

246739
Assessment Selection

The allocated unit standards, divided into Contact sessions are presented in the following manner during the program. This document will assist you in the determination of exemption where applicable.

1 – MARKETING FOR REAL ESTATE (28 credits)				
SAQA ID	L	Cr	TYPE	TITLE
246736	4	20	C	Market, sell and lease property. <input type="checkbox"/>
246739	4	8	C	Manage Self Development in a Real Estate Environment. <input type="checkbox"/>
2 – LEGAL OPERATIONS FOR REAL ESTATE (26 credits)				
246735	4	8	C	Demonstrate an understanding of the Real Estate environment. <input type="checkbox"/>
246733	4	12	C	Demonstrate knowledge and understanding of the legislation applicable to real estate practice. <input type="checkbox"/>
246737	5	6	C	Demonstrate knowledge of and apply the Real Estate Code of Conduct and ethics. <input type="checkbox"/>
3 – FINANCIAL OPERATIONS FOR REAL ESTATE (19 credits)				
246734	4	6	C	Advise role players on Real Estate financing options. <input type="checkbox"/>
246738	4	8	C	Apply business principles to the Real Estate function. <input type="checkbox"/>
242584	4	2	C	Demonstrate knowledge and understanding of the Financial Advisory and Intermediary Services Act 2002 (FAIS) (Act 37 of 2002) as it impacts on a specific financial services sub-sector. <input type="checkbox"/>
242593	4	3	C	Explain South African money laundering legislation and the implications for accountable institutions in transacting with clients. <input type="checkbox"/>
4 – FINANCIAL OPERATIONS FOR REAL ESTATE (37 credits)				
13420	4	6	E	Demonstrate knowledge and understanding of the bond registration process. <input type="checkbox"/>
13418	4	6	E	Demonstrate knowledge and understanding of a mortgage bond as a form of debt security. <input type="checkbox"/>
12181	4	2	E	Demonstrate knowledge and understanding of basic investment techniques. <input type="checkbox"/>
114583	4	8	E	Develop, implement and evaluate a marketing strategy for a new venture. <input type="checkbox"/>
114596	4	5	E	Research the viability of new venture ideas/opportunities. <input type="checkbox"/>
5 – Personal Development in Real Estate (42 credits)				
110009	4	4	E	Manage administration records. <input checked="" type="checkbox"/>
110003	4	8	E	Develop administrative procedures in a selected organisation. <input checked="" type="checkbox"/>
110000	4	10	E	Generate information and reports for internal and external use. <input checked="" type="checkbox"/>
242822	4	10	E	Employ a systematic approach to achieving objectives. <input type="checkbox"/>
242819	4	10	E	Motivate and build a Team. <input type="checkbox"/>
6 – Fundamentals (56 credits)				
119462	4	5	F	Engage in sustained oral / signed communication and evaluate spoken/signed texts. <input type="checkbox"/>
119459	4	5	F	Write/present/sign for a wide range of contexts. <input type="checkbox"/>
119469	4	5	F	Read/view, analyse and respond to a variety of texts. <input type="checkbox"/>
12153	4	5	F	Use the writing process to compose texts required in the business environment. <input type="checkbox"/>
119472	3	5	F	Accommodate audience and context needs in oral/signed communication. <input type="checkbox"/>
119465	3	5	F	Write/present/sign texts for a range of communicative contexts. <input type="checkbox"/>
119466	3	5	F	Interpret a variety of literary texts. <input type="checkbox"/>
119457	3	5	F	Interpret and use information from texts. <input type="checkbox"/>
9016	4	4	F	Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts. <input type="checkbox"/>
9015	4	6	F	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems. <input type="checkbox"/>
7468	4	6	F	Use mathematics to investigate & monitor the financial aspects of personal, business, national & international issues. <input type="checkbox"/>

FETC REAL ESTATE NQF4 LEARNER POE GUIDE ADMIN



Administration

Workshop Evaluation Form

In the interest of quality assurance of the service that we are rendering to our clients it would be appreciated if you would complete this form and submit it to your facilitator at the end of your introductory workshop. – Thank you!

Name of Programme / Workshop	FETC REAL ESTATE NQF4	Date	dd	mm	yyyy
Facilitator Name & Surname	ILZE VAN DEVENTER				
Province / Franchise					
Region / Town					
Presentation		Poor	Good	Excellent	
Learning content clearly understood and practical					
Visual Aids were used effectively and are understood					
Appropriate interaction with audience					
Professionalism of Presentation and Conduct					
Facilitator Subject Matter Knowledge					
Comments					
Programme Content		Disagree	Neutral	Agree	
Visual Aids and Material used were simple and understandable					
Visual Aids and Material used were easy to read and follow					
Visual Aids and Material used were relevant towards achieving the objectives					
Material is beneficial to your job/occupation					
Material is adequate to meet your job/occupational needs					
Comments					
Logistics		Disagree	Neutral	Agree	
The venue was clean, suitable and comfortable					
The venue was easily accessible					
Beverages and lunch served was adequate					
The programme duration was suitable (Start + End)					
Comments					

I commit myself to hand in my portfolio on the _____ of _____ 20_____.

Signature

Name (block letters please)

POE - Receipt and Admin QA
PROVIDER DETAILS

Accreditation: Decision number: 2159	KQ	Contact details:	Toll free number:
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This form allows us to quality check your portfolio for the obvious snares which could delay your assessment and it gives you a measure of proof that you did submit your portfolio.



Learner name		
Learner ID number		
Learner cell number		
Company Name		
Qualification Title	FETC REAL ESTATE NQF4	
Date		
Name & Signature of KQ representative		
Unique POE number:		
Admin Checklist		
Index	<input type="checkbox"/>	Receipt – this will be torn off and given to you when you submit your portfolio of evidence to a KNOWLEDGE QUEST representative. Portfolio received from: Qualification/Module handed in: FETC: Real Estate, SAQA 59097, NQF 4 Received by (on behalf of KNOWLEDGE QUEST): Date: Signature:
Learner Information Sheet (NRLD)	<input type="checkbox"/>	
ID Book (must be certified & original clear copy)	<input type="checkbox"/>	
Certificates	<input type="checkbox"/>	
Learner Context	<input type="checkbox"/>	
Assessment Contract	<input type="checkbox"/>	
CCFOs	<input type="checkbox"/>	
Assessment Selection	<input type="checkbox"/>	
Evidence for Assessment	<input type="checkbox"/>	

POE – Learner Registration Form

*In accordance with SAQA requirements, we must keep comprehensive records of all our learners for the National Learner Records Database. Please take a few minutes to complete this form as **clearly** and **comprehensively** as possible – Thank you!*

Learner Personal Information													
Title	Mr <input type="checkbox"/>	Mrs <input type="checkbox"/>	Ms <input type="checkbox"/>	Miss <input type="checkbox"/>	Professor <input type="checkbox"/>	Dr <input type="checkbox"/>	Other <input type="checkbox"/>						
Last Name						First Name							
Previous Last Name						Middle Names							
ID Type	<input type="checkbox"/> Identity Document					<input type="checkbox"/> Passport Number							
ID Number / Passport number													
Gender	<input type="checkbox"/> M – Male					<input type="checkbox"/> F – Female							
Address Details	Home Physical					Home Postal							
Address 1													
Address 2													
Address 3													
Postal Code													
Province													
Telephone Number													
Cell number													
Email Address													
Employment Details	Organisation Name						Designation						
Years Experience													
Branch													
SDL Number													
Telephone Number													
Fax Number													
Email Address													

Occupational Category	<input type="checkbox"/> 0 - Armed Forces <input type="checkbox"/> 1 - Legislators, Senior Officials and Managers <input type="checkbox"/> 2 - Professionals <input type="checkbox"/> 3 - Technicians and Associate Professionals <input type="checkbox"/> 4 - Clerks <input type="checkbox"/> 5 - Service Workers and Shop and Market Sales Workers	<input type="checkbox"/> 6 - Skilled Agricultural and Fishery Workers <input type="checkbox"/> 7 - Craft and Related Trades Workers <input type="checkbox"/> 8 - Plant and Machine Operators and Assemblers <input type="checkbox"/> 9 - Elementary Occupations <input type="checkbox"/> 10 - Occupation Unspecified NEC
Highest School Qualification		
Highest Qualification Achieved		
Equity Code	<input type="checkbox"/> BA - Black: African <input type="checkbox"/> BI - Black: Indian / Asian <input type="checkbox"/> BC - Black: Coloured	<input type="checkbox"/> U - Unknown <input type="checkbox"/> WH - White
Nationality		
Home Language		
Citizen Resident Status	<input type="checkbox"/> SA - South African	<input type="checkbox"/> O – Other
Socio-economic Status	<input type="checkbox"/> 01 – Employed	<input type="checkbox"/> 02 – Unemployed
Disability Status	<input type="checkbox"/> N - None <input type="checkbox"/> 01 - Sight (blind / partially blind even with glasses) <input type="checkbox"/> 02 - Hearing (deaf / partially deaf even with hearing aid) <input type="checkbox"/> 03 - Communication (talking, listening) <input type="checkbox"/> 04 - Physical (moving / standing / grasping)	<input type="checkbox"/> 05 - Intellectual (learning difficulties) / retardation <input type="checkbox"/> 06 - Emotional (behavioural / psychological) <input type="checkbox"/> 07 - Multiple disabilities <input type="checkbox"/> 09 - Disabled but unspecified <input type="checkbox"/> U – Unknown disability status

Terms & Conditions

- KNOWLEDGE QUEST reserves the right to cancel scheduled sessions if there is insufficient demand in a region, and will endeavour to give the candidate reasonable notice of cancellation;
- KNOWLEDGE QUEST is not responsible for any delays that may occur in the issuing of the final certificates by the relevant ETQA;
- The learner commits to adhere to specific deadline requirements as set by KNOWLEDGE QUEST;
- KNOWLEDGE QUEST will maintain confidentiality of all personal data that the learner includes in this application.

I declare that the information provided is a true and accurate account of the facts and I have read, understand and agree to all the terms and conditions

☐

Thus agree and signed at _____ on this _____ day of _____ 20____.

Signature: _____

Date: _____

Please return completed document to KQ offices

Details on KQ offices can be found on the following website:

www.knowledgequest.co.za

Copy of Identity Document

Note to the Candidate:

Insert an **originally certified copy** of your identity document here. Please ensure that the photocopy is of such quality that the photograph can be seen.

Copies of Relevant Certificates and Diplomas

Note to the Candidate:

1. File originally certified copies only of certificates relevant for exemption here. (Relevant to Real Estate and other **completed** full qualifications as per the **Exemption Matrix**.)
2. If you have passed Matric in South Africa (with or without Maths) you have to **submit your matric certificate for exemption** from the Fundamental Unit Standards.
3. If you are a married woman, and you are submitting certificates in your Maiden Name please submit an **originally certified** copy of your Marriage Certificate as well.

Your Context

Note to the Candidate:

Remember that the assessor does not know you or what you do in the Real Estate environment:

1. Please **insert your profile in the form of a short “CV”** and ensure that your **job description** and position on the **organisational organogram** is clearly indicated.
2. **Please summarise your company for the purposes of context** eg:
 - Vision
 - Mission
 - Business they conduct
 - Market you in
 - Area
 - Type of Company eg. Franchise (if so who / what)

The assessor will take this information into consideration in the event that your evidence deviates from what is considered “text book” evidence.

Assessment Contract – Must Be Submitted In Your Completed Poe

The purpose of this contract is to formalise the agreement between you, the Assessment candidate and KNOWLEDGE QUEST, your training provider/assessment agency. In terms of the SAQA assessment guidelines each candidate has to be informed about and agree on how assessment will be conducted, roles and responsibilities and deadlines. – Thank you!

ASSESSMENT CONTRACT**BETWEEN**

(You, the Assessment candidate)

Name: _____ **ID:**

AND

KNOWLEDGE QUEST, represented by your Facilitator

PURPOSE OF THIS CONTRACT

The purpose of this contract is to formalise the agreement between you, the Assessment candidate and KNOWLEDGE QUEST, your assessment agency. In terms of the assessment guidelines each candidate has to agree on the following:

1. How you will be assessed?
2. What will be assessed?
3. Their role and responsibility.
4. The role and responsibility of the assessment agency.

THE ASSESSMENT PROCESS**Prepare Yourself for Assessment**

It is a requirement that all candidates are adequately prepared for their assessment. Your preparation was during the Prepare Yourself for Assessment that you are attending now.

Your Preparatory Workshop was scheduled:

Date: _____

Venue: _____

Facilitator: _____

Issues Discussed In The Workshop

As the candidate you must ensure that you understood what was discussed and what is required of you. The table below lists the issues that should have been discussed. On the right hand side please initial to show that you understood each point.

	Your initials to show that you understood:
Purpose of your presence in the workshop (the difference between RPL and Subject Matter Content Training).	
General Assessment under the NQF and an explanation of Unit Standards, Levels, Credits, Specific Outcomes and Assessment Criteria	
The Qualification and associated Unit Standards and Exit Level Outcomes that you will be assessed against.	
The combination rules of Core, Fundamental and Elective credits and the selection of appropriate assessment instruments to attain the minimum 150 Credits.	
The selection of the most suitable assessment methods and instruments given the requirements of the qualification.	
The language in which your assessment will be conducted and the implications of deviation.	
The assessment principles that the assessor will adhere to: Fair, Valid, Reliable and Practicable assessment.	
The assessment criteria that your evidence must adhere to: Authenticity must be undeniable, Valid, Sufficient and Currently reliable.	
Your assessment needs (Exemptions, The place of naturally occurring evidence, Assessment instrument requirements, dealing with any special needs you may have.)	
The cost-effectiveness of your assessment plan (including additional costs that may be incurred for late submission, oral assessments, or assessment in languages other than English and Afrikaans, etc.).	
Your rights and responsibilities as candidate.	
Deadlines and the imposition of late submission fees and penalties.	
The role of your Facilitator, Helpdesk and the assessors.	
The feedback procedure and timelines.	
The moderation procedure and timelines.	
The KNOWLEDGE QUEST appeals procedure.	
The assessment plan to be followed.	

Your Assessment Plan

Your assessor would have discussed the assessment process with you and you will agree an assessment plan. Please complete the relevant information of your assessment plan below:

Assessment details	Your agreement with your Facilitator for the benefit of the KNOWLEDGE QUEST assessor
The aim of this workshop is to inform you of the assessment process and to help you to understand what is required from you in terms of building a Portfolio of Evidence for assessment.	
What is the due date/s for submission of your complete POE?	
If you are an enrolled student, you agree that you will attend a number of formal contract sessions. The aim of these contact sessions are to prepare you for the assessment process by providing subject matter content and to help you to understand what is required from you in terms of building a Portfolio of Evidence for assessment.	
What is the agreed date/s for these contact sessions?	
What is the due date/s for submission of your complete POE?	
What additional resources do you require to assist you with your assessment?	
Do you have any special needs that may impact the assessment – and how could these be accommodated by your assessor?	

Please sign below to show that you understand your rights and responsibilities as a Learner and that you understand the assessment process and the role of your assessor.

Your facilitator will sign on behalf of KNOWLEDGE QUEST. You will be asked to complete this contract and place it into your POE for your assessor and moderator to validate.

Signed: (Learner): _____

Signed: _____
 (Facilitator for KNOWLEDGE QUEST)

On this _____ day of _____ 20____ in _____

4r2

Note to Candidate:

Use the **Pre-submission Self Evaluation Checklist to make sure that you have included** all the required documentation, adhered to all the administrative requirements and are ready to submit your POE for evaluation. You can also use this document to ensure that you cross-reference your information to the relevant sections and pages in your POE.

Index Item	TICK LIST		
	YES	NO	Page reference where relevant
I have completed and submitted all my POE administration.	<input type="checkbox"/>	<input type="checkbox"/>	
I have included an originally certified copy of my Identity Document.	<input type="checkbox"/>	<input type="checkbox"/>	
I have included an originally certified copy of my Marriage Certificate (<i>where applicable</i>)	<input type="checkbox"/>	<input type="checkbox"/>	
I have included originally certified copies of my matric certificate and other relevant certificates for the purposes of exemption.	<input type="checkbox"/>	<input type="checkbox"/>	
I have indexed my POE by inserting page numbering for ease of assessment.	<input type="checkbox"/>	<input type="checkbox"/>	
My POE is neat and filing of evidence was completed systematically to enable ease of assessment.	<input type="checkbox"/>	<input type="checkbox"/>	
I have completed and signed the declaration of authenticity on each unit standard assessment sheet.	<input type="checkbox"/>	<input type="checkbox"/>	
For each unit standard completed, I ensured that I cover each area of evidence required.	<input type="checkbox"/>	<input type="checkbox"/>	
I have completed and signed the assessment plan and agreement information.	<input type="checkbox"/>	<input type="checkbox"/>	
I have completed the Assessment evaluation template	<input type="checkbox"/>	<input type="checkbox"/>	
Fees payable have been forwarded.	<input type="checkbox"/>	<input type="checkbox"/>	
I have made a copy of my Portfolio of Evidence.	<input type="checkbox"/>	<input type="checkbox"/>	

Assessment Instructions

Note to Candidate:

1. You must write your name and sign on every page of evidence to authenticate it as your own work.
2. Please indicate the tool reference (**Example: 246739 K Assign** or **246739 Nat.Observ.**) clearly at the top of each page of your evidence.
3. Please number your answers clearly to correspond with the questions.
4. Ensure that your evidence is clear and legible.
5. Type or write your evidence (in blue or black ink). No evidence submitted in pencil will be marked.
6. Tippex and evidence submitted in plastic pockets are not acceptable.
7. If you are unable to provide naturally occurring evidence where required, you must simulate activities to produce evidence as indicated.
8. Photocopied evidence will only be accepted when you present naturally occurring evidence.
9. Do not copy from anybody else or let anybody copy from you – all evidence must be your own work, and in your own words.

Remember:

- ✓ You may work in groups to **DISCUSS** the questions, but the evidence you submit must be your OWN work.
- ✓ Extracts from external sources can only make up 20% of any answer. You must explain the use of the extract to show **YOU** understand what is being discussed. If you use extracts from external sources, you must ensure the extracts are correctly referenced.
- ✓ Disciplinary action will be taken if you copy from anybody else, or if you allow anybody to copy from you, or if you copy directly from external sources such as training notes, textbooks, etc. The action entails that you will **not** have the opportunity to resubmit evidence and you will be reported to the relevant Regulatory Body.
- ✓ You must complete and sign the “Declaration of Authenticity. Bear in mind that signing this declaration when you have copied evidence amounts to fraud.

Qualification: FETC: Real Estate – SAQA 59097


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**SOUTH AFRICAN QUALIFICATIONS AUTHORITY
REGISTERED QUALIFICATION:**
Further Education and Training Certificate: Real Estate

SAQA QUAL ID	QUALIFICATION TITLE		
59097	Further Education and Training Certificate: Real Estate		
ORIGINATOR		REGISTERING/RECORDING PROVIDER	
SGB Real Estate			
QUALITY ASSURING ETQA			
SERVICES - Services Sector Education and Training Authority			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Further Ed and Training Cert	Field 11 - Services	Cleaning, Domestic, Hiring, Property and Rescue Services	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	150	Level 4	Regular-Unit Stds Based
REGISTRATION STATUS	SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT	

This qualification replaces:

Qual ID	Qualification Title	NQF Level	Min Credits	Replacement Status
24454	Further Education and Training Certificate: Real Estate	Level 4	157	Complete

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This Qualification is for any individual who is, or wishes to be involved in the property and real estate industry. It serves to support and advance the functioning of individuals in this industry. The attainment of the Qualification represents the prerequisite for admission to the professional examination for estate agents, to be conducted by the Estate Agency Affairs Board, the successful completion of which will entitle the candidate to be registered as a non-principal estate agent by the Estate Agency Affairs Board.

A learner will be able to complete the Qualification with a specialisation in Real Estate or Valuation. The core unit standards are relevant to each area of specialisation.

Learners working towards this Qualification will find that the acquisition of competence in the Unit Standards that make up the Qualification will add value to their understanding of the sector and functioning in the workplace. This Qualification is intended to enhance the provision of entry-level service within the Property and Real Estate sector. It will provide the broad knowledge, skills and values needed in the Property and Real Estate sector.

The Qualification will facilitate access to, mobility within and progression along a learning path for learners who:

- Were previously disadvantaged or who were unable to complete their schooling and were therefore denied access to Further Education and Training.
- Have worked in Real Estate for many years, but have no formal Qualification in real estate or property.
- Wish to extend their range of skills and knowledge of the industry so that they can become competent workers in the property industry.

The Qualification consists of building blocks that can be developed further and will lead to a more specialised learning path in Property and Real Estate at higher NQF levels. It focuses on the skills, knowledge, values and attitudes required to progress further. The intention is:

- To promote the development of knowledge, skills and values that are required in Property and Real Estate.
- To help learners realise their potential in the field.
- To provide opportunities for people to progress to levels of authority and responsibility in the Real Estate sector.

Successful learners will be able to apply to the Estate Agency Affairs Board for registration as non-principal estate agents.

Rationale:

The Real Estate industry is a multi-million rand sector which requires professionals who are well-trained and knowledgeable to meet the housing needs of private citizens and the business community by providing office space and business premises. A wide range of legislation applies to this sector and employees/agents need to understand the relevant legislation and be able to apply it in their execution of their work. This qualification strives to equip the learners to be able to operate effectively and efficiently in the Real Estate sector.

The Further Education and Training Certificate: Real Estate is designed to provide those learners who are already involved in the field of Property and Real Estate. It is also for learners who wish to seek a career in this industry. The Property and Real Estate Industry is a well-established industry and thus has many learners that would benefit from qualifications aligned to career paths. This means there is a need to develop career paths in this sub-field, an industry constantly in need of skilled people. The scope of Real Estate is changing and evolving all the time, with opportunities for learners in this arena to get involved in a wide variety of Real Estate opportunities such as real estate sales, brokerage and leasing, property management, institutional real estate investment, real estate consulting, real estate development.

