

SOUTH AFRICAN SCOUT ASSOCIATION

THE SCOUT BADGE BOOK Electronic Edition July 2004

CONTENTS

The Outdoor Code

SECTION 1 INTRODUCTION

The Aims and Methods	1
General Information	2

SECTION 2 THE SCOUT

Promise, Law and Motto	3
Admission to the Scout Troop	3
Investiture	4
The Scout Training Programme	4
Direct Advancement and Direct Entry	5
Progress through the Advancement Programme	5
Wearing of Advancement Badges	6
The Scout Advancement Programme	7

SECTION 3 THE SCOUT PROGRAMME REQUIREMENTS

Troop Membership	8
Pathfinder	9
Adventurer	11
First Class	13
Explorer	16
Springbok	19

SECTION 4 CHALLENGE AWARDS

Requirements and wearing	21
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SECTION 5 INTEREST AND SCOUTCRAFT BADGES

Testing for Interest & Scoutcraft badges	25
List of Scoutcraft & Interest Badges	25/26
Scoutcraft Badge Requirements	ALPHABETICAL
Interest Badge Requirements	ALPHABETICAL

SECTION 6 WEARING OF BADGES AND INSIGNIA

Right Pocket	143
Left Pocket	Chart 2
Left Arm	Chart 5
Right Arm	Chart 6
	Chart 7

SECTION 7 THE ROVER SCOUT

Admission to the Rover Crew	147
Investiture	147
Rover Awards	147

SOUTH AFRICAN SCOUT ASSOCIATION

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THE OUTDOOR CODE

OF THE BOY SCOUTS AND THE GIRL GUIDES OF SOUTH AFRICA

1. I will treat the Outdoors — our veld, rivers and mountains — as a heritage to be cherished and protected and to be enriched for our own greater enjoyment and for future generations.
2. I will learn to understand Nature and her ways.
3. I will learn how to practise conservation of soil, water, forests, grasslands and wild life and urge others to do the same.
4. I will treat public and private land with respect, remembering that the use of the Outdoors is a privilege.
5. I will prevent fire, and build my own fire in a safe place, and be sure it is out before I depart.
6. I will keep my rubbish out of South African waters, fields, woods, veld and roadways.
7. Whenever I take from Nature for my own use, I will endeavour to return a share of her bounty.



NATUURGIDS

Ek sal ons natuur - ons veld, riviere en berge - as 'n erfdeel behandel; iets om lief to hê en to versorg en to verryk vir ons eie genot et vir komende geslagte.

Ek sal leer om die Natuur en haar wette to verstaan.

Ek sal leer hoe om die grond, water, woude, grasvelde en wildlewe to bewaar, en ander beïnvloed om ook só te doen.

Ek sal openbare en private grond met agting behandel en altyd onthou dat die vrye natuur 'n voorreg is.

Ek sal brande voorkom en my eie vuurtjie op 'n veilige plek aansteek, en dan seker maak dat dit geblus is voordat ek vertrek.

Ek sal ons Suid-Afrikaanse waters, lande, woude, veld en paaie nie met my rommel besoedel nie.

As ek iets uit die Natuur neem vir eie gebruik, sal ek my bes doen om my deel van haar rykdom terug to besorg.

SECTION 1 : INTRODUCTION

THE AIMS AND METHODS

AIM

Rule 102 The aim of the Association is to contribute to the development of boys, girls and young adults in achieving their full potentials as individuals, as responsible citizens and as members of their local, national and international communities by:

- (a) developing their character;
- (b) training them in citizenship;
- (c) developing their spiritual, social, intellectual, and physical qualities;

Rule103 PRINCIPLES

The Scout Movement is based on the following principles:

Duty to God: Adherence to spiritual principles, loyalty to the religion that expresses them and acceptance of the duties resulting there from.

Duty to others: Loyalty to one's country in harmony with the promotion of local, national and international peace, understanding and co-operation.

Participation in the development of society with recognition and respect for the dignity of one's fellows and for the integrity of the natural world.

Duty to self: Responsibility for the development of oneself.

METHOD

Rule 104 The Scout Method is a system of progressive self-education through:

- * a Promise and Law.
- * learning by doing.
- * membership of small groups (e.g. the patrol) involving, under adult guidance, progressive discovery and acceptance of responsibility and training towards self-government directed towards the development of character and the acquisition of competence, self-reliance, dependability and capacities both to co-operate and to lead.
- * progressive and stimulating programmes of varied activities based on the interests of the participants, including games, useful skills, and services to the community, taking place largely in an outdoor setting in contact with nature.

GENERAL INFORMATION

The organisation of the Scout Movement in South Africa, the procedures to be followed and the requirements of the Cub, Scout and Rover programmes are set out in Policy, Organisation and Rules, The Cub Badge Book, and The Scout Badge Book (which you are reading). Where 'Rules' are referred to in the text, these are given as they appear in Policy, Organisation and Rules.

TRAINING PROGRAMMES

In order to achieve the Aim of the Movement, the Methods are adapted in the Cub, Scout and Rover training programmes to cater for the characteristics, interests, and degree of mental and physical maturity of boys of different age-groups. The programmes are designed to cover the following areas of growth in the individual:

Life skills	Living with nature
Body and Mind	Service
Social	Faith and Life
Scoutcraft	

While the programme is designed at every stage to prepare the boys, girls and young adults for the next advancement step, in the Cub, Scout and Rover branches the programmes are designed independently of each other.

UNIFORM AND SUPPLIES

Scout uniforms, literature and other equipment are obtainable from the Scout shop in your Area.

The issue of badges and emblems is controlled. Rule 1101 states:

Rule 1101 Advancement, Scoutcraft, Interest and Challenge awards and insignia are obtained from Area headquarters and issued to Pack Scouters, Troop Scouters and Rover Scout Leaders on the recommendation of the examiner, as laid down in subsequent Rules.

DESIGN OF ADVANCEMENT, SCOUTCRAFT AND INTEREST BADGES AND CHALLENGE AWARDS

The designs of the Advancement, Scoutcraft and Interest badges and Challenge awards are as illustrated against each badge and award requirement as set out in this book.

PROVISION FOR HANDICAPPED CUBS AND SCOUTS

Boys, girls and young adults who are disabled or handicapped are welcome to join the Movement, and should be encouraged to participate in the activities as far as they are able.

Rule 1103 Proposed alternative tests to suit each individual handicapped boys, girls and young adults must be submitted to Area headquarters, through the District Commissioner concerned, for approval by the Area Commissioner.

SECTION 2 : THE SCOUT

THE SCOUT PROMISE

Rule 106 On investiture, Scouts and Rover Scouts make, or where appropriate, re-affirm the Scout Promise. The Scout Promise is:

"On my honour I promise that I will do my best -
to do my duty to God, and my Country;
To help other people at all times;
To obey the Scout Law".

THE SCOUT LAW

Rule 110.1 The Scout Law is:

1. A Scout's honour is to be trusted.
2. A Scout is loyal.
3. A Scout's duty is to be useful and to help others.
4. A Scout is a friend to all and a brother to every other Scout.
5. A Scout is courteous.
6. A Scout is a friend to animals.
7. A Scout obeys orders.
8. A Scout smiles and whistles under all difficulties.
9. A Scout is thrifty.
10. A Scout is clean in thought, word and deed.

THE SCOUT MOTTO

Rule 108.2 The Scout Motto is: "Be Prepared."

ADMISSION TO THE SCOUT TROOP

Rule 647 A boy or girl may be admitted to the Scout Troop after turning eleven, or in the case of a Cub at the discretion of the TS and in accordance with Group Scouters' Council policy at ten years and six months.

A Scout may remain in the Troop until reaching the age of eighteen or until completing the Twelfth school grade which ever is later.

On the recommendation of the Area Commissioner, the National Commissioner for Scout Programme shall have the option of extending the time allowed for the completion of the Springbok / Top Award after the scout's eighteenth birthday.

INVESTITURE

Rule 648 The investiture of a young person as a Scout is one of the most important events in the individual's life. It is essential, therefore, that the investiture be properly carried out by the TS after careful preparation. It is desirable that responsible adult's be invited to the investiture ceremony.

Details of the investiture ceremony are given in current SA Scout literature, and on official Wood Badge training courses. If no proper investiture ceremony is carried out the person cannot be regarded as a Scout.

On investiture the person becomes a Scout and is entitled for the first time to wear Scout uniform and badges. Responsible adults and invested Scouts only may attend the Investiture. Part of the preparation for investiture includes being told of the adventurous life of the founder, and something of the history of the Movement.

The person to be invested must hold the Link Badge or have completed the requirements for Troop membership described in *The Scout Badge Book*.

THE SCOUT TRAINING PROGRAMME

Rule 1107 The general scheme of the Scout training programme is given below. It is designed to provide a progressive system of training, interesting and challenging to the Scout, and flexible enough to make provision for the interests of Scouts and for local circumstances.

The programme consists of four parts: the Advancement Badges, Scoutcraft Badges, Interest Badges, and Challenge Awards.

Rule 1107.1 On joining the Troop a boy must hold the Link Badge or else complete the requirements for Troop Membership as soon as possible and preferably within three weeks.

Rule 1107.2 There are five stages of Advancement Badges:

- Pathfinder
- Adventurer
- First Class
- Explorer/Sea Explorer/Air Explorer
- Springbok Scout Badge or badge of other designation as approved by the Chief Scout at his discretion.

The requirements for each are set out in *The Scout Badge Book*.

Rule 1107.3 Challenge Awards may be created from time to time. These badges will be available for any Scout who wishes to earn them, unless otherwise specified, and shall not be part of the advancement programme.

- Rule 1107.4** Scoutcraft Badges and Interest Badges for different subjects for Scouts. These badges may be earned by any Scout regardless of age provided that the Scout qualifies fully under the conditions laid down. While there is no bar to a Scout qualifying in additional alternatives for a badge, no additional insignia shall be issued or worn.
Requirements for the Scoutcraft and Scout Interest Badges are as laid down in *The Scout Badge Book*.
- Rule 1107.5** Scouts may not wear Advancement or Interest Badges gained as Cubs except for the Leaping Wolf Badge and the Link Badge.
- Rule 1107.6** While certain badges are primarily designed for Sea and Air Scouts, all badges may be earned by any Scout, provided that satisfactory arrangements for testing can be made.
- Rule 1107.7** After investiture a Scout may earn and wear any Scoutcraft and Interest Badge, provided that the Scout qualifies fully under the conditions laid down for the relevant badge.
- Rule 1107.8** Scoutcraft Badges and Interest Badges will be distinguished by their design and colour.
- Rule 807.3** Scoutcraft Badges are removed from the shirt sleeve when the equivalent Interest Badge is earned, with the Interest Badge worn in the place of the corresponding Scoutcraft Badge.

DIRECT ADVANCEMENT AND DIRECT ENTRY

- Rule 1111.2** Direct advancement for a Scout is permitted in exceptional cases up to the ceiling of First Class, in order to allow the Scout to advance with their peers or the new entrant to commence at the level of his peers. Permission for direct advancement must be obtained from the Area Commissioner on the recommendation of the Group Scouter. Once a Scout has been invested they may proceed directly to complete the requirements for, and be awarded, the Adventurer or First Class Badge without being awarded the intermediate Advancement Badge or Badges, according to the following table. (See also Rule 647).

Advancement level to be awarded	Minimum age of Scout or school standard in. which Scout must be for direct advancement		
Adventurer	12 ½	Std 7	Grade 9
First Class	14 ½	Std 9	Grade 11

In the course of completing the requirements at the entering level the Scout must display skills commensurate with those of other Scouts of the same age or school grade.

PROGRESS THROUGH THE ADVANCEMENT PROGRAMME

Rule 1111.3 “Once a Scout has been invested he or she must complete each stage of the advancement programme before starting the next, as the system is progressive, except when an opportunity arises, which the Troop Scouter feels will not arise again, to complete an activity at a level one above the one on which he or she is working. A scout who is granted “Direct Advancement” by the Area Commissioner is not required to carry out activities below the entry levels stated in rule 1111.2.

Scouts may only be awarded the Explorer, Sea Explorer or Air Explorer Badge after they have completed the First class Badge. The Top Award or Springbok Badge may only be awarded after they have completed one of the Explorer Badges.”

Rule 1111.4 Before being awarded the Pathfinder Badge, a Scout must fulfil the requirements as set out in The Scout Badge Book. The badge is worn as in Rule 806 .(See Badge Chart 6.)

Rule 1111.5 Before being awarded the Adventurer Badge, a Scout must, subject to Rule 1111.2, fulfil the requirements as set out in The Scout Badge Book. The badge is worn as in Rule 806. (See Badge Chart 6.)

Rule 1111.6 Before being awarded the First Class Badge, a Scout must, subject to Rule 1111.2, fulfil the requirements as set out in The Scout Badge Book. The badge is worn as in Rule 806. (See Badge Chart 6.)

Rule 1111.7 Before being awarded the Explorer/Sea Explorer/Air Explorer Badge, a Scout must hold the First Class Badge and fulfil the requirements as set out in The Scout Badge Book. The badge is worn as in Rule 806. (See Badge Chart 6.)

Rule 1111.8 Before being awarded the Springbok Badge, a Scout must:

(a) be sixteen years old or have passed Std 8 / Grade 10;

(b) hold the Explorer/Sea Explorer/Air Explorer Badge;

(c) fulfil the requirements as set out in The Scout Badge Book.

The badge is worn as in Rule 806. (See Badge Chart 6.)

A certificate issued over the signature of the Chief Scout is awarded to a Scout who qualifies for the Springbok Badge."

Rule 801.7 TEMPORARY EMBLEMS

Rule 801.7.1 Temporary emblems for jamborees, National or Area events (Rule 1001.8.1) are worn on the right breast with the lower edge 7 cm above the right pocket and with the left hand edge of the emblem in line with the left hand edge of the pocket. (See Badge Chart 2)

Rule 801.7.2 Recruiter Badge, Silver for recruiting one member and Gold for recruiting 5 members (Rule 1001.8) are worn 0.5cm above the right pocket and with the left hand edge of the emblem in line with the left hand edge of the pocket. (See Badge Chart 2)

Rule 1001.8.1 National or international Jamboree and Area event badges may be worn until replaced by a subsequent event badge.

Rule 1001.8.2 The Recruiter Badge may be worn till the end of the subsequent calendar year in which it was earned

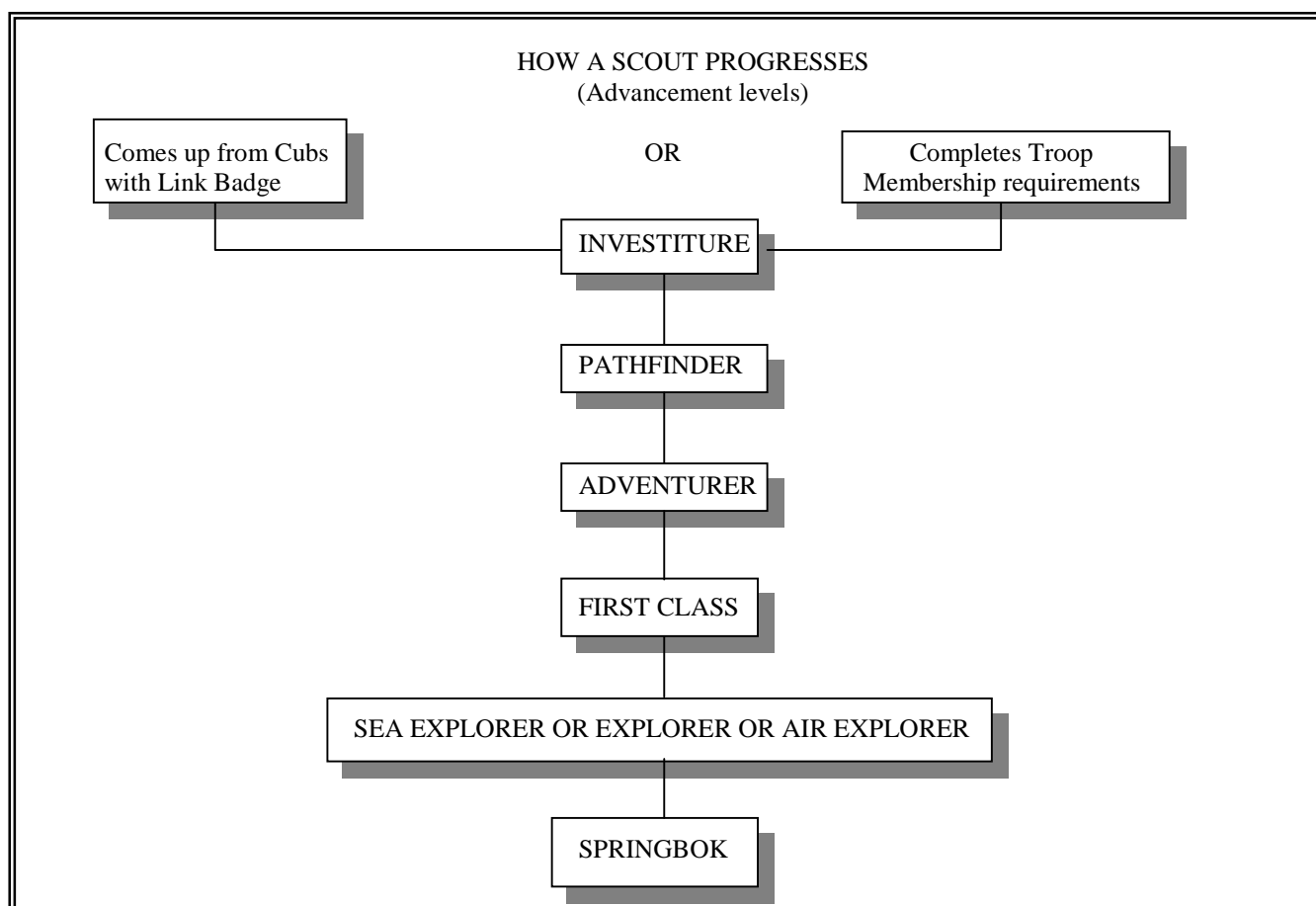
WEARING OF ADVANCEMENT BADGES

Rule 806. Advancement badges (Link Badge, Pathfinder, Adventurer, First Class, Explorer/Sea Explorer/Air Explorer, and the 'Top' Award) are worn on the left sleeve of the shirt as indicated on Badge Chart 6.

The Link Badge is removed when the Scout is awarded the Pathfinder Badge.

The Pathfinder, Adventurer, First Class and Explorer/Sea Explorer/Air Explorer Badges are worn cumulatively. They are removed when the Springbok Badge is awarded.

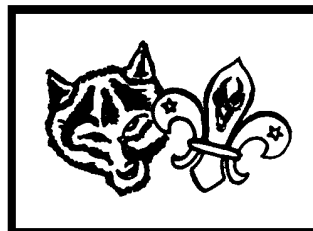
THE SCOUT ADVANCEMENT PROGRAMME



The requirements for each stage of the advancement programme follow. More detail on each of these will be found in the books The Scout Trail obtainable from your Scout Shop.

Where a Scoutcraft or Interest Badge covers an advancement level activity, the Scout will be credited with the activity if a Scout successfully completes the badge, and the same badge can still count towards his Explorer Badge and the Bushman's Thong if he wants to go for it.

Link Badge



Requirements

1. Repeat from memory the Scout Promise and Law, explain their meanings and how to carry them out.
2. Demonstrate correctly the Scout Salute and Scout sign, and explain when each is used.
3. Know the Scout motto.
4. Either help to pitch a tent OR make your own shelter out of any available material AND sleep in it for one night. All Cub camping rules must be complied with unless you are sleeping in your own garden under the control of your parents.
5. Know the parts of an axe.
6. Demonstrate how to handle and carry a hand axe.
7. Know how to split firewood.
8. Practice all safety rules for axemanship.
9. Make and use the following knots: reef, slip reef, sheet bend, round turn and two half hitches, sheep shank, clove hitch, bowline, figure-of-eight and fisherman's know.
10. Be able to do West Country Whipping.
11. Be an active participant in at least two full Troop meetings.
12. Show a general knowledge of the life of the Founder, Lord Baden-Powell of Gilwell, and his contribution to the development of world Scouting.
13. Either help to pitch a tent OR make your own shelter out of any available material AND sleep in it for one night. All Cub camping rules must be complied with if camping with your Pack unless you are sleeping in your own garden under the control of your parents. It is however preferable that this camp is held with the future Patrol Leader and Patrol in which case it is a Scout event under the control of the TS.
14. Sing or recite the national anthem and briefly describe its history. Draw the South African flag. Be able to recognise the national animal, flower and coat of arms.
15. Show an understanding of your rights and responsibilities as a child and when to say "no".

SECTION 3



TROOP MEMBERSHIP

Those who do not hold the Link Badge must complete the following requirements before being invested as a Scout.

1. Repeat from memory the Scout Promise and Law and, in accordance with your age, explain their meaning and how to carry them out.
2. Demonstrate correctly the Scout Salute, Scout Sign and the left handshake, and explain when each is used.
3. Know the Scout Motto.
4. Show a general knowledge of the life of the Founder, Lord Baden-Powell of Gilwell, and the spread of Scouting world-wide.
5. Sing or recite the national anthem and briefly describe its history, draw the South African flag and recognise the national animal, flower and coat of arms.
6. Show an understanding of your rights and responsibilities as a child and when to say “no”

Notes:

- a). These requirements must be completed with the Troop Scouter as soon as possible and preferably within three weeks of the boy joining the Scout Troop.
- b). Once a Scout has been invested he or she must complete each stage of the advancement programme before starting the next as the system is progressive, except when an opportunity arises, which the Troop Scouter feels will not arise again, to complete an activity at a level one above the one on which he or she is working subject to Rule 1111.3,
- c) An invested scout may earn any Scoutcraft or interest badge but must be encouraged to obtain his Pathfinder before attempting any Scoutcraft Badges and be 13 years & 6 Months old or hold First Class before attempting any interest badges in the list for the Explorer, Sea Explorer or Air Explorer Badge.

PATHFINDER



MAP READING

1. Direction:
 - a) Be able to orientate a map using a compass or natural features.
 - b) Explain the relationship between True North and Magnetic North.
 - c) Make a simple compass, including a rose marked with 16 points, and use it to find magnetic north.

CAMPING

2. Have camped away from the Scout meeting place at least 5 nights as a Scout.
3. Take part in pitching and striking a tent or making and dismantling a weatherproof shelter.
 - a) Make a bed on the ground inside the tent or shelter and sleep there for one night.
 - b) Use a kit list to check and pack any personal kit required.
4. While on a camp, maintain personal hygiene and explain the need for it.
5. Lay and light a fire and use it to cook a raw ingredient to serve as a meal for you. Explain the dangers of fires and the necessary precautions to prevent an accident.

PIONEERING

6. Demonstrate how to care for, store and hank ropes.
7. Make the six basic knots (reef knot, clove hitch, sheet bend, sheepshank, round turn and two half hitches, and bowline) and the fisherman's knot, and know what they are used for. Make a simple whipping.
8. Demonstrate the safety use, care and sharpening of a pocket-knife, hand axe or panga.

FIRST AID AND EMERGENCIES

9. At a simulation staged by your Scouter demonstrate that you know what to do at the scene of an emergency, including how to report fires, accidents and crimes to the relevant emergency service
10. Wounds and bleeding:
 - a) Demonstrate how to clean and dress a wound.
 - b) Explain the dangers of a dirty wound and the potential HIV and hepatitis B risk caused by exposure to other people's blood. Explain the importance of the correct use and disposal of latex gloves.
 - c) Demonstrate how to maintain an open airway, to give mouth-to-mouth resuscitation and to control bleeding.
 - d) Demonstrate CPR on a model (Professional or one made by the scouts.)

11. With another Scout, stage a role-play that demonstrates the principle of the buddy system.

OBSERVATION

12. Play Kim's Game and, after one minute, remember correctly 18 out of 24 assorted articles.

13. Follow a nature trail of at least 20 woodcraft signs.

BACKWOODSMAN

14. Environmental Awareness:

- a) Explore a local natural area and keep a record of plants and animals observed at different times of one day over 5 x 20-minute visits between sunrise and sunset.
- b) Interpret what is happening in this area and how Scouts could care for it, and write up or explain your conclusions.

HIKING

15. Prepare for and take part in a cross-country hike of not less than 10 km and explain your choice of equipment, if any. Give a short oral report on the hike a week later to your Patrol. Half of the distance may be done on water.

PERSONAL AND INTERPERSONAL DEVELOPMENT

16. Conduct the Troop flag ceremony and, in your own words, give the opening or closing prayer.

17. Over a one week period record ways that you have used the Promise and Law in your daily life and discuss your examples with your Troop Scouter.

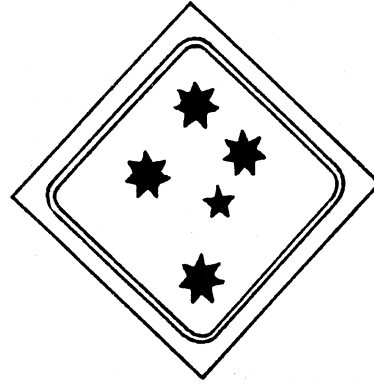
18. Attend a campfire and participate in a Patrol skit.

19. Display an understanding of the relationship between your local community and the wider community by being able to describe, with the use of sketch maps if you wish:

- a) the position of local school/s, police station/s, medical centre/s and community centre/s;
- b) the location of your community within your Province and South Africa;
- c) the position of South Africa on the African continent, including identifying our neighbouring countries.

20. Complete a Personal Growth Agreement with your Troop Scouter as the final requirement for this level. (This P.G.A. should include a discussion on gender equality and the versatility of roles)

ADVENTURER



MAP READING

1. Contribute to the route planning of a Patrol hike of not less than 10 km by being able to read a 1:50.000 map to describe the terrain in detail indicating best routes, obstacles, sources of water, emergency escape routes and possible night stops. Be able to estimate hiking speeds over different types of ground and gradient. If no map is available, consult with people familiar with the area in which you propose to hike and draw your own sketch map of the Patrol route, to the above scale and detail.

CAMPING

2. Have camped away from the Scout meeting place at least 10 nights as a Scout.
3. Produce a scale drawing of a standing Patrol campsite, making use of the equipment available in your Troop, and explain reasons for the layout. Assist in the construction of a Patrol campsite.
4. Demonstrate the safety requirements and be able to maintain all forms of lighting and cooking equipment used in your Patrol.

PIONEERING

5. In a practical exercise determined by the Troop Scouter, demonstrate the ability to make and put into use:
 - a) Sailmaker's and West Country whippings;
 - b) diagonal, square, round and sheer lashings;
 - c) Prussik knot, marlinspike, taut-line and rolling hitches.

FIRST AID AND EMERGENCIES

6. Demonstrate knowledge of methods of drawing attention to yourself in an emergency:
 - a) ground to air signals using body and panel methods;
 - b) whistle and smoke signals.
7. Explain and where appropriate demonstrate your knowledge of health hazards caused by extreme weather conditions, including the causes, symptoms, signs, prevention and treatment of the following:
 - a) Hypothermia
 - b) Hyperthermia
 - c) Sunburn / sunstroke
 - d) Dehydration
8. Explain the signs and symptoms of, and demonstrate the treatment for shock, sprains, epilepsy, choking and fainting.

OBSERVATION

9. Prepare a list of the dominant five bird species in your local area. Choose one of these species and observe it at morning and evening for three days. Tell the story of why this bird species behaved as it did
10. Stalking and tracking
 - a) Demonstrate the progression of stalking.
 - b) Camouflage yourself and take part in a stalking wide game.
 - c) Take part in solving a tracking story.

BACKWOODSMAN

11. Cook a simple but balanced supper, backwoods style, on an open fire without the use of utensils or foil. Explain how balance has been achieved in the nutritional value of the ingredients
12. Visit a waterhole, beach or place where spoor or footprints are evident and:
 - a) make negative and positive castings of a variety of impressions;
 - b) develop a bird or animal list from the spoor prints;
 - c) interpret any human imprints as well;
 - d) tell the story of what is happening in this area from these prints.

HIKING

13. Select and explain your choice of personal equipment required for an overnight hike and show how to pack it.
14. Act as the second-in-charge on a Patrol hike of not less than 15 km including taking effective responsibility for those duties delegated to you by the Scout leading the hike, including item 1 above. Half of the distance may be done on water. Write a report on the hike in log format at least two pages long.

PERSONAL AND INTERPERSONAL DEVELOPMENT

15. In a skit with another Scout or Scouts, demonstrate the effects of peer pressure. Using the Scout Law as your guide, bring out a lesson on peer pressure that will be of benefit to the Scouts in your troop.
16. Hold a discussion with your Scouter about the dangers of AIDS and other sexually transmitted diseases and the importance of chastity. (Once you have completed this activity you may wear an AIDS awareness badge on your uniform, which is placed 3 cm above the center of the right pocket)
17. Research a local, national or world leader and, in the form of a five-minute Yarn to your Patrol, describe how their leadership improved their community.
18. Find out from your Patrol Leader the functions of the C.O.H and explain them briefly to your Troop Scouter
19. Take part in a community service project, assist other scouts to complete their service projects or continue a service project started by another scout.
20. Complete a Personal Growth Agreement with your Troop Scouter as the final requirement for this level.

