

**Visual Arts**

**Upper Secondary  
Syllabus**



Papua New Guinea  
Department of Education

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## **Acknowledgements**

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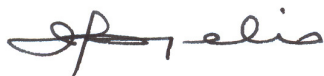
## Secretary's message

This Visual Arts syllabus is to be used by teachers to teach Upper Secondary students (Grades 11 and 12) throughout Papua New Guinea. This syllabus builds upon concepts, skills and attitudes learnt in Lower Secondary and provides a sound foundation for further learning.

The Upper Secondary Visual Arts Syllabus contributes to integral human development as it is based on the students' physical environments, societies and cultures. It links to the National Education Plan's vision, which is that secondary education will enable students to achieve their individual potential to lead productive lives as members of the local, national and international communities.

Society is coming to an increasing awareness that involvement with the arts is an integral and essential component of education. Such involvement encourages the development of understanding and skills required in order to not only survive, but excel, in our rapidly changing society. Education that includes the arts helps to develop people who are resilient, creative, versatile and self-assured.

I commend and approve this syllabus as the official curriculum for Visual Arts to be used in all schools with Grades 11 and 12 students throughout Papua New Guinea.



**DR JOSEPH PAGELIO**

Secretary for Education

## Introduction

This syllabus is based on the curriculum principles from the National Curriculum Statement. It has been designed using learning outcomes that identify the knowledge, skills, attitudes and values that all students achieve or demonstrate by the end of Grade 12. It is linked to the national curriculum learning area Culture and Community and builds on the knowledge and skills students have learnt since elementary grades.

| <b>Lower Secondary Arts Strands</b>  | <b>Lower Secondary Arts Units</b>   | <b>Upper Secondary Visual Arts Strands</b>   | <b>Upper Secondary Visual Arts Units</b>   |
|--|---|--|--|
| Arts appreciation<br>Skills development<br>Expressive communication<br>Making a living | Visual Arts 1<br>Performing Arts 1<br>Visual Arts 2<br>Performing Arts 2<br>Visual Arts 3<br>Performing Arts 3<br>Integrated Arts | Expressive communication<br>Skills development<br>Arts appreciation<br>Managing art projects | Introduction to the Art Room<br>Art Appreciation<br>Principles and Elements of Design<br>Representational and Non-representational Art<br>Fine and Applied Arts<br>Visual Communication in Context<br>Designing to a Brief<br>Managing a Small Art Project<br>Presentation |

Visual Arts is a specialised subject that requires a good level of English. Students need to be skilled in drawing and designing, and enjoy Visual Arts.

Assessment is an important component of teaching for learning and is integrated into the learning and teaching activities of Visual Arts. Continuous assessment in Visual Arts provides feedback to students and the teacher on students' progress towards achievement of the learning outcomes. It helps students improve their standards of achievement by knowing what they need to do well and where they need to improve. In Visual Arts, teachers gather evidence from students' work during the course of the term and use those continuous assessments to improve their teaching and students' learning.

This syllabus is designed to provide students with practical and creative opportunities to acquire skills, knowledge, understanding and experience at the highest level of complexity in the arts. Through a practical and theoretical study of Visual Arts, students learn to express themselves in varied and original ways. They acquire new skills, learn specialised techniques and also have opportunities to engage in creative decision-making processes. They examine impacts of new technologies and techniques in their chosen field of specialisation and consider these in the context of the contemporary arts.

Students become familiar with current trends in art and see their own work in relation to local, national and international cultural contexts. Art-making techniques are developed to advanced levels in the preferred medium to facilitate expression of ideas. Students are expected to develop research skills to achieve the syllabus requirements. They need to be highly motivated and resourceful to produce a body of work that demonstrates a cohesive

development of ideas and techniques. The opportunity to specialise in several Visual Arts disciplines gives students a broader knowledge of the subject area, and allows schools to focus on particular disciplines.

Visual Arts is to be timetabled for 240–250 minutes per week in Grades 11 and 12.

