support ensures all our beneficiaries who encounter problems are assisted."

After university, students are placed in a 12-month internship programme with Fasset-affiliated companies. The

Seta placed more than 2000 graduates in internships during the 2023/24 financial year.

With the technical and vocational sector being seen as a vehicle to turn the tide on South Africa's high youth unemployment rate, FASSET also provides support to learners who opt for Technical Vocational Education and Training (TVET) at the higher education level.

This support includes a TVET bursary followed by 18-month placement with an employer to meet the requirements for a National Diploma.

"The good thing about our TVET programme is that the stipend increases by R800 every six months, so at the end of the programme, a learner gets a bonus of R10,200. I think we are the only Seta that gives learners a bonus at the end," says Maswanganye.

Should a learner elect to take a gap year after matric, FASSET will place them in an employment environment within the finance and accounting sector for one year so that they can decide whether the industry is the right fit for them. These and other programmes form part of FASSET's holistic approach to skills development.

For Maswanganye, the true measure of the success of FASSET's programmes will be the improved standard of living for those who have benefited.

"We hope the level of unemployment will be lowered, if not eradicated completely. And we are assisting our government in ensuring that the levels of inequality and poverty are done away with," he says. "So, after all is said and done, that's what we hope to see happening."

FASSET is transforming the accounting sector

JOHNATHAN PAOLI

The Financial and Accounting Services Sector Education and Training Authority (FASSET) is crucial in shaping the accounting profession.

One such beneficiary of the impact achieved by FASSET is South African Institute of Chartered Accountants (SAICA) Learning, Development, and National Imperatives Director Robert Zwane.

Having been funded by FASSET during his academic journey, Zwane does not underestimate FASSET's important role in shaping the growing accounting pipeline.

"Fasset gave me the opportunity

not only to be funded but offered substantial support in furthering my career, despite all the challenges," said Zwane.

Zwane credits FASSET with enabling him to play his part in helping the nation address historical inequalities and foster inclusive growth. His role at SAICA, which he sees as a full circle moment in his relationship with FASSET, enables him to foster strategic relationships with the SETA, which is another way of paying it forward in the most impactful way.

Zwane highlighted the role played by the FASSET in ensuring that the marginalised and excluded are included in the transformation of chartered accounting.

Zwane said that at the heart of this transformation is a commitment to diversity, which recognises that a true reflection of South Africa's demographics is essential for the profession's sustainability, with initiatives aimed at increasing representation among Black accountants and women in leadership roles.

Through a partnership with FASSET, Zwane said scholarships, mentorship programs, and specialised training have been launched to support aspiring professionals from previously marginalised communities who seek to broaden access to the profession and enrich it with various perspectives and experiences.

Zwane said that the transforma-

tion supported by FASSET, represents a pivotal moment for the accounting profession. By focusing on diversity, innovation, ethics, and community engagement, they are redefining what it means to be a chartered accountant and ensuring the profession remains relevant and impactful in a rapidly changing world.

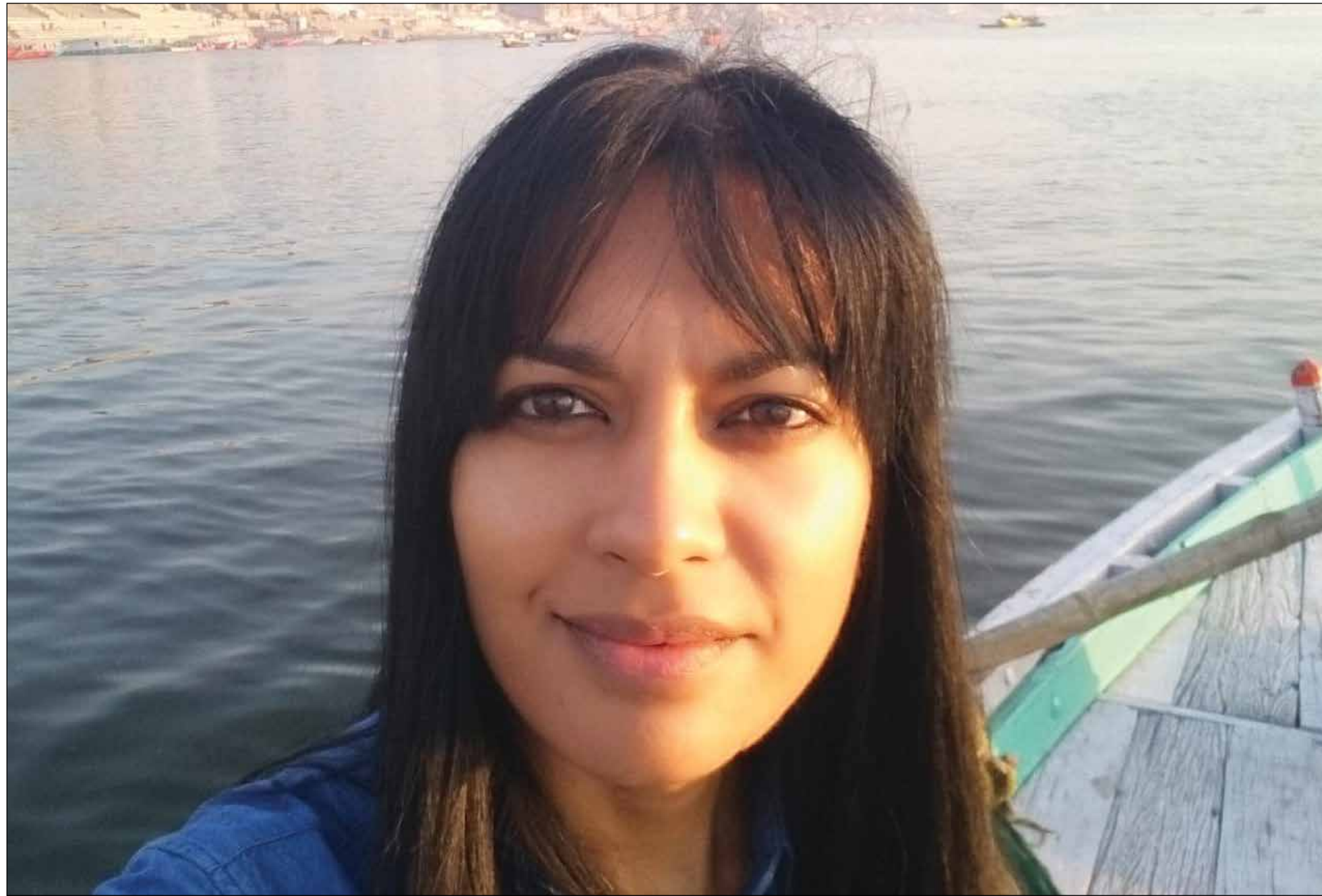
"It is a journey characterised by a commitment to diversity, technological innovation, ethical integrity, and community engagement. Together, they are reshaping the future of accounting and contributing to the broader narrative of transformation and unity in South Africa," he said.

Zwane is clear that he would not be where he is without the benevolence of FASSET.



A commitment to diversity: Robert Zwane, Learning, Development and National Imperatives Director of the South African Institute of Chartered Accountants

Education News



Urgent challenge: Shevonne Henry writes that addressing the school dropout rate requires re-integrating the youth into social systems that are supportive of their growth and development

Radical social transformation needed to fix South Africa's high school dropout rate

SHEVONNE HENRY

South Africa has an alarmingly high school dropout rate, with four out of ten learners leaving school before they matriculate. The country's university graduation rate is 15%, one of the world's lowest. Close to 50% of undergraduates dropped out, and one in three university students and one in two technikon students dropped out between 2000 and 2004.

In some institutions, the dropout rate is as high as 80%. The COVID-19 pandemic worsened matters by devastating local communities and causing school closures which only deepened the cracks in the education system.

The South African government increased public education expenditures by over 551% between 1994 and 2012, but the spending is not seeing returns. National Treasury made R4.5 billion in grants to subsidise higher education, but out of 1.4 million children who enrolled in

Grade 1 in 1998, only 552,000 made it to Grade 12 in 2009.

In addition to the poor return on investment in education, school dropout leads to a critical shortage of high-level skills in the labour market and is a major impediment to South Africa's economic development goals.

There is a loss of nearly half of the youth who start schooling, which is a massive waste of public funds, impacts the country's need to fill certain jobs, worsens poverty and unemployment, and leads to all manner of social dysfunction.

Few challenges are more pertinent and urgent in South Africa than the school dropout rate, which undermines the post-apartheid gains in South Africa and deepens racial inequalities. Forty percent of higher education dropouts were black learners, while the graduation rate for white students is double that of black students.

Seventy percent of the families of dropouts are black and in the low socio-economic category, evidence

of the legacy of apartheid and the perseverance of intergenerational poverty. Learners find that they have to fight, not only their marginalisation but also that of their forebears who are living in poverty and have no prospects for upward social mobility.

Dropping out is the outcome of a lack of resources, poor early education, and a history of apartheid. The journey to education continues to be shaped by where youth were born, how wealthy they are, and the colour of their skin and, therefore, can only be resolved through radical social transformation.

Young people who do not complete secondary school are less likely to be employed and are unemployed longer than their peers with a high school diploma, which makes them more susceptible to poverty and dependent on state welfare.

Radical social transformation is a prerequisite for fostering social mobility and economic growth and reducing the inequitable distribution of social resources. This will

improve educational attainment, increase employment opportunities and skills development, and reduce crime and risky behaviour (including self-harm).

The lack of social transformation and marginalisation of massive segments of the South African population remains the strongest underlying cause of dropout. Youth are part of a society where they are already doomed to failure because their social spaces are unsafe, unsupportive, and under-resourced.

Dropout is a process by which youth become increasingly detached from society before they become detached from education. They face disruptions that make it impossible to complete their studies, such as a lack of textbooks, uniforms, transport, and food. Dropout arises from deep-rooted socioeconomic issues that require a holistic approach to solve them.

Continuous disengagement from society creates a sense of alienation and withering hope for the future. School dropout is linked to interde-

pendencies between the individual and their wider society. Systems of community, family, friends, and educators have a direct bearing on the learner's social life and how they respond to social challenges.

The goal needs to be improving the social environment these learners find themselves in so that when they encounter challenges that would trigger dropout, they have the support they need to stay in school.

Addressing the school dropout rate requires re-integrating the youth into social systems that are supportive of their growth and development. This would lead to a just and inclusive society, the development of the country's political, economic, social, and cultural systems, and a cohesive and resilient society.

Shevonne Henry PhD is chair of the Black Management Forum's Policy and Research Committee, the founder of Margins-Push Boundaries, and co-founder of Jozi Street.

Education News

Lessons from a young Kenyan newsroom on engaging Gen Z

LUCINDA JORDAAN

Julia Majale is Managing Director of Tuko.co.ke, Kenya's largest online news website – particularly popular for its entertainment and news content targeting younger audiences.

An accredited journalist with a communications degree from Daystar University and an Executive Master's in Media Leadership and Innovation at Aga Khan University, Majale was propelled into the industry by her childhood in rural Kenya.

"There was no TV at the time, and my dad loved reading newspapers; he used to buy three different daily newspapers every day," she recalls.

This instilled a passion for news, which, she says, has morphed into a passion for digital media – and sparked her meteoric trajectory over the past eight years.

She joined Tuko.co.ke as Online News Editor in 2016, after stints as online sub-editor, social media editor and video editor at Standard Media Group. Within a year, she was promoted to Monitoring Editor and then Managing Editor for three years, before assuming the mantle of Managing Director last year.

Under her guidance, Tuko.co.ke – founded in 2015 by Pan-African Digital Media Company, Legit – was recognised as the best digital news platform in 2019 and 2021 and ranked first among publishers with the highest followers' engagement on Facebook pages in the country. In March, the award-winning outlet reached one million subscribers on its YouTube channel.

Majale was listed among the Top 25 Women in Digital 2021 by Kenya's SoMA Awards and won the Trailblazer Award 2023 from the Kenya Editors Guild for redefining the boundaries of journalism.

She shares lessons on engaging audiences and building communities in 21st-century newsrooms with and for tomorrow's leaders.

What implications did the recent Gen Z political activism in Kenya have on local media, and what lessons for abroad – especially in the year of AI elections?

It's a powerful reminder of the growing influence of young people and how they shape the political landscape. I consider myself a millennial and we took a back seat in politics. This generation wants to be part of the conversation.

This has shaped how local media is producing content because it's ensured that there's a critical need to



A head for news: Julia Majale, Managing Director of Tuko.co.ke, fosters a culture of innovation and inclusivity in the newsroom

provide platforms where these voices can be heard and these issues can be addressed.

So, media outlets have had to adapt?

Before, panel discussions on TV featured senior political analysts as the figureheads, but right now, you'll see many panels involving young people. They're being invited to speak, share their ideas, and be a part of this conversation.

So, the implications for media outlets are that you must incorporate these young people and the digital and social media strategies they relate to and resonate with because they are tech-savvy.

The protests also provided lessons for newsrooms worldwide, especially in the era of AI-driven elections. They showed the importance of transparency, fact-checking, and maintaining credibility in newsrooms.

Gen Z demands authenticity. They will engage you. You have to respect their intelligence and acknowledge the role that they are playing in societal change.

Tuko.co.ke professes a distinctly audience-first approach. What does this mean to you, and how

does it manifest in your editorial and production process?

It means that every decision we make regarding how we produce, package, present, and distribute our content is centred around the needs, interests, and values of our audience. We understand and care about what our readers want and deliver content that resonates with them in a meaningful way.

We listen to what our audience wants and needs, and we work a lot with user-generated content. In our editorial process, we actively engage with our audience to understand their concerns and preferences, and then we work with this.

We also use data analytics to track readers, their behaviour, and their feedback. Of course, we always ensure our content is relevant, timely, and meets their needs.

Our production process is similarly geared towards accessibility, user experience, and engagement: You can engage with our content on any of our platforms, and our team is there to respond so people feel that they're heard and listened to. So, the user experience is very, very good.

We also use many mobile-friendly formats where we engage with visual

we also livestream specific content, like the Gen Z protests.

Because we are young, agile and encourage innovation, we encourage our team to experiment with new storytelling methods, whether short, long, infographics, or interactive polls.

Our Research and Development team is extremely active, constantly researching and experimenting. We will try something for a few months; if it works, great. If it doesn't, we move on.

This doesn't just make news informative, it also makes news engaging and shareable.

This approach has ensured that our content is not just consumed passively; people interact with it, argue, debate, and share, and they amplify it to other readers.

As a digital native at the forefront of an industry undergoing massive change, what do you consider crucial to newsrooms now?

Change is the only constant. Social media's advent was a big deal. Now we have AI, and it's changed everything in the newsroom. There are now roles that you could have never dreamt of a few years ago; we now have people who just do TikTok. That's not something you could have imagined.

So, technology will continue to reshape how we consume news, and the industry must evolve with it.

It's essential to stay ahead of trends, from adopting AI – we keep saying you adapt or die – to understanding the shifts in behaviour. Even audiences change: today, they are consuming one thing, and a week from now, they want something different. You can't keep feeding them something they are not interested in. You have to keep shifting with them.

It's good to continually foster a culture of innovation and inclusivity, making sure your teams, however young they are, are heard and listened to because they bring fresh perspectives. I consider myself young, but there are things for sure I don't know, and I'm learning, like TikTok ...

Another major learning is the importance of diversity in content. So, your media, your outlet, should reflect a broad range of perspectives, whether it's male voices or different sectors ... without losing the voices of the people you consider "normal" or the ordinary citizens. All these voices reflect your audiences.

This article by Lucinda Jordaan was first published by WAN-IFRA and is republished with permission.

Education News

iSchoolAfrica celebrates 15 years of transforming education in South Africa

MICHELLE LISSOOS

A Grade 1 child in a rural village can access personalised numeracy and literacy lessons. A child in hospital does not miss out on school learning. Township teenagers make movies on issues that are important to them. A non-verbal learner with autism communicates for the first time.

These are just some of the stories of our iSchoolAfrica journey.

Stories of triumph against all odds. iSchoolAfrica is the story of how we have taken the world's best technology and education practices into the most marginalised and vulnerable communities, with the single-minded mission of fast-tracking access to quality, future-ready education without catering to the lowest common denominator.

The World Bank estimates that nine in ten students in sub-Saharan Africa live in "learning poverty," unable to read a simple text by the end of primary school.

The stakes are high: if historical trends continue, more than 700 million children will re-

main in learning poverty in 2050. The pandemic wiped out decades of educational improvements, and we cannot wait decades to make up these losses.

iSchoolAfrica provides schools with increased access to master essential skills. A mobile iPad lab is rotated to classroom to classroom. For example, in our foundation phase programme, learners can access numeracy and literacy software that brings



State-of-the-art technology: Michelle Lisoos and a keen young learner get to know each other

personalised learning to life with immediate feedback.

While teaching core basic skills, young learners also become digitally literate. Teachers are trained to facilitate this process and rotate the lab to assist in multi-grade classrooms and classes with large numbers of learners.

When I ask teachers what difference the programme has made, the most common answer is: "Learners never want to miss an iPad lesson; they love learning."

We have seen that for students to truly learn, we need to create learning experiences that allow for

active student engagement, curiosity, and joy. When integrated meaningfully, technology facilitates and accelerates this experience.

iSchoolAfrica moves learners from content consumers to content creators – using music, video and drawing on iPads to explain complex concepts. What a fun way to learn!

A critical element of the United Nations Sustainable Development Goal 4 is to ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities. This is a priority for iSchoolAfrica and my passion.

iSchoolAfrica has demonstrated how technology can revolutionise education for children with disabilities. I am proud of our Deaf Developer programme. We trained eight deaf youths to become iOS App developers, demonstrating proper inclusive education for meaningful employment.

So what about the next 15 years? iSchoolAfrica is serious about leapfrogging South Africa to a new

place where all children and young people are given the education they deserve. We will continue this mission with our partners. Together, we can make "learning poverty" a thing of the past.

About iSchool Africa

Since 2009, iSchoolAfrica has provided over 100,000 South African learners, from ECD to Grade 12, with state-of-the-art technology and education practices. Together with our partners, school leaders and educators, we have changed teaching and learning in the most under-resourced and vulnerable communities across South Africa, giving youth the opportunity to learn, create and succeed. Please donate to change the future of South Africa. If you are a corporate that would like to be involved as part of your Social Economic Development contribution, please contact michelle@ischoolafrica.com

Michelle Lisoos is the director and founder of iSchoolAfrica.

iSchools pioneer: Michelle Lisoos

Education News

Blackwildgirls: It's time for a revolution

Professor Menah Pratt delivered this speech at the Higher Education Resource Services – South Africa Higher Education Women Leaders Awards. Pratt is Vice-President for Strategic Affairs and Diversity and Professor of Education at Virginia Tech in the US.

It's an honour and privilege to share a few remarks at this prestigious gathering! Suraya and Brightness are indeed diamonds and lights! I have the blessing of having my daughter here. She is an inspiration to me in many ways.

Six years ago, she delivered a commencement speech for her college graduation. I asked her to share that speech with me today, and there are some pearls of wisdom that I want to share with you. This short talk is called "It's time for a revolution." I use that word intentionally, in both its meanings: to be radical and to revolve and turn around and look at yourself.

Dominate the field

I have three messages to share. My daughter's first message to her graduating class was to dominate the field. We humans tend to underestimate ourselves. It's important to remember that though we are powerful beyond measure, what we do with that power matters.

As we take the next steps, our mindset should be to dominate the field. Our work should be in an area we are passionate about and where we can see continual growth. Success should always be a priority, and we should want to be the best in whatever we do.

We should have an "I can, and I will" attitude in everything related to our professional careers and personal lives. Dominating the field requires special ingredients like determination, sacrifice, humility, and strength. It also requires inside secrets, hidden knowledge, a vision, and a plan.

A good friend of mine once told her, "There will be many roadblocks in life; don't let yourself be one of them." We know that life isn't easy. If our goal is to dominate the field, then we must remember not to be our own roadblocks. Do not accept impostor syndrome; do not label yourself with defeatist mindsets. Do not accept other people's limited views and aspirations for your life.

You are in control. You must believe that you can dominate the field. You must have the mindset of an Olympic champion. You will compete, and you will succeed. We must make the journey as easy on ourselves as possible.

Let's set our goals high, reach them, set new ones, and repeat the process like clockwork. I'm often inspired by a letter my mother wrote to me that I share in my latest book,



Get what is yours: Professor Menah Pratt speaks at the HER-SA awards

Blackwildgirl: A Writer's Journey to Take Back Her Superpower:

Dear Menah:

I think this is the first letter I have ever written to you. I wanted to write this letter because it has occurred to me that you will be graduating from high school in about three years and leaving home.

You are 13, a big girl now – a teenager, but I still remember the morning when you were born and how happy your father and I were to see and welcome you.

You are special – you are a Pratt. You are African – part of one of the oldest cultures in the world. Remember that and never take a backseat to anyone. You are somebody special.

Aspire to be the best that is in you to be. Don't let anyone set low goals for you, and don't set them for yourself.

Your mother.

Never stop toiling

So, first message: dominate the field – the second message: never stop toiling. When I was a child, my grandmother mailed me a letter with a poem by Henry Wadsworth Longfellow. It wasn't until I was a

grown woman that I realised she didn't write the poem. She had only a sixth-grade education, but somehow, this poem came to her.

This is the poem:

"The heights that great men (and women) reached and kept were not obtained by sudden flight.

But they while their companions slept were toiling upwards through the night."

I made my children memorise that poem, and my daughter took it to heart. She said that when she was a kid, she never fully understood its meaning, but she just got really good at reciting it.

Years later, on the brink of graduating from college, she said that for her, the poem meant that no matter what our goals are, no matter what stage of life we're in, and no matter how successful or unsuccessful we think we are, we can always toil a little bit more.

We are Black and African women! We toil. That is what we do. We often raise ourselves, raise our children on our backs, raise our husbands, support our families, care for our parents, and care for our com-

ROAR and celebrate, like we are doing tonight.

And that brings me to my final message.

Go get what's yours

Dominate the field; never stop toiling; and go get what is yours. Ignore the naysayers and understand that we must first weather the storm to get to the rainbow. There will be lots of rainy seasons in life – periods of doubt, stress, anxiety, and a slew of other negative factors.

When the rainy seasons come, we just need to make sure we have our umbrellas with us. Our umbrellas are the confidence and courage we have to push through. We might get a little wet but won't get soaked because we're prepared and know we can move forward.

Go out there and get what is yours. Your name is on it – on that certificate, diploma, job, and promotion. Go out there and get it. Your success has your name on it – only your name. It is waiting for you.

You are ready. And as you go to get what's yours, destined for you; designed for you, go with some sassiness; some attitude; some blackwildgirlness. And so, I leave you with this poem called Blackwildgoddess, for each of us is a blackwildgoddess.