FIRST CLASS



MAP READING

1. From an elevated observation point draw a sketch map of an area of urban or rural territory of not less than one hectare. Using an adventurous scenario of your own imagination, devise and run a wide game for your Patrol based on the map.

CAMPING

2. Have camped away from the Scout meeting place at least 15 nights as a Scout.
3. Patrol Camp. Within the limits of your equipment:
 - a) plan and run an overnight Patrol camp away from the Scout meeting place, in which you train your Patrol in camp layout, setting up camp, proper storage of equipment and personal kit, making camp gadgets, camp and personal hygiene and camp programme;
 - b) plan and use a balanced menu for the camp including baking a loaf of bread;
 - c) report back to the Court of Honour on training objectives achieved at the camp.

PIONEERING

4. Plan and run a programme of training activities for your Patrol involving pioneering projects to be built which are used in an enjoyable way to train your Scouts in the following:
 - a) the six basic knots and the fisherman's knot;
 - b) Sailmaker's, West Country and simple whipping;
 - c) square, diagonal, round and shear lashings;
 - d) Prussik knot, marlinspike, taut-line and rolling hitches.

FIRST AID AND EMERGENCIES

5. Conduct a series of training events in which you train your Patrol in the prevention, signs, symptoms and treatment of the following:
 - a) Hyperthermia
 - b) Hypothermia
 - c) Sunburn / sunstroke
 - d) Dehydration.

6. Demonstrate how to rescue someone in distress and apply the necessary first aid for:

- a) Bleeding
- b) Fractures
- c) Sprains
- c) Cardiac arrest
- d) Burns
- e) Poison
- f) Choking.

OBSERVATION

7. Bushcraft:

- a) Demonstrate the ability to camouflage and conceal your Patrol and put this skill into practice in the form of a wide game.
- b) Prepare a tracking story for younger Scouts to solve.

BACKWOODSMAN

8. Prepare a presentation to demonstrate to your Patrol one natural method of fulfilling each of the following five survival requirements:

- a) Finding food
- b) Making shelter
- c) Obtaining warmth
- d) Finding water
- e) Finding your way out.

9. Be able to identify five types of venomous snake commonly found in South Africa. Explain how to avoid snakebite and how to apply first aid to someone who has been bitten.

HIKING

10. Plan for and lead a Patrol of at least three other Scouts of lower advancement level than you, on an overnight cross-country hike of not less than 20 km. Half of the distance may be on water, animal or bicycle. The hike must be approved and evaluated by the DC or his nominee, who may be the Troop Scouter. A written log is to be submitted to the evaluator within 21 days after the hike. The hike may only qualify one Scout. This must be the last item before the PGA.

PERSONAL AND INTERPERSONAL DEVELOPMENT

- 11. Assist in the planning of a Scouts' Own and form a personal evaluation of its success that you discuss with your Troop Scouter in preparation for the time when you will plan and lead your own Scouts' Own.
- 12. Identify an outdoor service project to improve the quality of the environment in your community. It must require not less than ten hours work. Lead your patrol in carrying out the project
- 13. Plan and lead a friendship activity for your Patrol with people of another culture. If the locality of your Troop is too far away from people of another culture, undertake this activity with a Patrol from another Troop.

14. In the form of a ten-minute Yarn for each, tell the Troop what you did to full fill the requirements of items 12. and 13., and interpret the experience in terms of the Promise and Law.
15. Lead a song or a dance or present a skit or lead a formation display or a scout band rendition at a campfire or AGM,
16. After consultation with your Troop Scouter lead your patrol in a discussion on AIDS awareness and prevention plus one of the following social issues, relating to the Scout Law:
 - a) Theft
 - b) Child abuse
 - c) Substance abuse (alcohol, tobacco, drugs)
 - d) Or any other similar topic approved by your Troop Scouter.
17. Explain to your Troop Scouter what steps you would take if a member of your patrol reported to you that he or she was being abused either by someone in your group, a friend, relative or stranger.
18. Earn an interest badge which shows proficiency in sport or physical ability.
19. Complete a Personal Growth Agreement with your Troop Scouter as the final requirement for this level.

EXPLORER



SEA EXPLORER



AIR EXPLORER



MAP READING

1. Plan and run an orienteering exercise for the Troop of not less than 2 hours and 20 Control points.

CAMPING

2. Have camped away from the Scout meeting place at least 20 nights as a Scout.
3. Explain the importance of conserving wood resources and build two of the following:
 - a) Hay box or wonder box
 - b) Reflector oven
 - c) Solar box
 - d) Conservation wood stove.Use them to cook hot meals for a Patrol using raw ingredients.

PIONEERING

4. Explorer Incidents. Lead a Patrol in crossing at least 5 outdoor obstacles, pre-determined by your Scouter, employing pioneering skills in which you have to plan the method and gather the necessary resources. At least one is to be a rescue involving the use of First Aid.

FIRST AID AND EMERGENCIES

5. Visit a local community health center, discuss with its Staff which issues are most affecting family life in your community, and report back to your Troop in the form a discussion aimed at developing an understanding of these issues among younger Scouts.
6. Create an incident in which an injured person may need to be carried, demonstrating to younger Scouts the following points:
 - a) the dangers of fractures of the spine;
 - b) the correct method of lifting a person on to a stretcher;
 - c) firemen's lift, walking assist, one-man carry, hand seats, and two-man carry.

OBSERVATION

7. Attend a local community meeting, observe the proceedings and report back to your Troop or Court of Honour on your observations and interpretation of the democratic process in practice.

BACKWOODSMAN

8. Using an imaginative and adventurous scenario, plan, organise and lead a backwoodsman camp of not less than 24 hours, away from the Scout meeting place, in which younger Scouts are instructed in survival skills.

HIKING

9. With your Patrol, plan and lead an overnight expedition, of one of the following:

- To somewhere unusual, or
- Using an unusual mode of transport, or
- To raise money for charity (e.g. an overnight sponsored ride), or
- To research a subject of your choice.

Half the expedition may be on water. Report back with a written or audio-visual presentation to your Troop.

PERSONAL AND INTERPERSONAL DEVELOPMENT

10. Interest Badges:

- Hold six badges in one of the following categories: (Explorer, Sea Explorer, Air Explorer).

<u>EXPLORER</u>	<u>SEA EXPLORER</u>	<u>AIR EXPLORER</u>
Advanced Navigation	Advanced Navigation	Advanced Navigation
Backwoodsman*	Astronomer	Air Glider
Canoeist	Backwoodsman	Air Mechanic
Cook	Boardsailing	Air Meteorologist
Farmer	Boatman*	Air Navigator*
First Aid*	Boatswain	Air Spotter
Forester	Canoeist	Air Traffic Controller*
Gardener	Cook	Astronomer
Guide	First Aid*	Backwoodsman
Handyman	Helmsman*	Cook
Hike Leader	Hike Leader	First Aid*
Linguist	Lifesaver	Hike Leader
Mapping*	Mapping	Mapping
Patrol Leadership	Motorboatman	Model Aero Engineer
Pioneer	Patrol Leadership	Patrol Leadership
Public Health	Pioneer	Pioneer
Reader	Ship Quartermaster	Space Explorer
Scribe	Voyager	
Speaker		
Veldcraft		
World Conservation		

- *b). The following badges are compulsory:

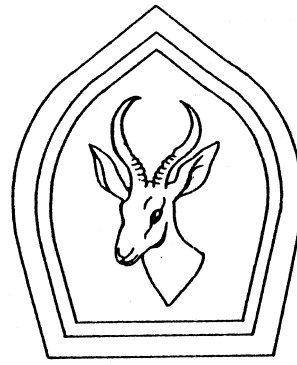
Explorer: Backwoodsman, First Aid, and Mapping

Sea Explorer: Boatman, Helmsman, and First Aid

Air Explorer: Air Navigator, Air Traffic Controller, and First Aid

11. Alone or with another Scout build, plan, co-ordinate and lead a Campfire.
12. Make a static display to be viewed for one month at a school or library or develop a website for your group and maintain it for two months keeping it up to date throughout the entire period or lead an active scouting display with your patrol or troop in a prominent position in your community and get it reported in your local newspaper.
13. Set up a handicapped awareness trail for younger scouts to use and explain why it is significant
14. Develop and commit to a prioritized plan of action to achieve your Top Award/ Springbok.
15. Complete a Personal Growth Agreement with your Troop Scouter as the final requirement for this level.

SPRINGBOK



1. Have camped away from the Scout meeting place for not less than 30 nights as a Scout.
2. With the prior approval of your concept by the AAC Scout Programme or his nominee, build a 1:20 scale model of a proposed construction project, discuss its purposes and advantages with your examiner, train Scouts and lead them in the building of the project. This may include the construction of a community facility.
3. Lead a Patrol in planning, cooking and serving a three-course hot meal to at least six people including a guest, on an open fire, in camp, from raw ingredients. Demonstrate to the examiner an understanding of the essential components of a balanced and healthy diet and explain how your meal meets these criteria.
4. With the prior approval of your proposal by the AAC Scout Programme or his nominee, plan and lead a hike of more than 30 km and two nights over a route you have not covered before. Your group must comprise not less than four members including yourself, the others being First Class or below. Select a theme as the focus of your hike and submit a written log, including a report of your study of the theme, to the AAC Scout Programme or his nominee for evaluation. Half of the distance may be on water, animal or bicycle. The total distance should be increased slightly if it is not all done on foot. This must be the last activity before the PGA unless, due to circumstances, the AAC Scout Programme approves that it be done earlier.
5. Demonstrate your organisational and leadership skills by planning, organising and conducting a camp for at least two Patrols of at least two nights, meeting the following requirements:
 - a) the candidate may lead neither Patrol on the camp;
 - b) it may include Patrols from other Troops;
 - c) an adult may be present only if necessary but cannot undertake any organisational role in the camp;
 - d) it must be held away from the Scout meeting place;
 - e) it must facilitate the training of younger Scouts, delegating duties to them where appropriate;
 - f) you must evaluate the camp and give a brief oral presentation to the Troop or COH on the lessons learned.
6. Identify a need in the community. With the prior approval of the AAC Scout Programme or his nominee, plan a solution and lead a Patrol in meeting the need. The total Service Project is to involve at least 40 hours involvement by the candidate.
7. Plan, run and evaluate a Scout's Own of at least 15 minutes focused on enhancing an understanding of the Law and Promise among younger Scouts.
8. Have attended at least three meetings of the Court of Honour and demonstrate knowledge of meeting procedure.

9. Have an understanding of the importance of mutual respect between people of different gender, race or culture. Demonstrate this to the satisfaction of the examiner by leading a discussion among younger Scouts aimed at developing their appreciation of this need. The examiner is to be nominated by the AAC Scout Programme.
10. Give an oral presentation to an A.G.M, parents meeting or another non scouting group about the affects scouting has had on your life or on a service project you have completed.
11. Complete a Personal Growth Agreement with your Troop Scouter as the final internal Troop requirement for this level.
12. Attend a Panel Interview with the AC or his nominee to confirm assimilation of all aspects of the Scout Programme and that the Promise and Law have been adopted as a way of life.

SECTION 4

CHALLENGE AWARDS

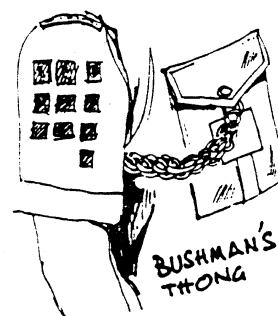
THE AWARDS

Challenge awards are created by S.A.H.Q. from time to time. Any Scout who wishes to earn them may do so (except where special qualifications may be specified). These awards are not part of the general advancement programme.

The following are some Challenge awards:

Rule 808 CHALLENGE AWARDS
(a) THONGS & CORDS

Rule 808.1 BUSHMAN'S THONG.
 To qualify for this award, the Scout must:



Hold the Explorer Badge;

Hold fifteen Interest Badges, of which three must be selected from, Hike Leader, Pioneer, Cook, Patrol Leadership, World Conservation and Veldcraft.

The fifteen may include the six, which are required for the Explorer/Sea Explorer/Air Explorer Badge – in other words, nine Interest Badges are required in addition to the 6 required for the Explorer level.

The Bushman's Thong is worn around the right shoulder under the shoulder strap. The free end is carried from the front of the armpit in a loose loop to the button of the right-hand breast pocket, to which it is fastened.

The Bushman's Thong is made of leather and brown in colour

Rule 808.2 BOSUN'S CORD

To qualify for this award, the Scout must:

Hold the Explorer Badge;

Hold fifteen Interest Badges, of which three must be selected from Lifesaver, Boardsailing, Boatswain, Motorboatsman, Canoeist, Ships Quartermaster.

The fifteen may include the six, which are required for the Explorer/Sea Explorer/Air Explorer Badge – in other words, nine Interest Badges are required in addition to the 6 required for the Explorer level

The plaited Bosun's Cord is worn around the right shoulder under the shoulder strap and the tasselled end is carried from the front of the armpit in a loose loop and fastened to the shirt at the left-hand top edge of the right-hand breast pocket.

The Bosun's Cord is dark-blue and white in colour.

Rule 808.3 AIRMAN'S CORD

To qualify for this award, the Scout must:

Hold the Explorer Badge;

Hold fifteen Interest Badges, of which three must be selected from Air Glider, Air Mechanic, Air Meteorologist, Air Planner, Air Spotter and Model Aero Engineer.

The fifteen may include the six, which are required for the Explorer/Sea Explorer/Air Explorer Badge – in other words, nine Interest Badges are required in addition to the 6 required for the Explorer level.

The plaited Airman's Cord is worn around the right shoulder under the shoulder strap and the tasselled end is carried from the front of the armpit in a loose loop and fastened to the shirt at the left-hand top edge of the right-hand breast pocket.

The Airman's Cord is light blue in colour.

(a) CUB INSTRUCTOR BADGE

To qualify as Cub Instructors, Scouts must be at least fourteen years of age and must have gained the Adventurer Badge. A Cub Instructor is entitled, after six month's service with the Pack, on the recommendation of the PS and GS and with the approval of the DC, to wear the Cub Instructor Badge. (Rule 635)

Rule 808.2 The Cub Instructor Badge is worn by Scouts, when it has been awarded (Rule 635), on the left breast of the shirt with the lower edge of the badge 3,0 cm above and centred to the mid-point of the upper edge of the left breast pocket. (Badge Chart 5).

(c) WATER ACTIVITIES CHARGE CERTIFICATE

Rule 903.3 A Water Charge Certificate may be issued for any of the following types of boat:

- (a) open boats under oars;
- (b) open boats or decked boats under sail;
- (c) power boats.



A Water Charge Certificate shall further be endorsed for:

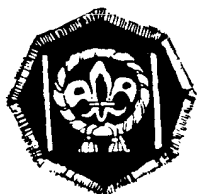
inland waters with no special difficulties
and/or special inland waters
and/or coastal waters

in accordance with local conditions, as defined by the Area Water Activities Advisory Committee.

Rule 808.3 Charge Certificate emblems: Where a Charge Certificate has been authorized under Rule 903, an emblem is worn with its lower edge 3,0 cm above the right-hand breast pocket and with the right-hand edge of the badge in line with the right-hand edge of the pocket. (See Badge Chart 2)

(d) PATROL LEADER TRAINING UNIT BADGE

Rule 808.4 The Patrol Leader Training Unit badge is worn by Scouts who have qualified at an approved Patrol Leader training course organised by an Area Patrol Leader Training Team. The badge is worn on the right breast 3 cm above the right-hand breast pocket and with its left-hand edge in line with the left-hand edge of the pocket.



(e) SCOUT WINGS

Rule 645.6 Scout Wings may be presented at a suitable function to any member of the Movement who has complied with one of the following requirements:



- (i) qualified for a student pilot licence in power flying (fixed wing or microlight) after performing one solo flight; or
- (ii) after completing three solos on Gliders; or
- (iii) having executed five parachute jumps or paraglider flights.

- Rule 801.9** The badge is worn by SCOUTS and SCOUTERS who have qualified for the Scout Wings in terms of Rule 645.6. The badge is worn indefinitely by Scouts who have flown solo. Scouters who have ceased to train for the private pilot's licence must cease to wear the badge.
- Rule 801.9.1** A gold wing superimposed on pale blue background with a silver laurel around the Scout Badge in the centre, worn by any Scout or Scouter who has passed his final flight test in power flying or in a glider.
- Rule 801.9.2** A silver wing superimposed on pale blue background with a silver laurel around the Scout Badge in the centre, worn by any Scout or Scouter who has qualified for a student pilot licence in power flying after performing one solo flight, or after completing 3 solo flights in gliders.
- Rule 801.9.3** A silver wing as described in Rule 801.8.2 with the addition of a yellow parachute above the laurel, worn by any Scout or Scouter who has executed 5 parachute jumps.
- Rule 801.9.4** A silver wing as described in Rule 801.8.2 with the addition of a red paraglider above the laurel, worn by any Scouter who has executed four paraglider flights.
- Rule 801.9.5** Air Force Wings. The Adjutant General of the S A Defence Force has given permission for all Commissioners for Air Activities of all ranks and all air Troop Scouters who qualify for wings in the South African Air Force to wear Air Force Wings on Scout uniform. Ref. Authority AG (3) 154/30 of 6/9/46.

Wings are worn on the left breast with the lower edge 1,0cm above and centred to the mid-point of the upper edge of left-hand breast pocket.

SCOUTS who qualify for more than one wing may wear only one emblem at a time. The emblem may be of their own choice.

GOLD SHIELD AWARD

Any Scout may attempt the scheme run by the National Council of the Gold Shield Award Scheme. There are three levels of the Award which may be attempted at any time after the birthdays shown, to be completed over the minimum period indicated.



- Bronze 14th birthday minimum six months
 Silver 15th birthday minimum twelve months
 Gold 16th birthday minimum eighteen months



Each level of the award involves achieving a personal improvement in activities from each of the following four areas: Skills, Physical recreation, Expeditions, Service

In addition there is a mandatory Residential Project at the Gold level. This takes the form of voluntary service or training away from home.

Any activity that forms part of a Scout badge requirement or of any other Challenge Award may also count towards the requirements of a Gold Shield Award. Any Scout who earns a gold Shield Award may wear the badge on his Scout uniform in terms of Rule 808.5

- Rule 808.5** The badge is worn with its lower edge 3,0 cm above the left-hand breast pocket and with the left-hand edge of the badge in line with the left-hand edge of the pocket. (See Badge Chart 5.)

SECTION 5

SCOUTCRAFT AND INTEREST BADGES

TESTING FOR INTEREST BADGES

Rule 1107.9 Methods of examination. Unless otherwise specified, the method of examination of requirements for the Scout Interest Badges shall be as given in Rule 1102.1.

Rule 1102.1 The requirements for Scoutcraft and Interest Badges must be passed to the satisfaction of either a Scouter or an independent and qualified examiner, as specified by the Local Association and Area Commissioner.

Local Associations may in special circumstances be authorized by the Area Commissioner to grant the badges on activities other than those laid down, provided that the tests (a) are not easier than the requirements in The Scout Badge Book, and (b) fulfil the same general purpose.

Rule 1102.2 Examiners should bear in mind that the standard of proficiency is not so much the quality of knowledge or skill as the amount of effort put into acquiring such knowledge or skill

LIST OF SCOUTCRAFT BADGES

SCOUTCRAFT BADGE

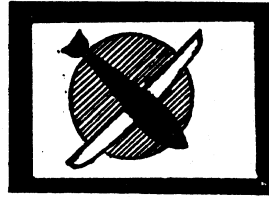
EQUIVALENT INTEREST BADGE

- | | |
|--|---|
| 1. <u>Airmanship</u> | <u>Air Spotter</u> |
| 2. <u>Air Planner</u> | <u>Air Navigator</u> |
| 3. <u>Camping</u> | <u>Camp Quartermaster</u> |
| 4. <u>Canoeing</u> | <u>Canoeist</u> |
| 5. <u>Conservation</u> | <u>World Conservation</u> |
| 6. <u>Fires and Cooking</u> | <u>Cook</u> |
| 7. <u>Hiking</u> | <u>Hike Leader</u> |
| 8. <u>Map Reading</u> | <u>Mapping</u> |
| 9. <u>Observation</u> | <u>Veldcraft</u> |
| 10. <u>Patrol Activities</u> | <u>Patrol Leadership</u> |
| 11. <u>Pioneering</u> | <u>Pioneer</u> |
| 12. <u>Religion and Life</u> | <u>Religion and Life</u> |
| 13. <u>Sailing</u> | <u>Helmsman</u> |
| 14. <u>Swimming</u> | <u>Swimmer</u> |
| 15. <u>Survival</u> | <u>Backwoodsman</u> |
| 16. <u>Watermanship</u> | <u>Boatman</u> |

LIST OF INTEREST BADGES

1. [Advanced Navigation](#)
2. [Air Glider](#)
3. [Air Mechanic](#)
4. [Air Meteorologist](#)
5. [Air Navigator](#)
6. [Air Spotter](#)
7. [Air Traffic Controller](#)
8. [Archaeologist](#)
9. [Archer](#)
10. [Artist](#)
11. [Astronomer](#)
12. [Athlete](#)
13. [Backwoodsman](#)
14. [Boardsailing](#)
15. [Boatman](#)
16. [Boatswain](#)
17. [Cameraman](#)
18. [Campfire Leader](#)
19. [Camp Quartermaster](#)
20. [Canoeist](#)
21. [Carpenter](#)
22. [Chess Player](#)
23. [Civil Defence](#)
24. [Collector](#)
25. [Cook](#)
26. [Craftsman](#)
27. [Cyclist](#)
28. [Designer](#)
29. [Draughtsman](#)
30. [Electrician](#)
31. [Electronic Engineer](#)
32. [Entertainer](#)
33. [Farmer](#)
34. [Firefighter](#)
35. [First Aid](#)
36. [Fisherman](#)
37. [Forester](#)
38. [Gardener](#)
39. [Genealogy](#)
40. [Geologist](#)
41. [Guide](#)
42. [Handyman](#)
43. [Helmsman](#)
44. [Hike Leader](#)
45. [Horseman](#)
46. [Journalist](#)
47. [Leatherworker](#)
48. [Lifesaver](#)
49. [Linguist](#)
50. [Mapping](#)
51. [Marksman](#)
52. [Master-at-Arms](#)
53. [Mechanic](#)
54. [Metalworker](#)
55. [Micro Computer](#)
56. [Model Aero Engineer](#)
57. [Model Engineer](#)
58. [Motorboatman](#)
59. [Musician](#)
60. [Numismatist](#)
61. [Ornithologist](#)
62. [Patrol Leadership](#)
63. [Petkeeper](#)
64. [Philatelist](#)
65. [Photographer](#)
66. [Physical Fitness](#)
67. [Pioneer](#)
68. [Plumber](#)
69. [Public Health](#)
70. [Reader](#)
71. [Religion & Life](#)
72. [Rock Climbing](#)
73. [Safety Code](#)
74. [Scribe](#)
75. [Ship Quartermaster](#)
76. [Signaller](#)
77. [Snorkelling](#)
78. [Space Explorer](#)
79. [Speaker](#)
80. [Sportsman](#)
81. [Swimmer](#)
82. [Veldcraft](#)
83. [Voyager](#)
84. [Water Biologist](#)
85. [Wave Rider](#)
86. [Weatherman](#)
87. [Woodcraftsman](#)
88. [World Conservation](#)
89. [World Friendship](#)

**AIRMANSHIP
SCOUTCRAFT BADGE**

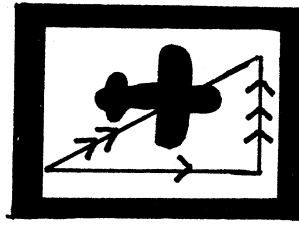


Date
Passed

Examiner's
Signature

1. Discuss the proper conduct to adopt and the ordinary safety precautions to follow, when on an airfield and when near an aircraft.
2. Explain how to be of practical help to a pilot by indicating wind direction by day and by night and by keeping the landing strip clear.
3. Make up a scrapbook containing at least fifty pictures of different aircraft collected by yourself.
4. Recognise 90% of the aircraft in your scrapbook from silhouettes shown to you for ten seconds, 25% of the silhouettes to be head-on.
5. Point out the principle parts of an aircraft and the control surfaces. Explain how they function.
6. Explain the advantages and disadvantages of taking off and landing into the wind.
7. Explain the aerodynamics of stalling.

**AIR PLANNER
SCOUTCRAFT BADGE**

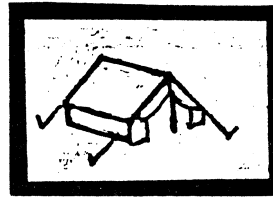


Date
Passed

Examiner's
Signature

1. Explain what is meant by latitude and longitude as well as the meaning of: lesser great circles; lesser circles; meridians and rhumbline.
2. Explain what is meant by Magnetic Dip, Variation and Deviation.
3. Know the difference between, and the derivation of, magnetic heading and track.
4. Demonstrate a knowledge of conventional symbols used on an aeronautical chart and show how to do simple flight calculations.
5. Show a knowledge of the instruments used by an air navigator and compute problems (by any means) of time, distance, speed and fuel consumed per hour.
6. Explain the semi-circle rule and the importance of keeping to correct flight levels.
7. Demonstrate how to complete the Standard ATC Flight Plan Form.
8. Explain how cloud is formed and
 - a) Recognise and name six different cloud types and explain their significance for aviators.
 - b) Know the types of cloud considered hazardous to aviation.
 - c) Explain the physics of ice formation.
9. Interpret a weather map, with particular reference to the high pressure and low pressure areas and cold and warm fronts.
10. Explain the conditions necessary for the formation of thunderstorms and know the dangers and procedures to be followed when thunderstorms are present when flying.

CAMPING SCOUTCRAFT BADGE

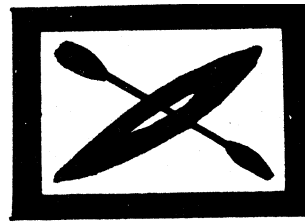


Date
Passed

Examiner's
Signature

1. Make a layout plan of a typical Patrol campsite. Show the position of the camp kitchen, the fireplace, dining flysheet, latrine, and tentage for at least six Scouts. Explain how and why weather, season, wind, fuel, and water supply are taken into consideration when choosing a site. Explain what care to take with regard to safe water, sanitary facilities, and emergencies.
2. Explain how a Patrol's typical activities are organised in setting up camp (eg pitching tents, digging latrines, making the kitchen etc). List the duties you would allocate to each member of the Patrol during camp.
3. Prepare a checklist detailing:
 - a) the personal kit that you will need for a Troop camp lasting a week;
 - b) the personal kit that you will need for a weekend hike or cruise
 - i. in summer
 - ii. in winter;
 - c) all the camping equipment needed for a weekend Patrol standing camp. Be able to justify your choice.
4. Demonstrate how to pack correctly your personal kit in a rucksack or kitbag for an overnight Patrol camp.
5. Prepare a camp menu for an overnight standing Patrol camp of at least seven Scouts covering two breakfasts, two lunches, and two suppers (some tinned food may be used). Make a food list for the Patrol. List the foods required for your menu that you can get from your local store with their prices.
6. At an overnight standing Patrol camp:
 - a) Assist in the preparation of the camp programme.
 - b) Lay out the campsite according to the principles in (1) above.
 - c) With another Scout, pitch a Patrol tent, or build a shelter, taking into consideration the weather and terrain. Strike and pack the tent, or dismantle the shelter. Know how to take care of tents, including the correct storage of tents between camps.
 - d) While camping, cook all meals for yourself for twenty-four hours to the satisfaction of the examiner. Raw ingredients must be used in cooking the meals. (For this requirement, it is acceptable for the candidate to take charge of the kitchen, in cooking the meals for the whole Patrol, with the help of other Scouts, but under his overall supervision.)
 - e) Make a comfortable bed on the ground and sleep in it overnight. Use a groundsheet, padding of clothes, rucksack, grass, straw, hiphole etc.
 - f) While in camp show the right way to
 - i. store your food and gear against heat, animals, insects, and wet in bad weather;
 - ii. dispose of refuse and maintain correct hygiene standards.
 - iii. take precautions against the spread of fires.
 - g) Make three camp gadgets in camp and use them.
7. Have camped under canvas or in the open as a Scout for a total of not less than twelve nights (not necessarily continuous).

CANOEING SCOUTCRAFT BADGE



Date
Passed

Examiner's
Signature

NOTE

The requirements for this badge shall only be undertaken on flat water, within a safe distance from the bank. Scouts should only progress onto flowing rivers when they are physically strong enough to handle a submerged canoe on a moving river, with a good knowledge of the requirements for the Canoeist Interest Badge.

1. Pass or have passed the Swimming Scoutcraft Badge.
2. Show a knowledge of canoeing as a sport, and its value for healthy exercise.
3. Show a knowledge of canoeing accessories, such as buoyancy, paddles, clothing items, rudders, seats, splash covers, etc. Discuss the advantages of the different types of accessories, and how to select these.
4. Discuss the various types of canoes available, the materials used in their construction, and how these apply to various forms of canoeing. Name the main parts of a canoe.
5. Demonstrate sound safety measures when canoeing, including the correct use of lifejackets, buoyancy, pre-check items, rules of the road and the buddy system.
6. Demonstrate a shirt-tail rescue of a swimmer over 25 metres.