The Further Education and Training Certificate: Real Estate supports the objectives of the NQF in that it gives the learner access to a Qualification registered on the National Qualifications Framework. It will therefore ensure that the quality of education and training in the industry is enhanced, and of a comparable standard to Qualifications in other sectors in South Africa and comparable to similar Qualifications internationally.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

The following is the learning assumed to be in place:

- Communication and Mathematical Literacy at the level of NQF Level 3 or equivalent.

Recognition of Prior Learning:

The structure of this Unit Standard based Qualification makes the Recognition of Prior Learning possible. Learner and Assessor will jointly decide on methods to determine prior learning and competence in the knowledge, skills, values and attitudes implicit in the Qualification and the associated Unit Standards. Recognition of Prior Learning will be done by means of an Integrated Assessment as mentioned in the previous paragraph.

This Recognition of Prior Learning may allow for:

- Accelerated access to further learning at this or higher levels on the NQF.
- Gaining of credits towards a Unit Standard in this Qualification.
- Obtaining this Qualification in whole or in part.

All recognition of Prior Learning is subject to quality assurance by the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.

Access to the Qualification:

Access to this Qualification is open, bearing in mind the Learning Assumed to be in Place itemised below. It is preferable, however, for the learner to be in possession of a Senior Certificate.

RECOGNISE PREVIOUS LEARNING? Y

QUALIFICATION RULES

Level, Credits and Learning Components assigned to The Qualification.

The Certificate is made up of a planned combination of learning outcomes that have a defined purpose and will provide qualifying learners with applied competence and a basis for further training. The Qualification is made up of Unit Standards classified as Fundamental, Core and Elective. A minimum of one hundred and fifty (150) credits is required to complete the Qualification.

In this Qualification the credits are allocated as follows:

- ☐ Fundamental: 56 credits.
- ☐ Core: 73 credits.
- ☐ Electives: 21 credits.

EXIT LEVEL OUTCOMES

1. Analyse, evaluate and apply the Real Estate Code of Conduct and Ethics.
2. Demonstrate knowledge of the Real Estate environment and the various laws, rules and regulations that impact on the Real Estate function.
3. Perform the Real Estate function.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit Level Outcome 1:

- 1.1 The factors that influence the development of a code of ethics are described with examples.
- 1.2 The contents of the Real Estate Code of Conduct are explained with reference to own work context.
- 1.3 The implications of the Real Estate Code of Conduct are explained in the context of a Real Estate organisation.
- 1.4 The Code of Conduct is related to ethical values and standards within own organisation and by referring to ethical best practices.

1.5 The Real Estate Code of Conduct and ethics is applied in own work context.

Associated Assessment Criteria for Exit Level Outcome 2:

- 2.1 The various environments that impact on the Real Estate function are explained in relation to how they impact the success of Real Estate transactions.
- 2.2 The various laws, rules, regulations and Codes of Conduct that affect Real Estate are explained with examples and in relation to matters of compliance.
- 2.3 The money laundering legislation and the implications in Real Estate transactions are explained with examples.
- 2.4 A basic knowledge of FAIS (Financial Advisory and Intermediary Services Act) is explained in relation to how it impacts on the Real Estate sector.

Associated Assessment Criteria for Exit Level Outcome 3:

The concept of self-development is explained in the context of the Real Estate environment and the necessary self-development goals defined and implemented in own work context.
The principles of financial planning are applied to the Real Estate function.
Business principles are applied to Real Estate function.
Property is marketed, sold and / or leased to achieve personal business targets.

Integrated Assessment:

Because assessment practices must be open, transparent, fair, valid, and reliable and ensure that no learner is disadvantaged in any way whatsoever, an integrated assessment approach is incorporated into the Qualification.

Learning, teaching and assessment are inextricably lined. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the unit standards should be integrated.

Assessment of the communication, language, literacy and numeracy should be conducted in conjunction with other aspects and should use authentic municipal financial management contexts wherever possible.

A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working. Where it is not possible to assess the learner in the workplace or on-the-job, simulations, case studies, role-plays and other similar techniques should be used to provide a context appropriate to the assessment.

The term `Integrated Assessment` implies that theoretical and practical components should be assessed together. During integrated assessments the assessor should make use of formative and summative assessment methods and assess combinations of practical, applied, foundational and reflective competencies.

Assessors and moderators should make use of a range of formative and summative assessment methods. Assessors should assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.

Assessment should ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are evaluated. The assessment of the critical cross-field outcomes should be integrated with the assessment of specific outcomes and embedded knowledge.

INTERNATIONAL COMPARABILITY

Benchmarking was done by comparison to Unit Standards/Outcomes of learning against:

- ☐ SADC countries including Zimbabwe, Namibia, Botswana and Zambia.
- ☐ New Zealand.
- ☐ Australia.
- ☐ United States of America.

☐ United Kingdom.

SADC Qualifications:

It is difficult to ascertain any specific qualifications offered in these countries. A recent study was undertaken to compare South Africa's Real Estate Code of Conduct and legislation to international and SADC (the mentioned countries) legislation and in reference to the SADC regions, it would seem that only Botswana has recently upgraded its laws in respect of Real Estate Practices and compares similarly in respect of its overall practices to South Africa.

The Estate Agent profession (from research conducted via the internet) does not appear to be formally regulated in Botswana, Zimbabwe, Zambia, Lesotho, Malawi, Mozambique, or SADC or Africa (generally), Estate Agents operating in these areas generally are international franchise operations or utilise generic sales skills or UK qualifications. The programmes that they can access from the United Kingdom are listed further on this international comparability study.

However, further investigation reveals the following in respect of qualifications offered by these countries:

Zimbabwe:

Whilst there is a Real Estate Institute in Zimbabwe, there are no links to any educational sites. It would seem that it is simply a membership body and it seeks to ensure the acquisition of knowledge in:

- ☐ Auctioneering.
- ☐ Estate Agency and Valuation.

No specific courses were listed.

Namibia:

Namibia has a National Property Academy that offers training programmes and qualifications in Real Estate. However, the site could not be accessed so it is unclear what programmes it offers and therefore not possible to do a comparison. It should be noted, however, that the Institute of Estate Agents Namibia clearly does have a training focus and does its training through the National Property Academy. Institute of Estate Agents Namibia can be found on the web at <http://www.iean.cc/index.php>. Training is only performed on an ad-hoc basis and no specific qualifications geared to estate agents exist in Namibia nor could any plans for qualifications geared for that profession be sourced. An email request was sent to the National Property Academy for a list of its ad hoc programmes but the list still had not been provided at the time this gazette document was completed.

The University of Namibia does not seem to offer any specific courses in Real Estate or Property Management. It would seem that these may be addressed as part of more generic programmes. The following generic programmes were listed as part of their Business

Administration Programme:

- ☐ Entrepreneurial studies.
- ☐ Marketing practices.
- ☐ Management in private and public sector.
- ☐ Careers in business and commerce.

These seem to be the only likely courses where the learning arena for a Real Estate Practitioner could be explored, obviously in terms of the generic principles of entrepreneurship, management studies etc.

New Zealand Qualifications:

The following similar qualifications are offered in New Zealand:

- ☐ National Certificate in Real Estate with strands in Business Sales, Commercial/Industrial Sales, Residential Sales, Rural Sales, Commercial/Industrial Property Management, Residential Property Management.
- ☐ A National Certificate in Property Consultation and Valuation. A National Diploma in Real Estate.

A comparison of this Qualification to New Zealand Unit Standards at Levels 4, 5 and 6 indicate that they cover the following areas:

- ☐ Demonstrate knowledge of property ownership and property titles, and carry out a title search.
- ☐ Obtain property information.
- ☐ Collate and record property information.
- ☐ Inspect property.
- ☐ Prepare a site and floor plan.

The subject areas offered are similar to the NQF Level 4 FETC in Real Estate for the South African context although structured differently. In fact, the SA qualification seems to compare more favourably in its structure and focus on the Real Estate function but does exclude items such as 'Prepare a site and floor plan'.

Australian Qualifications:

The University of New England (in Australia) through a separate company called UNE Partnerships provides real estate training at a professional level. Their Certificate III in Property (Real Estate)(PRD30101) This course is designed for those who are currently employed, or who wish to be employed in a real estate function in the industry.

The Course is unit standards based and the exit level outcomes (with associated Units) covers:

- The Real Estate Environment (Maintain agency: client relationship, Respond to property enquiry).
- Support Tasks in the Real Estate Office (Coordinate property inspection, Perform and record property management activities and transactions, Maintain key register).
- Communication in the Real Estate Office (Communicate effectively and accurately with clients, Organise personal work priorities and development, Administration of the Real Estate Office, Maintain equipment and facilities, Use business technology, Produce business documents, Use and maintain a property information database).
- Marketing in the Real Estate Office (Process marketing material).

The Australian qualification is comparable with regard to Support Tasks in the Real Estate office (administration), marketing, self-management and development and producing business documents. The emphasis on the Real Estate environment seems to differ, where the SA qualification takes a broader view on role-players and the different environments that impact the Real Estate function.

United States of America Qualifications:

A direct comparison of the title, specific outcomes, assessment criteria and embedded knowledge was undertaken with each and the best practice points were highlighted and incorporated into each Unit Standard. However the points incorporated were written in a South African context.

Because of the difference in levels across the different countries, difficulty was found in making actual direct comparisons, level to level.

The United Kingdom Qualifications:

In the UK itself there are some courses that relate directly the estate agents profession-such as selling real estate and Real Estate Financing (Mortgage finance for Mortgage brokers). However much of the training relevant to estate agents comes from courses in finance, business administration, statistics, economics and law. For those who intend to start their own estate agency,

business courses such as marketing and accounting are as important as those in property or finance.

In the UK vocational qualifications form part of CeMAP (visit them at <http://www.cemap-training.org.uk/tcsrc=www.training-classes.com>) To attain the Certificate in Mortgage Advice and Practice (CeMAP) qualification, you must achieve examination passes in each of the three CeMAP modules, namely:

- ☐ CeMAP Module 1: UK Financial Regulation.
- ☐ CeMAP Module 2: Mortgages.
- ☐ CeMAP Module 3: An assessment of mortgage advice knowledge.

The National Association of Estate Agents in the United Kingdom refers to various qualifications that are also part of the qualifications framework.

Naea Technical Award Sale of Residential Property:

The NAEA Technical Award in Sale of Residential Property is a nationally recognised qualification awarded by the Examinations Board of the National Association of Estate Agents.

Available to both members and non-members of the NAEA, the NAEA Technical Award is a qualification which shows that you have the knowledge to undertake your job successfully.

The NAEA Technical Award is a Level 3 qualification within the National Qualifications Framework. This means it is broadly equivalent to an A-Level standard. The qualification is assessed by means of multiple-choice examination papers. It is open to anyone to take, regardless of their experience in agency. You do not need any previous qualifications, just a good basic standard of English and numeracy and of course the relevant knowledge of your chosen subject.

The qualification syllabus is divided into four Units as follows:

Sale of Residential Property:

- ☐ Unit 1: Health and Safety, Security and General Law.
- ☐ Unit 2: Law Relating to Residential Property Sales.
- ☐ Unit 3: Practice Relating to Residential Property Sales.
- ☐ Unit 4: Property Appraisal and Basic Building Construction.

Summary:

From an African perspective, it is evident that South Africa is pioneering a road of qualifications and unit standards for the Real Estate environment. The South African qualification is comparable to those identified internationally. However, some of the more complex unit standards would be more comparable to an NQF Level 5 qualification and it seems as though South Africa, through this Level 4 qualification, has more to offer in respect of a hands-on practical Real Estate qualification.

ARTICULATION OPTIONS

This Qualification articulates horizontally with the following Qualifications:

- ☐ ID 57712: Further Education and Training Certificate: Generic Management, NQF Level 4.
- ☐ ID 23953: Further Education and Training Certificate: New Venture Creation, NQF Level 4.
- ☐ ID 49129: Further Education and Training Certificate: Management and Administration, NQF Level 4.
- ☐ ID 49021: Further Education and Training Certificate: Debt Recovery, NQF Level 4.
- ☐ ID 35928: Further Education and Training Certificate: Business Administration Services, NQF Level 4.

Vertical articulation is possible with the following Qualifications:

- ☐ ID 15536: National Diploma Conveyancing Secretary, Level 5.
- ☐ Certificate Office Administration, Level 5.
- ☐ ID 49126: National Certificate Management and Administration, Level 5.
- ☐ ID 58341: National Diploma Business Management, Level 5.
- ☐ **ID 20188: National Certificate Real Estate, Level 5.**

MODERATION OPTIONS

- Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the relevant Education, Training, Quality, Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant Education, Training, Quality, Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding with the ETQA.
- Assessment and moderation of assessment will be overseen by the relevant Education, Training, Quality, Assurance (ETQA) Body, or by an ETQA that has a Memorandum of Understanding with the ETQA, according to the ETQA's policies and guidelines for assessment and moderation.
- Moderation must include both internal and external moderation of assessments at exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual Unit Standards as well as the integrated competence described in the Qualification.

Anyone wishing to be assessed against this Qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

NOTES

This qualification replaces qualification 24454, "Further Education and Training Certificate: Real Estate", Level 4, 157 credits.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

For an applicant to register as an assessor, the applicant needs:

- To be declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by South African Qualifications Authority (SAQA).
- To be in possession of a Qualification in Real Estate at NQF Level 5 or for any of the general unit standards at an NQF Level 5 or higher in the related learning field.
- Have a minimum of three years practical and relevant occupational experience.

UNIT STANDARDS:

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	246734	Advise role players on Real Estate financing options	Level 4	6
Core	246738	Apply business principles to the Real Estate function	Level 4	8
Core	246735	Demonstrate an understanding of the Real Estate environment	Level 4	8
Core	242584	Demonstrate knowledge and understanding of the Financial Advisory and Intermediary Services Act 2002 (FAIS) (Act 37 of 2002) as it impacts on a specific financial services sub-sector	Level 4	2
Core	246733	Demonstrate knowledge and understanding of the legislation applicable to real estate practice	Level 4	12
Core	242593	Explain South African money laundering legislation and the implications for accountable institutions in transacting with clients	Level 4	3
Core	246739	Manage self-development in a Real Estate environment	Level 4	8
Core	246736	Market, sell and lease property	Level 4	20
Core	246737	Demonstrate knowledge of and apply the Real Estate Code of Conduct and ethics	Level 5	6
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	5
Fundamental	119466	Interpret a variety of literary texts	Level 3	5
Fundamental	119457	Interpret and use information from texts	Level 3	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	5
Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6
Fundamental	119462	Engage in sustained oral/signed communication and evaluate spoken/signed texts	Level 4	5
Fundamental	119469	Read/view, analyse and respond to a variety of texts	Level 4	5
Fundamental	9016	Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts	Level 4	4
Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6
Fundamental	12153	Use the writing process to compose texts required in the business environment	Level 4	5
Fundamental	119459	Write/present/sign for a wide range of contexts	Level 4	5

Elective	13418	Demonstrate knowledge and understanding of a mortgage bond as a form of debt security	Level 4	6
Elective	12181	Demonstrate knowledge and understanding of basic investment techniques	Level 4	2
Elective	13420	Demonstrate knowledge and understanding of the bond registration process	Level 4	6
Elective	110003	Develop administrative procedures in a selected organisation	Level 4	8
Elective	114583	Develop, implement and evaluate a marketing strategy for a new venture	Level 4	8
Elective	242822	Employ a systematic approach to achieving objectives	Level 4	10
Elective	110000	Generate information and reports for internal and external use	Level 4	10
Elective	15089	Identify and apply property, asset and investment management principles	Level 4	5
Elective	15059	Identify and co-ordinate facilities management opportunities	Level 4	5
Elective	110009	Manage administration records	Level 4	4
Elective	242819	Motivate and Build a Team	Level 4	10
Elective	114596	Research the viability of new venture ideas/opportunities	Level 4	5

All qualifications and unit standards registered on the National Qualifications Framework are public property. Thus the only payment that can be made for them is for service and reproduction. It is illegal to sell this material for profit. If the material is reproduced or quoted, the South African Qualifications Authority (SAQA) should be acknowledged as the source.

Exit Level Outcomes & Critical Cross Field Outcomes

The provider, KNOWLEDGE QUEST, hereby guarantees that the **Exit Level Outcomes** and their **associated assessment criteria** as **listed below** will have been thoroughly assessed by the end of the assessment process. The exit level outcomes form the basis on which the assessment instrument is built, and through the responsible selection of assessment questions and assignments, it is assured that learners who exit the process will have proven competence in the exit level outcomes and associated assessment criteria.

1. **Analyse, evaluate and apply the Real Estate Code of Conduct and Ethics.**

Associated Assessment Criteria for Exit Level Outcome 1:

- a. The factors that influence the development of a code of ethics are described with examples.
- b. The contents of the Real Estate Code of Conduct are explained with reference to own work context.
- c. The implications of the Real Estate Code of Conduct are explained in the context of a Real Estate organisation.
- d. The Code of Conduct is related to ethical values and standards within own organisation and by referring to ethical best practices.
- e. The Real Estate Code of Conduct and ethics is applied in own work context.

2. **Demonstrate knowledge of the Real Estate environment and the various laws, rules and regulations that impact on the Real Estate function.**

Associated Assessment Criteria for Exit Level Outcome 2:

- a. The various environments that impact on the Real Estate function are explained in relation to how they impact the success of Real Estate transactions.
- b. The various laws, rules, regulations and Codes of Conduct that affect Real Estate are explained with examples and in relation to matters of compliance.
- c. The money laundering legislation and the implications in Real Estate transactions are explained with examples.
- d. A basic knowledge of FAIS (Financial Advisory and Intermediary Services Act) is explained in relation to how it impacts on the Real Estate sector.

3. Perform the Real Estate function.

Associated Assessment Criteria for Exit Level Outcome 3:

- a. The concept of self-development is explained in the context of the Real Estate environment and the necessary self-development goals defined and implemented in own work context.
- b. The principles of financial planning are applied to the Real Estate function.
- c. Business principles are applied to Real Estate function.
- d. Property is marketed, sold and / or leased to achieve personal business targets.

CCFOs are included in all unit standards. It is a SAQA requirement that each learner has to demonstrate competence against the CCFOs that are included in the unit standards. The following CCFOs are included in unit standards in part or totally:

- 1) **Identifying:** Identify, solve problems and make decisions using critical and creative thinking.
- 2) **Working:** Work effectively with others as members of a team, group, organisation and community.
- 3) **Organising:** Organise and manage yourself, your time and your activities responsibly and effectively.
- 4) **Collecting:** Collect, analyse, organise, and critically evaluate information.
- 5) **Communicating:** Communicate effectively, using visual, symbolic, and / or language skills in various modes.
- 6) **Science:** Use science and technology effectively and critically, showing responsibility towards the environment and the health of others.
- 7) **Demonstrating:** Demonstrate an understanding of the world as a set of related systems, by recognising that problem solving contexts do not exist in isolation.
- 8) **Contributing:** To contribute to the personal development of self and others, and the social and economic development of society at large.

This component is compulsory. To facilitate the demonstration of competence **you should submit** statements of **approximately 100 words** each which **exemplify how** you deal with/behave in certain real life situations. NOTE, despite CCFOs being included in all unit standards, you only need to demonstrate competence once.

Describe a problem situation where you have had to use critical and creative thinking to come up with a solution. Describe the outcomes of your decision.	
Describe a situation where you work / ed as part of a team and outline the role that you played in the success of the team.	
Describe how you organise and manage yourself, your time and your activities responsibly and effectively. A copy of a diary page or a written report describing how you manage your time will suffice as evidence.	
Describe a situation where you collected, analysed, organised and critically evaluated information . This evidence can be naturally occurring evidence or you can write a brief report on the process.	
Describe how and why you generally communicate , and what you do if you find yourself in situations where communication breaks down.	

Describe how you interact in a culturally and aesthetically sensitive manner , and how you handle any conflict that may arise in a multi cultural society.	
Discuss how you use science and technology effectively and how you understand your responsibility towards the environment and the health of others.	
Demonstrate an understanding of the world as a set of related systems , by recognising that problem solving contexts do not exist in isolation.	
How do you contribute to the personal development of others, and the social and economic development of society at large? And, what are you doing to stimulate your own personal development?	


Declaration of Authenticity: Compulsory

It is imperative that **you complete** and **sign** the **following Declaration of Authenticity** and include in your POE to validate that all evidence provided is your own.


Declaration of Authenticity					
Instructions: Complete this section as proof that your evidence is your own. This is part of the validation process. You MUST complete and sign the declaration.					
I (full name) _____,					
ID number: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>					
Declare that the evidence submitted for the Qualification: FETC: Real Estate, SAQA 59097, NQF 4 is my own work, and that I did not copy from, or allow anybody to copy from me.					
Signature	Signature	Date	dd	mm	yyyy

Section 1 – Marketing for Real Estate

Assessment Instruments – SAQA Unit Standard 246736

 <small>KNOWLEDGE QUEST</small>	MODULE REF:	Market, Sell and Lease Property	UNIT STD:	246736 L4 Cr 20
IMPORTANT NOTE:	<ul style="list-style-type: none"> • This assessment instrument is set for a CORE unit standard. • Only candidates who attempted and passed the: <ul style="list-style-type: none"> ✓ CPMD: Diploma in Advanced Property Practice is exempt from this assessment. The originally certified copy of your CPMD certificate will suffice as evidence. • Candidates who cannot submit a CPMD certificate should submit ALL the required evidence forming part of this assessment instrument (which consists of a Knowledge Assignment, Naturally Occurring & Observable Evidence and a Simulation Activity.). • You will automatically be found not yet competent if you omit to answer any given part of the assessment. • It is entirely possible that you might find that a question overlaps or repeats information in an assessment instrument set for another unit standard. Please feel free to cross-refer or copy that evidence and supplement it for competence if needed. 			

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 <small>KNOWLEDGE QUEST</small>	ASS TYPE:	Knowledge Assignment	ASS TOOL REF:	246736 K Assign.
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SO 1 & Range

1.) List the property types (categories) in Real Estate.