## Rationale

Art is a vehicle to express and communicate feelings, opinions, beliefs, thoughts, concepts and values. The visual arts play a vital role in society. Along with the other arts, visual arts explore, record and promote environmental, social and cultural traditions. Being a part of the international community, Papua New Guinea is both influenced and challenged by the world at large.

Through this syllabus, students are provided with opportunities to keep abreast of current trends and changes. It provides them with opportunities to develop their innate talents and skills and unlock their creativity and imagination through producing various forms of art, craft and design.

Visual Arts enables students to plan, solve problems, experiment and apply skills in a range of visual media. The research and analysis aspect of the subject involves perceiving arts in historical and contemporary contexts. Students are involved in conceiving ideas, making decisions, choosing, researching, organising and evaluating, thus developing skills in critical thinking and writing.

The subject is designed to challenge and cultivate the students' mental creativity and assist them to develop skills and prepare them for life after school, either at home or in further education. Visual Arts supports and encourages students to live useful and productive lives.

## Aims

Visual Arts aims to enable students to:

1. be creative and innovative and develop critical minds and attitudes
2. acquire techniques and skills in the effective use of materials and equipment
3. explore, expose and unlock individual abilities and talents
4. research, analyse, understand and appreciate the trends in traditional, contemporary and western art
5. understand and appreciate the role of visual arts in society
6. explore career paths for making a living from art
7. show critical and aesthetic appreciation through the ability to perceive, understand and express concepts and feelings.



## Strands

The study of Visual Arts in Upper Secondary is described in the following strands:

- 'Expressive communication'
- 'Skills development'
- 'Art appreciation'
- 'Managing art projects'

### **Expressive communication**

Students understand and expand on the potential of the visual arts to communicate concepts and emotions and explore social issues. Through expressive communication, students further investigate the use of visual arts in the recording and understanding of the environment and culture.

### **Skills development**

Skills development introduces and exposes students to the art mediums, instruments and skills used in the production of art forms. This strand provides opportunities for students to plan, organise and experiment with visual art skills to create and produce works of art.

### **Art appreciation**

Art appreciation focuses on the development of perceptual and analytical skills to respond to works of art. The emphasis is on reflection and evaluation of visual arts processes, forms and products; and on understanding how these can have meaning within a particular social and cultural context.

### **Managing art projects**

This strand focuses on the demonstration of knowledge, skills, attitudes and values acquired by studying the diverse functions and roles of visual arts. This involves the planning, selection, management and presentation of professionally executed art work.

## Learning outcomes

Visual Arts learning outcomes identify the knowledge, skills, attitudes and values all students achieve or demonstrate at the end of Grade 12. The learning outcomes for Visual Arts are listed below.

Students can:

1. apply techniques and skills in using art equipment in creating visual art forms
2. describe art concepts and approaches
3. plan, organise and create art works
4. research, analyse, evaluate and compare local and international art forms
5. demonstrate understanding of the influence of cultural and historical factors on visual arts
6. show critical and aesthetic appreciation of art works, forms and styles
7. display, promote and market art works
8. demonstrate an understanding of the art environment and art projects.

| Learning outcomes mapped against units  |       |      |      |      |      |      |      |      |      |
|---|-------|------|------|------|------|------|------|------|------|
| Learning outcomes   | Units |      |      |      |      |      |      |      |      |
|   | 11.1  | 11.2 | 11.3 | 11.4 | 12.1 | 12.2 | 12.3 | 12.4 | 12.5 |
| 1. Apply techniques and skills in using art equipment in creating visual art forms              |       |      | ✓    | ✓    | ✓    |      | ✓    |      |      |
| 2. Describe art concepts and approaches   |       |      |      |      | ✓    |      | ✓    |      |      |
| 3. Plan, organise and create art works  |       |      |      | ✓    | ✓    |      | ✓    |      |      |
| 4. Research, analyse, evaluate and compare local and international art forms                    |       | ✓    |      |      |      | ✓    |      |      |      |
| 5. Demonstrate understanding of the influence of cultural and historical factors on visual arts |       | ✓    |      |      |      | ✓    |      |      |      |
| 6. Show critical and aesthetic appreciation of art works, forms and styles                      |       |      |      |      |      | ✓    |      |      |      |
| 7. Display, promote and market art works  |       |      |      |      |      |      |      |      | ✓    |
| 8. Demonstrate an understanding of the art environment and art projects                         | ✓     |      |      |      |      |      |      | ✓    |      |