Blackwildgoddess

*A warrior,
Wielding her wildness as a weapon,
Moving and stomping through the world
With confidence, conviction, and courage.
Marking her territory,
Sashaying,
Dancing, dervishly whirling.
Bold. Fearless. Fierce.
Impetuous and impatient.
Wild and unruly.
Unrestrained.
Revolutionary.
Go Get What Is Yours!*

The Higher Education Resource Service – South Africa Higher Education Women Leaders Awards recognises the achievements of South African women who lead, inspire, and motivate those in and outside their institutions to be more and do more. The collaboration aims to inspire and attract new leadership talent to the sector, thus creating role models, advancing gender transformation, and creating visibility for higher education women leaders in South Africa.

We are still climbing. This morning, at 5am, I climbed Lion's Head mountain with my daughter, and it is a perfect metaphor. We must keep climbing because we will eventually reach the summit. And when we reach the summit, remember to

Skilling Mzansi - Advertorial



We will take tourism into the AI age

SIMON NARE

Tourism Department Director-General Victor Tharage says the National Tourism Careers Expo (NTCE) has been a huge success over the years, but the department is considering reviewing it so that it is aligned with skills that are on demand now and in future.

Tharage says the department is in the process of reviewing its five year strategy in line with the priorities of the Government of National Unity and the review of the NTCE should also be seen in this context.

"There is going to be a revisit of how NTCE is organised, both in form and substance".

Tharage confirmed that Minister Patricia de Lille has already requested that the review should commence so that there is adequate time to adapt to the new approach.

Part of that is because the skills of the future are not necessarily going to be the same as the skills of yesterday, let alone today.

"The other element that we would like to see is that the interest that we are stimulating must be directly related to potential future activity". That is leading the learners to real career prospects.

NTCE has served its purpose over the years. It has exposed a lot of learners to a whole lot of career opportunities in terms of them

being enticed to what they can do and the Department has rotated it across the provinces.

"Years back it started in KZN and it stayed there for a while and then moved to other provinces. Last year it was in Gauteng after three years. So, it has been doing the rounds and it has also really strengthened over time. However, like any good thing if you don't review it, you won't know whether it is still as relevant as when you started it. You are likely to do it for the sake of doing it," says Tharage.

He says as we are moving into the future and with the advent of digital, a lot of changes will be necessary on how the NTCE should be organised, and this will influence how the programme should be designed.

Tharage says it will be critical going into the future to assess what skills will be in demand and can withstand the changes that will happen in the sector.

He says the programme has helped to inspire young people to take careers in tourism and the numbers have been increasing over the years. This confirms that there is more value in pursuing skills or careers that are relevant.

He adds that one of the things that the department has to continue doing is to monitor the uptake of tourism studies and careers by the participating learners.

He says the programme has fur-

ther helped in getting young people to different career paths from culinary to sommeliers. The programme has stimulated interest especially among young people to consider careers in the broader tourism sector value chain.

Besides the NTCE, Tharage says the department has trained a lot of chefs, some of whom are now working overseas in different countries such as UAE, US and the Seychelles.

Some of the departmental programmes have seen some workers with experience gained from working in the culinary space for most part of their lives graduating to become qualified and certified chefs through Recognition of Prior learning.

Further, the department has a bilateral agreement with China where tourist guides are sent to the Asian country to learn how to guide Chinese tourists. The guides are sent there to learn the Chinese culture which empowers them to handle tourists from that country successfully.

He confirmed that for this year, Limpopo will host the NTCE in its current format and will be officiated by Tourism Deputy Minister Margie Sotyu.

He says in due course Tourism Minister Patricia de Lille will outline the plans of the department.

But Tharage says as we approach the digital era, the department will be embracing the changes that



Tourism Department Director-General Victor Tharage

come with the new technology era.

Tharage says Artificial Intelligence and 4IR technologies in general are going to have a massive impact on how things will be done in the near future. "But there is a lot of benefits that comes with it and what we should be doing is to embrace it because it is not going to wait for us. So,

we have got to adapt quicker.

"AI makes the work lighter, it makes it easier, but it requires a different mindset," he says.

Tharage says the department is going to take a lot of positives that come with the new technology era. "The skills set will be quite demanding but will stimulate activity.

Women's empowerment is a big part of the national tourism agenda

SIMON NARE

Tourism Department Director-General Victor Tharage has hailed the Tourism Executive Development for Women programme as an excellent example of what the department can achieve in empowering women.

The programme was designed to help women in junior management positions who have largely been managing operations to have greater insights into the actual businesses. Based on the results of a survey on the transformation of the sector based on Broad Based Black Economic Empowerment codes for tourism which indicated a severe need for more qualified women in management and at board level in



the tourism sector.

"So, in essence, you have got someone very good at making

sure that the restaurant kitchen has stock, all receipts are recorded, and whatever is removed from the

shelves is replaced so that the kitchen does not run out of supplies," Tharage says.

"But this person doesn't understand let alone know what is in the contract with the supplier and how do you negotiate that contract so that the business remains profitable, let alone knowing where the customers come from and what kinds of contracts are negotiated with the tour operators? So those were the conversations in their classroom, consistently interacting with seasoned business practitioners".

Many women who graduated from the programme have secured top jobs through promotions to managerial positions in International Convention Centres, hotels, aviation and etc.

The department started the programme in 2012 in partnership with Unisa.

Skilling Mzansi - Advertorial



Taking tourism to the youth

SIMON NARE

Since its introduction in 2008, the National Tourism Career Expo has helped the Tourism Department bridge the information gap while affording thousands of young people life-changing opportunities.

The expo presents young people with the rare opportunity of interacting with potential employers and tourism roleplayers at exhibitions, motivational talks and through the interactive skill empowerment platforms.

Over the years, the NTCE has adapted to evolving technological trends, including information on career paths in digital transformation, such as artificial intelligence (AI) and further training for demand-led skills.

It is a platform for the industry to present itself as a business and employer of choice.

Currently the expo is the flagship programme of the Department of Tourism and is hosted in a province for three years. Provinces have to bid to win the right to host it, and so far, KwaZulu-Natal, Eastern Cape, Free State, North West and Gauteng have hosted it.

This year, it headed to Limpopo, where it is estimated that over 10,000 learners, educators, and unemployed youth were expected to participate. The event was held over three days at the new Peter Mokaba Stadium in Polokwane.

The interactive three-day event is designed to promote tourism as a career and business of choice to learners and students from high schools, TVET colleges and universities. It is also aimed at out-of-school youth and



unemployed graduates.

Entrance to the 2024 NTCE was free and included motivational talks by leading local sector entrepreneurs and personalities, tourism educator seminars, exhibitions by local tourism businesses and related services.

Tourism Department Director-General Victor Tharage said the expo would highlight how the country's diversity and tourism continues to promote peace, justice, cultural appreciation, social cohesion and economic growth.

Tharage said the department was pleased that Limpopo hosted this year's expo. It is a thriving province regarded as the cradle of cultural and wildlife heritage. It contributes immensely to the tourism economy.

The province offers unique cultural and nature experiences that consistently attract international and domestic visitors.

"The NTCE is a leading platform for communicating career, entrepre-

neurial and the educational prospects and opportunities for youth in the tourism sector.

"Hosting the event in the city of Polokwane elevates the province's capacity to host large conferences, meetings and exhibitions, introducing a MICE [Meetings, Incentives, Conferences and Exhibitions] clientele in the offerings," Tharage said.

The NTCE is based on the objectives of the National Tourism Sector Strategy (NTSS) and the Tourism Sector Human Resource Development (TSHRD) strategy.

They seek to address the sector's needs in relation to human resource development planning, coordination, and information management, skills and capacity development, and the enhancement of tourism, hospitality, and conservation education and training systems.

"Tourism is a channel for the youth to learn new things and discover the world through diverse cultures. The 2024 NTCE inspired present and prospective

tourism learners and unemployed youth to rise to new heights to advance their careers and business opportunities in an inclusive sector," said Tharage.

According to World Travel and Tourism Council statistics, South Africa's tourism sector employed 1.46 million people in 2023 and was expected to grow to nearly 1.7 million jobs this year.

Further, employment in the tourism sector in South Africa is projected to grow to 2.2 million jobs by 2030.

"Our country's unemployment rate stands at 32.9%. As a sector, it is very important that we do more to respond to joblessness in our country, and tourism can play a critical role in driving economic growth and creating employment opportunities.

"We are committed to enhancing the implementation of programmes, like the NTCE, to inform the youth of the varied vocations and business opportunities in the sector, as well as in empowering the private sector to generate sustainable jobs.

"Job creation remains a cornerstone of our Government of National Unity's agenda. I encourage the private sector to support us and participate in the implementation of the NTCE to create employment opportunities for the youth and women in the sector," Tharage added.

The NTCE strategy was introduced in response to some key findings identified in 2008.

They include:

- The industry is perceived to provide menial and low-paying jobs with long working hours and no career progression.
- Tourism is a non-designated subject at high schools for university entry, but

designation has been scrapped lately.

- Tourism as a subject is perceived to be chosen by the "not-so-intelligent".
- Tourism is an easy subject mainly taught by educators who mostly lack formal tourism qualifications.
- Tourism education and training are supply-driven hence there are unemployed graduates.
- Tourism's future HR supply pipeline is not certain and well-planned, resulting in sectoral fragmentation and incoherent initiatives.
- Lately, tourism might be viewed as a vulnerable and fragile sector which is worst hit by economic or health disasters such as COVID-19.
- Young people do not know how resilient the sector is against disaster and its ability to bounce back quick into recovery.
- Young people need reassurance to trust tourism as a profession, career or business of choice for the future.

The expo is a collaborative initiative between the Department of Tourism, the Culture Arts, Tourism, Hospitality & Sport Education Training Authority, the Limpopo Department of Economic Development, Environment and Tourism, and its provincial marketing agency, the Limpopo Tourism Agency.

The NTCE mantra is that it is not a paper-grabbing platform like other career expos, but a highly interactive platform driven and informed by Tourism Sector Human Resource Development and its strategic content.

The expo should be seen as a "melting pot" where the demand and supply side of tourism education and training meet.

Some of the exciting shows at the National Tourism Career Expo

SIMON NARE

The Chefs Corner provided a physical demonstration of the culinary arts. Learners were enthralled by cook-offs hosted by graduates of the National Youth Chefs Training Programme, which the South African Chefs Association facilitates.

This has proven to be a firm favourite for youth interested in a culinary career. The Mixology Corner brought the art of creating fun beverages to life. Mixology is a unique craft and an age-old tradition of skilfully mixing various drinks and ingredients to make cocktails with or without alcohol.

While mixology and bartending are related, it is generally accepted that a mixologist creates innovative cocktails, often using unique or uncommon ingredients and researches and reimagines classic cocktails.

At the Hospitality Corner, learners gained valuable insight into the diverse range of hospitality industry careers. From hotel and event management to casino directors, this corner was a must-visit for those interested in a career in hospitality.

At the Conservation Corner, learn-



ers understood the crucial role of nature conservation in shaping the future of tourism. This corner was a must-visit for youth interested in nature and tourism, offering valuable insights on how to join this industry.

The Virtual Classroom and Recruitment Arena were places where job seekers engaged with potential employers and got the low-down on job hunting, what employers are looking for, how to craft a CV, and

how to prepare for interviews.

The Digital and Artificial Intelligence (AI) corner introduced youth to new and exciting career opportunities driven by technological advancements, such as digital tours and innovative tourism solutions that enhance traveller experiences.

The Educators' Seminar allowed teachers to interact with speakers from various institutions, industry bodies and tourism organisations.

Tourism is a catalyst for SA's economic recovery plan

Some key facts about tourism:

- Tourism is the world's fastest-growing employment sector that continues to adapt to new trends.
- South Africa is rebuilding the sector to ensure its sustainability for future generations.
- Health and safety standards are a determining factor in a traveller's preferred holiday destination. Curbing the spread of future pandemics will ensure the sector's economic sustainability.
- Inclusive growth is key to delivering memorable destination experiences and exciting careers prospects. Government as we rebuild the tourism sector, we invite the youth and all citizens to participate and contribute actively. Your ideas and efforts are crucial in creating a robust and sustainable economy.
- Leveraging on our cultural and historical diversity can stimulate innovative ways of driving tourism and overall economic growth, thus creating sustainable business and employment opportunities for the youth.

Tourism careers and opportunities await

• Career opportunities in tourism are limitless. The hospitality and tourism industry present a unique ca-

reer path for professionals who specialise in creating the finest guest experiences

- Tourism is a conduit for people to learn new things and discover the world through its diverse cultures.
- Careers found in the tourism value chain range from food and beverage, cruise ships, transport, adventure tourism, travel trade events and conferences, tour operators, tourism entrepreneurs, travel bloggers, etc.

United in our diversity, we can drive tourism growth

- Tourism is a people-centred interactive service industry that strives to create a memorable travel experience.
- South Africa's diverse and colourful cultures have positioned the country as a unique tourism destination and a beacon of peace as we celebrate 30 years of freedom and democracy.
- Tourism is fun and rewarding. Hard work, commitment and a positive attitude can elevate you to success.
- The travel and tourism industry is highly competitive, innovative and always adapting to new trends and technologies.

For more information visit
www.tourism.gov.za and
www.golimpopo.com

Leadership

A nation being built on the

In this extract from his recently published memoir, Breaking Bread, Professor Jonathan Jansen outlines the steps he took to heal the University of the Free State in the aftermath of the infamous Reitz incident video in 2008 that triggered widespread anger and soul-searching.

The case of the “Reitz Four” – named after their university hall of residence – showed five black employees of the university being forced by the four to re-enact initiation rights for students. The four middle-aged women and one man were made to drink full bottles of beer and perform athletic tasks.

The final extract of the video appeared to show a white male urinating on food, then shouting “Take! Take!” in Afrikaans – compelling the campus employees to eat it and causing them to vomit.

JONATHAN JANSEN

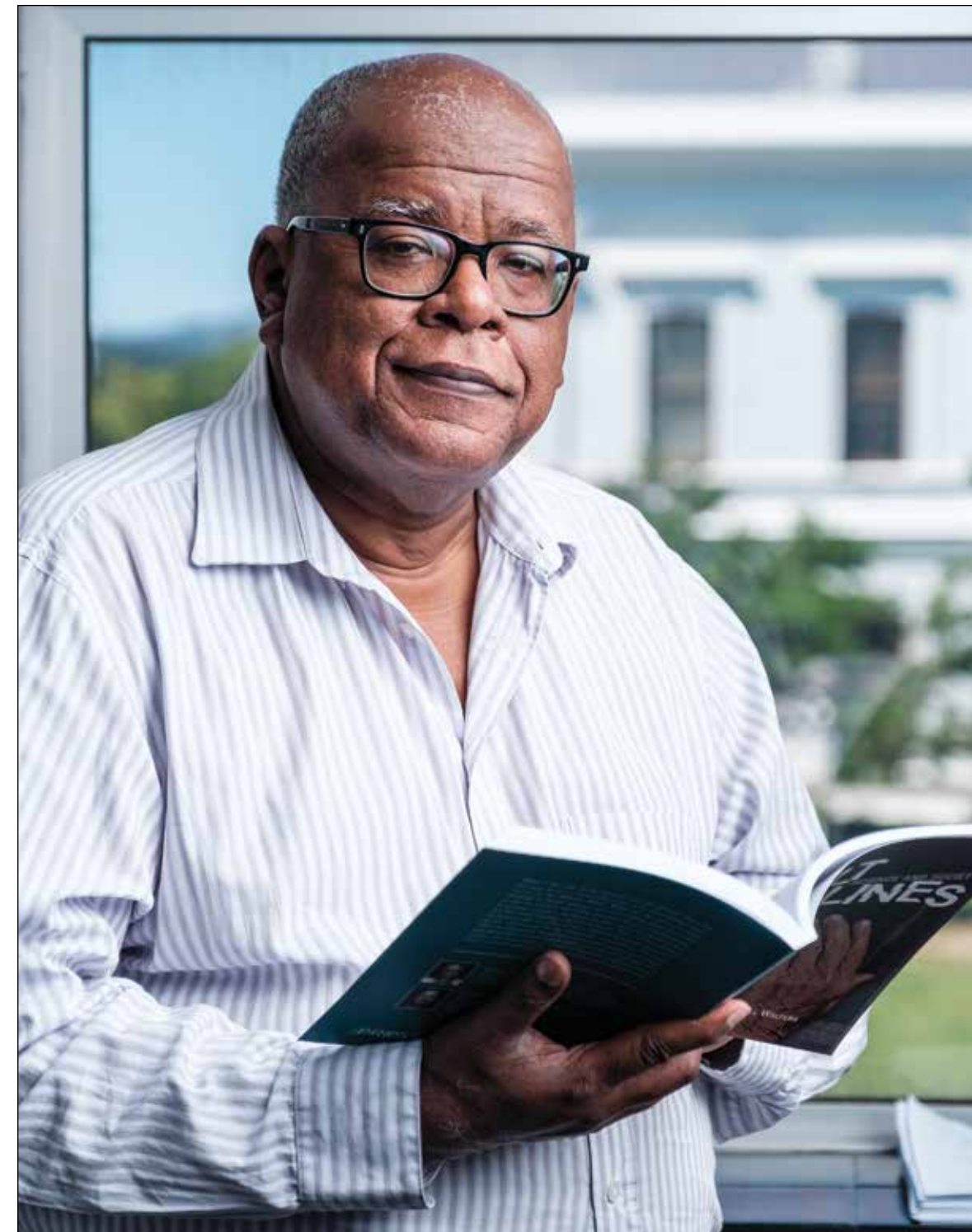
I got the job [of rector and vice-chancellor at the University of the Free State] and decided to spend the first few months trying to understand the place and its people, and deciphering how on earth these young men could have committed such an atrocity when they had been children when apartheid ended. I had some insights into the last problem which are laid out in my book, Knowledge in the Blood, released in the year of my appointment at UFS. It is an account of my white students at UP and how they came to make sense of a past they were not part of yet behaved as if they were.

I had not seen this level of depravity among my UP students, so I decided to dig deep. I knew from my research and leadership experiences that you cannot presume to change anything unless you understand it well. I visited every residence, male and female, and did two things. One, I told them in no uncertain terms that racism had no place at the university under my leadership. Two, I wanted to know what they thought I should do to make UFS a more peaceful and just campus.

I met the academic staff in their faculties to gauge their concerns and hear of their dreams for the university. The same discussions happened with the administration staff and the workers of the university. I met leaders of the religious organisations around town, all of whom saw students as recruits for their respective missions. I lost count of how many pastors and dominees came to pray for me.

On one occasion a group of five energetic Pentecostals came to lay hands on me and pray for improved race relations on campus. I must have opened my eyes at the wrong moment because, for a split second, only four of them were on terra firma. The other one was somewhere between the roof and the ground.

Teacher unions, political parties, leaders of farmers’ associations,



rugby coaches ... everybody was consulted on what they thought was wrong on campus and what I should do to fix it.

Three months later and sitting on large heaps of data, I began to get a clear idea about how Reitz had happened. The university management

had rightly terminated the studies of the four boys as part of their punishment and the case was handed over for criminal and civil investigation. But something bothered me about the university’s actions. There was hardly any institutional inquiry as to how this atrocity could have

happened on UFS grounds in the first place. After many interviews and hours of hard thinking, I came to some conclusions.

The five boys were the product of a racist institution. Not only did UFS not challenge and interrupt the fraught knowledge of blacks

that they brought into the university; it actively encouraged race-based and indeed racist thinking at every stop along their way to the final years of study.

To begin with, the koshuise (student residences) were all racially segregated to varying degrees, none more than the infamous Reitz residence. In other words, despite timid attempts to encourage residential integration, for most of their student lives the boys lived in what they assumed to be normative conditions for residence life on a campus, in other words white life.

Surprise

Then, to my surprise, I found that the video capturing the abuse of black workers had won a prize awarded by the university. In essence, the video was a protest action against residential integration in which the black workers were props being treated as first-year students during the annual initiation of newcomers. The dean of students at the time was apparently angry about something else when the video leaked: ‘How could you allow yourself to be caught?’ as opposed to, ‘How could you produce such a racist video?’

In other words, had the video not leaked, it is possible that nobody in the institution would have batted an eyelid. As I continued with ‘the listening campaign’, as it was dubbed, staff and students brought to my attention other racist incidents from the past and I knew that if any of this leaked UFS would for all intents and purposes be shut down. None of those incidents haunted me more than one from a department in the science faculty where two white academics (one a Dutchman) had depicted a black lab assistant as an ape in a hand-drawn sketch.

It was shown to me on condition I did not pursue the matter, but this was something no leader could set aside even with the trauma of Reitz hanging over our heads. When I discovered that both the culprits had left the university, I abandoned the investigation.

Leadership

foundations of forgiveness

Alone in the office late one night, I realised the Reitz scandal would be the most difficult leadership challenge I had faced. I also knew there was no way I could take this bull by the horns without building an exceptionally strong team that combined expertise in the hard science of management (working with systems) and wisdom in the soft science of leadership (working with people).

Soon I had a solid team of advisers and confidants who would meet me at 5 pm or 6 pm after everybody had left. This group included members of my senior management team like Nicky Morgan, who had led protests during my undergraduate days at UWC; John Samuel, who was the head of the ANC education desk during the early 1990s; André Keet, a critical theorist and human rights activist; and Choice Makhetha, who had the heart of a student adviser and who had lived through the earlier traumas of UFS.