(6 Facts)

SO 1 AC 1

2.) Explain the Real Estate methods of Marketing that you use in your field of expertise. (4 Facts)

SO 1 AC 1

3.) List the four P's of the marketing mix. (4 Facts)

SO 1 AC 2

4.) Identify the difference between Product and Service in the Real Estate environment.
(4 Facts)

SO 1 AC 3

5.) How would you profile a buyer or lessee for the following: (6 Facts)

a.) Upmarket property:

b.) An average family property:

c.) Define Buyer (Consumer) Behaviour and give an example.

SO 2 AC 1

6.) Describe methods of prospecting (canvassing). Provide examples from within the Real Estate context. (8 Facts)

SO2 Range

7.) Briefly discuss how you would qualify a buyer: (8 Facts)

SO 1 AC 7

8.) Explain how and why an estate agent would analyse sales and leasing results for market research purposes. (5 Facts)

SO 1 AC 7, SO 2 AC 4,6

9.) Explain the criteria that you would use when valuating a property to determine the price. (Look at Value based and Cost based pricing of the market) (10 Facts)

Value based:

Cost Based:

SO 2 AC 8, SO 3 AC 1

10.a) Explain the procedures in completing an Offer to Purchase. (9 Facts)

10.b) List at least 3 necessary supporting documents. (3 Facts)

10.c) Simulate a Rental Agreement and an Offer to Purchase. Put this in your POE as Naturally Occuring Evidence. (Completed copies can also be used)

SO 3 AC 2,4,5

11.) List documents and Stakeholders relating to letting and hiring of property. (5 Facts)

SO 3 AC 6

12.) In letting and hiring of property, explain the difference between

a) Procurement Mandate (once-off lease agreement) (2 Facts) and

b) Administrative Managed Mandate (2 Facts)



13.a) Define Community Schemes (5 Facts)

[illegible][illegible]

SO 4 AC 2 & Range

14.) Select any **four** of the following Sectional Title key words and explain each in your own words, as you would to a client. (8 Facts)

- | | |
|--------------------------------------|--------------------------------------|
| • Architect | • Common Property |
| • Land Surveyor | • Exclusive Use Area |
| • Conveyancer | • Participation Quota |
| • Body Corporate | • Sectional Title Deed |
| • Developer | • Sectional Title Register |
| • Development Scheme | • Undivided Share In Common Property |
| • Sectional And Draft Sectional Plan | • Statutory Plan |
| • Sectional Mortgage Bond | • Operative Town Planning Scheme |
| • Lease | • Chief Surveyor-General |
| • Deeds Registry | |

[illegible]

SO 4 AC 3

“A person acquiring sectional title ownership, acquires ownership of a unit.”

15.) Explain what is a unit and focus on any two of the following: (8 Facts)

- Division of buildings into Sections
- Separate ownership in sections
- Joint ownership in Common Property
- Participation Quotas
- Exclusive Use Areas

SO 4 AC 4

16.) List at least 3 rights and responsibilities of ownership of

a) Sectional Title units (3 Facts)

b) Free-Hold property. (3 Facts)

SO 4 AC 5

A Sectional Title register is opened.

17.) Explain the rights and consequences of a Developer and the Rights and consequences of a Purchaser.

(8 Facts)

Rights & consequences: Developer	Rights & consequences: Owner

SO 4 AC 6

18.) List **Five** steps in the process that must be followed before a Sectional Title Register can be opened in the Deeds Office.

(5 Facts)




19.) Briefly discuss the importance of managing, as part of the after-sales service in respect of 3 of the following: (6 Facts)

- a. Suspensive Conditions,
- b. Resolutive Conditions,
- c. Conveyancing Process,
- d. Special Contractual Clauses (addendums),
- e. Legal Obligations,
- f. Financial Obligations.

[illegible][illegible]

- Completed Listing Form
- Completed Mandate Form
- Example of Advertisement that you placed

Assessment Instruments – SAQA Unit Standard 246739

 <small>KNOWLEDGE QUEST</small>	MODULE REF:	Personal Professional Development	UNIT STD REF:	246739 L4 Cr 8
IMPORTANT NOTE	<ul style="list-style-type: none"> • This is a CORE unit standard and unless you are fully exempt from the qualification, you will not be exempt from this unit standard. • Candidates should submit **** forming part of this assessment instrument (which consists of a Knowledge Assignment, and Naturally Occurring & Observable Evidence.) • You will automatically be found not yet competent if you omit to answer any given part of the assessment. • It is entirely possible that you might find that a question overlaps or repeats information in an assessment instrument set for another unit standard. Please feel free to cross-refer or copy that evidence and supplement it for competence if needed. 			

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[illegible]

SO 1 AC 2,3

2.) What time management methods do you use to ensure that you make productive use of the time that you have in a busy Real Estate schedule? (4 Facts)

SO 1 AC 4,5

3.) Identify four (4) typical time wasters (constraints) within the Real Estate context and how can you overcome these? (4 Facts)

SO 4 AC 1 - 3

4.) Explain how the following Role-Players and trends can influence your career development in Real Estate. (5 Facts)

(Hint: Refer to the unit standard So 4 and the 3 Ac's to guide you, and then use the induction/introduction section of your file for assistance.)

EAAB:

SETA:

NQF:

SAQA:

Tertiary Institutions:

SO 2 AC 1 (Range) & AC4

5.) List five (5) factors that might influence an individual's career path and explain the impact of these factors in a Real Estate context.

(8 Facts)

(Hint: Refer to the assessment criterion range to guide you, and also include “principal’s targets” as an influencing factor.)

[illegible]


SO 2 AC 3, SO 3 AC 3

6.) Describe the principles of goal setting. Focus on “SMART” goals:

(5 Facts)

[illegible]

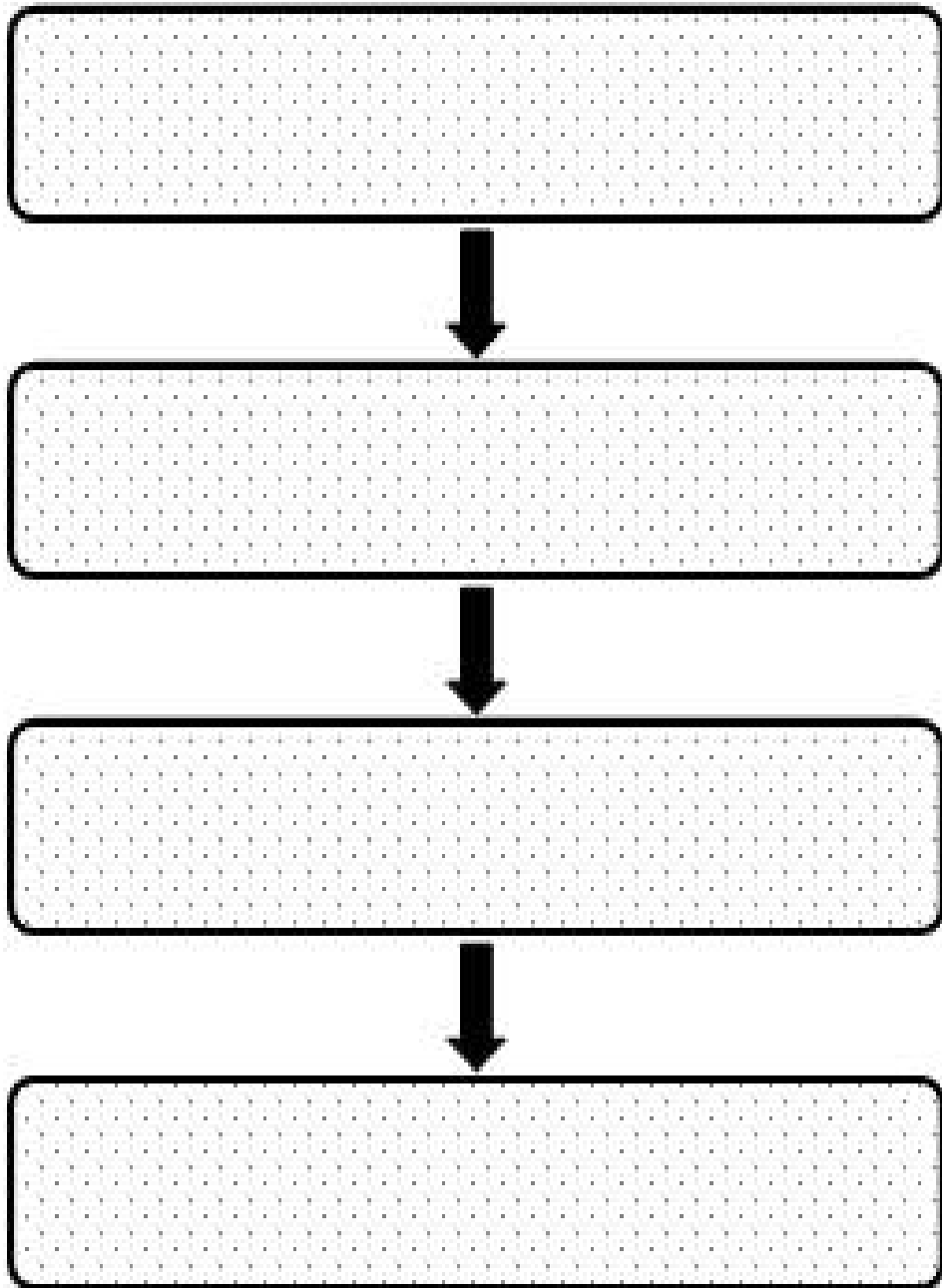
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 <small>KNOWLEDGE QUEST</small>	ASS TYPE:	Naturally Occurring & Observable Evidence	ASS TOOL REF:	246739 Nat. Observ.
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SO 2 AC 1, SO 3 AC1

1.) **Draw** a typical career path within the Real Estate environment. (5 Facts)

(This is a theoretical/generic question, and may or may not be aligned to the path you followed.)



2.) Identify career opportunities in the Real Estate environment, and by means of an action plan, map your own career path with timelines and resources indicated. (eg. Where do you want to be in your career by 2013? And 2018? etc) Measure your answer against “SMART” principles (5 Facts)

[illegible]

SO 2 AC 3, SO 3 AC 3

3.) Apply the principles of goal setting to your own career planning.

List at least 2 goals (**One long term** and **one short term**) and ensure that your goals are “S M A R T”. (4 Facts)

Long term goal:

Short term goal:

SO 1 AC 6

4.) Draw up an activities schedule and self management action plan for the goals set in Question 3. Keep in mind general work demands, identified constraints, own strengths and weaknesses. (4 Facts)

(In the event that you have your goals written down and your action plan/personal development plan in place, you may submit a copy of that document instead of completing question 3 &4. This will suffice as Naturally Occurring Evidence.)

Goal 1 (short term):
1.)

What do you need to develop or correct in order for you to achieve your goal as listed above:

How will you develop or correct these areas?

By when will you develop or correct these areas?


Goal 2 (long term):
2.)

What do you need to develop or correct in order for you to achieve your goal as listed above:


How will you develop or correct these areas?

By when will you develop or correct these areas?

Section 2 – Legal operations for Real Estate (1)
Assessment Instrument –SAQA Unit Standard 246735

 <small>KNOWLEDGE QUEST</small>	MODULE REF:	Legal operations for Real Estate	UNIT STD REF:	246735 L4 Cr 8
IMPORTANT NOTE	<ul style="list-style-type: none"> • This assessment instrument is set for a CORE unit standard. • Only candidates who attempted and passed the: <ul style="list-style-type: none"> ✓ CPMD: Diploma in Advanced Property Practice, or ✓ CPMD: Diploma in Property Development, or ✓ CPMD: Diploma in Property and Facilities Management <p>are exempt from this assessment. The originally certified copy of your CPMD certificate will suffice as evidence.</p> <ul style="list-style-type: none"> • Candidates who cannot submit a relevant certificate should submit ALL the required evidence forming part of this assessment instrument (which consists of a comprehensive Knowledge Assignment). • You will automatically be found not yet competent if you omit to answer any given part of the assessment. • It is entirely possible that you might find that a question overlaps or repeats information in an assessment instrument set for another unit standard. Please feel free to cross-refer or copy that evidence and supplement it for competence if needed. 			

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 KNOWLEDGE QUEST	ASS TYPE:	Knowledge Assignment	ASS TOOL REF:	246735 K Assign.
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SO 1 AC 1

1.) **The Real Estate environment in South Africa is reflective of the cultural diversity of the country**

Think about the above statement and explain, with examples, how cultural diversity (differences) is influencing the Real Estate development in your area and in general. (5 Facts)

[illegible]

SO 1 AC 2,3 & SO 2 AC 5,6,8

2.a) Find relevant statistics from i.e. media, STATS SA, area knowledge, SAPTG, etc. to explain trends and developments that affect Real Estate Planning **in your area.** (5 Facts)

2.b) Compare this to **national trends.** (Hint: Consider Demographics, Socio-Economical-, Technological-, Competitive- and Political Environments.)(Your answer should be in the form of a short essay.) (5 Facts)



3.) The following are formal and non-formal sources of economic-related information: Banks, Bond Originators, Media, Multi Listing networks, discussion with peers etc. Explain how these sources could be used to determine the economic climate in your own sales (farming) area. (5 Facts)

[illegible]

SO 2 AC 2,4

4.a) Indicate your understanding of supply and demand in Real Estate.

(4 Facts)

4.b) How does this affect Buyer versus Seller markets? Include the concepts of scarcity and choice in your discussion. (4 Facts)



5.) Explain how do interest rates and inflation affect the Real Estate market? (8 Facts)

[illegible]

SO 4 AC 1

6.) Define any 4 of the following Stakeholders who affect Real Estate and discuss the roles they fulfill; agents, buyers, sellers, brokers, developers, landlords, financial institutions, managing agents, valuers, government, investors, parastatals (i.e. Eskom): (8 Facts)

a.)

b.)

c.)

d.)

SO 4 AC 2,3,4

7.) Discuss and explain the following:

- The functions of Multi-Listing Systems; (2 Facts)

- The opportunities created by Referral Networks; (2 Facts)

- The broad functions of the Deeds Office. (2 Facts)

SO 3 AC 1,2,3,4 Range

8.) Briefly discuss the rules and laws that affect the Real Estate function and transactions. (15 Facts)


Specifically focus on:

- The Estate Agency Affairs Act;


- Regulations pertaining to Land Use Controls (eg. Town Planning Schemes, Municipal By-Laws, Re-zoning, Density, Floor Area Ratio, Parking, Coverage, Building Restrictions etc.)

- Regulations pertaining to property ownership (eg. Normal transfer through the Deeds Office, prescription, expropriation, insolvency of owner, joint ownership, marriage In Community of Property, Servitudes, Title Deed versus Town Planning etc.)

Assessment Instrument – SAQA Unit Standard 246733

 <small>KNOWLEDGE QUEST</small>	MODULE REF:	Legal operations for Real Estate	UNIT STD REF:	246733 L4 Cr 12
IMPORTANT NOTE	<ul style="list-style-type: none"> • This assessment instrument is set for a CORE unit standard. • Only candidates who attempted and passed the: <ul style="list-style-type: none"> ✓ EAAB: Estate Agency Affairs Board exam, or ✓ IEASA:CIEA qualification obtained prior to 1983, or ✓ CPMD: Diploma in Advanced Property Practice, or ✓ CPMD: Diploma in Property Development, or ✓ CPMD: Diploma in Property and Facilities Management are exempt from this assessment. The originally certified copy of your certificate will suffice as evidence. • Candidates who cannot submit a relevant certificate should submit ALL the required evidence forming part of this assessment instrument (which consists of a comprehensive Knowledge Assignment). • You will automatically be found not yet competent if you omit to answer any given part of the assessment. • It is entirely possible that you might find that a question overlaps or repeats information in an assessment instrument set for another unit standard. Please feel free to cross-refer or copy that evidence and supplement it for competence if needed. 			

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 <small>KNOWLEDGE QUEST</small>	ASS TYPE:	Knowledge Assignment	ASS TOOL REF:	246733 K Assign.
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SO 1 AC 1,2,3,4 & SO 2 AC 1,2,3

1.) Define and discuss the following in relation to Real Estate:

(15 Facts) (Hint: Refer to the **range statements** in the Unit Standard for detail and guidance.)

- Legal requirements of a contract;

- Latent and patent defects and “voetstoots” clause

- Breach of contract

- Passing of risk and accidental damages

- Circumstances under which a contract terminates

SO 2 AC 1,2,3

2.) Discuss the **essential, natural terms** and other **contractual conditions** as they pertain to: (9 Facts)

(Hint: Specifically refer to essential and natural terms contained in each type of contract.)

- Mandates

- Sale Agreements

- Lease Agreements

SO 3 AC 1, Range

3.) Explain the impact of Common Law and Legislative Provisions affecting rights in immovable property in particular as they relate to the following: (Choose any **two**): (6 Facts)

- Servitudes
- Mineral Rights
- Mortgage
- Control Measures

SO 3 AC 2, Range

4.) Explain and provide examples of the impact of Common Law and legislative provisions affecting the competencies of natural persons dealing in immovable property as they relate to: (6 Facts)

- The Matrimonial Property Act (Short summary of the Act)

- The contractual capacity of Natural Persons



5.) Demonstrate your understanding and provide examples of the following **two** types of properties and how each can necessitate different clauses in a Contract. Focus on: (8 Facts)

- [illegible]

- [illegible]

SO 3 AC 4, Range

6.) Explain and provide examples of the following: (6 Facts)

- The Companies Act

- Close Corporation Act

SO 4 AC 1,3

7.a) Briefly explain the main provisions of the Estate Agency Affairs Act. (4 Facts)

7.b) Focus on the duties and obligations imposed on Estate Agents by the abovementioned Act.
(4 Facts)

SO 4 AC 2,4

8.a) Briefly explain the functions of the Estate Agency Affairs Board


(4 Facts)

b) Discuss the rules relating to: (3 Facts)


- Trust monies

- Fidelity Fund Certificates. (3 Facts)

Assessment Instrument –SAQA Unit Standard 246737

 <small>KNOWLEDGE QUEST</small>	MODULE REF:	Legal operations for Real Estate	UNIT STD REF:	246737 L4 Cr 6
IMPORTANT NOTE	<ul style="list-style-type: none"> • This assessment instrument is set for a CORE unit standard. • Only candidates who attempted and passed the: <ul style="list-style-type: none"> ✓ EAAB: Estate Agency Affairs Board exam, or ✓ IEASA:CIEA qualification obtained prior to 1983, are exempt from this assessment. The originally certified copy of your certificate will suffice as evidence. • Candidates who cannot submit a relevant certificate should submit ALL the required evidence forming part of this assessment instrument (which consists of a comprehensive Knowledge Assignment). • You will automatically be found not yet competent if you omit to answer any given part of the assessment. • It is entirely possible that you might find that a question overlaps or repeats information in an assessment instrument set for another unit standard. Please feel free to cross-refer or copy that evidence and supplement it for competence if needed. 			

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 KNOWLEDGE QUEST	ASS TYPE:	Knowledge Assignment	ASS TOOL REF:	246737 K Assign.
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SO 1 AC 1,2,3,4

1.) Explain the following: (8 Facts)

a) the motivation (reasons) for ethical codes within the Real Estate industry:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

b) the importance of ethical values and standards in relation to the Real Estate sector:

[illegible]

SO 2 AC 1,2,3,4

2.) *Generally, an Estate Agent's client is a seller or lessor of a property. The Estate Agent's function is to introduce a willing and able buyer/lessee to his client's property, but he also guides a client through the selling process.*

With this objective in mind, explain the following: (8 Facts)

a) What were the factors that influenced the formation of a Code of Ethics within the Real Estate industry?

b) List four principles of a Code of Conduct established by the "Code of Conduct for **Real Estate**" in relation to your own work context.

SO 3 AC 1,2,3,4

3.) *The Estate Agent's Code of Conduct rule 3.3 states that no estate agent shall accept a sole mandate, or the extension of the period of an existing sole mandate, unless all the terms of such a mandate are in writing and signed by the client.*

In table format, list the typical core ethical values and standards that apply to the Real Estate Industry: (10 Facts)

a.)

b.)

c.)

d.)

e.)

f.)

SO 4, AC 1,2,3

4.) Source and compare the Code of Conduct or Code of Ethics for any other industry i.e. Financial Institution, Insurance Company etc., with that of Real Estate: (8 Facts)

Real Estate:	Other:

SO 3

Case Study:

As she always did when listing a home, Jeanie followed her checklist as she completed the property data sheet on Leslie's home.

Noticing the hardwood flooring in the family room, she asked Leslie if there were hardwood floors under the wall-to-wall carpeting in the rest of the house. Leslie told her there were. Jeanie noted that and later specified "hardwood floors" on the listing form.

Imagine her surprise when she later received a call from Ben, the new owner. He was outraged: "You said there were hardwood floors in this house. Well there's no hardwood flooring under the carpeting in the living area and dining room. When we took off the carpeting, we found that the bedrooms had hardwood flooring but under the living and dining room carpet there is nothing but plywood subflooring! We paid for a house with hardwood floors! This isn't right!"

5.a) Do you think Jeanie is in violation of the Code of Conduct? Explain your answer. (3 Facts)

b) What was Jeanie's obligation to the purchaser? (3 Facts)



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7.) From your own experience and contact with peers, identify and discuss any 4 (four) examples of typical ethical problems and dilemmas that Real Estate agents are faced with. In your discussion include methods or strategies for overcoming these problems. (6 Facts) (No longer than ¾ page)


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8.) The Code of Conduct should preferably be integrated into a company's mission and vision. Examine your firm's mission statement and investigate whether it accurately reflects the essence of your business. Draft a written report (not more than ½ page) to the principals of your firm on the results of your investigation. In the absence of a mission statement, give guidelines on how a proposed mission statement can be aligned with the Code of Conduct (this can be simulated).

