SCOUTS®
South Africa

Member of the World Organisation of the Scout Movement

badge book



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section 1: the aims and methods

1. **Definition**

The Association is governed by its Constitution as an independent, non-political, non-governmental, non-profit and educational movement for boys and girls and adults open to all without distinction of origin, race or creed, in accordance with the purpose, principles and method of the Scout Movement conceived by the founder Robert Baden Powell and stated below.

2. **Aim**

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:

- Developing their character;
- Training them in citizenship;
- Developing their spiritual, social, intellectual, and physical qualities;

3. **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.

4. **Method**

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.

5. Membership

5.1. Membership of the Association is voluntary.

5.2. Membership of the Association is open to all boys and girls and adults irrespective of origin, race, creed, sect or class who accept and adhere to the principles of the Movement and who make the Scout or Cub Promise as the case may be.

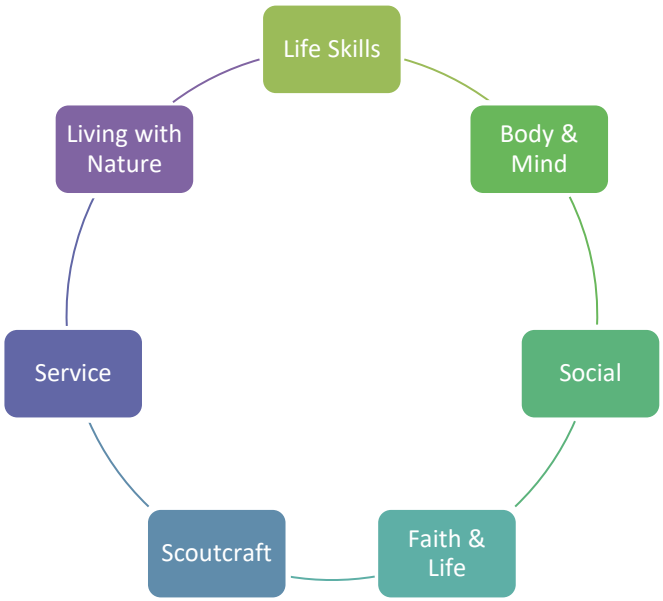
5.3. In addition to membership defined above, lay membership is open to all persons who accept and adhere to the aim and principles as defined above.

6. 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 the **Organizational Rules**, **The Constitution, The Cub Trail, The Cub Badge Book**, **The Scout Trail** and **Scout Badge Book**.

7. Training Programmes

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 and girls of different age-groups. The programmes are designed to cover the following areas of growth in the individual:



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.

8. **Provision for Handicapped Cubs & 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.

9. **Uniform & Badges**

Scout uniforms, literature and other equipment are obtainable from the Scout shop in your Region. Your Group will provide you with its accepted uniform policy. If the Group does not yet have an individual policy, please refer to the **Uniform Policy** as issued by the National Office.

Please refer to the badge charts as issued by the National Office from time to time to confirm where your badges should be sewn onto your uniform. Additional charts are included in the annexures to this book.

section 2: the scout

1. **The Scout Promise**

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".

2. **The Scout Law**

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/sister 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.

3. **The Scout Motto**

The Scout Motto is: "Be Prepared."

4. **Admission to the Scout Troop**

Eligibility as a Cub/Scout

A boy or girl may be admitted to the Wolf Cub Pack at the discretion of the PS, and in accordance with Group Scouters' Council policy, at the age of not less than seven years old. A Cub may, "go up" to the Troop at the age of ten years and six months after consultation between the PS and TS. Each Cub must be assessed on individual circumstances. A Cub may remain in the Pack until reaching the age of eleven. The Group Scouters' Council shall however not adopt a policy that the Cubs remain in the Pack beyond the age of eleven years without the approval of the Regional Office.

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.

On the recommendation of the Regional Commissioner, the National Commissioner for Scout Programme shall have the option of extending the time allowed for any scout over the age of eighteen who still wishes to complete the Springbok Award.

5. Investiture

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 adults 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 **Entsha Scout Trail**.

6. The Scout Training Programme

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.

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

There are five stages of Advancement Badges:

- Link Badge / Troop Membership
- Traveller
- Discoverer
- First Class
- The Springbok Scout Award

The requirements for each are set out in Section 3 below and the **Scout Trail**.

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.

Scoutcraft Badges and Interest Badges for different subjects for Scouts. Except for the badges required for the "Advancement Programme" which may only be earned when the Scout is over 14 years of age or when the Scout is working on the advancement level for which the badge is required, 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**.

Scouts may not wear Advancement or Interest Badges gained as Cubs except for the Leaping Wolf Badge and the Link Badge.

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.

After investiture a Scout may earn and wear any Scoutcraft and Interest Badge, except for the badges required for the "Advancement Programme" which may only be earned when the Scout is over 14 years of age or when the Scout is working on the

advancement level for which the badge is required, provided that the Scout qualifies fully under the conditions laid down for the relevant badge.

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.

7. Direct Advancement & Direct Entry

Direct advancement for a Scout is permitted in exceptional cases up to the ceiling of First Class, to allow the Scout to advance with their peers or the new entrant to commence at the level of his/her peers. Permission for direct advancement must be obtained from the Regional 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 Discoverer or First-Class Badge without being awarded the intermediate Advancement Badge or Badges, according to the following table.

Advancement level to be awarded	**Minimum age of Scout or school standard in which Scout must be for direct advancement**
Discoverer	12 ½ Grade 9
First Class	14 ½ Grade 10

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.

8. Progress Through the Advancement Programme

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. A scout who is granted "Direct Advancement" by the Regional Commissioner is not required to carry out activities below the entry levels stated above.

Scouts may only be awarded the Springbok Badge after they have completed the First-Class Badge.

Before being awarded the Springbok Badge, a Scout must:

- be sixteen years old or have passed Grade 10;
- hold the First-Class Badge;
- fulfil the requirements as set out in the **Scout Trail**

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

9. **Wearing of Advancement Badges**

The Link Badge, when earned, is worn on the left sleeve of the shirt with the upper edge of the badge 6 cm above the right pocket and centred to the right pocket. Cubs who have earned the Link Badge continue to wear it in the Scout Troop until it is replaced by the Traveller Badge.

10. **Temporary Emblems**

10.1. Temporary emblems for jamborees, National or Provincial events are worn on the right breast with the lower edge 5 cm above the right pocket and with the left-hand edge of the emblem in line with the left-hand edge of the pocket.

10.2. Recruiter Badge, Silver for recruiting one member and Gold for recruiting five members 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.

10.3. National or international Jamboree and Regional event badges may be worn until replaced by a subsequent event badge.

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

11. **Hat Badges**

11.1. Scouts wear the South African arrowhead badge in metal on the front centre of the Scout hat with the bottom of the badge 1,0 cm above the hatband.

11.2. On the Scout beret, the metal badge is positioned on the left front over the left eye with the bottom of the badge 1,5 cm above the leather rim.

11.3. On the Scout hike cap, a cloth South African Scout arrowhead badge is worn in the centre front of the cap, 1,5 cm above the peak.

11.4. On the Sea Scout cap a black cap tally is worn with the South African Scout arrowhead badge embroidered on the front centre.

12. Patrol Colours

The identity of a Patrol is indicated by a circular cloth patch, measuring 4,5 cm in diameter, featuring the Patrol emblem in the two Patrol colours as defined in the South African list of Patrol names. The Patrol patch is worn centrally on the left sleeve 0,5 cm below the mid-point of the left shoulder strap where it joins the sleeve.

The official list of South African Patrol badges available are:

Albatross	Gemsbok	Leopard	Sable
Bat	Giraffe	Lion	Sabre (Air)
Bokmakierie	Goshawk	Mirage (Air)	Sandpiper
Buccaneer (Air)	Hartebeest	Mosquito (Air)	Seagull
Buffalo	Heron	Owl	Seal
Cape Robin	Hippo	Pelican	Spitfire (Air)
Cheetah	Impala (Land)	Penguin	Springbok
Crocodile	Impala (Air)	Petrel	Swift
Cobra	Jaguar (Air)	Phantom (Air)	Tomcat (Air)
Crow	Kestrel	Puffadder	Turtledove
Eagle	Kingfisher	Python	Whale
Eland	Kudu	Rhino	Wildebeest
Elephant	Laughing Dove	Rock Pigeon	Woodpecker
Zebra			

13. Badges of rank

13.1. An Assistant Patrol Leader (APL) Second wears badges as for a Scout with the addition of a single vertical white stripe 1,5 cm wide on the left breast pocket of the shirt centred between the right-hand edge of the World Scout Membership Badge and the right-hand edge of the pocket. This stripe is 7,5 cm long with the mid- point in line with the mid-point of the World Scout Membership Badge. In the case of Sea Scouts, when the shirt worn is white, the single vertical stripe is dark-blue in colour.

13.2. A Patrol Leader wears badges of rank as for a Patrol Second with the addition of a second vertical white stripe 7,5 cm long and 1,5 cm wide in the

corresponding position on the left of the World Scout Membership Badge. In the case of Sea Scouts, when the shirt worn is white, the two vertical stripes are dark-blue in colour. Patrol Leaders (Scout and Air Scout) replace the metal South African Scout arrowhead badge on the Scout hat or beret with the Patrol Leader's hat badge, which is a South African Scout Arrowhead badge surrounded by a laurel wreath. Sea Scout Patrol Leaders replace the Scout tally with a Patrol Leader's tally having embroidered on it the South African Scout Arrowhead badge surrounded by a laurel wreath.

13.3. A Troop Leader wears badges of rank as for a Patrol Leader with the addition of a third vertical white stripe 7,5 cm long and 1,5 cm wide worn behind the World Scout Membership Badge and centred to it. In the case of Sea Scouts, when the shirt worn is white, the three vertical stripes are dark-blue in colour. A Troop Leader wears the hat badge as for a Patrol Leader and continues to wear the emblem of his or her former Patrol.

14. Scout Advancement Badges

Advancement badges (Link Badge, Traveller, Discoverer, First Class and the Springbok Award) are worn on the left sleeve of the shirt as indicated on the Badge Charts.

The Link Badge is removed when the Scout is awarded the Traveller Badge. The Traveller, Discoverer and First-Class Badge are worn cumulatively. They are removed when the Springbok Badge is awarded.

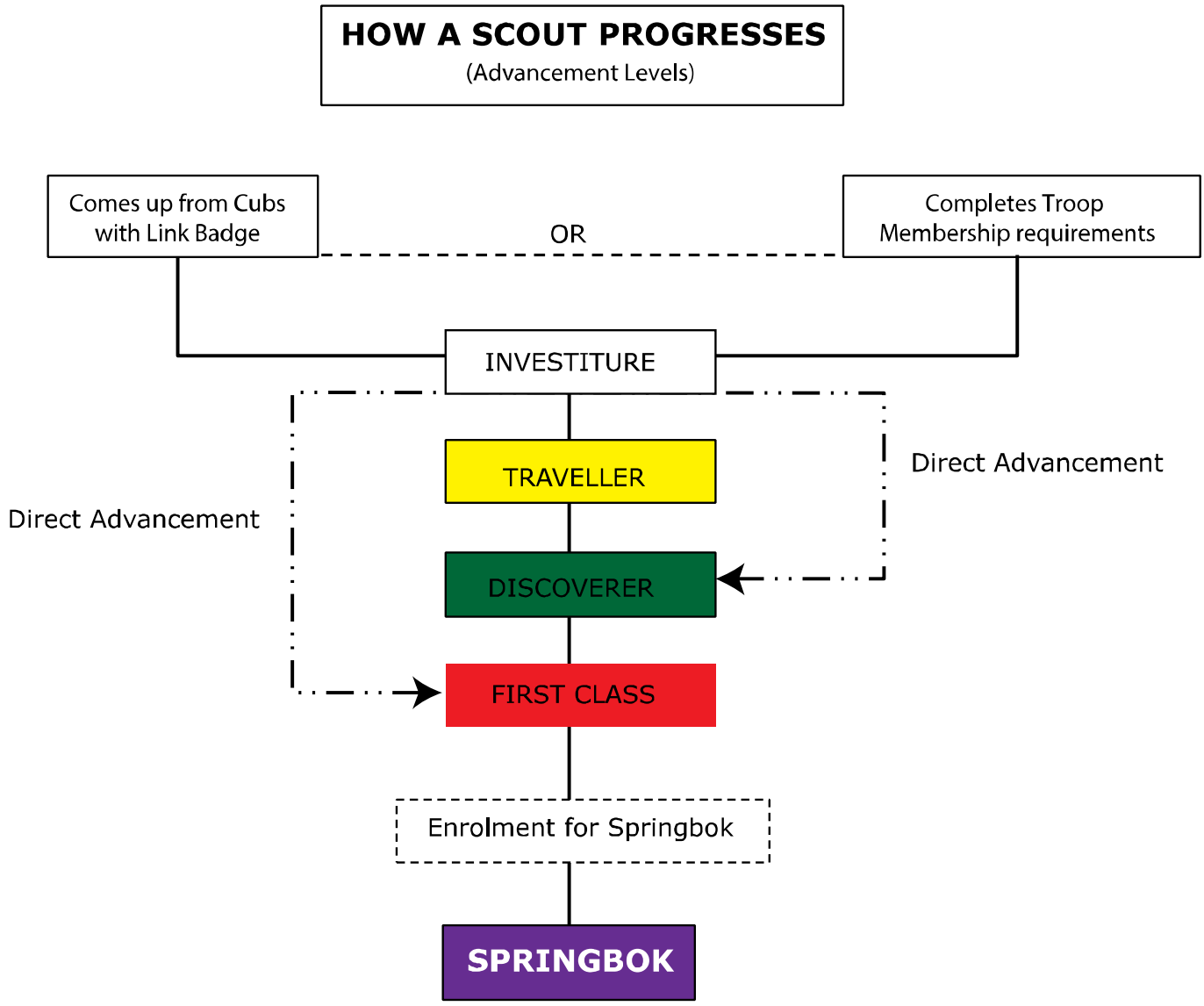
15. Scout Scoutcraft and Interest Badges

15.1. The six Scout Interest Badges gained for the First-Class Badge are worn grouped around the Advancement Badge(s) on the left sleeve. The badges as earned are worn in the order shown in Badge Charts.