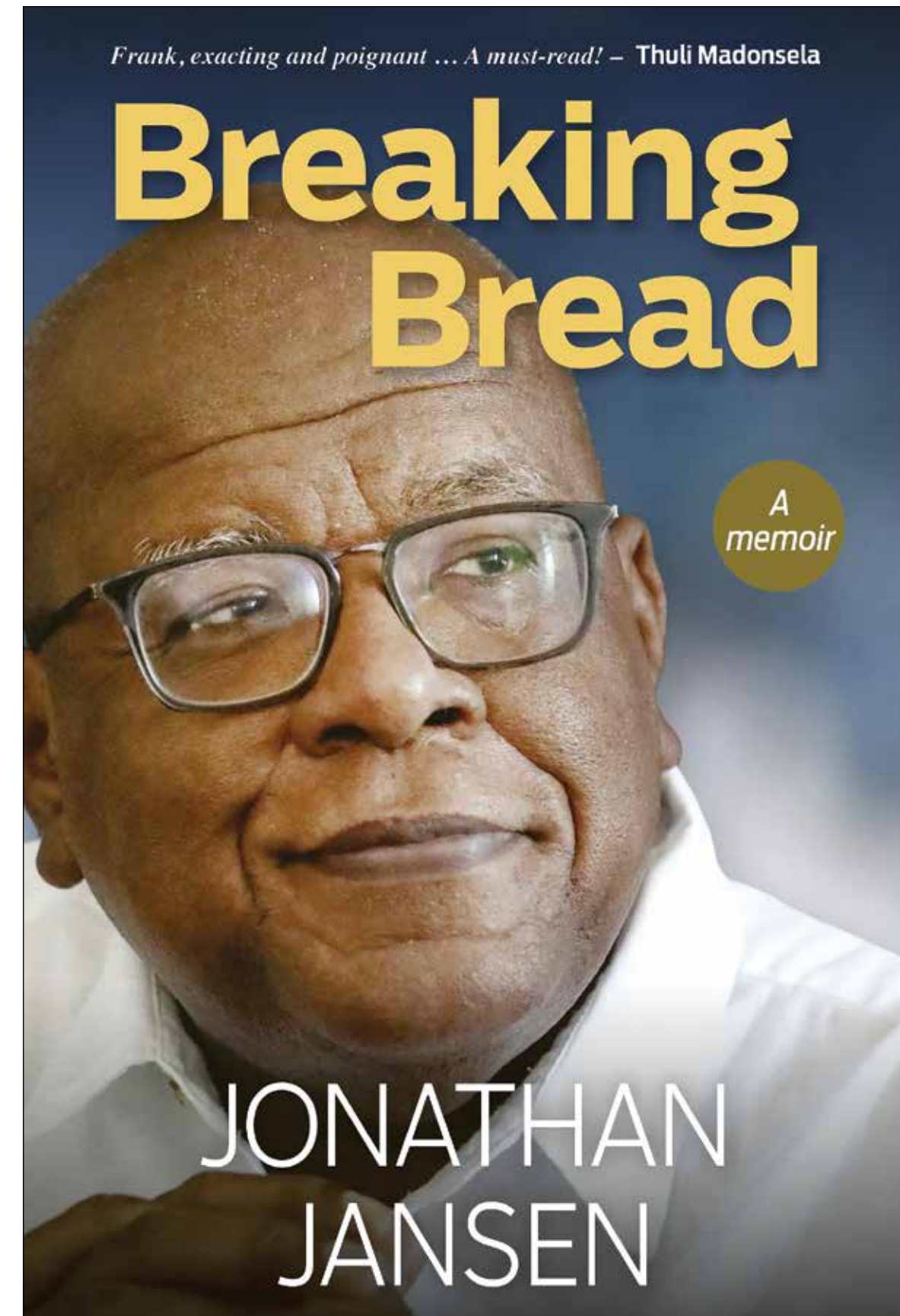
The advisory team included Lis Lange, who still is the best academic manager and administrator available to a South African university; and JC van der Merwe and Rudi Buys, young white Afrikaans men who were leading the transformation of residences. In composing the advisory team, I knew I had to include white UFS colleagues not only because of their human value but because in this 100-year-old university they knew where the bodies were buried.

Strategy for change

I tested my ideas with this group before formally presenting my position on transformation to the university community; and I insisted on them telling me where I was going wrong and how I could refine my strategy for change. Without this team of close allies, I would have made many more errors of leadership, but they gave me confidence and direction. Their criticism was especially important in an Afrikaans university, where deference to the rector meant the leader could make major blunders without being warned. This group flipped the script, and while the feedback sometimes hurt, I knew they had my back.

When I presented my thoughts on what to do with the Reitz boys, there were those who said no, it was too risky given the expected public response. Others said that if the strategy worked, it could have major spinoffs for transformation. I took the consultation wider – to senior members of council, alumni, student leaders and wise men and women on and off campus whom I trusted.

My inauguration as the 13th rector and vice-chancellor of UFS pro-



vided an ideal platform to present our vision for the university and the plan for Reitz. In my speech in October 2009, I began by apologising to the university community and to South Africa for the horrific acts of the four students. The fact that I was not appointed at the time of the incident was irrelevant. The fact that I was the first black head of UFS was also coincidental. As the head of the institution, I was liable and spoke for my university.

I said I would invite the students back to UFS on conditions that I outlined in the days after the inauguration: that there was a genuine apol-

ogy, that the workers accepted the apology, that there was compensation to the victims for what happened, and that a process of reconciliation was embarked on by all parties. It took more than a year for all those conditions to be agreed to and met.

My justification for pursuing this road was, in the first instance, that there was a blind spot in the official response to the Reitz four. While the boys were rightly expelled, the university was let off the hook. The argument made by some of my senior colleagues – that these were four bad apples in an otherwise normal university – was, quite sim-

of official meetings for the simple reason that those were actions continuous with what was done under apartheid. Ours was, after all, a secular institution in which we hoped to register more students from different faith communities, including those who did not believe.

Drinking bars in the residences would be shut immediately since there was more than enough evidence that drunk male students were often emboldened to commit racist and sexist acts. It was clear to me that students did not commit racist acts because they were drunk; it was the state of drunkenness that loosened the inhibitions which kept racism barely concealed behind a façade of decency.

Residences would be racially integrated on a 50/50 basis and students who did not want to be at UFS could leave for elsewhere. It was time to end management prevarication over whether the residences were to be fully integrated or not.

Parenthetically, around this time not a few of my UFS colleagues warned me that integrating the residences meant white students would flee towards our competitor in the Afrikaans world of higher education, North-West University, still known by its pre-merger nickname of ‘Potch’, the Potchefstroom University for Christian Higher Education.

In short, it was not enough to ban four racist students from campus.

Rules of the game

It was equally important to change the rules of the game so it would be more difficult for students to get away with racism as a way of life on campus. I knew in my heart of hearts that future acts of racism were inevitable. Racism does not retreat into its shell because of new policies, programmes or regulations. We would have to brace for more retaliatory acts of racism because of the university’s new direction. However, at least now we had clear policies and equally clear disciplinary consequences that would over time reduce these hateful incidents.

There would also have to be powerful gestures to demonstrate not only discipline but embrace it, and this required taking the risk of offering reconciliation as one instrument for restoring the relationship between the students and the workers and, at the same time, showing the campus (and the country) a different way of bridging the chasm between black and white South Africans despite our bitter past.

None of this was novel. Nelson Mandela, through the power of his example, had forgiven those who put him in prison for 27 years de-

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Leadership

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spite the incalculable losses he suffered in relation to his family. The prison wardens, prosecutors and a long list of political enemies were not punished in the democratic transition. Instead, our national leadership offered the path of a Truth and Reconciliation Commission rather than Nuremberg-type trials for the perpetrators of apartheid.

In churches and homes, white South Africans who sought forgiveness would, with few exceptions, receive such grace. Around the country, civil society organisations were working to bring white and black citizens together to deliberate and own up to wrongdoing through painstaking and heartbreaking processes of reconciliation and restitution. I participated in many of these events. What I was about to announce was not new.

A Johannesburg newspaper had asked for a copy of my inaugural address and we shared the document, which was embargoed until after the speech was delivered. The speech laid out in some detail the path to, and meaning of, the withdrawal of the university's charges and the offer to the students to return to their studies. Such details of fact and the nuance of argument were lost in the headlines that followed: racist students forgiven, could return to campus. All hell broke loose and our media department was thrown into crisis as every newspaper and television station in the country, and some from abroad, descended on the main campus of UFS.

Whatever I said in countless interviews hardly mattered. Like the fact that this was a long-term process with conditions. That the court and civil processes were still under way. That all parties had to agree to reconciliation and restitution

before the announcement could become reality. All the public heard was that the racists had been given a new lease on their student lives.

I already knew that most of the four students were not really in need of continued studies; they were ready for graduation, if not on campus. It was the symbolism of the act that mattered more: that the doors were open to completion of outstanding modules for one or two of them, or for postgraduate studies. I also realised that none of those students would risk the physical danger of being discovered on campus.

As the dust started to settle, there were two distinct responses in broader society. One was that I was the devil himself, to put it mildly, and had to be dealt with. The racists must rot in jail, nothing less. The anger was palpable among black students and activist leaders from the governing party.

At this point in the first months of my appointment in Bloemfontein, Grace was still in Pretoria with the children as they finished school (Sara) and university (Mikhail). When a leader of the ANC Youth League announced that 'The rector must die,' my family saw

t h e s e

words on Pretoria News lamppost posters. They were anxious, especially because of their distance from Bloemfontein and being unable to assess the situation for themselves.

But there was another response that I sensed across communities in South Africa, black and white. I felt that strength of support to be very strong throughout Cape Town where I grew up; that love, support and encouragement I will not forget.

I did the right thing

In the minds of many other South Africans, I did the right thing and much of this came through on radio talk shows and in many presentations on the decision that I was giving in all the provinces. What were they saying? That this is a nation being built on the foundations of forgiveness, not retaliation. That groundwork for that understanding was laid by other political leaders during the bumpy transition from apartheid to democracy.

An open letter by Archbishop Desmond Tutu in the national newspapers made a major impact on public opinion. In a letter of support for what I had done, Tutu declared that 'forgiveness is not for sissies.' I felt a weight fall off my shoulders.

The Arch invited me to see him in his modest Milnerton home. I flew to Cape Town and was a little anxious about what he would say to me. After a short wait, the great man appeared, hugged me and led me into his of-

fice. 'Please sit down,' he said. 'Let us pray.' As he thanked God for me and petitioned for strength in my leadership, I broke down in tears. I do not deserve this, I told the gracious old man.

The process of reconciliation unfolded slowly because of an egotistical cast of characters who all 'wanted in' on this opportunity. The South African Human Rights Commission (SAHRC) assigned a team to ensure it could control the process and claim success, which it duly did. The lawyer representing the five workers wanted to know through my office offering to help and be helped. It was a sorry sight.

In the meantime, my team continued the hard work which began with bringing representatives of the two parties into long meetings to seek agreement on the reconciliation process. After more than a year of 'talks about talks', to use a strange phrase from the constitutional negotiations for a new South Africa, everybody was on the same page with respect to key issues: acknowledgement, reconciliation, compensation and empowerment.

On acknowledgement, the four boys had to recognise and own their misdeeds. Since theirs was a public act of humiliation, the acknowledgement of human wrongs also had to be a public event. On reconciliation, both parties agreed to enter a process that could lead to the coming together of the boys and the workers (nothing was assured).

On compensation, it was agreed that a significant amount of money would be paid to the workers with the accompanying statement that no amount of material payback could make up for what happened on that fateful day. On empowerment, the university agreed to train and develop the workers so they could establish and manage their own company and contract with UFS as service providers with

their own workers. In addition, we would offer scholarship support for any worker or their children who wanted to pursue studies at UFS.

On a Friday night, the four students and five workers finally met in one of the boardrooms down the corridor from my office with a facilitator present. We waited and waited for an outcome from this final phase in the reconciliation process. In the smaller meeting room off my office, several senior colleagues had their heads bowed in prayer. We reminded each other that deliberations could go either way, perhaps to cushion the shock of possible dis-appointment.

Suddenly, the doors of the boardroom opened and we were told a decision had been reached to engage in the final step of the process and we could enter the meeting for that purpose. On one side of the table sat the workers with their supportive families; on the other side sat the students without their families. An Afrikaans word ran through my head as I observed the boys: stoksielalleen (transliterated, alone in your soul like a stick on its own).

What happened next is something I will never forget. One of the boys, the spokesman, started with a heartfelt apology to the workers. He began in English and then, as the emotion hit, reverted to Afrikaans and said this: 'Sal julle ons asseblief vergewe? Will you please forgive us?'

I became aware of a slight trembling in my hands as my eyes turned towards the workers. Before the student could even continue, one of the women responded – not in her home language, Sesotho, but in the language of the perpetrators: 'Maar natuurlik! Julle is ons kinders.' But of course! You are our children.

We all sat there stunned then rapturous applause broke out as the students and the workers made their way around the long table to embrace each other and the moment. Shortly afterwards a formal ceremony was held on campus to confirm in public what had happened behind closed doors. I was left off the agenda for the evening and I was happy about that. However, the politicians and the SAHRC members went around the table congratulating each other.

I was relieved that all of this was finally over and that the workers could get on with their lives as bosses of their own company. Not that this outcome was at all assured. More than once my senior colleagues warned that the decision to bring back the boys and seek reconciliation might unravel.

Professor Jonathan Jansen is Distinguished Professor of Education at Stellenbosch University and the immediate past President of the Academy of Science of South Africa. You can find out more by going to his official website: <https://jonathanjansen.org/>



Leadership

Creating a safe space for the LGBTQIA+ community at NWU

Robert Balfour, the University of the Western Cape's first Vice-Chancellor from the LGBTQIA+ community, writes on the right to belong

We live in communities of our imagination, not least of which is the imagined community of the South African nation. Political scientist Benedict Anderson described what it means to create, and be part of, an imagined community: "Regardless of the actual inequality and exploitation that may prevail in each, the nation is always conceived as a deep, horizontal comradeship."

Community involves imagining together and collective action. Between the imagined community and experience, there is always a gap. Democracies, as imagined communities, cannot be trusted because, historically, no one has embraced absolute equality. As a social invention, imagined democratic communities bear the possibility of failure and the inevitability of frailty.

Universities as institutions are imagined communities, too, and belonging remains challenging for students, staff and community. North-West University's imagined community up to 2015 was much separated: there were histories of "separate development" of which the separated campuses were separately proud, even if the histories of such were damaged, often exclusionary and patriarchal, and sometimes even racist.

North-West University was not,

and is not still, singular in the sector. Transformation remains the key means to transition from our colonial and apartheid history to a more inclusive imaginary. Imagining a more integrated and unified community at the university became possible in my view after Dan Kgwadi became vice-chancellor. As part of his team from 2017, I saw a chance to affirm another inclusionary community and to create a sustainable LGBTQIA+ staff network inclusive of allies and friends.

Not part of the plan

Though the university was explicitly committed to social justice, equity, and diversity (as any modern public institution of the post-democratic era must be in South Africa), support for LGBTQIA+ staff was not part of an institutional strategic plan, nor did the HR division recognise it explicitly as an area worth reporting on or making provision for as a group. Developing such a network was also not a requirement of my performance agreement.

It didn't matter. It was urgent to me, and the VC was supportive. North-West University had a past – but not sufficiently distant – history of exclusion, and in each year of my employment, a member of the institution was either killed, shamed in a university space, or made a victim of violence based on gender. These

were not people who only identified as LGBTQIA+. Sometimes women, and occasionally black men and women, experienced this.

The importance of affirming solidarity among gender-diverse groups was urgent, not for reasons of self-regard either: I could not prevent and end violence or even influence alone the context which engendered violence. But, without platforms to express solidarity, our collective vulnerability, invisibility, and apparent irrelevance as gender-diverse people would persist.

We needed a form of belonging that did not insist on exclusionary requirements and that provided for solidarity, recognition of contribution and some common, if modest, purposes; hence, the Gender Benefit Network was named, rather than alternatives like LGBTQIA+ Alliance, or LGBTQIA+ Association. The fact is that some members did not openly identify as LGBTQIA+. Some staff wanted to be supporters, allies, and friends but were not LGBTQIA+.

Equally clear was that the student societies were vulnerable; initially, the university considered them too small to fund, too insignificant to house, and not sustainable (in some years, leadership was strong; in other years, less so, and that affected the visibility and impact of activism).

As one of its core purposes, such a network had to support student



A sense of pride: Robert Balfour drove the creation of the Gender Benefit Network at NWU

LGBTQIA+ groups on all the campuses as needed. Such support could not, then or now, risk paternalism – that is, organising for students or advocating for students. Instead, it had to support student life and student organisation, student advocacy, and joint participation with staff.

To start with, there was no money, and to sustain initial momentum, I asked members to consider regular small donations of 50 bucks a month, to be deposited into a university account.

Overwhelming response

The response was overwhelming in the early years. Those regular small donations were bolstered with the funding I earned as a non-executive director of the Royal Bafokeng Institute (an NPO devoted to education in the greater Bojanala area).

With this, it was possible to support student outings, attend national LGBTQIA+ events, support visiting speakers to the university, attend conferences focusing on gender, student events, create North-West University pride pins, lanyards, banners and, more importantly, for the whole university, starting as far back as 2018, the university's first co-curricular themed weeks on gender and race.

Creating a resource and leveraging agreement from within the university to use existing financial resources to promote gender inclusivity and

race integration have become routine, sustained and mainstreamed funded features of life on campus. Another purpose was advocacy: the network grew from a membership of 20 or so people to approximately 85 in 2024, drawing staff from across the three campuses and adding new student leadership every year.

It became a means of sharing recognition of LGBTQIA+ staff achievements and organising an annual calendar of planned LGBTQIA+ and gender-related events for students and staff (including those offered by Student Life, People and Culture).

Working together beyond the network on various issues, not least of which is the planning around safe spaces and gender-neutral spaces with the respective university departments responsible, has become possible.

Arrival at the promised land of inclusion is not yet in sight, even though we agree more on the right to belong in that imagined destination.

Professor Robert Balfour is an applied linguist, postcolonial literary critic, and educationist. He was the Deputy Vice-Chancellor (Teaching and Learning) at North-West University. He started as vice-chancellor designate at the University of the Western Cape on 1 October before commencing as Vice-Chancellor on 1 January 2025.

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Skilling Mzansi

Clean audits must translate into sustainable livelihoods, says CHIETA CEO

Clean audit and 100% performance achieved by the CHIETA, and chief executive Yershen Pillay is determined to ensure that every South African is included in the 4IR.

ZINGISA MKHUMA

In welcoming the Auditor-General's second clean audit and a 100% mark for meeting its organisational performance goals, the Chemical Industries Education and Training Authority (CHIETA)'s CEO Yershen Pillay says with utmost humility that clean audits are not enough.

"The CHIETA is satisfied that our commitment to sustainable livelihoods through good governance and impactful delivery on skills development has been acknowledged by the country's foremost authority on compliance," says Pillay.

However, rather than brag about the clean audits, Pillay has admitted that two consecutive years of a healthy balance sheet have enabled a conducive environment for the CHIETA to achieve its 100% performance track record, which has had a profound impact not only on skills development in South Africa but also on job creation.

"We need to have an impact and improve the quality of life. It's the 7,893 jobs that we have created that bring meaning to having a clean audit. We talk about jobs; that's why we exist. We have grown the SMMS sector by supporting 630 entities. We contribute to the country's artisan development and have trained 2,286 artisans so far.

"A clean audit is not enough. We are not celebrating a clean audit because that is the norm, not the exception. We can't talk about performance when we don't have compliance. A clean audit is the foundation for performance that impacts our communities and our country.

"We met our targets and beyond. We disbursed the highest number of grants – R470 million, an excellent example of our not sitting on the funds. We had a 32% increase in funding, but the number of beneficiaries also increased. We created 155 new levy payers.

"We are impactful in that we had 49,000 learners supported by CHIETA – a 50% increase. Our training has impacted 74,742 learners. We have created six High Impact SMART Skills Centres; supported 1,800 new businesses; developed 21 new qualifications; had above-inflation 5.1% income growth on our levy incomes and have created 10,212 chemical sector jobs".

Pillay says the clean audit in 2023-24 continues the same trajectory achieved in the previous financial year. "A testament to the highly motivated team at CHIETA, led by outstanding executives and guided by an engaged and committed board and its various committees," he says.

Asked what he believes might happen in the future should he leave the CHIETA, Pillay trusts



Making an impact: Yershen Pillay, CEO of Chieta

his team and recognises that he is a team leader who has to set the vision and lead by example.

As one of the youngest CEOs in South Africa, Pillay also believes in people that he regards as human beings and not just "assets on a balance sheet".

"We have created a people-centred SETA, as we recognise that people are not assets on a balance sheet. We must recognise and appreciate people and their capabilities. I have been driving that ... trust and established high trust, good leadership and management principles.

"We have a positive culture at CHIETA, a high-performance culture with high levels of integrity and leading by example. It's culture first and everything last. Even during my spell at the NYDA [National Youth Development Agency], we didn't just get clean audits. We instilled the value of integrity and driving excellence in the public sector."

Pillay says the country's chemical sector contributes massively to the economy and that the CHIETA is

mindful of impacting skills development and job creation in South Africa. In the 2023-24 financial year, 74,742 individuals benefited from skills training programmes through the CHIETA.

The CHIETA's impact on the country was further boosted by establishing SMART Skills Centres (SSCs) in rural areas in six provinces throughout the country. To date, these centres have attracted more than 12,000 individuals who use the hi-tech facilities to learn or apply for bursaries or jobs, he says. "Our mission is to bridge the digital divide and provide equitable skills development opportunities. These centres will empower our youth with the digital skills essential for thriving in today's job market.

"Now we are seeing the private sector coming on board, including PG South Africa, which wants to collaborate with us. Our call is to collaborate and upscale. Services SETAs had similar concepts, and they became white elephants.

"With collaboration from both

the public and private sector, the CHIETA can build SSCs on every corner in every street riding on the three pillars – innovation, excellence and impact.

"We have a leading hydrogen centre for specialisation that will be a big green hydrogen skills centre, an example of excellence and innovation. We tick all the boxes: compliance, clean bill of financial health, and performance, and we have also achieved great things.

Wezi Khoza, the chairperson of the CHIETA, remarked that its achievement was pleasing because, as a board, they wanted the highest ethical standards and were satisfied to have achieved a clean audit for the second year.

"In achieving the clean audit and 100% of targets met, we are pleased the CHIETA is doing its bit to ensure sustainable livelihoods through skills development, job creation and the SMART Skills Centres, which ensure nobody is left behind in the Fourth Industrial Revolution," Khoza concluded.

Skilling Mzansi

Launch of SA's first Green Hydrogen Centre of Specialisation



Left to right: Maphefo Anno-Frempong, CEO TETA; Dr Thabo Mashongoane, CEO MQA; Dr Nkosinathi Sishi, Director-General of the DHET; Zukile Mvalo, Deputy Director-General Department of Higher Education and Training (DHET); Wezi Khoza Chairperson CHIETA; and Yershen Pillay, CHIETA CEO.

STAFF REPORTER

The Chemical Industries Education & Training Authority (CHIETA), in partnership with the Mining Qualifications Authority (MQA) and the Transport Education Training Authority (TETA), has launched the Green Hydrogen Centre of Specialisation (CoS) at the Council of Scientific and Industrial Research (CSIR) in Pretoria.

The CHIETA CEO Yershen Pillay, alongside the MQA CEO Dr Thabo Mashongoane and the TETA CEO Maphefo Anno-Frempong, spearheaded the establishment of the project to address the pressing need for hydrogen skills in the country.

"As a leader in the provision of training in the chemical industry, we are pleased to work with colleagues from MQA and TETA to help create skills needed to tap into the opportunities in the rapidly emerging hydrogen space," said Pillay.