DO ONE OF THE FOLLOWING ALTERNATIVES (7 OR 8)

7. Take charge of a Canadian canoe, with a bow paddler, in which you perform the following manoeuvres, using single paddles:
 - a) Handle the canoe into water and make fast.
 - b) Board the canoe from the bank or in shallow water.
 - c) Demonstrate correct paddling techniques, including posture and paddling grip, forward stroke, J- stroke, backwater stroke emergency stop, draw strokes.
 - d) Paddle 100 metres on a straight course.
 - e) Paddle 100 metres on a slalom course, around 8 to 10 buoys to demonstrate the above strokes.
 - f) Correctly disembark onto the bank.
 - g) Dressed in normal canoeing gear, capsize in deep water at least 50 metres from the bank. Right the canoe, climb into it and paddle the submerged canoe back to the bank. Empty the water without assistance.

OR

8. Perform the following manoeuvres in a single-seater or double seater canoe or kayak, using double-bladed feathered paddles. (In the case of a double-seater canoe, you must occupy the seat in charge of the canoe):
 - a) Handle the canoe into the water and make fast.
 - b) Board the canoe from the bank or in shallow water.
 - c) Demonstrate correct paddling techniques, including posture and paddling grip, forward stroke, emergency stop, draw strokes.
 - d) Paddle 100 metres on a straight course.
 - e) Paddle 100 metres on a slalom course, around 8 to 10 buoys to demonstrate the above strokes.
 - f) Correctly disembark onto the bank.
 - g) Dressed in normal canoeing gear, capsize in deep water at least 50 metres from the bank. Right the canoe, climb into it and paddle the submerged canoe back to the bank. Empty water without assistance.

CONSERVATION SCOUTCRAFT BADGE

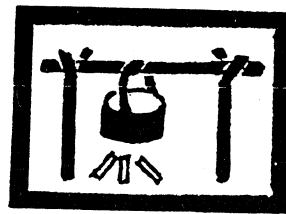


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1. Have an understanding of the Outdoor Code, and discuss the importance of the different points of it. What is meant by the term "Sustainable Planet" and discuss how you can contribute to this ideal.
2. Make a sketch illustrating the complete water cycle using and describing the following terms: precipitation; run-off; groundwater; watertable; evaporation; transpiration.
3. Show you are familiar with the main causes of the following types of pollution and how they can be controlled: water, air (including noise), soil, waste.
4. Know the dangers of soil erosion by wind and water. Demonstrate how soil erosion can be combatted.
5. Know the threats posed by alien vegetation and the measures being taken to eradicate these. Identify the main invader plants in your area.
6. Do ONE of the following:
 - a) Help establish and maintain a sanctuary (demonstrating an interest in conservation and a wish to conserve nature).
 - b) Make a nature trail for your Patrol or Troop.
 - c) Establish a bird cafeteria by planting an area with trees and shrubs which bear fruit attractive to the birds in your area.
 - d) Make a pond for birds (and for beauty).
 - e) Build a brush pile for wildlife.
 - f) Make and maintain an aquarium.
 - g) Build up a collection of plaster casts (made by yourself) of animal and bird tracks.
 - h) Build an observation shelter and spend part of a night there observing the animals.
7. Plan and carry out yourself or with others a conservation project covering ONE of the following:
 - a) clean water
 - b) clean air
 - c) wildlife
 - d) erosion
 - e) planting trees
 - f) cleaning up a roadside, picnic ground, vacant plot, stream, or ocean beach
 - g) plan and carry out an anti-litter campaign with your Patrol or Troop.

FIRES AND COOKING SCOUTCRAFT BADGE

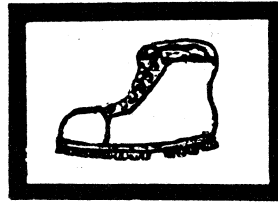


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1. Carry out an experiment to determine the burning properties of at least three different types of wood for cooking fires, and discuss their characteristics and the purposes for which each should be used.
2. Demonstrate three different types of cooking fires in use, and explain the advantages of each. Know the dangers of veld/bush fires and demonstrate how to take safety precautions when lighting, using and extinguishing fires in the open. Demonstrate methods of extinguishing flames.
3. Make a camp fireplace in the open that is suited to the natural surroundings, or make a conservation stove. Make a fire in it, and cook the following for at least four people:
 - a) porridge;
 - b) hunter's stew;
4. Discuss the importance of dietically sound menus. Draw up a menu for a three-course breakfast, lunch and supper. Draw up the food quantities and cost these at a local store.
5. Demonstrate the following:
 - a) the setting of a table in camp or indoors for a lunch or a supper;
 - b) how to prevent accidents in the kitchen at camp and indoors;
 - c) the use of weights and measures in the kitchen.
6. Make yourself a damper or a twist.
7. After each cooking, properly dispose of rubbish, clean utensils, and leave a safe, clean cooking area and fireplace.

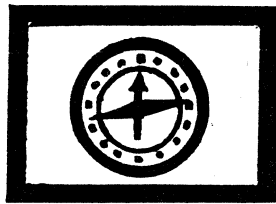
HIKING SCOUTCRAFT BADGE



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1. Compile lists of the personal equipment needed for a hiking expedition of at least three days. Present yourself, properly dressed and packed, before going on an overnight hike. Discuss your choice of clothing, equipment, rations and emergency kit.
2. Discuss what is meant by individual hiking skills (pace, rhythm, foot placing, conservation of energy, balance and co-ordination); personal hygiene; the Outdoor Code; wilderness manners; minimum impact hiking and camping. Demonstrate how these are applied in the outdoors. Understand the importance and correct way of using catholes away from water, paths and campsites, when other latrines are not available.
3. Know the importance of the party staying together, and the procedure to be followed in the event of an accident or emergency. Know the signs and symptoms of hypothermia (exposure), the precautions to be taken to avoid this, and the correct treatment of hypothermia.
4. Know the procedure governing access to nature conservation areas, Parks Board areas, National Hiking Way trails and wilderness areas. Explain what permission is required before setting out on a hike (permits, parent consent etc) and the correct procedure when crossing private property.
5. Show that you can use a compass and how to orientate and use a 1:50 000 topographical map. Be able to locate your position by reference to natural features. Identify the conventional map symbols, and demonstrate the use of scale.
6. With other Scouts (minimum of four in the party), hike 50 kilometres over country tracks, across country, or on recognised hiking trails. This is to be undertaken over no more than three separate hikes, of which no hike is shorter than 20 km. At least one overnight camp must be included. (Accommodation can be provided for in tents or huts.) A brief record of the dates, routes, distance hiked, names of party, and any other useful details, eg the weather conditions, campsite descriptions, must be presented to the examiner. The hikes must be done under a suitable leader such as the Troop Scouter, or as part of a recognised hiking organisation such as the Scout Mountain Club or Mountain Club of South Africa.



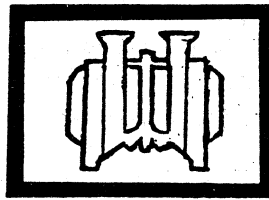
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MAP READING SCOUTCRAFT BADGE

1. Know some of the different types of compasses that are available, and explain how a compass works. Know some of the problems that can occur in using a compass, and how to overcome these.
2. Know the difference between:
 - a) True North
 - b) Grid North
 - c) Magnetic Northand demonstrate the ability to find each of these, both on a map and on the ground.
3. Explain the cause and effect of magnetic declination, and know the relationship between true bearings and magnetic bearings. Demonstrate how to convert bearings on a map to compass bearings, and vice versa.
4. Demonstrate a working knowledge of bearings and backbearings by being able to:
 - a) identify a feature from a map, by taking bearings to locate it on the ground;
 - b) carry out an exercise in the field to determine your position on a map by the resection method using backbearings;
 - c) use a magnetic compass to follow a compass trail of about one kilometre in length, consisting of even or eight distances and bearings (both True and Magnetic).
5. Carry out the following:
 - a) Explain what a map is.
 - b) Know some of the types of maps that are available, and what information each of these can provide.
 - c) Demonstrate a knowledge of scale and be able to do conversions between RF (Representative Fraction) scale, graphic scale and statement scale.
 - d) Demonstrate a knowledge of conventional map symbols.
 - e) Be able to read contours on a map, and explain how contours indicate slopes, gradients and major landforms.
 - f) Correctly measure a distance on a map and calculate the actual distance that this represents on the ground.
 - g) Set a map using a compass, and by ground to map comparison.
6. Demonstrate a thorough knowledge of all the features on a map by carrying out an imaginary hike of approximately 25 km between two points on a map selected by the examiner. Describe the route in detail and indicate an area which could serve as an overnight stop. Be able to estimate hiking speeds over different terrains indicated on the map by the examiner.

**OBSERVATION
SCOUTCRAFT BADGE**



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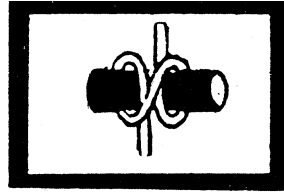
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1. Play Kim's Game and after one minute of observation remember correctly 24 out of 30 well-assorted articles. The test is to be repeated twice running with different articles and each article is to be adequately described.
2. Blindfolded, correctly identify 8 out of 10 simple sounds by hearing only.
3. Blindfolded, identify 8 out of 10 common substances by smell only.
4. Blindfolded, identify 12 out of 15 common articles by touch only.
5. Explain the characteristics of human footprints, with and without boots or shoes. Be able to identify correctly the following tracks made by a person in sand or soft earth: walking; walking backwards; limping; carrying a weight; running.
6. Correctly identify the following cloud formations (from pictures where natural examples are not available), and explain the weather associated with each: cumulus; cumulo-nimbus; cirrus; nimbo-stratus; strato-cumulus; alto-stratus.
7. Make three plaster casts of the tracks of wild animals or birds, or make 5 sketches of different animal or bird tracks that you have observed out-of-doors. Identify the tracks.
8. Correctly identify 10 different makes or models of cars on the road OR correctly identify 10 different types of trees OR leaves OR insects OR birds in the outdoors.

**PATROL ACTIVITY
SCOUTCRAFT BADGE:**

1. Be a faithful member of your Patrol.
2. Explain the Patrol System.
3. Show a knowledge of your Patrol name.
4. Take part in three meetings of the Patrol-in-Council.
5. Take part in a Patrol Good Turn.
6. Complete five of the following activities:
 - a. Take part in an indoor Patrol Meeting.
 - b. Take part in an outdoor Patrol Meeting.
 - c. Take part in a joint Patrol activity other than at a Troop meeting (within your own Troop, or with a Patrol from another Troop or Guide Company).
 - d. Take part in a Patrol exchange with another Troop or Guide Company.
 - e. Take part in a short Patrol camp (for minimum of 2 nights).
 - f. Take part in a Patrol expedition (over 1 weekend).
 - g. Gain one advancement badge.
 - h. Any other Patrol activity of a similar nature and level of achievement as agreed with the Court of Honour.
7. Hold a Position of responsibility in your Patrol for at least one year (for example, Quartermaster or Scribe).

PIONEERING SCOUTCRAFT BADGE



1. Whip the ends of 3 ropes using:
 - a) west country whipping;
 - b) sailmakers whipping;
 - c) simple whipping.Know on what types of ropes each whipping is best suited.
2. Using the ropes you have whipped, tie the following knots and demonstrate their uses:
bowline; sheet bend; round turn and two half hitches; figure-of-eight knot;
fishermans knot; timber hitch; bowline-on-a-bight; manharness hitch; rolling
hitch; running bowline; taut-line hitch; marlinspike hitch.
3. Tie the following knots in nylon filament (fishing line):
blood knot; fishermans surgeon knot.
4. Make the following lashings with a high degree of efficiency, and know the uses of
each:
square lashing; diagonal lashing; figure-of-eight lashing; round lashing; sheer lashing.
5. Make the following splices in a rope with a diameter of at least 12mm:
 - a) back splice;
 - b) eye splice;
 - d) docker's splice;
 - c) short splice.
6. Construct two of the following projects, working on your own:
 - a) camp table or dresser using lashings;
 - b) flagpole at least 5m high using round lashings;
 - c) model bridge (monkey bridge or trestle bridge);
 - e) raft to carry two persons. Demonstrate it on water;
 - d) Scout transporter or haymaker bridge.
7. Demonstrate the following 3 types of holdfasts, and know which conditions each is best
suited for:
 - a) deadman anchorage;
 - b) 3-2-1 holdfast;
 - c) log and picket.

RELIGION AND LIFE SCOUTCRAFT BADGE



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Requirements for the following faiths are available on request from SAHQ and local Scout shops:

Christian; Hindu; Jewish; Muslim.

NOTE : The Examiner must either be a Minister/ Priest of the religious body to which the Scout belongs, or some person appointed by his religious body.

Christian Requirements:

CUBS (at 10 years old)

1. SCRIPTURE KNOWLEDGE

- a) Tell in his own words two Bible stories, ONE from each of the Sections i and ii:
 - i. Abraham and Isaac; Joseph and his brethren;
 - ii. The Good Samaritan; The Prodigal Son and find the relative Bible passages
- b) Be able to recite the Lord's prayer, or say an adequate prayer at a CUB meeting

2. PRACTICE

- a) Regularly attend Sunday School or your place of worship
- b) Explain how to behave in Church
- c) Give Thanks (Say Grace)
- d) Own his own Bible

3. UNDERSTANDING

Explain in his own words, the meaning of :
The Day of Pentecost; The Ascension

4. GENERAL

Answer questions relating to your religious order and procedures at the discretion of the Examiner. who will bear in mind your age.

SCOUTS - SCOUTCRAFT BADGE

1. Be able to pass the tests for the Cub Religion and Life Badge.

2. SCRIPTURE KNOWLEDGE

- a) Locate in the relevant text in your own Bible and explain two stories ONE from each of the Sections i and ii:
 - i. Moses; Samuel; Gideon
 - ii. Jesus calling his Disciples; Healing of the Centurion's

3. PRACTICE

- a) Regularly attend Sunday School or your place of worship
- b) Give Thanks (Say Grace)

4. UNDERSTANDING

- a) Explain the meaning of Prayer
- b) Say a short prayer on a given subject
- c) Name the Gospels and the Epistles and know the difference in meaning
- d) Explain the difference between the Old Testament and the New Testament.
State the number of books in each

5. GENERAL

Answer questions relating to your religious order and procedures at the discretion of the Examiner. who will bear in mind your age.

Jewish Requirements:

CUBS (at 10 years old)

1. Recite the 10 Commandments and explain their meaning.
2. Recite Shma and Blessings over bread, wine, fruit, Sabbath Candles
3. Maintain regular attendance at Synagogue services (Friday evening or Saturday morning) for at least six months.
4. Name 5 Jewish Holidays and tell briefly how they are celebrated.
5. Tell the story of the, Exodus from Egypt and the Settlement in the Promised Land.
6. Name the first three Kings of Israel and tell something about each.
7. Read a book of Jewish Biography or history and tell about its contents.

SCOUTS - SCOUTCRAFT BADGE

1. Recite the 10 Commandments and explain their meaning.
2. Read in Hebrew - V'Ahavta, Avat, Kiddush.
3. Maintain regular attendance at Synagogue services (Friday evening and Saturday morning) for at least six months.
4. Read and interpret Friday evening and Saturday morning services.
5. Describe the work of at least 3 charitable organisations to which you have made a contribution.
6. Give brief outline of Jewish history from division of the Kingdom down to Babylonian Exile.
7. Name the first 3 Kings of Israel and tell something about each.
8. Read a book of Jewish biography or history and tell about its contents.

Muslim Requirements:

CUBS (at 10 years old)

1. Recite the five principles of Islam (Arkaanul Islam) and meaning
2. Islamic calendar
3. Islamic Holidays - meaning and importance of each
4. Brief history of 3 of the following prophets : Adam, Noog, Ebrahim, Musa, Eesa
5. Study of the history of the Prophet Muhammad (SAW)
6. Study of selected Ahadeeth
7. Etiquette of eating, drinking, sleeping, etc
8. Regular attendance of a madrasah

SCOUTS - SCOUTCRAFT BADGE

1. Detailed explanation of principles of Islaam (Arkanul Islam).
2. Read: Payamber - the messenger. Three parts.
3. Describe the work of three charitable Islamic organizations.
4. Study of the Prophet Ebrahim.
5. Study of Qur'anic verses with regard to parents and the relevant Ahadeeth.
6. Fard solaah to be observed.
7. Regular attendance of a madrasah .
8. Possess a translation Qur'aan (Yusuf Ali translation)

Hindu Requirements:

CUBS 7 to 10 years

1. VEDIC MANTRAS

All these mantras are to be chanted in Sanskrit and their English translation read immediately after.

- a) Gayathxi Mantra
- b) Peace Mantra
- c) Meal Time Prayer Mantra
- d) Class/School Assembly Mantra

2. MAJOR RELIGIOUS FESTIVALS

A short expose of the following Hindu Festivals is to be given together with their significance.

- a) Deepavali
- b) Shiva Fatri
- c) Nava Ratri

3. RELIGIOUS AND OTHER TEXTS

Know in brief the contents of the following texts

- a) The Vedas
- b) The Upanishads
- c) The Ramayana
- d) The Bhagavada Githa
- e) The Thirukurral

4. STORIES

Tell in his own words

- a) A story from the Upanishad
- b) The story of Rama and Sita . . (in brief)
- c) The story of Savitri from Mahabharata

5. GENERAL

- a) Attend regular religious services
- b) Own his own copy of the Bhagavad Gita ...*
- c) Chant:
 - i. The Gayatra mantra every morning
 - ii. The peace mantra every night before going to bed
 - iii. The meal time mantra before eating

*A condensed copy of the Gita would be included in the instruction manual.

SCOUT - SCOUTCRAFT BADGE 10 to 14 years

1. Chant the Mantras of the Ishwar Upasana and give their meanings
2. Maintain regular attendance at religious services
3. Know the significance of
 - a) Rem Navami
 - b) Krishna Asthami
4. Describe the welfare and humanitarian work of
 - a) The Ayan Benevolent Home
 - b) The Divine Life Society
 - c) The Ramakrishna Centre
 - d) Any other body
5. Study the lives of the following
 - a) Swami Vivekananda
 - b) Swami Sivananda
 - c) Swami Dayananda
 - d) Meera Bai
 - e) Thiruvalluvar
6. Read the contents of
"The Elementary teachings of Hinduism" (A Veda Nikatan Pub.)
7. Read and know Chapters two, three and four of the Bhagavad Gita.

SAILING SCOUTCRAFT BADGE

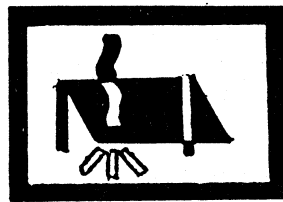


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1. Pass or have passed the Swimming Scoutcraft Badge.
2. Recognise 8 different types of sailing craft.
3. Identify and name:
 - a) Main parts of a sailing craft.
 - b) The parts of a sail (Mainsail and Foresail).
 - c) Parts of the rigging.
4. Know the signs of approaching bad weather as well as fine weather for your area.
5. Explain the following:
 - a) Safety rules applicable to boating in your area.
 - b) The International Rules of the Road and South African Yacht Racing Association Rules concerning right of way of power boats, rowing boats, canoes and boats under sail.
 - c) Rules applicable to personal buoyancy.
 - d) Why and how you would check a boat for buoyancy.
6. Know and understand the resuscitation of the apparently drowned.
7. Demonstrate
 - a) the following knots: Figure of eight; Sheet Bend; Double Sheet Bend; Bowling; Reef Knot; Anchor Bend; Round turn and two half hitches; Rolling Hitch and Carrick Bend.
 - b) How to prevent synthetic ropes from fraying.
8. Demonstrate the following:
 - a) Rig a sailing boat and prepare for sailing.
 - b) After sailing, de-rig the boat.
 - c) The proper care and storage of equipment.
 - d) Rescue a conscious man from the water.
9. Show that you are an efficient member of a sailing crew. Take the helm and sail the boat on all points of sailing including getting under way, coming alongside and making fast.
10. Discuss and carry out capsize drill.
11. Log at least 3 hours of sailing. The log must be certified by your Troop Scouter.

SURVIVAL SCOUTCRAFT BADGE

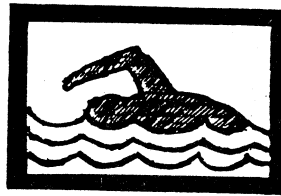


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1. Know the four main needs to be satisfied in a survival situation. Discuss the various ways in which these needs can be satisfied. Discuss the useful items that could be included in your kit in case this type of emergency should arise on an expedition.
2. Shelter: Build a weatherproof shelter from natural materials or groundsheets (overhanging rock and cliffs excluded) and sleep in it alone or with another Scout for at least one night.
3. Warmth: Lay and light a fire outdoors, without matches, using an alternative method such as magnifying glass, binoculars, flint and steel, friction, bow and drill or batteries.
4. Food: With raw ingredients (not dehydrated), cook over an open fire a meal consisting of a main course (utensils and aluminium foil excluded) and a twist or damper.
5. Water: Demonstrate any method of rendering muddy water fit for human consumption.
6. Navigation: Demonstrate two methods of finding true North during the day and two methods at night, without the aid of a compass or map.
7. Hazards: Recognise and identify three poisonous snakes in your area and know the precautions to take to avoid being bitten by snakes.

SWIMMING SCOUTCRAFT BADGE

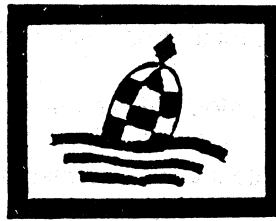


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1. Swim 100 metres in any overarm or crawl style.
2. Swim 50 metres in clothes (shirt, shorts and socks as minimum) and undress in the water with the feet off the bottom.
3. Swim 50 metres on the breast and 50 metres on the back (either hands clasped or arms folded in front) and then a further 50 metres any style making 150 metres in all.
4. Take clothes off on shore. Enter water feet first. Carry shirt in teeth or hand. Swim 10 metres. Swing one end of the shirt into the hands of a 'drowning' person. Tow him to the shore.
5. Demonstrate, by means of 'clothing inflation', a method of remaining afloat for three minutes.
6. Execute a reasonable dive into the water from the side of the pool.
7. Dive from the surface of the water and recover with both hands an object from the bottom. The water is not to be more than 2 metres deep.

WATERMANSHIP SCOUTCRAFT BADGE



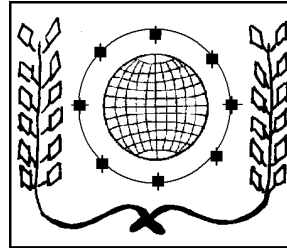
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1. Have passed the Swimming Scoutcraft Badge.
2. Demonstrate how to load a pulling boat with stores and personnel, and how to trim the boat correctly.
3. Explain the following:
 - a) Safety rules applicable to boating in your area.
 - b) The International Rules of the Road concerning right of way of power boats, rowing boats, canoes and boats under sail.
 - c) Rules applicable to personal buoyancy.
 - d) How and why you would check the boat for buoyancy.
4. Know the signs of approaching bad weather as well as fine weather for your area.
5. Know and understand the resuscitation of the apparently drowned.
6. Demonstrate
 - a) The following knots:
Round turn and two half hitches; Anchor Bend (Fisherman Bend); Bowline;
Water Bowline; Rolling Hitch; Sheetbend; Double Sheetbend; Carrick Bend.
 - b) How to prevent a synthetic rope from fraying.
7. Name all the parts of a pulling boat.
8. Cast a heaving line at least 8 metres to fall within 2 markers spaced 2 metres apart.
9. Manage a dinghy or similar craft single-handed and perform the following:
 - a) Row at least 100 metres in a given direction, turn the craft as directed and row back.
 - b) Scull with one oar over the stern for a distance of at least 50 metres.
 - c) Weigh and drop anchor correctly.
 - d) Bring alongside and make fast.
 - e) Rescue a conscious man in the water.
10. Discuss and carry out capsize drill.
11. Log at least 3 hours of pulling. The log must be certified by your Troop Scouter.

Date
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Examiner's
Signature



ADVANCED NAVIGATION INTEREST BADGE

1. Hold Map Reading Scoutcraft Badge or complete all the requirements.
2. Explain to the satisfaction of the examiner how the SA coordinate system works and demonstrate using a 1:50 000 Topographical map, how to plot and read Geographical and Projected coordinates.
3. Explain what is meant by GPS and the difference between Single and Differential (DGPS) processing.
4. What do you understand is Real-Time processing?
5. Explain what is meant by a Waypoint.
6. Show knowledge of the setup procedure for a GPS.
7. Explain what a GIS is.
8. Identify and explain the different ways of obtaining data for a GIS.
9. Explain what Attributes are.
10. Successfully load at least 10 Waypoints, as determined by the examiner, and then navigate to these points using the GPS /GIS. The route should be at least 15Km and half the distance can be done on water, animal or bicycles.

AIR GLIDER INTEREST BADGE

1. Explain the methods of launching a glider, the recovery procedure afterwards and how to park a glider.
2. Show a knowledge of the different class of glider as defined by the South African Soaring Association.
3. List the instruments a glider carries and explain their purpose.
4. Demonstrate a knowledge of the structure and controls of a glider.
5. Recognise and name six different types of cloud formations and explain the type of flying conditions to be expected in each basic type.
6. Carry out a daily inspection (pre-flight) on a glider to the satisfaction of the instructor, and explain why the inspection of each part is important to the safe operation of the aircraft.
7. Explain what produces good soaring conditions.
8. Act as a member of a launching and recovery crew.
9. Explain the emergency procedures for a glider in flight in the case of
 - a) cable failure in the case of a winch or aero-tow launch, and engine failure in the case of a motor glider;
 - b) structural failure or collision at altitude;
 - c) inability to release cable in the case of :
 - i. winch launch
 - ii. aero-tow
 - d) altitude loss to the extent that safe soaring is no longer feasible.
10. Do two circuits in a glider with an instructor and submit a detailed report on each flight.
11. Discuss with the examiner the conventional symbols used on aeronautical charts and point out the features overflown on an imaginary cross-country flight of at least 50 nautical miles flying at a height of 600 metres (2 000 feet).

Date
Passed

Examiner's
Signature

AIR MECHANIC INTEREST BADGE

1. Understand the basic principles of an aircraft piston engine and know the names and functions of the principal parts.
2. Demonstrate pre-flight check and a knowledge of aircraft documents.
3. Have passed the Airmanship Scoutcraft Badge, or complete part 5 of its requirements.
4. Explain the principles of flight and of airframe construction.
5. Explain the basic principles of an aircraft jet engine and know the names and functions of the principal parts.
6. Build a non-flying model aircraft with working control surfaces operated by a control column. Demonstrate its use.
7. Have a general knowledge of elementary hydraulics and electrics as applied to aircraft, concerning
 - a) Airscrews (and their types)
 - b) Aircraft brakes (including air brakes).

AIR METEOROLOGIST INTEREST BADGE

1. Know the basic structure of the atmosphere by:
 - a) explaining the composition of the atmosphere;
 - b) explaining the layers of the atmosphere;
 - c) defining the ICAN standard atmosphere.

2. Explain what is meant by:
 - a) pressure;
 - b) QNH; QFE; QNE; QFF;
 - c) stability and temperature distribution;
 - d) temperature gradients.

3. Explain Buys Ballots law.

4. Explain the different ways in which fog is formed as well as day and night visibility.

5. Demonstrate and understand the purpose of the following instruments:
 - a) Wet and dry-bulb thermometers.
 - b) Barometer. Show that air has weight and pressure.
 - c) Anemometer. Show that the wind has force and pressure.
 - d) Windvane. Build a simple model of a wind vane.
 - e) Rain gauge. Build a simple model of a rain gauge.

6. Describe the measurement of inland and coastal station pressures and
 - a) Name the properties of ISOBARS.
 - b) Describe the types of pressure distribution.
 - c) Explain the variation in air pressure due to altitude, and point out some resulting problems for engines, for flight path hazards and for the pilot himself.

7. Describe the composition of water vapour and explain: saturation; condensation; sublimation; evaporation; relative humidity; dew point and vapour pressure.

8. Do the following:
 - a) Define pressure gradient force and geostrophic wind.
 - b) Discuss diurnal variation of the surface wind.
 - c) Understand berg winds; sea breezes; land breezes; and indicate six or more ways how a pilot, about to land, can identify wind direction.
 - d) Have passed the Airmanship Scoutcraft Badge, or complete parts 6 and 7 of its requirements.

9. Make a simple forecast from a weather map with special reference to winds, temperature and barometric pressures.

10.
 - a) Understand the main forms of airframe icing and engine icing and explain the types of ice accretion in cloud: rime, clear ice, pack snow and freezing rain.
 - b) Explain the effects of ice accretion on the performance of an aircraft.

11. Report, either in writing or orally, on a visit to a meteorological station covering the following:
 - a) instruments and their uses
 - b) charts used
 - c) instructions issued to pilots.