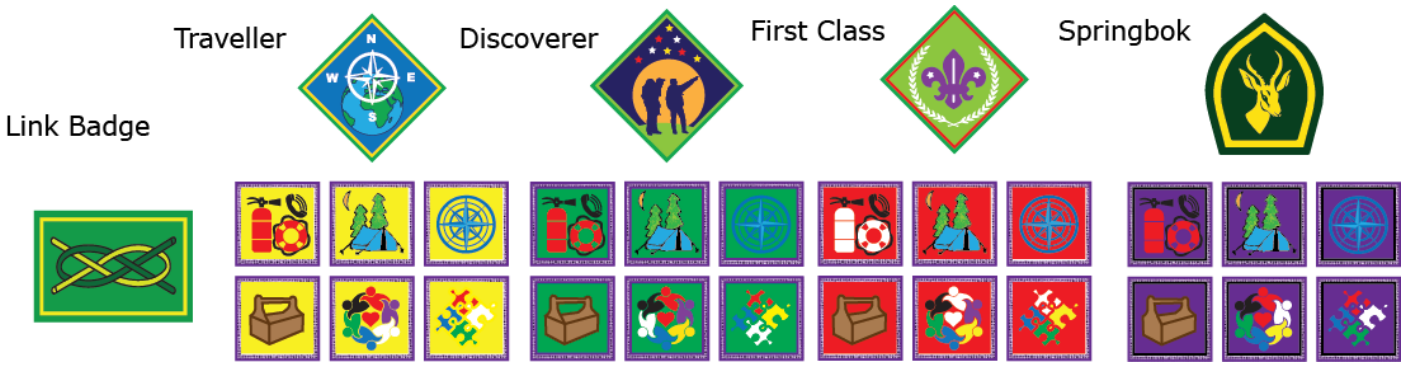
15.2. All other Scout Interest Badges are worn on the right sleeve in four parallel rows 0,5 cm apart centred on the mid-line of the shoulder strap and with the top edge of the top row 5,0 cm from the shoulder seam. The badges as earned are positioned and worn in the order shown by the numbers in Badge Charts.

15.3. Scoutcraft Badges are removed from the shirtsleeve when the equivalent Interest Badge is earned, with the Interest Badge worn in place of the corresponding Scoutcraft Badge.

16. How a Scout Progresses

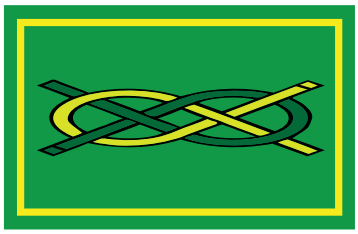


17. Overview: The Scout Advancement Programme



section 3: advancement requirements

link badge



Name: _____

No	Requirement	Passed	Date
1	Attend at least three formal Troop meetings		
To be completed with your Patrol Leader:			
2	Demonstrate correctly the Scout salute, Scout sign and the left handshake, and explain when each is used		
3	Recite the Scout Motto.		
4	Make a personal Be Prepared kit with emergency numbers to be kept in your pocket		
To be completed with your Troop Scouter:			
5	Repeat from memory the Scout Promise and Law, and explain their meaning and how to carry them out		
6	Show a general knowledge by talking about the life of the Founder, Lord Baden-Powell of Gilwell, why he started Scouts and the spread of Scouting world-wide		
7	Sing or recite the national anthem and briefly describe its history, recognise the South African flag and national symbols as well as the Coat of Arms.		
8	Show an understanding of your rights and responsibilities as a child and when to say "no".		
9	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 Scouter		
10	Be introduced to the Court of Honour by your future Patrol Leader.		

Advancement Awarded		
Invested as a Scout		

troop membership



Name: _____

No	Requirement	Passed	Date
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	Show a general knowledge of the life of the Founder, Lord Baden-Powell of Gilwell, and his contribution to the development of world Scouting		
5	Sing or recite the national anthem and briefly describe its history. Draw the South African Flag. Be able to recognize 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 youth 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

(c) An invested scout may earn any Scoutcraft or interest badge but must be encouraged to obtain his Traveller before attempting any Scoutcraft Badges

Invested as a Scout

traveller advancement





Challenge Badge One – Safety Awareness

Requirement	Clause
Know how to keep yourself safe:	
1. General Safety	Discuss in your patrol **OR** with another Scout stage a role-play: that emphasises the importance and principle of the buddy system.
2. In an Emergency situation	A. At a simulation staged by your Scouter or PL, know how to approach an emergency scene safely, including the 3 H's (Hazard, Hello, Help) and the importance of your own safety over the safety of the victim. As part of this requirement memorise the main contact numbers for the various emergency services in your area and know how to report an emergency to these services correctly. B. Discuss various methods of how to draw attention to yourself in an emergency situation where you do not have access to a telephone. C. Show a basic knowledge of ground-to-air signals. D. Understand the dangers of fires and how they spread. Describe that you know how to use a fire extinguisher of any sort, and under the correct conditions. Demonstrate how to extinguish a camp or camp kitchen fire correctly using a sand or water fire bucket.
3. In Water	A. Earn the Swimming s/c badge. **OR** Swim at least swim 50 m in any stroke and keep yourself afloat for 5 minutes using any method as appropriate to your environment. **OR** At the discretion of your Scouter, design and make a poster that explains water safety and how to be safe around bodies of water.

	B. Explain and demonstrate the components of the Reach, throw, row and go concept of assisting a swimmer in difficulty.



Challenge badge Two – living outdoors

Requirement	Clause
Learn the skills of living outdoors for:	
4. Shelter	A. Go camping for a total of three nights. This can be at formal camping sites or identified safe area in the community.
	B. During these camps show your Scouter or PL that you have the skills to do the following: a. As part of a patrol (or by yourself) pitch and strike a tent or other communal shelter.
	C. Using natural or recycled materials, build a shelter for yourself, make a bed on the ground and sleep there for one night.
	D. Assist in the construction of a Patrol campsite.
5. Cooking	A. Lay and light a fire and cook a simple meal from raw ingredients for yourself. Explain the dangers of a fire for cooking and the necessary precautions to prevent an accident.
	B. Start a fire with either 1 match or an alternative fire-lighting method (excluding a lighter).
6. Equipment Care	Explain, and where possible demonstrate, how to care for and store at least **four** of the following items of equipment in your troop: a) Tents, gazebos and other forms of shelter. b) Kitchen equipment. c) Ropes, poles and other pioneering equipment d) Gas cooking and lighting equipment or their equivalent. e) Compasses, maps and other navigational equipment. f) Any specialised equipment like climbing gear, boats or aircraft.
7. Personal	A. Use a kit list to check and pack your personal kit.
	B. While on a camp, maintain personal hygiene and explain the need for it.



Challenge Badge Three - Adventure

Requirement	Clause
Learn the skills of living outdoors for:	
8. Map Work	Orientate a map to north. Explain the difference between True North and Magnetic North.
9. Map Work	Draw a simple map, using traditional mapping symbols, showing the presence of significant features around your scout meeting place / home/ or school for at least 1km . Show 5 points of interest on your map, e.g. police, fire, shops, school, doctors.
10. Map Work	Be able to direct someone to two places in your community that are at least three kilometres apart. **OR** Using a street map, find the shortest route to two points of interest up to five kilometres away.
11. Map Work	Demonstrate how to find north without a compass as well as with a compass or improvised compass.
12. Expedition	Participate in one day / overnight expedition of at least 10 km in distance. The expedition can take place on land, or water. Scouts can either walk or use any form of self-propelled transportation. A week after the expedition, give an oral report back to your PL (Patrol) or TS on what you experienced.



Challenge Badge Four – scOUT Skills

Requirement	Clause
I have learnt the basics of a few skills	
13. Knots	A. Tie the six basic knots and show practically how they are used: a. Reef Knot b. Sheet Bend c. Clove Hitch d. Sheepshank e. Round Turn & 2 Half Hitches f. Bowline
13. Lashings	B. Tie the following lashings and show practically how they are used: a. Square Lashing b. Sheer Lashing c. Figure-of-eight Lashing

13. First Aid	C. Wounds and bleeding a. Demonstrate how to clean and dress a wound. b. Demonstrate how to control bleeding. c. Explain the dangers of a dirty wound and the potential for 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.
13. Axemanship	D. Demonstrate the parts of an axe and/or a bowsaw. iv. Demonstrate how to sharpen an axe or any other blade. v. Demonstrate the safe use of an axe and/or bowsaw. vi. Know how to care for and store an axe and/or bowsaw.
14 & 15. Skills set	vii. Complete at least **two** of the following Scoutcraft badges: a. Pioneering Scoutcraft Badge b. Handyman Scoutcraft Badge c. Watermanship Scoutcraft Badge d. Airmanship Scoutcraft Badge e. Climbing Scoutcraft Badge f. Observation Scoutcraft Badge g. Fires and cooking Scoutcraft Badge h. Food for Life: the starter level

Challenge Badge Five - Service

Requirement	Clause
Participate in service projects run by your troop members. Be aware of the three different types of service opportunities	
16. Service	i. Be an active member of your troop service activities and spend at least 6 hours participating in them.
17. Environmental	i. Explain the reason for the Outdoor code. ii. Obtain the conservation scoutcraft badge **OR** Complete one of the following (or other suitable project as approved by your Scouter (and/or COH): a. Construct a bird feeder and document the birds that you see over a period of a week b. Clean up litter at your school or other public area agreed upon by your Scouter c. Assist at a local animal shelter for 10 hours d. Clear alien vegetation from an area agreed upon by your Scouter. e. Clean part of a waterway as agreed upon by your Scouter

18. Conservation	ii. Obtain the conservation scoutcraft badge. **OR** Complete one of the following (or other suitable project as approved by your Scouter (and/or COH): a. Construct a bird feeder and document the birds that you see over a period of a week. b. Clean up litter at your school or other public area agreed upon by your Scouter. c. Assist at a local animal shelter for 10 hours. d. Clear alien vegetation from an area agreed upon by your Scouter. e. Clean part of a waterway as agreed upon by your Scouter.
19. Movement Service	i. Bring two friends to visit to your troop meetings or Troop activity. **OR** ii. Participate in a patrol activity where you wear your uniform for an event in a public place.



Challenge Badge Six – Personal Development

Requirement	**Clause**
Basic Leadership	
20. I know how the movement works	Keep a record book of scout events (camps and hikes) that you have attended. This should include at least 5 entries.
21. Flag Ceremony	Take an active roll in the troop flag ceremony and give the opening and closing prayer.
22. Complete the LDC2 Course	Fulfil the requirements of a basic leadership cour**se** (LDC1). **OR** Demonstrate your knowledge to plan for a patrol day activity including the permit, programme, catering, etc.
23. The Patrol Structure	Explain the use and reason for the patrol structure in the scouting movement as well as the function of the group, district and region (where applicable). Participate in a patrol in council meeting .
24. Campfire Participation	Attend a campfire and participate in a campfire skit.
25. I look after my Body, Mind and Soul.	Attend and participate in a scout's own ceremony.
26. Personal Development Badge	Complete one of the following Scoutcraft badges: a. Patrol activity b. Religion and Life

c. Dance
d. Fitness

discoverer advancement





Challenge Badge One – Safety Awareness

Requirement	Clause
Demonstrate your ability to teach your patrol members to be safe:	
1. At Home & Camp	A. Devise a safety checklist for your house or other building. B. After approval by your Scouter, use that checklist to make an inspection of the building. Hazards that could be checked include oil lamps; pressure stoves; Flannelette, silk, nylon, Christmas decorations; Plastics; Inflammable liquids; electrical outlets or appliances; Liquefied Petroleum Gas (LPG), etc. C. Explain the hazards found, why they are hazards and how they can be corrected. Within the constraints of your ability and finances correct these hazards you have identified.
2. Outdoors	While on a camp, assess the potential hazards in and around your campsite. Compile a list and discuss these hazards with your Scouter (or PL). Assist in rectifying these hazards.
3. Describe an incident	Give an accurate account of an incident, either natural or staged, lasting at least 1 minute and involving at least 3 persons to your Scouter / PL or designated person
4. At the Scene of an accident	At an accident scene staged by your scouter or PL, demonstrate an ability to take charge of the scene of an accident. As part of the incident you should ensure that the scene is made safe, that other first aiders are conscious of their and the patient's safety and that the incident is properly reported to the proper authorities. Use your first aid skills to provide basic first aid to the patient.