The CHIETA's leadership in this initiative will ensure the Centre offers hybrid training focusing on continuous professional development, aligning with the increasing demand for upskilling and reskilling in the rapidly evolving green



Front row: Yershen Pillay, CHIETA CEO; Maphefo Anno-Frempong, TETA CEO; and Dr Thabo Mashongoane MQA CEO. Back row: Zukile Mvalo, Deputy Director-General Department of Higher Education and Training, DHET Skills Branch; and Dr Nkosinathi Sishi, Director-General of the DHET.

hydrogen and derivatives industry.

The CHIETA's active involvement in fostering this collaboration is crucial for the Centre of Specialisation's success. It enables shared resources, expertise, market reach, risk mitigation, and alignment with government priorities.

These specialised courses will be available at select tertiary institutions and TVET colleges, complementing existing degrees and NQF level 5 or higher occupational qualifications. This approach underscores a dedication to delivering top-tier training that meets industry needs.

Under the CHIETA's guidance, the Centre of Specialisation will tackle various aspects of the green hydrogen value chain, drawing on the skills mapping conducted by the Department of Higher Education and Training. By addressing these value chain elements, the Centre will establish itself as a comprehensive training hub.

The launch event featured signing a strategic tripartite agreement between the Setas. MQA CEO Dr Thabo Mashongoane said the initiative is a significant move that raises awareness about the CoS, generates momen-

tum for the project, and showcases the unwavering commitment of all participating organisations.

"As a collective, we are excited to collaborate to work in a rapidly growing sector where specialised skills are critical for success," said Dr Mashongoane.

The TETA CEO Anno-Frempong said that as equal partners in the collaboration, the aim was to contribute towards impactful outcomes for the sector, ultimately leading to new skills. "Through this, we endeavour to address unemployment and also grow the economy," said Anno-Frempong.

The Minister of Higher Education and Training, Dr Nobuhle Nkabane, represented by Director-General Nkosinathi Sishi, expressed support for the collaboration, emphasising the vital role of the higher education and training sector in developing a skilled workforce across diverse professions and disciplines.

In 2021, Cabinet approved the Hydrogen Society Roadmap for South Africa, a comprehensive policy document articulating the country's aspirations to develop a globally competitive hydrogen economy.

"The roadmap has clear short-, medium- and long-term targets. It outlines the roles of government,

industry, academia and civil society in achieving six high-level outcomes," said Sishi, highlighting the outcomes as follows:

- The decarbonisation of transport sectors, such as heavy-duty road vehicles, shipping and aviation;
- The decarbonisation of energy-intensive industries like the iron and steel, chemical production, mining, refinery and cement industries;
- The creation of an export market for green hydrogen and ammonia;
- The greening and stabilisation of the power sector, with a focus on buildings;
- The creation of a manufacturing sector for hydrogen products and components; and,
- The scaling up of the generation, storage and distribution of all forms of hydrogen, enabling a responsible transition from grey to blue to green hydrogen.

"Several catalytic projects have been identified to drive the implementation of the roadmap, including our Platinum Valley Initiative – South Africa's version of a hydrogen valley. Initiatives, like this collaboration of CHIETA, MQA and TETA will help us realise our goals in this regard," Sishi added.

Skilling Mzansi

World-class energy training centre takes shape in Benoni



EWSETA recently joined a German delegation visiting the Institute of Energy Professionals Africa (IEPA's) world-class International Energy Training Centre in Rynfield, Benoni. The centre offers young South Africans vital skills and job opportunities in the energy sector.

PRASHIRWIN NAIDU

A run-down residential property in Benoni on the East Rand has been transformed into a cutting-edge energy training centre, offering vital skills and job opportunities to South Africans and potentially people from the Continent.

Recently, a German government delegation and the Energy and Water Sector Education Training Authority (EWSETA) visited the world-class Institute of Energy Professionals Africa (IEPA) International Energy Training Centre in Rynfield, Benoni. The IEPA Training Centre was launched in February 2024 and focuses on Energy Training programmes and job opportunities for South African Youth.

"Our partnership with IEPA and other stakeholders, including the Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH, known as GIZ, is delivering positive results, with over 200 young South Africans who have been trained and employed in sustainable energy careers," said Robyn

Vilakazi, EWSETA's Skills Delivery and Quality Assurance Executive.

"The anecdotes of individuals who have gained meaningful employment and started successful entrepreneurship initiatives after participating in IEPA's world-class training sessions were particularly indicative of the impact of this work. We are committed to supporting the expansion of IEPA's work nationwide," Vilakazi added.

Vilakazi emphasised that EWSETA, one of the country's 21 skills development authorities serving the energy and water sectors, is committed to building a more competitive and sustainable economy by equipping South Africans with the skills required for a decarbonised future.

State Secretary and Special Envoy for International Climate Action at the Federal Foreign Office in Germany, Jennifer Morgan, and officials, including Oda Muhr, Federal Minister for the Environment, Nature Conservation, Nuclear Safety and Consumer Protection; Elisa Oezbek, of the International Climate Policy, and Dipak Patel, South Africa's Head of Climate Fi-

nance and Innovation for the Presidential Climate Commission also visited the centre.

IEPA has played a vital role in skills development for 22 years. "This project has been a dream realised, marking the beginning of our journey toward creating a fully equipped centre with three classrooms and a dedicated workshop space," said IEPA CEO Yolanda de Lange.

Welcoming German state officials and representatives of the Department of Higher Education and the Climate Commission in the Presidency, De Lange said the centre offers students a career path for employment in the energy sector.

De Lange emphasised that the centre will support South Africa's economic and energy transition through Technical and Vocational Education and Training (TVET) and stakeholder engagements. It will focus on identifying and addressing the future skills needs in the labour market and the employment implications of the Just Energy Transition process.

While jobs in carbon-intensive sectors may be lost, she highlight-

ed the emerging opportunities in green industries, highlighting the importance of training to meet the new skills demands.

"The project seeks to improve the employment prospects of young South Africans in a sustainable and increasingly decarbonised economy. Skills development must be part of an integrated approach for sustainable employment," she said.

The centre aims to create employment opportunities for young people and SMMEs in low-carbon sectors.

"We are committed to meaningful, quality career-path development services," she concluded.

A student at the centre, Shallot Magabe, said he was excited about career opportunities and is optimistic that the qualifications and training he received would take him far. The IEPA training centre represents a beacon of sustainability, innovation, and energy efficiency.

IEPA's need for its own building was a demonstration of environmental contribution. It showcases environmental affordability, semi-independence in basic essential services (water and energy),

and reducing reliance on external sources. The building is an asset that provides financial security and stability for IEPA.

EWSETA is a leading Energy and Water player committed to driving sustainable growth and development. Focusing on innovation and community empowerment, it strives to create a brighter future for all South Africans.

It is one of 21 Sector Education and Training Authorities (SETAs) established in South Africa under the amended Skills Development Act of 1998. It plays a crucial function in ensuring the execution of the National Skills and Development Strategy within the energy and water sectors.

The EWSETA's fundamental focus areas are energy, renewable energy, gas, and the water services sector in section 9(2) of the SDA, read in conjunction with Government Gazette No 33756, RG 9417, No. R1055 of 11 November 2010.

The Institute of Energy Professionals Africa IEPA is dedicated to advancing the skills and knowledge of energy professionals across the continent.

Skilling Mzansi

SA-China initiative will boost ICT at TVETs

STAFF REPORTER

The South African government is working with private partners from China to roll out Information and Communications Technology (ICT) training to more than 74 post-school education and training institutions in South Africa.

The initiative includes training trainers and lecturers in post-school education and training institutions.

"We have recently concluded the Cooperation Framework between the Department of Higher Education and Training in South Africa, Huawei Technologies Africa and the Shenzhen Institute of Information Technology from China," said Dr Nobuhle Nkabane, the Minister of Higher Education and Training.

"This cooperation will pilot TVET curriculum transformation, ultimately providing ICT skills to all TVET colleges in South Africa."

Dr Nkabane announced the initiative in an address at the September China-Africa-UNESCO High-Level Dialogue on Cooperation in Educa-

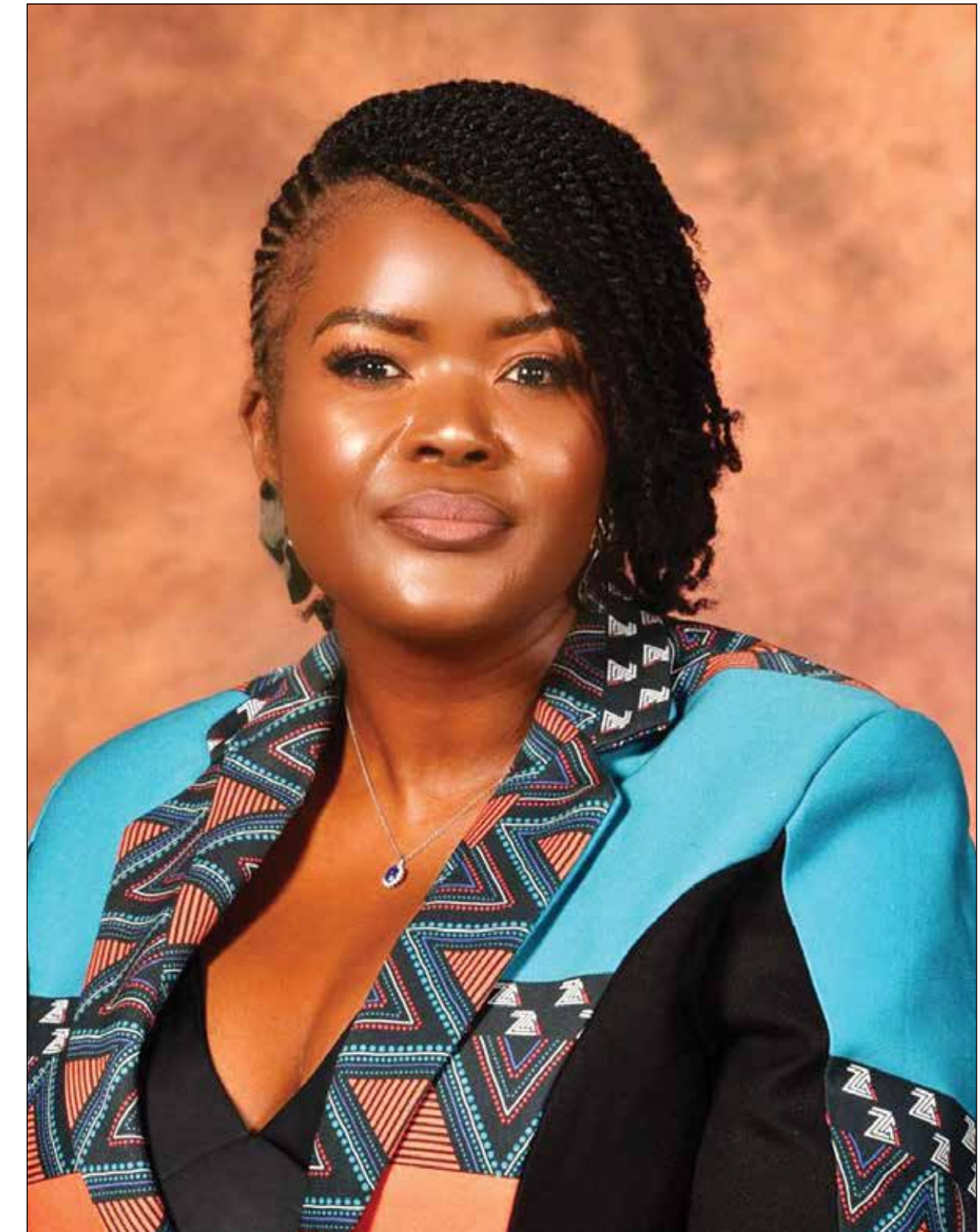
tion and Cultural Heritage Protection.

"This initiative has provided our continent with a unique opportunity to reflect on the journey that we have travelled towards achieving the Sustainable Development Goal for Education and AU Agenda 2063 Aspirations – 'The Africa We Want'.

"This dialogue is convened at an opportune moment as the African continent commemorates education as the African Union (AU) theme of the year for 2024," she said.

The AU theme is "Educate an African fit for the 21st Century: Building Resilient Education Systems for Increased Access to Inclusive, Life-long, Quality, and Relevant Learning in Africa".

"ICT plays a pivotal role in our mission to expand access to education," the minister said. "In South Africa, we have identified the need to enhance the post-school education and training system to meet the increasing demand from the basic education sector. Recognising the transformative power of ICT, we are committed to leveraging it to bridge the education gap."



Unique opportunity: Dr Nobuhle Nkabane, the Minister of Higher Education and Training.

A journey of transformation and resilience

STAFF REPORTER

Bashley Mashego's journey from Orange Farm on the outskirts of Johannesburg to a pivotal role at one of the country's largest banks encapsulates a remarkable tale of perseverance and transformation.

Raised by a single mother and visited once or twice a year by her father, Bash faced numerous challenges from an early age, including struggles with self-image and familial stability. Her resilience was further tested through personal losses and academic setbacks, which culminated in a severe bout of depression.

However, Bash's life changed significantly in 2019 when she joined the Nedbank Group's market re-

search team through the Youth Employment Service (YES) program. This opportunity was not just a job but a gateway to a burgeoning career and personal growth.

Bash now serves as a market research administrator, allowing her to delve deep into consumer and market insights. Her interest in this field is expanding daily, fuelled by her ongoing studies towards a Diploma in Media Practices specialising in Digital Marketing. Bash's academic ambitions are lofty, as she aims to extend her education to the doctorate level.

Bash's contributions to Nedbank have not gone unnoticed; her dedication and impact were recently recognised with a Nedbank Achievers award. This accolade is a testament to her significant con-

tributions and the difference she makes in the business. Her story illustrates a transformation from uncertain beginnings to a position of influence and achievement.

Bashley Mashego's narrative powerfully reminds us of the transformative impact that structured support and opportunities can have on individuals facing economic and social challenges. Her journey highlights the importance of internship programs like YES in providing young South Africans with the tools and platforms needed to succeed.

Through determination and the support of initiatives designed to uplift youth, Bash has turned potential barriers into stepping stones, paving the way for a promising future in the corporate world.



Top achiever: Bashley Mashego got a big boost from the Youth Employment Service program

Education News

Critical dialogue around The Future South Africa we Want and Deserve



Debating the future: Transformation expert Sbonelo Mbatha; facilitator and entrepreneur Vasantha Angamuthu; Editor and founder of *Isizulu* online publication Umbele, Slindile Khanyile; and Vice-Chancellor and Principal of DUT, Professor Thandwa Mthembu.

THANDWA MTHEMBU

The Durban University of Technology is pleased to participate in national conversations around The Future South Africa, We Want and Deserve. Apart from the relevance of finding our voices on what the future should hold, we are three months or more than 100 days into the Government of National Unity.

In a spirit of collaboration, we are pleased that DUT is part of an initiative with Higher Education Media to unite passionate South Africans eager to find solutions through dialogue.

While we may not and do not have all the answers, dialogue will enable us to find better collective solutions and ensure that, as citizens, we contribute to the national discourse. Such conversations are important in our context of the mass democratic movement, mindful of the frustration around the lack of service delivery.

While Higher Education Institu-

tions (HEIs) must remain apolitical, they have a significant role in Civic Engagement and Social Responsibility. HEIs need to use platforms such as this to foster a sense of civic responsibility and encourage students to become active participants in their communities and our democratic processes.

Understanding that we face high levels of poverty, the persistence of inequality, a struggling economy, the lack of land reform and increasing Gender-Based Violence, the lack of higher education transformation, the list goes on. There are a few retrogressions in some instances, and things have worsened. However, these conversations are not an opportunity to whine; there is plenty of that on other platforms. Ideally, we do not skirt around the issue, as university issues inspire us as academics and researchers to ensure that our work helps contribute to a better society.

Considering that a generation born after 1994 is hungry for change, more than 11 million youth

registered in the May 2024 elections, but the votes were low. What are the implications of this for our country?

Dialogue is critically essential, and we should be mindful of the reticence of some of our scholars who argue that there's too much talk and not enough action. It is said that we are good at identifying problems but ineffective at implementing policy.

I understand that the first discussion occurred at the University of Johannesburg on 4 July, and HEMS plans to take it to every university, TVET college and school throughout the country. If the vision works, I understand discussions with the Association of African Universities have occurred to ensure this dialogue takes place on the continent. I know that the conversation will raise more questions than answers, but we hope it renews progressive minds and citizens so that they become active citizens in their destinations.

This initiative aims to bring to-

gether passionate South Africans eager to find solutions through dialogue around 'The Future South Africa We Want and Deserve'.

The panel at DUT featured Elder, grandfather, and social activist Jay Naidoo, who will participate virtually from Canada, as well as academics and prominent business leaders from Kwazulu-Natal. It is part of an ongoing discussion to stimulate dialogue around democracy and citizenship at tertiary institutions nationwide.

Naidoo delivered a powerful opening address, the panel of which I was a part, also featured the Editor and founder of *Isizulu's* online financial publication Umbele, Slindile Khanyile, and the inspirational transformation leader and the Managing Director of Petroconnect, Sbonelo Mbatha.

The session at DUT involved leaders determined to help the nation understand where we have come from in the past three decades and what would typify the future.

Just over 100 days after the Gov-

ernment of National Unity was installed, the dialogue is timely in that it sought to unpack the key characteristics needed to become a winning nation.

Aimed at enhancing democracy and helping amplify the voices of citizens, academics, and civil society, the panel features South Africans who are credible in different fields (business, academia, economy, civil society, and media).

This initiative takes on greater significance following the 2024 elections, in which 27 million voters registered to vote. However, only 16 million South Africans participated in the poll, indicating the importance of deepening our democracy. More than 11 million youth registered, but the actual votes were low.

Civil society has been silent, the time has come to talk. More of these engagements are critical.

Professor Thandwa Zizwe Mthembu is Vice-Chancellor and Principal of Durban University of Technology.

Travel



Enjoy the magic of the Rain Queen and Magoebaskloof

SIMON NARE

Visitors encounter breathtaking scenery as they meander by road through the foothills of the Drakensberg escarpment in Limpopo from Modjadjiskloof town up to Khathekoni village, the royal residence of the Rain Queen, Modjadji.

The village has been the home of all past and present Rain Queens, who are more well known in the province than any other tourist destination, purely because of the magical story of their ability to summon the rain.

The Rain Queen presides over the annual rainmaking in her compound in this village every November.

However, there is currently no Rain Queen due to a court battle between Masalanabo Modjadji and her elder brother, Prince Lekukela Modjadji, over the rightful heir to the throne.

If Prince Lekukela becomes the heir, he will be the first king of the Bolobedu people, who women have ruled for the past 200 years.

The two siblings are the children of the late Queen Mokobo.

The Rainmaking Queen story is so entrancing that it has been the subject of many articles, books, documentaries, and a recent television series. The Modjadji royal family recently challenged the authenticity of the television series in court but lost. The series is currently being screened on the pay

television channel Mzansi Magic.

As we navigate our way to the village, I imagine the scenery is so charming because the vegetation has been blessed by rain from the Rain Queen.

The magical powers of rainmaking in the only kingdom in South Africa ruled by women are said to have drawn kings, such as Zulu King Shaka in the early 1800s, who would ask for help delivering rain for his subjects when drought struck.

According to legend, the Rain Queen settled in Modjadji village after she fled from modern-day Zimbabwe in the 16th century and created her matriarchal kingdom. It is said the magnificent cycad forests attracted her and her fellow travellers, and that's why they settled in the area.

The burial place of the former Rain Queens is a sacred area where no one is allowed to set foot, but if you are into exploring, there are many other exciting places to visit.

One such is the Modjadji Cycad Reserve, which forms part of the kingdom of the Rain Queen and houses the largest concentration in the world of the rare endemic cycad, *Encephalartos transvenosus*.

Unfortunately, a fire had razed some parts of the reserve, and it was undergoing renovations at the time of our visit, so we were not allowed in.

The reserve's website says some cycads have grown to 13 metres and bear cones weighing as much as 34kg. The best time to view

them is between December and February when they seed.

Cycads are not the only offerings in the reserve; there are blue wildebeest, waterbuck, nyala, impala, monkeys, baboons and bushbuck. To spot them, you must hike through the many paths in the reserve, with some leading down the mountain slopes.

For bird lovers, there are 170 species in the reserve.

Magical Magoebaskloof And if adventure gets you fired up, Magoebaskloof, in the same region, will leave you dazzled with options.

From tree hopping, mountain biking, kloofing in the scenic George's Valley gorge, guided hiking trails along the Letaba River or gecko-tubing in the same river – it's paradise for thrill seekers.

Limpopo Tourism Authority CEO Mike Tauatsoma praises the Magoebaskloof Hotel as a unique establishment deserving of a visit.

"This where you get various climate conditions," he says. "You leave Polokwane, where there is hot weather, but when you come to Magoebaskloof Hotel ... you will find that it can be similar to cold Welsh weather on some days. It's almost like you are in Wales."

Tauatsoma also recommends the Magoebaskloof canopy tours for the thrill of ziplining.

The charming Zwakala Brewery, nestled in the Magoebaskloof mountains, prides itself on offering a range of beers and blueberry gin and tonic on tap. Each beer is



handcrafted, and nothing unnatural is used in the brewing process.

Its website says the most important ingredient "is the clear and pure mountain water drawn from the Letaba River".

"Magoebaskloof has a lot of places where you can chill and enjoy," Tauatsoma says, "but the important thing is that the scenery is magnificent, offering breathtaking views of nature."

"There are several places where you can sleep over and enjoy the area's atmosphere," Tauatsoma said.

If you are into waterfalls, Magoebaskloof should be your playground. There are several of them, and the most popular is the Debengeni waterfall and picnic site.

It is a well-known spot for a chilled picnic and an excellent place for hikers who dive into the cool waters after spending the day exploring the trails.

In this magical corner of Limpopo, there is something for everyone – from Modjadjiskloof to Magoebaskloof, all you need is the energy and appetite for adventure.

Science & Technology

How to become a digital leader and cultivate a mindset for the future

NISHAN PILLAY

In this digital world, human attributes such as creativity, communication, curiosity, and the ability to be comfortable with constant ambiguity often make for the most successful leaders. What are the non-negotiable skills and attitudes leaders need in the new digital era? And in a world eager for connection, where does the intersection between people and technology lie?

A new digital horizon

In today's rapidly evolving digital landscape, dialling up human skills such as empathy, collaboration, and conflict resolution has become increasingly important for effective leadership.

Organisational leaders have a responsibility to make sure employees and team members don't feel isolated, especially in hybrid working environments. This often means developing new skills and exercising different leadership muscles.

We need to explore how crucial skills such as working with people, self-leadership and self-knowledge, innovative technology use, and problem-solving can help you to prepare for current and future leadership challenges.