AIR NAVIGATOR INTEREST BADGE

1. Hold the Air Planner Scoutcraft Badge.
2. Explain the Semi-circle Rule and the importance of keeping to correct flight levels.
3. Be able, to point out the features overflown on an imaginary triangular cross country flight of at least 150 nautical miles flying at a height of 3000 feet above ground level.
4. Explain what is meant by:
 - a) altitude; height; transition level; transition altitude; flight level.
 - b) QNH; QFE; QNE.
5. Measure the distance and true reading between two points on an aeronautical chart and calculate drift, given the wind strength and direction in scale drawing, without the use of a computer.
6. Illustrate by means of a simple diagram how a fix can be obtained from two position lines. Describe briefly two ways in which bearings can be obtained in an aircraft, thus enabling position lines to be drawn on a chart. Obtain a fix by transferring one of the two position lines.
7. Demonstrate a basic knowledge of aeronautical maps and charts with emphasis on Lamberts Conformal and Mercator charts. Show a general knowledge of time: GMT and sunrise and sunset.
8. Plot the magnetic heading required to make good the track between two places on an aeronautical chart given an airspeed and a forecast wind velocity. Given a time of departure, work out the estimated time of arrival (ETA). From a time fix indicated on the chart during an imaginary flight, work out the track made good, actual wind velocity, new track required, magnetic heading to steer and revised ETA. This test is to be done using a computer. Complete a standard ATC Flight Plan Form for the imaginary flight.
9. Explain overdue action.
10. Show a basic knowledge of radio navigation: radio aid equipment available; VOR; ADF; TACAN; basic operation of ground stations. Understand the concept of Global Positioning Systems (GPS).

References: Ground Study for Pilots
Vol 1 S E T Taylor and H A Parmar(Grenada)
Aviation Plotting Notes - Navigation
Grand Central Aviation College

Date
Passed

Examiner's
Signature

AIR SPOTTER INTEREST BADGE

1. Have passed the Airmanship Scoutcraft Badge, or complete parts 1, 3 and 4 of its requirements.
2. Sketch the national markings of 10 Air Forces of the world, at least 3 of these should be African Air Forces.
3. Be able to name at least 10 international airlines that operate into South Africa and identify their country of origin, at least 3 of these should be African airlines.
4. Be able to name the registration prefixes for eight countries in Sub Sahara Africa as well as eight other countries, eg. ZS=South Africa, VS=Namibia, 3D=Swaziland, G=United Kingdom.
5. Log on at least five different occasions a total of 30 or more aircraft that you have observed (they need not all be different types) recording their type, registration number and date where observed.

AIR TRAFFIC CONTROLLER INTEREST BADGE

1. Have passed the Airmanship Scoutcraft Badge, or complete parts 1 & 2 of its requirements.
2. Demonstrate aircraft marshalling signals by day and by night.
3. State, after visiting an airport, the objectives and functions of the air traffic services (i.e. Air Traffic Controller, the tower, approach, information, fire brigade and any other services).
4. Explain the use of equipment used by minor airfield control towers.
5. Recite the phonetic alphabet.
6. Describe the types of separations used in Air Traffic Control.
7. Identify three local beacons by their morse signals and radio frequency.
8. Know the morse alphabet.
9. Demonstrate, with the examiner acting as the pilot, an air traffic controlled circuit pattern from start-up to shut-down.
10. Draw a runway and its circuit patterns, indicating:
 - a) Climb-out; cross wind; down wind; base leg; final leg.
 - b) Runway markings by night and by day.
 - c) Likely windsock position and landing direction relative to wind direction.
 - d) Taxi-ways; over-shoot; under-shoot areas.
11. Explain the importance of aircraft adhering to flight levels and how these are calculated and obtained.
12. Explain the aircraft priority order for landing at an airfield and the rules governing right-of-way.
13. Know the radio readability scale.
14. Know the international calls for distress and emergency.
15. Explain what is meant by the term "QDM 050"
16. State what type of "flight rules" are available to pilots.

ARCHAEOLOGIST INTEREST BADGE

1. Have a knowledge of the appearance of the following: a Stone Age site and artefact; an Iron Age site and artefact; a rock painting site; a rock engraving site.
2. Produce evidence that you have participated for at least five days in an excavation and/or a rock art recording activity under professional supervision. Participation should include at least three of the following activities:
 - a) setting out of an excavation
 - b) excavating
 - c) field preservation of finds
 - d) sorting and labelling
 - e) drawing of artefacts
 - f) tracing of rock paintings
 - g) rubbing of rock engravings
 - h) photographing for record purposes
 - i) drawing or mapping.
3. Write an illustrated report on the activity in 2 (above), covering the following:
 - a) Mark the locality on a 1:50 000 map.
 - b) Descriptions of the material recovered, OR Some interpretation of the art recorded.
 - c) Some observations that can be made about the finds.
4. Discuss with the examiner the use of the Site Recording Manual of the Archaeological Data Recording Centre, South African Museum, Cape Town.
5. Have a knowledge of the relevant clauses of the National Monuments Act and its practical implications for the protection of archaeological sites.

Date
Passed

Examiner's
Signature

ARCHER INTEREST BADGE

1. Discuss with the examiner the main historical changes in the long bow or cross bow.
2. Know and demonstrate the safety rules governing both long bow and cross bow.
3. Recognise and explain the use of 10 items of equipment selected by the examiner.
4. Describe both the targets and the scoring methods in at least 3 internationally recognised competitions.
5. Work under a master Bowman for six months. On completion of this requirement, undertake maintenance duties as selected by the master Bowman for a minimum of three months.
6. Know the pull strength for the various age groups in your branch of archery.
7. Participate in an archery competition at club level against other archers. Attain a standard of at least blue/red.

Date
Passed

Examiner's
Signature

ARTIST INTEREST BADGE

1. Submit at least 3 works done by yourself in your chosen medium or media.
2. Have a working knowledge of the equipment and media that you used in creating your work.
3. Demonstrate by practical example:
 - a) Perspective
 - b) Colour sense
 - c) Proportion
 - d) Balance

Date
Passed

Examiner's
Signature

ASTRONOMER INTEREST BADGE

1. Explain the difference between a star and a planet.
2. Name the planets in order from nearest to furthest from our sun, giving approximate distances. Explain their relative motions and define the ecliptic.
3. Know the speed of light and explain how this enables man to specify inter-stellar distances. Know the distance of the nearest star (in light years) to the sun and state the time taken for light from the sun to get to Earth.
4. Explain the phases of the moon and demonstrate, in sunlight, with the use of cardboard discs or balls made to represent the earth and moon (in proportion) how an eclipse of the earth and sun occurs.
5. Point out, on a cloudless night, at least six prominent constellations and demonstrate from at least two of these how to get an approximate bearing of north.
6. Understand inter-galactical distances. Point out the locations of two galaxies remote from the Milky Way and give their names.
7. Explain the concept of the south celestial pole and how to find it using the Southern Cross and pointers.
8. Demonstrate how to use a star chart by finding and pointing out six prominent stars.
9. Explain how the positions of the stars at given times (as shown in star tables) can enable one's locality on the surface of the earth to be identified.
10. Know the meaning of universal standard time (LTC) and its relationship to the local standard time and local sun time.

ATHLETE INTEREST BADGE

1. Demonstrate the correct methods of walking and running, and of starting a race.
2. Discuss the rules for the following:
 - a) Sprint race
 - b) Middle distance and long distance
 - c) Relay races
 - d) Hurdles
 - e) Discus event
 - f) Shotput
3. Discuss correct diet and methods of training for athletes.
4. Represent your club, Troop or school at an athletic meeting.
5. Gain the indicated points in five of the following groups of tests according to your age:

Age next birthday :	12	-	32 points
	13	-	34
	14	-	36
	15	-	40
	16	-	44
	17	-	46

Tests may be taken over two or more days.

A candidate may not undertake more than one test from a group.

	Standard 6 points	First Class 8 points	Special 10 points
GROUP 1			
100 metre sprint	16.5 sec	15.5 sec	12 sec
GROUP 2			
200 metre sprint	28 sec	26 sec	22 sec
GROUP 3			
800 metres	2 min 38 sec	2 min 28 sec	2 min 15 sec
1500 metres	5 min 55 sec	5 min 15 sec	4 min 50 sec
GROUP 4			
Running high jump	1.15 m	1.35 m	1.55m
Running long jump	3.8 m	4.2 m	4.8m
GROUP 5			
Shotput (5.4kg)	6m	8m	10 m
Discus (under 17 size)	28 m	30 m	32 m
Javelin (700 gm)	35 m	38 m	45 m
GROUP 6			
100 metre hurdles (91 cm)	20 sec	18 sec	16 sec
GROUP 7			
Road walk (5 km)	42 min	40 min	38 min
GROUP 8	Cross country run (3 km) Standard points only. No time set. Candidate not to stop running. NB The cross country must take place over open country and not along streets.		

BACKWOODSMAN INTEREST BADGE

NOTE: The general scheme for examining this badge is that a Scout - will be dropped off at a point and be required to hike a distance of at least 3 km cross country without using a map, compass or roads and without making enquiries, to arrive at a place, invisible from the start point, where the rest of the badge will be examined. He will carry a rucksack which must contain everything required to undertake the badge including his rations. The examination must be conducted as an adventure and should last for 45-48 hours including the time taken on the initial hike. Generally, the adventure will commence on an afternoon, include two nights in camp and end on the afternoon of the last day.

1. Have passed the Survival Scoutcraft Badge or complete all the requirements for it.
2. Take part in a survival adventure in an area unfamiliar to you which lasts for at least 45 hours.
3. During the adventure demonstrate the following backwoods skills:
 - a) Shelters - Describe various types of natural shelters you could utilise in wild country (woodlands, forests, veld, deserts etc) in order to protect yourself from the sun, cold, wind and rain.
 - b) Food
 - i. Explain what resources are available as food in wild country.
 - ii. Collect 3 different indigenous edible fruits and/or plants and prepare them as food. Explain how you would distinguish between edible and poisonous fruits and plants if you were uncertain. Discuss the dangers of eating unfamiliar fruits or plants.
 - iii. Construct three different snares or traps to catch animals/ birds/fish. Discuss the importance of using snares or traps only in a personal survival situation and also the importance of destroying snares and traps after use or when discovered in the veld/bush.
 - iv. During the adventure cook all your meals from raw ingredients over an open fire without using utensils or aluminium foil. For one meal, clean and cook a chicken or other bird, or a fresh fish, or a small animal.
 - c) Water
 - i. Discuss with the examiner where water can be found in wild country. Describe the methods of conserving water when in short supply.
 - ii. Make a solar still to collect water by condensation.
 - d) Navigation
 - i. Cross 3 km of unknown country by day without using compass, roads or a map and without making enquiries.
 - ii. Cross 2 km of unknown country at night without using a compass, roads or a map and without making enquiries.
 - e) Hazards
 - i. Demonstrate three of the following methods of signalling in order to attract attention if lost: Makeshift flags, signalling mirror, smoke, flashlight, ground to air signs, body signals, beacon fires or whistle signals.
 - ii. Recognise the most common venomous snakes in your area. Describe the precautions to avoid being bitten by snakes or stung by scorpions and the first aid treatment for snakebite.
 - iii. Discuss the precaution to take when in an area inhabited by animals such as predators, elephant, buffalo, rhinoceros, hippopotamus and baboons.
 - iv. Recognise the signs, and symptoms of bilharzia, Malaria, Tick Bite Fever and Typhoid Fever. Demonstrate a knowledge of the precautions to take to avoid these diseases and how to treat them.

BOARDSAILING INTEREST BADGE

1. Have a basic understanding of the theory of sailing, with particular reference to the centre of effort and the centre of lateral resistance, and explain their significance to boardsailing.
2. Be able to identify all parts of a sailboard and its rigging.
3. Rig a sailboard and sail a course of at least 300 metres, at least one beat, one run, and one reach, on both port and starboard tacks.
4. Explain how to obtain suitable weather forecasts and understand how to use them.
5. Describe the international signal for help and explain when to use it.
6. Demonstrate and explain rigging modifications for varying weather conditions.
7. Discuss with the examiner the LY.R.U. rules and appendices, with S.A.Y.R.A. prescriptions, applicable to boardsailing and right-of-way for yachts and sailboards.
8. Sailing with a average wind strength of Force 3 on the Beaufort Wind Scale or more, complete a figure-of-eight course twice, sailing continuously. The radius of the circles to be less than 10 metres.
9. Perform the following manoeuvres on both port and starboard tacks:
Step tack; Jump tack; Swing gybe; Stop (or Turn) gybe.

BOATMAN INTEREST BADGE

1. Pass or have passed the requirements for the Boatmanship Scoutcraft Badge.
2. Pass or have passed the requirements for the Swimmer Interest Badge or carry out all three of the following:
 - a) be able to swim at least 150 metres in shorts, shirt and socks;
 - b) be able to swim 250 metres in any style;
 - c) be able to remain afloat for at least three minutes (using clothing inflation).
3. List the basic gear, including emergency equipment, that should be carried in a pulling boat.
4. Demonstrate how to load a pulling boat with stores and personnel, and how to trim the boat correctly.
5. Name all the parts of a pulling boat, oars and rudder.
6. Sketch three types of anchors, label the parts and discuss the advantages and disadvantages of each type.
7. Explain how to use the Beaufort Wind Scale for determining safe boating conditions.
8. Know the dangers of and the precautions to be taken against waterborne diseases (bilharzia, Typhoid, Cholera, etc).
9. Demonstrate the correct procedure to follow for the resuscitation of the apparently drowned using a Rescue-Anne or similar model.
10. Demonstrate the following splices:
 - a) Eye Splice
 - b) Short Splice
 - c) Dockers' Splice
 - d) Back Splice
11. As a member of a boat's crew, demonstrate your ability to carry out the following:
 - a) As Stroke:
 - i. Keep an even stroke.
 - ii. Change the pace in response to commands.
 - b) As Crew:
 - i. React promptly to commands.
 - ii. Feather and trail oars correctly.
 - iii. Pull an oar correctly and in time to stroke.
 - iv. Have a working knowledge of all the commands.
 - c) As Bowman:
 - i. Weigh and drop anchor correctly on command.
 - ii. Take depth readings.
 - iii. Throw a heaving line from Bowman position to land between two markers 2 metres apart from a distance of approximately 10 metres.
 - iv. Pick up a small object from the water.
 - d) As Coxswain:
 - i. Maintain boat discipline.
 - ii. Execute an emergency stop.
 - iii. Approach, make fast and cast off from a buoy.
 - iv. Pick up a small object from the water.

Date
Passed

Examiner's
Signature

- v. Bring the boat alongside a jetty or another boat, make fast and cast off correctly.
 - vi. Carry out a lost oar drill.
 - vii. Without a rudder, complete a 3 point course including a 180° turn, collect a small object from the water; approach and reverse onto a jetty, buoy or alongside another boat.
 - viii. Rescue a conscious man from the water.
 - ix. Rescue an unconscious man from the water.
 - x. Whilst afloat, rig a jury sea anchor from items in the boat and demonstrate its use.
 - xi. Check the boat for buoyancy.
12. Plot your position on a chart and follow a compass course of at least six bearings.
13. In addition to the requirements for the Boatmanship Scoutcraft Badge, log at least 7 hours of pulling as crew and 3 hours as coxswain.
14. OR
15. Plan, or assist in planning, and complete a journey of not less than 6 hours in a gig. Keep a log of the journey. In both cases the log must be certified by your Troop Scouter.

BOATSWAIN INTEREST BADGE

1. Repair a small hole in a pulling boat OR patch a canvas or rubber hull OR repair a small hole in a fibre-glass hull.
2. Make the following bends, hitches or splices:
 - a) Back splice, eye splice, short splice, longsplice, chain splice, and docker splice
 - b) Marline spike hitch
 - c) Double carrick bend
 - d) Catspaw
 - e) Mouse a hook
 - f) Turk's head
 - g) Hunter's bend in synthetic rope
 - h) Jury masthead knot
 - i) Boatswain's lanyard incorporating at least six sennits (ie boatswain's weave, rolling boatswain, half hitches, diamond knot, grapevine, three corner crownings, flat sennit, turk's head)
 - j) Make an eye splice in a wire rope and worm, parcel and serve it.
3. Make a sailmaker's whipping and make off correctly the ends of a nylon or plastic rope using heat.
4. Make a fender suitable for a pulling boat.
5. Demonstrate how to take care of, clean and remove stains from sails.
6. Identify 3 different synthetic fibres both in cloth and ropes.
7. Take part in painting and varnishing a boat.
8. Make the following pipes on a Bosun's Call:
 - a) The Still
 - b) Carry on
 - c) Pipe the Side
9. Make and use a Bosun's chair. Explain the Aerial Runway Code.
10. Overhaul and repair a set of standing rigging, in both wire and cordage, for an open sailing craft.
11. Demonstrate the uses of purchase tackles, and rig a purchase tackle.
12. Make a boat bag, using canvas, PVC or synthetic cloth. List the contents of the boat bag.

CAMERAMAN INTEREST BADGE

Note: This badge can be passed using either a video or a cine camera.

1. Take your camera and other equipment to the examiner and demonstrate how the equipment is used. Be prepared to answer questions on such things as loading and unloading the camera, how to adjust for focus, how to allow for colour balance etc.
2. Explain the need for lenses of different focal length, or a zoom lens and how the change of lens, or zooming, can enhance your story line while shooting.
3. Explain the problems encountered when panning. Discuss with the examiner what to do to overcome these problems.
4. Describe to the examiner how you would plan a shoot of a Scouting event, or a film plot with a story line, highlighting the problems you would encounter with continuity. After shooting explain how you would use editing to increase the pace of the film.
5. Produce a programme, lasting at least 20 minutes, of a Scouting event, that could be used as a training aid for the Troop or Pack, or as an item of entertainment at a parents' evening. If sound dubbing is not available prepare the presentation as a silent run but have prepared an audio tape that can be used during the presentation. The tape can be either suitable music only or it can be with a voice-over to explain the action.
6. In addition to the material used in section 5, take three short sequences which will demonstrate your ability to use the mobility of the camera and the advantages of being able to pan and zoom. No sound is required but you should be prepared to explain to the examiner what you have tried to achieve. The subjects should include:
 - a) A presentation indoors highlighting two or three people
 - b) A large group indoors
 - c) An outdoor scene leading into a story line.

CAMPFIRE LEADER INTEREST BADGE

1. Explain the aim, purpose and place of the campfire in Scout training, with reference to the different types of campfire (formal, informal, indoor, Cub etc).
2. Discuss the principles involved in planning a formal Patrol or Troop campfire, covering campfire leadership, discipline and mood.
3. Assist with the programmes of 2 formal campfires by leading songs, yells, rounds, dances or games.
4. Construct a portable indoor campfire, as well as any other type of fire suitable for an outdoor campfire (leg top burner).
5. Produce your own campfire blanket designed and decorated by yourself.
6. Produce your own campfire notebook with the following items:
 - a) Openings
 - b) Closings
 - c) Applause
 - d) Songs (folk, action, rounds, spiritual etc)
 - e) Skits (stunts and sketches)
 - f) Yells
 - g) Yarns
 - h) Dances and games.
7. Plan, lead and run a formal campfire, devising a novel opening ceremony. The examiner is to be present.

CAMP QUARTERMASTER INTEREST BADGE

1. Have passed the Camping Scoutcraft Badge or complete all the requirements for it.
2. Discuss the precautions to be taken, and practices used, concerning camp sanitation and personal hygiene under varying conditions.
3. Demonstrate in camp the correct methods of:
 - a) Hygienically storing food
 - b) Storing equipment
 - c) Safe storage and maintenance of gas and paraffin lanterns, stoves and fuel
 - d) Correct garbage disposal
 - e) How to store rope and cordage
 - f) The proper care and maintenance of axes and saws
 - g) How to re-haft and sharpen an axe.
4. Have acted as assistant Quartermaster at two Troop camps, being responsible for the issuing of rations and the issuing and return of equipment.
5. For a Troop camp of 4 nights or 2 weekends duration, attended by at least two Patrols, do the following:
 - a) Act as Quartermaster at the camp.
 - b) Take charge of the storage and issuing of rations.
 - c) Keep an efficient record of the camping stores, including issuing and returns during the camp.
 - d) Supervise the preparation for storage, and storage after the camp, of the Troop equipment, particularly tents, ropes and cordage.
 - e) Arrange for the repair or replacement of equipment damaged or lost during the camp.
6. Do two of the following:
 - a) Repair a tear in a Patrol tent/Troop tent.
 - b) Replace a guyline on a tent.
 - c) Re-waterproof a tent.
 - d) Replace an eyelet.

CANOEIST INTEREST BADGE

NOTE: The standard required for this badge is to handle a canoe on a grade 2 river of medium to normal fullness. It is essential that the candidate be physically strong enough to handle a submerged canoe on a flowing river.

1. Pass or have passed the Canoeing Scoutcraft Badge.
2. Discuss the design features of canoes (length, width, etc) and how these impact on a canoe's performance.
3. Demonstrate how to maintain a canoe in good condition and carry out simple repairs to it.
4. Show a knowledge of the dangers and precautions to be taken against waterborne diseases (Bilharzia, Typhoid, Cholera), and against hypothermia and hyperthermia.
5. Demonstrate sound safety measures when canoeing on rivers, including paddling on unfamiliar routes and approaching hazards.
6. Demonstrate your competence to paddle a canoe on a flowing river, including:
 - a) General knowledge of paddling on moving water.
 - b) How to read the river.
 - c) Launching from the bank, and entering the mainstream.
 - d) Turning around and paddling upstream.
 - e) Ferry glide facing upstream and downstream.
 - f) Successfully shoot a fair-sized rapid or weir.
 - g) Approach the bank and climb out onto the bank.
 - h) Capsize in the current and swim the canoe to a shallow or safe place, empty the water and re-board.
7. Show a knowledge of the following obstacles and hazards to be encountered on rivers, how to avoid them, and emergency procedures:
 - a) Eddies, holes, stopper waves, standing waves, backwaters and contra-flow currents at weirs or similar man-made constructions.
 - b) Rocks and rapids.
 - c) Bridges.
 - d) Trees and low branches.
 - e) Fences.
 - f) Other canoes and canoeists.
8. Take charge of two other canoeists on a 24-hour expedition of at least 30 kilometres, camp overnight, and keep a log. Before departure explain priorities. The expedition must include:
 - a) Permissions and approvals for the expedition.
 - b) The correct stowage of the kit and equipment in the canoe.
 - c) The portage of canoes over roughish terrain.
 - d) Choice of a good campsite and good camping standards.
 - e) A knowledge of river hygiene, river first aid and the need to take in dequate fluids and nutrition.
 - f) Carrying out emergency repairs to canoes and paddles.
 - g) A reasonably detailed log of the journey, noting major hazards, important or interesting features (anchorages, landing beaches, campsites and other facilities), and any wildlife encountered. The log should cover a fair description of the river, with sketch maps showing the general course of the river, dams, weirs, rapids, irrigation schemes, power stations, towns and important natural features passed on route.

CARPENTER INTEREST BADGE

1. Safety
 - a) Discuss the personal safety precautions which apply in any working situation.
 - b) Discuss with the examiner the specific safety precautions and procedures applicable in a workshop.

2. Handtools
 - a) Demonstrate the uses of some of the handtools used in a carpenter's workshop, as selected by the examiner. Discuss the safety precautions applicable to these handtools with the examiner.
 - b) In consulting with the examiner, make a simple model incorporating at least four joints using handtools only.

3. Materials
 - a) Discuss three types of timber used in carpentry/furniture making under the general aspects of origin, characteristics, working properties and uses.
 - b) Discuss with the examiner some of the other materials used in carpentry/furniture making such as laminated board, chipboard, and hardboard.
 - c) Discuss some of the methods of finishing and polishing wood.

4. Machine Tools
 - a) In consultaion with the examiner, demonstrate the use of, and safety precautions applicable to: -
 - i. at least least two different power handtools, and
 - ii. at least two motor-driven carpentry machines.

5. Planning and designing
 - a) Design a model of your choice and submit neat sketches showing all dimensions and joints to the examiner.
 - b) Draw up a cutting list for your model.
 - c) Determine a working procedure for your model.

6. Either make the model which you have designed or present to the examiner a suitable model made by yourself in your school's carpentry shop.

CHESS PLAYER INTEREST BADGE

1. Discuss with the examiner in detail all the fundamental laws of chess, including the moves of each piece; setting up the chessboard for a game; conditions of checkmate; conditions for a draw (with or without stalemate); castling on both sides; en passant; taking of pieces; and order of moves.
2. Discuss the relative values of pieces with the examiner.
3. Demonstrate how checkmate can be obtained by:
 - a) King and 1 Rook
 - b) King and 2 Rooks
 - c) King and 2 Bishops
 - d) King and Queen
 - e) King and Pawn.
4. Demonstrate the recordings of a chess game during play using either of the recognised notations. Show how an unfinished game is recorded for future play. Know the following symbols
 - a) Castling on the King's side
 - b) Castling on the Queen's side
 - c) Check
 - d) Checkmate
 - e) Good move
 - f) Poor move.
5. List the last 5 World Chess Champions and discuss with the examiner the following points:
 - a) Their favourite openings
 - b) Their favourite defences
 - c) Where they won their titles, against whom they played and to whom they lost their titles.
6. Teach a beginner the fundamental rules of chess and 3 recognised openings.
7. Solve any 3 chess problems set by the examiner or play 3 games against the examiner.

CIVIL DEFENCE INTEREST BADGE

1. Have passed the First Aid badge.
2. Demonstrate a good knowledge of radio voice procedure.
3. Carry an oral message of a minimum of 80 words to a given destination and repeat it after not less than 1 hour's time lapse.
4.
 - a) Compile a current list of Civil Defence personnel in your community, district, town or city (Civil Defence Chief, Civil Defence Medical Officers, etc).
 - b) Describe the civil defence signs and badges of discipline (eg administration, communication, nursing, first aid).
5. Describe in detail the civil defence plan for your district, town or city.
6. Draw up an emergency plan for your household under the following headings:
 - a) Emergency cupboard
 - b) Emergency rations
 - c) Water supply
 - d) Power supply
 - e) Refuse removal
 - f) Fire emergency
 - g) Other emergencies
 - h) Evacuation
 - i) Private motor vehicles.
7. Demonstrate the handsignals used for directing and controlling traffic.

NOTE: 1. In the civil defence organisation, the Boy Scout Movement is an element of the communications discipline and as such, Scouts will be used as messengers. Scouts are not to be used in dangerous situations.

2. All relevant information on civil defence is contained in the booklet Alert which is available from : The Medical Association of SA (Lay Publications), Private Bag X1, 7430 PINELANDS. (Also available in Afrikaans under the title Gereed.)

COLLECTOR INTEREST BADGE

NOTE: This badge covers the collecting of items other than stamps and coins. The number of items collected will be decided by the examiner using the following criteria:

- a) "Rare" items as opposed to "everyday" items.
 - b) The length of time over which the items were collected, preferably over a period of at least 9 months.
 - c) The availability of catalogues or books of reference on the items collected.
 - d) The number of specialised items in comparison with general items in circulation.
-
1. Have a good knowledge of the history of the individual items collected.
 2. Refer to other collections of a similar nature and where housed. If possible, compare your own collection with these other collections.
 3. Explain to the examiner the origin of items selected at random by the examiner.
 4. Differentiate between low value and high value items in your collection.
 5. Explain the meaning of common terms, chosen by the examiner, relating to the type of collection.
 6. Demonstrate to the examiner that you have a knowledge of the best way to present, preserve or store the items in the collections and how they should be handled.

COOK INTEREST BADGE

1. Have passed the Fires and Cooking Scoutcraft Badge, or complete all the requirements for it.
2. Explain what is meant by ordinary culinary terms such as to bake, marinate, sear, and scald.
3. Demonstrate your ability to use and maintain paraffin and gas stoves and lamps (primus, hurricane, and similar types). Understand the dangers, and demonstrate the safety precautions to be taken in lighting, using and cleaning these stoves and lamps. Demonstrate the correct procedures to be followed in replacing gas cylinders (including hiking gas stoves).
4. In camp lead a Patrol in the preparation and serving of a meal for 6 persons. The meal must be cooked on an open fire. Dutch ovens, biscuit tin ovens or reflector ovens may be used. After cooking, properly dispose of rubbish, clean the utensils and leave a clean cooking area.
5. Mix the dough and bake a loaf of bread in a camp oven, or bake and ice a cake at home.
6. Prepare indoors a meal for 4 persons. The meal may be cooked using an electric, gas, wood, coal or paraffin stove, or microwave oven. Serve the food correctly following the niceties of good manners. Demonstrate carving, and clean up afterwards.
7. Explain the principal joints of either pork, lamb or beef.
8. Discuss the nutritive value and storage of the following foods:
 - a) Fresh meat, vegetables and dairy products
 - b) Canned meat, fish, vegetables and fruit
 - c) Dehydrated vegetables
 - d) Soya products.
9. Demonstrate the following:
 - a) The setting of a table in camp or indoors for a lunch or a supper.
 - b) How to prevent accidents in the kitchen at camp and indoors.
 - c) The use of weights and measures in the kitchen.
10. Make an item of camp kitchen equipment such as a reflector oven, hay-box, camp fridge, billycan or utensils from tin cans and wire.