Challenge Badge Two – Living Outdoors

Requirement	Clause
Lead a patrol in a camp and observation of nature:	
5. Camping	Produce a proportional drawing or a model of a standing Patrol campsite, making use of the equipment available in your Troop, and explain reasons for the layout.
6. Assist in Planning a Camp	Demonstrate your ability to assist your Scouter or PL in the planning one part the logistics: like first aid or meals and food shopping or sourcing of equipment for a troop or patrol camp as well as assisting in the training of younger scouts on the camp. Be responsible for one specific aspect of the camp.
7. Cooking	A. Cooking a balanced dinner in a backwoods style (without the use of pots or standard kitchen utensils). B. Bake a loaf of bread over a fire.
8. Survival	Earn the Survival scoutcraft badge. **OR** Demonstrate how to meet the following needs in a survival situation in the outdoors: a. Food b. Shelter c. Warmth d. Clean drinkable water
9. Stalking and Tracking	A. Demonstrate ways to stalk and track animals including the use of camouflage. This exercise should include the solving of a tracking story set by the examiner or tracking an animal for 500m in the bush. B. Undertake an activity involving nature observation. Examples of this are: How to identify animal spoor at a waterhole, beach or place where spoor or footprints are evident. **OR** ii Making negative or positive castings or sketches of a variety of impressions and identify the animals involved. **OR** Developing a bird or animal list from the spoor prints or observing the changes in bird and animal life at three different times in one day. **OR** Any similar activity approved by your Scouter.



Challenge Badge Three - Adventure

Requirement	Clause
I have advanced my own mapping skills and can teach mapping skills	
10. Expedition	Plan and run a day expedition of at least 10km for your patrol which fulfils at least one of the following criteria: i. Use a recognised hiking trail; ii. To another Scout hall; iii. To an unusual or interesting locality. iv. A planned route on a dam or waterway. **THEN** Write at least a 5-page log, that includes a strip map of a certain section of the hike) and submit it to your TS for approval. The log must be submitted within two weeks of the expedition.
11. Navigation skills	Complete one of the following scoutcraft badges: i. Map Reader ii. Hiking iii Chart Reader iv. Air Planner



Challenge Badge Four – scOUT Skills

Requirement	Clause
I am competent at one skill	
12. First Aid	Complete the First Aid scoutcraft badge.
13. Skills set	Complete an interest badge from the Skills set obtained in the Traveller section: a. Pioneering b. Handyman c. Boatman d. Helmsman e. Canoeist f. Air Traffic Controller g. Air Glider h. Rock Climbing i. Cook j. Food for life (Silver) k. Veldcraft



Challenge Badge Five - Service

Requirement	Clause
Get involved in service projects	
14. Service to the Movement	Complete **one** of the following or a similar event approved by your Scouter: a. Write up a scout event that you have attended or a component of your troop history for a paper or troop blog or website. **OR** b. Organise a wide game or similar activity in a public area in uniform.
15. Service to the Environment	Earn the World Scout Environment badge **OR** Identify an outdoor environmental service project to improve the quality of the environment in your community. The total project should take six hours. Complete this service by you self or lead your patrol in meeting this need.



Challenge Badge Six – Personal Development

Requirement	Clause
I have advanced my leadership training	
16. Leadership	Attend three PIC meetings and explain the functions of both the PIC and CoH to your Troop Scouter.
17. Own Growth	Attend a course or fulfil the criteria for LDC2. **OR** Demonstrate your ability how it instruct scout(s) on a scouting skill.
18. Developing Faith	Assist in planning a scout's own and help run it on a camp.
19. Leading Campfires	Lead a song or other activity at a scout campfire.

first class advancement





Challenge Badge One – Safety Awareness

Requirement	Clause
Extend your own knowledge of this theme.	
1. In your community	Research one of the following scenarios and, after discussion with your scouter, prepare an imaginative training exercise designed to provide your patrol members with practical advice on how to survive a scenario with the least risk of harm from the list. Run the exercise and discuss the results with your scouter: a. A hijacking; b. A home intrusion; c. An armed robbery; d. A gang battle; e. Any other similar topic approved by your scouter.
2. Bullying	Lead a discussion in your patrol on abuse and bullying at school or on the internet including how to protect younger scouts or friends from abuse.
3. Self Defence	Learn some basic self-preservation techniques/ strategies and train your patrol in these self-preservation strategies/ techniques. **OR** Earn the Master-at-Arms badge.



Challenge Badge Two – Living Outdoors

Requirement	Clause
Develop your skills in campcraft including backwoods camping. Assist in planning a Troop Camp	
4. Outdoor skills	Earn **one** of these Interest badges: a. Ornithologist b. Hike Leader c. Astronomer d. Weatherman e. Woodcraftsman f. Backwoodsman g. Camp Quartermaster h. Water Biologist i. Air Meteorologist j. Waterways k. Voyager l. Wave Rider i. Forester
5. Camping	Plan and run an overnight camp for at least three younger scouts away from your troop meeting place within the limits of your equipment.
6. Cooking	Be able to explain to younger scouts the importance of conserving wood resources by building and demonstrating the successful use of **two** of the following: Hay box or wonder box, Reflector oven, Solar box, Conservation wood stove, Camp fridge, Solar water heater for showers, Solar water sterilizer, Similar device (approved by your TS).
7. Cooking & Leadership	iv. Lead your patrol in planning, cooking and serving a three-course hot meal to at least six people including a guest who will be your examiner. The meal must be cooked from raw ingredients and cooked on an open fire. Demonstrate an understanding of the essential components of a balanced and healthy diet and explain how your meal meets these criteria.



Challenge Badge Three - Adventure

Requirement	Clause
Develop your skills in campcraft including backwoods camping. Assist in planning a Troop Camp	
8. Expedition	Plan and take your patrol on an expedition which is a hike /walking / non-motorised form of transport expedition of at least 20 km (or equivalent). This expedition must be over two days and have an overnight component. **THEN** Write a log report of a minimum of ten pages that will be

	included in your personal log. This log must be submitted within three weeks after completion of the expedition.
9. Navigation Skills	Complete one of the following interest badges: a. Mapping b. Voyager c. Air Navigator d. Guide e. Advanced Navigation f. Charting
10. Map Work	Plan and run a training exercise for at least three younger scouts on three aspects of mapping skills, as agreed upon by your TS.



Challenge Badge Four – scOUT Skills

Requirement	Clause
I have broadened my knowledge to two skill sets	
11. First Aid	Complete the First Aid Interest Badge.
12. Skills set	Complete a second interest badge or an interest badge from the Skills set obtained in the Traveller section: a. Pioneering b. Handyman c. Boatman d. Helmsman e. Canoeist f. Air Traffic Controller g. Air Glider h. Rock Climbing i. Cook j. Food for life (Silver) k. Veldcraft



Challenge Badge Five - Service

Requirement	Clause
Get involved in service	
13.Community Service	Plan and run a community project. Spend at least 10 hours over at least one month by yourself or with your patrol in meeting this need. These may include one of the following or another project approved by your Scouter: a. Caring for a sick person (this could include doing the shopping and mowing the grass for example). b. Helping at an old age or children's home. c. Helping prepare a food garden. d. Helping younger children who are disadvantaged or who have disabilities with reading or homework (or other ongoing activity).
14. Movement Service	i. Complete one of the following or a similar event approved by your Scouter: a. Attain the Cub Instructor badge. b. Recruit two new scouts or cubs. c. Organise and run a recruitment drive or Scout marketing event. d. Be a full time staff member of a recognised PLTU course, with the approval of the Course Director for that course. This option is normally for those that have attended a PLTU Course themselves as a participant.
15. Environmental Service	Give a presentation to your Troop on a National or International wildlife / environmental agency that has branches in South Africa. Discuss one of their local projects and how Scouts could get involved.



Challenge Badge Six – Personal Development

Requirement	Clause
I understand how Patrol Leadership works - Complete **five** out of the eight options	
16.	Lead your patrol to obtain patrol activity badge (two patrol members/ scout longer than a year). **OR** Lead your patrol to obtain at least a bronze star patrol award.
17.	Contribute to or maintain the patrol /troop log book or blog for a term. This should include at least 5 entries.
18.	Set up and man a static public display on scouting in your Troop for one day.

19.	On your own or with another scout, plan and lead a campfire that is at least 40 min long.
20.	Attend a PLTC course.
21.	Obtain one physical activity interest badge. For example: Athletes , Physical Fitness, Sportsman, Archer, Master-at -Arms, Surfer, Canoeist, Hike Leader, etc
22.	Plan and lead a friendship activity with a patrol from another troop.
23.	Discuss with your patrol the concept of succession planning. After approval from your Troop Scouter or COH develop and implement a plan to mentor the next scout in line to you.

springbok advancement



Challenge Badge One – Safety Awareness

Requirement	Clause
Specialise in an area specific to this theme	
1. In Your Community	Earn one of the following Interest badges: 1. Disaster Management 2. Life Saver 3. Home Carer 4. Fire Fighter 5. Safety Code 6. Public Health
2. Patrol Outing	Take your patrol on a day outing to visit one of the emergency services. **OR** Invite a guest speaker from one of the emergency services to talk to your patrol / troop. **OR** Obtain a Water Charge or Air Charge Certificate or Mountain Awareness Charge. On obtaining any one of these charges, organise a day activity for your Troop / Patrol where you can demonstrate your training and responsibility.



Challenge Badge Two – Living Outdoors

Requirement	Clause
Skilled at running a Troop Camp	
3. Camping	Demonstrate your organisational and leadership skills by planning, organising and conducting a camp for at least two Patrols (which may be from another troop) of at least two nights, meeting the following requirements: i. the candidate may lead neither Patrol on the camp; ii. an adult may be present only if necessary but cannot undertake any organisational role in the camp; iii. it must be held away from the Scout meeting place; iv. it must facilitate the training of younger Scouts, delegating duties to them where appropriate; v. Have an oral discussion with the examiner to evaluate the camp. Discuss all aspects from what was planned to what actually occurred.



Challenge Badge Three - Adventure

Requirement	Clause
Skilled at cooking over fire	
4. Expedition	i. With the prior approval of the RTC Scout Programme or their appointed nominee, plan and lead a three-day two-night expedition over a route you have not covered before. The route should be at least 30 km if walking. If the mode of transport is not hiking, a distance should be agreed upon by the RTC Scout Programme. Your group must comprise at least four scouts including yourself, the others being First Class level or below. Your route must be planned on a 1:50 000 map or equivalent. **THEN** Submit a written log to your scouter within four weeks of the expedition giving a detailed description of route, directions and landmarks. The log should be sufficiently detailed to allow someone else to easily follow your route. This expedition is ultimately signed off by the RTS Scout Programme or their appointed nominee.
5. Map work	ii. Devise and run a wide game based on orientation/ navigation for your troop (two or more patrols). The game should involve 10 bearings.

Challenge Badge Four – scOUT Skills

Requirement	Clause
I have run a project showing my advanced skills in one skill	
6. First Aid	i. As the leader of a team of at least three other scouts, lead and deal with **two** First aid incidents staged by the examiner to demonstrate the following: a. Triage management b. Leadership skills at an accident scene. Incidents should cover the following: i. One of the incidents should have multiple injured persons ii. Severe Bleeding iii. Improvised bandages and splints iv. Suspected spinal and head injury. The incidents can cover scenarios that involve land, sea or air-based incidents.
7. Major Project	Choose **<u>one</u>** of the following major projects. The selected project planning must be approved by the RTC Scout Programme or their nominee before the commencement of the project. On completion of the project, produce log of the project. The RTC Scout Programme may nominate a specialist member of the Regional Support Team to liaise with on the project. a. Pioneering Project: build an appropriately scaled model (1:10 or 1:20) of a proposed pioneering project that you have not built before. Then train Scouts and lead them in the building of the project. b. Construction Project: draw an appropriately scaled detailed diagram (1:10 or 1:20) of a proposed permanent construction project, train Scouts and lead them in the building of the project. **OR** Undertake a project under supervision from a certified electrician or plumber, or any other artisan. c. Boating – fulfil the obligations for the quartermaster of your boat store for at least one term. During this period, you should repair at least four boats of two different types, and train at least four other Scouts in doing so. **AND** Train at least four scouts on one of the boating interest badges where one scout must attain that badge. d. Flying : Select an aeronautical project to be undertaken on an aircraft or in a hanger. This project must be vetted by the appropriate person with skills in that field and liaise with the RTC Scout Programme **AND**

	Train at Least four scouts on one of the air interest badges where one scout must attain that badge. e. Climbing: Demonstrate that you are able to lead a climb, on sport and traditional grade 16 climbs. Tie off correctly at the top and lead belay. Train scouts on climbing safety and the correct use of climbing equipment. Assist a scout (or scouts) in attaining the Scoutcraft Climbing badge. f. Food for life: Attain the Gold level Food for Life. **AND** Train Scout(s) on the Starter or Silver Food for Life badge g. Banquet: Lead a patrol of at least four scouts in the planning and execution of a banquet of at least three courses for at least 20 people where you take responsibility for the decor, food, budget, programme, invitations and all other elements associated with the banquet. All the scouts involved should be actively involved in the cooking of the meal and the candidate should demonstrate an ability to lead a team of cooks h. Complete a formal wildlife training programme/certificate where you will learn skills that would be recognised, e.g., game ranging, ornithology, etc. Lead a party of at least four people on an excursion where you can demonstrate these skills.