(8 Facts) (no longer than ½ page)

Section 3 – Financial operations for Real Estate (1)
Assessment Instrument – SAQA Unit Standard 246734

 <small>KNOWLEDGE QUEST</small>	MODULE REF:	Financial operations for Real Estate	UNIT STD REF:	246734 L4 Cr 6
IMPORTANT NOTE	<ul style="list-style-type: none"> • This assessment instrument is set for a CORE unit standard. • Only candidates who attempted and passed the: <ul style="list-style-type: none"> ✓ Free State University or Stellenbosch University's Post-Graduate Diploma in Financial Planning, or ✓ the INSETA's National Certificate: Wealth Management (NQF 5) <p>are exempt from this assessment. The originally certified copy of your certificate will suffice as evidence.</p> <ul style="list-style-type: none"> • Candidates who cannot submit a relevant certificate should submit ALL the required evidence forming part of this assessment instrument (which consists of a comprehensive knowledge assignment.). • You will automatically be found not yet competent if you omit to answer any given part of the assessment. • It is entirely possible that you might find that a question overlaps or repeats information in an assessment instrument set for another unit standard. Please feel free to cross-refer or copy that evidence and supplement it for competence if needed. 			

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 <small>KNOWLEDGE QUEST</small>	ASS TYPE:	Knowledge Assignment	ASS TOOL REF:	246734 K.Assign.
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SO 1 AC 1, SO 2 AC

1.) Briefly explain the necessity of assessing the financial position of: (4 Facts)

Sellers:

Buyers:

Lessors:

Lessees:

SO 1 AC 1, SO 2 AC 3, AC

2.) Explain how you will assess the financial position of the following four Role Players. What Financial information is required? (12 Facts)

Sellers:

Buyers:

Lessors:

Lessees:

SO 2

3.) List in detail the additional costs that will be incurred in the purchase of immovable property. (8 Facts)

SO 2 AC 2

4.) What is your understanding of Common Law and Maintenance with regards to Contractual Incidence?
Give examples: (4 Facts)



5.) Explain the duties, rights and obligations enforced by the National Credit Act on : (8 Facts)

6.) Submit any proof of buyer/ lessee financial qualification that you have done that will suffice as Naturally Occurring Evidence to prove that you can qualify a buyer/ lessee. (This exercise can be simulated) (5 Facts)

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SO 3 AC 3

7.) Briefly discuss, with examples, qualifying criteria for at least two financial providers: (4 Facts)

a.)


b.)

SO 3


8.a.) List the basic steps in the Transfer Process: (2 Facts)

8.b.) In liaising with the conveyancer and other parties, explain how you can assist all parties in the satisfactory conclusion of the transaction (why good communication between the parties is crucial).
(3 Facts)

Assessment Instruments – SAQA Unit Standard 246738

 <small>KNOWLEDGE QUEST</small>	MODULE REF:	Financial operations for Real Estate	UNIT STD REF:	246738 L4 Cr 8
IMPORTANT NOTE	<ul style="list-style-type: none"> • This is a CORE unit standard and unless you are fully exempt from the qualification, you will not be exempt from this unit standard. • Candidates should submit ALL the required evidence forming part of this assessment instrument (which consists of a Knowledge Assignment, and a Simulation Activity.) • You will automatically be found Not Yet Competent if you omit to answer any given part of the assessment. • It is entirely possible that you might find that a question overlaps or repeats information in an assessment instrument set for another unit standard. Please feel free to cross-refer or copy that evidence and supplement it for competence if needed. 			

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	ASS TYPE:	Knowledge Assignment	ASS TOOL REF:	246738 K Assign
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[illegible]

SO 1 AC 4

2.) Complete the following:

(Example of Budget – if own budget is available, include as Naturally Occuring Evidence)

Indicate when your business will reach a “break-even” point.

(This is just a template but can be used – forecast can stretch over 6-12 months if you decide to use your own) (10 facts)

Expenditures:	May (example)	June	July	Aug	Sept	Oct
Rent/ monthly bond payment	R5500					
Water & Elect.	R1800					
Rates/ Taxes	R555					
Parking	R500					
Telephones	R4000					
Stationary	R250					
UIF	R300					
PAYE	R8000					
SDL	R200					
Subscription fees (SAPTG, Windeed)	R450					
Garden service	R300					
Salaries	R15000					
Bank costs	R650					
Etc.						
Total:						
Income:	May	June	July	Aug	Sept	Oct
Rentals						
Commission						
Bank interest						
Return on investment						
Bond Originating Commission						
Etc.						
Total:						

SO 2 AC 1, Range

3.) List the six major financial/business risk factors that are faced by an Estate Agent:

(6 facts)

a.)

b.)

c.)

d.)

e.)

f.)

SO 2 AC 2

4.) What 'tool' can be used to manage Business Risk? (2 facts)

SO 2 AC 2

5.1.) What is meant by Economic Risk? (2 facts)

5.2.) How can Economic Risk be managed? (2 Facts)

SO 2 AC 3, Range

6.) Name different Instruments that you can use to save for retirement and who should you speak to in this regard? (4 Facts)

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SO 3 AC 1, 2, 3, 4 Range

8.) List the main Taxes relevant to the Real Estate Business: (5 facts)

a.)

b.)

c.)

d.)

e.)

SO 3 AC 3

9.) Give a brief description for the following: (10 facts)

9.1.) Company Tax:

9.2.) Capital Gains Tax:

9.3.) Transfer Duty:

9.4.) Municipal Property Tax:

9.5.) Estate Duty:

SO 3 AC 3, Range

10.) Who is responsible for the payment of Municipal Rates after the transfer of a property?

Explain your answer? (4 facts)

SO 4 AC 1, 6

1.) What is a Business Plan? (3 facts)


SO 4 AC 1, 2, 3, 4, 5

2.) List the (5) five reasons for drawing up a Business Plan. (5 facts)


SO 4 AC 4, 5

3.) What kind of financial information is required in a Business Plan? (5 facts)

Assessment Instrument –SAQA Unit Standards 242584 & 242593

 <small>KNOWLEDGE QUEST</small>	MODULE REF:	Financial operations for Real Estate	UNIT STD REF:	242584 & 242593 L4 Cr 2 & L4 Cr 3 (Integrated Assessment)
IMPORTANT NOTE	<ul style="list-style-type: none"> • This assessment instrument is set for a combination of two CORE unit standards – totalling 5 credits. • Despite this being core unit standards, candidates who attempted and passed either the: <ul style="list-style-type: none"> ✓ Free State University or Stellenbosch University's Post-Graduate Diploma in Financial Planning, or ✓ the INSETA's FETC: Short Term Insurance (NQF 4) or ✓ the INSETA's FETC: Wealth Management (NQF 4) or ✓ the INSETA's National Certificate: Wealth Management (NQF 5) <p>are exempt from this assessment. The originally certified copy of your certificate will suffice as evidence.</p> <ul style="list-style-type: none"> • Candidates who cannot submit a certificate for either of the 4 qualifications mentioned should submit ALL the required evidence forming part of this assessment instrument (which consists of a comprehensive Knowledge Assignment). • You will automatically be found not yet competent if you omit to answer any given part of the assessment. • It is entirely possible that you might find that a question overlaps or repeats information in an assessment instrument set for another unit standard. Please feel free to cross-refer or copy that evidence and supplement it for competence if needed. 			

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 <small>KNOWLEDGE QUEST</small>	ASS TYPE:	Knowledge Assignment	ASS TOOL REF:	242584/242593 K Assign.
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SO 1 AC 1,3 SO 3 AC 4

- 1.) Briefly explain the purpose of the Financial Advisory and Intermediary Services Act (FAIS).
 (5 Facts)

SO 1 AC 2, SO 2 AC 2

- 2.) Define: Financial Service Providers, Representatives and Financial Products. (6 Facts)
 a.) Financial Service Provider:

- b.) Representatives:

- c.) Financial Products:

3.) Briefly explain the requirements for licensing (by the Financial Services Board) and on-going compliance requirements, with reference to the work roles affected by FAIS. (8 Facts)

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4.) What is the difference between a "Natural" Person and a "Legal Entity"? (4 Facts)

[illegible]

SO 3 AC 1,2,3 SO 4 AC 3

5.) In table format, list the roles/duties and functions/powers of the: (9 Facts)

- **Registrar** (refer to the relationship to the FSB and the steps that the Registrar could take in cases of non compliance)
- **Court** (refer to judgements against organisations and redress)
- **Ombudsman** (refer to recent rulings/ Determinations and the implications for the sub-sector)

[illegible]

SO 2 AC 5, SO 3 AC 1

6.) In non-compliance, the Registrar has the power to suspend, withdraw or re-instate authorisation. List and explain the conditions under which these actions may be taken against FSP's. (7 Facts)

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SO 2 AC 3

7.) Discuss how complaints are dealt with in the Real Estate environment. (EAAB). Compare this action and consequences against Financial Services Board directives. (6 Facts)

SO 1 AC 1,2, SO 4 AC 4

8.) Answer the following: (9 Facts)

a.) Briefly explain the purpose of the legislation applicable to Money Laundering in South Africa.

b) Shortly describe the concepts (general idea) of Money Laundering and unlawful activities.

c) Briefly explain the impact of “non-compliance” with the FIC Act on the economy of South Africa.

Note: Money laundering legislation includes, but is not limited to the Financial Intelligence Centre Act, 38 of 2001, Protection of Constitutional Democracy Against Terrorism and Related Activities Act, 2004 (POCDATRA) and Prevention of Organised Crime Act (POCA).

SO 1 AC 3,4

9.) Define in short, the roles and functions of the different Statutory Bodies created to support the money laundering legislation. (There are seven, choose at least four). (4 Facts)

Note: Role players (statutory bodies) include, but are not limited to the Money Laundering Advisory Council, the Money Laundering Reporting Officer and the Financial Intelligence Centre, the Financial Services Board (FSB) and the South African Revenue Service (SARS).

Range & SO 1 AC 5, SO 4 AC 1,5

10.) What are the penalties involved in terms of personal liability and to the organisation in the event of non-compliance. In your discussion make mention of the defences available for employees, directors, trustees and partners of accountable institutions. (6 Facts)

242593 Range & SO 2 AC 1,2 SO 3 AC 1 and 242584 SO 3 AC 3

11.) In table format, indicate the categories of clients (at least 4) indicated in the Money Laundering legislation and give an indication of the documents required to identify and verify each. (eg. Trust, CC, Natural Person, Foreigner etc) (12 Facts)

Category of Client	Documents required	Timeframe for storing

242593 SO 2 AC 1,2

12.) Briefly explain under which circumstances will a client or product be exempted from the “know-your-client” requirements. (4 Facts)

[illegible]

242593 SO 3 AC 3,4

13.) Discuss possible indicators that could point out that a transaction is suspicious. Who is responsible for reporting? (6 Facts)

242593 SO 3 AC 2

14.) Under which circumstances, and by whom can information and records be accessed?
(2 Facts)

242593 SO 4 AC 2,5


- 15.) Include a copy of a flow diagram in which you explain the process of reporting suspicious transactions.(Known as “Whistle Blowing”). Submit this as Naturally Occuring Evidence in your POE.(8 Facts)

242593 SO 1 AC 4, SO 4 AC 2,5


- 16.) Refer to your Company’s Policies & Procedures document. Point out the consequences for “Whistle blowing” relating to the different Acts and indicate whether it is compliant. (This answer can be simulated in case of a small Sole Proprietor office) (4 Facts)

Section 4 – Financial Operations for Real Estate (2)

Assessment Instrument –SAQA Unit Standards 13418 & 13420

 <small>KNOWLEDGE QUEST</small>	MODULE REF:	Financial operations for Real Estate	UNIT STD REF:	13418 & 13420 L4 Cr 6 & L4 Cr 6 (Integrated Assessment)
IMPORTANT NOTE	<ul style="list-style-type: none"> This assessment instrument is set for a combination of two ELECTIVE unit standards – totalling 12 credits. Remember - you must select a total of 21 elective credits across the qualification. Candidates who attempted and passed the: <ul style="list-style-type: none"> ✓ Diploma in Advanced Property Practice (CPMD) are exempt from this assessment. The originally certified copy of your certificate will suffice as evidence. Candidates who cannot submit a relevant certificate, could chose to: <ol style="list-style-type: none"> 1. submit evidence for these unit standards to achieve the 12 credits, or 2. omit this evidence and select other assessment instruments to achieve the elective credits. ALL the required evidence forming part of this assessment instrument (which consists of a comprehensive Knowledge Assignment) should be submitted if you choose to submit evidence against these unit standards. You will automatically be found not yet competent if you omit to answer any given part of the assessment. It is entirely possible that you might find that a question overlaps or repeats information in an assessment instrument set for another unit standard. Please feel free to cross-refer or copy that evidence and supplement it for competence if needed. 			

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 <small>KNOWLEDGE QUEST</small>	ASS TYPE:	Knowledge Assignment	ASS TOOL REF:	13418 / 13420 K Assign.
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13418 SO 1 AC 1,6

- 1.) In your own words, explain the difference between a mortgage loan and a mortgage bond.
 (4 Facts)

13418 SO 1 AC 1,6

- 2.) Why is a mortgage bond required by the bank (mortgagee) when granting a loan on immovable property? (4 Facts)

13418 SO 1 AC 2,4,5

3.) List three standard conditions (features) of a mortgage bond required by banking policies.

(3 Facts)

13418 SO 3

4.) Briefly compare the following types of properties in terms of the requirements for good security:

(8 Facts)

a.) Standard Home Loan:

b.) Plot or vacant land:

c.) Sectional Title property:

d.) Property with a registered servitude:

13418 SO 2. SO 4

5.) According to general banking policies, explain the concept of : (6 Facts)

a.) Principle Security:

b.) and collateral security :

13418 SO 3 AC 1,6

6.) Answer the following: (4 Facts)

a.) Name three risks that can be identified with a mortgage bond as a form of security.

b.) Identify two kinds of properties (high risk) that would NOT meet the requirements according to the principles of good security for any financial institution.

13420 SO 1 AC 3, SO 2 AC 1, 2 and Range & SO 4 AC 1,2 SO 5 AC 3,4

7.) Explain the specific functions of the different attorneys who may be involved in the bond registration process. (8 Facts)

a.) Transfer Attorney (conveyancer):

b.) Bond cancellation attorney:

c.) Bond registration attorney:

d.) Any other attorney?

13420 SC 1 AC 1,2,4,5,6, SO 3

8.) Demonstrate knowledge of the overall bond registration process: (6 Facts)

a.) Explain the reason why bond registration is necessary:

b.) Which parties (excluding attorneys) will be involved in the bond registration process?

c.) What is the average time for a bond to register and why?



9.) Submit a flow chart showing the steps in the bond registration process in your portfolio. (Naturally Occurring Evidence – can be drawn or copied from other sources). (5 Facts)

[illegible]

10.) List at least four legal documents produced during the bond registration process: (4 Facts)


11.) Briefly describe the role of the Bank in the registration process: (3 Facts)




12.) Describe three functions of the Deeds Office: (6 Facts)

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Assessment Instrument –SAQA Unit Standards 12181 & 15059 & 15089

 <small>KNOWLEDGE QUEST</small>	MODULE REF:	Financial operations for Real Estate	UNIT STD REF:	12181 & 15059 & 15089 L4 Cr 2 & L4 Cr 5 & L4 Cr 5 (Integrated Assessment)
IMPORTANT NOTE	<ul style="list-style-type: none"> This assessment instrument is set for a combination of three ELECTIVE unit standards – totalling 12 credits. Remember - you must select a total of 21 elective credits across the qualification. Candidates who attempted and passed either the: <ul style="list-style-type: none"> ✓ Free State or Stellenbosch Universities' Post-Graduate Diploma in Financial Planning, or ✓ the INSETA's National Certificate: Wealth Management (NQF 5), or ✓ CPMD: Diploma in Property Development, or ✓ CPMD: Diploma in Property and Facilities Management <p>are partially exempt from this assessment. It is suggested that you consult the Exemption Matrix to establish exactly which unit standards you are exempt from and then either select another assessment instrument set for other elective unit standards or contact KNOWLEDGE QUEST to assist you with dismantling this instrument to enable you to produce evidence for only the outstanding unit standard/s.</p> Candidates who are not partially exempt from the corresponding unit standards, could chose to: <ol style="list-style-type: none"> 1. Submit evidence for these unit standards to achieve the 12 credits and select (a) further assessment instrument/s to achieve further elective credits (remember extra credits will be uploaded, but a shortfall of credits will result in a Not Yet Competent assessment decision for the Qualification), or 2. Submit this evidence and select other assessment instruments to achieve the minimum 21 elective credits. ALL the required evidence forming part of this assessment instrument (which consists of a <u>comprehensive Knowledge Assignment</u>) should be submitted if you choose to submit evidence against these unit standards. You will automatically be found not yet competent if you omit to answer any given part of the assessment. It is entirely possible that you might find that a question overlaps or repeats information in an assessment instrument set for another unit standard. Please feel free to cross-refer or copy that evidence and supplement it for competence if needed. 			

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 KNOWLEDGE QUEST	ASS TYPE:	Knowledge Assignment	ASS TOOL REF:	12181 / 15059 / 15089 K Assign.
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15089 SO 3 AC 1,2,3,4

1.) Write a letter to an overseas client who is keen on investing in South Africa.

(Your letter should not be much longer than 1 - 2 handwritten folios). (15 Facts) .

In your letter, include the following:

1.1.) 12181 SO 1 AC 1,2

The difference between Equity Based Investments and Income Bearing Instruments.

1.2.) 12181 So 1 Ac 3

The importance of Diversification in any Investments.

1.3.) 12181 SO 1 AC 4,5,6 SO 2 AC 1,2,3

Local investments versus Off-Shore Investment options.

1.4.) 12181 SO 4 AC 1,2,3

The concept of "Financial Gearing". Give at least 3 different examples.

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2.) Conduct research and write a report for a client on Property, Asset and Investment Management and Facilities Management of a building purchased as an investment. (15 Facts)

2.4.) What changes would you incorporate in your office to render a good management service?

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3.) Draw up a basic contract which will include: (8 facts)


- a.) Budgeting
- b.) Reporting
- c.) Communication
- d.) Timelines

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Assessment Instrument –SAQA Unit Standards 114596 & 114583

 <small>KNOWLEDGE QUEST</small>	MODULE REF:	Financial operations for Real Estate	UNIT STD REF:	114596 & 114583 L4 Cr 5 & L4 Cr 8 (Integrated Assessment)
IMPORTANT NOTE	<ul style="list-style-type: none"> This assessment instrument is set for a combination of two ELECTIVE unit standards – totalling 13 credits. Remember - you must select a total of 21 elective credits across the qualification. Candidates who attempted and passed: <ul style="list-style-type: none"> ✓ Any Council for Higher Education (CHE) accredited tertiary academic institutions' degrees or diploma in Marketing (i.e. IMM or B. Com Marketing) are exempt from this assessment. The originally certified copy of your certificate will suffice as evidence. Candidates who cannot submit a relevant certificate, could choose to: <ol style="list-style-type: none"> submit evidence for these unit standards to achieve the 13 credits and select one more assessment instrument to achieve further elective credits (remember extra credits will be uploaded, but a shortfall of credits will result in a Not Yet Competent assessment decision for the Qualification), or omit this evidence and select other assessment instruments to achieve the minimum 21 elective credits. ALL the required evidence forming part of this assessment instrument (which consists of a comprehensive Knowledge Assignment/Simulation) should be submitted if you choose to submit evidence against these unit standards. You will automatically be found not yet competent if you omit to answer any given part of the assessment. It is entirely possible that you might find that a question overlaps or repeats information in an assessment instrument set for another unit standard. Please feel free to cross-refer or copy that evidence and supplement it for competence if needed. 			

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 <small>KNOWLEDGE QUEST</small>	ASS TYPE:	Knowledge Assignment/Simulation	ASS TOOL REF:	114596/114583 K Assign./Sim.
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For this assignment you are to investigate and thoroughly consider the idea of entering into a new venture. For the purposes of the assignment, the new venture that you will be investigating involves the opening of an Estate Agency from a home office. Even if it does not realistically form part of your plans for the future, this assignment, if you choose these electives, requires that you document your investigation and ultimately do enough research to enable you to formulate recommendations and make an informed decision based on factual information. It is suggested that you summarise your research and information in a typical SWOT analysis. SWOT being the acronym for Strengths, Weaknesses, Opportunities and Threats. Keep in mind when categorising in a SWOT analysis that Strengths and Weaknesses refer to personal or internal matters, i.e. those matters that you can control, whilst Opportunities and Threats refer to external matters or issues influenced by factors outside of your control. (If you have never done such an exercise, simulate what needs to be done to open a new office.)

114596 SO 1 AC 2, 114583 SO 3 AC 3,4

1.) Answer the following questions: (4 Facts)

a.) What are the special benefits of a home based business?

b.) Name two disadvantages that might occur when working from home.

114596 SO 1 AC 4

2.) Formulate a Mission, Vision and Value statement for the new venture. Think in terms of desired market share, sales volumes, asset value, and extent of independence from outside control.

(6 Facts)

a.) Mission:

b.) Vision:

c.) Value Statement (Objectives):

114596 SO 5 AC 1 & 114583 SO 4 AC 5, SO 5 AC 1

3.) Indicate what processes or criteria you might use to evaluate the success of the new venture and how often you might monitor the achievement of outcomes. (4 Facts)

114596 SO 1 AC 1 SO 3 AC 4

4.) Consider and discuss advantages and disadvantages of this venture for you personally. How do you foresee this venture impacting on the labour market and the business sector in your area generally? (4 Facts)

(Hint: Consider the fact that this venture is being investigated for a home-office scenario. Is this the most suitable location for the new venture and what is the impact of this decision on you and your family?)

a.) Advantages:

b.) Disadvantages:

114596 SO 2 AC 1, SO 3 AC 1

5.) Briefly discuss your own aptitude, interests and values, and indicate whether you consider yourself suitable from a personality point of view potentially to venture solo into this new business as Principal/Owner. (In other words to start the new business on your own)

(5 Facts)

[illegible]



6.) Consider the relevant technology and resource requirements needed for a new venture of this nature, and identify training needs (both yours and your staff) that will have to be addressed to ensure success. (4 Facts)

[illegible]

7.) By means of a proper "SWOT" analysis – establish what the opportunities and threats are for this new venture: (12 Facts)

Strengths: * * * *	Weaknesses: * * * *
Opportunities: * * * *	Threats: * * * *

114596 SO 2 AC 2, SO 3 AC 3 & 114583 SO 2 AC 3

- 8.) Analyse the current market conditions and specifically assess external and environmental factors which will impact on the decision. (4 Facts)

114596 SO 2 AC 3, SO 3 AC 3 & 114583 SO 2 AC 2

- 9.) Identify the competition in your immediate area, and analyse their service/products/prices/promotions to establish what you will be up against. (5 Facts)



10.) Indicate whether you would, based on the research and information in this assignment consider launching your new business (the opening of an Estate Agency from a home office), and give at least two reasons for your decision. (4 Facts)

[illegible]

11.) Define the risks and factors that might threaten the success of the new venture and indicate by means of examples which possible measures (insurance/security) you might take to reduce risk. (5 Facts)

(Hint: In your discussion on risk management, think of risks related to staff, environmental risks, political risks, financial risk, legal obstacles, constraints on trade and applicable by-laws.)