Preparing for the workplace of the future

The future workforce will operate in a digitally connected and technologically advanced environment. As many of us already know, digital transformation is a reality, as are hybrid and remote work environments.

Technology means teams are able to collaborate remotely, while new digital tools allow staff to experiment and devise creative solutions for complex problems. For many, internet connectivity and effective tech is considered a base for employment. But hybrid teams, whether in different countries, different provinces, or just in different homes, mean many people are increasingly working in isolated environments.

No matter your personality type, leaders have to be comfortable working with a diverse set of people, as well as with being inclusive, collaborative, and communicative.

Self-leadership and self-awareness are crucial to work with people. The best leaders that work in teams are ones that are introspective and understand themselves well enough to be able to then understand others.

According to Harvard Business Review, "Working in a digital world and with an increasingly remote workforce means learning to collaborate with an increasingly diverse workforce across functions, levels, geographies, and



Connected: Virtual gatherings and workshops are useful to share knowledge and conversation

even organisational boundaries."

As a result, "Leading in the digital era means those steering organisations must open their minds to a more experimental approach and be able to guide their organisations through iterative change, adopt holistic thinking, and stay open to the unexpected." In other words, they need to be comfortable with being uncomfortable.

This new form of working often requires a leadership style that focusses on co-creation instead of top-down direction or delegation: "Leading in the digital era is an exercise in trust: inviting employees to share in decision-making and creating a culture that makes people feel safe enough to take risks and act on behalf of organisational interests."

While it may be difficult, leaders must learn to exercise influence without relying on formal authority. Their role is to communicate clearly the purpose of the organisation, and empower others, through technology, to then execute.

Creating trust

Hybrid work has forced a blurring of boundaries, with our personal lives often blending into our work lives. In today's working environment, we have to find new ways to establish trust. Every single work environment is now different – many are hybrid, and some are even fully flexible, with team members scattered all over the world. As a result, there is no single formula that works for digital leaders.

Leaders must think back to the fundamentals of connecting with people and translate that into the tools they have available in front of them.

For those leading a remote team,

monitoring time spent in front of a laptop is simply not an effective way to create trust or to measure performance, just as spending eight hours in an office doesn't necessarily equate to a full day of effective, output-driven work. This faulty logic provides leaders with a false sense of security.

Genuine performance management and the creation of a high-performance organisational culture is a complex endeavour, underpinned by trust. This requires a return to fundamentals – getting close to your team by having conversations with them and thinking about informal ways to collaborate in order to manage output-driven work and engagement.

Creating a connection

In a post-Covid world where many of us work in some sort of hybrid arrangement, creating a real connection with people has become increasingly important. That connection doesn't just mean we have to be in the same physical space.

Online tools allow us to connect, even if it's for a few minutes. Small gestures, such as leaving your camera on when meeting a new colleague or contact via a video call for the first time, or not blurring your background to provide context of your working environment, can provide a first connection point that is absolutely crucial.

The human connection is fundamentally important, and the reality is that we've lost sight of what that means in a digital world. For many, connection means an office. But an office doesn't have to be a physical destination – it can be a meeting place for increased engagement, a tool for creating connection.

New leaders need to discover ways in which the advantages of the old, physical office can be replicated, especially for young people entering the workforce. The office was a place where mentors were found, colleagues could learn in an informal manner, and where many relationships were forged. Leaders must replicate these informal practices using digital business tools.

Many of the benefits of connectivity in the office have been forgotten. How can the hybrid workplace provide what individual employees need? And how can some of the beneficial elements of the brick-and-mortar office be replicated to the advantage of workers and organisations?

Working with technology

Unlocking the potential of technology already at your disposal means becoming comfortable with experimentation and thinking innovatively to solve problems through iterative learning. Cultivating a sense of curiosity is one of the most important things digital leaders can do. Until you understand what technology is capable of, you are not able to see what it can achieve for your business, for you as an individual, and for your team.

Collaborating through technology means teams no longer have to be in the same room to create a genuine connection and work efficiently. Functionality on Microsoft Teams allows groups to conduct polls, create breakout rooms, to have informal "water cooler" conversations, or unlock the ability of cloud computing to allow team members to work collaboratively and synchronously

on an online document.

Virtual gatherings and workshops are useful to share knowledge and conversation, and not just to solve problems. Virtual and augmented reality have a role to play in the modern hybrid workplace. VR headsets allow colleagues to mingle in a virtual reality meeting room, while lenses and headphones can fully immerse colleagues. Many young people entering the workforce are experienced and comfortable with virtual reality, having spent hours navigating a virtual world.

An avatar can be a useful tool to interact with during online meetings, even if your camera is off, demonstrating emotions and showing reactions. In order to embed human emotions and qualities into technology, some headsets have begun to insert cameras on the inside to monitor facial expressions and reflect them through your avatar: if you are confused, or winking, or smiling, your avatar imitates the same reaction, once again helping to build trust.

Adaptive leadership

While technology can do many things for you, it is important to remember that it cannot do the work of a leader. Our new digital reality demands adaptive leaders – those who are able to execute on an operational level, as well as developing people and providing purpose by translating a company's culture and strategy into what is meaningful and personal for individuals in the organisation.

Adaptive leaders need technical acumen with a deep understanding of organisational dynamics, change management, and the human element of digital transformation. These leaders are able to integrate technical expertise with insights into organisational behaviour and employee engagement.

As challenges and problems become more complex, we will no longer be solving problems on our own, but through partnerships with diverse groups who are able to provide a different lens on the world. A digital leader must be comfortable with working with these diverse and inclusive teams, and be willing to develop a deep understanding of their methods. Adaptive, people-centred leaders will be more valuable than operational leaders in the digital future – those who are equipped to integrate hybrid teams into the culture of an organisation, understand vision and direction, and constantly translate that into what is meaningful for individuals.

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Science & Technology



Global threats, local challenges

The increasingly complex problems in cybersecurity and the threats they pose require a new mindset to solve them

EUGENE YIGA

As chief information security officer of the MTN Group, Justin Williams has led this function for over eight years. But even though he's transformed security across the telecommunications organisation, much like he did as executive director responsible for cybersecurity at EY, it can be hard to keep up.

"There's so much happening in the world around us, with numerous pressures that translate into activities impacting us directly," he says. "We're constantly alert, monitoring everything closely and reacting to every little thing before it potentially escalates. There are teams on standby and on call 24/7, monitoring all that's going on. This creates a low-grade stress, with the concern that something could happen at any point in time, or something happening could be bigger than it seems."

For Williams, one growing concern

is the rise of generative AI and large language models (LLMs). He describes the rate of progress as absolutely phenomenal, highlighting both the advancements and potential risks.

"An alarming aspect emerges when looking at hacker channels where malicious users manipulate these models," he says. "By removing the ethical guardrails, they enable the AI to respond to queries it would typically refuse due to potential harm. This creates a significant disadvantage for defenders, who are fighting with one hand tied behind their back, while attackers exploit the model capabilities without restraint."

Telecommunications companies are evolving

Another challenge is the fact that security elements can't be separated from the physical world in which we operate. Over the last few years, many global hotspots have emerged, each hosting a variety of conflicts. Each incident impacts

the perceptions of organisations and countries, which alters the nature and identity of threat actors.

"Whether it's global conflicts or localised regional conflicts, someone somewhere is using what's happening," Williams says. "As telecommunications providers, being critical national infrastructure, someone with a point to prove will target us to convey their political message. We've certainly seen heightened activity as a result of that."

Williams has also seen a shift as telecommunications companies evolve into tech and platform entities. This requires him to confront both traditional telco threats and new challenges emerging from adjacent sectors. Indeed, the transition into cloud computing, virtualisation, and the incorporation of AI and LLMs into customer service chatbots introduces a whole new spectrum of security threats.

"These are not challenges that can be tackled in isolation," he says. "So there's a heavy reliance on third parties in the supply chain. All of these elements come together, and it's clear that one can't even think of handling it alone. If you try to do so, you're going to fail, and fail quickly. However, collaboration can become problematic

when entities refuse to share information due to geopolitical issues. We'll have to see how that all plays out."

Finding talent isn't easy

What makes all this harder is the fact that there's a major talent shortage, a reality that is particularly striking across all markets in Africa. Despite occasionally finding brilliant individuals, Williams has seen how the scarcity of such talent leads to shortages that persist for extended periods.

"We are hopeful that by using technologies like [Microsoft] Copilot and similar tools, we can supplement the skills of individuals, making them more effective in their roles," he says. "These technologies provide access to vast knowledge bases without requiring individuals to spend an exorbitant amount of time sifting through information. This represents the positive side of leveraging technology. However, the ongoing challenge lies in continually developing people for various programs to ensure we can find even a glimpse of the needed talent."

Looking ahead, given the difficulty of navigating the overwhelming amount of information, Williams believes that staying on top

of cybersecurity concerns requires breaking through all the noise to find what matters most. Often, a cybersecurity incident becomes sensationalised once a journalist reports on it, which leads to a flurry of headlines. But upon closer examination, what seems like a new problem may actually be an old or misrepresented issue that's been seen before.

"The rapid spread of such articles, when people want immediate responses and assessments of implications, can be distracting and overwhelming," he says. "So to build trust within the organisation, we have to reassure everyone that we're monitoring everything in real time and will keep them informed about what's happening and its implications for us. This effort helps protect the technical teams focused on their day-to-day tasks from unnecessary diversions. It's unhelpful for them to be reactively addressing every piece of news, rather than proactively maintaining the control environment essential for the organisation's security."

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FOCUS ON THE CLASS OF 2024 Examination Readiness

“Towards Examination Fitness”

(This booklet is not for sale)

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1. Introduction

The booklet starts with the 2024 examination time table which is the most important planning tool. All the 2024 matric students must read the composite time table and identify their subjects, papers, dates of the examination, times of examination and duration of each paper. This is the first step towards success because it prepares the learner psychologically for the examination.

In the discussion of the profile of the “Class of 2024” one of the challenges mentioned is that they were not exposed to full scale examinations experience as a result of “COVID-19 restrictions”. There were temporal measures to re-align formative assessment and summative assessments so that the time available for teaching is maximized.

The aim of this booklet is to provide information that will help the matric learner of 2024 with skills which are necessary for the preparation of the National Senior Certificate examination. The examination related aspects discussed are those which relate to the examination (action verbs, types of questions etc.). It is important for each learner to have a study programme/

time table is very important so that learners start preparing according to the final National Examinations Time Table.

Although it is important to prepare for the whole examination (larger scale preparation), it is equally important to prepare for each paper (small scale preparation). The information contained in this booklet will help the “Class of 2024” to understand the task of writing the National Senior Certificate examination and to get prepared and organized for the whole examination and for each paper. The booklet also contains the pass requirements of the National Senior Certificate Examinations. This is very important because learners must have success targets. If learners know the pass requirements, they study with a specific purpose in mind instead of studying without knowing what they want to achieve.

The booklet provides the 2024 matric learners with skills for practicing various types of questions taking into consideration the Examiners comment that learners were poor in responding to source-based questions. The understanding of action verbs is the other critical aspect of preparation. The booklet also gives the 2024 matric learners an explanation of common action verbs used by examiners when asking questions. This is important because the collection of marks by each learner depends on their ability to follow the instructions of Examiner. Therefore, the understanding of the action verbs is very important. Each learner must be able to complete the question paper to avoid the risk of failure. Therefore, time budget is the other important skills required for writing examination.

The 2024 examination questions in all papers will come with different types of questions and each learner must have skills of answering those questions. The booklet provides the 2024 matric learners with skills for answering various types of questions. Finally, the booklet provides the “Class of 2024” with some of the tips for preparing for the examinations and for managing the examination day. This is important because each matric learner in 2024 must know what is required of them in the examination room. The “Class of 2024” must use this booklet to prepare themselves for the coming 2024 National Senior Certificate examination.

2. The 2024 National Senior Certificate Examination Timetable

Each matric learner must know the 2024 National Senior Certificate examination. This includes the subject, the paper (1 or 2 or 3 depending on whether it is content or language), the examination date, the session (morning or afternoon) the start time and the completion time. It is also important for the candidates to know the dates on which they are not writing examinations. These are not “free days” but they must be used for studying, consultations with subject teachers, attending revision sessions and for attempting previous examination questions. The following is the 2024 National Senior Certificate Examination Time Table. Learners must use this to draw their personal time tables and personal study time tables. The most important thing is that the time table must be used as a planning tool for learners to improve their state of readiness for the 2024 National Senior Certificate Examination.

NATIONAL SENIOR CERTIFICATE (NSC) OCTOBER/NOVEMBER EXAMINATIONS TIMETABLE 2024



NATIONAL SENIOR CERTIFICATE (NSC) OCTOBER/NOVEMBER EXAMINATIONS TIMETABLE – 2024 (Amended as at 14 June 2024)

| WEEK 1 | 09:00 | 14:00 |
|-----------------|---|--|
| Monday 21/10 | English HL P3 (3hrs) English FAL P3 (2½hrs) English SAL P3 (2½hrs) | Afrikaans HL P3 (3hrs) Afrikaans FAL P3 (2½hrs) Afrikaans SAL P3 (2½hrs) |
| Tuesday 22/10 | Computer Applications Tech P1 (3hrs) Practical | Arabic, French, Italian, Mandarin, Modern Greek, Serbian, Spanish SAL P1 (2hrs) Latin SAL P1 (3hrs) Portuguese HL, FAL, SAL P1 (2hrs) Hebrew SAL P1 (2hrs), German HL, SAL P1 (2hrs) |
| Wednesday 23/10 | Business Studies P1 (2hrs) | Information Technology P1 (3hrs) Practical |
| Thursday 24/10 | isiZulu, isiXhosa, siSwati, isiNdebele HL P3 (3hrs), FAL P3 (2½hrs), SAL P3 (2½hrs) | Hindi, Gujarati, Tamil, Telegu, Urdu HL P1 (2hrs) Hindi, Gujarati, Tamil, Telegu, Urdu FAL P1 (2hrs) Hindi, Gujarati, Tamil, Telegu, Urdu SAL P1 (2hrs) |
| Friday 25/10 | Sepedi, Sesotho, Setswana, Xitsonga, Tshivenda HL P3 (3hrs), FAL P3 (2½hrs), SAL P3 (2½hrs) South African Sign Language HL P3 (3hrs) | Arabic, Italian, Mandarin, Modern Greek, Serbian, Spanish SAL P2 (2hrs) Latin SAL P2 (2hrs) Portuguese HL P2 (2½hrs), FAL, SAL P2 (2hrs) Equine Studies (3hrs) |
| WEEK 2 | 09:00 | 14:00 |
| Monday 28/10 | English HL P1 (2hrs) English FAL P1 (2hrs) English SAL P1 (2hrs) | Hindi, Gujarati, Tamil, Telegu, Urdu HL P2 (2½hrs) Hindi, Gujarati, Tamil, Telegu, Urdu FAL P2 (2hrs) Hindi, Gujarati, Tamil, Telegu, Urdu SAL P2 (2hrs) Hebrew SAL P2 (2hrs) German HL P2 (2½hrs), SAL P2 (2hrs) Marine Sciences P1 (2½hrs) |
| Tuesday 29/10 | History P1 (3hrs) | Engineering Graphics and Design P1 (3hrs) French SAL P2 (2hrs) |
| Wednesday 30/10 | isiZulu, isiXhosa, siSwati, isiNdebele HL P1 (2hrs), FAL P1 (2hrs), SAL P1 (2hrs) | Business Studies P2 (2hrs) |
| Thursday 31/10 | NON-EXAMINATION DAY | |
| Friday 01/11 | Mathematics P1 (3hrs) Mathematical Literacy P1 (3hrs) Technical Mathematics P1 (3hrs) | Religion Studies P1 (2hrs) Sport and Exercise Science (3hrs) |
| WEEK 3 | 09:00 | 14:00 |
| Monday 04/11 | Mathematics P2 (3hrs) Mathematical Literacy P2 (3hrs) Technical Mathematics P2 (3hrs) | Hindi, Gujarati, Tamil, Telegu, Urdu HL P3 (2½hrs) FAL P3 (2½hrs) Portuguese, German HL P3 (2½hrs) Portuguese FAL P3 (2½hrs) |
| Tuesday 05/11 | Geography (Climate and Weather, Geomorphology and Map Work) P1 (3hrs) | Computer Applications Tech P2 (Theory) (3hrs) Nautical Science P1 (3hrs) |
| Wednesday 06/11 | Sepedi, Sesotho, Setswana, Xitsonga, Tshivenda HL P1 (2hrs), FAL P1 (2hrs), SAL P1 (2hrs) South African Sign Language HL P1 (2hrs) | Information Technology P2 (Theory) (3hrs) |
| Thursday 07/11 | History P2 (3hrs) | Consumer Studies (3hrs) Hospitality Studies (3hrs) |
| Friday 08/11 | Physical Sciences (Physics) P1 (3hrs) Technical Sciences P1 (3hrs) | Dramatic Arts (3hrs) |

14th June 2024

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| WEEK 4 | 09:00 | 14:00 |
|-----------------|---|--|
| Monday 11/11 | Physical Sciences (Chemistry) P2 (3hrs) Technical Sciences P2 (1½hrs) | Dance Studies (3hrs) |
| Tuesday 12/11 | isiZulu, isiXhosa, siSwati, isiNdebele HL P2 (2½hrs), FAL P2 (2½hrs), SAL P2 (1½hrs) | Economics P1 (2hrs) |
| Wednesday 13/11 | English HL P2 (2½hrs) English FAL P2 (2½hrs) English SAL P2 (1½hrs) | Engineering Graphics and Design P2 (3hrs) |
| Thursday 14/11 | Accounting P1 (2hrs) | Tourism (3hrs) |
| Friday 15/11 | Life Sciences P1 (2½hrs) | Civil Technology (3hrs) |
| WEEK 5 | 09:00 | 14:00 |
| Monday 18/11 | Life Sciences P2 (2½hrs) | Visual Arts P1 (3hrs) Electrical Technology (3hrs) |
| Tuesday 19/11 | Afrikaans HL P1 (2hrs) Afrikaans FAL P1 (2hrs) Afrikaans SAL P1 (2hrs) | Economics P2 (2hrs) |
| Wednesday 20/11 | Sepedi, Sesotho, Setswana, Xitsonga, Tshivenda HL P2 (2½hrs), FAL P2 (2½hrs), SAL P2 (1½hrs) South African Sign Language HL P2 (2½hrs) | Mechanical Technology (3hrs) |
| Thursday 21/11 | Geography (Rural and Urban Settlements, Economic Geography of SA and Map Work) P2 (3hrs) | Religion Studies P2 (2hrs) Maritime Economics (3hrs) |
| Friday 22/11 | Accounting P2 (2hrs) | Agricultural Sciences P1 (2½hrs) |
| WEEK 6 | 09:00 | 14:00 |
| Monday 25/11 | Afrikaans HL P2 (2½hrs) Afrikaans FAL P2 (2½hrs) Afrikaans SAL P2 (1½hrs) | Agricultural Sciences P2 (2½hrs) Nautical Science P2 (3hrs) |
| Tuesday 26/11 | Music P1 Theory (3hrs) Agricultural Technology (3hrs) | Music P2 Comprehension (1½hrs) |
| Wednesday 27/11 | Agricultural Management Practices (3hrs) Marine Sciences P2 (2½hrs) | Design P1 (3hrs) |
| Thursday 28/11 | CAT P1 rewrite (3hrs) Practical IT P1 rewrite (3hrs) Practical | |

| | 09:00 |
|-------------------------|-----------------------------------|
| Monday 2 September | Life Orientation (LO CAT) (2½hrs) |
| 12 August to 14 October | Performing Arts Practical |
| 1 October to 14 October | Visual Arts and Design Practical |

Enquiries: Dr RR Poliah
Chief Directorate: National Assessment and Public Examinations (NAPE)
012 357 3900

14th June 2024

| | 09:00 |
|---------------------------------|---|
| Monday, 4 September | Life Orientation (LO CAT) (2½hrs) |
| Tuesday 24 October | Computer Applications Tech P1 (3hrs) Practical |
| Wednesday 25 October | Information Technology P1 (3hrs) Practical |
| 14 August to 13 October | Performing Arts Practical |
| 10 October to 23 October | Visual Arts and Design Practical |

3. Achievement aspects in the National Senior Certificate Examinations

3.1. Performance levels in the National Senior Certificate Examinations

| PERFORMANCE LEVELS | PERCENTAGE | DESCRIPTION |
|--------------------|------------|-------------------------|
| Level 7 | 80%-100% | Outstanding achievement |
| Level 6 | 70%-79% | Meritorious achievement |
| Level 5 | 60%-69% | Substantial achievement |
| Level 4 | 50%-59% | Moderate achievement |
| Level 3 | 40%-49% | Adequate achievement |
| Level 2 | 30%-39% | Elementary achievement |
| Level 1 | 0%-29% | Not achieved: Fail |

3.2 Compulsory subjects

- Home Language
- First Additional Language (A candidate may offer a second Home Language instead of a First Additional Language)
- Mathematics or Mathematical Literacy
- Life Orientation
- Either English or Afrikaans as one of the languages

3.3 Pass requirements

3.3.1 Bachelor pass requirements

With a Bachelor pass you can apply to study towards a degree or a Diploma or a Higher Certificate.

The following are requirements for a Bachelor pass in the National Senior Certificate examination.

- Must obtain at least 40% for your Home Language (compulsory).
- Must obtain at least 50% for **four other subjects** excluding Life Orientation.
- Must obtain at least 30% in Language of Learning and Teaching (LOLT) of the tertiary (Higher Education) institution.
- Must obtain at least 30% for one other subject.
- Must pass at least 6 out of 7 subjects.

3.3.2 Diploma pass requirements

A matric learner who obtains a Diploma pass stands a chance to study towards a Diploma or a Higher Certificate at a University, a University of Technology, a TVET College or any other accredited institution of higher learning. The following are pass requirements for obtaining a Diploma pass.

- Must obtain at least 40% for the Home Language (compulsory)
- Must obtain at least 40% in three other subjects excluding Life Orientation.
- Must obtain at least 30% in the Language of Teaching and Learning (LoLT)
- of the tertiary institution/institution of higher learning.
- Must pass at least 6 out of the 7 subjects.

3.3.3 Higher Certificate Pass requirements

A matric learner who obtains a Higher Certificate pass stands a chance to study towards a Higher Certificate at a University, a University of Technology, a TVET College or any other accredited institution of higher learning. The following are requirements for obtaining a Higher Certificate pass.

- Must obtain at least 40% for the Home Language (compulsory)
- Must obtain at least 40% in two other subjects excluding Life Orientation.
- Must obtain at least 30% in other four subjects.
- Must pass at least 6 out of the 7 subjects.