Challenge Badge Five - Service

Requirement	**Clause**
Run service projects and be able to report back on them	
8. Movement Service	Give a presentation on scouting and what you have learned during your time in Scouts to a non-scouting audience or at an AGM (adult audience). The presentation should include the service projects in which you have participated / run.
9.Community Service	With the prior approval of the RTC Scout Programme or their nominee, produce a solution for one of the following: a. Identify a need in the community – either to the movement, community or environment. Produce a plan to fulfil this need. **OR** b. To raise money for charity. This can either be by initiating your own project or by actively participating in a charity drive by a third-party organisation (like school Debs and Squires programmes). Produce a business plan to fulfil this need. **OR** Plan and run a training camp for disadvantaged children or scouts.

	The total Service Project is to involve at least 40 hours involvement by the candidate. At the completion of one of these options, have an oral discussion with the examiner on the outcome of the service project.



Challenge Badge Six – Personal Development

Requirement	**Clause**
I have become a leader of scouts	
10. The CoH	Attend six court of honour meetings. b. Hold a position of scribe or chairman for at least a term at the COH. c. Assist with and document succession planning and goal setting within the troop or your patrol.
11. Scouts Own	Plan and run a scout's own for your troop or district delegating tasks as appropriate.
12. Respect for Others	Demonstrate your respect for others by doing one aspect listed below: a. interview / go to a meal with someone who practices a different religion to you after getting approval from your Troop Scouter. Report on what you learnt to your patrol or troop. **OR** b. Lead your troop in a discussion / debate on a relevant local social issue such as differences in religion, gender or ethnicity. The topic should be agreed upon by the TS. **OR** c. Construct a handicap awareness trail for younger scouts to use. **OR** d. Take younger scouts on a visit to an organisation that works with disabled people.
13. Obstacles	Demonstrate your ability to lead by successfully leading your patrol across two outdoor obstacles pre-determined by your Scouter in which you have to plan your method and gather the necessary resources.

section 4: thongs, cords & challenge awards

Challenge awards are created by SSA H.Q. from time to time. Any Scout who wishes to earn them may do so. These awards are not part of the general advancement programme.

The following are some Challenge awards:

Thongs & Cords

1. **Bushman's thong**



To qualify for this award, the Scout must: Must hold the three compulsory badges: First Aid, Mapping and Backwoodsman

Any three as specified in the specialist skills section, any three from the Sub-Specialist section and any six other interest badges.

2. **Bosun's cord**

To qualify for this award, the Scout must: Must hold the three compulsory badges: First Aid, Helmsman and Boatman

Any three as specified in the specialist skills section, any three from the Sub-Specialist section and any six other interest badges.

3. **Airman's Cord**

To qualify for this award, the Scout must: Must hold the three compulsory badges: First Aid, Air Navigator and Air Traffic Controller

Any three as specified in the specialist skills section, any three from the Sub-Specialist section and any six other interest badges.

4. **Service Cord**

This is a new cord introduced to recognise achievements in Service by a Scout. The Scout must hold the three compulsory badges: First Aid, Guide and World Scout Environment Badge.

Any three as specified in the specialist skills section, any three from the Sub-Specialist section and any six other interest badges.

The following table reflects the requirements for each cord:

Component		Bushman's Thong	Airman's cord	Bosun's cord	Service cord
First Aid	Compulsory	First Aid	First Aid	First Aid	First Aid
Navigation	Compulsory	Mapping	Air Navigator	Helmsman	Guide
	Compulsory				World Scout
	Compulsory	Backwoodsman	Air Traffic Controller	Boatman	Environment
Specialist skills	Choose minimum 3	Hike Leader	Air Glider	Lifesaver	Public Health
	Choose minimum 3				Disaster
	Choose minimum 3	Pioneer	Air Mechanic	Voyager	Management
	Choose minimum 3	Cook	Air Meteorologist	Boatswain	Fire Fighter
	Choose minimum 3	Patrol Leadership	Advanced navigation	Waterways	Food for life Gold
	Choose minimum 3	World Scout			
	Choose minimum 3	Environment	Air Spotter	Canoeist	Home Carer
	Choose minimum 3		Model Aero		
	Choose minimum 3	Veldcraft	Engineer	Ships Quartermaster	Safety code
Sub-specialist skills	Choose minimum 3	Advanced Navigator	Mapping	Mapping	Mapping
	Choose minimum 3	Climbing	Fire Fighter	Advanced navigation	Handyman
	Choose minimum 3	Handyman	Pioneer	Cook	Cook
	Choose minimum 3	Camp			
	Choose minimum 3	Quartermaster	Handyman	Pioneer	Veldcraft
	Choose minimum 3			Disaster	
	Choose minimum 3	Weatherman	Hike Leader	management	Bird study
	Choose minimum 3	Woodcraftsman	Backwoodsman	Motorboatsman	Hike Leader
	Choose minimum 3	Water biologist	Patrol Leadership	Boardsailing	Water biologist
	Choose minimum 3	Disaster			
	Choose minimum 3	management	Space Explorer	Weatherman	Weatherman
	Choose minimum 3	Fire Fighter	Virtual aviator	Backwoodsman	Woodcraftsman
	Choose minimum 3	Safety Code	Astronomer	Astronomer	Scribe
	Choose minimum 3		Disaster		
	Choose minimum 3	Speaker	management	Patrol Leadership	Linguist
Total		Any additional 6 interest badges to make up a total of 15 badges (may be from above list, if desired)			

Challenge Awards & Licences

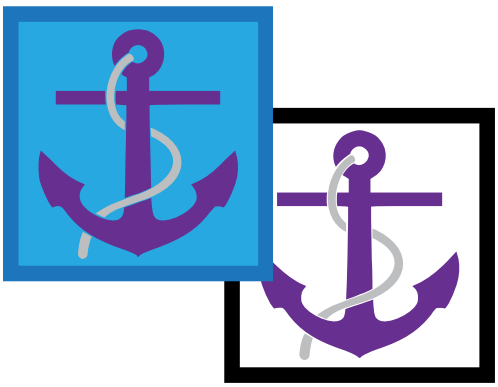
1. Cub & Meerkat Instructor Badge



To qualify as Cub Instructors or Meerkat Instructor, Scouts must be at least fourteen years of age and must have gained the Traveller. A Cub or Meerkat Instructor is entitled, after six month's services with the Pack, on the recommendation of the DS or the PS and SGL to wear the Cub of Meerkat Instructor Badge.

2. Water Activities Charge Licences

Firstly, a Scout would be required to attend the Water Awareness Licence Course before attempting any further Water Licences.



A Water Charge Licence may be issued for any of the following types of boat:

- open boats under oars;
- open boats or decked boats under sail;
- 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.

Water related licence courses are managed and run by the Regional Sea Scout Training team and are not part of the normal Scouting Advancement programme.

Water Charge Certificate requirements for Scouts:

The issue or endorsement of a Water Charge Certificate for open boats under oars shall be conditional on the holding of the Boatman Badge.

The issue or endorsement of a Water Charge Certificate for open or decked boats under sail shall be conditional on the holding of the Boatman and Helmsman Badges.

The issue or endorsement of a Water Charge Certificate for power boats shall be conditional on the holding of the Boatman and Motorboatsman Badges and on the possession of an elementary practical knowledge of motors and the ability to effect simple repairs.

The endorsement of a Water Certificate for special inland waters and for coastal waters shall at the discretion of the Area Water Activities Advisory Committee, and conditional on holding the lifesaver Badge.

In addition, the Area Water Activities Advisory Committee shall lay down such additional requirements, as it may deem necessary regarding:

a) Knowledge of boats and boat work as applied to the type of boat and the class
b) of water;
c) Knowledge of boat orders: the ability to give them and to apply them;
d) Knowledge of safety precautions: the ability to comply with them and to secure
e) compliance with them;
f) Knowledge of the appropriate action in emergencies; the ability to carry out
g) such actions and to secure the obedience of others in emergencies;
h) Knowledge of the "Rules of the Road" on water.

Candidates for Water Charge Certificates or endorsements must be recommended by their TSs and Group Councils as capable leaders.

Where necessary, the examiner for the Water Charge Certificate or endorsement may require candidates to re-pass parts of all of the tests for qualifying badges. Charge Certificate emblems: Where a Charge Certificate has been authorized, an emblem is worn with its lower edge 3cm 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.

3. **Patrol Leader Training Unit**

Scouts who have qualified at an approved Patrol Leader training course organised by an Area Patrol Leader Training Team wear the Patrol Leader Training Unit badge.



4. **Scout Wings**

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



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

The badge is worn by SCOUTS and SCOUTERS who have qualified for the Scout Wings. 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.

A gold wing superimposed on pale blue background with a silver laurel around the Scout Badge in the centre, may be worn by any Scout or Scouter who has passed his final flight test in power flying or in a glider. A silver wing superimposed on pale blue background with a silver laurel around the Scout Badge in the centre, may be 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.

A silver wing with the addition of a yellow parachute above the laurel, may be worn by any Scout or Scouter who has executed 5 parachute jumps. A silver with the addition of a red paraglider above the laurel, may be worn by any Scouter who has executed four paraglider flights.

Wings are worn on the left breast with the lower edge 1cm 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.

5. **President's 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

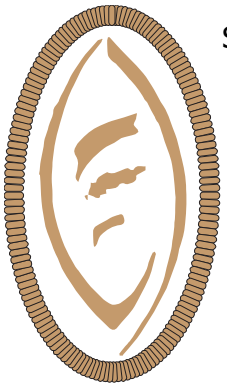
each of the following four areas: Skills, Physical recreation, Expeditions, Service.

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. The requirements are available from SSA Head Office and are updated from time to time.

The President's (Gold Shield) Award

Bronze



Start between 14 - 23

Service

Choose one form of service and train and/or give practical service to others.
Examples: Swop-a-choc, Community Service, Lifesaving, Care for Animals, First Aid and many others.

Expeditions

After basic training including one practice journey, plan and carry out a two-day venture in the country including one night camping.
Complete an expedition covering a minimum of 24 km on foot.
Expeditions on horseback or by canoe or boat can also be undertaken.

Skills

Choose a hobby, vocational interest or some other leisure interest; follow it regularly for six months and improve your skill or knowledge.

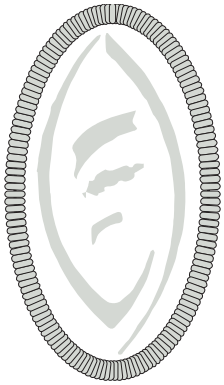
Examples:

Computers, Motor mechanics, Cookery, Woodwork, Typing, Trickle-up, Business skills and more. There are nearly 200 activities and topics to choose from.

Physical recreation

Take up a physical activity for at least six weeks, reach a given standard or show improvement.
Examples: Athletics, Dancing, Yoga, Swimming, Keep fit, Rugby. There are over 70 to choose from.

Silver



Start between 15-23

Service

Choose one form of service, then train and/or give practical service to others over six months.

Examples: SAPPI W.O.W, Conservation, Welfare, Mountain Rescue, Child Care and many others. You need not repeat training you've already done at Bronze level.

Expeditions/Explorations

After basic training, plan and carry out a three-day venture in unfamiliar country including two nights camping.

Either: Expedition – Complete a journey covering a minimum of 48 km on foot.

OR

Exploration – Complete an exploration spending more time on a study or an activity than journeying.

Note: Similar ventures on horseback or by cycle, canoe or boat can also be undertaken.

Skills

Choose a hobby, vocational interest or some other interest; follow regularly tot 12 months (six months for those who have qualified at Bronze) and improve your skill or knowledge.

Examples: Ornithology, Boat building, Money Matters, Playing a musical instrument.

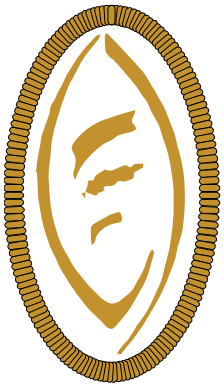
There are nearly 200 activities and topics to choose from.

Physical recreation

Take up a physical activity and show improved performance over at least eight weeks.

Examples: Judo, Team games, Archery, Trampolining, Diving, Cycling.