## Unit sequence and content

| Grade 11 units   | Grade 12 units  |
|--|---|
| <p><b>11.1 Introduction to the Art Room</b><br/><i>2 weeks</i></p> <ul style="list-style-type: none"> <li>• Rules and practices of the Visual Arts classroom</li> <li>• Management of equipment and materials</li> <li>• Health and safety</li> </ul> <p><b>11.2 Art Appreciation</b><br/><i>8 weeks</i></p> <ul style="list-style-type: none"> <li>• Papua New Guinean traditional and contemporary art</li> <li>• Art from other parts of the world</li> </ul> <p><b>11.3 Principles and Elements of Design</b><br/><i>10 weeks</i></p> <ul style="list-style-type: none"> <li>• Instrumental and freehand drawing</li> <li>• Design elements and principles</li> <li>• Narration and rendering</li> <li>• Design process</li> </ul> <p><b>11.4 Representational and Non-representational Art</b><br/><i>10 weeks</i></p> <ul style="list-style-type: none"> <li>• Representing and communicating form</li> <li>• Developing imagery</li> <li>• Developing visual communication solutions</li> </ul> | <p><b>12.1 Fine and Applied Arts</b><br/><i>10 weeks</i></p> <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Painting</li> <li>• Print making</li> <li>• Three-dimensional art</li> <li>• Colour</li> <li>• Composition</li> <li>• Creating the illusion of space and depth</li> <li>• Mixed media</li> <li>• Painting techniques</li> <li>• Creative and expressive painting: Painting styles and movements</li> </ul> <p><b>12.2 Visual Communication in Context</b><br/><i>10 weeks</i></p> <ul style="list-style-type: none"> <li>• Visual communication</li> <li>• Visual communication design</li> <li>• Visual communication analysis</li> <li>• Professional practice in visual communication</li> </ul> <p><b>12.3 Designing to a Brief</b><br/><i>10 weeks</i></p> <ul style="list-style-type: none"> <li>• The brief</li> <li>• Developmental work</li> <li>• Presentation</li> </ul> <p><b>12.4 Managing a Small Art Project</b><br/><i>10 weeks</i></p> <ul style="list-style-type: none"> <li>• Single-entry book-keeping</li> <li>• Marketing and promotion strategies</li> <li>• Project management</li> </ul> <p><b>12.5 Presentation</b><br/><i>4 weeks</i></p> <ul style="list-style-type: none"> <li>• Mounting</li> <li>• Construction of portfolio</li> <li>• Exhibition</li> </ul> |

## Grade 11 units

### 11.1 Introduction to the Art Room

2 weeks (ongoing throughout the year)

This unit focuses on the Visual Arts classroom environment and effective and safe use of visual arts equipment and materials.

#### Learning outcomes

Students can:

8. demonstrate an understanding of the art environment and art projects.

#### To achieve the learning outcomes, students:

- demonstrate understanding of art classroom rules and procedures
- demonstrate equipment and materials management practices
- demonstrate understanding of health and safety practices.

#### Content

Students acquire knowledge and skills through the learning and teaching of this content.

#### Rules and practices of the Visual Arts classroom

- discuss and develop the rules for the art room

#### Management of equipment and materials

- identify and understand the use of materials and equipment
- maintenance of equipment

#### Health and safety

- understand safety issues about each item of equipment used in visual arts

## 11.2 Art Appreciation

8 weeks

In this unit, students are introduced to Papua New Guinean traditional and contemporary art and art from other parts of the world.

### Learning outcomes

Students can:

4. research, analyse, evaluate and compare local and international art forms
5. demonstrate understanding of the influence of cultural and historical factors on visual arts.

### To achieve the learning outcomes, students:

- investigate and develop an understanding of the role of visual arts in Papua New Guinea and other parts of the world
- identify and categorise the significance of colour and using materials
- produce a replica of a local visual art form.