4. The Personal Examination Time Table

You must know the date of the examination and the time at which the examination will be written (Detail of the Examination). You must know the duration of the paper. All this information is available in the in the examination time table. However, the time table (composite time table) speaks to what all learners in the Republic of South Africa will be writing. You need your **PERSONAL TIME TABLE**. Your personal Time Table is similar to the composite Time Table except that it ONLY shows subjects which you will write and **NOT THOSE WHICH YOU WILL NOT BE WRITING**. Let us emphasise this, “it is good to know the **DATES OF THE EXAMINATION**, the **TIMES OF THE EXAMINATION**, the **PAPERS** and the **DURATION** of papers.

Look at an example of Tsepo Dlamini, a matric learner in the “Class of 2024”. Tsepo will write the National Senior Certificate examination in certain subjects (not in all subjects). Tsepo has analysed the 2024 examination time table and isolated subjects that he will be writing details.

This has a positive psychological effect as Tsepo knows how he will manage the time until the end of the exam. His personal time table will influence his study time table. **Tsepo will write 14 papers in the 2024 NSC examinations**. He knows the **DATES OF THE EXAMINATION**, the **TIMES OF THE EXAMINATION**, the **PAPERS** and their **DURATION**.

| Date | Subject | Paper | Duration | Start | Minutes | Finish |
|------------|-------------------|-------|-----------|--------|---------|--------|
| 30/10/2024 | English FAL | 1 | 2.5 hours | 14h:00 | 150 | 16h:30 |
| 03/11/2024 | Mathematics | 1 | 3 hours | 09h:00 | 180 | 12h:00 |
| 06/11/2024 | Mathematics | 2 | 3 hours | 09h:00 | 180 | 12h:00 |
| 09/11/2024 | Sesotho HL | 1 | 2.5 hours | 09h:00 | 150 | 11h:30 |
| 10/11/2024 | Physical Sciences | 1 | 3 hours | 09h:00 | 180 | 12h:00 |
| 13/11/2024 | Physical Sciences | 2 | 3 hours | 09h:00 | 180 | 12h:00 |
| 14/11/2024 | Geography | 1 | 3 hours | 09h:00 | 180 | 12h:00 |
| 15/11/2024 | English FAL | 2 | 2.5 hours | 14h:00 | 150 | 16h:30 |
| 17/11/2024 | Life Sciences | 1 | 2.5 hours | 09h:00 | 150 | 11h:30 |
| 20/11/2024 | Life Sciences | 2 | 2.5 hours | 09h:00 | 150 | 11h:30 |
| 21/11/2024 | Geography | 2 | 1.5 hours | 14h:00 | 90 | 15h:30 |
| 21/11/2024 | Sesotho HL | 2 | 2 hours | 09h:00 | 120 | 11h:00 |
| 28/11/2024 | Sesotho HL | 3 | 2.5 hours | 09h:00 | 150 | 11h:30 |
| 29/11/2024 | English FAL | 3 | 2.5 hours | 14h:00 | 150 | 16h:30 |

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As a candidate in the "Class of 2024", you can do like Tsepo Dlamini. The template below is included for you so that you can make your own analysis of your examination and know what you will be faced with in those few weeks.

| Date | Subject | Paper | Duration | Start | Minutes | Finish |
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5. Know the expected format of the papers
The National Senior Certificate Examination (CAPS) started in 2014 and therefore there are many previous question papers. The 2018, 2019, 2020, 2021 and 2022 question papers can give a better understanding of the general format to expect. This is very important because you must know what to expect and plan accordingly. Normally Examiners don't totally change the paper format. They may change very few areas but your Teacher can also help you with information about the format of the paper. It is always important to have an idea of how the question paper may look like. Therefore, your revision programme must include the use of previous question papers.

6. The Personal Revision/Study Time Table
The National Senior Certificate Examination is presented in weeks, days and hours. This is done to get the whole administration of the examination an organised project. It has the start date and the end date. In the same way, your writing of the National Senior Certificate Examination is your personal project which has a start date and an end date. You need a study time table for NSC Examination. Your study time table must give an idea of how much time is needed for each subject per day. Your time table will help to control your study time and your rest times.

In your personal time table must have subjects arranged as they appear in your personal examination time table. Your personal time table must help you to prevent procrastination and waste of time. You must show exactly what you want to do at a particular time of the day. There are many formats of a revision/study time table and Tsepo's personal examination time table is just an example. The following is an example of how Tsepo will use the month of October to revise/study for the 2024 NSC examination. During revision/study for examinations, Tsepo will focus on subjects as they are arranged in his personal examination time table.

REVISION/SUDY TIME TABLE – WEEK 1 OF OCTOBER

| WEEK ONE: 1 OCTOBER 2024 TO 8 OCTOBER 2024 | | | |
|--|-----------------------------------|----------------------|--|
| DATE | SUBJECT | DURATION WITH BREAKS | |
| 1/10/2024 | English First Additional Language | 1 hr. | |
| 1/10/2024 | Mathematics | 2 hr. | |
| 1/10/2024 | Sesotho Home Language | 1 hr. | |
| 2/10/2024 | English First Additional Language | 1 hr. | |
| 2/10/2024 | Physical Sciences | 2 hr. | |
| 2/10/2024 | Sesotho Home Language | 1 hr. | |
| 3/10/2024 | English First Additional Language | 1 hr. | |
| 3/10/2024 | Life Sciences | 2 hr. | |
| 3/10/2024 | Sesotho Home Language | 1 hr. | |
| 4/10/2024 | English First Additional Language | 1 hr. | |
| 4/10/2024 | Geography | 2 hr. | |
| 4/10/2024 | Sesotho Home Language | 1 hr. | |
| 5/10/2024 | English First Additional Language | 1 hr. | |
| 5/10/2024 | Mathematics | 2 hr. | |
| 5/10/2024 | Sesotho Home Language | 1 hr. | |
| 6/10/2024 | English First Additional Language | 1 hr. | |
| 6/10/2024 | Physical Sciences | 2 hr. | |
| 6/10/2024 | Sesotho Home Language | 1 hr. | |
| 7/10/2024 | English First Additional Language | 1 hr. | |
| 7/10/2024 | Life Sciences | 2 hr. | |
| 7/10/2024 | Sesotho Home Language | 1 hr. | |
| 8/10/2024 | Mathematics | 3hr. | |

REVISION/SUDY TIME TABLE – WEEK 1 OF OCTOBER

| WEEK ONE: 1 OCTOBER 2024 TO 8 OCTOBER 2024 | | |
|--|---------|----------------------|
| DATE | SUBJECT | DURATION WITH BREAKS |
| 1/10/2024 | | |
| 1/10/2024 | | |
| 1/10/2024 | | |
| 2/10/2024 | | |
| 2/10/2024 | | |
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| 7/10/2024 | | |
| 8/10/2024 | | |

REVISION/SUDY TIME TABLE – WEEK 2 OF OCTOBER

| WEEK TWO: 9 OCTOBER 2024 TO 15 OCTOBER 2024 | | |
|---|-----------------------------------|----------------------|
| DATE | SUBJECT | DURATION WITH BREAKS |
| 09/10/2024 | English First Additional Language | 1 hr. |
| 09/10/2024 | Physical Sciences | 2 hr. |
| 09/10/2024 | Sesotho Home Language | 1 hr. |
| 10/10/2024 | English First Additional Language | 1 hr. |
| 10/10/2024 | Life Sciences | 2 hr. |
| 10/10/2024 | Sesotho Home Language | 1 hr. |
| 11/10/2024 | English First Additional Language | 1 hr. |
| 11/10/2024 | Geography | 2 hr. |
| 11/10/2024 | Sesotho Home Language | 1 hr. |
| 12/10/2024 | English First Additional Language | 1 hr. |
| 12/10/2024 | Mathematics | 2 hr. |
| 12/10/2024 | Sesotho Home Language | 1 hr. |
| 13/10/2024 | English First Additional Language | 1 hr. |
| 13/10/2024 | Physical Sciences | 2 hr. |
| 13/10/2024 | Sesotho Home Language | 1 hr. |
| 14/10/2024 | English First Additional Language | 1 hr. |
| 14/10/2024 | Life Sciences | 2 hr. |
| 14/10/2024 | Sesotho Home Language | 1 hr. |
| 15/10/2024 | Mathematics | 3hr. |

CREATE YOUR OCTOBER WEEK 2 STUDY/REVISION TIME TABLE

| WEEK TWO: 9 OCTOBER 2024 TO 15 OCTOBER 2024 | | |
|---|---------|----------------------|
| DATE | SUBJECT | DURATION WITH BREAKS |
| 09/10/2024 | | |
| 09/10/2024 | | |
| 09/10/2024 | | |
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| 10/10/2024 | | |
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| 14/10/2024 | | |
| 14/10/2024 | | |
| 15/10/2024 | | |

REVISION/SUDY TIME TABLE – WEEK 3 OF OCTOBER

| WEEK THREE - 16 OCTOBER 2024 TO 22 OCTOBER 2024 | | |
|---|-----------------------------------|----------------------|
| DATE | SUBJECT | DURATION WITH BREAKS |
| 16/10/2024 | English First Additional Language | 1 hr. |
| 16/10/2024 | Mathematics | 2 hr. |
| 16/10/2024 | Sesotho Home Language | 1 hr. |
| 17/10/2024 | English First Additional Language | 1 hr. |
| 17/10/2024 | Mathematics | 2 hr. |
| 17/10/2024 | Sesotho Home Language | 1 hr. |
| 18/10/2024 | English First Additional Language | 1 hr. |
| 18/10/2024 | Physical Sciences | 2 hr. |
| 18/10/2024 | Sesotho Home Language | 1 hr. |
| 19/10/2024 | English First Additional Language | 1 hr. |
| 19/10/2024 | Physical Sciences | 2 hr. |
| 19/10/2024 | Sesotho Home Language | 1 hr. |
| 20/10/2024 | English First Additional Language | 1 hr. |
| 20/10/2024 | Mathematics | 2 hr. |
| 20/10/2024 | Sesotho Home Language | 1 hr. |
| 21/10/2024 | English First Additional Language | 1 hr. |
| 21/10/2024 | Mathematics | 2 hr. |
| 21/10/2024 | Sesotho Home Language | 1 hr. |
| 22/10/2024 | Mathematics | 3hr. |

CREATE YOUR OCTOBER WEEK 3 STUDY/REVISION TIME TABLE

| WEEK THREE - 16 OCTOBER 2024 TO 22 OCTOBER 2024 | | |
|---|---------|----------------------|
| DATE | SUBJECT | DURATION WITH BREAKS |
| 16/10/2024 | | |
| 16/10/2024 | | |
| 16/10/2024 | | |
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| 21/10/2024 | | |
| 22/10/2024 | | |

REVISION/STUDY TIME TABLE – WEEK 4 OF OCTOBER

| WEEK 4 - 23 OCTOBER 2024 TO 30 OCTOBER 2024 | | |
|---|-----------------------------------|----------------------|
| DATE | SUBJECT | DURATION WITH BREAKS |
| 23/10/2024 | English First Additional Language | 1 hr. |
| 23/10/2024 | Mathematics | 2 hr. |
| 23/10/2024 | Sesotho Home Language | 1 hr. |
| 24/10/2024 | English First Additional Language | 1 hr. |
| 24/10/2024 | Mathematics | 2 hr. |
| 24/10/2024 | Sesotho Home Language | 1 hr. |
| 25/10/2024 | English First Additional Language | 1 hr. |
| 25/10/2024 | Physical Sciences | 2 hr. |
| 25/10/2024 | Sesotho Home Language | 1 hr. |
| 26/10/2024 | English First Additional Language | 1 hr. |
| 26/10/2024 | Physical Sciences | 2 hr. |
| 26/10/2024 | Sesotho Home Language | 1 hr. |
| 27/10/2024 | English First Additional Language | 1 hr. |
| 27/10/2024 | Geography | 2 hr. |
| 27/10/2024 | Sesotho Home Language | 1 hr. |
| 28/10/2024 | Mathematics | 3 hr. |
| 28/10/2024 | Physical Sciences | 2 hr. |
| 28/10/2024 | English First Additional Language | 2 hr. |
| 29/10/2024 | Mathematics | 3 hr. |
| 29/10/2024 | English First Additional Language | 3 hr. |
| 30/10/2024 | English First Additional Language | 3 hr. |

CREATE YOUR OCTOBER WEEK 4 STUDY/REVISION TIME TABLE

| WEEK 4 - 23 OCTOBER 2024 TO 30 OCTOBER 2024 | | |
|---|---------|----------------------|
| DATE | SUBJECT | DURATION WITH BREAKS |
| 23/10/2024 | | |
| 23/10/2024 | | |
| 23/10/2024 | | |
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| 24/10/2024 | | |
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| 30/10/2024 | | |

7. Understanding of cognitive levels

The National Curriculum Statement is the *education of the head (knowledge)*, *education of the hand (skills)*, *education of the heart (values)* and *education of the soul (attitudes)*. Therefore, the questions are pitched at various levels of difficulty. Depending on the subject, there will be **knowledge testing questions**, **comprehension testing questions**, **application testing questions** and **critical thinking testing questions**. These questions will come in the form of **LOW ORDER**, **MEDIUM ORDER** and **HIGH ORDER** items. This means that questions are pitched at different levels of difficulty. These levels of difficulty are sometimes called “*cognitive demands* or *cognitive levels*”.

Knowledge questions demand that you demonstrate knowledge and they can be pitched as **low order** or at **medium order** or at a **high order level**. There are **application questions** which require the use (application) of knowledge can also be asked as **low**, **medium** or **high order**. There are **comprehension questions** which require you to demonstrate understanding of content taught. There are **analytical or analysis questions** which require you to apply critical thinking skills. From this variety of cognitive levels, Examiners are able to set **low order questions**, **middle order question** and **high order questions**.

8. “Question-verbs” or “Action-verbs” used by Examiners

In tests, assignments, projects and other forms of assessment there are **action verbs** used to set questions. The action verb indicates the **kind and depth of answer that is needed** in a particular test or examination question. Action verbs are important because they determine the **type of answer that the examiner wants** so as to give marks. This is a reason why you must use **previous matric papers** (especially from 2014 to 2019) to study for your tests and examinations. If you use previous question papers and memoranda to study, you will be more familiar with common action verbs in subjects. The **action verbs carry marks**. Where the Examiner wants you to discuss, you must not list, you must discuss.

You must know that the examiner is **only prepared to give marks only if you do what the action verb tells you do**. If the examiner asks you to discuss and you decide to list, you will not get the full marks because the examiner will only give you full marks if you discuss. When you study you must ensure that you understand the expectation of the Examiners in each question. The following discussion will focus on the **common action verbs and expectations** of the Examiner in examinations.

- a) KNOWLEDGE
- b) COMPREHENSION

- c) APPLICATION
- d) ANALYSIS (CRITICAL THINKING)

8.1 Common Action verbs for testing KNOWLEDGE

| QUESTION VERB | EXPECTATION FROM THE LEARNER |
|---------------|---|
| List | THE EXAMINER WANTS YOU TO LIST what is requested without explaining (list of characteristics, factors, causes, consequences, measures, events, solutions etc.). DO NOT DISCUSS REQUESTED ITEMS BECAUSE THERE ARE NO MARKS FOR DISCUSSION . Instead, discussion will consume your time for completing the examination. |
| Label | In LABEL question you are given something from your subject e.g. a diagram of the animal cell and ASKED TO LABEL IT . Each of the parts are given numbers (e.g. 1) or letters (e.g. (a)). The examiner can say “Label and discuss the importance of each part. |
| Name | NAME can be a lower order question or a middle order question and even a higher order question. It depends on how the examiner phrases the question. A question which says NAME THE FEATURES OF A BALANCED ATMOSPHERIC SYSTEM . This is different from the question which says NAME AND DISCUSS THE SOCIAL CONSEQUENCES OF THE COVID-19 PANDEMIC . In the first question you have a low order question but in the second question you must apply your mind in first separating between the financial, social and political consequences of COVID-19. If you name the financial consequences you will lose marks |
| Relate | IN THIS QUESTION YOU ARE EXPECTED TO SHOW THE KEY LINKS OR CONNECTIONS between ideas or events or processes. you may give examples as you show similarities and connections e.g. RELATE THE FACTORS LEADING TO THE END OF HOMELAND SYSTEM IN SOUTH AFRICA . |
| State | IN THIS QUESTION YOU MUST MENTION INFORMATION WITHOUT DISCUSSING IT . This question is different from the “List Question” because you must give relevant points briefly without making lengthy discussions e.g. STATE THE FACTORS THAT LED TO THE INTENSIFICATION OF BLACK RESISTANCE IN SOUTH BETWEEN 1970'S AND 1990'S . |
| Define | THE EXAMINER WANTS YOU TO GIVE THE DEFINITION/MEANING OF SOMETHING . It can be an object (e.g. a plant cell), a process (e.g. osmosis), an event (e.g. the African Renaissance) etc. You answer depends on what you must define. It is different from discussion because you are only expected to define the object or the event or the process etc. . |

8.2 Action verbs testing COMPREHENSION

| ACTION VERB | EXPECTATION FROM THE CANDIDATE |
|-------------|---|
| Describe | In this question the EXAMINER WANTS YOU TO GIVE CHARACTERISTICS OR DETAILS OF SOMETHING OR AN EVENT OR A PROCESS OR A CHALLENGE/A PROBLEM ETC . Never list in this question. You must write so that the person who has never seen or has never heard of what you are describing can develop a mental picture of it. |
| Discuss | In this question you must talk about a something or an event or a process or a challenge/a problem etc. in your own words. You must demonstrate your understanding/comprehension of what you are discussing. EVEN IF YOU HAVE INFORMATION, YOU MUST PRESENT IT IN THE FORM OF A DISCUSSION . You must have an opening sentence, a discussion and a closing sentence depending on what you are discussing. |
| Summarise | When the Examiner wants you to summarise, YOU MUST PROVIDE THE MAIN POINTS OR FACTS ABOUT A PARTICULAR EVENT OR PROCESS OR PROGRAMME . You must condense the information as expected. There is a thin line of difference between “ SUMMARISE ” and “ OUTLINE ” |
| Explain | In this question you are free to give a mixed response . Depending on the question, you can start by defining. From there you can give details about what you have defined. You can even compare what you are talking about with other similar things or processes. You may even give advantages and disadvantages of something. BE CAREFUL , the Examiner may guide you in a question by saying (EXPLAIN WHY?). In such cases you must explain reasons. The Examiner may guide you in a question by saying (EXPLAIN THE DIFFERENCES). In such cases you must explain those differences. The Examiner may guide you in a question by saying (EXPLAIN THE CHALLENGES). |
| Identify | This question is always accompanied by a source material e.g. an object in the picture, a feature on a map, a process shown in the diagram etc. THE EXAMINER EXPECTS YOU TO NAME SOMETHING REPRESENTED BY A SYMBOL OR A NUMBER . This question looks easy but it is not easy because you must understand your content in order to identify. It is usually asked as a comprehension question. However, it can be asked as a knowledge question. It can be in a double action verb question e.g. IDENTIFY FEATURE A IN THE PICTURE AND DISCUSS ITS ROLE IN THE HUMAN BODY . |
| Compare | In this question YOU MUST SHOW BOTH DIFFERENCES AND SIMILARITIES IN A BALANCED WAY . In most cases you must show that you understand these similarities and differences by explaining them with an intention to show how they differ and how they are similar. The marks given to the question will direct you on how much you must write. |
| Contrast | Here you must SHOW THE DIFFERENCES BETWEEN THE GIVEN THINGS OR FEATURES . The main thing in this question is about differences. |
| Outline | THIS IS NEARLY CLOSER TO “SUMMARISE” EXCEPT THAT IN THIS QUESTION YOU MUST ORGANISE YOUR RESPONSE STARTING FROM THE FIRST ASPECTS AND END UP WITH THE LAST ASPECTS . You must not give details but you must give essential points in a manner that leads to a logical sequence. In this question you are more systematic than in the SUMMARISE question. Here you can add illustrations and examples. |

8.3 Action verbs testing APPLICATION

| ACTION VERB | EXPECTATION FROM THE CANDIDATE |
|----------------------|--|
| Apply | This is an application question where the EXAMINER WANTS YOU TO USE YOUR KNOWLEDGE TO ANSWER THE QUESTION . You must show how a certain principle or an idea or a method or a model can work in a real situation . |
| Classify or Organise | |

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|-------------------|--|
| Match | In this question you are given a mixture of items and expected to match them with the corresponding ones. You need to APPLY YOUR KNOWLEDGE IN ORDER TO MATCH THE ITEMS . The starting point is that you must have studied the concepts so that you can match it with a given situation. AN EXAMINER CAN GIVE YOU DIFFERENT PICTURES AND REQUEST YOU TO MATCH THEM TO GIVEN PROCESS. The examiner can give definitions and statements and request you to match them. |
| Illustrate | In this question you are expected to SHOW CLEARLY HOW SOMETHING HAPPENS OR HOW SOMETHING AFFECTS OTHER THINGS OR HOW PEOPLE DEAL WITH SOMETHING . You must use diagrams or figures or examples where it is necessary. This will strengthen your response. |
| Use | This is an application question in which you must use your own words or given information to respond. The Examiner usually use this question with source material. The Examiner can say USE the information in the picture to show HOW poverty in rural areas lead to "rural depopulation" . |

8.4 Action verbs requiring CRITICAL THINKING

| ACTION VERB | EXPECTATION FROM THE CANDIDATE |
|----------------------|---|
| Analyse | This is high order question but it is not difficult because IT CAN BE ANSWERED IN DIFFERENT WAYS. It needs you to have knowledge and use it to analyse. When you analyse you BREAK SOMETHING (E.G. THE PROCESS OR INFORMATION OR EVENT) INTO PARTS AND DISCUSS EACH PART. You can DESCRIBE EACH PART, DEFINE EACH PART and EXPLAIN HOW EACH PART RELATES TO THE OTHER. |
| Categorise | This LOOKS LIKE ARRANGEMENT OR CLASSIFYING QUESTION. It differs because YOU MUST CREATE YOUR OWN CATEGORIES OF INFORMATION GIVEN. You need to apply your mind to separate given information into similar or related items. Your knowledge of the subject matter is very important here. The Examiner can say STUDY THE DIAGRAM BELOW AND CATEGORISE FACTORS THAT ARE SHOWN INTO "CENTRIPETAL and CENTRIFUGAL" OF SUB-URBANISATION . |
| Differentiate | In this question the Examiner wants you to show the difference between certain factors or processes. The only difference is that you must discuss the processes to show their difference. It is unlike a question which says WHAT IS THE DIFFERENCE? In such a question you mention the difference. In the question which says DIFFERENTIATE BETWEEN TWO PROCESSES , you must show the differences based on your understanding. |
| Examine | In this question the Examiner wants you to look at what has been given and evaluate it. This is an open-ended question because you can define the item given or look at its advantages and disadvantages etc. An Examiner can say EXAMINE THE POLITICAL CONSEQUENCES OF THE 1976 UPRISINGS IN SOWETO . Here you must understand these uprisings from the start to end and evaluate them from a historical point of view. The Examiner can also say IN YOUR OPINION, WOULD YOU REGARD THE RDP HOUSING SCHEME AS A SOLUTION TO URBAN POVERTY . In this question you must provide your own evaluation of the scheme. |
| Propose | This is not an easy question because you must THINK OUT OF THE BOX. It only means that you suggest or propose a solution. The Examiner can give you a scenario and request that you propose a solution for it. An Examiner can GIVE YOU A PICTURE SHOWING THE BUSINESSES WHICH HAVE CLOSED IN THE CITY AND ASK YOU TO PROPOSE A SOLUTION TO THE PROBLEM. |