Gold



Start between 16-23

Service

Choose one form of service and train and give practical service to others over a period of at least 12 months.

Examples: Aids awareness, Community Service, Mountain leadership, Home Nursing, Youth service training, Adopt-a-granny and many others. You need not repeat training already covered at Silver level.

Expeditions/Explorations

After basic training, plan and carry out a four-day venture in unfamiliar country including three nights camping.

Expedition – Undertake a journey with a purpose in unfamiliar country covering a minimum of 80 km on foot.

OR

Exploration – Complete an approved study or other activity in wild or open country including at least ten hours journeying.

OR

Other adventurous project – Complete some other approved adventurous project of an equally, or more demanding nature.

In each case there should be an average of eight hours planned activity each day. Comparable ventures on horseback or by cycle, canoe or boat are also acceptable.

Skills

Choose a hobby, a vocational interest or some other leisure pursuit; follow it regularly for 18 months (12 months if you have your Silver) and improve your skill or knowledge. You can, if necessary, change your choice once during this period.

Examples: Motor cycle maintenance, Drama, Be your own Boss course, fishing. There are nearly 200 activities and topics to choose from.

Physical recreation

Take up a physical activity, for at least twelve weeks, reach a certifiable standard or show improved performance.

Examples: Squash, Soccer, Weightlifting, Water skiing, Swimming, Cricket.

Residential project

Undertake a purposeful enterprise involving voluntary service or training away from home over a period of at least five days.

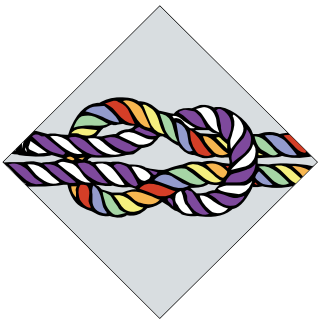
6. **Aids Awareness**



These badge requirements enable a Scout to wear the Aids Badge.

1) Have a basic understanding of:
   a) What is Aids.
   b) How you get the disease.
   c) Other sexual diseases.
   d) How you can protect yourself.
   e) Why it is important to say 'no' to unsafe practices.
   f) Aids is incurable.
2) Design your own emergency card with all the HELP LINES.
3) Discuss two ways in which you can care for a friend that is ill

7. **Diversity Awareness**



Scouts (11 – 17 years)

Discover - Research two of the following topics:

1) LGBTQI (lesbian, gay, bisexual, transgender, transsexual, queer, intersex)
2) Social pressures on minority groups
3) Racial stereotypes
4) Cultural differences and stereotypes
5) Feminism and gender equality
6) Refugees and foreigners living in South Africa
7) Religious minorities
8) Gender and racial privilege
9) Generational differences
10) Ageism

Present your findings to your Patrol in the form of an interactive discussion or presentation.

Connect - Complete one of the following:

1) Lead a discussion with your Patrol about three minority groups, their differences and the impact of social pressures society places on them.
2) Prepare an activity that educates your Patrol in one of the minority groups from the "Discover section".
3) Prepare a visual presentation on the positive value diversity brings to Scouting and your community.
4) Prepare an activity that shows how different cultures communicate, include effective means of communication.

Action - Complete one of the following:

1) Assist in a minority group awareness programme within your community.
2) Educate your community through a diversity awareness project about one minority group. (The minority group should be different from the above.)
3) In consultation with your Scouter develop and run a themed programme to educate your Troop on one minority group.

8. **LDC1 / LDC2 & PLTC Badges**



As a scout advances through the Advancement Programme they will be given the opportunity to attend Leadership Development Courses where they will be trained in all aspects of leadership. This badge is eventually replaced by the PLTU badge should the scout attend a recognised course and successfully complete the PLTU Course Requirements.

section 5 – earning scoutcraft and interest badges

1. **How to Earn a Badge**

The Scout Badge Book is an evolving document. These affect the badges yearly. A more user friendly and cost effective why of using the badge book has been introduced.

You can learn about sports, crafts, science, trades, business, and future careers as you earn badges. There are more than 100 badges. A Scout may earn any Scoutcraft badge at any time. Interest Badges are aimed at Scouts from 13 years and older. Some require a Scoutcraft badge to be completed before the Interest badge is started.

Pick a Subject: Talk to your Scouter about your interests. Read the requirements of the badges you think might interest you. Pick one to earn. Your Scouter will give you the name of a person from a list of examiners. These examiners have special knowledge in the badge subjects and are interested in helping you.

Requirements: You are expected to meet the requirements as they are stated—no more and no less. You are expected to do exactly what is stated in the requirements. If it says, "show or demonstrate", that is what you must do. Just telling about it isn't enough. The same thing holds true for such words as "make," "list," "in the field," and "collect," "identify," and "label." Unless otherwise specified, work for a requirement can be started at any time.

The requirements listed in this publication are the official requirements of the SCOUTS South Africa. However, the requirements on the following pages might not match those in the Scout Handbook and the badge pamphlets, because this publication is the master document for all badge requirements for the Scout branch.

If a Scout has already started working on a badge when a new edition of the requirement is introduced, he/she should continue to use the same badge requirement and fulfil the requirements therein to earn the badge.

Call the Examiner: Print the relevant page from this Book or obtain a copy from your Scouter. Get in touch with the badge examiner and tell him or her that you want to earn the badge. The examiner may ask to meet you to explain what is expected of you and to start helping you meet the requirements. You should also discuss work that you have already started or possibly completed.

Show Your Stuff: When you are ready, call the examiner again to make an appointment to meet the requirements. When you go take along the things you have made to meet the requirements. If they are too big to move, take pictures or have an adult tell in writing what you have done. The examiner will ask you to do each requirement to make sure that you know your stuff and have done or can do the things required.

Scout Buddy System: You must have another person with you at each meeting with the badge examiner. This person can be another Scout, your parents or guardian, a brother or sister or other relative, or a friend.

Get the Badge: When the examiner is satisfied that you have met each requirement, he or she will sign your badge certificate. Give the signed certificate to your Scouter so that your badge can be secured for you.

Hot List: Each province will have a list of badges that require the be approved first. Make sure that you use the approved examiner for that badge. Failure to so this will create, especially regarding the badges which count towards the Springbok Award.

2. **Evaluating Badge Requirements**

It is desirable that an ADC- Scout Programme be appointed in every District to assist the DC in ensuring that, in general, the standards of the youth programmes in the Groups are maintained and in particular, that attractive programmes are run in Troops; that sufficient, competent Badge examiners are appointed and that District training activities are held, including District Badge courses for Scouts.

Scouter Responsibilities about earning badges

Troop Scouter - The Troop Scouter (TS) is the coordinator who works with the court of honour and other Scouters.

Specific duties include:

- Develop and maintain a Scoutcraft and Interest badge examiners list
- Secure badges and certificates
- Report badge progress to the Court of Honour and Group Scouters Council
- Work with the troop librarian to build and maintain a current supply of Scouting literature.

Assistant District Commissioner Scout Programme (ADC)

Under the direction of the District Commissioner, the ADC is responsible for providing troop level assistance with the advancement programme.

Specific duties include:

- Recruit and train badge examiners
- Be available for training or coaching Troop Scouters and badge examiners.

Assistant Regional Commissioner Scout Programme (ARC)

The ARC is a supervisory person responsible for guiding the ADC/DC and Troop Scouters regarding the policies and procedures of the SASA.

Specific duties include:

- Train DAPC, ADC, DC and Troop Scouters at district and provincial levels
- Recommend candidates for national awards
- Approve, maintain and publish badge examiner lists
- Act as a liaison between the Regions and the National office.
- Eliminate obstacles so that a member may receive badges without delay.

3. **Scout Scoutcraft and Interest Badges**

The six Scout Interest Badges gained for the First-Class are worn grouped around the Advancement Badge(s) on the left sleeve. The badges as earned are worn in the order shown in the Badge Charts.

All other Scout Interest Badges are worn on the right sleeve in four parallel rows 0,5 cm apart centred on the mid-line of the shoulder strap and with the top edge of the top row 5,0 cm from the shoulder seam. The badges as earned are positioned and worn in the order shown by the numbers in Badge Charts.

Scoutcraft Badges are removed from the shirtsleeve when the equivalent Interest Badge is earned, with the Interest Badge worn in place of the corresponding Scoutcraft Badge.

Methods of examination: Unless otherwise specified, the method of examination of requirements for the Scout Badges shall be as specified below.

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 District Commissioner or Assistant District Commissioner scout programme with consultation of the Assistant Provincial Commissioner scout programme.

The Assistant Regional Commissioner scout programme may in special circumstances authorized in Province badges activities other than those laid down, provided that the requirements:

- are not easier than the requirements in **Entsha Scout Trial** and **Badge Book**
- fulfil the same general outcomes.
- with consultation with the National Commissioner.

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.

4. Common Myths about Scoutcraft & Interest Badges

- A Scout must complete a badge within one year. **False**. A Scout can continue to work on any badge until they reach the age of 18.
- At least two Scouts must work together on a badge. This is called the "Buddy System" - **False**. A Scout must present themselves to a Scouter or examiner with a buddy being present; however, their buddy can be a friend or relative, male or female, adult or youth.
- A Scout can only work on "X" number of Scoutcraft badges at one time. **False**. They can work on as many as they desire beginning on the day they join the troop. Interest badges are designed for older scouts from the age of 13 years upwards. Some even have an age requirement that must be met before beginning.
- A parent cannot be their child's badge examiner. **False**. While one of the purposes of earning, a badge is to interact with other adults, it is possible for a parent to examine their child (if they are a registered examiner for that badge).
- Similar tasks performed for one badge or advancement item cannot be used for another. **False**. If the Scout has completed the task as stated in the requirements, they have completed the task, unless specific requirements state otherwise.
- A Scout must have approval from their Troop Scouter prior to meeting with a badge examiner. **True**. The Troop Scouter should provide a list of valid examiners that have committed to working with the Scouts of their troop. The

Troop Scouter must approve the application prior to this meeting.

- Scoutcraft or Interest badge examiners are subject to the decisions of the Group committee or Troop Scouter when in doubt concerning a requirement. **False**. If a Scoutcraft or interest badge examiner has a question concerning their understandings of a Scoutcraft or interest badge requirement, they should contact the Assistant District Commissioner (Scout Programme) or District Commissioner. No Troop, Group, District or Region has the authority to change or modify any requirement for any reason.
- Scoutcraft or interest badge examiners have a lot of leeway as to deciding if a requirement has truly been completed. **True**. No tasks should be added to or deleted from the national requirements, however, the examiner must show discretion when accepting or rejecting a Scout's task completion.
- If the Troop, District or Regional advancement coordinator suspects that the examiner did not follow the guidelines and approved an application, the badge can be withheld. **False** if a registered badge examiner approves a badge, it must be awarded. There is no troop review process for Scoutcraft, Interest and Challenge Award badges. If an examiner is suspected of not following the guidelines, the Assistant Regional Commissioner (Scout Programme) should be notified immediately. Badge examiners serve at district/ or provincial level, even if they only work with Scouts from a single troop. Please also note that badges gained toward Springbok need to have the examiner approved before a Scout starts a badge. Failure to do this could lead to a scout not gaining their Springbok award if these badges need to be counted towards the award.