### Content

Students acquire knowledge and skills through the learning and teaching of this content.

#### Papua New Guinean traditional and contemporary art

- contemporary art and artists
- indigenous art forms
- Momase art
- Highlands art
- New Guinea Islands art
- Southern Region art

#### Art from other parts of the world

- Oceanic arts
- Oriental arts
  - Japanese arts
  - Chinese arts
  - Indian arts
- African arts

## 11.3 Principles and Elements of Design

10 weeks

In this unit, students develop an understanding of instrumental drawing methods and freehand drawing, including drawing from direct observation. Students develop skills in using drawing methods, design elements and principles for information and communications technology. The unit also introduces students to the vast diversity of visual communication and the role of the design process in visual communication production.

### Learning outcomes

Students can:

1. apply techniques and skills in using art equipment in creating visual art forms.

#### To achieve the learning outcomes, students:

- draw using paraline drawing systems
- apply electronic drawing technologies
- create art using linear drawing skills.

### Content

Students acquire knowledge and skills through the learning and teaching of this content.

#### Instrumental and freehand drawing

- paraline drawing systems, including isometric, oblique, planometric and third angle orthogonal projections
- manual or electronic use of drawing equipment to produce isometric, oblique, planometric and third angle orthogonal projections
- appropriate labelling methods to conventional and generally accepted practices
- drawing methods, including manual and electronic drawing techniques

#### Design elements and principles

- design elements, including points, line, shape, form, texture, tone and colour
- design principles, including space, selection, movement, rhythm, contrast, balance, proportion, composition and harmony
- use of design elements and principles to produce visual communications for an intended purpose

#### Narration and rendering

- narration and paraline perspective
- mediums used in drawing and rendering

- rendering techniques
- proportion and composition

**Design process**

- methods of organising and gathering information
- purpose of production
- identifying suitable materials for art production
- effective use of elements and principles of design in the production of visual communication
- methods of testing and evaluating ideas and concepts
- the cyclical nature of the design process

## 11.4 Representational and Non-representational Art

10 weeks

In this unit, students develop and refine practically their abilities and skills. They become more aware of how the design process facilitates exploration and experimentation and how information and ideas are communicated.

### Learning outcomes

Students can:

1. apply techniques and skills in using art equipment in creating visual art forms
3. plan, organise and create art works.

#### To achieve the learning outcomes, students:

- apply methods to communicate form
- use design to solve communication problems
- convert two-dimensional orthogonal views into three-dimensional views and vice versa.

### Content

Students acquire knowledge and skills through the learning and teaching of this content.

#### Representing and communicating form

- methods of communicating form
- use of scales, dimensions and labels
- representing circles and ellipses in paraline drawings
- convert 2-D orthogonal views into 3-D views and vice versa

#### Developing imagery

- use of art creation methods to communicate form
- one and two-point perspective art
- rendering following light and shadow
- rendering to show surface material and texture

#### Developing visual communication solutions

- visual communication solution relating to specified audience and context
- freehand drawing; generating electronic images, such as photographs and photocopies, to develop a visual communication solution
- materials, methods, media and design elements and principles to explore a possible visual communication solution
- refinement of visual communication solutions



## Grade 12 units

### 12.1 Fine and Applied Arts

10 weeks

In this unit, students focus mainly on painting. The unit gives students an opportunity to experiment and develop various skills and knowledge about painting.

#### Learning outcomes

Students can:

1. apply techniques and skills in using art equipment in creating visual art forms
2. describe art concepts and approaches
3. plan, organise and create art works.

#### To achieve the learning outcomes, students:

- paint images using different painting techniques
- mix colours and apply paints appropriately
- create and compose images for painting
- create the illusion of space and depth in their painting
- create mixed-media art.

#### Content

Students acquire knowledge and skills through the learning and teaching of this content.