Date
Passed

Examiner's
Signature

CRAFTSMAN INTEREST BADGE

1. Present evidence that you have successfully pursued one of the following crafts for not less than 12 months and produce four appropriate articles made by yourself: basketry, wire-modelling, wood-carving, spinning and weaving, bead work, mat making, soap-stone carving, pottery or other craft approved by the examiner.
2. Discuss your work with the examiner with particular reference to:
 - a) The tools and raw materials necessary to execute the work.
 - b) Sources of information which could be consulted.
 - c) The possibility of marketing completed articles.
 - d) Future career possibilities in the specific craft.

CYCLIST INTEREST BADGE

1. Clean and adjust a bicycle. Prepare it for inspection using a prescribed bicycle safety checklist. Ensure that it meets local legal requirements.
2. Show your bicycle to the examiner for inspection. Point out the adjustments or repairs you have made. Do the following:
 - a) Point out all points that need oiling regularly.
 - b) Show the points that should be checked regularly to make sure the bicycle is safe to ride.
 - c) Show how to adjust chain tension, brakes, seat level and height of the handlebars and the derailleur gear (if fitted).
 - d) Show your ability to replace spokes and straighten a wheel rim.
 - e) Show your ability to clean and replace all bearings.
3. Mend a puncture or replace a tubeless tyre.
4. Show a good knowledge of traffic rules, traffic signals and road signs, in discussion with the examiner and demonstrate that you know the bicycle safety code. Demonstrate the correct hand signals.
5. Demonstrate proper mounting, pedalling and braking (including emergency stops).
6. Plot on a road map a 100 km cycle trip which does not involve main roads. Using your map, complete the ride in 5 hours with at least two other cyclists.

OR

7. Produce evidence that you have participated in at least three cycle races/meetings where the shortest distance ridden is not less than 25 km.

DESIGNER INTEREST BADGE

1. Demonstrate your interest, practice and proficiency in some form of one of the following:
 - a) Graphic Art - Sketches, painting, etching, woodcuts, lino-cuts, etc.
 - b) Decorative Art - Wallpaper design, printed or woven fabrics, posters, bookjackets, wrought-iron etc.
 - c) Collages - Grasses, shells, leaves, dried flowers, appliqué, paper, stones etc.
 - d) Calligraphy - Roman, Gill Sans, Script, etc. In no case is the work to be a copy or tracing, but must be entirely by your own hand.

2. Carry out to the satisfaction of the examiner a piece of work in your chosen art form, as set by the examiner.

3. Demonstrate a knowledge of
 - a) Any necessary preparation of media and materials.
 - b) Opportunities for further study of art.
 - c) Masters which you have seen or books that you have studied, and your opinions of them.

DRAUGHTSMAN INTEREST BADGE

1. Define the following
 - a) a point;
 - b) a line;
 - c) a straight line;
 - d) parallel lines;
 - e) a horizontal line;
 - f) a vertical line;
 - g) an oblique line;
 - h) a right angle;
 - i) an obtuse angle;
 - j) an acute angle.

2. Show that you have a knowledge of the following drawing instruments:
 - a) a drawing board;
 - b) a T-square;
 - c) a set square;
 - d) compasses;
 - e) dividers;
 - f) scales.

3. Draw the following views of a box 1 metre wide by 0,5 metres high by 2 metres long, using a convenient scale:
 - a) isometric;
 - b) oblique;
 - c) pictorial;
 - d) development.

4. Draw projections and the development of a truncated cylinder.

5. Demonstrate the difference between "third angle projection" and "first angle projection".

6. Draw a single line plan of a dwelling house to scale. Include in your house 2 bedrooms, a kitchen, a family room, 1 bathroom, and a single garage, the roof to be of the mono pitch design. Project the front and side elevations and draw a section. Drawing to be done in pencil. The plan must be neatly and correctly dimensioned and labelled.

ELECTRICIAN INTEREST BADGE

1. Lists the common causes of electrical accidents and the safety precautions necessary to guard against the possibility of their occurring in the home.
2. Demonstrate that you know the international colour code for three- core flex by connecting ,a flex to a three-point plug.
3. Correctly join and tape two pieces of insulated wire.

DO ONE OF THE FOLLOWING ALTERNATIVES (4 OR 5)

4. Domestic electrician
 - a) Conduct an experiment showing the law of electrical attraction and repulsion. Make and operate a simple electro-magnet.
 - b) Correctly replace defective lamp holders, fuses, plugs and electrical wire; demonstrate the uses of flexes and simple tools such as cutters, pliers and screw drivers. Explain why a fuse blows or a trip switch is activated.
 - c) Take a standard length of PVC conduit and put 2 x 90 degree bends 400 mm from each end. Fit 2 standard boxes onto each end and wire up for a simple light fitting with a 1 lever switch.

OR

5. Auto electrician
 - a) Be able to read a schematic wiring diagram of a car and demonstrate how to track an indicator wire back to the fuse box.
 - b) Demonstrate how to charge a car battery correctly taking the necessary precautions. Demonstrate how you would know when the battery is fully charged.
 - c) Demonstrate how to find a simple electrical fault in the ignition system of a car.

ELECTRONIC ENGINEER INTEREST BADGE

1. Explain the basic Electron Theory.
2. Explain the functions of the following:
 - a) resistor;
 - b) capacitor;
 - c) rectifier;
 - d) transistor;
 - e) integrated circuit.
3. Solve a simple problem of current, voltage and resistance using Ohm's law.
4. Explain the resistor and capacitor colour code.
5. Explain the basic operation of heat sensitive and light sensitive components.
6. Design a simple electronic apparatus and demonstrate it in use. Include the following:
 - a) Draw the circuit diagram.
 - b) Draw up and make a printed circuit board.

OR

7.
 - a) Demonstrate that you know how to locate and repair a simple fault in a transistorised radio.
 - b) Construct a small transistorised radio suitable for short wave or FM reception.
 - c) Explain the elements of frequency modulation.

ENTERTAINER INTEREST BADGE

1.
 - a) Take a singing or speaking part in 2 public stage productions of a total of at least 60 minutes' duration involving 10 hours' rehearsal.
 - OR
 - b) Produce evidence of having assisted with stage lighting and special effects for any 2 public stage productions of a total of at least 60 minutes' duration.
 - OR
 - c) Direct 2 public stage productions of a total of at least 45 minutes' duration.
 - OR
 - d) Write your own play or review of at least 20 minutes' duration, and have it performed. (You need not be the director of the production.)

2. Show that you understand the following terms:
 - a) Prompt corner
 - b) OP corner
 - c) Upstage, downstage, wings
 - d) Cyclorama screen, tabs, back drop, cut outs
 - e) Ground row, battens
 - f) Arc lamp, spotlights, dimmer board, black out
 - g) Microphone, balance, amplifier, fade out
 - h) Understudy.

3.
 - a) Prepare 2 different character make-ups (one of yourself and one of another person).
 - OR
 - b) Design and produce two items of stage scenery.
 - OR
 - c) Produce a lighting schedule or compile a special effects tape for a performance of at least 30 minutes.

FARMER INTEREST BADGE

Do one of the following sections, and produce proper accounts showing business methods.

A. POULTRY

1. Keep at least six head of poultry for a minimum of 12 months and demonstrate that you have a practical knowledge of:
 - a) The advantages and disadvantages of four popular breeds in relation to their value as egg producers or table birds.
 - b) Handling birds and recognising those that are not healthy.
 - c) Managing grass and earth runs.
2. Discuss with the examiner the treatment of a broody hen and explain the running of an incubator.
3. Demonstrate how to feed chicks and young birds and know the different methods of rearing them.

OR

B. BEEES

1. Keep bees for at least 12 months. Demonstrate hive management and the handling of bees.
2. Recognise the larva, good and foul broods, and sealed honey, and know at least one method of preventing a swarm.
3. Be able to take a swarm and know the principles of artificial feeding.
4. Recognise The Queen, workers and drones. Explain the life cycle.
5. Produce a sample of honey from your own hive and discuss the importance of its production and the factors that affect it.

OR

C. PIGEONS

1. Keep and care for pigeons for at least 12 months.
2. Discuss with the examiner dieting and feeding. Explain the symptoms and treatment of the elementary pigeon diseases.
3. Plan a method of training birds to return with messages from a distant point at least 150 kilometres away.
4. Demonstrate the correct handling of birds, including attaching messages and rubber rings to birds' legs.
5. Demonstrate a knowledge of colours and judgement of quality by handling and other means.

OR

D. DAIRY CATTLE

1. Be able to milk.
2. Explain the pasteurisation of milk and the care and cleanliness of dairy utensils and appliances.
3. Test the milk of at least five cows (individually) for 10 days each in accordance with the requirements of the local health authorities.
4. Demonstrate a knowledge of the common cattle diseases and their treatment.
5. Explain the necessity of dipping.

OR

E. BEEF CATTLE AND GOATS

1. Produce evidence that you have kept at least 3 beef-producing animals or goats for the last 12 months.
2. Discuss with the examiner the nutritional requirements of beef cattle or goats.
3. Discuss with the examiner three important diseases of cattle or goats and how they can be prevented.
4. Explain the necessity for dipping.
5. Discuss the conditions which will lead to condemnation of a carcass.

OR

F. SHEEP

1. Produce evidence that you have kept at least 3 sheep for the last 12 months.
2. Discuss with the examiner three important diseases of sheep and how they can be prevented.
3. Describe the grading system for wool.

OR

Describe the grading system for mutton and lamb.

4. Discuss the effects of nutrition on wool or carcass quality.
5. Draw up and present to the examiner a deworming and vaccination programme for sheep.

OR

G. CROPS

1. Recognise common crops in the field. Recognise weeds and common insect pests and explain how to eliminate them.
2. Show a general knowledge of sowing and harvesting one crop of your own choice. Show an acquaintance with routine seasonal work on a farm.
3. Explain the following:
 - a) The ways in which soil is kept fertile and erosion prevented.
 - b) The necessity for rotation of crops.
 - c) The chief pests and diseases.
4. Produce evidence that you have raised at least one summer and one winter crop.

FIREFIGHTER INTEREST BADGE

1. List the first steps that should be taken on the outbreak of a fire, or hazardous situation. Show that you know:
 - a) The telephone number of the local Fire Brigade, Police Station, ambulance, etc.
 - b) The different ways of reporting a fire, the procedure to be followed and the information to be given when reporting a fire or hazardous situation to any of the above emergency services.
2. Explain the "triangle of combustion" and how taking away one of the factors will put out the fire. Explain the ways in which fires can spread. Explain the principles of ventilation at the scene of a fire.
3. Draw up a list of the main causes of fires in the home. Explain how to guard against each.
4. Make a fire-safety inspection of your home. Ask your parents to help and then prepare the following:
 - a) List the things that could start a fire. Use a home fire-safety check-list. Get one of your parents/guardians to sign this.
 - b) List how much and where there is any petrol, cleaning fluid, paint thinners, or other inflammables.
 - c) List which materials in 4.b. were stored unsafely. Explain what you did to correct this.
 - d) List the things in your home that could be used to put out fires.
 - e) Plan for the evacuation of your home.
5. Explain how to set about the evacuation of a building that is on fire.
6. Describe five different classes of fire and know the different types of extinguishing media that may be used on each.
7. Explain how to use the following common types of extinguishers:
 - a) carbon dioxide;
 - b) dry powder;
 - c) foam;
 - d) water-type.
8. Explain:
 - a) How to assist in preventing panic.
 - b) What action to take to minimise injury to yourself when caught in a closely-packed crowd (eg when in a cinema and a fire alarm is sounded).
9. Discuss the hazards and the correct storage of inflammable liquids and gasses in the home. List the extra precautions to take if such liquids and gasses are known to be present in a house which is on fire.
10. Do the following:
 - a) Explain how to set up camp so that it is safe from fire.
 - b) Describe the tire equipment you need before lighting a fire in camp or in the veld.
 - c) Explain how veld and forest fires start. Explain what is done to prevent them. Tell how you can help.
 - d) Explain what to do if fire breaks out on a camping or hiking trip.
 - e) Explain how a veld fire can be fought, particularly with improvised equipment.
 - f) Demonstrate the fireman's drag and fireman's lift.

Date
Passed

Examiner's
Signature

11. Discuss the dangers of smoke asphyxiation and show how to move through a smoke filled building.
12. Demonstrate the following:
 - a) How to carry out a search through a smoke-filled building.
 - b) How to save a person whose clothes are on fire.
 - c) How to improvise and how to use a line to lower persons.

FIRST AID INTEREST BADGE

1.
 - a) Show a good knowledge of how to activate the Emergency Medical Services in your area.
 - b) Show that you keep the names, addresses and phone numbers for emergency help where you can find them quickly.
2. Explain the general principles of dealing with accidents.
3. Explain the signs, symptoms and treatment of shock.
4. Discuss with the examiner the signs, symptoms and treatment (where applicable) of serious bleeding including internal bleeding.
5. Use an improvised bandage to hold a dressing in place on the arm, hand, ankle and head.
6. Demonstrate how to treat suspected fractures using improvised methods, and discuss with the examiner the dangers of fractures to the spine.
7. Explain and demonstrate how to apply cardiopulmonary resuscitation.
8. Demonstrate the correct method of lifting a person onto a stretcher.
9. Demonstrate 4 methods of transporting patients eg fireman's lift; walking assist; one-man carry; four-hand seat; two-man carry.
10. Discuss the causes and treatment as well as the precautions to take to prevent:
 - a) Cold exposure (hypothermia)
 - b) Heat exhaustion
 - c) Sunburn.
11. As a member of a team of at least three other Scouts deal with a First Aid incident staged by the examiner.

Date
Passed

Examiner's
Signature

FISHERMAN INTEREST BADGE

1. Show that you have a sound knowledge of the fishing regulations applicable to the type of fishing and the part of the country where you wish to be examined.
2. Make a list of fishing equipment needed for, and demonstrate that you have a practical knowledge of, either surf, boat or fresh water (river or dam) fishing.
3. Make a fishing rod using a rod, stock, butt, eyes and binding, and also two tracers with one hook (wire and nylon), then demonstrate your ability to cast with it.
4. Demonstrate that you have general knowledge of the fishing waters within 24 kilometres of your Scout headquarters.
5. Demonstrate that you maintain your fishing tackle in sound condition.
6. Present evidence that you have caught, prepared and cooked fish sufficient for yourself and two people.
7. Keep a satisfactory log of your angling experience with details of weather, catch, baits and weights of fish caught, covering not less than 12 excursions, and show this to the examiner.
8. Write a short account of wet and dry fly fishing; or of the varieties of bait and their use in the course of fishing.
9. List the safety rules applicable to fishing.
10. Name 4 different artificial lures and list their uses.

FORESTER INTEREST BADGE

1. Describe the value of woodlots for providing fuel, fencing and building poles; and the value of forests in protecting soil, building soil fertility, regulating the flow of water, and in wildlife management, and as recreational areas.
2. Produce evidence that you have participated in a community woodlot programme under the guidance of the forestry authorities, or in a treeplanting programme, and explain from practical experience the following:
 - a) Preparation of the soil
 - b) How and when to plant young trees
 - c) How to water them
 - d) How to tend the areas around them.

Show the examiner at least three trees that you have cultivated from saplings.

3. Show that you have a knowledge of the dangers to which trees may be exposed (eg termites and other insects, fire, frost, diseases and animals). Discuss methods of combatting these dangers and show that you have taken part in at least two preventive measures (eg fencing and making a firebreak).
4.
 - a) Assist in the trimming ("coppicing") of trees in a woodlot, using a handaxe; and assist in the clear felling of trees in a woodlot, using a bow saw.

OR

 - b) Demonstrate how to use a felling axe in felling and logging up. Use a cross-cut saw and wedges correctly.

FROGMAN INTEREST BADGE

1. Discuss with the examiner the selection of good basic diving gear such as fins, masks, snorkel, knife, sheath and belt. Demonstrate how to prepare this gear for use, how it should be transported, cared for and stored.
2. Explain the roles and responsibilities of the Dive Master, Buddy and Standby Swimmer at a dive site.
3. Discuss with the examiner the following safety aspects associated with snorkel diving:
 - a) The use of the "A Flag".
 - b) The requirements for suitable water for diving.
 - c) The phenomena of objects underwater appearing larger and closer than they actually are.
 - d) Harmful plant life and animals which could be encountered underwater in the area in which you are likely to snorkel as well as the precautions to take to avoid them.
 - e) Hand signals used by snorkel divers.
4. Explain the term "central buoyancy", how this is achieved, and what a diver must do in an emergency to achieve positive buoyancy.
5. Discuss the causes, effects and symptoms of:
 - a) Hypothermia, sunburn and sunstroke
 - b) Over exertion
 - c) Hyperventilation
 - d) Haemorrhage and shock
 - e) Drowning
 - f) Air embolism
 - g) Carbon-dioxide build-up and oxygen poisoning
 - h) Bilharzia.
6. Carry out the following:
 - a) Demonstrate good fin technique by swimming 200 m on the surface, 150 m with a compass, 15m underwater, 25m on the surface with a snorkel but without a facemask or nose clip.
 - b) Demonstrate the correct method of entering and leaving the water with a shelving shore, steep shore and from a boat.
 - c) Execute a surface dive to a depth of 3 m with a minimum of splashing on the surface.
 - d) Demonstrate how to clear the ears and mask underwater.
 - e) Explain why a diver when surfacing should look up and breathe out.
 - f) Explain why a diver should not remove his mask and why, while swimming with fins, he should not use his hands.

NOTES:

1. Before being trained or examined for this badge, a Scout must produce a medical fitness certificate.
2. Specific basic skills are required before using snorkel equipment in open water or in surf.
3. Scuba training must be conducted by a suitably qualified instructor.

GARDENER INTEREST BADGE

Do either A or. B

A. THE FLOWER GARDEN

1. Plan a flower sequence for an ornamental bed to ensure blossom from October to March. Plant and grow successfully for one season six kinds of flowers from seeds or cuttings.
2. Prepare and then discuss with the examiner a plan for a layout of a herbaceous border with particular reference to continuity of bloom, colour schemes and comparative height.
3. Identify and have a general knowledge of six in each category of the following chosen by the examiner in a park or garden:
 - a) ornamental trees and/or shrubs
 - b) annuals
 - c) biennials
 - d) perennials
 - e) indigenous flowers or shrubs
 - f) rockery plants.
4. Demonstrate an understanding of the importance of controlling plant pests and diseases. Demonstrate how to spray washes and use dusting powders.
5. Discuss the following:
 - a) types of soil and the preparation and care of soil
 - b) how to make a compost heap
 - c) how and when to apply fertilizers and manures
 - d) the amount of water required by plants
 - e) methods of propagating plants.
6. Explain the propagation, planting and lifting of bulbs.
7. Show the examiner a rose bush, shrub or tree pruned by yourself and discuss the choice of tools and purpose of pruning, budding and grafting.

OR

B. THE VEGETABLE GARDEN

1. Plan, prepare and maintain a vegetable garden at your home or school for at least one season in which at least six different types of vegetables are produced.
2. Discuss the principles of the trench-gardening method. Explain how crop rotation can ensure proper plant nourishment, minimise certain insect damage and provide sufficient vegetables all year round.
3. Make and maintain a compost heap. Discuss the following with the examiner:
 - a) the use of animal, green and liquid manure
 - b) the use of wood ash
 - c) the importance of mulching.
4. Demonstrate the use of home-made pesticides, insecticides and fungicides.
5. Make an item of gardening equipment such as a soil sieve, scoop, spade, hoe, rake, or bucket.
6. Demonstrate the cleaning, bunching, or packing of vegetables. Explain how vegetables can be stored in order to keep them dry and safe from vermin and insects.
7. Explain the nutritional value of:
 - a) three root or tuber vegetables
 - b) three fruits or vegetables which bear above the ground
 - c) three leafy green vegetables.

GENEALOGY INTEREST BADGE

1. Explain the meaning of genealogy and genealogical resources.
2. Make a pedigree chart of your family. Fill it in as far as you can at the beginning, and add additional names, dates and places to it as you obtain further information.
3. Show yourself as a child on a family group record form, and show one of your parents as a child on another family group record form.
4. Interview an older relative to obtain information about your family. This interview may be in person, by telephone, or by letter. Add any information obtained to your pedigree chart and family group records.
5. Obtain at least one genealogical document showing proof of some information on your pedigree chart or family group records. This document may be located in your home, an archive or library, etc.
6. Tell how you would evaluate genealogical information.
7. Do ONE of the following:
 - a) Do a time line for yourself or a close relative.
 - b) Keep a journal for six weeks, writing in it at least once weekly.
 - c) Write a short history of yourself or of a close relative.
8. Do ONE of the following:
 - a) Record the headstone inscriptions on a small farm cemetery.
 - b) With other Scouts, record the headstone inscriptions in a town cemetery.
 - c) Assist in recording a Complete Birth, Marriage or Death register at your local church.
9. Tell where you would find current information about genealogical records and research methods.

NOTE: The Genealogical Society of South Africa has requested that all recorded information be passed on to them, and all Scouts doing the badge are encouraged to do so. Their address is:
Genealogical Society of South Africa
28 Hosking Street
Brenthurst
1540 BRAKPAN

GEOLOGIST INTEREST BADGE

1. Make a collection of 30 different geological specimens stored in boxes suitably labelled and cross referenced to a field note book in which will be indicated the following:
 - a) Specimen identification.
 - b) Exact locality described in some detail with a cross reference to a 1:50 000 map.
 - c) Date of collection.
2. Description of the site and surrounding topography.
3. Broad description of the appearance of the specimen itself and conclusions as to what it is.
4. Know the difference between sedimentary and igneous rock and be able to relate this to natural phenomena such as volcanic and alluvial actions.
5. Have a knowledge of the following:
 - a) The need to avoid disfiguring the environment when collecting specimens.
 - b) The regulations governing the preservation of rare specimens and national monument sites.
 - c) The need to have written permission to collect specimens on private property.
6. Demonstrate the use of a geological hammer and know what its parts and characteristics are.
7. Demonstrate in a practical way an ability to read a geological map by sketching short traverses across a fault, a dyke, syncline or anticline and an unconformity.
8. Identify at least half of twenty minerals selected at random by the examiner from his personal collection or from a field expedition.
9. Have a reasonable knowledge of the geology of southern Africa and be able to give a brief discourse on the most prominent geological areas from an economic viewpoint.
10. Demonstrate a reasonable grasp of the formation of Earth and its development including tectonic plate movement and the effect of this on the geology of the continents.

GUIDE INTEREST BADGE

1. Show that you have an intimate personal knowledge, gained through your own exploring and investigation, of the locality around your Group Headquarters or home, by marking the following on a street plan or map which must be submitted to the examiner:

EITHER

- a) Chief government and municipal /village buildings.
- b) The location of doctors, veterinary surgeons, dentists, hospital and ambulance.
- c) Fire station, police station, service stations and public telephones.
- d) Bus stops, railway station(s), and airport (if any), and the routes of buses and trains to surrounding areas.
- e) Main highways to neighbouring suburbs, cities, towns and villages.
- f) Schools, churches, synagogues, public parks, theatres, cinemas, museums, public conveniences and any building or place of local interest.
- g) Your Group Headquarters, and the homes of your District Commissioner, Group Scouters, Asst Troop Scouters and the Scouts in your Patrol (if they live in the area covered).

OR

- a) The houses, features and landmarks of an area of 5 kilometre radius from your village.
- b) Details of paths, trees, crops and streams in this area.
- c) Details of roads, main highways and tracks in this area.
- d) Buildings which house people of authority in the vicinity.

NOTE: The area to be covered is a 5 kilometre radius from your Group HQ or home in the country; 3 kilometres in towns/ villages of up to 20 000 inhabitants; and 1 kilometre in towns/cities of over 20 000 inhabitants.

2.
 - a) Satisfy the examiner that you are able to guide strangers by day or night to any of the places mentioned in (1) above without reference to your street plan or map.
 - b) Produce evidence that you have thoroughly explored an area of at least 5 kilometre radius (not around your home or HQ) by submitting a log of your expedition.

NOTE: The logs submitted must give the distance covered and be accompanied, as far as possible, by explanatory sketches, maps and photographs.

3. Using timetables where necessary, work out plans for travel by public transport to four different points in southern Africa chosen by the examiner.

HANDYMAN INTEREST BADGE

Do seven of the following:

- a) Re-hang a door and repair door fittings, including handles, locks, etc.
- b) Glaze a window.
- c) Demonstrate the correct methods of using, cleaning, and storing a spray gun.
- d) Discuss the precautions to take against frost and explain how to thaw frozen pipes in a dwelling house and what immediate steps to take in the case of burst water pipes or gas leaks.
- e) Mix concrete or make dagha or cement blocks or clay bricks and effect simple repairs to a wall or floor.
- f) Repair defective plastering.
- g) Paint a ceiling or paper/paint a room. Demonstrate the correct methods of using, cleaning and storing paintbrushes and/or rollers after use.
- h) Clean a stove including the plates and oven. Know the safety precautions to be taken.
- i) Change the mantle on a glass lamp or the wick of a paraffin lamp, and clean the glass.
- j) Repair a fence or hang a gate using the appropriate tools.
- k) Clean and care for a swimming pool for at least one month.
- l) Lay floor or wall tiles.

HELMSMAN INTEREST BADGE

1. Pass or have passed the requirements of the Sailing Scoutcraft Badge.
2. Pass or have passed the requirements for the Swimmer Interest Badge or carry out all three of the following:
 - a) be able to swim at least 150 metres in shorts, shirt and socks
 - b) be able to swim 250 metres in any style
 - c) be able to remain afloat for at least three minutes (using clothing inflation)
3. Sketch three types of anchors, label the parts and discuss the advantages and disadvantages of each type.
4. Explain the International Rules of the Road and the South African Yacht Racing Association Rules:
 - a) as applicable to right-of-way and steerage.
 - b) as applicable to the basic organisation and execution of a yacht race.
5. Explain how to use the Beaufort Wind Scale for determining safe boating.
6. Identify and discuss the different types of sails as used on sailing craft e.g. mainsail, spinnaker, genoa and jib.
7. Name the parts of the standing and running rigging.
8. Explain how you would get underway after running aground.
9. Demonstrate the correct procedure to follow for the resuscitation of the apparently drowned on a Resusci-Anne or similar model.
10. Demonstrate the following splices:
 - a) Docker's Splice
 - b) Eye Splice
 - c) Back Splice
 - d) Short Splice
11. Demonstrate the following:
 - a) Rescue a conscious person from the water.
 - b) Rescue an unconscious person from the water.
12. Take the helm and carry out the following:
 - a) Come alongside, moor and get underway from a buoy and from a jetty.
 - b) Make and shorten sail.
 - c) Steer a compass course of at least 6 bearings and pick up an object from the water.
 - d) Whilst afloat, rig a jury sea anchor from items in the boat and demonstrate its use.
 - e) Sail a figure of eight course between two markers without the use of a rudder.
 - f) Sail without Centreboard/Daggerboard.
 - g) Sail on Jib alone.
13. In addition to the requirements of the Scoutcraft Badge, tog at least 10 hours of sailing in various conditions over a period of 3 months as helmsman. This log is to be certified by your Troop Scouter.

OR

Compete as helmsman in three series of races under SAYRA rules. The log for these races to be signed by the Bridge Crew.

HIKE LEADER INTEREST BADGE

1. Have passed the Hiking Scoutcraft Badge, or complete all the requirements for it.
2. Outline the steps necessary to organise an expedition, which will last several days. List which of these steps (if any) may be omitted in the planning of a one-day hike.
3. Be aware of the prevailing weather conditions in the area. Show a knowledge of the signs portending changes in the weather, and know what precautions to take.
4. Know the importance of good communication prior to and during the hike.
5. Describe the importance of correct equipment and explain the need, under different circumstances, for particular items of kit and equipment, and the relative merits of alternatives in kit and equipment. Discuss the use of and advantages/disadvantages of different types of
 - a) lightweight tents
 - b) sleeping bags
 - c) stoves
 - d) rucksacks
 - e) footwear

Explain how to carry out emergency repairs to rucksacks, sleeping bags, trail tents or other trail gear selected by the examiner.

6. Demonstrate the correct first aid treatment for shock, serious bleeding, suspected fractures, snakebite, burns, blisters, and sprains.

Explain and demonstrate how to apply cardiopulmonary resuscitation and how to transport injured patients.

7. Be able to describe the signs and symptoms of hypothermia (exposure) and hyperthermia (heat exhaustion) and know what precautions to take to avoid these conditions. Show a knowledge of the treatment of hypothermia and hyperthermia.
8. Make a list of the potential hazards a hike party may encounter (other than those dealt with in 3 and 7 above), including: being overtaken by darkness or mist, hazardous terrain (scree, narrow ridges, steep broken slopes), lightning, floods (demonstrate a safe method to cross a fast flowing river), fires. Demonstrate five different ways of attracting attention when lost (eg ground-to-air signals, whistles, fire/smoke, torches, mirrors).
9. Know basic hiking safety rules, how to prepare for emergencies and the correct action to be taken in the event of an emergency.
10. Attend at least two hikes led by experienced leaders, one of which must be co-led by the candidate. Identify the leadership skills and the three areas of functional leadership, and discuss how they were applied on each hike by the leader.
11. Be familiar with topographical maps of the area. Be able to interpret a map, orientate a map in unfamiliar surroundings, and know how to find directions without the use of a compass. Know how to estimate hiking speeds, and the factors influencing these, and use this knowledge to select a possible route from a map.
12. Plan a route, menu, food, equipment and kit lists for a party of several Scouts to undertake an expedition of at least three days' duration, and competently put these plans into action as leader of the party.