5. **List of Scoutcraft Badges:**

	Scoutcraft Badge	**Equivalent Interest Badge**
1.	Aircraftman	Leading Aircraftman
2.	Air Planner	Air Navigator
3.	Athletics	Athlete
4.	Aviation Skills (airmanship)	Air Spotter
5.	Camping	Camp Quartermaster
6.	Canoeing	Canoeist
7.	Careers	
8.	Chart Reading	
9.	Climbing	Rock Climbing
10.	Computer Pilot	Virtual Aviator
11.	Conservation	World Conservation

12.	Dance	
13.	Fires and Cooking	Cook
14.	First Aid	First Aid
15.	Fitness	Physical Fitness
16.	Food for Life - Starter	Non
17.	Food for Life - Silver	Food for Life - Gold
18.	Guide	Guide
19.	Hiking	Hike Leader
20.	Hobbies	
21.	Home Repairs	Handyman
22.	Map Reading	Mapping – Advanced Navigator
23.	Observation	Veldcraft
24.	Patrol Activities	Patrol Leadership
25.	Pioneering	Pioneer
26.	Religion and Life	Religion and Life
27.	Sailing	Helmsman
28.	Sports Fan	Sports
29.	Survival	Backwoodsman
30.	Swimming	Swimmer
31.	Watermanship	Rowing

Scoutcraft Badges Grouped into Categories

Scouting Skills	**Water Activities**	**Air Activities**	**Community Service**
Camping	Canoeing	Aviation Skills	First Aid
Fires & Cooking	Sailing	Air Planner	Food for Life
Hiking	Swimming	Computer Pilot	
Map Reading	Watermanship	Aircraftman	
Observation	Chart Reading		
Patrol Activities			
Pioneering			
Survival			
Sports	**Hobbies**	**Life Skills**	**Environment**
Athletics	Computer Pilot	Food for Life	Conservation
Sports Fan	Dance	Religion and Life	Food for Life
Canoeing	Hobbies	Careers	
Climbing		Guide	

Fitness
Dance
Swimming

Home Repairs

Physical Activity

Athletics Canoeing Fitness Swimming Hiking Watermanship Sailing Dance Climbing

6. **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. Disaster Management
30. Draughtsman
49. Leading Aircraftman
50. Leatherworker
51. Lifesaver
52. Linguist
53. Mapping
54. Marksman
55. Master-At-Arms
56. Mechanic
57. Metal Worker
58. Micro Computer
59. Model Aero Engineer
60. Model Engineer
61. Motorboatsman
62. Musician
63. Numismatist
64. Ornithologist
65. Patrol Leadership
66. Pet Keeper
67. Philatelist
68. Photographer
69. Physical Fitness
70. Pioneer
71. Plumber
72. Public Health
73. Reader
74. Religion & Life
75. Rock Climber
76. Safety Code
77. Search & Rescue
78. Scribe

31. Electrician
32. Electronic Engineer
33. Entertainer
34. Farmer
35. Firefighter
36. First Aid
37. Fisherman
38. Food for Life Gold
39. Forester
40. Gardener
41. Genealogy
42. Geologist
43. Guide
45. Handyman
46. Helmsman
44. Hike Leader
47. Horseman
48. Journalist
79. Ship Quartermaster
80. Signaler
81. Snorkeling
82. Speaker
83. Space Explorer
84. Sportsman
85. Sports Injury Management
86. Swimmer
87. Veldcraft
88. Virtual Aviator
89. Voyager
90. Water Biologist
91. Water Navigation
92. Wave Rider
93. Weatherman
94. Woodcraftsman
95. World Conservation
96. World Friendship

Interest Badges Grouped into Categories

Scouting Skills	**Water Activities**	**Air Activities**	**Community Service**
Backwoodsman	Boardsailing	Advanced Navigation	Disaster Risk
Campfire Leader	Boatswain	Air Glider	Management
Camp Quartermaster	Canoeist	Air Mechanic	Firefighter
Cook	Helmsman	Air Meteorologist	First Aid
Hike Leader	Lifesaver	Air Navigator	Food for Life Guide
Mapping	Motor Boatman	Air Spotter	Lifesaver Public Health
Patrol Leadership	Rowing	Air Traffic Controller	Safety code
Pioneer	Ship Quartermaster	Model Aero Engineer	
Veldcraft	Snorkelling Swimmer	Space Explorer	
	Voyager	Virtual Aviator	
	Wave Rider		
Sports	**Hobbies**	**Life Skills**	**Environment**
Archer Athlete	Archaeologist Artist	Carpenter Cook	Bird Study
Boardsailing	Astronomer	Designer	Food for Life
Canoeist Cyclist	Cameraman	Draughting Electrician	Forester
Snorkelling Marksman	Chess Player	Electronic Engineer	Water Biologist
Master-at-arms	Coin Collector	Farmer	Weatherman

Personal Fitness	Collector	Food for Life	Woodcraftsman World
Rock Climbing Sports	Cook Craftsman	Gardener	Conservation
Wave Rider	Entertainer Fisherman	Home Maintenance	
Swimmer	Genealogy Geologist	Journalist Linguist	
	Horseman Leather	Mechanic Metal	
	Worker Musician	Worker Computer	
	Pet Keeper	Model Engineer	
	Photographer Reader	Plumber	
	Stamp Collector	Religion and Life	
	Virtual Aviator	Scribe	
		Signaller	
		Speaker	
		World Friendship	

Physical Activity

Athlete Canoeist Cyclist Rowing Hike Leader Lifesaver Personal Fitness Sports Sailing Snorkelling Rock Climbing Swimming

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16. Map Reading 70
17. Observation 72
18. Patrol Activities 73
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20. Religion & Life 76
21. Sailing 77
22. Sports Fan 78
23. Survival 79
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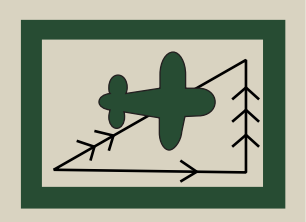
25. Watermanship 81

air planner

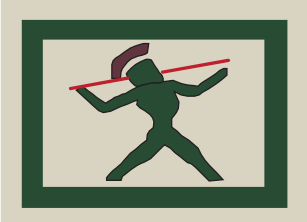


Name: _____

No	Test	Passed	Date
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 correcting 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		

Badge Awarded

athletics



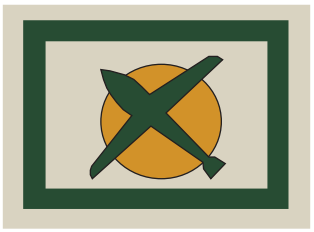
Name: _____

No	Test	Passed	Date
1	Demonstrate the correct methods of walking and running, and of starting a race.		
2	Demonstrate "Scouts Pace" [50 walk/50 run] over a distance of 1 km without stopping.		
3	Show a basic knowledge of the rules for the following: a) Sprint race b) Middle distance and long distance c) Relay races d) Hurdles e) Discus event or Shot-put		
4	Discuss correct diet and methods of training for athletes		
5	Represent your club, Troop or school at an athletic meeting.		
6	Gain the indicated times in five of the following groups of tests according to your age. At least one must be at the "Merit" level.		

AGE:	11		12		13	
GROUP 1	Boys	Girls	Boys	Girls	Boys	Girls
100 metre sprint Merit	15,25 sec	16,16 sec	15,02 sec	15,96 sec	14,42 sec	15,35 sec
100 metre sprint Standard	16,56 sec	17,55 sec	16,10 sec	17,10 sec	15,66 sec	16,67 sec
GROUP 2	Boys	Girls	Boys	Girls	Boys	Girls
150 metre sprint Merit	23,02 sec	24,12 sec	22,33 sec	23,70 sec	21,73 sec	23,10 sec
150 metre sprint Standard	25,10 sec	26,49 sec	24,25 sec	25,74 sec	23,60 sec	25,08 sec
GROUP 3	Boys	Girls	Boys	Girls	Boys	Girls
800 metres Merit	2m 46,60 sec	2m 57,10 sec	2m 41,90 sec	2m 52,47 sec	2m 36,20 sec	2m 47,63 sec
800 metres Standard	2m 52,60 sec	3m 11,02 sec	2m 47,75 sec	3m 6,37 sec	2m 43,20 sec	3m 03,03 sec
1200 metres Merit	4m 26,56 sec	4m 43,20 sec	4m 19,05 sec	4m 35,96 sec	4m 12,05 sec	4m 28,93 sec
1200 metres Standard	4m 49,48 sec	5m 07,55 sec	4m 41,32 sec	4m 59,67 sec	4m 33,71 sec	4m 52,04 sec
GROUP 4	Boys	Girls	Boys	Girls	Boys	Girls
Running high jump Merit	1,09 m	1,03 m	1,18 m	1,09 m	1.26 m	1,15 m
Running high jump Standard	0,93 m	0,87 m	1,01 m	0,93 m	1,08 m	0,98 m
Running long jump Merit	3,70 m	3.03 m	3,96 m	3,25 m	4,27 m	3,50 m
Running long jump Standard	3,17 m	2.60 m	3,40 m	2,79 m	3,66 m	3,00 m
GROUP 5	Boys	Girls	Boys	Girls	Boys	Girls
Shot-put Merit	9,8 m [	6,64 m [	9,00 m [	7,02 m [	9,89 m [	7,90 m [
Shot-put Standard	7,47 m [	5.06 m [	6,85 m [	5,35 m [	7,54 m [	6,02 m [
Discus Merit	25,70 m [	18,10 m [	27,90 m [	20,30 m [	27,98 m [	22,50 m [
Discus Standard	18,00 m [	13,20 m [	21,30 m [	15,50 m [	21,31 m [	17,20 m [
Javelin Merit	30,80 m [	20,50 m [	33,40 m [	23,10 m [	34,20 m [	25,80 m [
Javelin Standard	23,30 m [	15.70 m [	25.40 m [	17,60 m [	26,00 m [	19,60 m [
GROUP 6	Boys (70m)	Girls (70m)	Boys (75m)	Girls (75m)	Boys (80m)	Girls (75m)
Hurdles (68 cm)	13,55 sec	14,71 sec	14,00 sec	14,76 sec	14,53 sec	14,41 sec
Hurdles (68 cm) Std	14,71 sec	15,98 sec	15,20 sec	16,03 sec	15,77 sec	15,65 sec
GROUP 7	Boys	Girls	Boys	Girls	Boys	Girls
Road walk (1,5 km) Merit	9 min 30 sec	10 min 03 sec	9 min 13 sec	9 min 48 sec	8 min 58sec	9 min 33 sec
Road walk (1,5 km)	10 min 20 sec	10 min 55 sec	10 min 10 sec	10 min 38sec	9 min 45sec	10 min 22sec
GROUP 8 Boys & girls 11, 12 or 13 years of age						
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.						

Badge Awarded

aviation skills

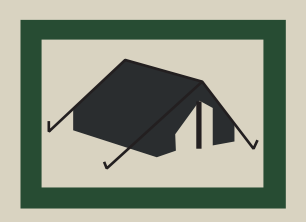


Name: _____

No	Test	Passed	Date
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		

Badge Awarded		

camping



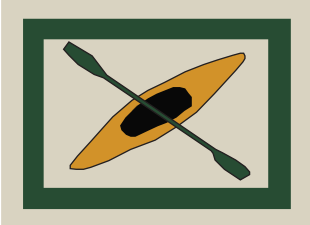
Name: _____

No	Test	Passed	Date
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 (e.g. 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, hip hole 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).		

Badge Awarded

canoeing



Name: _____

No	Test	Passed	Date
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 EITHER POINT 7 OR POINT 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		
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 the water without assistance		

Badge Awarded

climbing

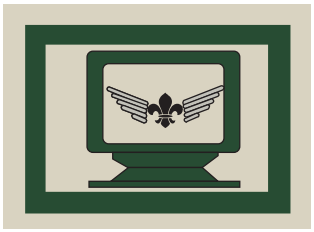


Name: _____

No	Test	Passed	Date
1	Know how to put on a harness, set up a belay and the calls used in climbing.		
2	Have experience of at least one session (two hours) of single-pitch climbing on a manmade climbing wall, either indoors or outdoors.		
	Be able to use information given in a climbing guidebook. Explain the grading systems for climbs.		
4	Select at least five separate climbs, locate the starts on the ground and climb them (the standard should be at least Very Difficult).		
5	Be able to abseil down a face of not less than 15 metres also using a safety rope		

Badge Awarded

computer pilot

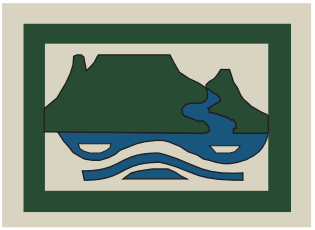


Name: _____

No	Test	Passed	Date
The badge requirements can be completed on any suitable simulator, i.e. Flight simulator 2000, 2002, 2004 or Combat Flight Simulator or Flight School simulator			
1	Discuss the various instruments on an aircraft instrument panel and explain their function.		
2	Carry out start procedure and execute "Take-offs", fly a circuit and land. Use to be made of flaps, retractable undercarriage etc. if installed on the simulator.		
3	Take-off and carry out 2 cross country flights and land at either the same or a different airfield		
4	Take-off and carry out the following manoeuvres: A controlled turn to the left and right, climb to a designated altitude and descend to another designated altitude Fly a loop, roll and a stall turns.		

Badge Awarded

conservation

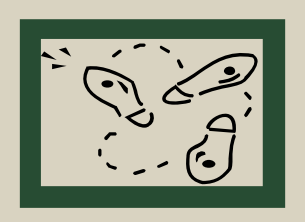


Name: _____

No	Test	Passed	Date
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; water table; 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		

Badge Awarded

dance

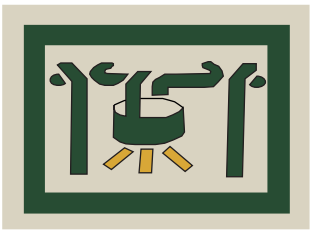


Name: _____

No	Test	Passed	Date
This should be evaluated by a recognised dance instructor.			
1	Perform one dance with character, e.g. A national dance of a country, cultural dance or perform a dance using a recognised dance form.		
2	Perform a sequence of movements showing the type of dance you know best, e.g. Ballet, modern, Spanish, Tribal, Ballroom or Latin American		
3	Demonstrate that you are able to perform an improvised dance to music chosen by the evaluator.		