8.5 Common QUESTION PROMPTS

| PROMPT | EXPECTATION FROM THE CANDIDATE |
|---------------|---|
| How? | This may look easy but it is not simple. THE EXAMINER WANTS YOU TO EXPLAIN HOW A PROCESS OR EVENT OR A PROBLEM CAME ABOUT. It is a question in which you explain HOW something happens e.g. HOW DOES INVESTOR CONFIDENCE PROMOTE ECONOMIC GROWTH? Here you must focus on the way economic growth and investor confidence are positively and negatively related. |
| When? | This is a simple question which WANTS YOU TO STATE THE TIME OR THE STAGE IN A PROCESS. The question can be WHEN DID SOUTH AFRICA DECLARE THE COVID-19 STATE OF DISASTER? Or WHEN DOES THE TROPICAL STORM DISCIPATE? In other words, this question can be asked as a lower order question or a higher order question. |
| What? | This question looks easy and it can be so. However, the question can come with difficult expectations. A question can be IN YOUR OPINION WHAT WERE THE WEAKNESSES AND STRENGTHS IN THE IMPLEMENTATION OF THE ECONOMIC DEVELOPMENT STRATEGY OF THE COUNTRY? |
| Why? | THIS IS ANOTHER KNOWLEDGE QUESTION. The Examiner may decide to use the word "WHY" instead of using "GIVE REASONS". Therefore, the why question is always about reasons. It can require a one sentence answer or a discussion. |
| Which? | This is not as easy as it sounds. THE QUESTION CAN BE MIXED WITH ANOTHER DETAIL. The question can be WHICH OF THE FOLLOWING STATEMENTS ARE NOT TRUE? Or WHICH OF THE FOLLOWING STATEMENTS ARE TRUE? These are simplest questions. However, the question can be WHICH WERE THE MAJOR CHALLENGES OF THE BLACK ECONOMIC EMPOWERMENT INTERVENTIONS IN SOUTH AFRICA INTRODUCED AFTER 1994? Here you are expected to discuss the challenges but the action verb is not "DISCUSS". As a candidate you must be careful about the "WHICH" in a question. |
| Who? | This question action verb can be in the middle of the question. A question can be: DESCRIBE THE SUCCESS ELEMENTS OF THE SOUTH AFRICAN STRUGGLE FOR LIBERATION AND INCLUDE THE NAMES OF THE LEADERS WHO CONTRIBUTED TO ITS SUCCESS AND THEIR POLITICAL ORGANISATIONS. |

9. Answering common types of questions

Each paper has short questions and long questions. Short questions will need less time to answer than long questions. Short questions may come in the form of **one-word response questions and paragraph questions**. Short questions can come in the form of **true or false, matching items, multiple choice, sentence completion** etc. You must know how to answer the following types of questions:

- MULTIPLE CHOICE QUESTIONS
- TRUE or FALSE QUESTIONS
- MATCHING QUESTIONS
- COMPLETION QUESTIONS
- SHORT QUESTIONS
- PARAGRAPH QUESTIONS
- SOURCE BASED QUESTIONS
- ESSAY TYPE QUESTIONS
- CALCULATION QUESTIONS

9.1 Multiple Choice Questions

These are questions with more than one answers to choose from (usually five or less). Some of the multiple-choice questions have one correct answer to select (single select questions) and some have more than one answers to select (multi select questions). The anatomy of a multiple-choice question is very important for you in the National Senior Certificate Examinations. The STEM is a question itself. It can be about a definition, a process, a product or a label of a sketch. The choices are divided into two:

- The correct answer must be relevant to the stem. Sometimes it has qualifiers using "some", "sometimes", "always" etc.
- The distractors are incorrect answers which are there to distract the you and test the extent of knowledge or understanding.

The anatomy of a multiple-choice question is as follows:

Question: A product of $3+4+2+19$ is _____ (STEM)

- 22 (DISTRACTER)
- 35 (DISTRACTER)
- 29 (DISTRACTER)
- 28 (CORECT ANSWER)
- 33 (DISTRACTER)

The anatomy of a multiple-choice question shows that the majority of answers are distractors and there is only one answer. It is important that you know the subject content.

9.1.1 Single Select Multiple Choice Questions

In these multiple-choice questions, you are asked to pick only one correct answer. These are the most common types of questions in the National Senior Certificate examination question papers. An example of a single-select multiple-choice questions is:

Question: A leap year has _____ days

- 365
- 366
- 367
- 358
- 364

9.1.2 Multiple-Select Multiple-Choice Questions

These multiple-choice questions have more than one correct answer. The Examiner gives more than one answers. These are not very common in the National Senior Certificate examination questions. They can be used for high order multiple-choice questions. The trick is that the learner gets all the marks for all correct answers, half marks for one answer and zero marks for all wrong answers. An example of a single-select multiple-choice questions is:

Question: Foreign exchange means _____

- Exchanging goods from one country to another.
- Changing money when tourists come to our country.
- Exchange of the currency of one country for another at current rates.
- A market in which one currency in exchange for another.
- Both (c) and (d)

9.1.3 Method of answering multiple choice questions

The following is a suggested method of answering the multiple-choice questions (single-select and multiple-select).

STEP 1: Spend some seconds on the question (THE STEM) before reading the alternatives answers. You are likely to choose the correct answer if you read the question without being influenced by the alternative answers (choices). **Underline the key words in the question (THE STEM).**

STEP 2: Predict the correct answer before you look at the choices. As a Learner you are not an empty vessel. You have studied before getting to the examination room. By predicting the correct answers before looking at alternatives, you reduce chances of being distracted by wrong answers.

STEP 3: Check the format of the multiple choices. Check whether the choices require one correct answer (single-select) or two correct answers (multiple-select).

STEP 4: Narrow the Field/Eliminate/Remove distractors one by one. You must use subject knowledge to eliminate the wrong answers. Elimination needs knowledge and comprehension.

STEP 5: You must have a reason to accept the remaining answer. After elimination, you must have reasons to eliminate the wrong answers (distractors). There are weak distractors and strong distractors. A strong distractor is the one which is very close to the correct answer. A weak distractor is the one which is obviously not related to the correct answer. It is less confusing.

STEP 6: Review your answers.

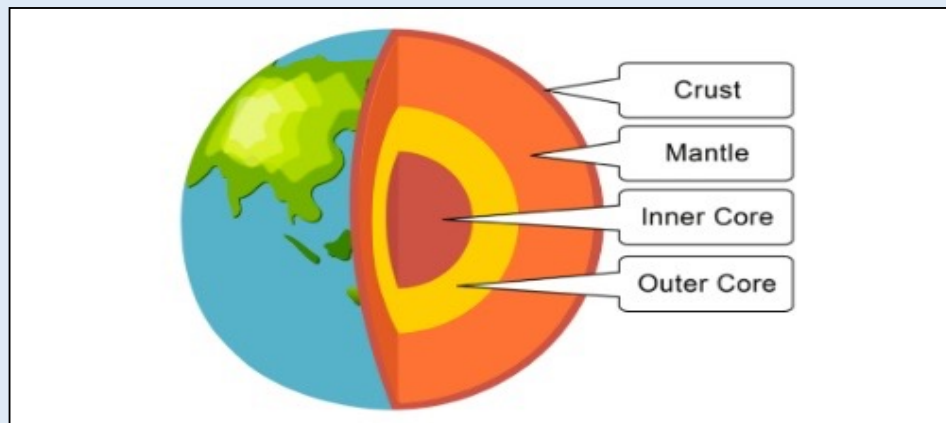
9.2 TRUE or FALSE questions

Unlike multiple choice questions, "TRUE or FALSE" questions only comprise of a statement and two choices (TRUE or FALSE). They are single select because you must choose one of the two (TRUE or FALSE). In these questions' the Learner is asked to "JUDGE" whether a factual statement is TRUE or FALSE. In these questions something must be considered correct (TRUE) or incorrect (FALSE). They are best suited to assessing low order questions but they can be used to ask medium and higher order thinking questions. However, it is very rare that these questions are used or are used for higher order thinking questions. These questions must not be confused with "YES or NO" items.

The TRUE or FALSE questions can be simple or complex depending on the cognitive level/s being assessed. The National Senior Certificate examination uses simple "TRUE or FALSE" questions. There are arguments that the "TRUE or FALSE" questions are very easy but they can be pitched to a higher level depending on the intentions of the Examiner. Although they are easy to set and mark, do not be surprised if they are used to create low order, medium order and high order question items. In some cases, TRUE or FALSE questions go alone and at times Examiners use them together with sources making them "source based".

9.2.1 Example of a TRUE or FALSE question

Question: Study the diagram showing the structure of the earth and state whether the following statements are "TRUE or FALSE". Do not re-write the statement, only write the letter of the question and your choice/judgement, e.g. (a) – TRUE.



Source: Taylorcomoney28

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- The layer of human existence with all the natural resources and able to react with water and oxygen of the surface is the outer core.
- The mantle is mostly solid bulk of the Earth's interior.
- The magma is a mixture of molten and semi molten rock found beneath the surface of the earth.
- The atmosphere is the solid, outer part of the earth, including the brittle upper portion of the mantle and the crust.
- The earth's core is the very cold, very light centre of our planet.
- Earthquakes and volcanic activity can be caused by movement in the mantle.

9.2.2 Answering a "TRUE OR FALSE" question"

STEP 1: Read the whole question carefully. You must remember that if any part of the statement is false, the entire statement is false. It makes the entire statement to be "FALSE".

STEP 2: Check the qualifiers. Examiners sometimes use qualifiers in the TRUE or FALSE questions to distract you. Qualifiers are words like **NEVER, NOT, ALL, NONE, ONLY, ALWAYS et cetera**.

STEP 3: Do not waste time in questions that you doubt. Answer the questions that you know first. You may find that answers to question that you do not remember in other questions. Come back to doubtful questions later. In a TRUE/FALSE question, **most of the statements are true because teachers have taught what is true and learners are familiar with true and correct knowledge. THIS IS NOT ALWAYS THE CASE.**

The only trick is that learners must be able to differentiate between the true and false information. This needs them to be well prepared. Be careful, some statements start with the 'true part' (correct part) and end with the 'false part' (incorrect part) and therefore become false. It is important to read the whole statement.

9.3 The "matching-column" questions

These are questions which require you to match a series of stems or premises or processes or principle to a response. You are provided with information to connect a word, sentence or phrase in one column to a corresponding word, sentence or phrase in the second column. The items in the first column are called PREMISES and the answers in the second column are called RESPONSES. This arrangement is not a hard and fast rule. Sometimes the first column has statements and the second one has concepts. Sometimes the first column has concepts and the second one has statements.

9.3.1 Example of a matching question

Question: Match the statements in Column A with the concepts in Column B. Do not rewrite the statements in Column A and the matching responses in Column B. Write only the number of the item in Column A and next to it, the letter of the matching answer in Column B e.g. 1-(a).

| COLUMN A | COLUMN B |
|--|----------------------------------|
| 1. Energy that cannot be converted to other forms of energy. | (a) Friction |
| 2. The entropy of a closed system can never decrease | (b) Isostasy |
| 3. The change in energy from one form to another | (c) Coriolis effect |
| 4. A force resisting the relative motion of solid surfaces, fluid layers and material elements sliding against each other | (d) Thermal energy |
| 5. The inertial force that acts on objects that are in motion within a frame of reference that rotates with respect to an internal frame | (e) Gravitational force |
| | (f) Second law of thermodynamics |
| | (g) Energy transformation |

9.3.2 Answering matching question

STEP 1: Read the instruction carefully. In the example above, the Examiner wants you to write only the number of the item in Column A and next to it, write the letter of the matching answer in Column B. Writing the whole sentences will cost you time.

STEP 2: Read Column A carefully before reading Column B and quickly analyse each of the items. In our example, Column A contains the statements and Column B contains the possible matching answers. You must read each question (and answer it) before reading the possible answers.

STEP 3: Choose the correct answer through elimination. Remember that in "matching questions" there are also strong and weak distractors. In our example above, the question has 5 correct answers and 2 distractors. You must first read the first question; eliminate the wrong answers until you remain with one most possible answer.

STEP 4: Review your answer. If you have enough time to review, they can change answers where they have a good justification to change.

9.4 The "completion" or "Fill-in" questions

In these questions Examiners expects you to insert short answers such as a word or a sentence or a definition in a paragraph or a sentence. They test the depth of knowledge of the subject content and the understanding of it. The given blank space represents a word, a number, a symbol, or a phase which the Examiner/Assessor left out on purpose. You are required to fill in the missing item. The purpose of these questions is to measure specific knowledge in a manner that reduce guessing. These questions have less scope for guessing and therefore need a well-prepared Learner.

9.4.1 Answering "completion or Fill-in"

STEP 1: Carefully and quickly read the title and the text. Link it with what you have studied.

STEP 2: Check the instruction for answering the question.

STEP 3: Use your knowledge to find missing words which the Examiner expect you to fill in.

STEP 4: Use your pencil to add the missing words in the spaces in the text and read each sentence.

STEP 5: Read the sentences re-check if they make correct sense.

STEP 6: Transfer the missing words into your answer book as per the instruction of the Examiners.

9.4.2 Example of a "Completion question"

Question: Read the following paragraph about the first democratic elections in South Africa and fill in the missing words. Do not write the whole paragraph. Just write the letter of the missing word and the missing word e.g. (i) 27 March.

THE FIRST DEMOCRATIC ELECTIONS IN SOUTH AFRICA

The first democratic general elections were held in South Africa between on (i) ----- 1994. The elections were the first in which citizens of all races were allowed to take part, and were therefore also the first held with universal suffrage. The election was conducted under the direction of the (ii) -----, and marked the culmination of the process that ended apartheid. Millions queued in lines over a four-day voting period. Altogether, 19,726,579 votes were counted, and 193,081 were rejected as invalid. As widely expected, the (iii) -----, whose slate incorporated the labour confederation COSATU and the South African Communist Party, won a sweeping victory, taking (iv) ----- percent of the vote, just short of the two-thirds majority required to unilaterally amend the Interim Constitution. This led to the election of (v) ----- as the first president of a democratic South Africa.

9.5 Short answer questions

These are questions which require learners to construct a response. Here learners are required to be concise, to-the-point and focused. The National Senior Certificate Examiners use short answer questions to check the understanding of concepts. As the name suggests (SHORT ANSWER QUESTIONS), they require a concise and focused response from learners. The answer can be a definition or a judgement or a fact or a reason, or an opinion etc. A short question can be source based (graph or table, or picture or an extract etc).

9.5.1 Example of a short answer question

This example question is adapted from a November 2022 Agricultural Management Practices paper. The Examiner starts by giving background to the issue and ask a short question from the learner.

"A farmer wants to expand his/her existing production enterprise by adding a processing plant. The farmer will start this as a small business and if it is successful, she would like to grow this project into a large business".

Question: Suggest one thing that the farmer can do to acquire practical experience that would give the project a better chance of succeeding (2).

NOTE: This question requires a short suggestion. There is no discussion and marks indicate that the answer must be short.

9.5.2 The challenge with short questions

The main challenge in these questions is that learners tend to write too much and some of them end up giving answers which are not required. Another important thing about the short answer question is that they want learners to apply their knowledge to answer the question. In our example the examiner assumes that you have been taught about ways in which a new farming project can be started. They need to apply that knowledge in the context of plan processing. You must avoid the temptation of writing more than required in these questions and must be guided by marks.

9.6 Paragraph questions

In paragraph questions the Examiner expects the you to respond in a paragraph. The main difference between a paragraph and an essay is that the paragraph answer consists of few sentences (5-10) and it does not need an introduction and a conclusion. In a paragraph answer you must go straight to the answer. It is recommended that a paragraph must be 5 sentences (minimum) to 10 sentences (maximum). Sometimes learners wrongly write paragraphs which are too long and waste time which must be used for other questions. Sometimes Examiners assist by giving the number of words that the required paragraph must have e.g. 100 – 200 words. This means that a response to a paragraph question must be "straight to the point". There is no time for information which does not answer the question.

9.6.1 Example: "paragraph" question

This question was adapted from a November 2021 History Paper 2. The Examiner based a question on a given source.

Question: using the information in the relevant sources and your own knowledge, write a paragraph of 8 lines-10 lines (about 80-100 words) explaining how the united democratic front (UDF) responded to the apartheid reforms introduced by P.W. Botha in 1983 (10).

The most important skills required in a paragraph question is that of "Summarising". If you look at this question, it is clear that the information about the response of the United Democratic Front to the Apartheid Reforms introduced is more than a paragraph but the candidate must summarise it in 8lines -10 lines. It is not good to write the whole page when the Examiner wants a paragraph. If the learner writes the whole page, then time for answering other questions will be wasted.

9.7 Source based questions

Source based are questions on a source of information. The answers to these questions are found from the given source or material. Source based questions usually require learners to define, quote, suggest, list etc. In the NSC Examinations common sources are tables or charts, graphs (bar graphs and line graphs) pie charts, extracts and pictures. The following discussion unpacks the various types of questions. It is very important that Learners understand these sources before the start of the 2024 NSC examinations. There are four common steps for answering all source-based questions. However, they differ in terms of the sources and what the Examiners want you to do.

9.7.1 Method of answering source-based questions

STEP 1: Read the given source carefully and identify its main points or contents or message of aspect of life or aspect of the subject.

STEP 2: Create your own interpretation of the source and link it to a particular part of what you have studied.

STEP 3: Read the questions based on the given source carefully linking them to what you noted when you were reading the source.

STEP 4: Start answering the questions using evidence from the given source. Where possible cite the words from the source.

STEP 5: Check and confirm your answers against the given source. You do this by reading your answer again.

Please note: In most cases the source-based questions range from lower to higher cognitive demand. The following discussion will focus on questions asked from various sources such as tables, graphs, charts, pictures, extracts etc.

9.7.2 Questions based on a "table or chart"

Some of the questions in the National Senior Certificate examination are based on tables. Tables are a common for presenting large amounts of information in a short form so that it can be easily understood. You must be trained so that they can interpret any table. When examiners ask questions based on tables, they want you to apply knowledge. A table has a TITLE, HEADERS, ROWS and COLUMNS as will be shown. The skill of answering source-based questions is necessary because Examiners have mentioned that many learners fail to respond to questions based on tables.

The TITLE helps the learner to know what information is contained in the table. In the National Senior Certificate Examination, the title is related to the work that has been studied. The title is part of the curriculum and it directly or indirectly tests what is in the subject. In our example the



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title is POPULATION OF SOUTH AFRICA. The COLUMNS are used to arrange information that is being shown vertically. They run from top to bottom. In our example above, the columns show the province, its population and its percentage of the population. A table can have two or three columns depending on the information which the Examiner wants to show.

| POPULATION OF SOUTH AFRICA 2022 | | |
|---------------------------------|------------|--------------|
| PROVINCE | POPULATION | % POPULATION |
| EASTERN CAPE | 6 676 691 | 11,4 |
| FREE STATE | 1 308 734 | 2,2 |
| GAUTENG | 16 098 571 | 27,5 |
| KWAZULU NATAL | 11 538 325 | 19,7 |
| LIMPOPO | 5 941 439 | 10,2 |
| MPUMALANGA | 4 220 497 | 7,2 |
| NORTH WEST | 4 186 984 | 7,2 |
| NORTHERN CAPE | 1 306 227 | 2,2 |
| WESTERN CAPE | 7 211 142 | 12,3 |
| TOTAL | 51 277 468 | 100 |

The HEADER/HEADING appear in columns and they specify what each column contains. Headings show the information which the Examiners wants to use to ask questions. In our example the headings are PROVINCE, POPULATION and % POPULATION. The ROWS of a table are used to arrange information that is being shown horizontally. Rows arrange information from left to right in most cases. They are used to bifurcate (divide into cells) information. In our example there are 9 rows under each header. Each row shows the province, its population and percentage of its population in South Africa.

9.7.2.1 Method of answering a "table-based question"

STEP 1: Quickly read the table (title, columns, headers and values). The title is very important because it gives an idea of what the table is about.

STEP 2: Check the values of the headers before starting to answer the questions.

STEP 3: Read each question and then identify the information from the table which will help you to answer the questions.

STEP 4: Go to the next question and do the same as you have done in step 3 until you finish answer.

Always check your answer to make sure that it is accurate and complete. This is very important because the question involves the use of numbers. In most cases learners write wrong numbers and base their answer in them. Once wrong numbers are used, the candidates lose marks.