HORSEMAN INTEREST BADGE

1. Name the fifteen main points of a horse.
2. Name four leading breeds of horses. Explain what each is noted for, and be able to recognise pictures of them.
3. Describe to the examiner what is meant by the following colours as applied to horses:
 - a) black
 - b) brown
 - c) bay
 - d) dun
 - e) roan
 - f) strawberry roan
 - g) piebald
 - h) skewbald.
4. Show how to groom, pick out feet and care for a horse after riding.
5. Demonstrate the following:
 - a) Mount
 - b) Jump an ordinary fence
 - c) Walk the horse in a straight line for 30 m.
 - d) Make a half circle not over 5 m.
 - e) Trot in a straight line over 30 m
 - f) Change direction. Change leads or come down to a walk, reverse and take up canter on a proper lead.
 - g) Halt straight.
 - h) Back up straight 4 paces.
 - i) Halt and dismount.
6. Describe the symptoms of colic and show a knowledge of its correct treatment.
7. Name three main defects of the feet and legs and explain how to detect them.
8. Name the vaccinations required for a horse and discuss with the examiner the advantages and disadvantages of various deworming and vaccinations programmes.
9.
 - a) Demonstrate how to dress a saddle and how to repair traces and stirrup leathers.
 - b) Name the various parts of a harness.
 - c) Describe the different kinds of leather used in saddlery.

JOURNALIST INTEREST BADGE

1. Hold the position of editor of a Scout magazine, producing at least 4 editions within a 12 month period.

OR

Produce proof that you have contributed regularly to a Scout magazine and that at least 4 of the articles submitted by you have been published.

Where there is no Scout magazine, submit at least 4 articles to the examiner covering the activities of your Troop or Patrol. The examiner will determine whether the articles submitted are publishable.

2. From 20 or 30 facts provided by the examiner, write an article worthy of publication in your local newspaper. The facts will include such things as time, place and theme of an event to take place locally for which the Group or Troop is seeking public support.
3. Write a resume of a newspaper article, reducing the number of words to approximately half the number without omitting any essential facts.
4. Explain the meaning of the term "make-up" and produce a dummy for the printer representing one issue of an eight-page magazine, circular, catalogue, report or programme brochure.
5. Discuss with the examiner the following:
 - a) methods of printing or reproducing a Scout magazine or newsletter
 - b) how to proofread a manuscript using proofreader's marks
 - c) the meaning of the terms "plagiarism", "libel" and "copyright"

LEATHER WORKER INTEREST BADGE

1. Describe the three methods of tanning leather. Tan a piece of raw leather.
2. Collect samples of any four of the following kinds of leather and describe their chief characteristics and the best uses of each:

calf, cowhide, goatskin, skivers, pigskin, sheepskin, steerhide and ostrich.
3. Demonstrate your ability to do the following:
 - a) tooling
 - b) embossing
 - c) inlay
 - d) appliqué
 - e) cut-out
 - f) open design
 - g) carving
 - h) skiving
 - i) lacing
 - j) stitching
 - k) eyelet setting
 - l) finishing.
4. Know and correctly use the following tools in leather-work:
 - a) awl
 - b) mallet
 - c) modeller
 - d) drive punch
 - e) edge beveller
 - f) edge creaser
 - g) eyelet setter
 - h) push beveller
 - i) tracer
 - j) leather knife and stippler.
5. Make an article in leather acceptable to the examiner which involves using at least six of the methods described in (3).

LINGUIST INTEREST BADGE

Carry out the following in two languages other than your home language. One of the three languages must be an official language of the country in which you reside.

1. Hold a continuous meaningful conversation with another person, directing a stranger to local landmarks.
2. Discuss topics relating to Scouting activities, demonstrating a knowledge of the most common terms used for such concepts as Patrol, camp, cooking and first aid.
3. Translate into your home language a newspaper article of topical interest not exceeding 300 words written in another language. You may use a dictionary.
4. Translate into both of the chosen non-mother tongue languages an instruction of no fewer than 100 words written in your home language.
5. Describe, in both chosen non-mother tongue languages and in chronological order, the events which have taken place in a mock accident or similar incident set up by the examiner.

LIFESAVER INTEREST BADGE

1. Demonstrate "mouth-to-mouth" resuscitation on a model both in water and on land. Show how to promote warmth and circulation.
2. Explain:
 - a) The 7 safety Swimming Steps (trained supervisor, safe swimming area, lifeguard picket, lookout, ability groups, buddy system, good discipline).
 - b) The order of methods to be followed in water rescue (reach, throw, row, go and tow).
3.
 - a) Demonstrate reaching rescues using such things as arms, legs, branches, sticks, towels, shirts, paddles and poles.
 - b) Demonstrate rescues using things that can be thrown such as lines, ring buoys and free-floating supports such as boat cushions. Throw a 20m life-line to fall between two pegs, twice out of every three throws. The pegs must be 1,2m apart and 12m from the thrower.
4. Demonstrate twice that you can take off your clothes (shoes, socks, trousers, belt, long-sleeved shirt and jacket or sweater) in 20 seconds or less. Explain the importance of taking off clothes before a swimming rescue.
5. Swim 50m on the back, dressed in shirt and shorts, with a life- line.
6. Keeping a struggling person in sight, enter the water. Swim 10m. Make the correct approach and demonstrate:
 - a) A "shirt-tail" rescue. Carry shirt in teeth or hand. Swing one end of the shirt to the hands of the drowning person. Tow the person 10m.
 - b) A method of rescue and of release in the water with a person about the size of the rescuer. Tow the person 10m.
7. Swim 50m in shirt, shorts and socks and undress in the water without touching the bottom.
8. Dive from the surface of the water to a depth of at least 1,5m and bring up a stone, brick or iron object of not less than 2kg in mass at least twice out of three times.
9. Standing waist deep in water, throw a life-line to within one metre of a small object 18 m away.
10. Perform in the water four methods of rescue (one to be the "Unigrip") and three methods of release from the clutch of a drowning person.

The person is to be about the size of the rescuer and must be carried at least 15m by each method.

MAPPING INTEREST BADGE

1. Have passed the Map Reading Scoutcraft Badge, or complete all the requirements for it. Be prepared to be examined on any requirement of the Scoutcraft Badge, with a higher level of skill expected.
2. Explain the relationship between different map scales, the importance of selecting the correct map for the task and of using the latest information available. Explain the system of numbering maps and how to obtain maps.
3. Demonstrate your knowledge of contours by carrying out an exercise set by the examiner to determine intervisibility and the gradient of slopes. Draw a rough profile between two points on a map selected by the examiner.
4. Make a map to scale 1 : 500, using an improvised plane table, of a fairly open area of land about 4 hectares (40 000 sq m) in extent specified by the examiner. The area should be of such complexity that a baseline with at least four legs would be required, and approximately 100 sightings (total of sightings from all stations) and approximately 50 other measurements must be taken. In rural areas, the examiner will specify the amount of detail required to provide a test of equivalent difficulty. Rough maps and field sheets must be produced for inspection by the examiner.
5. Make a strip map to scale 1 : 2000 of a minimum of a one kilometre section of road specified by the examiner. Show all the main features which are visible for a reasonable distance on each side of the road. Field records must be kept in a systematic manner and field sheets or field books must be produced for inspection.
6. Demonstrate an understanding of lines of latitude and longitude, and the grid reference system based on zero X at the equator and zero Y at a line of longitude used by land surveyors in South Africa (as shown on maps of the 1 : 50 000 and 1 : 10 000 series). Determine the grid references for given points on a map, and find the correct points for given grid references.

MARKSMAN INTEREST BADGE

1. Produce two targets fired by yourself within the previous four weeks for any ONE of the following tests, whether concurrently or preferably on different dates, showing that on each occasion you obtained not less than the minimum score indicated. The targets must be certified by your instructors. The edge of the shot-hole nearest to the centre of the target will decide the value of the hit.

Test 1. Small bore rifle (.22): Any single-loading type, any sights except telescopic, position prone, sling may be used. Ten shots at the following range:

Minimum score: 80 at 25m Target : .22 School target.

Test 2. Air Rifle (4.5mm): Any single-loading type, any sights except telescopic, position standing or prone, sling may be used. Ten shots at following range:

Minimum score: 80 at 10m Target : International Air Rifle

NOTE: When using air rifles, care must to taken to position the targets so that pellets do not rebound to the danger of the marksman's eyes.

2. List the usual safety rules for rifle shooting. Name the parts and explain the functions of the rifle. Demonstrate the care and cleaning of the rifle.
3. Discuss with the examiner the local regulations dealing with the owning, carrying and use of a firearm.
4. In discussion with the examiner, demonstrate that you understand the responsibility of owning a gun, particularly in regard to your own safety and that of others and its care and safe-keeping.
5. Explain how guns are related to wildlife conservation.

MASTER-AT-ARMS INTEREST BADGE

1. Demonstrate your proficiency in ONE of the following, in which you have trained and participated for at least 6 months:
 - a) singlestick
 - b) quarterstaff
 - c) fencing
 - d) boxing
 - e) wrestling
 - f) a recognised form of self-defence such as Judo or Karate.

NOTE: In all the contest events you must participate in a contest under proper ring conditions.

2. Discuss the correct training techniques, and draw up a training programme for yourself.
3. Be able to name and demonstrate the correct methods of attack and defence. Know the contest rules, how contestants are judged and the means of scoring.
4. Discuss the origin of the art, and its historical development. Discuss the involvement of two masters of the art - one past and one present - and the achievements of each.

MECHANIC INTEREST BADGE

1. Demonstrate the correct way to use the following tools:

Screwdriver, ball peen hammer, pliers, cold chisel, centre punch, files (flat, round, half-round, square), hacksaw, callipers (inside and outside), rule, scriber, square and feeler gauges.

2. Demonstrate the correct way to use the following spanners:

Open end, spark plug, box socket, ring, and Allen key.

Know the various types of nuts and bolts and the correct spanner to use on each.

3. Do one of the following alternatives (A or B):

A.

- a) Demonstrate that you understand the working of the internal combustion engine and know the names and functions of all the principal parts of a motor car engine.
- b) Demonstrate how to lubricate a motor car, including gearbox sump and back axle. Top up the battery. Check the order of firing. Clean and test the spark plugs, check and set the contact points, check and set the timing, adjust the fanbelt. Remove the engine head and demonstrate your ability to decarbonise, grind valves and adjust tappets. Replace the engine head correctly and securely.

OR

B.

An equivalent test with agricultural machinery involving its operation, adjustment and maintenance

Date
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Examiner's
Signature

METAL WORKER INTEREST BADGE

1. Show a knowledge of the tools that are necessary in your field of metal work.
2. Use tin cans to make two useful things that need cutting, bending and edging.
3. Demonstrate your proficiency in brazing, welding, soldering and the use of fluxes.
4. Explain and demonstrate the precautions to be taken when using electric grinding and drilling machines.
5. Show that you can use the tools correctly by making three useful or decorative articles in metal that will demonstrate your proficiency and imagination.

MICRO COMPUTER INTEREST BADGE

1. Present evidence of your involvement in using computers over a period of at least three months, and explain what you learnt in that time.
2. Show a general knowledge of computer technology, including the basic components of a computer system, and explain the following terms:
hardware, software, operating system, memory, processor, storage devices, modem, scanner, network, internet, backups, copyrights
3. Discuss the different storage devices and media (hard drive, CD-ROM, etc.) which are currently available, and what each of them is used for.
4. Do THREE of the following:
 - a. Use a word processor to produce two notices to parents, or troop newsletters, including both text and graphics if possible.
 - b. Use a database package to compile a troop list. Show how to print different reports, such as a list of phone numbers for each patrol, a list of birthdays in calendar order, or an address list for the parents committee. Help your Scouter by keeping these lists up-to-date for at least 3 months.
 - c. Use a spreadsheet to compile a food budget for a patrol camp.
 - d. Use a computer to design and print a poster, e.g. an advertisement for a Scout event, including a logo or illustration you designed on the computer.
 - e. Show that you know how to search for information on the internet, and find out what information is available about Scouting in South Africa and in other countries.
 - f. Design a web page for your troop, and keep it up to date over at least three months. Keep note of any feedback you get from people who visit your page.
 - g. Make contact with a Scout in another country or town, and correspond with them by email for at least three months.
 - h. Use a programming language to write and demonstrate a computer programme you have chosen, subject to your examiner's approval.
 - i. Demonstrate your knowledge of computer maintenance by doing some of the following, to the examiner's satisfaction: assembling a computer from parts, installing new hardware, diagnosing and correcting faults, installing and configuring software.

MODEL AERO ENGINEER INTEREST BADGE

1. Build and fly two models. One of these models must be designed by yourself and the working drawings must be produced. the flying performance of the models built must meet the minimum criteria for the model type as set out below.

FREE FLIGHT MODELS

The minimum flying times for each type of free flight model are:

- a) Hand-launched glider: 30 seconds flight
- b) Glider with maximum of 50 metres of tow line: 60 seconds flight
- c) Rubber, electric, Carbon Dioxide powered glider: 60 seconds flight
- d) Engine (internal combustion) powered : 90 seconds flight (10 seconds power run)
- e) Scale model: 30 seconds flight

CONTROL LINE MODELS

The model must perform the following manoeuvres:

Scale and stunt take-off; 2 level laps; approximately 2m high climb and dive for two laps; loop; horizontal figure-of-eight; 2 laps inverted; 2 level laps; and landing.

RADIO CONTROLLED MODELS

The model must perform the following manoeuvres:

Take-off or launch; right and left runs to be done flying towards and away from the pilot; climb; dive; vertical figure of eight spiral; and landing.

2. Demonstrate a knowledge of the necessity for trim on models.
3. Be able to perform pre-flight and post-flight checks on your models.
4. Demonstrate a knowledge of safety guidelines to ensure safe flying.

Date
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Examiner's
Signature

**MODEL ENGINEER
INTEREST BADGE**

1. Prepare detailed plans for three working models.
2. Build and paint any two of these models and demonstrate their possibilities in action.
Kits may not be used.

MOTORBOATMAN INTEREST BADGE

NOTE: This badge can be carried out in a boat with outboard motors or inboard petrol or diesel motors, whichever is appropriate to the waters and conditions in which the Scout will normally operate. Not all the requirements are necessarily appropriate to all power boats. To assist the examiner, alternative requirements are listed for boats that are not permanently moored on the water, ie single or twin engined outboard motor powered boats.

1. Be at least 16 years of age and hold the Swimmer Interest Badge.
2. Explain, discuss and demonstrate that you know how to run a motorboat with reference to the following:
 - a) Examine and report on the condition and use of the following equipment which must be onboard the boat: life-saving device for each person on board, fire extinguisher, oars or paddles, tool kit, emergency spare parts, horn, whistle and other sound signals, compass, anchor and line, first aid kit, bilge pump or bailer.

Alternative test for small outboard powered boats

Life-saving device for each person on board. (These must be donned before boarding and worn at all times whilst the boat is on the water.) Fire extinguisher, oars or paddles, tool kit including shear pin where applicable, and spark plugs, patches and air pump for rubber-hulled boats, device for making sound signals, compass, anchor and line, safety chains, first aid kit, bailer.

- b) Fuel and check the engine/s before starting. Demonstrate the correct fuelling procedures, including safety, for the appropriate engine.
- c) Carry out the following through the appropriate commands to your crew:
 - i. Start engines and get underway from a buoy or jetty.
 - ii. Run a straight course for half a kilometre. Make rightangled turns port and starboard. Make a 'U' turn.
 - iii. Stop the boat, drop anchor, raise anchor, get underway.
 - iv. Demonstrate 'man-overboard' drill. Pick up a man overboard using methods appropriate to the boat being used.
 - v. Come alongside a jetty or buoy and moor.
 - vi. Moor boat at jetty or buoy for extended stay. Bear in mind prevailing winds, tides and water levels. Use appropriate stern and bow lines, springs and breast lines.
 - vii. Demonstrate the correct use of a boat hook.

Alternative test for small outboard powered boats

All of (c) excluding (vi) and (vii) but including the following:

- viii. Change shear pin, where applicable, of an outboard motor whilst the boat is drifting in open water.
 - ix. Explain the steps to be taken to secure a small power boat and its equipment overnight on shore.
 - x. Launch the boat from a trailer and replace the boat on a trailer, fit chevron board, secure boat on trailer, hitch trailer to tow vehicle, fit all electrical connections and check that all lights and indicators work. Carry out safety check on trailer hitch and brakes.
3. Know the rules of the road for all craft and know local regulations affecting power boats in your area. Show that you are familiar with the rules relating to power boating.

4. Have a working knowledge of an internal combustion engine. Demonstrate that you have the ability to carry out the following, appropriate to the craft you normally use:
- a) For outboard motors - change and clean spark plugs, check magneto or distributor, mix oil with fuel for two-stroke motor, carry out normal service and safety check in accordance with the engine manufacturer's requirements; Show how to flush and store motor for prolonged lay-up.
 - b) For inboard motors - change and clean spark plugs. Check and service points and condenser, change engine oil, fuel and oil filters. Check or change air tillers, service and check cooling system, carry out normal service and safety check in accordance with the engine manufacturer's requirements. (Produce manufacturer's operator's manual.)
 - c) For inboard diesel motors - bleed the fuel system, change engine oil, oil and fuel filters, change or check air filters, service and check cooling system, carry out normal service and safety check in accordance with the engine manufacturer's requirements.
5. Show that you have a knowledge of the principles of the action of the propeller in the water, both single and twin screws. Know and demonstrate how the position of a rudder affects the control of a craft when moving ahead or astern. Alternatively demonstrate going astern or turning with single or twin outboard motors.

6. Plan and lead an expedition of 8 hours' duration on water, covering one or more of the following:

Rescue duty	Chart or mapmaking	Fishing
Water skiing	Ecological study	

Submit a log of the expedition with charts, illustrations, crew duties, list of stores, kit etc, appropriate to the expedition.

7. In addition to (6) provide a log signed by your Scouter, or person in charge, showing that you have completed at least 15 hours as skipper or crew in the motorboat of your choice.

MUSICIAN INTEREST BADGE

1. Demonstrate to the examiner that you have developed your natural gift for music over a period of at least a year by:
 - a) Performing on an instrument or singing unaccompanied a piece of music of your own choice
 - b) Discussing how you became interested in music and
 - c) Describing what measures you have taken to develop your talent.
2. Describe to the examiner all the component parts of the instrument of your choice, indicating what each part contributes to the whole musical effect and how to care for it.

OR

If the candidate is a singer, describe the various anatomical features of the body that are used in singing and the contribution that each makes to the overall tonal effect of the voice.

3. Be familiar with staff or sol-fa notation and understand the significance of key signatures, chromatic scales and the symbols (such as rests, repeats, volume and trills) used for denoting scores.
4. Talk intelligently for about ten minutes on two of the following topics:
 - a) European musical development since the Renaissance
 - b) African, Indian or Chinese music
 - c) The origins of jazz
 - d) Current trends of music
 - e) Synthetic music
 - f) Military bands
 - g) Chamber music
 - h) Church music
 - i) At least 6 musical instruments
 - j) The grand organ
 - k) The history of the bagpipes and the development of the pipe music
 - l) Choir music.
5. Name five composers or performers of note in any era. Discuss the musical style of each and the impact of their music on society.

Date
Passed

Examiner's
Signature

NUMISMATIST INTEREST BADGE

NOTE: The collection may consist of coins, bank notes, medals, medallions or tokens.

1. Make a collection of acceptable size and show it to the examiner, and by using numismatic terminology, discuss your collection with the examiner. (eg Water-marks, production numbers, anti- counterfeit measures on paper money; and obverse, reverse, milling or mint marks on other items where applicable.)
2. Describe how to handle, store and care for the items that you collect.
3. Point out to the examiner the different grades of items in your collection, or items produced by the examiner. (**Proof** is the highest grade; **uncirculated, fine and good** are the other basic grades in descending order.)
4. Describe how the items in your collection were manufactured.
5. Demonstrate an understanding of why numismatic value is more often linked with **rarity** as opposed to **age**.
6. Although not essential, it would be beneficial to the collector to place a rough value on his collection and be able to justify his valuation to the examiner.
7. Name at least two places where your collection can be further researched.

ORNITHOLOGIST INTEREST BADGE

1. Demonstrate your knowledge of the main descriptive terms for the parts of a bird's anatomy by pointing out on a diagram:
 - a) The bill, legs, cere, shoulder, rail, vent, chest, back and iris.
 - b) Ten of the following:
Lores, culmen, upper mandible, lower mandible, front crown, nape, mantle, rump, flank, abdomen, breast, throat, chin, primaries, secondaries, axillaries, tarsus, ear coverts, cheek and gape.
2. Describe eight types of habitat used by birds.
3. Select FIVE of the following categories and name 3 birds from each. Point out the main field characteristics:
 - a) ground feeders;
 - b) arboreal feeders;
 - c) aquatic feeders;
 - d) aerial feeders;
 - e) waterside feeders;
 - f) heron family;
 - g) large raptors (greater than 450 mm in length)
 - h) small raptors (less than 450 mm in length)
4. From slides, photographs, or diagrams shown by the examiner, identify 10 out of 20 birds which can reasonably be expected to live within 50 km of your home.
5. Name and briefly describe:
 - a) Five migratory birds drawn from at least three different families
 - b) Five birds from the duck family, or five birds that inhabit the desert regions
 - c) Three brood parasites
 - d) Two territorial birds
 - e) Two birds that look alike, but which are from different families; or two birds from the same family that have vastly different feeding habits.
6. Explain the term "breeding plumage" and give three examples.
7. Complete one of the following:
 - a) Keep a log of bird sightings over a period of two weather seasons.OR
 - b) Keep a log of bird sightings on one or more expeditions organised for the specific purpose, totalling more than five days. Describe the habitats of at least 10 of the birds.OR
 - c) Produce a set of colour slides, colour or black-and-white photographs of birds taken on one or more bird-watching expeditions totalling more than five days. Be able to identify at least 10 of the species in the photographs and describe their habitats.

These photographs need not necessarily have been taken by you yourself, but must have been taken by one or more members of the party who took part in the expedition/expeditions with you.

Date
Passed

Examiner's
Signature

PATROL LEADERSHIP INTEREST BADGE

1. Hold the Patrol Activity Scoutcraft Badge or fulfil all the requirements.
2. In discussion with the examiner, show a good knowledge and understanding of the Functional Approach to Leadership (John Adair) in analysing what a leader does to make himself effective. Be able to draw and explain the three-circle diagram. Know nine skills of leadership and how to adopt them in the efficient running of a Patrol.
3. Be a Patrol Leader for at least one year and lead your Patrol in gaining the "Star Patrol Award".
4. Show evidence of having trained at least one member of your Patrol in the requirements for the Adventurer and First Class Advancement Levels.
5. Show that you are putting the Functional Approach to Leadership into practice in your Patrol and Troop.

Date
Passed

Examiner's
Signature

**PETKEEPER
INTEREST BADGE**

1. Present evidence that you have kept and cared for your pet for at least 12 months.
2. Show a knowledge of nutritional requirements for your pet, with particular attention to the differing nutritional requirements of the very young, very old and young-adult animal.
3. Name at least three common ailments suffered by your breed of pet and show a basic knowledge of the treatment for these ailments.
4. Either exhibit your pet at a pet show (not necessarily professionally), or breed your pet and show the offspring to the examiner.
5. Produce evidence that you have trained your pet to respond either to your voice or other signals.
6. Show a knowledge of the history and origins of the animal which you keep as a pet.
7. Show the examiner your pet so that he may satisfy himself as to its condition.
8. Explain first aid treatment for a broken bone, severe bleeding and an open wound in your pet.

PHILATELIST INTEREST BADGE

1. Make a neatly mounted collection of stamps and/or related postal material of either a country, or a related group of countries (eg Commonwealth, French colonies, southern Africa), or a subject or theme (eg jamborees, fauna and flora, railway post).

NOTE: The collection should be made over a period of at least one year and should reflect in its quality the time spent on it.

2. Demonstrate the use of a catalogue relevant to the collection and make an index of the collection.
3. Show a good knowledge of 10-12 items from the collection selected at random by the examiner.
4. Explain what is meant by five out of eight common terms relevant to the collection, chosen by the examiner.
5. Demonstrate how to remove used stamps from paper and how to prepare the stamps for a collection and know the precautions to be taken.
6. Know something about the origins of postage stamps and how stamps are used to convey post around the world.

PHOTOGRAPHER INTEREST BADGE

1. Take your camera and other equipment to the examiner and demonstrate how the equipment is used. Be prepared to answer questions on such things as loading and unloading the camera, how to adjust for focus, aperture, shutter speed etc.
2. Explain to the examiner and be prepared to discuss the meaning of the term "focal length" of a lens. Explain what is meant by the term "normal focal length" and the advantages and disadvantages of using a lens with a greater or lesser focal length and the effect on the depth of field.
3. The depth of field is also affected by the aperture. Explain to the examiner what is meant by the depth of field, what is meant by aperture, how the "f" number is derived and the circumstances in which you would use a greater or lesser aperture to take advantage of the effect on the depth of field.
4. Most flash units are now automatic. Explain the advantages of when to use the automatic mode and when it is better to override and use the manual mode, ie explain what you would do in the case of taking flash of a person standing before a highly reflective, or alternatively against a non-reflective, surface. Explain what is meant by guide number and how this is used in the manual mode.
5. Complete the tasks in Section A or Section B.
 - A1. Produce a series of at least 20 photographs, developed and printed by yourself and enlarged to at least postcard size, of a Scouting event, that can be used as a training aid in the Troop or Pack, or can be used as a display at a parents' evening. The photographs should be mounted on a board, titled and labelled so that the viewer can follow your story line.
 - A2. In addition to the photographs used in Section A1 take, develop and print three prints of at least postcard size, of each of the following subjects:
 - a) Portraiture
 - b) Architecture, showing three different architectural styles
 - c) Table top, still life or photographs taken from unusual angles.

One print from each section should be taken with flash, or with flash fill in.

OR

- B1 Produce at least 20 slides of an aspect of Scouting that can be used as a training aid, in the Troop or Pack or can be used to enhance a parents' evening. The slides should all be taken by you and should be arranged in a way that tells a story. The display should be accompanied by an audio tape with either music, or with a voice over, or with a printed commentary, complete with slide change indications; the choice of music and whether to use a voice over should be made to suit the story line.
- B2 Explain to the examiner how you would put slides into mounts and how you would mark the mounts to ensure their correct display. Explain when it becomes necessary for the slides to be placed in mounts with glass.
- B3 In addition to the slides used in Section B1 produce three slides of each of the following subjects:
 - a) Portraiture
 - b) Architecture, showing three different architectural styles
 - c) Table top, still life, or photographs taken from unusual angles.

One slide from each section should be taken with flash, or flash fill in.