Badge Awarded		

fires & cooking

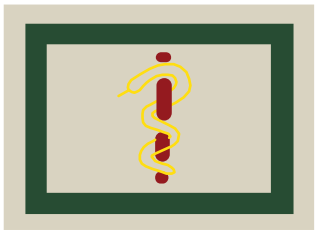


Name: _____

No	Test	Passed	Date
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 deictically 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		

Badge Awarded		

first aid



Name: _____

No	Test	Passed	Date
1	Have completed the first aid section of the Discoverer advancement level.		
2	Know how to use reverse charges on a public phone, know to use a cell phone and know the emergency number on the various networks		
3	Explain the principles and limitations of yourself as the first aider or first responder and the procedure to hand over the scene to an adult first aider or trained professional.		
4	Describe the safety precautions when dealing with sick and injured patients, including your own safety		
5	Discuss with the examiner the signs and symptoms of the following: a) shock b) hypo and hyperglycaemia (low and high blood sugar) c) asthma d) sprains and fractures e) seizures		
6	Demonstrate how to: a) assist someone who is choking b) stop severe bleeding		
7	Describe the treatment of superficial, partial and full thickness burns		
8	Have a good theoretical and practical knowledge of CPR and be able to demonstrate the correct procedures (currently accepted compression and ventilation rates)		
9	Explain how to transport an injured persona's and demonstrate two methods of doing so		
10	a) Assemble your own personal first aid kit and know how to use everything in it. b) As part of a team of at least three other scouts and using your personal first aid kit, take part in two simulated incidents set by the examiner. The incidents should also revise first aid at Traveller and Discoverer levels		
11	The first aid Scoutcraft badge is only valid for three years		
OR - Complete the requirement doing the following alternative:			
	If the scout is in possession of a current valid level 1 certificate from a recognised service provider, the scout is required to complete section 10 in order to get the first aid Scoutcraft badge.		

Badge Awarded

fitness



Name: _____

No	Test	Passed	Date
1	After a ten-minute warm up, complete the following endurance and stamina exercises in the given time for your age: For girls allow addition 5 seconds.		

Age	11 Boys	11 Girls	12 Boys	12 Girls	13 Boys	13 Girls
Merit	5 m 20 s	5 m 25 s	5 m 10 s	5 m 15 s	5 m 00 s	5 m 05 s
Standard	6 m 00 s	6 m 05 s	5 m 50 s	5 m 55 s	5 m 40 s	5 m 45 s

a)	12 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)	22 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)	5 square shuttle runs Mark out a square of 5 metres along each side. Each completed circuit counts as one.		
h)	5 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 3 km in length		
4	Achieve the given standard for your age group in the following activities:		

HIGH JUMP (best of three jumps) Measurements in metres						
Age	11Boys	11Girls	12Boys	12Girls	13Boys	13Girls
Merit	1,09 m	1,03 m	1,18 m	1,09 m	1,22 m	1,15 m
Standard	0,83 m	0,77 m	0,82 m	0,80 m	0,87 m	0,83 m
STANDARD LONG JUMP (best of three jumps) Measurements in metres						
Age	11 Boys	11 Girls	12 Boys	12 Girls	13 Boys	13 Girls
Merit	3.70 m	3,03 m	3.96 m	3,25 m	4,27 m	3,50 m
Standard	3.17 m	2,60 m	3,40 m	2,79 m	3,66 m	3,00 m
50 METRE SPRINT (time in seconds to nearest tenth of a second)						
Age	11 Boys	11 Girls	12 Boys	12 Girls	13 Boys	13 Girls
Merit	8,69 s	9,21 s	8,56 s	9,10 s	8,22 s	8,75 s
Standard	9,44 s	10,0 s	9,17 s	9,75 s	8.93 s	9,51 s

800 METRE RUNS (time in minutes and seconds)						
Age	11 Boys	11 Girls	12 Boys	12 Girls	13 Boys	13 Girls
Merit	2m47s	2m57s	2m42s	2m53s	2m31s	2m48s
Standard	2m53s	3m11s	2m48s	3m06s	2m44s	3m02s

Badge Awarded

food for life -starter



Name: _____

No	Test	Passed	Date
1 (a)	If the Scout held the Food for Life Starter badge as Cub, he/she needs to do the following: i. Explain the contents of the badge to the examiner; and ii. Demonstrate one of the requirements		
OR			
1 (b)	Explain what the best place and size for a food garden are		
2	Obtain or make garden tools and explain how to use and look after them (rake, spade and watering can)		
3	Prepare the soil, including mulching		
4	Sow seeds or plant seedlings		
5	Explain how to use water sparingly		
6	Harvest one vegetable or fruit		
7	Explain why vegetables and fruit should be eaten (nutrition).		

Badge Awarded		

food for life –silver



Name: _____

No	Test	Passed	Date
1	Completion of the Food for Life - Starter Scoutcraft Badge is a prerequisite for this badge		
2	Explain how crop rotation can ensure proper plant nourishment, minimise certain insect damage and provide sufficient vegetable all year round. Put crop rotation into practice by planting two different vegetables for two different seasons (these vegetables should be different from Food for Life – Starter or number 1 above).		
3	Make and maintain a compost heap and use it for your second crop.		
4	Explain how to care for your crops		
5	Name three insects or diseases that may attack your vegetables and explain how to get rid of them by using homemade/natural remedies		
6	Explain a method of collecting rainwater		
7	Explain permaculture		
8	Explain a balanced diet.		
9	Demonstrate the correct methods of cleaning and cooking vegetables		

Badge Awarded		

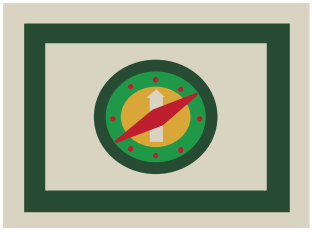
hiking



Name: _____

No	Test	Passed	Date
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 cat holes 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 maps. 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, e.g. 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		
	Badge Awarded		

map reading



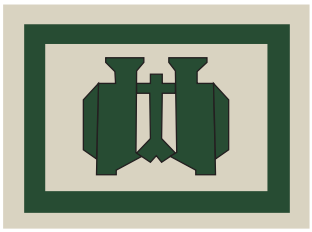
Name: _____

No	Test	Passed	Date
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 the following and demonstrate the ability to find each of these, both on a map and on the ground: (a) True North (b) Grid North (c) Magnetic North		
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 back bearings 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 back bearings (c) use a magnetic compass to follow a compass trail of about one kilometre in length, consisting of seven 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		

Badge Awarded

observation

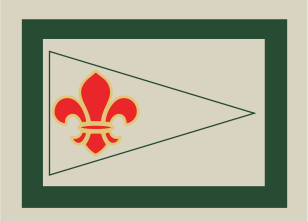


Name: _____

No	Test	Passed	Date
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		

Badge Awarded

patrol activities

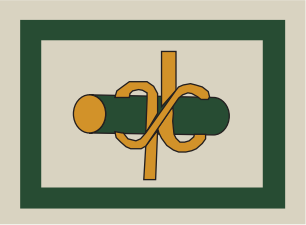


Name: _____

No	Test	Passed	Date
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)		

Badge Awarded

pioneering



Name: _____

No	Test	Passed	Date
1	Whip the ends of 3 ropes using the following and know on what types of ropes each whipping is best suited: (a) West country whipping; (b) Sailmakers whipping; (c) Simple whipping		
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; fisherman's 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; fisherman's 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 12 mm: (a) Back splice (b) Eye splice (c) Docker's splice (d) 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); (d) Raft to carry two persons. Demonstrate it on water; (e) Scout transporter or Haymaker Bridge.		
7	Demonstrate the following 3 types of holdfasts, and know which conditions each is best suited for: (a) Dead man's anchorage; (b) 3-2-1 holdfast (c) Log and picket		

Badge Awarded

religion and life



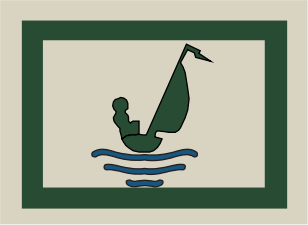
Name: _____

No	Test	Passed	Date
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	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		
4	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 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			

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			
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 Ayran Benevolent Home; (b) The Divine Life Society; (c) The Ramakrishna Centre; (d) Any other body		
5	Study the lives of the following (a) Swami Vivakananda (b) Swami Savananda (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		

Badge Awarded

sailing



Name: _____

No	Test	Passed	Date
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		

Badge Awarded		

sports fan

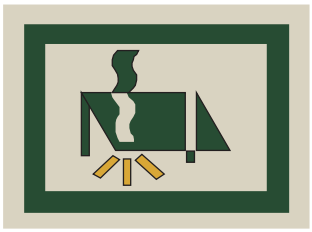


Name: _____

No	Test	Passed	Date
1	Explain the rules governing the chosen sport		
2	Describe the levels of achievement within the chosen sport either locally, nationally or internationally		
3	Show knowledge of some of the personalities, champions or other experts within the sport and explain how they might have inspired you		
4	Talk about the equipment required for the sport		
5	Describe a recent major event, championship or landmark in the sport		
6	Explain how you follow the sport and how you keep up to date with developments		

Badge Awarded

survival

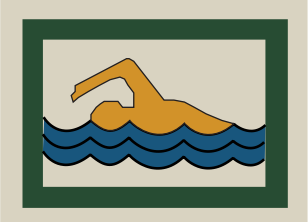


Name: _____

No	Test	Passed	Date
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		

Badge Awarded

swimming



Name: _____

No	Test	Passed	Date
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		

Badge Awarded

watermanship



Name: _____

No	Test	Passed	Date
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; Sheet bend; Double Sheet bend; 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		

Badge Awarded

section 7: interest badge requirements

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advanced navigation



Name: _____

No	Test	Passed	Date
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		

Badge Awarded

air glider



Name: _____

No	Test	Passed	Date
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)		

Badge Awarded

air mechanic



Name: _____

No	Test	Passed	Date
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).		

Badge Awarded

air meteorologist



Name: _____

No	Test	Passed	Date
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		

Badge Awarded

air navigator



Name: _____

No	Test	Passed	Date
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)		

Badge Awarded

air spotter



Name: _____

No	Test	Passed	Date
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, e.g. 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		

Badge Awarded

air traffic controller



Name: _____

No	Test	Passed	Date
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; downwind; 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		

Badge Awarded

archaeologist



Name: _____

No	Test	Passed	Date
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		

Badge Awarded

archer



Name: _____

No	Test	Passed	Date
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	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		
6	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		
7	Know the pull strength for the various age groups in your branch of archery		
8	Participate in an archery competition at club level against other archers. Attain a standard of at least blue/red		

Badge Awarded

artist



Name: _____

No	Test	Passed	Date
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 (e) Shadow and highlight (f) Tonal changes to enhance perspective		
4	Using pencil and paper, produce on the spot a recognisable and artistic sketch of two of the following: (a) Caricature of the examiner (b) Still-life from within the room (c) The view from the window (d) d) A common object (book case, ashtray etc)		
5	**A**. Discuss a well-known artist using at least 3 of the following topic: (a) Life and background (b) Style and works (c) Media used (d) Message (e) Colour and tone (f) f) Favourite subjects		
OR			
	B. Recognise and describe at least 4 styles of work of artist in the following historical groupings: (a) Ancient Greece (b) Up to the 17th Century (c) 17th to 19th Century (d) d) 20th Century		
OR			
	C. Discuss with the examiner at least four art related topics such as classicism, impressionism, cubism and modernism		

Badge Awarded

astronomer



Name: _____

No	Test	Passed	Date
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		

Badge Awarded		

athlete



Name: _____

No	Test	Passed	Date
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) Shot-put		
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 13 14 15 16 17	32 points 34 points 36 points 40 points 44 points 46 points
Tests may be taken over two or more days. A candidate may not undertake more than one test from a group		

Badge Awarded

	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 1500 metres	2 min 38 sec 5 min 55 sec	2 min 28 sec 5 min 15 sec	2 min 15 sec 4 min 50 sec
GROUP 4 Running high jump Running long jump	1.15 m 3.8 m	1.35 m 4.2 m	1.55m 4.8m
GROUP 5 Shot-put (5.4kg) Discus (under 17 size) Javelin (700gm)	6m 28 m 35 m	8m 30 m 38 m	10 m 32 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



Name: _____

No	Test	Passed	Date
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) <u>Hazards:</u> 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		

Badge Awarded

boardsailing



Name: _____

No	Test	Passed	Date
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 an 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		

Badge Awarded

boatman



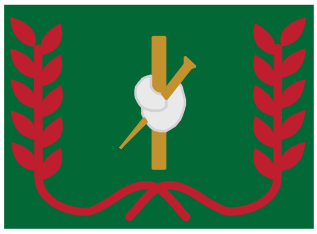
Name: _____

No	Test	Passed	Date
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 10 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) Docker's 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 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		
OR			
	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		

Badge Awarded

boatswain

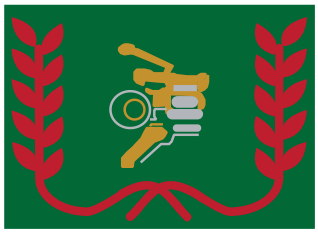


Name: _____

No	Test	Passed	Date
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, long splice, 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 (i.e. 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 Boson's Call (a) The Still (b) Carry on (c) Pipe the side		
9	Make and use a Boson'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		

Badge Awarded

cameraman



Name: _____

No	Test	Passed	Date
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		

Badge Awarded

campfire leader



Name: _____

No	Test	Passed	Date
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 principals 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		

Badge Awarded

camp quartermaster



Name: _____

No	Test	Passed	Date
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.		