##### Drawing

- introduction to drawing
- development of drawing

##### Painting

- types of mediums
- painting equipment
- painting techniques

##### Print making

- introduction to print making
- print making techniques
- development of print making

### **Three-dimensional art**

- introduction to three-dimensional art
- three-dimensional techniques
- development of three-dimensional art

### **Colour**

- introduction to colour
- primary, secondary and tertiary colours
- tonal gradation
- monochromatic painting
- colour interpretation

### **Composition**

- composition rules
- compositional structure

### **Creating the illusion of space and depth**

- creating depth in the painting

### **Mixed media**

- how to make mixed-media art
- relating materials and concepts

### **Painting techniques**

- picture plane
- painting techniques for different objects

### **Creative and expressive painting: Painting styles and movements**

- expression of mood, thoughts and feeling
- use of paint, colour, and brush stroke to express mood
- tell the story

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## 12.2 Visual Communication in Context

10 weeks

In this unit, students focus on how visual context influences the communication of ideas, media, design elements, design principles and a complete art form. The influence of social factors, such as changes in fashion, social values and current issues, are also analysed.

### Learning outcomes

Students can:

4. research, analyse, evaluate and compare local and international art forms
5. demonstrate understanding of the influence of cultural and historical factors on visual arts
6. show critical and aesthetic appreciation of art works, forms and styles.

#### To achieve the learning outcomes, students:

- communicate information and ideas visually
- understand historical styles and movements
- understand trends in fashion and social values
- identify historical examples of visual communications.

### Content

Students acquire knowledge and skills through the learning and teaching of this content.

#### Visual communication

- information, media and material in the arts
- development and presentation of art works
- demonstration of design principles and elements.

#### Visual communication design

- the focus of a presentation
- design alternatives
- design principles and elements
- multidimensional views, including third-angle orthogonal, paralines, and perspective
- information and communication technologies in art

#### Visual communication analysis

- the factors influencing communication
- the visual arts audience

- attracting attention and interest
- location, context, humour and emotive imagery
- materials, methods and presentation in visual communications

**Professional practice in visual communication**

- the role of the client in design briefs
- the designer's response to the briefs
- the stages of the design process
- relationship with specialists and designers in visual communications
- use of communication technologies

## 12.3 Designing to a Brief

10 weeks

This unit enables students to apply the knowledge and skills components of the design process. Students use skills to develop and produce two distinct final visual ideas to present, based on the requirement of the brief.

### Learning outcomes

Students can:

1. apply techniques and skills in using art equipment in creating visual art forms
2. describe art concepts and approaches
3. plan, organise and create art works.

#### **To achieve the learning outcomes, students:**

- prepare a brief that describe a client's needs
- prepare and present rough developmental ideas
- explore design concepts relevant to the requirement
- produce final art work.

### Content

Students acquire knowledge and skills through the learning and teaching of this content.

#### **The brief**

- needs of the client, including constraints and expectations
- presentation format of each visual communication

#### **Developmental work**

- design process and response to the brief
- layout of the information to refine preferred options, including concept drawings and mock-ups

#### **Presentation**

- effective presentation of information
- development of alternatives to visual communication specifications

## 12.4 Managing a Small Art Project

10 weeks

This unit enables students to develop the knowledge and skills needed to manage a small art project. The unit includes production, promotion, mark-up pricing, sales and simple book-keeping. It also gives students the opportunity to investigate intellectual property and copyright law.

### Learning outcomes

Students can:

8. demonstrate an understanding of the art environment and art projects.

#### To achieve the learning outcomes, students:

- manage an art project
- manage an art studio
- manage the income from the sales of their art
- observe intellectual property and copyright law.

### Content

Students acquire knowledge and skills through the learning and teaching of this content.

#### Single-entry book keeping

- reasons for book keeping
- cash book and cash book entries

#### Marketing and promotion strategies

- selling art
- art buyers and what they want
- setting mark-up price of art productions
- promoting art

#### Project management

- managing revenue from art sales
- managing a personal studio
- small business management practices

## 12.5 Presentation

4 weeks

In this unit, students focus on the presentation of finished art works. Students demonstrate framing, mounting and presenting or exhibiting of final art work.

### Learning outcomes

Students can:

7. display, promote and market art works.

#### To achieve the learning outcomes, students:

- present their artwork effectively
- produce a portfolio.

### Content

Students acquire knowledge and skills through the learning and teaching of this content.