PHYSICAL FITNESS INTEREST BADGE

1. After a ten-minute warm up, complete the following endurance and stamina exercises in the given time for your age:

AGE	11	12	13	14	15	16
MERIT	5:20	5:10	5:00	4:50	4:40	4:30
STANDARD	6:00	5:45	5:30	5:20	5:15	5:05

- a) 15 Front lying, trunk raises (hypers)
Over a bench or other support. Hand position as for curlups. Stop at horizontal position.
 - b) 20 Curlups (sit-ups)
Partner grasps ankles, legs must be bent to 90°, fingers locked behind neck, chin off chest, elbows must touch knees, head must return to the floor each time. Incorrect curlup does not count.
 - c) 25 Pushups
Chest must touch clenched fist of partner. Incorrect pushup does not count.
 - d) 20 Biceps curls
Standing in half squat position lifting 10% of body mass (sandbags).
 - e) 20 Vertical jumps
To reach a point 25 cm above arm's length.
 - f) 20 Lateral arm raises
Standing in half squat position lifting 10% of body mass (sandbags). Lift elbows laterally to 90°.
 - g) 8 square shuttle runs
Mark out a square of 5 metres along each side. Each completed circuit counts as one.
 - h) 10 Shuttle runs of 25 metres
Place two beacons 25 m apart. Each turn around a beacon counts as one.
2. Discuss the importance of individual sports (tennis, squash, golf etc) in keeping yourself physically fit in later life. Play at least one individual sport.
 3. Participate in an outdoor cross-country race of at least 8 km in length.
 4. Achieve the given standard for your age group in the following activities:

- a. HIGH JUMP (best of three jumps) Measurements in metres

Age	11	12	13	14	15	16
Merit	1,04	1,24	1,39	1,49	1,53	1,57
Standard	0,75	0,90	1,10	1,25	1,35	1,40

- b. STANDARD LONG JUMP (best of three jumps)

Measurements in metres

Age	11	12	13	14	15	16
Merit	2,10	2,25	2,40	2,53	2,65	2,77
Standard	1,67	1,77	1,96	2,08	2,18	2,28

- c. 50 METRE SPRINT (time in seconds to nearest tenth of a second)

Age	11	12	13	14	15	16
Merit	8,1	7,9	7,5	7,0	6,8	6,5
Standard	8,5	8,3	8,1	7,9	7,5	7,1

- d. 800 METRE RUN (time in minutes and seconds)

Age	11	12	13	14	15	16
Merit	2:32	2:27	2:21	2:14	2:06	2:09
Standard	3:05	2:59	2:53	2:44	2:48	2:36

PIONEER INTEREST BADGE

1. Have passed the Pioneering Scoutcraft Badge, or complete all the requirements for it.
2. Discuss with the examiner types of ropes and cordage (including man-made fibres) with particular regard to suitability for the job, strength and general care. Know the dangers of recoil and fracturing under strain.
3. Using a rope which you have whipped using the sailmaker's whipping, make the following knots, hitches and lashings with a high degree of efficiency:
 - a) guyline hitch; blackwall hitch; barrelhitch; highwayman's hitch; scaffold hitch; constrictor knot; hunter's bend; double-sheetbend; fireman's hairknot; catspaw; carrick bend.
 - b) Japanese square lashing - Mark I and Mark II; Philipino lashing.
4. Demonstrate the following:
 - a) A Spanish windlass.
 - b) A rope tackle (Harvester's hitch).
 - c) Mousing a hook.
 - d) Reeving a 3-2 tackle.
 - e) Seizing a rope end.
 - f) Moving heavy weights by means of sheer legs, lever spar, parbuckle, and block and tackle. Know the purchase of various arrangements of block and tackle.
 - g) Removing a stubborn picket (lever spar).
 - h) Different types of anchorages, and when to use each type.
5. Discuss with the examiner the need for safety and the dangers which arise from negligent leadership, ill-discipline, misuse of and overloading of gear, incorrect practices and bad planning.
6. Construct a model of a pioneering project chosen from the list in (7) below, to a scale 1:20. Discuss with the examiner the purpose and advantages of constructing a model and then lead a team of at least four Scouts in constructing the project.
7. Lead a team of no fewer than four Scouts in the construction of a project selected from the following list and take part as a member of a team of four Scouts in the construction of two other projects from the lists.

ONE PROJECT MUST BE CHOSEN FROM EACH OF THE SECTIONS A, B AND C

- A. A tower with a platform height of at least 4 m above the ground.
- B. A monkey bridge, suspension bridge (Abington spring bridge or similar), draw-bridge or any other bridge of equal complexity approved by the examiner.
- C. A fun-type project such as : an aerial runway (know the aerial runway code), a swingboat, a merry-go-round, swinging derrick, a pile-driver or similar project approved by the examiner.

(It is important that the project selected from this section shall make use of at least one block and tackle, a 3-2-1 or a log-and-picket holdfast.)

Date
Passed

Examiner's
Signature

PLUMBER INTEREST BADGE

1. Demonstrate the use of five important plumber's tools.
2. Make a drawing and explain the operation of the hot-and-cold water supply system in a house.
3. Cut, thread and connect two pieces of galvanised pipe.
4. Demonstrate your ability to solder copper piping. Include one tee, two straight pieces and one coupling.
5. Submit a sketch plan to explain the drainage system of the plumbing in a house. Explain the purpose of the various components in the sketch.
6. Demonstrate how to clear a choked waste pipe.
7. Demonstrate a knowledge of the operation of a septic tank.
8. Demonstrate the joining and laying of waste pipes.
9. Adjust a toilet cistern to stop it overflowing.

**PUBLIC HEALTH
INTEREST BADGE**

1.
 - A. Discuss the principles of sewage purification and disposal. Obtain practical information from an official of your local authority.

OR

 - B. Explain how a community can dispose of sewage safely if there is no sewage treatment plant.

OR

 - C. Take part in installing a hygienic lavatory in an area that does not have waterborne sewerage.
2. Discuss the principles of refuse disposal as it is applied in your local authority. Visit your local refuse disposal site in the company of an official of your local authority.

OR

If there is no municipal or other refuse disposal unit where you live, discuss the dangers which can be created if household refuse is not disposed of efficiently. Show that you practise hygienic refuse disposal at your home.
3. Name six diseases which can be prevented by immunisation in childhood. Know where and when these immunisations can be obtained.
4. Learn something about the two most important infectious diseases occurring in your community. Discuss the cause, mode of spread, treatment and prevention of these two diseases with the examiner.
5. Describe two simple methods of making water fit to drink. Show that you practise three basic methods of promoting good food hygiene in your home.
6. Take part in a health education project involving at least 20 families.

OR

Take part in a project to ensure a clean water supply in a place that does not have piped water.
7. Discuss some of the problems caused by human over-population.

READER INTEREST BADGE

1. Prior to the test, provide the examiner with a list of at least 12 books from those you have read during the past 12 months. Included in the 12 books should be some fiction, some non-fiction and at least 2 classical works. The fiction and the non-fiction books should be commensurate with your age and educational standard. Text books and setworks which are currently being used by you at school may not be included. Discuss these books with the examiner and answer questions based on their content.
2. Write a review of a book lent to you by the examiner.
3. Explain how you decide which books to read and describe the facilities that exist in your community for obtaining books.
4. Demonstrate how to use a dictionary and how to use reference books.
5. Read (sight unseen) two short passages from a book selected by the examiner and answer some simple questions to show the examiner that you comprehend the content.
6. Discuss the care and repair of books with the examiner, and show the examiner some of your own books.

RELIGION AND LIFE INTEREST BADGE

NOTE : The Examiner must either be a Minister/ Priest of the religious body to which the Scout belongs, or some person appointed by his religious body

Christian Requirements:

1. Have passed the Scoutcraft Religion and Life badge and be prepared to demonstrate any of those requirements
2. **SCRIPTURE KNOWLEDGE**
 - a) Know which Gospel is generally accepted as the oldest and tell the Examiner about the Author
 - b) Explain how the Church spread in the days of the Apostles
 - c) Explain the meaning of Psalm 73; John 15: 1-14
3. **PRACTICE**
 - a) Regularly attend the services and religious instruction at your place of worship
 - b) Have a rule about Daily Prayer and explain why Daily Prayer and Daily Bible Reading are important
4. **UNDERSTANDING**
 - a) Describe what is meant by a Prophet and name two major Prophets and two minor Prophets
 - b) Explain Paul's part in the growth of the early Church and draw a map of his first missionary journey
 - c) Explain the meaning of Conversion, Faith and Salvation
5. **GENERAL**

Answer questions relating to your religious order and procedures at the discretion of the Examiner. who will bear in mind your age.

Jewish Requirements:

1. Recite 10 Commandments.
2. Produce a statement from your teacher that you have satisfactorily completed a year of Hebrew study after the age of 13 years or compose Hebrew letter or story of at least 100 words.
3. Maintain regular attendance at Synagogue services (Friday evening ,or Saturday morning) for at least one year.
4. List the major charitable organisations in the Jewish Community and tell of their purposes.
5. Tell why each of these is famous: Baal Shem Tov; Gaon of Vilna; Moses Mendelsohn; Theodor Herzl; Bialik; Albert Einstein; Henrietta Szold.
6. Read another book of Jewish biography or history and tell about its contents.
7. Write a summary of the course of study required for Confirmation (Reform) or explain the Laws of Kashrut (Orthodox).
8. What are your 5 favourite sayings from the Ethics of the Fathers and explain them.

Muslim Requirements:

1. Recite principles of Islam (Arkanul Islam)
2. Recite articles of faith (Arkanul Imaan)
3. Write a summary of Arkanul Islam and Arkanul Imaan.
4. Study of authentic sources (Qur'aan and Gadeeth) of Knowledge.
5. Why are each of the following persons famous:
Algebra ,
Tuan Guru,
First Muslim in S.A.?
6. Study of ethical viewpoints in Sura Hujarat.
7. Study of the sources of Shariah.
8. Write an essay on each of the following Ghalifas:
 - a) Abu Bakr (RA)
 - b) Umur (RA)
 - c) UTHMAAN (RA)
 - d) ALI (RA)
9. Read a biography of the Prophet.
10. Observe fard solaaah.

Hindu Requirements:

1. Recite and know the mesnings,of the Tshwar Upasana Mantras
2. Learn the Mantras for health and family welfare
3. Know and explain the terms
 - a) Yoga
 - b) Renunciation
 - c) Law of action
 - d) Non-Violence
 - e) Yagna and Sanskar
 - f) Punarjamma
4. Know the four Stages of Life : Ashrama
 - a) Brahamacharya Ashrama
 - b) Grihastha Ashrama
 - c) Vanaprasha Ashrama
 - d) Sannyasa Ashrama .
5. Be able to talk on the Saints and Sages of Hinduism
 - a) Vardhaman mahavir Swami
 - b) Saint Manikkavasagar
 - c) Guru Nanka
 - d) Goswami Tulsidas
 - e) Saint Ramalinoar Swamigal
 - f) Swami Shardahanand
6. RELIGIOUS STORIES
The three Yogas of the Bhagavad Githa

ROCK CLIMBING INTEREST BADGE

1. **Anchors**
Demonstrate an ability to choose suitable anchors in a variety of situations, including the use of:
 - a. spikes and blocks,
 - b. threads, chockstones and trees,
 - c. stakes, bolts and pointsand be able to connect the climber to these anchors.
2. **Belaying**
Be able to:
 - a. set up sound belay systems to single and multiple anchors
 - b. connect oneself and others to the anchors
 - c. set up top and bottom rope systems
 - d. demonstrate a variety of belay techniques, and choose the most appropriate devices for given situation
 - e. demonstrate an ability to hold falls and perform lowers.
3. **Abseiling**
Be able to:
 - a. choose an appropriate site taking into account take off, loose rock, environment impact and effect on the climbing resources
 - b. set up fixed and releasable abseils
 - c. choose and fit suitable harnesses and sling arrangements
 - d. demonstrate the operation of a variety of friction devices and choose the most appropriate device for the given situation
 - e. identify and solve common abseiling problems including tangles, jamming, inadvertent locking and pendules
 - f. safeguard oneself and one's partner
4. **Climbing**
Be able to:
 - a. read and interpret guide books effectively
 - b. choose and climb routes suited to their ability
 - c. move confidently on rock grade 14-15(F1)
 - d. place suitable runners to protect a lead and arrange appropriate belays to protect a second
 - e. have a basic knowledge of the safety chain and fall factors
 - f. safeguard oneself and one's partner
5. **Communication**
Be able to organise and carry out effective communication between climbers using recognized climbing calls.
6. **Access, Conservation and Etiquette**
The Scout should:
 - a. understand and be able to use information contained in current guide books
 - b. be familiar with and observe current access and conservation guidelines
 - c. be able to demonstrate good practice in the conservation of the crag environment so as to leave it in an improved condition
 - d. be aware of locally important historical sites and features, species of plants and animals
 - e. be aware of local climbing ethics, particularly those relating to signal pitch crags
 - f. be aware of the need to operate in a style which minimizes the impact on, and risk to, other climber
7. **Emergency Procedures**
Be able to describe a variety of possible emergency situations, explain how to best stabilize them and how to summon local expert assistance.
8. **Equipment**
Be familiar with static and dynamic ropes, harnesses, slings, friction devices, nuts and camming devices, and explain how to care for and maintain them.

NB Attention of Scouts & Scouters is drawn to the requirements of Rule 1102.1

SAFETY CODE INTEREST BADGE

1. Prepare a safety notebook. Include:
 - a) Newspaper and other stories showing main kinds of accidents.
 - b) Similar materials showing 5 causes of accidents.
2. Show that you have a knowledge of the common causes of electrical accidents. Know the safety precautions to be taken in your home to prevent them. happening.
3. Using safety checklist approved by your examiner make an inspection of your home. Explain the hazards found, why they are hazards and how they can be or have been corrected. Show that you know the dangers of hazardous articles, eg:
 - a) oil lamps;
 - b) pressure stoves;
 - c) Flannelette, silk, nylon, etc.;
 - d) Christmas decorations;
 - e) Plastics;
 - f) Aerosols;
 - g) Inflammable liquids;
 - h) Liquefied Petroleum Gas (LPG);
 - i) Focussing of the sun's rays.
4. Demonstrate a sound knowledge of the dangers of veld fires and the precautions necessary to prevent them when you are camping or hiking.
5. By applying in a practical manner, show a knowledge of the principles of safety first:
 - a) As a pedestrian
 - b) As a traveller by road, rail or on water
 - c) As an operator of potentially dangerous tools and machines such as those used in the home and school workshops (power lawnmowers, power tools, etc).
6. At 3 appropriate locations spend 3 hours observing and listing safe and unsafe practices at or near intersections by:
 - a) Motor vehicle drivers;
 - b) Pedestrians;
 - c) Bicycle riders;
 - d) Passengers (car, bus, train or aircraft)

Show this list to your examiner and describe, in the case of the unsafe practices, what the correct conduct should have been.

7. Make a plan for an accident/hazard prevention programme for the following outdoor situations: (a) camping and hiking; (b) storm and wind; (c) water activities

Each plan should include an analysis of the possible hazards, any action proposed to minimise or correct the hazards and the reasons for the correction you propose.

SCRIBE INTEREST BADGE

1. Keep a Patrol log satisfactorily for at least six months and keep a Troop log for at least three months. All major events should be recorded and use should be made of visual material such as sketches or photographs to complete the records.
2. Explain to the examiner how a meeting should be conducted. This should begin with the preparation of an agenda and sending out of notices, and include the proposing of motions. Explain how minutes are kept and how to ensure that actions decided upon are followed up.
3. Write letters regarding the following matters and discuss with the examiner how the letters should be transmitted:
 - a) A letter to parents inviting them to a Troop event.
 - b) A letter to the Group Committee or sponsoring authority conveying the need, expressed by the Court of Honour, for certain equipment.
4. Explain to the examiner the financial structure of a Scout Group, Prepare a simple receipts and payments account of a Patrol or Troop in a way that would be acceptable to the treasurer.
5. As far as possible, compile a mailing list, together with telephone numbers, of the members of the Troop, the Group Scouters, the Group Committee and the District Scouters.
6. Demonstrate to the examiner how you would find the relevant rules regarding items, chosen by the examiner, in the publication Policy, Organisation and Rules. The items should include District and Group Organisation, Religious Policy and the Aim of the Scout Movement.
7. The following alternative may be done in place of Nos 4, 5 and 6 (above):

Produce evidence that you have taught at least one adult to read and write up to the equivalent of at least one year of schooling.

SHIP QUARTERMASTER INTEREST BADGE

1.
 - a) Demonstrate the correct method of taking rope off a new coil.
 - b) Demonstrate the method of taking down rope for running out.
2. Describe the principal parts of a block.

Identify the following types of blocks and demonstrate them in use:
Single block
Single block with fast eye and swivel eye
Single block with becket and hook
Scratch or check block
Self-locking block with snap shackle
Fiddle block with shackle
Double block with swivel eye
Double block with shackle.
3. Demonstrate the method of belaying.
4. Describe the principal parts of an anchor.
 - a) Identify three types of anchors and differentiate between their uses.
 - b) Describe and execute the safest method of anchoring to suit the conditions.
 - c) Demonstrate the use of a trip line and pick up buoys.
 - d) Demonstrate the correct method of mooring a boat to a pier.
5. Demonstrate how to take care of sails, sheets and standing rigging.
6. Demonstrate how to leave a pulling boat or sailing dinghy:
 - a) After a day's activity
 - b) For a short spell, eg lunch break, or when called for instruction.
7. Demonstrate how to load a boat with stores and personnel and show how to trim the boat correctly.
8. For a boating camp of 32 Scouts for at least 5 nights, draw up a detailed list of the equipment (including boats) and food required. Plan a balanced menu, make a food list, price it, work out the cost per head and after your budget has been approved, buy the food.

Date
Passed

Examiner's
Signature

SIGNALLER INTEREST BADGE

1. Demonstrate that you know the recognised procedure when sending and receiving messages.
2. Construct a morse buzzer set to operate between two rooms.
3. Send and receive an unrepeated message of not less than 150 letters at rate 7 in semaphore (35 letter per minute).
4. Send and receive a similar message in morse:
on a buzzer at rate 6 (30 letters per minute);
on a lamp at rate 5 (25 letters per minute).
5. Improvise at least two methods of sending a message (one in morse and one in semaphore) at least one kilometre, at or over rate 4 (20 letters per minute).
6. Know how to communicate with a searching aircraft and know the international ground-to-air code.

NOTE: 90% accuracy for sending and receiving is required.

SNORKELLING INTEREST BADGE

Before being trained or examined for this badge, a Scout must satisfy the examiner that he is medically fit for snorkelling.

1. The Scout must have passed the Swimming Scoutcraft Badge, or have completed all its requirements.
2. To be completed in a swimming pool wearing only a swimsuit. One minutes rest is allowed between each test.
 - 2.1 Swim 200m freestyle in not more than 8 minutes.
 - 2.2 Float on back for 5 minutes using only slight arm and leg movements, or use drownproofing for 5 minutes.
 - 2.3 Tread water with arms folded across chest for one minute.
 - 2.4 Recover object from no less than 2 metres.
3. To be completed in a swimming pool using a mask, snorkel and fins. A wetsuit with neutralising weightbelt may be worn.
 - 3.1 Sink mask, snorkel and fins in 3 to 5m of water. Dive for each individual item separately and refit on surface. If wearing a wetsuit the weightbelt is not to be removed. If no wetsuit is worn, a weightbelt of 5% of body weight should be worn.
 - 3.2 Whilst treading water, remove weightbelt and hand to a person on the poolside. Retrieve from person and refit whilst still treading water.
 - 3.3 Fin 200m doing at least 8 neat duck dives.
 - 3.4 Tow buddy 50m.
 - 3.5 Fin 25m underwater.
 - 3.6 Hold breath for 20 seconds underwater.
 - 3.7 Remove mask. Fin 50m with face submerged and breathing through snorkel. One hand is to be behind the back and the other used to steady the snorkel.
4. To be completed in open water. A wetsuit with neutralising weightbelt may be worn. Before entering the water discuss the dive plan with the examiner.
 - 4.1 Fin 400m wearing basic snorkelling equipment.
 - 4.2 Dive to 5m and signal "OK" afterwards.
 - 4.3 Tow his buddy 50m.
5. The Scout should have a sound knowledge of the following:
 - 5.1 Basic snorkelling equipment, its use and care;
 - 5.2 Boyle's Law and the effects of pressure on the body, especially the lungs, ears and sinuses;
 - 5.3 Hyperventilation;
 - 5.4 Hypothermia;
 - 5.5 Dive planning (pre dive check, signals, lost buddy procedure);
 - 5.6 Resuscitation techniques.

SCUBA training is excluded from this badge because training should only be given by a qualified instructor.

**SPEAKER
INTEREST BADGE**

1. Demonstrate the duties of a chairman by taking the chair at a meeting.
2. Speak on a prepared subject to an audience of not fewer than 20 people. The speech must last 5 to 7 minutes. (Notes may be used, but the speech must not be read.)
3. Read aloud a piece of prose chosen by the examiner, who will judge diction, pace, emphasis, pauses and pitch.
4. Introduce a speaker.
5. Propose a vote of thanks.
6. Make an impromptu speech of at least three minutes' duration on a subject chosen from three subjects given by the examiner.
7. Propose a toast.

NOTE: (4)(5)(6) and (7) are to be done after five minutes' notice.

8. Make a speech of welcome to either:
 - a) An honoured guest, or
 - b) A group, or
 - c) New members.
9. Show how to get an idea across (eg how to organise a Patrol) by giving a talk using visual aids made by yourself.

SPACE EXPLORER INTEREST BADGE

NAME _____

1. Demonstrate a knowledge of the history and development of space exploration.
2. Describe the purpose of two recent space probes and two recently launched satellites giving the main types of instruments used.
3. Explain briefly how FIVE of the following problems (your own choice) are overcome in a manned spacecraft:
 - a) Radiation;
 - b) Meteoroids;
 - c) Weightlessness;
 - d) Diet;
 - e) Sanitation;
 - f) Clothing;
 - g) Acceleration;
 - h) Deceleration;
 - i) Re-entry;
 - j) Breathing and communication.
4. Show that you have a knowledge of the following:
 - a) Reason for weightlessness in orbit or trajectory
 - b) The thrust obtained by rockets
 - c) Something of the part played by South Africa in space projects
 - d) The stage of acceleration and separation for a satellite to go into orbit round the earth; and re-entry problems
 - e) The fuel system used in space rockets
 - f) The control of a satellite
 - g) A particular current space programme and its purpose.
5. Demonstrate your knowledge of the scale of the Solar system by preparing a model showing the relative positions of the planets and their main satellites.
6. Build a model of a space shuttle or capsule and rocket.

SPORTSMAN INTEREST BADGE

NAME _____

1. Represent your school and/or your sports club in one team sport for two full seasons ie winter and/or summer sports. Examples of team sports:

Baseball	Cricket	Volleyball
Rugby	Softball	Basketball
Hockey	Ice Hockey	Polo/polocross
Waterpolo	Surf Lifesaving	Soccer

2. Participate in one other sport (not counted for 1 above) reasonably well as a team member or in an individual sport for at least two full seasons ie winter and/or summer. In other words you must be proficient in at least 2 sports of your choice for at least two full seasons. (At least one sport must be a team sport.)

Examples of individual sports:

Shooting	Archery	Gymnastics
Skiing	Tennis	Canoeing
Swimming	Golf	Sculling
Diving	Badminton	Sailing
Roller/ice skating	Table Tennis	Athletics
Squash	Fishing	Rally navigation
Jukskei	Horse riding	Waterskiing
Waterskiing	Judo/Karate	Bowls
Cross-country		

- 3.
- Be familiar with the skills and techniques in each of your chosen sports.
 - Show that you know the rules and how to score.
 - Discuss the equipment used and how to care for it.
 - Discuss the safety rules and what injuries could occur and how to prevent them.
4. Explain what sportmanship is and why it is important. Give several examples of good sportmanship in sports. Relate at least one of these to everyday citizenship off the sports field.
5. Referee a match or act as an umpire.
6. Make a set of training rules for the sports you have chosen. Explain why these training rules are important. Follow the rules. Design exercises for these sports and keep a record of how you do in these sports for one season. Show how you have improved.

Date
Passed

Examiner's
Signature

SWIMMER INTEREST BADGE

NAME _____

1. Have passed the Swimming Scoutcraft Badge or complete all the requirements for it.
2. Swim 250 metres in any overarm or crawl style.
3. Swim the following using the correct style:
 - a) 50 metres backstroke
 - b) 50 metres breaststroke
 - c) 50 metres butterfly
 - d) 50 metres lifesaving kick.
4. Swim at least one kilometre using any stroke or combination of strokes.
5. Perform the following dives:
 - a) racing dive from the edge of the pool;
 - b) neat dive from a springboard.
6. Satisfy the examiner that you are capable of instructing a non-swimmer in the basic principles of swimming.
7. Explain to the examiner the safety rules and regulations governing swimming in the sea, lakes, dams and rivers.

Date
Passed

Examiner's
Signature

VELDCRAFT INTEREST BADGE

NAME _____

1. Have passed the Observation Scoutcraft Badge, or complete all the requirements for it.
2. After a 15 minute walk set by the examiner through unfamiliar countryside, answer question on what you have seen.
3. Cross a kilometre of open country in daylight without being detected by the examiner. During the exercise use should be made of the rules of stalking; the methods of progression in stalking; camouflage; wind; shadow and background.
4. Approach at night unseen and unheard within a reasonable distance of the examiner whose position is known.
5. Lead a group of 5 Scouts in shadowing an observer for more than 3 kilometres without being detected. Report on his actions on your return.
6. Solve with reasonable accuracy two tracking stories in sand, snow or other suitable surface, during which the basic tracking rules are demonstrated. The tracks should include human footprints with and without shoes, and bicycle or motor vehicle tracks.
7. Identify the spoor of 8 wild animals shown to you by the examiner (pictures may be used) and record the spoor of 5 wild animals. In recording the spoor of animals, plaster casts, photographs or sketches may be used.

VOYAGER INTEREST BADGE

NAME _____

NOTE: This badge may be taken in either a pulling-boat, sailboat or motorboat.

1. Hold the Charge Certificate applicable to the type of craft chosen and the water.
2. Plan and lead an expedition by boat of 48 hours' duration, sleeping out for at least two nights (on land or water). The distance travelled by boat must be at least 15 km. During the expedition carry out the following:
 - a) Display a knowledge of local safety rules, adverse local weather conditions, "Rules of the Road", Beaufort wind and sea scales, the different types of lighthouses etc in general use, and the danger, storm and fog signals. Explain what to do in case of an emergency, who the relevant authorities are and how to contact them.
 - b) Rescue a man overboard; complete a course of at least 8 compass bearings; tow another craft to safety; rescue the crew of another boat about to sink (the other boat is to have the same number of members in the crew as your boat); rig from normal equipment in your boat a jury rudder and steer over a set course with at least three direction changes.
3. On completion of the expedition produce a log of the trip. The log must include:
 - a) Large scale (1:10 000) charts of the complete trip. The charts must show landmarks, soundings, underwater hazards, buoys, channel markers etc
 - b) Illustrations
 - c) Crew duties
 - d) Activities undertaken during the trip
 - e) Stores, equipment and kit lists.
4. Explain overnight procedures and the equipment required.

Date
Passed

Examiner's
Signature

WATER BIOLOGIST INTEREST BADGE

NAME _____

1. Make a waterscope and demonstrate its use.
2. Examine the insect, animal and plant life found in a stretch of sea or inland water chosen by yourself. Report with illustrations on the varieties of plant life found. How do these sustain the animal, fish or insect life in the area? Describe how we can preserve this life.
3. Describe in detail three classes of life found in your water area. Display them in an aquarium if possible.
4. Report actual instances where pollution has affected the growth of life along our coasts or harbours and holiday resorts. Discuss with the examiner the regulations governing the collecting of bait and edible sea life such as crabs, crayfish, mussels and perlemoen.
5. Describe the steps that you recommend should be taken to preserve the balance of nature in the area.
6. Show that you have a knowledge of the water cycle or how pollution, alien vegetation and human misuse have affected our inland waters.

**WAVE RIDER
INTEREST BADGE**

NAME _____

Pass or have passed the Swimmer Scout Craft Badge.

2. Own a surfboard/bodyboard/paddle ski and demonstrate how to care for it.
3. Discuss the local rules governing wave riding. There should be strong emphasis on safe practices, courtesy and etiquette in the water.
4. This badge must be passed in a good surf break with recognised peaking waves which will enable the boy/girl to recognise where the peaks are breaking and must position him/herself correctly for take off.
5. Show control of your board in waves up to two metres high.
6. Show understanding of weather conditions suitable for wave riding.
7. Discuss with the examiner the condition of the surf.
8. Show control of your board/ski in all sizes of waves (up to 1.5 metres) and accomplish 3 different turns within a single ride turn.
9. Have logged at least 30 hours of surfing.
10. Assist a fellow surfer who has lost his/her board back to shore.
11. Know how competitions are judged.

WEATHERMAN INTEREST BADGE

1. Keep from your own observation a daily record of the weather for one month, using Beaufort letters and symbols, and including the following:
 - a) Wind force and direction
 - b) Cloud-types and conditions
 - c) Temperatures
 - d) Barometer readings
 - e) Rainfall
2. Construct a simple rain gauge and a wind vane and use these instruments to record the wind direction and rainfall for (1).
3. Explain the formation of rain, thunderstorms, snow, sleet, hail, fog and rime.
4. Recognise and name six different cloud formations and explain their significance.
5. Explain the purposes and principles of
 - a) simple thermometer
 - b) wet and dry thermometer
 - c) barometer
 - d) anemometer
6. Understand the following:
 - a) relative humidity
 - b) dew-point
 - c) pressure
 - d) isobar
 - e) isotherm
 - f) Buys-Ballot's Law
 - g) cold front and warm front

Illustrate any explanation with a diagram.

7. Explain how weather forecasts are compiled and how this information is disseminated to the public. Have a knowledge of synoptic weather maps and be able to read one. Explain how radar, satellites and electronics are used in weather forecasting.
8. Discuss with the examiner at least two natural signs foretelling fine weather and two foretelling bad weather as applicable to your own area.

WOODCRAFTSMAN INTEREST BADGE

1. Keep a woodcraft diary of two of the seasons - Spring, Summer, Winter and Autumn - containing records with dates and places of observation of not fewer than 10 birds or plants, 10 trees and 10 butterflies or moths. Give a short account of other animals which have been seen and illustrate the records with pencil sketches, carbon impressions or leaves of pressed specimens.
2. Do one of the following alternatives (A, B or C):
 - a) Make a collection of 50 different species of wild flowers, ferns and grasses, trees and shrubs, giving names, places and dates, soil and water conditions, size and other useful information; and recognise them as well as give a short description of 10 of the specimens.OR
 - b) Make a collection of photographic or carbon impressions or sketches or plaster casts of leaves of 20 trees and 5 shrubs; giving the names of the trees and shrubs from which they came.OR
 - c) Make 15 sketches from life, or photographs of birds or animals, and give a description of their habits.
3. Demonstrate evidence of an intelligent interest in the whole field of nature and with particular regard to ONE of the following:
 - a) Trees and shrubs
 - b) Wild flowers
 - c) Bird life
 - d) Butterflies or moths and insects
 - e) Wild animals
 - f) Ferns or grasses
 - g) Seashore or pond life
 - h) Rocks and fossils

and produce collections, specimens, log books etc as the pursuit may warrant.