[illegible]



12.) Where and how would you gather information about similar products and / or services being offered, and the specific needs of potential clients? (4 Facts)

[illegible]

a.) What marketing media would you use to promote your service and products?

(Note: If you have a Business and Marketing Plan for a New Venture, this can also be submitted as Naturally Occuring Evidence. Ensure that all fields are addressed, as indicated by the relevant questions in this section.)



14.) You have now implemented the plans for your business based on proper research. (The work done during previous questions.) During your final evaluation you discover that your venture is not as successful as it might be. Your friend, and financial advisor, suggests that perhaps your marketing plan is not as comprehensive as it should be. What changes might you consider to enhance the marketing aspect of the new venture? (4 Facts)

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15.) What measures can be put in place to monitor the effectiveness of the marketing plan?
(4 Facts)

[illegible]

114583 SO 1 AC 2

16.) What are the key marketing concepts that you could utilise? (4 Facts)

114583 SO 3, SO 4, SO 5

17.) Answer the following: (9 Facts)

a.) Briefly list the advantages of a proper marketing plan.


b) Give the definition of:

Target Market:


Market Research:

Section 5 – Personal Development in Real Estate

Assessment Instrument –SAQA Unit Standards 110000 & 110003 & 110009

 <small>KNOWLEDGE QUEST</small>	MODULE REF:	Financial operations for Real Estate	UNIT STD REF:	110000 & 110003 & 110009 L4 Cr10 & L4 Cr 8 & L4 Cr 4 (Integrated Assessment)
IMPORTANT NOTE	<ul style="list-style-type: none"> This assessment instrument is set for a combination of three ELECTIVE unit standards – totalling 22 credits. Remember - you must select a total of 21 elective credits across the qualification. Candidates who attempted and passed: <ul style="list-style-type: none"> ✓ Any Council for Higher Education (CHE) accredited tertiary academic institutions' degree or diploma with administration as a focus (i.e. Diploma in Police Science) <p>are exempt from this assessment. The originally certified copy of your certificate will suffice as evidence.</p> Candidates who cannot submit a relevant certificate, could chose to: <ol style="list-style-type: none"> submit evidence for these unit standards to achieve the 22 credits, or omit this evidence and select other assessment instruments to achieve the elective credits. ALL the required evidence forming part of this assessment instrument (which consists of a comprehensive Knowledge Assignment) should be submitted if you choose to submit evidence against these unit standards. You will automatically be found not yet competent if you omit to answer any given part of the assessment. It is entirely possible that you might find that a question overlaps or repeats information in an assessment instrument set for another unit standard. Please feel free to cross-refer or copy that evidence and supplement it for competence if needed. 			

Name and Surname:		I.D. Number:	
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 <small>KNOWLEDGE QUEST</small>	ASS TYPE:	Knowledge Assignment	ASS TOOL REF:	110000 / 110003 / 110009 K Assign.
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110003 SO 3 AC 1, 2, 3 & 110009 SO 1 AC 1-4 & 110000 SO 1 AC 4, SO 3 AC 5 SO 4 AC 4

1.) Discuss the control of confidential information and documents as it is dealt with in your organisation.

(9 Facts) In your discussion:

a.) Define and describe what is regarded as confidential information.

b.) Describe the system and procedures used for securing documents and protecting stakeholder (buyer/ seller) information.

c.) Indicate levels of authorisation for access to confidential information:

110009 SO 2 AC 1-7

2.) Discuss the control of office stationery as it is dealt with in your organisation. (9 Facts)

In your discussion:

a) Define stationery requirements for your office.

b) Suggest an administration system or procedure to ensure more effective administering of stationery.

c) Abuse of stationery is common in most offices. In a sensible, relevant manner briefly describe what administrative systems you would recommend to control the requisitioning and purchasing of stationery in your organisation.

(Hint: Your discussion might include an assumption that stationery is being misused. It is a reality that not all colleagues and peers use stationery sparingly and appropriately. Think of stationery as more than just pens and staples. Remember pre-printed forms, business cards, presentation folders, markers, printer cartridges, photocopy paper etc.)

110003 SO 1 AC 1-3, SO 4 AC 1-3

3.) In table format, identify the following: (6 Facts)

- a.) Three (3) administrative systems in place in your organisation
- b.) Explain the procedures and policies for these systems
- c.) and identify the responsible person for each system.

System name: (i.e. Filing)	Policy and Procedure for these systems:	Responsible person:

(Hint: Let the Unit Standard Specific Outcome 1 and 4 and the 6 assessment criteria guide you in your answer.)

110003 SO 3 AC 1,2,3, 110009 SO 1 AC 1 - 4 110000 SO 1 AC 4, SO 3 AC 5 SO 4 AC 4

4.) Describe how confidential information is controlled. Include the following: (6 Facts)

- a.) A description of the documents.

- b.) How the documents are stored safely?

- c.) How, or by whom is access authorised?

110000 SO 5 AC 1-5

5.) Give two examples of payment procedures to external bodies made by your company and include the following: (9 Facts)

a.) How and when these payments are made?

b.) How or by whom are the payments authorised?

c.) How are records kept of payments made?

(In the event that you do not have a formal procedure or system in place in your organisation, develop such a procedure for evidence purposes. This can be simulated)




6.) Briefly describe “Best Practice Principles” used in your organisation to comply with the requirements of **ONE** of the following statutory bodies: (5 Facts)


- Unemployment Insurance Act
- Skills Development Act
- Basic Conditions of Employment Act
- Income Tax Act

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Assessment Instrument –SAQA Unit Standards 242819 & 242822

 <small>KNOWLEDGE QUEST</small>	MODULE REF:	Financial operations for Real Estate	UNIT STD REF:	242819 & 242822 L4 Cr 10 & L4 Cr 10 (Integrated Assessment)
IMPORTANT NOTE	<ul style="list-style-type: none"> This assessment instrument is set for a combination of two ELECTIVE unit standards – totalling 20 credits. Remember - you must select a total of 21 elective credits across the qualification. Candidates who attempted and passed: <ul style="list-style-type: none"> ✓ Any Council for Higher Education (CHE) accredited tertiary academic institutions' degree or diploma in Human Resources (i.e. IPM or Industrial Psychology) <p>are exempt from this assessment. The originally certified copy of your certificate will suffice as evidence.</p> Candidates who cannot submit a relevant certificate, could chose to: <ol style="list-style-type: none"> submit evidence for these unit standards to achieve the 20 credits and select one more assessment instrument to achieve further elective credits (remember extra credits will be uploaded, but a shortfall of credits will result in a Not Yet Competent assessment decision for the Qualification), or omit this evidence and select other assessment instruments to achieve the minimum 21 elective credits. ALL the required evidence forming part of this assessment instrument (which consists of a Knowledge Assignment and a Simulation Activity) should be submitted if you choose to submit evidence against these unit standards. You will automatically be found not yet competent if you omit to answer any given part of the assessment. It is entirely possible that you might find that a question overlaps or repeats information in an assessment instrument set for another unit standard. Please feel free to cross-refer or copy that evidence and supplement it for competence if needed. 			

Name and Surname:		I.D. Number:	
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 <small>KNOWLEDGE QUEST</small>	ASS TYPE:	Knowledge Assignment	ASS TOOL REF:	242819 / 242822 K Assign.
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242819 SO 1 AC 1,2

1.) Answer the following: (8 Facts)

a.) Explain the importance of motivating a work team.

b.) Identify indicators that will let you know that a team is motivated or demotivated.


242819 SO 3 AC 1

2.) In table format, compare and contrast two theories of motivation. (6 Facts)

(Hint: There are several popular theories of motivation. In your search look for Maslow's Hierarchy, Herzberg's Two Factor Theory, McGregor' X & Y Theory, etc. etc.)

	Theory 1	Theory 2
Brief summary of the theory:		
Similarities:		
Differences:		

Name and Surname:		I.D. Number:	
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 <small>KNOWLEDGE QUEST</small>	ASS TYPE:	Simulation Activity	ASS TOOL REF:	242819 / 242822 Sim.
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In the event that you are not currently working in a team, create a fictional team and imitate team participation. Submit the resultant documents and evidence of your simulation.

242819 SO 2 AC 1,2

- 1.) Demonstrate an understanding of self and team members in your workplace. Tabulate strengths and areas for development for yourself as the team leader and at least three members of your team. (8 Facts)

Team member:	Strengths	Areas for development

242819 SO 3 AC 2, SO 5 AC 1

- 2.) Observe the team for elements of group dynamics. Briefly discuss the group dynamics and the impact they have on the long term stability of the team. (5 Facts)

242819 SO 3 AC 3, SO 4 AC 1

242822 SO 1 AC 1, AC 2 & Range, 3, SO 2 AC 1,2,3 (4,5,6 inferred), SO 3 AC 1,2

3.) In a meeting with your team, compile an action plan to strengthen the team. Submit minutes of the meeting as evidence for this assessment. (16 Facts) In your action plan:

- Include a statement of general intent, specifying the aim according to the identified needs;
- Specify measurable parameters of success of the action plan;
- Identify a single activity to achieve the objectives,
- Sequence tasks in the activity according to priority and resources;
- Stipulate time allocations for each task,
- Stipulate how responsibility will be delegated to team members and what mandates they will have in using own control measures,
- Indicate how commitment was obtained from the team.

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242819 SO 4 AC 2,3, SO 5 AC 2,3,4 & 242822 SO 3 AC 3,4, SO 4 AC 1, 2

4.) Show how implementation of the action plan discussed in Q3 was executed by discussing:


- what resources needed to be made available;
- measuring and checking systems that enabled monitoring for compliance;
- amendments to the plan or corrective actions taken to bring actual results in line with planned results;
- feedback, and recognition where appropriate, that was given to each member of the team.

(10 Facts)

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Section 6 – Fundamental Unit Standards

Assessment Instrument –SAQA Communication Fundamental Unit Standards

 <small>KNOWLEDGE QUEST</small>	MODULE REF:	Fundamentals Languages (Integrated Assessment)	UNIT STD REF:	First Language 119462 L4 Cr 5 119459 L4 Cr 5 119469 L4 Cr 5 12153 L4 Cr 5	Second Language 119472 L3 Cr 5 119465 L3 Cr 5 119466 L3 Cr 5 119457 L3 Cr 5
IMPORTANT NOTE	<ul style="list-style-type: none"> • This assessment instrument is set for a combination of the two ORAL and six WRITTEN FUNDAMENTAL COMMUNICATION unit standards – totalling 40 credits. • Candidates who attempted and passed: <ul style="list-style-type: none"> ✓ Matric/Grade 12 in South Africa with any two official South African languages, <p>are exempt from this assessment. The originally certified copy of your certificate will suffice as evidence.</p> • Candidates, who cannot submit a relevant matric certificate, must submit evidence for all the fundamental unit standards to achieve the 56 credits. • ALL the required evidence forming part of this assessment instrument (which consists of a Bi-lingual Interview, a Knowledge Assignment and a Simulation Activity) should be submitted unless you have a valid Matric certificate to exempt you. You will automatically be found not yet competent if you omit to answer any given part of the assessment. • It is entirely possible that the assessor will be able to find naturally occurring evidence for parts of the associated assessment criteria whilst assessing the evidence you submitted for assessment instruments set for other unit standards. However, competence cannot be inferred and Candidates must attend to this assessment because it will form the basis of the assessors' decision. 				

Name and Surname:		I.D. Number:	
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 <small>KNOWLEDGE QUEST</small>	ASS TYPE:	Bi-Lingual Interview	ASS TOOL REF:	(Fund. Nat Observ) 119462 & 119472 (Oral First & Second Language)
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Schedule time with a KNOWLEDGE QUEST Evidence Gatherer/Facilitator/Assessor. A Bi-lingual Interview will be conducted with you and the KNOWLEDGE QUEST representative will complete this checklist (Fund. Nat Observ) and sign off your evidence summary sheets for Unit Standards 119462 and 119472.

This checklist and summary sheets needs to be submitted with your POE.

Identification of the Candidate, Assessor and interview details:	
Candidate Name:	
Candidate ID Number:	
Candidate First Language:	
Candidate Second Language:	
Date and Time of Interview:	
Assessor Name and Designation:	
Note to KNOWLEDGE QUEST Evidence Gatherer/Facilitator/Assessor: During facilitation (when the learner is unaware of being observed), and then in a general conversation with the candidate verify that he/she can engage in oral/signed interactions in a variety of formal and informal contexts in socio-cultural, learning and workplace situations by participating in bi-lingual conversation. Rate the candidate on the assessment criteria, and comment in the space provided to justify your rating.	

(Us 119462 All) The learner is able to - in situations where communication happens - in his/her First Language :	C	NYC	Comments:
1. Respond critically yet sensitively as a listener/audience by showing a clearly developed understanding of complex issues under discussion and clarifying own understanding and providing opportunity for the clarification of understanding.	<input type="checkbox"/>	<input type="checkbox"/>	
2. Manage discussions and / or conflicts sensitively and in a manner that supports the goal of group or one-on-one interaction.	<input type="checkbox"/>	<input type="checkbox"/>	
3. Identify characteristics of a speaker's/signer's style and tone/register that attract or alienate an audience and enter into discussion about the effect of these characteristics.	<input type="checkbox"/>	<input type="checkbox"/>	
4. Challenge, when appropriate, the underlying assumptions, points of view and subtexts in spoken/signed texts to clarify understanding, remove bias and / or sustain interaction. (Identify techniques used by speakers/signers to evade or dissipate responsibility for an issue, underlying values, attitudes and assumptions in an interaction and describing its influence on the discussion.)	<input type="checkbox"/>	<input type="checkbox"/>	
5. Analyse own responses to spoken/signed texts and adjust as required. (Tone/register, approach or style is appropriate to context, and is adapted to maintain oral/signed interaction when it breaks down or is difficult to initiate or maintain. Pedantic, illogical or aggressive language is identified and modified to sustain interaction.)	<input type="checkbox"/>	<input type="checkbox"/>	

(Us 119462 All) The learner is able to - in situations where communication happens - in his/her First Language :	C	NYC	Comments:
6. When confronted by opposing views, put forward (with confidence) his/her own position in a manner appropriate to the interaction.	<input type="checkbox"/>	<input type="checkbox"/>	
7. Use strategies like planning of content, rhetorical devices and presentation techniques to be an effective speaker/signer in sustained oral/signed interactions.	<input type="checkbox"/>	<input type="checkbox"/>	
8. Analyse the impact of own non-verbal cues/body language and signals on audience and use it appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	
9. Rephrase points of view with the aim of describing its meaning.	<input type="checkbox"/>	<input type="checkbox"/>	

(Us 119472 All) The learner is able to - in situations where communication happens - in his/her Second Language :	C	NYC	Comments:
1. Appropriately contribute to group work and tasks with the aim of promoting communication and teamwork whilst participating appropriately in discussions, debates or negotiations, and hence contribute to meaningful interaction between participants.	<input type="checkbox"/>	<input type="checkbox"/>	
2. Establish a relationship appropriate to the context, and provide a non-threatening opportunity for sharing of information and thereby contribute to the achievement of meeting objectives.	<input type="checkbox"/>	<input type="checkbox"/>	
3. Respond sensitively to differing socio-cultural contexts and to the ways others express themselves.	<input type="checkbox"/>	<input type="checkbox"/>	

(Us 119472 All) The learner is able to - in situations where communication happens - in his/her Second Language :	C	NYC	Comments:
4. Use strategies that capture and retain the interest of an audience. (Key words/signs, pace and pause, stress, volume and intonation or sign size, pace, rhythm and non-manual features are used in appropriate ways to reinforce the message.)	<input type="checkbox"/>	<input type="checkbox"/>	
5. Display body language appropriate to the context and topic, and use body language to reinforce main ideas and points of view.	<input type="checkbox"/>	<input type="checkbox"/>	
6. Make use of visual aids to enhance transfer of information.	<input type="checkbox"/>	<input type="checkbox"/>	
7. Make use of techniques to maintain continuity and interaction. (Responding to queries, repetition of information, rewording, asking questions to check understanding, referring to cue cards; timing techniques; responsiveness to audience cues that contact is being lost.)	<input type="checkbox"/>	<input type="checkbox"/>	
8. Identify and respond to manipulative use of language by identifying and distinguishing between facts and opinions expressed by the speaker and querying omission of information.	<input type="checkbox"/>	<input type="checkbox"/>	
9. Explain how the choice of language structures and features, specifically tone, register, style and point of view affect audience interpretations of spoken/signed texts.	<input type="checkbox"/>	<input type="checkbox"/>	

To be completed by KNOWLEDGE QUEST evidence gatherer / Facilitator / Assessor

I (name) _____, in the capacity of _____

_____ declare that the evidence submitted for this Unit Standard is verified and collected by me, and that I did engage in oral communication with the learner.


Assessor/ Facilitator: Signature: _____ Date: _____

Candidate Signature: _____ Date: _____

Note to KNOWLEDGE QUEST Evidence Gatherer/Facilitator/Assessor:

Don't forget to also complete and sign this statement on the two evidence summary sheets for Unit Standards 119462 & 119472 when you consolidate your overall competence decision.

Name and Surname:		I.D. Number:	
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	ASS TYPE:	Knowledge assignment	ASS TOOL REF:	Fund. K Assign 119459 , 12153 119469
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Study the two advertisements and answer the corresponding questions:

Advertisement 1


Experience this splendid blend of Serenity, Sophisticated entertaining and Sensual relaxation whilst co-existing in harmony with Nature

For Sale: Luxurious finished Villa on the villapark "Bialli Villa Real Estate".

The villas which will certainly satisfy U on your expectations regarding location, luxury and surroundings, are for sale for

R3.500.000

Geviba presents "BIALLI VILLA REAL ESTATE"

Still in the developing stage, but with its position as one of the finest coastal residential estates on the South Coast of KwaZulu-Natal (KZN), Bialli Villas offers a splendid blend of serenity, sophisticated entertaining and sensual relaxation. The Bialli Villa Real Estate Park is characterised by unspoiled indigenous coastal forest and a stretch of pristine golden beaches.

Bialli Villa is specifically aimed at creating an exceptional quality of life for its residents with an optimal balance between the development and environment. A place of enchanting beauty, this estate is designed to co-exist in harmony with nature. Strategically placed in the South the attraction lies not only in unmatched natural beauty but also in the platform of amenities offered that appeal to both local and foreign investors and holidaymakers.

The Bialli Villa Real Estate Park features the signature dominant Balinese roof forms that overhang and verandas with anodized aluminum windows. The Bialli Villas retain views of panoramic surroundings and distant sea views with a backdrop of indigenous coastal forest. Balinese architecture is renowned for its beauty offering an aura of peaceful living.

Natural stonework decks with warm and earthy tones that will reflect elements of Balinese style

architecture a holiday home for a family, who spends as much time as possible down at the coast. Low maintenance of indigenous gardens that merge with the coastal forest and one can only come to terms with this wild natural beauty so different from structured rose gardens at home.

These enchanting Bialli Villas with there elegance and classical sophistication embraces romantics with their timeless grace.

Advertisement 2

Uzumlu Villas -

3 Bedroom 2 Storey Luxurious Villa for sale in Uzumlu with private garden and parking space, asking R1,850,000

Region : Uzumlu
Price : 1,850,000
Plot size : 350 sqm



If you are interested, please click below to get information

3 Bedroom 2 Storey well finished villas for sale in Uzumlu with own swimming pool, garden and parking space, land scaped garden

Plot Size :	350 sqm
Property size :	120 sqm
Price :	R1,850,000

Swimming Poll :	-
No.Bathrooms :	2
No.Bedrooms :	3

- 120 m2 inside area of the villa,
- 3 bedroom,
- 2 bathroom, 1 cloakroom,
- Open plan living room and kitchen,
- private swimming pool,
- car parking,

- landscaped garden
- PVC double glazed windows,
- 3 balconies and 1 very large terrace
- Fire place in lounge

1.) Answer the following: (5 Facts)

a.) In Advertisement 1, how does the caption '*Experience this splendid blend of Serenity, Sophisticated entertaining and Sensual relaxation whilst co-existing in harmony with Nature*' relate to the picture in the advertisement?

b.) Explain if and how the font size, the use of Upper Case letters and punctuation (or lack of) link to, and add emotion, to the picture.

2.) Do you think Advertisement 1 is effective as a tool to market Real Estate? Justify your answer.
(2 Facts)

3.) Answer the following: (3 Facts)

a) When comparing the advertisements, how do these adverts make a reader feel?

b) What type of audience will be attracted to these advertisements?

c) What type of publication/ media will be the most suitable to reach this specific audience for this type of properties?

4.) Referring to Advertisement 2, describe the features/ advantages of this property. (2 Facts)

(Hint: Look for obvious and unspoken meaning in the advertisement.)

5.) DESCRIBE one similarity and one difference between the two advertisements. (2 Facts)

Similarities	Differences (Hint: Compare the use of text in the two advertisements, i.e. content, text, format, layout etc.)