9.7.2.2 Example of a Table based question

Carefully study the table below showing the POPULATION AND LAND AREA OF SOUTH AFRICA IN 2022 and answer the questions that follow.

| POPULATION AND LAND SIZE OF SOUTH AFRICA | | | | |
|--|-----------------|--------------|------------------------|-------------|
| PROVINCES | POPULATION SIZE | % POPULATION | LAND SIZE (KM squares) | % LAND AREA |
| EASTERN CAPE | 6 702 346 | 11,10% | 168 966 | 13,80% |
| FREE STATE | 2 939 579 | 4,80% | 129 825 | 10,60% |
| GAUTENG | 16 092 474 | 26,50% | 18 178 | 1,50% |
| KWAZULU NATAL | 11 541 670 | 19,00% | 94 361 | 7,70% |
| LIMPOPO | 5 911 362 | 9,80% | 125 755 | 10,30% |
| MPUMALANGA | 4 755 159 | 7,80% | 79 495 | 6,50% |
| NORTH WEST | 4 132 915 | 6,80% | 104 882 | 8,60% |
| NORTHERN CAPE | 1 306 227 | 2,20% | 372 889 | 30,50% |
| WESTERN CAPE | 7 243 208 | 11,90% | 129 825 | 10,60% |
| SOUTH AFRICA | 60 624 940 | 100% | 1 224 176 | 100% |

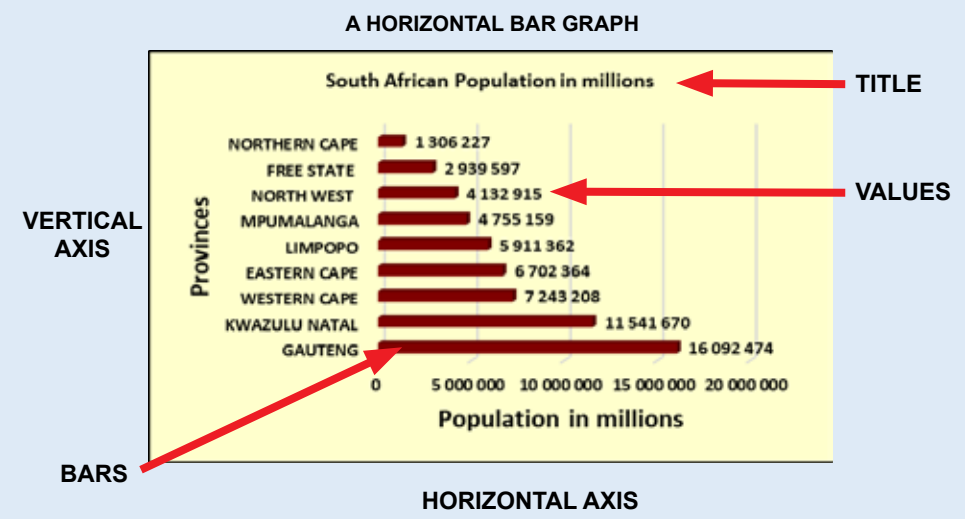
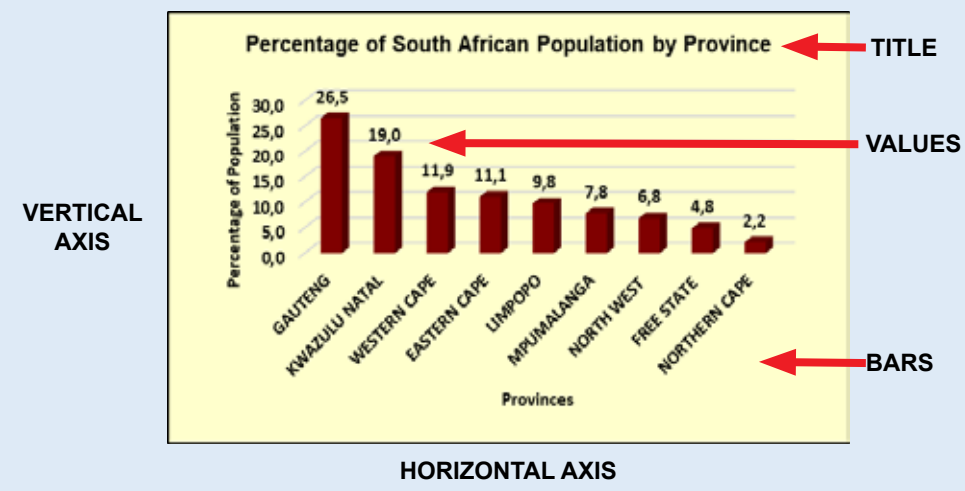
- (i) What was the population of South Africa in 2022? (1)
- (ii) Which province had the lowest population percentage? (1)
- (iii) List five factors responsible for the low population numbers in the province mentioned in (ii) above. (5)
- (iv) KwaZulu Natal and Gauteng have lower land areas and highest population sizes. In a paragraph (10-15 lines) explain for this. (10)
- (v) Gauteng will soon reach a stage of overpopulation. List three solutions that South Africa can use to avoid this possible problem. (6)

9.7.3. Questions based on bar graphs

Sometimes National Senior Certificate Examiners ask questions based on a bar graph. A bar graph is used to present data by categories of BARS hence the name "BAR GRAPH". Bar graphs are also used to show comparison between certain things and there are two types. The first one is called a vertical bar graph. This is a bar graph in which the "bars" are plotted vertically along the vertical axis (Y-axis). The second type is called a horizontal bar graph. This is a bar graph in which the "bars" are plotted horizontally along the vertical axis (X-axis). The characteristics of the horizontal bar graph are the same as those of a vertical bar graph. The main difference is that the "bars" are presented in horizontally.

9.7.3.1 Anatomy of a Bar Graph

A bar graph has a TITLE which shows what the bar graph is about. The title is very important because it tells the learner the part of work that the Examiner is testing. The bar graph has BARS which represent information. Each bar has a value written in numbers or percentages or any other unit of measurement. The bar graph has VALUES which are shown by numbers and bars. The higher the value, the higher the bar. The lower the value, the lower the bar. The bar graph has a HORIZONTAL AXIS which represent information in a horizontal line. The bar graph has a VERTICAL AXIS which represent information in a vertical line. Bar graphs can be used in all the content subjects of the National Curriculum Statement.



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9.7.3.2 Method of answering questions-based a bar graph

STEP 1: Identify the title of the bar graph to know the part of the content which is being tested. In other words, the title will tell what the graph is about.

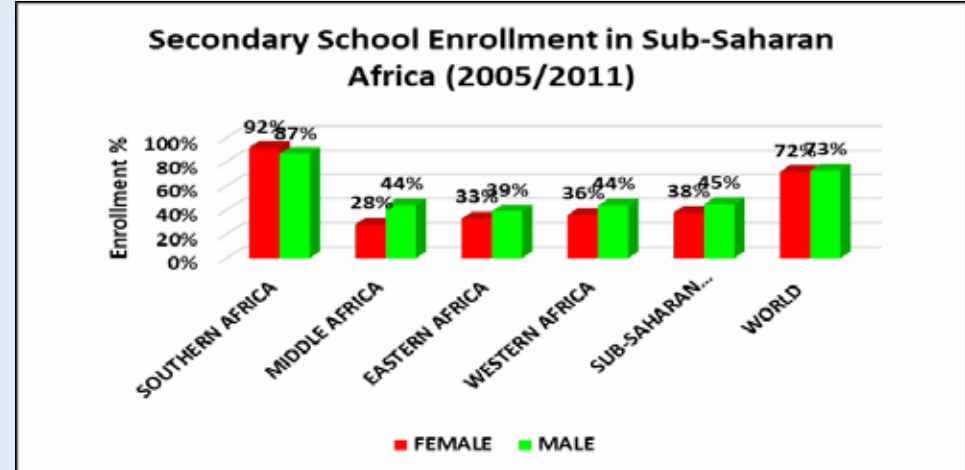
STEP 2: Read the vertical and horizontal axis to know what each represent. This is important so that you can use information from the vertical axis and the horizontal axis to answer the questions.

STEP 3: Quickly read the values. Look at the height of each bar because it represents the value of data point that it represents. In other words, you must understand the relationship between the vertical and horizontal scales.

STEP 4: Now that you understand the graph on which the questions are based, you can answer the questions.

9.7.3.3 Example of a "bar graph-based question"

Study the bar graph below showing the Secondary School Enrolment in Sub-Saharan Africa (2005/2011) and answer the questions which follow.



- (i) Which region had the highest enrolment in secondary schools? (1)
- (ii) List three possible reasons for the highest secondary school enrolment in the region that you mentioned in your answer in (i) above. (6)
- (iii) Which region had the lowest enrolment in secondary schools? (1)
- (iv) List three possible reasons for the lowest secondary school enrolment in the region that you mentioned in your answer in (iii) above (6)
- (v) Which region is likely to export skills to other regions? (1)
- (vi) Give two reasons for your answer in (v) above. (4).
- (vii) How can the South African government do to improve women participation in the main stream economy (5)

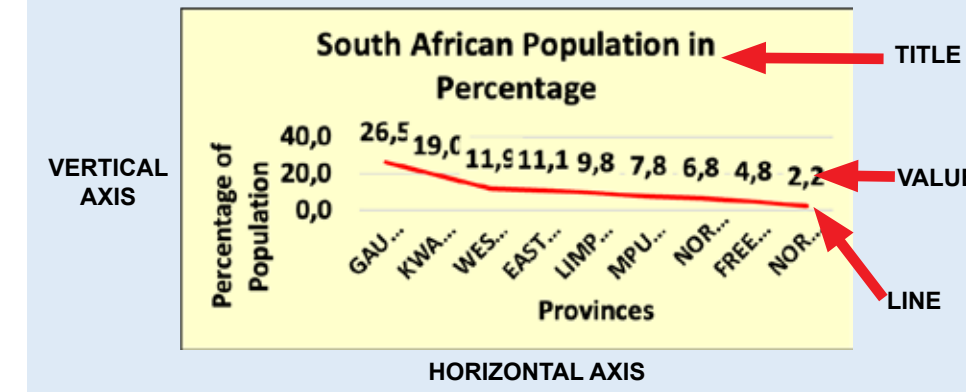
9.7.4 Questions based on a line graph

The line graph has a TITLE which tells you what the graph is about. This is important because you quickly know which part of your work is being tested. The line graph has VERTICAL AXIS which gives information about one of the variables. In this example it shows percentage of population. It also has the HORIZONTAL AXIS which shows the dependent variable. In this example it shows the provinces. As the name suggests the graph shows values in the form of a line (in this example it's a red line). The VALUES are numbers on the line of the graph. Although there are many forms



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of line graphs, the Examiners of the NSC usually (not always) use a simple graph like the one shown in the example.



9.7.4.1 Method of answering a line graph-based question

STEP 1: Identify the title of the line graph so that you know the part of the content that is being tested. In other words, the title will tell you what the line graph is about.

STEP 2: Read the vertical and horizontal axis so that you know what each represent. This is important because you must be able to use information from the vertical axis and the horizontal axis to answer the questions. In fact, your answers come from the vertical and horizontal axis.

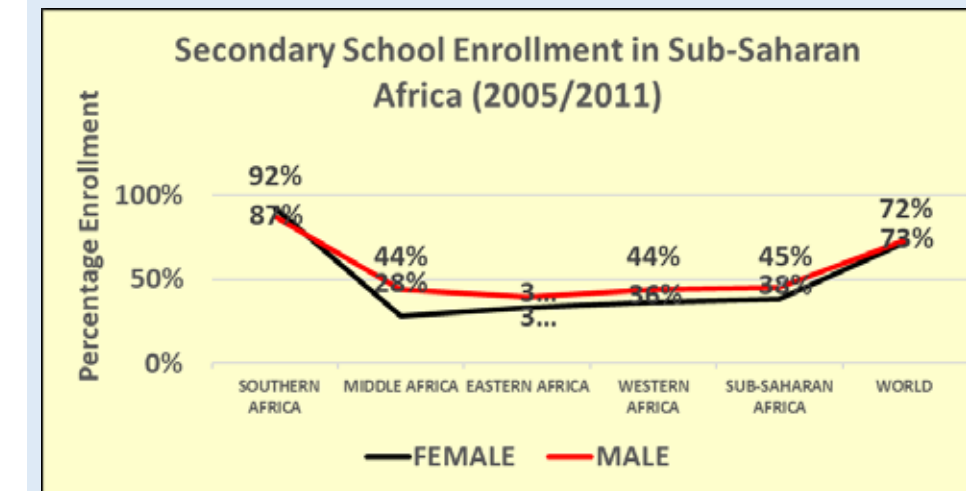
STEP 3: Quickly read the values. Look at the position of the line above the horizontal axis. THE HIGHER THE POSITION OF THE LINE, THE HIGHER THE VALUES. This assists you to answer the questions quicker and accurately. In other words, understand the relationship between the vertical and horizontal scales.

STEP 4: Now that you understand the graph on which the questions are based, you can answer the questions.

Please note: In questions where you are expected to use numbers (values) from the line graph in your answer, you must be accurate in taking numbers from the graph to your answer book. If you make a mistake in writing numbers from the graph, your answer will be incorrect.

9.7.4.2 Example of a line-graph based question

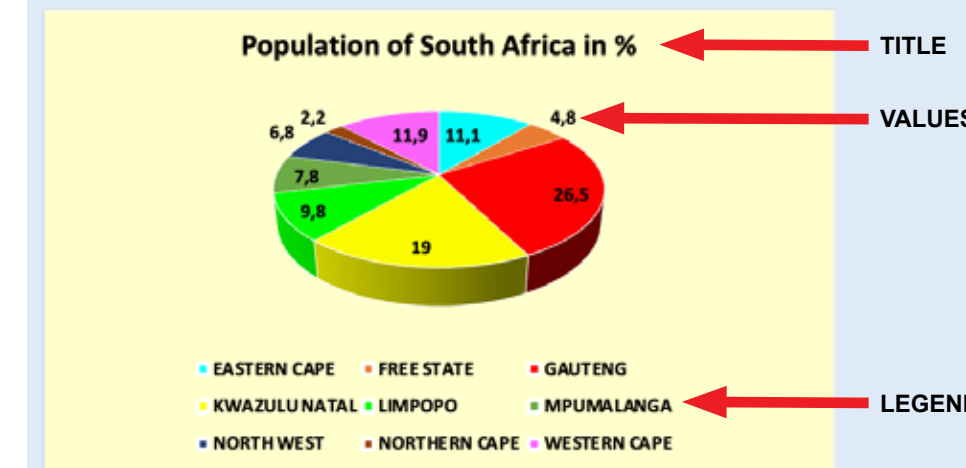
Study the line graph below showing the Secondary School Enrolment in Sub-Saharan Africa (2005/2011) and answer the questions which follow.



- (i) Which gender had the highest percentage enrolment in secondary schools in the world? (1)
- (ii) Which region had the highest percentage enrolment males and females in the world? (1)
- (iii) Which of the regions has less obstacles against the education of girls? (1)
- (iv) Give a reason (from the line graph), to support your answer in (iii) above. (3)
- (v) Name three other strategies which the world can use to increase the percentage of secondary school enrolment for girl children? (6)

9.7.5 Questions based on a pie chart

Sometimes the Examiners in the National Senior Certificate Examination use "Pie Chart" or "Pie Graph" as a source of questions. The pie chart consists of a CIRCLE or PIE" which represent information. Normally pie charts are used to present proportions of various things. Pie charts can show information in percentage, numbers, rands etc. depending on what the compiler wants to show. A pie chart contains three parts. The first one is a HEADING which shows the subject or topic being represented in the chart. The second one is the LEGEND/KEY which shows the distribution of colors i.e. what each color represents. The VALUES are the last one. It shows what colors represent.



9.7.5.1 Method of answering questions based on a pie chart

STEP 1: The first step is to identify and read the title of the pie chart because it tells you what the chart is about. It tells you which aspect of your work the question is testing.

STEP 2: Identify the values of the pie chart because they tell you what each slice of the pie

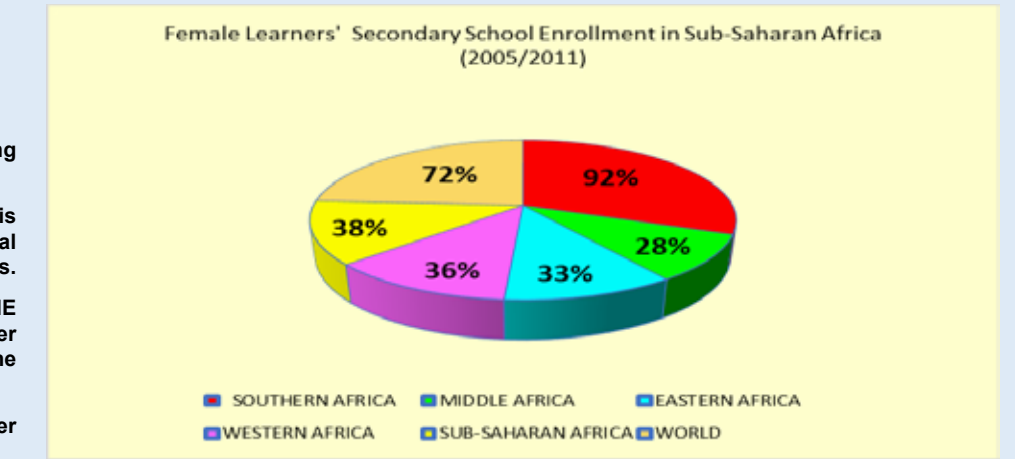
represents. In our example the values are shown in percentage. However, there is no symbol of percentage. The reason for this is that the title of the pie chart has already stated that the population is given in percentages. This is one of the reasons for you to understand the title of the pie chart so that you answer the questions using the correct unit of expression.

STEP 3: Now that you have an understanding of the pie chart, you can read the questions and start answering.

PLEASE NOTE: You must Always check the numbers which you used to answer the questions. If the information is shown in percentage, then you must answer in percentage. If the information is shown in rands you must answer in rands etc. This is very important because the question involves the use of numbers. In most cases learners write wrong numbers when they answer questions.

9.7.5.2 Example of a Pie Chart based question

Study the pie chart below showing the Female Learners' Secondary School Enrolment in Sub-Saharan Africa (2005/2011) and answer the questions which follow.



- a) Why is education important for females in Africa?
- b) Which region was leading in the secondary school enrolment for female learners? (1)
- c) Which region has the lowest percentage of secondary school female learners? (1)
- d) List three possible reasons which are likely to contribute to the low enrolment of female learners in secondary schools at the region you mentioned in (c) above? (6)
- e) List three measures that can be taken to improve the enrolment of female learners in secondary schools at the region you mentioned in (c) above.? (6)

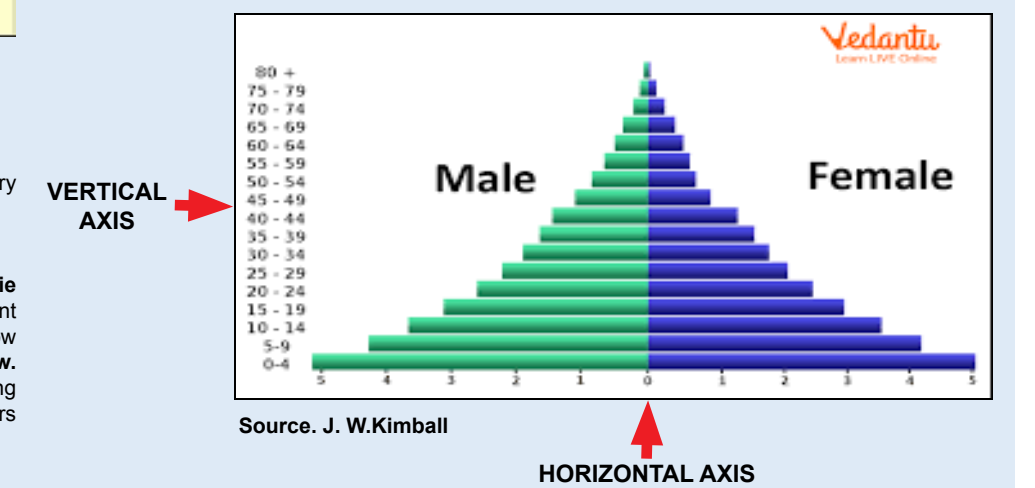
9.7.6 Questions based on the age-sex pyramid

Sometimes Examiners in the NSC examination use an AGE-SEX PYRAMID or a POPULATION PYRAMID or an AGE STRUCTURE or a POPULATION AGE-SEX DISTRIBUTION when asking questions. An age-sex pyramid is a graph which shows the numbers or percentages of males and females in each age group of the population.

The pyramid is divided into two halves i.e. the MALE HALF and the FEMALE HALF. It also consists of BARS which represent each age group. The youngest age is at the bottom and the oldest age is at the top. The width of each bar represents the number or the percentage of people in a particular age group.

If the base of the pyramid is very wide, it means that the "Birth Rate" of the population is high. If the top of the population is wide, it means that the "Life Expectancy" of the population is high. In some cases, the Examiners will ask questions based on two age-sex pyramids.

An age sex pyramid has a vertical axis and a horizontal axis. The vertical axis shows the AGE GROUPS. The horizontal axis shows the POPULATION NUMBERS or POPULATION PERCENTAGES. An age sex pyramid of a developed country is different from that of a developing country.



9.7.6.1 Answering age-sex pyramid-based questions

STEP 1: Identify the title of the pyramid so that you know the part of the content that is being tested. In other words, the title will tell you what the graph is about.

STEP 2: Read the vertical and horizontal axis so that you know what each represent. This is important because you must be able to use information from the vertical axis and the horizontal axis to answer the questions.

STEP 3: Quickly read the values. Look at the width of each bar because it represents the number or percentage that it represents. Therefore, the values assist you to answer the questions. In other words, understand the relationship between the vertical and horizontal scales.

PLEASE NOTE: in questions where you are expected to use numbers from the pyramid in your answer, be accurate in taking them (numbers) from the graph. If you make a mistake in writing numbers from the graph, your answer will be incorrect.

9.7.6.2 An example of a question based on a pyramid

Study the two age-sex pyramids below showing the population structures of France and India and answer the questions that follow:

For more information, visit:
<https://insideeducation.co.za>

Sports

Sports at school level essential, says Gauteng Education MEC

JOHNATHAN PAOLI

Matome Chiloane, the Gauteng MEC for Education and Sport, Arts, Culture and Recreation, says playing sports at schools ensures would-be professional players get a head start at the dawn of their careers.

“It ensures young players perform at a high level, which is crucial for reaching their potential early on in their development,” the MEC said.

The 2024 Gauteng Schools Wednesday Champions League wrapped up thrillingly at the Muckleneuk Sports Grounds in Mamelodi, with Clapham High School and Jabulile Secondary School successfully defending their crowns in

boys’ and girls’ football.

Chiloane praised the defending champions and the programme, emphasising its potential for developing young athletes.

“This is an ambitious programme by the province focused on enhancing the development of school sports in Gauteng,” he said.

Chiloane said the impressive turnout reflected the growing interest and engagement in school sports across Gauteng.

Clapham High School showcased its prowess on the field, retaining its title amidst stiff competition. Jabulile Secondary School continued its dominance in girls’ football, proving once again why it is a force to be reckoned with in the league.

This year’s tournament introduced



Sport is vital: Matome Chiloane, the Gauteng MEC for Education and Sport, Arts, Culture and Recreation, says there is a growing interest and engagement in school sports across the province.

netball and volleyball leagues, adding new excitement to the event.

The standout winners in these categories included Moletsane High School from Soweto, which triumphed in netball, and Mphilisweni High School from Katlehong, which took the title in boys’ volleyball.

Lukhanyo High School in

Mohlakeng won the girls’ volleyball competition, marking a successful year for these schools.

Each winning team will receive R50,000 worth of sporting equipment and clothing to acknowledge their hard work and commitment throughout the tournament.

Forty-four school teams partic-

ipated in the Champions League, which began in August and consisted of four rounds.

The tournament’s success underscores the vital role of sports in fostering teamwork, discipline, and physical fitness among students, paving the way for a bright future in school athletics in the province.



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