#### Mounting

- window framing
- mounting two-dimensional artworks

#### Construction of portfolio

- producing a portfolio

#### Exhibition

- exhibition of art works

## Assessment components, weightings and tasks

The internal assessment mark for Visual Arts is to be based on the Grade 11–12 syllabus only. Final assessment should be based on a range and balance of the assessment components detailed below.

### Components, weightings and tasks for Grade 11 units

| Component   | Weighting  | Tasks   |
|---|------------|---|
| Tests on art equipment, art terms and art knowledge           | 10%        | These may include multiple-choice items, short answers and extended responses   |
| Research, investigation and communication<br>Art appreciation | 20%        | These tasks can include elements within class, particularly in the presentation phase<br>Tasks may be undertaken over a period of time<br>The communication may be written or oral<br>This assessment component is designed to assess all the learning outcomes |
| Artistic skills   | 50%        | These tasks can include individual art production on related themes and be undertaken as major art production<br>This could be a painting, sculpture, print- making, drawing or mixed media   |
| Group production of art work                                  | 20%        | Should include group-based tasks or group art productions, such as banners and murals   |
| <b>Marks</b>  | <b>300</b> |   |

### Components, weightings and tasks for Grade 12 units

| Component  | Weighting  | Tasks  |
|--|------------|--|
| Research, investigation<br>Communication in visual communication | 30%        | Tasks may include student research on aspects of a topic, reported through a prepared essay or an in-class task or presentation<br>This particularly applies in 12.2 Visual Communication in Context |
| Artistic skills  | 70%        | Assessment will cover creativity and originality, technical competence, artistic application and presentation  |
| <b>Marks</b>   | <b>300</b> |  |



## Assessment and certification

Assessment and reporting practices described here are detailed further in the *National Assessment and Reporting Policy for Papua New Guinea* (2003) and in other support materials produced by the Department of Education.

### Assessment

The main purpose of assessment is to improve student learning.

Assessment needs to be *for* learning as well as *of* learning. It is used to evaluate and improve learning and teaching, report achievement and provide feedback to students on their progress.

Assessment measures students' achievement of learning outcomes as described in the syllabus. It is the ongoing process of identifying, gathering and interpreting information about students' achievement of the learning outcomes.

Teaching and learning using an outcomes approach requires teachers to plan their teaching and assess learner performance in relation to outcomes using criteria derived from those outcomes. Assessment involves focusing less on whether a learner has 'passed' or 'failed' and more on what outcomes a learner has achieved and in which areas further support is required.

### Assessment in Visual Arts

A student's achievement in Visual Arts at the end of Grade 12 will be assessed against the learning outcomes. Assessment of student progress towards achieving these learning outcomes is cumulative throughout Grades 11 and 12.

It is important that teachers plan the learning and teaching sequence so that there is a balanced spread of assessment during the year. Some tasks, such as investigations or case studies, can be designed so that they are completed over a period of time rather than at the end of the unit. Other tasks can be done immediately the relevant section of the unit or topic has been covered.

### Assessment for certification

A student's overall achievement in Visual Arts will be internally assessed. Completion of the subject will be recorded on the national certificate.

#### Internal assessment

Internal assessment provides a measure of a student's achievement based on a wide range of syllabus content and outcomes. For Visual Arts the internal assessment marks will provide a summation of each student's achievements in Grades 11 and 12. The assessment tasks used to

determine the internal assessment mark must comply with the components, weightings and types of tasks specified in the tables on page 19. A variety of tasks gives students the opportunity to demonstrate all the learning outcomes in different ways to improve the validity and reliability of the assessment.

All schools must meet the requirements for internal assessment as specified in the *Grade 12 Assessment, Examination and Certification Handbook*.

## **Recording**

All schools must meet the requirements for maintaining and submitting student records as specified in the *Grade 12 Assessment, Examination and Certification Handbook*.

## **Certification**

Students will be awarded the national certificate only if they meet all requirements for internal assessment. Eligibility rules for the award of certificates are specified in the *Grade 12 Assessment, Examination and Certification Handbook*.