6.) IDENTIFY and LIST two (2) Language/Grammar Errors and three (3) Spelling/Typing errors made by the authors of the advertisements. (5 Facts)

Language/Grammar Errors	Spelling/Typing Errors

7.) Explain how keywords, volume and intonation are used to influence the reader in one of the advertisements. (3 Facts)

8.) In the left hand column are snippets from the Advertisement 1. You are required to replace the words in bold with the most suitable replacement from the list on the right. Ensure that the sentence retains its meaning. (3 Facts)

“Still in the developing stage, but with its position as one of the finest coastal residential estates on the...”	Mounting, Budding, Nascent, Growing, Talented, Hopeful
“....the attraction lies not only in unmatched natural beauty but also in the platform of amenities offered that appeal to”	Manifesto, Array, Stage, Selection, Stand, Finery
“Natural stonework decks with warm and earthy tones that will reflect elements”	Gesture, Mirror, Echo, Reveal, Expose, Warn, Hint, Intimate

9.) Compile a list of two (2) questions which you would like to ask one of the authors, in order to gain a clearer understanding of the property being discussed. The questions must start with either who, what, when, where, why or how. (2 Facts)

10.) How would you advertise one of the properties mentioned in your local newspaper if you only had limited space. (6X3 cm@ R650) (Be creative) (5 Facts)

Sunday Times, 12 April 2009

Real Estate Advertising:

Name and Surname:		I.D. Number:	
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 <small>KNOWLEDGE QUEST</small>	ASS TYPE:	Simulation Activity	ASS TOOL REF:	Fund. Sim. 119457, 119466 119465
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This simulation must be completed for any official South African language other than English.

1.) Read the accompanying text in English and then translate it accurately into a South African language of your choice. Pay particular attention to the style and layout of the English text and take care to copy it in your translation.

Prevent and Control Communicable Diseases

If it is believed that there is a disease that can be of danger to the community, the authorities will restrict a premise upon which the source of a disease may be found for a period of time as may be necessary to confirm or establish a diagnosis to determine the source or cause of a disease. This is done to prevent the spread of the disease from one person to another which may cause serious illness, disability or death.

Steps to follow

- Authority may, when it comes to its notice that a communicable disease is present or has occurred in its district and if it is reasonably satisfied that the spread of such disease constitutes or will constitute a real danger to health, by written order and subject to conditions contained in such order:
 - close any teaching institution, place of public entertainment or place used for public receptions, recreation or amusement that is situated within the affected district or any part of such institution or place
 - regulate or restrict attendance by any person at any such teaching institution
 - regulate, restrict or prohibit the holding of or attendance at any meeting, reception or other public gathering within its district
 - place the affected person under quarantine (isolation) in order to prevent the spread of such disease or in order to control or restrict such disease.
- A Medical Officer will ask for a list of people who were exposed to the source of the disease and medically examine them.
- Restrict any person or group of persons found on those premises for a period of not more than 12 hours for purposes of questioning or medical examination.

- 2.) Read the accompanying article in a language of your choice.
- a) In English, **summarise** the article in your own words.
- b) In English compile an **info-mercial** which you might place in your local newspaper to bring the content of the article **urgently** under the attention of the general public. (Written documentary/ Editorial)
- (Hint: Both a) and b) should not exceed more than ½ page each.)

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Beskrywing

Die volksbehuisingsproses is 'n regeringsmeganisme vir die lewering van behuising, wat huishoudings ondersteun wat optimale waarde uit hulle subsidie wil verkry deur hulle huise self te bou of deur gesamentlik onder mekaar die bou van hulle huise te organiseer.

Die proses laat begunstigdes toe om 'n behuisingsondersteuningsorganisasie te vestig wat organisatoriese, tegniese en administratiewe hulp aan hulle sal verleen. Dié hulp sluit opleiding en voorligting in wat die begunstigdes in staat sal stel om hulle huise self te bou.

Hierdie opsie is op 'n projekbasis vir begunstigdes beskikbaar deur middel van konsolidasie en institusionele en projekverwante subsidies. Dit is ook in plattelandse gebiede beskikbaar waar persone slegs funksionele eiendomsreg het op die grond wat hulle beset.

Hoe werk die volksbehuisingsproses?

Die proses laat jou toe om 'n subsidie te gebruik om jou eie huis te bou. Aangesien tegniese bystand en ondersteuning van kritieke belang in hierdie proses is, moet elkeen wat aan die proses deelneem by 'n ondersteuningsorganisasie inskakel. Hierdie organisasie voorsien die tegniese ondersteuning om te sorg dat die huis behoorlik gebou word.

Persone wat hulle huise self bou of wat die bou van hulle huise organiseer, kan groter huise vir minder geld bou.

Die volksbehuisingsproses stel jou in staat om:

- arbeidskoste te bespaar deur sekere bouwerk self te doen of jou familie, bure, vriende en ander mense te kry om jou te help
- die winselement wat jy aan ontwikkelaars sou moes betaal, uit te skakel, en
- jou besluite optimaliseer.

Om vir hierdie proses in aanmerking te kom, moet jy:

- getroud wees of saam met enige ander persoon woon, of finansiële vir afhanklikes sorg
- 'n wettige inwoner van Suid-Afrika wees
- wetlik bevoeg wees om kontrakte te sluit, dit wil sê jy moet ouer as 21 jaar of getroud wees, en jy moet geestesgesond wees
- 'n bruto maandelikse huishoudelike inkomste van minder as R3 500 hê
- nog nooit voorheen 'n subsidie van die regering ontvang het om 'n huis te koop nie, en
- vir die eerste keer eiendom besit.

Jy sal 'n kontrak moet sluit met 'n ondersteuningsorganisasie wat 'n wettige entiteit is. Die ondersteuningsorganisasie sal tegniese en administratiewe hulp aan jou verleen.

Stappe om te volg

- tree met die provinsiale Departement van Behuising in verbinding
- voorsien jou, jou eggenoot en jou kinders se identiteitsdokumente

- voorsien 'n afskrif van jou salarisstrokie of bewys van jou inkomste.

Diensstandaard

Hierdie aansoeke word deur die onderskeie provinsiale Departemente van Behuising verwerk. Die tydsraamwerk vir hierdie diens wissel van geval tot geval.

Koste

Die diens is gratis.

Vorms om in te vul: Daar is geen aansoekvorm nie.

Ndebele

Isibawo sokufakwa ekambisweni yezindlu zabantu

Ihlathululo

Ikambiso yeziNdlu zabaNtu yindlela yombuso yokulethwa kwezindlu esekela amakhaya afisa ukuqinisa amarhelebo weemali wawo wokwakha namkha wokuhlela ukwakhiwa kwamakhaya wawo hlangana nawo.

Ikambiso ivumela abazuzi ukuhloma ihlangano yesekelo lezindlu ezabanikela ngerhelebo lezokuhlela, lezobutheniki nelezokuphatha. Irhelebo lifaka ibandulo nokuhlahla kubazuzi ukobana bakhe izindlu zabo.

Lokhu kukhetha kutholakala ephrojekthini kubazuzi, ngokusebenzisa amarhelebo weemali wokuqinisa, weenkhungo nakhambelana namaphrojekthi. Ukungezelela litholakala eendaweni zemakhaya lapho abanamalungelo asebenzako welungelo lenarha abahlezi kiyo.

Isebenza njani iKambiso yeziNdlu yabaNtu?

Ikambiso ikuvumela ukusebenzisa irhelebo leemali ukwakha indlu yakho. Njengombana irhelebo lezobutheniki nesezekelo kilekambiso liqakathekile, woke umuntu ozibandakanya ekambisweni kufanele abe nehlangothi yesekelo. Lehlangano inikela ngesekelo lezobutheniki ukuqinisekisa bonyana indlu yakhiwa kuhle.

Abantu abazakhela izindlu namkha amasahlela ukuzakhela bangakha izindlu ezikulu ngemali encani.

Ikambiso yeziNdlu zabaNtu ikuvumela:

- ukubulunga eendlekwini zabasebenzi ngokuzenzela omunye womsebenzi wokwakha ngokufumana irhelebo emndenini, kibomakhelwana, abangani nabanye ukobana bakurhelebo
- ukubalekela ukwenza inzuzo kwabathuthukisi

- ukukhulisa ukuthatha iinqunto zakho.

Ukufaneleka kilekambiso kufanele:

- kube utjhadile, uhlalisana nomuntu namkha unabathembele kuwe ngokweemali
- ngokomthetho ube mhlali weSewula Afrika
- ukghone ngokomthetho ukwenza iimvumelwano. Okutjho bona ube neminyaka engaphezulu kwema-21, utjhadile begodu uphile kuhle ngokwengqondo
- nibe nomrholo wekhaya wenyanga opheleleko ongaphasi kwe-R3 500
- kube awukafumani irhelelho leemali embusweni lokuthenga indlu
- ube mthengi wepahla wokuthoma.

Tjheja bonyana kufanele wenze isivumelwano ngesekelo lehlangothi ehlonywe ngokomthetho. Ihlangothi esekelako izakunikela ngerhelelho lezobutheniki nezokuphatha.

Amagadango okufanele alandelwe

- thintana nomNyango wezeziNdlu wephrovinsi
- letha incwadi yokuzazisa yakho, yothethene naye nezabantwana
- letha ikhophi yomtlobo womrholo namkha ubufakazi bomrholo.

Amazinga wokusebenza nesikhathi

Isibawo sisetjenzwa mNyango wezeziNdlu wePhrovinsi. Isikhathi esibekelwe ukusetjenzwa kwesibawo siyame ebujameni bomuntu ngamunye.

Iindleko

Awubhadeli litho ngalomsebenzi.

Amaforomo azaliswako: Akunamaforomo okufanele azaliswe.

Sepedi

Kgopelo ya kakaretšo ka go tshepedišo ya dintlo tša

batho

Tlhalošo

Tshepedišo ya Dintlo tša Batho ke tshepetšo ya mmušo ya tshepedišo ya dintlo yeo e thekgago bengmetse ba ba ratago go oketša dikabelo tša bona ka go ikagela dintlo tša bona goba go rulaganya magareng ga bona kago ya magae a bona.

Tshepedišo e dumelela baputseletšwa go hlama mokgatlo wa thekgo ya dintlo woo o tla ba neelago thušo ya thulaganyo, thekniki le taolo. Thušo e akaretša tlhahlo le tšhupetšo go baputseletšwa go ikagela dintlo tša bona.

Kgetho ye e hwetšagala go motheo wa projeke go baputseletšwa, ka teefatšo, institušene le diabelo tšeo di amantšwego le diprojeke. Godimo ga fao, e hwetšagala le mafelong a selegae moo batho ba na go le fela ditokelo tša pako ya mošomo go naga yeo ba dulago go yona.

Tshepedišo ya Dintlo tša Batho e šoma bjang?

Tshepedišo e go dumelela gore o diriše seabo sa gago go aga ntlo yeo e lego ya gago. Ka ge thušo le thekgo mo tshepedišong ye di le bothata, motho yo mongwe le yo mongwe yoo a kgathago tema mo tshepedišong o hloka gore a be le mokgatlo wa thekgo. Mokgatlo wo o fana ka thekgo ya thekniki go netefatša gore ntlo e agwa gabotse.

Batho bao ba ikagelago dintlo ka bobona goba bao ba rulaganyago kago ya dintlo tša bona ba ka aga dintlo tše dikgolo ka tšhelete ye nnyane.

Tshepedišo ya Dintlo tša Batho e go dumelela go:

- boloka ditshenyagelelo tša tirelo ka go dira ye mengwe ya mešomo ya go aga ka bowena goba go hwetša thušo go tšwa go ba lapa, baagišane, bagwera la ba bangwe go go thuša
- phema go lefela baagi, le
- diriša dikakanyo tša gago.

Go dumelelwa go tshepedišo ye, o swanetše o:

- Nyale/nyalwe goba o dule le motho yo mongwe, goba o be le batho bao o ba fepago ka ditseno tša gago.
- Be modudi wa Afrika Borwa ka molao.
- O dumelelwe ke molao go tsenela kontraka. Go ra gore o be le mengwaga ya go feta ye 21 goba o nyetše/nyetšwe gape o godile ka monaganong.
- O be le ditseno tša go se be ka tlase R3 500 ka kgwedi pele ga phokoletšo.
- Se wa ka wa amogela seabo go tšwa go Mmušo go reka ntlo peleng.
- Be mong wa mathomo wa ntlo.

Ela hloko gore o swanetše o saenele kontraka le mokgatlo wa thekgo woo e lego setho sa molao. Mokgatlo wa thekgo o tla go neela thušo ya thekniki le taolo.

Tsela e latelwago

- ikopanye le Kgoro ya Dintlo ya Profense
- fana ka Dipukwana tša boitsebišo tša gago, mogatša le tša bana
- fana ka khopi ya setlankana sa gago sa ditseno goba bohlatse bja gore o a gola.

Nako ya tšweletšo ya mošomo

Kgopelo e sepedišwa ke dikgoro tša dintlo tša profense. Nako ya go sepetša tirelo ye e fapana go ya ka mabaka.

Tefelo

Tirelo ga e lefelwe.

Diforomo: Ga go na foromo ya kgopelo.

Siswati

Sicelo sekufakwa kunchubo yetindlu tebantfu

Inchazelo

Inchubo yeTindlu teBantfu yindlela yahulumende yekuniketa tindlu, lesita emakhaya lafisa kwenta kancono timali tabo tekwelekelelwa ngetindlu ngekutsi batakhe tindlu tabo nobe

bahlelele kwakhiwa kwetindlu tabo emkhatsini wabo.

Lenchubo yenta bazuzi basungule inhlango yelusito lesita ngetindlu letawubasita ngetenhlango, tebucwepheshe nekuphatsa. Lolusito lufaka ekhatsi kucecesha nekukhombisa bazuzi indlela yekutakhela tindlu.

Loku kuniketwa bazuzi ngemklamo, ngekuhklanganisa, ngesikhungo nangemklamo lolekelelwe ngetimali.

Kwengeta, kuyatfolakala etindzaweni tasemaphandleni lapho khona bantfu banelilungelo lemhlaba lelisebentako emhlabeni labahlala kuwo.

Isebenta kanjani leNchubo yeTetindlu teBantfu?

Lenchubo ikuvumela kutsi ube nemali yekwelekelelwa ngendlu kute utakhele yakho indlu. Njengobe lusito lwetebucwepheshe nekwelekelwa kulenchubo, wonkhe muntfu lobandzakanyekako kulenchubo udzinga nenhlango lesitako. Lenhlango iniketa lusito lwetebucwepheshe kucinisekisa kutsi lendlu yakheke kahle.

Bantfu labatakhela tindlu tabo bona ngekwabo nobe labahlelele kwakhiwa kwetindlu tabo bangakha tindlu letinkhulu ngemali lencane.

Inchubo yeTetindlu teBantfu ikwenta ukhona:

- konga tindleko tekwakha ngekutsi lokunye uyatakhela wena ngekwakho, nobe ngekutfolala lusito emndenini wakho, kubomakhelwane, kubangani nakulabanye kutsi bakwelekelele
- kugwema kukhokhela batfufukisi intalo
- tsemba tincumo takho.

Kute ufanelwe ngulenchubo, kumele:

- Ube nguloshadile, uhlale namasihlalisane, nobe kube khona labancike kuwe ngetimali.
- Ube sakhamuti saseNingizimu Afrika lesisemtsetfweni.
- Ube ngulofanelekile ngekwemtsetfo kungenela ikontileka. Loko kusho kutsi, kumele ube ngetulu kweminyaka lengu-21 budzala, ube ushadile futsi uphilile nasengcondvweni.
- Ube nemalili lengenako njalo ngenyanga, lengaphansi kwa-R3 500 ngemuva kwekudvonswa kwaleyo ledvonswako.
- Ube ngulongakate watfolala imali yekwelekelwa ngendlu kuhulumende.
- Ngulocalako kuba nendlu.

Caphela kutsi kumele wente ikontileka nenhlango lesitako lesemsetfweni. Lenhlango lesemsetfweni itawukuniketa lusito lwetebucepheshe nekuphatsa.

Tinyatselo lekumele tilandzelwe

- thintana nomNyango wezeziNdlu wephrovinsi
- letha incwadi yokuzazisa yakho, yothethene naye nezabantwana
- letha ikhophi yomtlolo womrholo namkha ubufakazi bomrholo.

Emazinga ekusebenta nesikhatsi

Lesicelo sisetjentwa ngematiko etindlu etifundza. Sikhatsi sekusetjentwa kwalesicelo siya ngesimo sesicelo ngasinye.

Tindleko

Lolusito lwamahhala.

Emafomu lagcwaliswako: Kute emafomu lagcwaliswako.

Sesotho

Kopo ya ho kenyelletswa tshebetsong ya batho ya phumantsho ya matlo**Tlhaloso**

Tshebetso ya Batho ya Phumantsho ya Matlo ke mokgwa oo mmuso o fanang ka matlo ka ona tshehetsong ya malapa a batlang ho ntlafatsa disaposidi tsa ona ka ho ikahela matlo ao e leng a bona kapa ba itlhophisa ka hara bona hore ba ahe matlo a tla ba a bona.

Tshebetso ena e dumella baamohedi ho the amokgatlo wa tshehetso ya phumantsho ya matlo o tla ba neha thuso ya ho hlophisa, ya botekgeniki le ya tsamaiso. Thuso ena e kenyelletsa thupelo le tataiso ya baamohedi hore ba ikahlele matlo ao e leng a bona.

Kgetho ena e fumaneha ka mokgwa wa projeke ho baamohedi, ka ho sebedisa disaposidi tse akaretsang (*consolidation*), tsa di-institjhushene le tsa diprojeke. Hodima moo e fumaneha dibakeng tsa mahaeng moo batho ba nang le ditokelo tsa ho dula mobung ka baka la mosebetsi feela.

Na Tshebetso ya Batho ya Phumantsho ya Matlo e sebetsa jwang?

Tshebetso ena e ho dumella hore o sebedise saposidi ho haha ntlo eo e leng ya hao. Hobane thuso ya botekgeniki le tshehetso tshebetsong ena e le tsona dintho tsa bohlokwa, motho e mong le e mong ya nang le seabo tshebetsong o lokela ho ba le mokgatlo wa tshehetso. Mokgatlo ona wa tshehetso o fana ka tshehetso ya botekgeniki bakeng sa ho etsa bonnete ba hore ntlo e hahuwa ka nepo.

Batho ba ikahelang matlo a bona ka bobona kapa ba hlophisang hore ba hahelwe matlo a bona ba ka haha matlo a maholo ka tjehelete e tlase.

Tshebetso ya Batho ya Phumantsho ya Matlo e ho dumella ho:

- boloka ditjeong tsa mosebetsi ka ho iketsetsa mosebetsi o mong ka bowena kapa ka ho fumana thuso ho ba lelapa la hao, baahisani, metswalle le ba bang ba tla ho thusa
- qoba ho lefa diprofiti ho di-developer, le
- ho ntlafatsa diqeto tsa hao.

Bakeng sa ho tshwaneleha tshebetsong ena, o tshwanetse hore:

- O be o nyetse kapa o dula mmoho le motho e mong, kapa o na le bahlokomelwa bao o ba thusang ka ditjhelete.
- O be o le modudi wa Afrika Borwa ka semolao.
- O be o na le bokgoni bo felleletseng ba semolao ba ho kena konterakeng. Ke hore, o lokela ho ba ka hodimo ho dilemo tse 21 kapa o nyetse mme o itekanetse le kelellong.
- O be o na le moputso wa lelapa wa kgwedi le kgwedi wa paloyohle e ka tlase ho R3 500.
- O be o sa ka wa fumana saposidi ya ho reka ntlo ho tswa Mmusong pejana.
- O be o le monga thepa kgetlo la ho qala.

Ela hloko hore o tla tshwanela o kena konterakeng le mokgatlo wa tshehetso hoo e leng mokga wa semolao. Mokgatlo wa tshehetso o tla ho neha thuso ya botekgeniki le ya tsamaiso.

Mehato e latelwang

- iteanye le ba Lefapha la Phumantsho ya Matlo la Provinse
- fana ka Ditokomane tsa Boitsebiso, tsa hao, tsa mohatsa le tsa bana
- fana ka khopi ya setlankana sa hao sa moputso kapa bopaki ba kuno.

Maemo a tshebeletso: Kopo e sebetswa ke ba mafapha a phumantsho ya matlo a diprovinse. Nako e beuweng bakeng sa tshebeletso e fapana ka ho ya ka tshebeletso ka nngwe.

Ditjeo: Tshebeletso ena ke mahala.

Diforomo tse tlatsuwang; Ha ho na foromo ya kopo.

Setswana

Kopo ya go tsena mo lenaneng la dintlo la batho

Tihaloso

Lenane la Batho la Dintlo ke leano la Puso la Dintlo le le tshegetsang batho ba ba batlang dintlo (ditsalapa), mme ba eletsa go tlhatlosa diketleetso tsa bona ka go aga dintlo tse e leng tsa bona kgotsa go dira dithulaganyo magareng ga bona go ikagela dintlo tse e leng tsa bona.

Tsamaiso e, e dumelela baamogeladitshiamelo go itlhamela mekgatlho ya tshegetso ya dintlo e e tla ba neelang ka thuso ya botlhami, ya setegeniki le ya botsamaisi. Thuso e e

akaretsa katiso le kaelo mo baamogeladitshiamelo go ikagela magae a e leng a bona.

Seitlhophelo se se ka bonwa ka mokgwa wa porojeke mo go baamogeladitshiamelo, ka tsela ya popaganyo, botheo le ka diketleetso tse di tshwaraganeng le diporojeke. Go oketsa foo, seitlhophelo se se ka bonwa gape le kwa metsemagaeng kwa batho ba nang le mokgwa wa ditshiamelo tsa go itirela fela mo lefelong le ba nnang mo go lona.

Lenane la Batho la Dintlo le dira jang?

Tirelo e letlelela wena gore o dirise ketleetso go ikagela ntlo e e leng ya gago. Ka ntlha ya gore thuso ya setegeniki le ya tshegetso mo lenaneng le di le mo maemong a a tlhobaetsang, mongwe le mongwe yo o nang le seabe mo lenaneng le o batla mokgatlho wa tshegetso. Mokgatlho o, o tla neelana ka tshegetso ya setegeniki go netefatsa gore ntlo eo e agiwa ka tshwanelo.