Discuss with the examiner your observation and the sources of information (museums etc) you may have used.

**WORLD CONSERVATION
INTEREST BADGE**

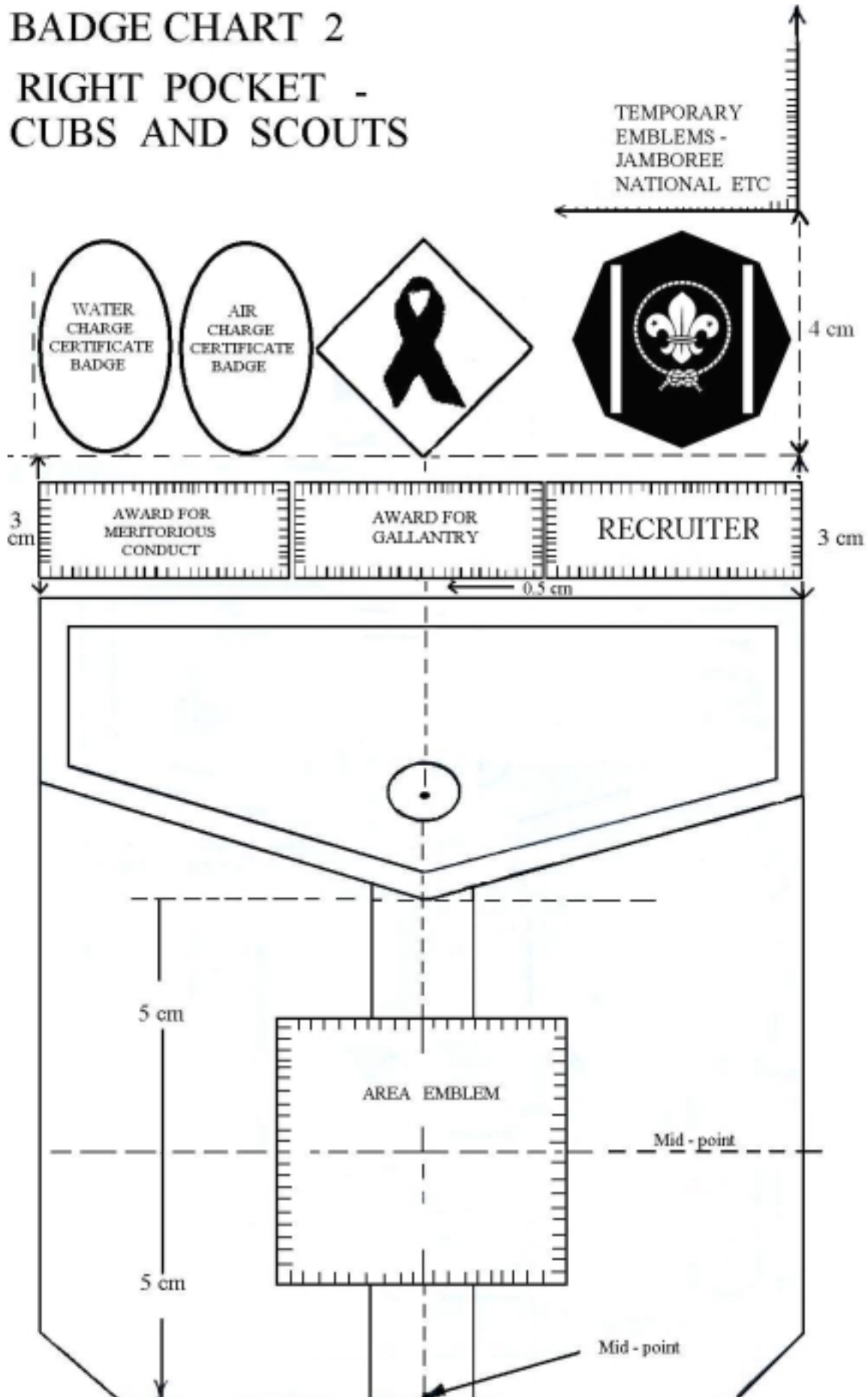
1. Explain to the examiner the meaning of the following terms:
Ecology; Food chain; Biocides; Recycling; Conservation; Balance of nature; Life cycle; Photosynthesis; Organic and Inorganic material; Humus; Carrying capacity.
2. Write an illustrated essay or give a slide lecture on "The reasons why we cannot allow animal and plant species to become extinct".
3. Give an example, illustrating the ecological interrelationships, of how man, animal, vegetation and other sources are dependent on each other.
4. Demonstrate a knowledge of the effects of bush fire on wildlife; of land clearing; soil erosion; water pollution; and the activities of mankind in general (in particular the use by mankind of insecticides).
5. Name a few causes of flooding and state some methods of flood control.
6. Show that you know the major organisations and institutions in your country concerned with conservation.
7. Know the location of the major nature reserves in your country and why they have been kept.
8. Show that you are familiar with the conservation laws of your country.
9. Do TWO of the following:
 - a) After having visited your wastewater treatment plant describe the principle for its functioning.
 - b) Describe how your water purification plant works.
 - c) List and include, if possible, pictures of those animals and plants in your neighbourhood which are in danger of extinction and therefore protected (or should be).
 - d) Illustrate (on paper) how oxygen moves in a cycle.
 - e) Make an illustration describing the process of photosynthesis.
 - f) Give an example of one of the effects of the major environmental catastrophes that have occurred and report in one way or another on its effects on mankind and animals.
10. Do THREE of the following:
 - a) Take part in a project arranged by the World Wildlife Fund, the IUCN, CARE, or similar organisation, spending at least the equivalent of three working days on the project.
 - b) Take an active part in a conservation project, spending at least the equivalent of five working days on the project.
 - c) Take the initiative to carry out a conservation project yourself.
Examples: an anti-litter campaign; restoration and/or beautification of a piece of land; muster public opinion through an information campaign; print handouts; arrange a demonstration; make an exhibition.
 - d) Spend at least two periods of four hours with a ranger, forester, or conservation officer and make a report on your observations over the period.
 - e) Camp in or near an animal or nature reserve with permission, and where necessary, under the supervision of the Reserve Authorities. Make hikes (or in some cases motor trips) through the reserve to study the plants and wildlife etc, and measures taken to conserve them. Report fully to your examiner.
11. Complete a special conservation task developed and decided by you and your examiner, differing from those already carried out.

WORLD FRIENDSHIP INTEREST BADGE

1. Have corresponded regularly (ie about once a month) with a Scout in another country and produce evidence to the examiner that you have written to the Scout on more than four occasions.
2. Describe the functions and organisational structure of the World Scout Organisation such as the World Scout Conference, the World Scout Committee, the World Scout Bureau, the Regions and the Zones. Know to which Zone and Region your association belongs.
3.
 - a) Be able to name all the independent countries in southern Africa south of the Zambesi.
 - b) Choose one of these independent countries (other than your own) and carry out a study of it. Discuss your study with the examiner, covering such topics as location, size, population, agriculture, industry, mining, problems and the differences in the way of life between that country and your own.
4. Do any **THREE** of the following:
 - a) Camp or hike for at least 5 days with Scouts of another ethnic group, or from another country, (either in your own or their country). Produce a logbook covering the event and include your impressions and knowledge gained.
 - b) Take part in an international Scout event in another country.
 - c) Take part in a national Scout event at which Scouts from another country or countries are present.
 - d) Entertain in your home for not less than 3 days a Scout or Scouts from another country.
 - e) Explain the preamble of the United Nations Charter. Outline the United Nations Organisation, its purpose and the functions of its principal subsidiary bodies. Describe 5 things the United Nations does.
 - f) Learn and teach your Patrol a folk song or campfire stunt/item from another Scout country. Perform the song or stunt/item at a Troop Campfire.
 - g) Produce evidence that you have shared a subject of common interest with a Scout of another country by exchanging at least 8 letters; and have exchanged such things as stamps, or Scout badges, or have carried on a game with him (such as chess).

SECTION 6

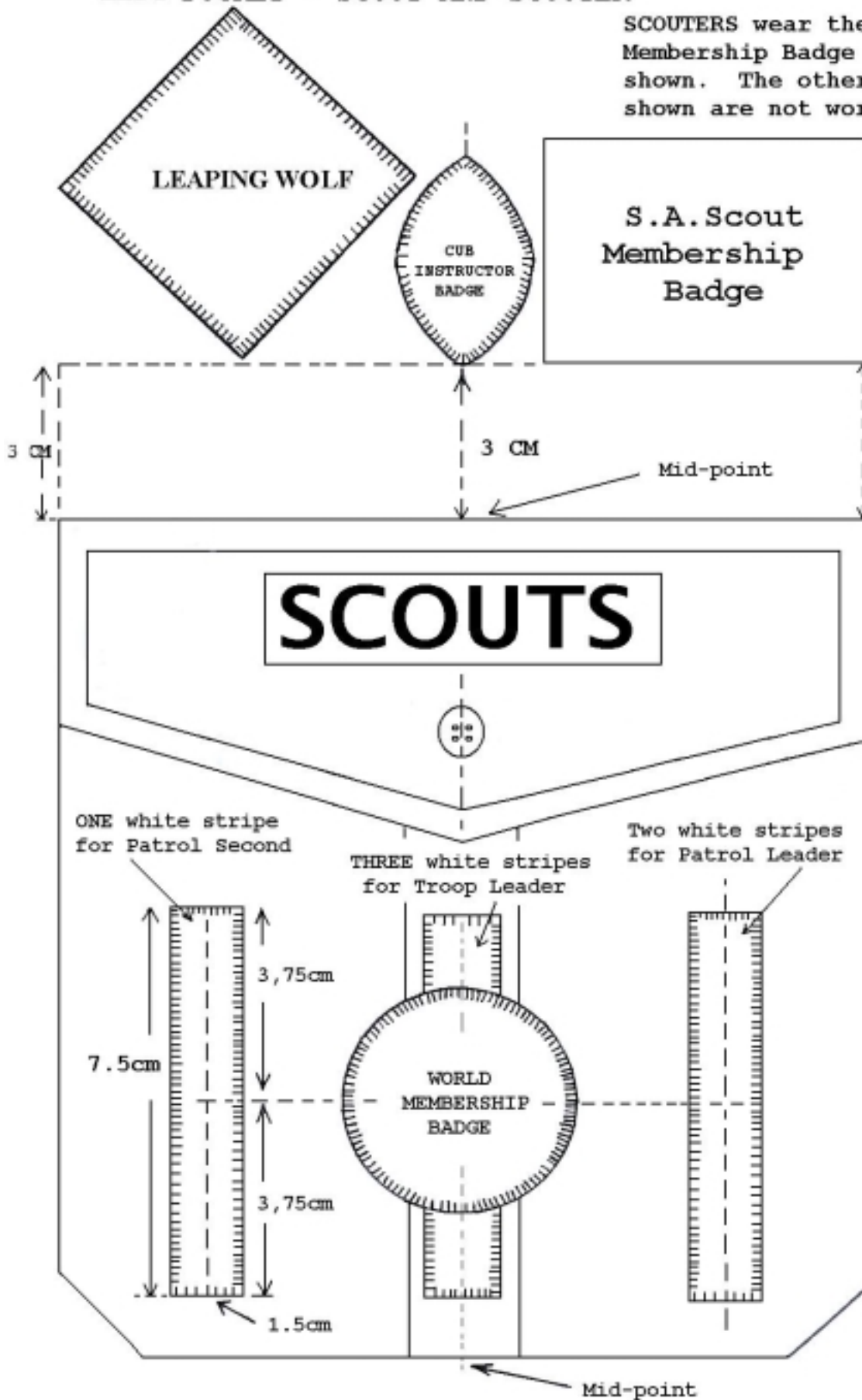
BADGE CHART 2
RIGHT POCKET -
CUBS AND SCOUTS



BADGE CHART 5

LEFT POCKET - SCOUT AND SCOUTER

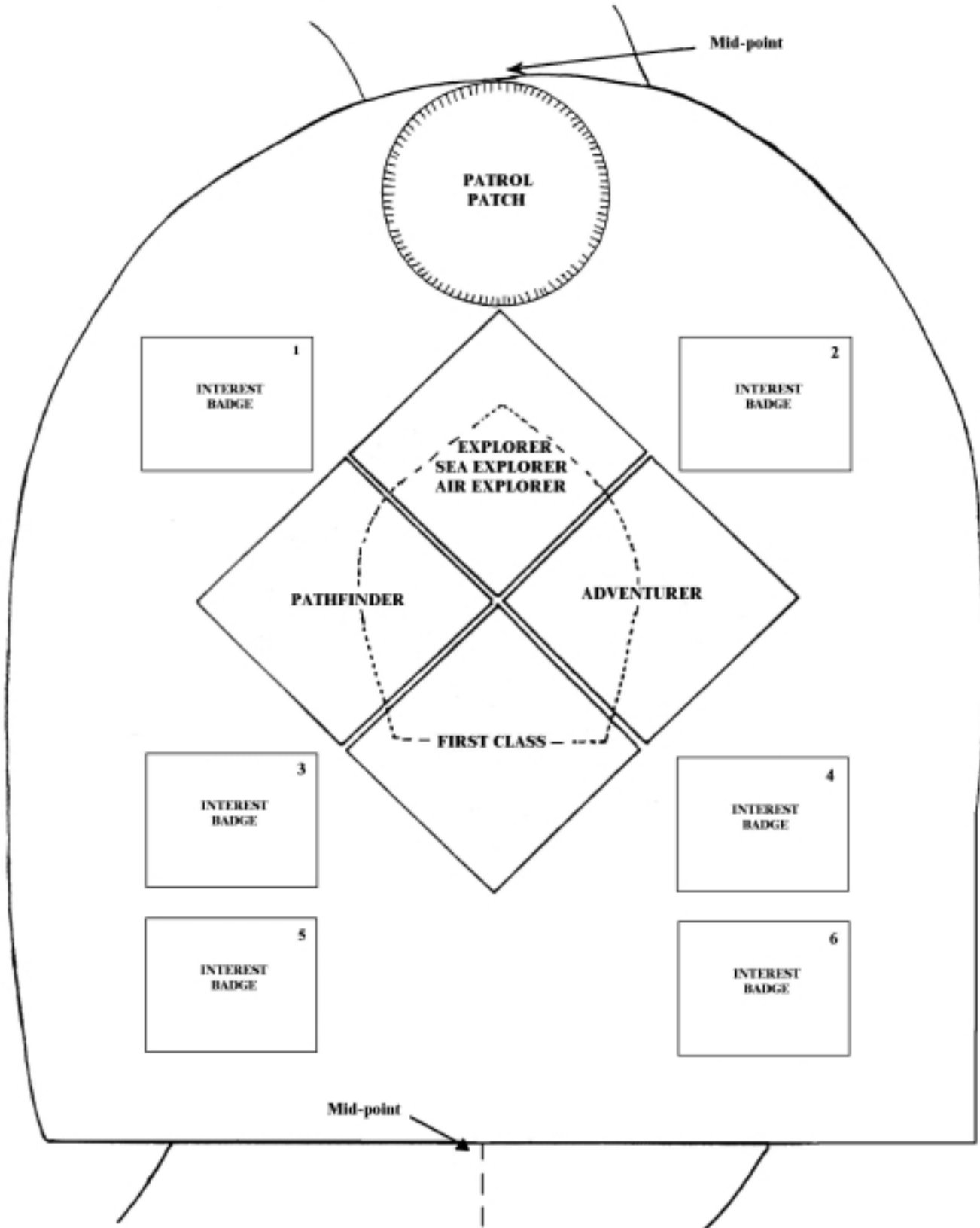
SCOUTERS wear the World Membership Badge as shown. The other badges shown are not worn.



BADGE CHART 6

LEFT ARM - SCOUT

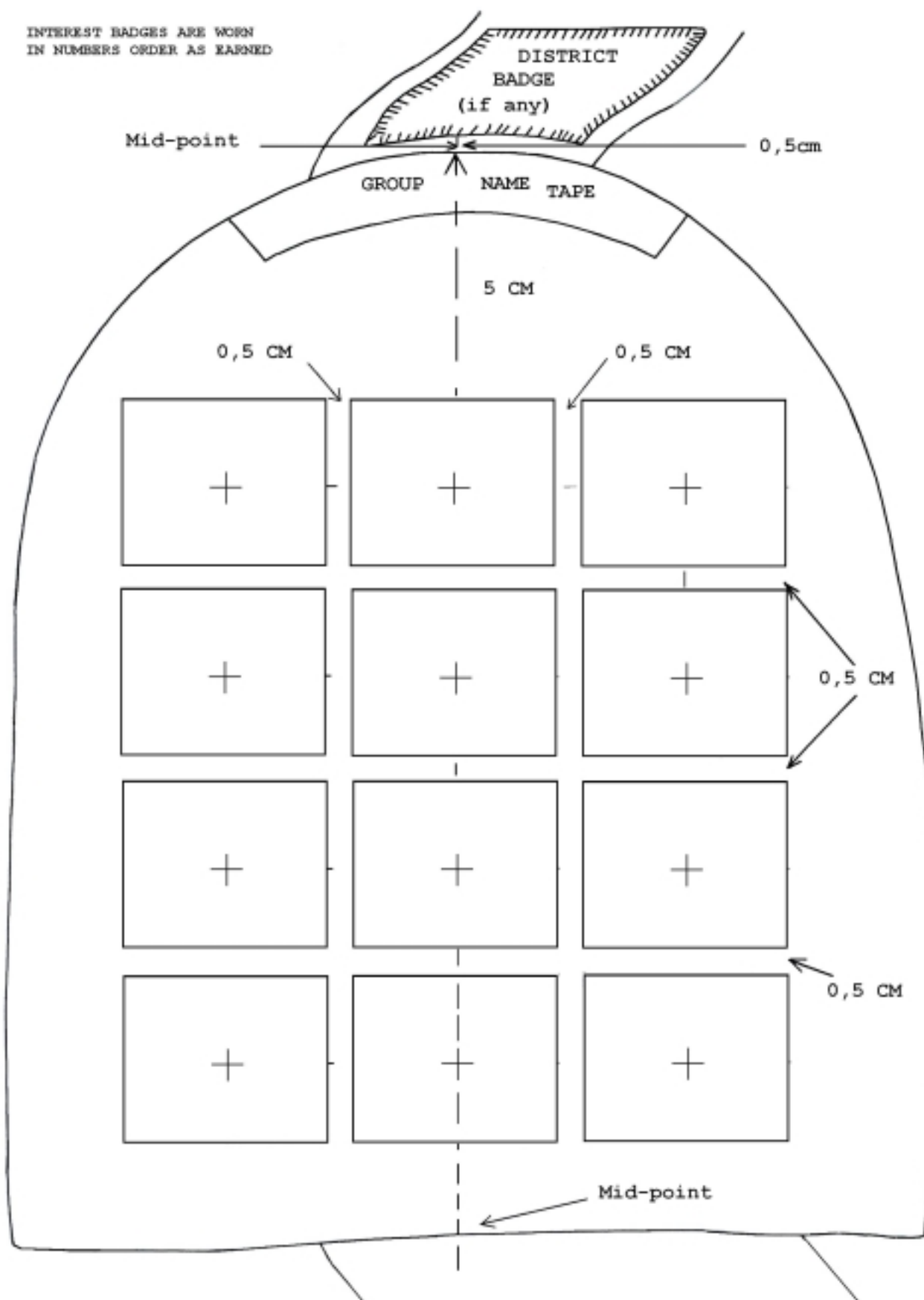
The 6 Scout Interest Badges earned for the Explorer / Sea Explorer / Air Explorer Badge are grouped around the Advancement Badge in the sequence indicated



BADGE CHART 7

RIGHT ARM

INTEREST BADGES ARE WORN
IN NUMBERS ORDER AS EARNED



SECTION 7

ROVER SCOUTS

ADMISSION TO THE ROVER CREW

- Rule 688 Before a recruit may be invested as a Rover Scout he/she must fulfil the following conditions to the satisfaction of the RSL (or Crew Council) and the Crew:
- Rule 688.1 Have an elementary knowledge of the aims, principles, and methods of the Scout Movement, as set out in the pamphlet 'What is Rovering?'
- Rule 688.2 Have studied, and have understood, the Scout Law and Promise from an adult point of view, and be prepared to apply them.
- Rule 688.3 Be prepared to commit himself/herself to some form of service to the Scout Movement and/or to the community, provided that he/she may be temporarily excused from such service by his/her Crew Council on the grounds that he/she is studying or for similar valid reasons.
- Rule 689.1 A recruit who has been a Scout wears uniform as in Rule 708 and Badges as in Rules 801 to 808 (where appropriate).
- Rule 689.2 A recruit who has not been a Scout and who wishes to wear uniform and badges as in Rule 689.1 during his probation must take the Scout Promise.

INVESTITURE

- Rule 104 On investiture, Scouts and Rover Scouts make, or where appropriate, reaffirm, the Scout Promise.
- Rule 808 An invested Rover Scout wears green shoulder straps (epaulettes) superimposed on the shoulder straps of the shirt.

ROVER AWARDS

There are seven Proficiency Awards for Rover Scouts, any four of which qualify for the BP Award.

- (a) The Scoutcraft Award
- (b) The Rambler's Award
- (c) The Project Award
- (d) The Scouter Training Award
- (e) The Civics Award
- (f) The Careers Award
- (g) The Community Service Award

These awards indicate the lines on which a Rover Scout Leader is expected to encourage his Rovers in their own self-development. They give material for lines of study and programme activities which, however, need not be restricted to the subject matter of the Awards.

WEARING OF ROVER AWARDS

1. No Rover Scout or Recruit to the Rover Crew may wear Scout or Cub Interest Badges, either general or special, except as provided in Paragraph 2 below.
2. A Rover Scout who has gained the Bushman's Thong may continue to wear it on his Rover Scout uniform (except as in Paragraph 3 and 4 below).

A Rover Scout who has gained the 'Top' Scout Award may wear it between the shoulder and the elbow of the left arm (except as in paragraph 4 below).

3. Rover Scouts who are also Scouters may not wear the Bushman's Thong.
4. On gaining the BP Award, a Rover Scout will remove all other Interest Badges or Awards that he holds.
5. The Proficiency Awards are granted by the LA on the recommendation of the RSL and Crew Council, and are described and worn as follows:
 - a. THE SCOUTCRAFT AWARD is worn on the left epaulette in the upper third. Design: Bronze Arrow Head
 - b. THE RAMBLER'S AWARD is worn on the left epaulette in the middle third. Design: Rambler Rose surmounting a Scout badge.
 - c. THE PROJECT AWARD is worn on the right epaulette in the upper third. Design: Oakleaf and Acorn surmounting a Scout badge.
 - d. THE SCOUTER TRAINING AWARD is worn on the right epaulette in the middle third. Design: Bronze Star.
 - e. THE CIVICS AWARD is worn on the right epaulette on the outer third. Design: Protea.
 - f. THE CAREERS AWARD is worn on the left epaulette on the outer third. Design: Ladder and Scout Arrowhead.
 - g. THE COMMUNITY SERVICE AWARD: Design Silver Star. This award is worn in any vacant position on either epaulette.

THE B-P AWARD

The B-P Award is worn on the left epaulette. The B-P Award is granted by the Local Association on the recommendation of the District Commissioner and Rover Scout Leader on the prescribed form.

It is accompanied by a certificate signed by the Chief Scout, South Africa. Before being awarded the B-P Award, a Rover Scout must:

- (1) hold four of the seven Rover Scout Proficiency Awards;
- (2) be recommended by the Group Scouter, the Rover Scout Leader and the Crew Council as a Rover who is setting a personal example of the Scout way of life and who is carrying out the Rover motto of "Service".

ROVER PROFICIENCY AWARDS

The requirements for the Awards are as follows:

The Scoutcraft Award

- (a) Produce a personal camp logbook showing that you have camped on at least fifteen separate occasions (for at least one night each) on three or more different campsites and demonstrate that you are accustomed to camping in strict compliance with "Camping Standards".
- (b) Demonstrate that you are proficient in camp catering and cooking and in the use and care of camp equipment.

- (c) Demonstrate that you are competent to instruct or examine in any two of the following Scout Interest Badges: Air Navigator, Backwoodsman, Campfire Leader, Astronomer, Woodcraftsman, Cook, Veldcraft, Firefighter, Pioneer and Public Health. (You need not be required to act as Examiner or Instructor in the Badges selected.)

The Rambler's Award

- (a) Demonstrate that you are competent to instruct or examine in one of the following Scout Interest Badges: Veldcraft, Mapping, Cook, Guide or Hiker. (You need not be required to act as an instructor or examiner).
- (b) (i) Plan a series of hikes of not less than 25km each with an aggregate of 125km and involving not less than three nights camping. Submit your plan to the Rover Scout Leader and Crew for approval.

The hikes, which must avoid made roads and to a large extent be cross-country, must be of a standard to test endurance, self-reliance, initiative, and determination.

(Where actual mountaineering or particularly difficult country is to be covered, the aggregate distance may be proportionately reduced at the discretion of the District Commissioner).

- (ii) Carry out the planned hikes and submit a log which shall give dates, places, and distances, and such other information as will not only interest other hikers but enable them to follow the route taken. Notes on nature development, etc should be included. No detailed map of the route is required, but sketch maps must be included to cover all difficult and interesting points on the route.

The Project Award

- (a) Choose, plan and devote at least three months to a project. Keep a record of your activities. At least twice during the period report progress to the Rover Scout Leader and Crew; produce records supported by any charts, models, maps or exhibits which may be needed to elucidate the project. On these occasions you may seek advice or assistance from the Crew if you feel this is necessary.

NOTE: a project may be defined as a self-imposed task demanding skill, application, and care. You may choose your own subject with the following limitations:

- (b)
- (i) The subject may not be connected with practical Scoutcraft and must differ materially from the subject chosen for the Civics Award. The subject should be chosen from such fields as art, literature, music, drama, science, world affairs, hobbies, handicrafts, cultural traditions, journalism, ecology, wildlife, etc.
- (ii) The subject chosen should have no bearing on your career.
- (iii) The subject chosen must be formally approved by the Rover Scout Leader and the Crew as suitable and worthwhile.
- (c) When you are yourself satisfied that you have completed your selected project, you must demonstrate the result of your work to the Rover Scout Leader and Crew. The Rover Scout Leader and Crew, after seeking any necessary expert advice, will then decide if you have reached a satisfactory standard of attainment. If necessary, before being passed, you may be asked to do further work on any aspects which do not qualify.

The Scouter Training Award

You are required to demonstrate knowledge of the principles of Scouting or Cubbing. The content and standard required is that of a Basic Skills course and a Preliminary Wood Badge course in the Branch (Cub Pack or Scout Troop) in which you will seek a Warrant.

The Civics Award

Show by means of a talk, or by taking part in a discussion before an audience consisting of the members of your Crew, that you have made a close study of some social or civic question of current interest.

You should show that in preparing your paper you have made use of newspapers and literature of varying shades of opinion and have visited places related to your subject, eg. town councils, parliament, Courts of Law, farms, eroded and re-established areas, etc.

The following list suggests some of the subjects that you might choose: soil conservation, agricultural reform, road safety, problems of urbanised communities, the African community, the 'coloured' community, the Indian Community, the White community, penal reform, the power/freedom of the press, the responsibilities of marriage, the upbringing and education of children, health services, career selection, employer/employee relationships, establishing a home, drug abuse, etc. The talk should be illustrated by photographs, newspaper cuttings etc.

The standard will be assessed by the work put into preparation, and not your debating ability.

The Careers Award

1. You must be engaged in a recognised system of post-school training leading to professional or technical qualifications for your career.
2. You must produce evidence that your progress in your studies and training has been above average in any one year.
3. You must, at least three times during the year, report progress to the RSI. and Crew producing evidence (models, essays, notebooks, etc) in support of your claim.
4. When you are yourself satisfied that you have a claim to the Award, you must submit evidence to the Rover Scout Leader and Crew who, after seeking any necessary expert advice, will decide if you have reached a satisfactory standard of attainment. If necessary, before being passed, you may be asked to do further work on any aspect in which you have not qualified.

Community Service Award

For this Award you are required to:

1. Prepare and give a talk to a group of Scouts or other young people on the subject of service to the community.
2. Participate in a local community project of your own choice for a period of six months (or longer if desired).

NOTE: You can select from a myriad of projects, such as:

extra lessons for school children; repair and/or maintenance of school buildings, clinics etc; conservation work such as reclaiming dongas, repairing fences, planting trees; construction of civil improvements in the village such as water drains, latrines, etc; acting as a secretary/treasurer/committee member of a local community project/students' society/club/Students' Christian Association etc; helping in an adult literacy/numeracy project; helping to run a youth group; working with handicapped people; helping the local church or religious group; assisting at a tuberculosis settlement; assisting the blood transfusion service; voluntary first aid work; Fire Brigade duties; etc, etc.