Batho ba ba ikagelang dintlo tsa bona kgotsa ba rulaganya gore go agiwe dintlo tsa bona ba kgona go ikagela dintlo tse dikgolo ka madi a mannye.

Lenane la Batho la Dintlo le go letlelela go:

- somarela ditlhotlha tsa tiro ka go itirela dingwe tsa go aga ka bowena kgotsa ka go bona thuso go tswa go balelapa, baagisanyi, ditsala le ba bangwe fela go go thusa
- tla go tlhola o duela madi a diPOElo kwa batlhaboloding, le
- go tsaya ditshwetso tse di tshwanetseng.

Gore o tlhaolwe go tsenela lenane le, o tshwanetse wa bo:

- O nyetse/nyetswe kgotsa o nna le motho yo mongwe mme le sa nyalana, kgotsa o tshwanetse wa bo o na le batsholwa/baikaegi ba ba nang le madi.
- O le moagi wa semmuso wa mo Aforika Borwa
- O nne motho yo o nang le bokgoni go ya ka molao go ka tsena mo konterakeng. Ke go re, o tshwanetse wa bo o na le dingwaga tse di fetang di le 21 ka bogolo kgotsa o nyetse/nyetswe le gore o nne le tlhologanyo e e feleletseng.
- O nne le lotseno la kgwedi le le seng ka fa tlase ga R3 500.
- O se ka wa bo o amogetse ketleetso go tswa mo Pusong go aga ntlo mo nakong e e fetileng.
- E nne lwa ntlha o nna mong wa ntlo.

Elatlhoko gore o tshwanetse go tsena mo konterakeng le mokgatlho o o tshegetsang o e leng gore ke mokgatlho o o tshelolang mo molaong. Mokgatlho wa tshegetso o tla go neelana ka thuso ya setegeniki le ya tsamaiso.

Dikgato tse di latelwang

- ikgolaganye le Lefapha la Dintlo la Porofense

- tlisa lekwatotshupo/pasa ya gago, mogatso le tsa bana
- tlisa khopo ya setlankana sa gago sa lotseno kgotsa sesupo sa dikamogelo tsa gago.

Boemo jwa tirelo: Kopo e tla sekasekiwa ke mafapha a dintlo a diporofense. Nako e e beilweng ya ditirelo e a farologana go tloga go tloga mo molatong o mongwe go ya kwa go o mongwe.

Tlhotlhwa: Ditirelo ga di duelelwe.

Diforomo tse tladiwang: Ga go na diforomo tsa kopo tse di tshwanetseng go tladiwa.

Tsonga

Xikombelo xa ku katiswa eka fambiselo ra swa tiyindlu ta vanhu

Nhlamuselo

Fambiselo ra swa tiyindlu ta vanhu leri vuriwaku *People's Housing Process* l kungu ra mfumo ro pfuneta hi tiyindlu ku seketela miti leyi yi lavaku ku kuma mpfuneto wo ngetela ku aka tiyindlu ta vona kumbe ku kondletela ku akiwa ka tiyindlu ta vona exikarhi ka vinyi va miti.

Fambiselo ri pfumelela vavuyeriwa ku sungula nhlangano wa ku seketelana hi swa tiyindlu, lowu wu nga ta va pfuneta hi nkondletelo, vuthekiniki na fambiselo ra swa le tihofisini. Mpfuneto wu katsa vuleteri na makombandlela hi maendlelo (*guidelines*) eka vavuyeriwa ku aka tiyindlu ta vona.

Mpfuneto lowu wu kumeka eka vavuyeriwa tani hi projeke, hi mpfuneto lowu vuriwaku *consolidation, institutional and project-linekd subsidies* (mimpfuneto leyi hlanganisiwaku, leyi nyiketiwaku tiinstitutuxini na leyi fambisanaku na tiprojeke). Na le henhla ka swona, mpfuneto wu kumeka eka tindzhawu ta le makaya laha vanhu va nga na mfanelo leyi sirhelelekeke yo tshama no tirhisa misava leyi va nga le ka yona.

Xana fambiselo ra mpfuneto wa tiyindlu eka vanhu ra *People's Housing Process* ri tirhisa ku yini?

Fambiselo ri pfumelela wena leswaku u tirhisa mpfuneto wa yindlu (*subsidy*) ku aka yindlu ya wena. Hikuva mpfuneto wa vuthekiniki na nseketelo i wa nkoka eka fambiselo leri, munhu wun'wana na wun'wana loyi a tekaku xiavo eka fambiselo leri, u fanele ku va na nhlangano lowu n'wi seketelaku. Nhlangano wu nyiketa nseketelo wa vuthekiniki ku tiyisa leswaku yindlu yi akiwa kahle hi mfanelo.

Vanhu lava akaku tiyindlu ta vona kumbe lava va kondletelaku ku akeriwa tiyindlu ta vona, va nga aka tiyindlu letikulu hi mali leyitsongo.

Fambiselo ra *People's Housing Process*, ri ku pfumelela ku endla leswi landzaku:

- ku hlayisa hi ku endliwa ka ntirho (*save on labour costs*) hi ku va u tiakela wena hi wexe kumbe ku kuma mpfuneto eka vandyangu, vaakelani, vanghana, na van'wana ku ku pfuneta
- ku papalata ku hakela ntswalo wa timali eka vaaki
- ku navisa swiboho swa wena.

Ku va u fanela (u khwalifaya) eka fambiselo leri, u fanele ku va:

- ku va u tekile/tekiwile, u tshamisana na munhu wun'wana, kumbe u ri na lava u va wundlaku hi swa timali
- ku va mutshami wa Afrika Dzonga loyi a nga nawini

- ku vu u ri munhu loyi a kotaku ku ngenela kontraka. Hi leswaku, u fanele ku va u ri na malembe ya le henhla ka 21, u tekile/tekiwile, na swona u hanya kahle enhlokweni
- u va u ri na muholo wa n'hwetl eka muti wa le hansi ka R3 500
- ku va u nga kumangi mpfuneto wa yindlu eka Mfumo ku xava yindlu
- ku va munhu loyi a xavaku prophati ro sungula.

Xiyaxiya leswaku u fanele ku ngenela kontraka na nhlango lowu wu ku seketelaku, lowu nga nawini. Nhlango lowu wu ku seketelaku wu ta ku nyiketa mpfuneto wa vuthekniki na swa le tihofisi.

Magoza lama faneleke ku landzeleriwa

- tihlanganise na va Ndawulo ya swa Tiyindlu ya xifundzhankulu (ya provhinsi)
- famba na tidokumende ta vutitvisi ta wena, nkata wena na vana
- fambisa khopi ya xilipi xa muholo wa wena kumbe vumbhoni bya mali leyi u yi kumaku.

Matirhelo na nkarhi wa ku endliwa ka ntirho

Xikombelo xi langutisiwa hi va Ndawulo ya ta Tiyindlu eka xifundzhankulu. Nkarhi wa ku langutana na xikombelo wu tshhege hi xiyimo xa munhu.

Mali leyi hakeriwaku

Vutirheli lebyi a byi hakeleriwi.

Tifomu leti tifaneleke ku tatiwa; A ku na tifomo leti tatiwaku.

Venda

Khumbelo ya u shela mulenzhe kha tshikimu tsha nndu dza vhathu

Tshikimu tsha Nndu dza Vhathu

Tshikimu tsha Nndu dza Vhathu ndi ndambedzo ya muvhuso ine ya thusa mīṭa ine ya tama u khwinisa ndambedzo dzayo nga u ḡifha ṭela mīḡi yayo kana u dzudzanya u faṭwa ha mīḡi yayo nga yone ine.

Kuitele ukwu ku tendela vhawani vha ndambedzo u ta dzangano ḡa thikhedzo ya zwa dzinn ḡu ḡine ḡa ḡo vha thusa nga zwikwamahonzudzanyo, zwa thekiniki na ndangulo. Thuso i katela vhugudisi na ndededzo kha vhawani vha ndambedzo uri vha kone u ḡifha ṭela mīḡi yavho.

Kuitele ukwu ndi kwa vhawani vha ndambedzo kune kwa shumiswa kha ndambedzo dza khwaṭhisedzo, dza madzangano na dza thandela. Ku dovha kwa shumiswa na vhuṑoni ha mahayani hune vhathu vha vha na pfanelo ya tshumiso ya vhudzulo ha mavu ane vha vha khao.

Kuitele ukwu ku shuma hani?

Kuitele ukwu ku vha tendela uri vha shumise ndambedzo ya u fhaṭa nṅḁu yavho. Muṅwe na muṅwe a shelaho mulenzhe kha itshi tshikimu u tea u vha na dzangano ḽa thuso sa idzwo thuso ya zwa thekiniki na thikhedzo zwi zwa ndeme.

Vhathu vhane vha fhaṭa nṅḁu dzavho vhone vhaṅe kana vhane vha dzudzanya u fhaṭa nṅḁu dzavho vha nga kona u fhaṭa nṅḁu khulwane nga tshelede ṭhukhu.

Tshikimu tsha Nṅḁu dza Vhathu tshi vha tendela:

- uri vha sa shumise tshelede nnzhi kha u badela vhaṭha ṭi nga u ḽifha ṭela vhone vhaṅe kana nga thuso ya miraḽo ya muṭa, vhadzulatsini, khonani na vhaṅwe
- uri vha sa badele tshelede nnzhi kha vhaṭha ṭi
- uri vha humbule zwavhu ḽi nga tsheo ine vha ḽo i dzhia.

U ri vha dzhiwe sa muthu o teaho u wana thuso vha tea u:

- vha vho mala/malwa, u dzula na mufunwa wavho kana vha tshi dzula na vhathu vho ḽisendekaho nga vhone siani ḽa zwa masheleni
- vha vhe vhe mudzulapo wa Afrika Tshipembe kana vha mudzuli wa Afrika Tshipembe lwa mulayoni
- vha tea u vha vha muthu muhulwane u nga saina koṭiraka. Hezwi zwi amba uri vha tea u vha vhe nṭha ha miṅwaha ya 21, vho mala/malwa nahone vha na khithi
- vha tea u vha vha tshi hola muholo une wa vha nga fhasi ha R3 500 nga ṅwedzi
- vha tea u vha vha sa wani ndambedzo ya Muvhuso ya thengo ya nṅḁu
- vha tea u vha hu lwa u thoma vha tshi vha na nṅḁu yavho.

Vha zwi ḽivhe uri vha tea u saina koṭiraka na dzangano ḽa thuso ḽine ḽa vha mulayoni.

Dzangano ḽa thuso ḽi ḽo vha ṅea thuso ya ya zwa thekiniki na ndangulo.

Maga a tevhelwaho

- kha vha kwamane na Muhasho wa zwa Dzinn ḽu wa Vunḽu
- kha vha ḽe na ḽi ṅwalo ḽa vhuṅe ḽavho, ḽa vhamutani wavho na a vhana vhavho
- kha vha ḽe na khophi ya tshilipi tsha muholo kana vhuṭanzi ha muholo.

Maitele na tshifhinga tsha u itwa ha tshumelo: Khumbelo i sedzwa nga Muhasho wa zwa Dzinn ḽu wa vunḽu. Tshifhinga tsha u shumana na khumbelo tshi ya nga vhuvha ha khumbelo.

Mbadelo: A huna mbadelo.

Fomo dzi teaho u ḽadzwa: A huna fomo dzine dza ḽadzwa.

Xhosa

Isicelo sokubandakanywa kwinkqubo yabantu yezezindlu

Inkcazelo

Inkqubo yaBantu yezeZindlu (*People's Housing Process*) licebo likarhulumente lokuzisela abantu iinkonzo zezindlu, exhasa amakhaya anqwenela ukunyusa uncediso lwawo lweesabhsidi ngokuzakhela izindlu zawo okanye ngokumanyana azakhele izindlu zawo.

Le nkqubo iphembelela abazuzi baseke umbutho wenkxaso kwezezindlu oyakubancedisa ngokuququzelela ulwakhiwo, ngokobuchwepheshe nangokweenkqubo zokuphathwa nokulawulwa kwenkqubo yezindlu. Olu ncediso lubandakanya uqeqesho nezikhokelo kubazuzi ukuze bazakhele izindlu zabo.

Le ndlela yokuzikhethela ifumaneka kubazuzi ngokusekelwe kwiprojekthi, ngokwenkqubo yesabhsidi yesongezelelo sokuqinisa, yamaziko kunye nenxulumene neprojekthi. Ngaphezu koko, iyafumaneka kwimimandla yasezilalini apho abantu banamalungelo emiqathango yosetyenziso kuphela kumhlaba abahleli kuwo.

Isebenza njani iNkqubo yaBantu yezeZindlu?

Le nkqubo ikuvumela ukuba usebenzise uncediso lwesabhsidi ukuze uzakhele indlu yakho. Njengoko uncediso lobuchwepheshe lungundoqo kule nkqubo, wonke umntu othabatha inxaxheba kule nkqubo kudingeka ukuba abenombutho wenkxaso. Lo mbutho unika inkxaso yobuchwepheshe ukuze uqinisekise ukuba indlu yakhiwa ngokufanelekileyo.

Abantu abazakhela izindlu zabo ngokwabo okanye abaququzelela ukwakhiwa kwezindlu zabo, bangakha izindlu ezinkulu ngemali encinane.

Inkqubo yaBantu yezeZindlu ikuvumela ukuba:

- wonge iindleko zabasebenzi ngokwenza omnye umsebenzi wokwakha ngokwakho okanye ngokuncediswa yifemeli yakho, abamelwane, abahlobo kunye nabanye abantu ukuze bakuncede
- usinde ekubeni uhlawule inzuzo (iprofiti) kubaphuhlisi bemihlaba, kwaye
- uthabathe ezona zigqibo zingcono kakhulu.

Ukuze uvumeleke ungene kule nkqubo, kufuneka:

- Ube utshatile okanye uhlalisana nomnye umntu, okanye kufuneka kubekho abantu abaxhomeke kuwe ngokwemali.
- Ubengumhlali osemthethweni eMzantsi Afrika.
- Ukwazi ngokwasemthethweni ukungenela isivumelwano sekhontrakthi. Oko kukuthi, kufuneka ubengaphezulu kwama 21 eminyaka yobudala okanye ube utshatile kwaye kufuneka ubesengqondweni efanelekileyo.
- Ubenengeniso-mali epheleleyo yekhaya engaphantsi kwe R3 500.

- Ube zange ngaphambili wafumana uncediso lwesabhsidi kuRhulumente yokuthenga indlu.
- Ube kokokuqala ungumnikazi wepropati.

Qaphela ukuba kufuneka ungene kwisivumelwano sekhontrakthi nombutho wenkxaso oliqumrhu elisemthethweni. Lo mbutho wenkxaso uyakukuncedisa ngokobuchwepheshe nangokweenkqubo zokuphatha nokulawula.

Inkqubo emayilandelwe

- nxulumana neSebe lezeZindlu kwiPhondo
- khupha iNcwadi yeSazisi yakho, eyomlingane wakho kunye nezabantwana
- khupha ikopi yencwadi ebonisa umvuzo wakho okanye ubungqina bemali oyamkelayo.

Ixesha elithatyathwayo kunye nomgangatho ofikelelwayo

Isicelo siqhubekiswa ngamasebe ezindlu kumaphondo. Ixesha elithatyathwayo ukuze kuziswe le nkongo lixhomekeka kwimeko ngemeko.

Iindleko: Le nkongo ayihlawulelwa.

Iifom ezigcwaliswayo: Akukho fom yesicelo.

Zulu

Isicelo sokufakelwa kwinqubo yezezindlu zabantu

Izincazelo

Inqubo yezezindlu zabantu (*People's Housing Process*), yindlela kahulumeni yokusiza ngezindlu esekela amakhaya afisa ukuthuthukisa imixhaso yawo yamasabsidi ngokuzakhela izindlu noma ngokugqugquzelana ngokwabo ukuzakhela amakhaya abo. Inqubo isiza ukuthi abafuna ukuzuza basungule inhlangothi yokusekela kwezezindlu ezobasiza ngokuba nosizo kwinhlangothi, ezobuthetheni kanye nezokuphatha. Usizo lubandakanya uqeqesho kanye nokwelulekwa kwabazuzayo ukuzakhela amakhaya abo. Le ndlela itholakala njengeprojekthi kubazuzi, ngokuhlanganisa, ukwenza izikhungo kanye namasabsidi amaprojekthi. Nangaphezu kwalokho, ibuye itholakale ezindaweni zasemakhaya lapho khona abantu abanelungelo lokusebenzisa nokuhlala kumhlaba (*functional tenure rights*) abakuwo.

Ngabe isebenza kanjani le nqubo yezezindlu zabantu i*People's Housing Process*?

Le nqubo yenza ukuthi usebenzise usizo lwesabsidi ukuzakhela indlu yakho. Ngenxa yokuthi usizo kwezobuthetheni (ubuchwepheshe) bubaluleke kakhulu kule nqubo, wonke umuntu obamba iqhaza kwinqubo, kumele abe nenhlangothi esekelanayo. Le nhlangano isiza ngosekelo lobuthetheni (lobuchwepheshe) ukuqinisekisa ukuthi indlu yakhiwe ngendlela efanele.

Abantu abazakhela izindlu ngokwabo noma abagqugquzelela ukwakhiwa kwezindlu zabo, bangakha izindlu ezinkulu ngemali encane.

Inqubo yezezindlu zabantu i*People's Housing Process* isiza kokulandelayo:

- ukonga ngezindleko zabasebenzi ngokuthi abantu bayazakhela okunye ngokwabo noma ngokuthola usizo emindenini yabo, komakhelwane, kubangani kanye nabanye abangasizana nani
- ukugwema ukukhokha inzalo (*iprofit*) kwabamakontilaki okwakha, kanye
- nokuthuthukisa izinqumo.

Ukuze ukwazi ukungena kule nqubo, kumele ube:

- Ngoshadile noma onohlalisana naye, noma ube nabancikile ngokwezimali.
- Ube yisakhamuzi esisemthethweni saseNingizimu Afrika.
- Ube ngumuntu omdala ngokwanele okwaziyo ukungenela ikontraki. Lokhu kusho ukuthi kumele ube ngumuntu oneminyaka engaphezu kwengu-21 noma ushadile, nakhona ube ngophile kahle engqondweni
- Ube nomholo womndeni ongaphansi kuka-R3 500.
- Ningabi ngabathole usizo lwesabsidi yokuthenga indlu kuHulumeni ngesikhathi esedlule.
- Ube ngumuntu ofuna ubunikazi bendlu okokuqala ngqa.

Qaphela ukuthi kumele ungenele ikontraki ngokusekelwa yinhlangano esemthethweni (*legal entity*) Inhlangano esekelayo izosiza ngolwazi lobuchwepheshe (lobutheknikhali) kanye nakwezokuphatha.

Izinyathelo okumele zilandelwe

- xhumana noMnyango wezeZindlu weprovinsi (wesifundazwe)
- nikeza ngomazizi wakho (*i-ID* yakho), yowakwakho kanye nezingane
- nikeza ngekhophi yesiliphi somholo njengobufakazi bokuthi uyahola.

Amazinga afanele okwenziwa komsebenzi


Isicelo sibonelelwa ngaboMnyango yezeZindlu yeziFundazwe (wamaProvinsi). Isikhathi esidingekayo ukwethula le nkonziso (le sevisi) siyehluka-hluka kuye ngodaba nodaba.

Izindleko

Le nkonziso ngeyamahhala ayikhokhelwa.


Amafomu okumele agcwaliswe: Alikho ifomu lesicelo.

Name and Surname:		I.D. Number:	
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 <small>KNOWLEDGE QUEST</small>	ASS TYPE:	Fundamentals Mathematics	ASS TOOL REF:	US 9015 & US 9016 & US 7468 L 4 Cr 6 & L6 Cr 4 & L4 Cr 6 (Grouped Assessment)
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IMPORTANT NOTE	<ul style="list-style-type: none"> This assessment instrument is set for a combination of the three FUNDAMENTAL MATHS unit standards – totalling 16 credits. Candidates who attempted and <u>passed</u> the: <ul style="list-style-type: none"> ✓ Matric/Grade 12 in South Africa with any two official South African languages and Mathematics, ✓ INSETA: FETC: Short Term Insurance (NQF 4), or ✓ INSETA: FETC: Wealth Management (NQF4) or ✓ INSETA: National Certificate: Wealth Management (NQ5) <p>are exempt from this complete assessment. The originally certified copy of your Matric- or INSETA Certificate will suffice as evidence.</p> Candidates who cannot submit a relevant Matric Certificate, or one of the INSETA Certificates listed above, must submit evidence for all the fundamental unit standards to achieve the 56 credits. Candidates who can submit a Matric Certificate but without Mathematics as a subject, must submit evidence for only the Maths fundamental unit standards to achieve the 16 outstanding credits. Candidates who attempted and passed the: <ul style="list-style-type: none"> ✓ EAAB: Estate Agency Affairs Board Exam PRIOR to 1995 <p>is exempt from the part of the assessment set for unit standard 7468. The originally certified copy of your EAAB certificate indicating a date prior to 1995 will suffice as evidence.</p> Note that the exemption for unit standard 7468 is regardless of whether you have a Matric Certificate with or without mathematics. ALL the required evidence forming part of this assessment instrument (which consists of a Knowledge Assignment) should be submitted unless you have a valid Matric Certificate to exempt you or an EAAB Certificate prior to 1995 to partially exempt you. You will automatically be found “Not Yet Competent” if you omit to answer any given part of the assessment without the relevant certificate.
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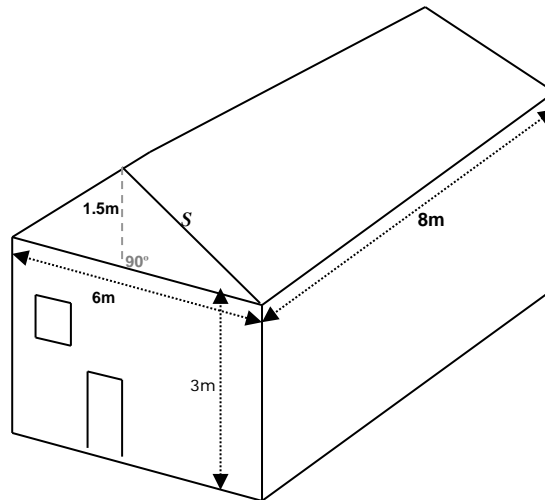
Name and Surname:		I.D. Number:	
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 <small>KNOWLEDGE QUEST</small>	ASS TYPE:	Knowledge Assignment	ASS TOOL REF:	US 9015 & US 9016 & US 7468 Maths K Assign. (Grouped Assessment)
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In all the questions, be sure to show all calculations and formulae and be sure to use the most efficient/appropriate workings for each.

US 9016

- 1.) The drawing below shows the inside dimensions of a small community hall. The hall does not have a ceiling. (12 Facts)



Calculate: (Show your calculations)

- a.) The Volume of the triangle prism forming the roof in m^3 .

- b.) The Volume of the rectangle formed by the walls of the hall in m^3 .

c.) The Length **S** of the triangular gable. (Triangular upper part of the wall between sloping roofs.)

d.) The Area of the roof, including the triangular parts in m².



2.) Answer the following: (8 Facts)

a.) Name any 2 lines of longitude that appears on the map.

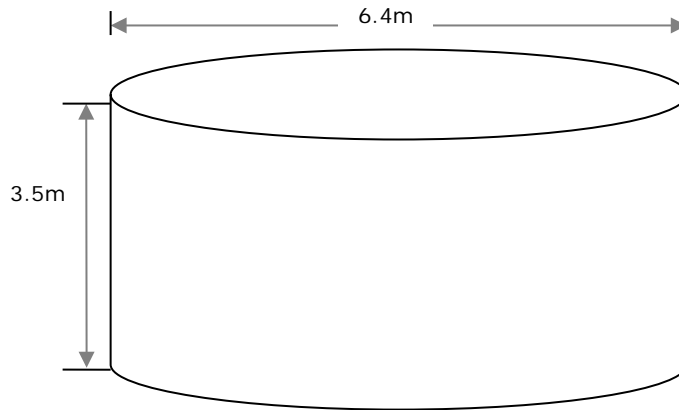
b.) Between which lines of latitude does Pretoria lie?

c.) Use geographical coordinates to describe the location of De Aar.

d.) Which town has geographical coordinates 26° S , 28° E.

US 9016

3.) A round water reservoir has an inside diameter of 6.4m and its height is 3.5m. (4 Facts)



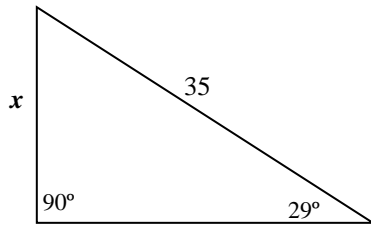
a.) Calculate the capacity of the reservoir if it is full (correct to the nearest whole kilolitre).

b.) Calculate the volume of water inside the reservoir if the level of the water is 2m above the horizontal floor.

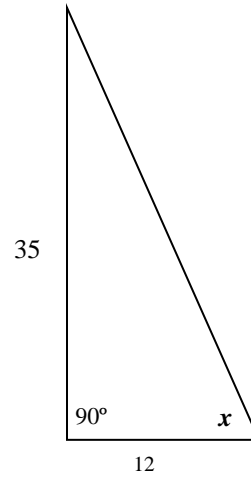
US 9016

4.) Calculate **X** in each of the following cases (round off to 2 decimal places): (4 Facts)

A



B



X in drawing A =

X in drawing B =

US 9016

5.) You are required to design a **floor plan** for a house. Your plan must fit onto a full A4 page (pencil is allowed for drawing). Your plan must include the following details:

- A scale (e.g.: 1cm – 1m)
- At least 2 bedrooms
- A kitchen
- A passage
- Living area (Lounge & dining area)
- Bathroom/s
- The measurements of all areas must be shown on your plan

Note: All plans and calculations must be attached to your answers

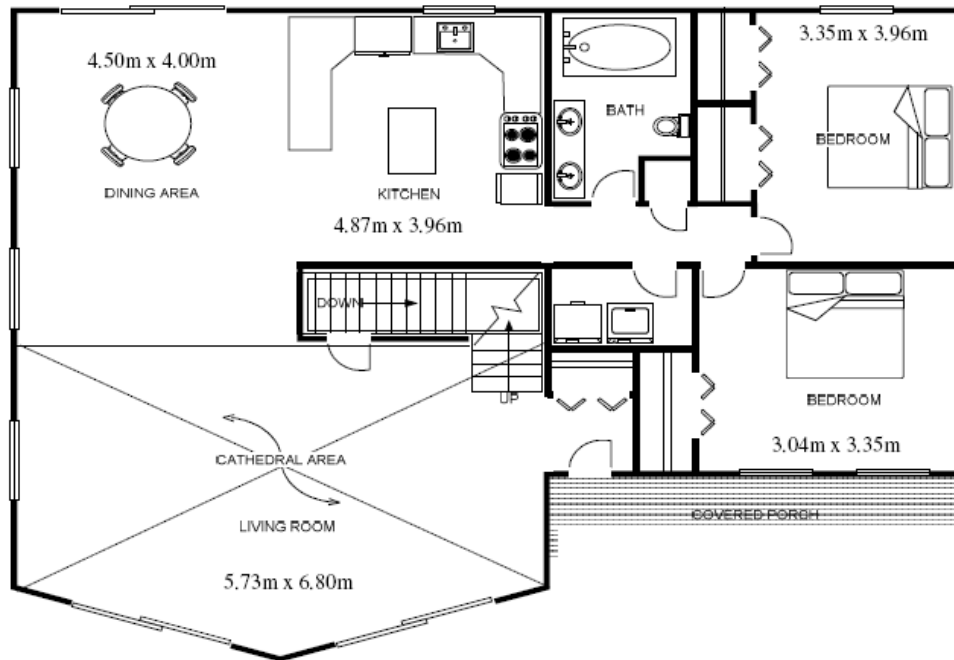
Remember: Scale (e.g.: 1cm – 1m), At least 2 bedrooms, A kitchen, A passage, Living area (Lounge & dining area), Bathroom/s, The measurements of all areas must be shown on your plan.

Floor plan of house:

SCALE: 1cm to 1 meter

US 9016

6.) Study the floor plan below to answer the following questions: (9 Facts)



(Staircase goes up and down.)

a.) What is familiar on this floor plan which indicates that it is not a simplex unit?

b.) What is the cathedral area more commonly known as in South Africa?

c.) How many bedrooms does this unit have on the ground floor?

d.) Where would you find the bathroom on the ground floor?

e.) What is very evident in both bedrooms?

f.) Where would you find the door to the bathroom?

g.) What do you find opposite the bathroom?

h.) How many sliding doors are visible on this floor plan?

i.) Is it against the law in South Africa to place the fridge next to the stove? (As seen in this diagram.)

US 9015

7.) What are statistics? (3 Facts)

US 9015

8.) Give a short description of the following and one example/calculation of each to show your understanding thereof: (8 Facts)

a.) Mean:

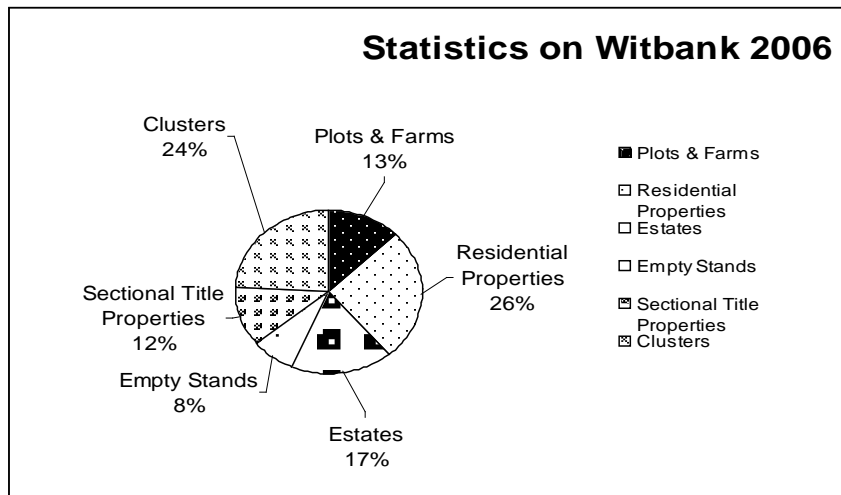
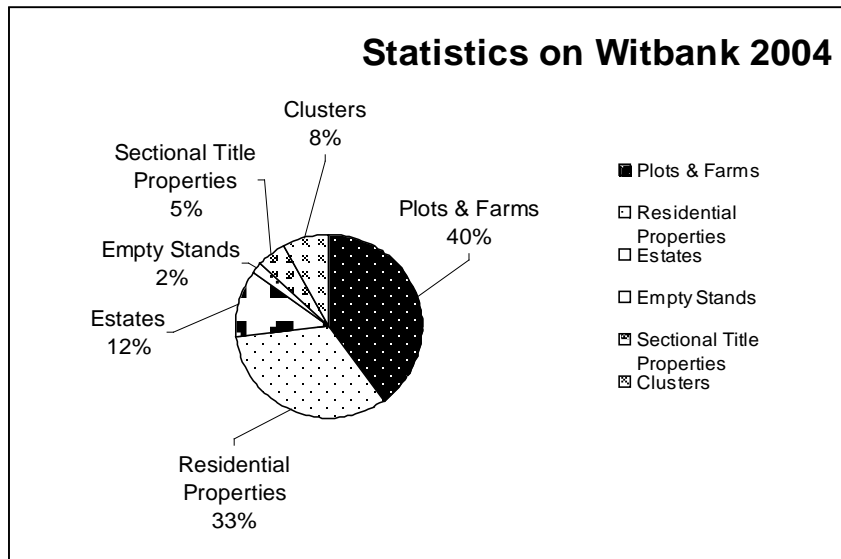
b.) Median:

c.) Range:

d.) Mode:

US 9015

9.) Statistics on Witbank, 2004 – (6 Facts)



Interpret the Charts and answer the following questions:

a.) What % of buyers bought Sectional Title properties in 2004?

b.) What % of buyers bought stands for new developments and plots in 2006?

c.) What was the % increase in sales on Estates from 2004 – 2006?

US 9015

10.) What could contaminate negatively (influence) data? (i.e. influence the product that it does not reflect true / actual figures?) (3 Facts)

US 9015

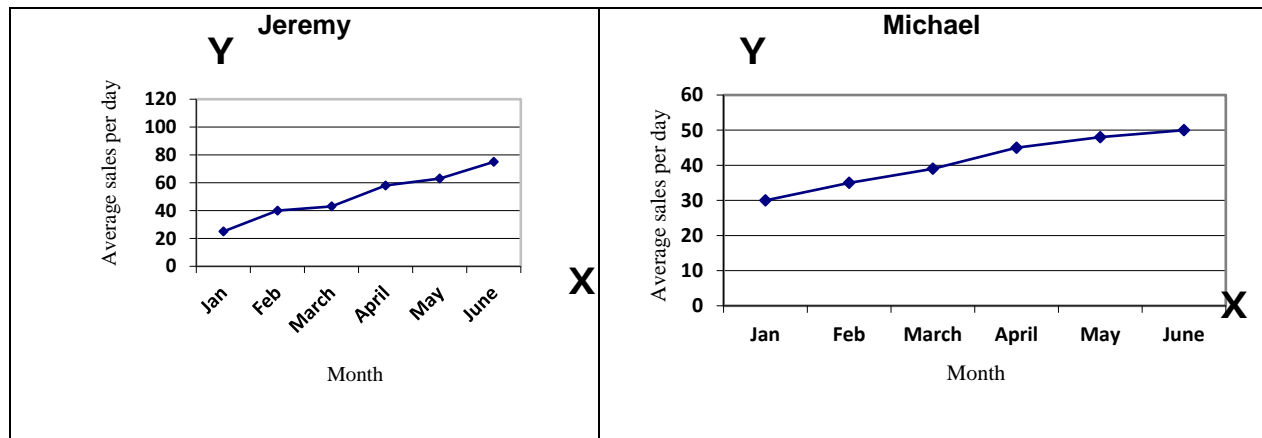
11.) Submit naturally occurring evidence (relating to CMA/Statistical information in your area) of data that you have gathered in a Real Estate context. (5 Facts)

(Note that you might be able to cross refer this question to the CMA which you compiled as part of the evidence for Q2 of Assessment tool 246735 Nat.Observ.)

US 9015

12.) Two salespersons, Jeremy and Michael, handed in graphs of their monthly sales to their manager.

Study the graphs carefully and answer the questions: (6 Facts)



a.) At first glance, on which graph does the curve show the sharpest rise, and hence: which sales person seems to have done the best in sales?

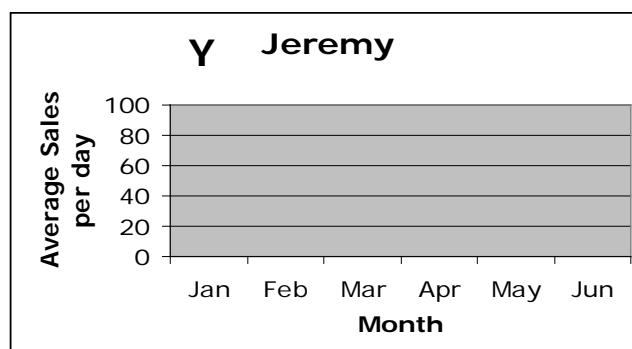
b.) Compare the **y-axis** of these graphs. What do you notice that might lead to distortion of the first glance impression?

c.) Using the information provided below, redraw Jeremy's graph so that the **y-axis** is the same as Michael's graph.

d.) Average sales:

Jeremy	Jan	Feb	March	April	May	June
	24	40	43	58	63	75
Michael	30	34	39	46	48	50

Graph:

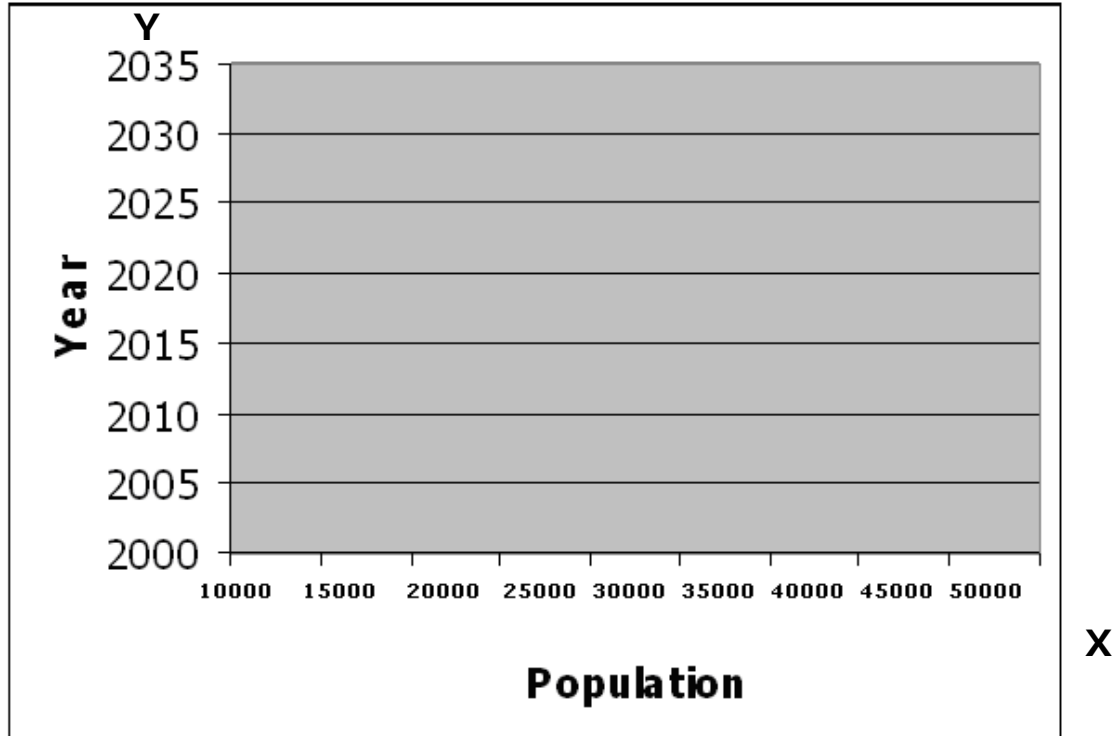


US 9015

- 13.) Use the data below to draw a 2-line graph of the urban- and rural population in South Africa from 2000 to the projected population in 2030. (Remember a 2-line graph means that you must use a single set of axes, and vary and label your lines.) (6 Facts)

South African Urban population (thousands)		South African Rural population (thousands)	
2000 - 2030		2000 - 2030	
Year	Urban population	Year	Rural population
2000	25984	2000	19662
2005	28119	2005	19313
2010	29505	2010	18314
2015	30722	2015	17181
2020	32017	2020	16083
2025	33312	2025	14985
2030	34523	2030	13882

Line Graph:

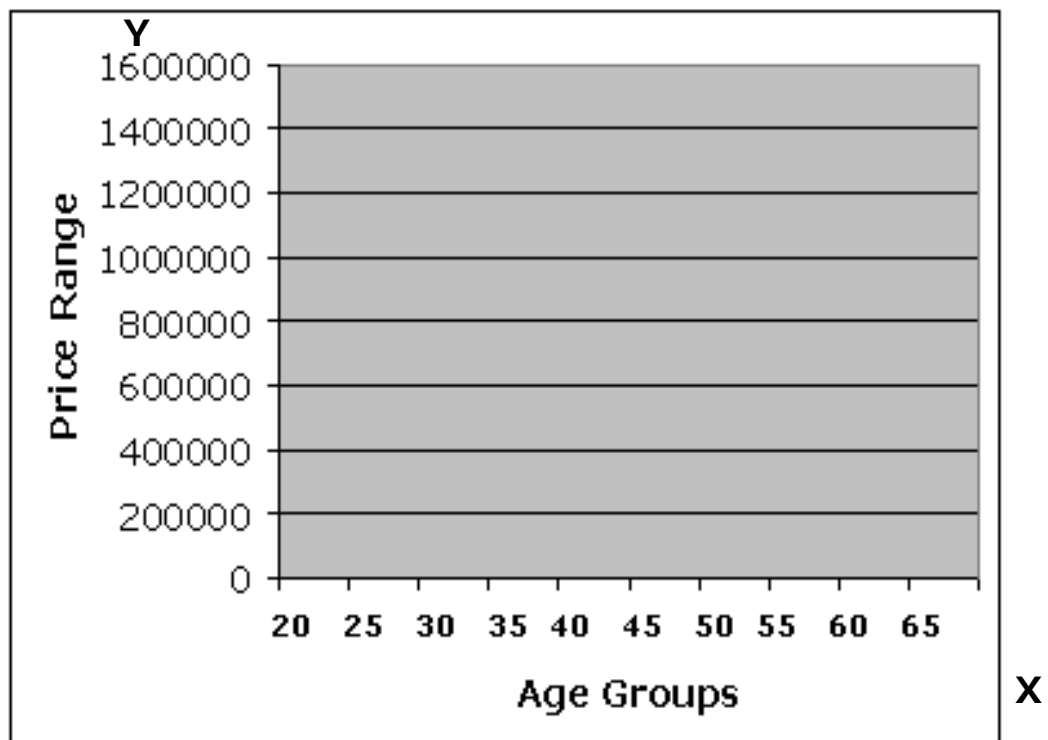


US 9015

- 14.) During the past years, the sales figures have changed tremendously in Johannesburg. Study the following age groups and price ranges and draw a bar graph for each price range according to the age groups: (6 Facts)

Age group:	Average Property prices bought:
20 – 25 years	R 500 000
25 – 30 years	R 600 000 – R700 000
30 – 40 years	R1milj +
40 – 50 years	R800 000 – R900 000
50 – 60 years	R600 000 – R700 000
60 + years	R500 000 – R600 000

Bar graph:



US 7468

15.) Answer the following: (4 Facts)

a.) Define a “**budget**”

b.) Name 3 advantages of working with a budget.

US 7468

16.) Companies need to take certain steps to ensure **budgetary control**. Explain briefly what this means.
(3 Facts)

US 7468

17.) Define the term “**inflation**”. (3 Facts)

US 7468

18.) Describe or define the “**Consumer Price Index**”. (3 Facts)

US 7468

19.) Describe or define what an “**exchange rate**” is. (3 Facts)

US 7468

20.) Describe what the “**national monetary policy**” is. (3 Facts)

US 7468

21.) Answer the following: (5 Facts)

a.) Define “**Interest**”

b.) Distinguish between “**Simple Interest**” and “**Compound Interest**”

US 7468

22.) A man bought a house in 1980 for R157 000. If houses appreciate at approximately 9,5% per year, how much will the house be worth in 2007? (Show your calculations) (4 Facts)

US 7468

23.) Annie bought a home and gets a loan at FNB for R450 000, over 25 years, at 12,5 % interest rate.

(Show your calculations) (4 Facts)

a.) Calculate what her repayment will be per month.

b.) And over 30 years, at 10% interest?

US 7468

24.) Nomhle pays back R10 000 per month on her bond with ABSA. The bond is registered over 20 years, at 9,5% interest – what was the original sales price? (Show your calculations) (4 Facts)

US 7468

25.) Calculate the following amounts using a calculator: (5 Facts)

14% of R 23 500

60% of R800 000

5% of R90 400

14,5% of R100

3,5% of R1200

US 7468

26.) Mr. Dlamini wants to upgrade and buy a Cluster in an expensive estate for R1,4 million. He wants to register a bond for R150 000 more than the sales price to immediately build a swimming pool and a lapa. What will his estimated transfer and bond registration costs be (assuming that he takes a 100% bond)? (5 Facts)

**CONGRATULATIONS!
YOU HAVE REACHED
THE END!**