Badge Awarded

canoeist



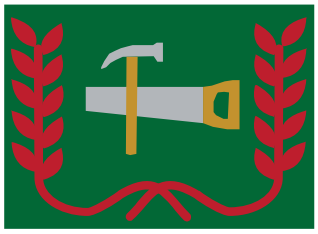
Name: _____

No	Test	Passed	Date
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 impacts 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 adequate 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		

Badge Awarded

carpenter



Name: _____

No	Test	Passed	Date
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 consultation with the examiner, demonstrate the use of, and safety precautions applicable to at least two different power Handtools, and at least two motor-driven carpentry machines		
5	Planning and designing: (b) Design a model of your choice and submit neat sketches showing all dimensions and joints to the examiner. (c) Draw up a cutting list for your model (d) 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		

Badge Awarded

chess player



Name: _____

No	Test	Passed	Date
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		

Badge Awarded

civil defence



Name: _____

No	Test	Passed	Date
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 hours' 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 (e.g. 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 hand signals used for directing and controlling traffic		
NOTE: 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			

Badge Awarded

collector

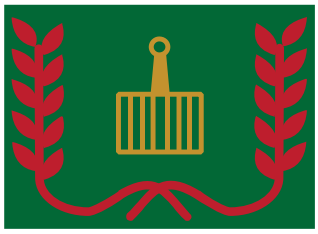


Name: _____

No	Test	Passed	Date
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.		

Badge Awarded

cook

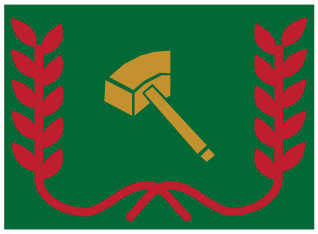


Name: _____

No	Test	Passed	Date
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		

Badge Awarded

craftsman



Name: _____

No	Test	Passed	Date
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		

Badge Awarded

cyclist

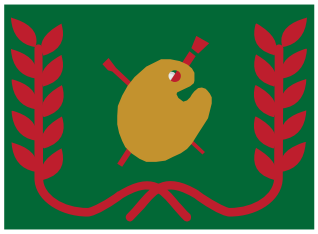


Name: _____

No	Test	Passed	Date
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 derailer 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			
	Produce evidence that you have participated in at least three cycle races/meetings where the shortest distance ridden is not less than 25 km		

Badge Awarded

designer



Name: _____

No	Test	Passed	Date
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, book jackets, 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		

Badge Awarded

draughtsman

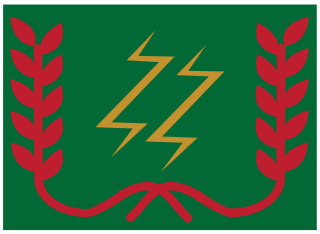


Name: _____

No	Test	Passed	Date
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		

Badge Awarded

electrician



Name: _____

No	Test	Passed	Date
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	<u>Domestic electrician</u> (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		
5	<u>Auto electrician</u> (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.		

Badge Awarded

electronic engineer



Name: _____

No	Test	Passed	Date
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		

Badge Awarded		

entertainer

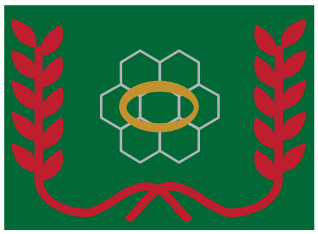


Name: _____

No	Test	Passed	Date
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		

Badge Awarded

farmer



Name: _____

No	Test	Passed	Date
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	BEES		
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		

Badge Awarded

firefighter



Name: _____

No	Test	Passed	Date
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 (e.g. 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		
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		

Badge Awarded

first aid



Name: _____

No	Test	Passed	Date
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 e.g. 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		

Badge Awarded

fisherman



Name: _____

No	Test	Passed	Date
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		

Badge Awarded		

food for life – gold



Name: _____

No	Test	Passed	Date
1	Completion of the Food for Life – Silver Scoutcraft Badge is a prerequisite for this badge.		
2	Draw up a basic business plan, which includes: (a) Name of the business; (b) Market place – Where you will sell your produce and who will your customers be; (c) Product – What you will be selling; (d) Budget – How you will keep accurate record of income and (e) expenditure and how much you will charge for your products; (f) Staffing – Who will be responsible for each job; and (g) f) Marketing – How will you market your product – including a poster or banner that you will use.		
3	Do one of the following: (a) Pickle a vegetable (b) Make jam (c) Dry a vegetable or fruit		
4	Grow two types of these vegetables and donate them to a worthy cause or help an orphanage, old age home, church, etc. to start a garden.		
5	Explain how you will test the type of soil that you have.		
6	Explain two types of irrigation that you can use for your vegetable garden.		

Badge Awarded

forester



Name: _____

No	Test	Passed	Date
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 tree planting 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 (e.g. 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 (e.g. fencing and making a firebreak).		
4	(a) Assist in the trimming ("coppicing") of trees in a woodlot, using a hand axe; 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		
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		

Badge Awarded

gardener



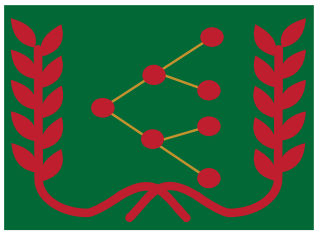
Name: _____

No	Test	Passed	Date
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 an 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		

Badge Awarded

genealogy

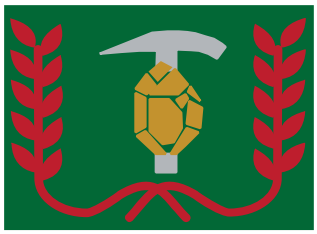


Name: _____

No	Test	Passed	Date
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			

Badge Awarded

geologist



Name: _____

No	Test	Passed	Date
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, cyncline 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		

Badge Awarded

guide



Name: _____

No	Test	Passed	Date
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.		

Badge Awarded

handyman



Name: _____

No	Test	Passed	Date
1	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 welling 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		

Badge Awarded

helmsman



Name: _____

No	Test	Passed	Date
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/Dagger board. (g) Sail on Jib alone		

Badge Awarded

hike leader



Name: _____

No	Test	Passed	Date
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 (f) 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 (screes, 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 (e.g. ground-to-air signals, whistles, fire/smoke, torches, and 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		

Badge Awarded

horseman



Name: _____

No	Test	Passed	Date
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		

Badge Awarded

journalist



Name: _____

No	Test	Passed	Date
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 proof-reader's marks (c) the meaning of the terms "plagiarism", "libel" and "copyright"		

Badge Awarded

leather worker



Name: _____

No	Test	Passed	Date
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, steer hide 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).		

Badge Awarded

lifesaver



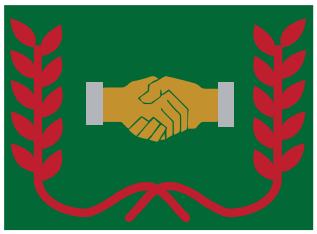
Name: _____

No	Test	Passed	Date
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, and 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 l0m. 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 l0m. (b) A method of rescue and of release in the water with a person about the size of the rescuer. Tow the person l0m		
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		

Badge Awarded

linguist



Name: _____

No	Test	Passed	Date
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		

Badge Awarded

mapping



Name: _____

No	Test	Passed	Date
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 I: 10 000 series). Determine the grid references for given points on a map, and find the correct points for given grid references		

Badge Awarded

marksman

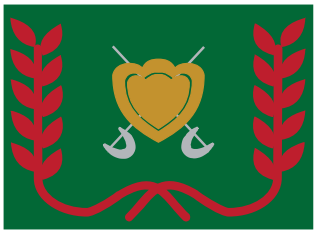


Name: _____

No	Test	Passed	Date
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		

Badge Awarded

master at arms



Name: _____

No	Test	Passed	Date
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		

Badge Awarded

mechanic



Name: _____

No	Test	Passed	Date
1	Demonstrate the correct way to use the following tools: Screwdriver, ball peen hammer, pliers, cold chisel, centre punch, tiles (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 fan belt. 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		

Badge Awarded		

metal worker

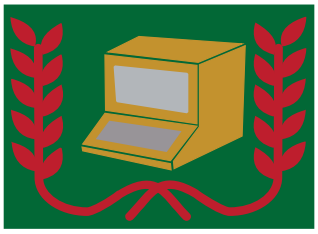


Name: _____

No	Test	Passed	Date
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 be making three useful or decorative articles in metal that will demonstrate your proficiency and imagination		

Badge Awarded

micro computer



Name: _____

No	Test	Passed	Date
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 parent's 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.		

Badge Awarded

model aero engineer



Name: _____

No	Test	Passed	Date
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: (a) Scale and stunt take-off; 2 level laps; approximately 2m high climb and dive for two laps; (b) 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.		

Badge Awarded

model engineer



Name: _____

No	Test	Passed	Date
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		

Badge Awarded

motorboatsman



Name: _____

No	Test	Passed	Date
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, i.e. single or twin engine 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 on-board 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. <u>Alternative test for small outboard powered boats</u> 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 right-angled turns port and starboard. Make a 'U' turn. iii) Stop the boat, drop anchor, raise anchor, and 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. <u>Alternative test for small outboard powered boats</u> 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		

Badge Awarded

musician



Name: _____

No	Test	Passed	Date
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		
4	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		
5	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		

6	Name five composers or performers of note in any era. Discuss the musical style of each and the impact of their music on society		

Badge Awarded

numismatist



Name: _____

No	Test	Passed	Date
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. (E.g. 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		

Badge Awarded		

ornithologist



Name: _____

No	Test	Passed	Date
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		

Badge Awarded

patrol leadership



Name: _____

No	Test	Passed	Date
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 Discoverer and First Class Advancement Levels		
5	Show that you are putting the Functional Approach to Leadership into practice in your Patrol and Troop		

Badge Awarded

pet keeper



Name: _____

No	Test	Passed	Date
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		

Badge Awarded

philatelist

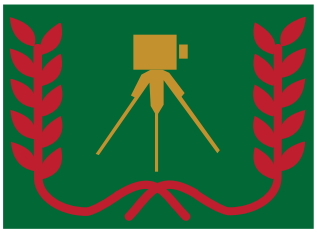


Name: _____

No	Test	Passed	Date
1	Make a neatly mounted collection of stamps and/or related postal material of either a country, or a related group of countries (e.g. Commonwealth, French colonies, southern Africa), or a subject or theme (e.g. 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		

Badge Awarded

photographer



Name: _____

No	Test	Passed	Date
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, i.e. 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		
A	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. 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			
B	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.		
B1	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		
B2	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		

Badge Awarded

physical fitness



Name: _____

Name:						
No	**Test**			**Passed**	**Date**	
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) <u>15 Front lying, trunk raises (hypers)</u> Over a bench or other support. Hand position as for curlups. Stop at horizontal position. (b) <u>20 Curlups (sit-ups)</u> 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) <u>25 Pushups</u> Chest must touch clenched fist of partner. Incorrect pushup does not count. (d) <u>20 Biceps curls</u> Standing in half squat position lifting 10% of body mass (sandbags). (e) <u>20 Vertical jumps</u> To reach a point 25 cm above arm's length. (f) <u>20 Lateral arm raises</u> Standing in half squat position lifting 10% of body mass (sandbags). Lift elbows laterally to 90°. (g) <u>8 square shuttle runs</u> Mark out a square of 5 metres along each side. Each completed circuit counts as one. (h) <u>10 Shuttle runs of 25 metres</u> 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) <u>HIGH JUMP</u> (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

Badge Awarded

pioneer



Name: _____

No	Test	Passed	Date
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; barrel hitch; highwayman's hitch; scaffold hitch; constrictor knot; hunter's bend; double-sheet bend; fireman's hair knot; 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 swing boat, 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.)			

Badge Awarded

plumber



Name: _____

No	Test	Passed	Date
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		

Badge Awarded		

public health



Name: _____

No	Test	Passed	Date
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 if 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		

Badge Awarded

reader



Name: _____

No	Test	Passed	Date
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 set works 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.		

Badge Awarded

religion & life



Name: _____

Name:			
No	**Test**	**Passed**	**Date**
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 band 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, and 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 solaah		

Hindu Requirements			
1	Recite and know the meanings, 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		

Badge Awarded

rock climber



Name: _____

No	Test	Passed	Date
1	**Anchors** Demonstrate an ability to choose suitable anchors in a variety of situations, including the use of: (a) spikes and blocks, (b) threads, chock stones and trees, (c) stakes, bolts and points and 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, another 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		

Badge Awarded

safety code



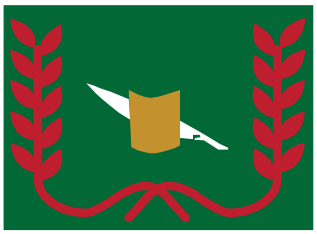
Name: _____

No	Test	Passed	Date
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, e.g.: (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.		

Badge Awarded

scribe

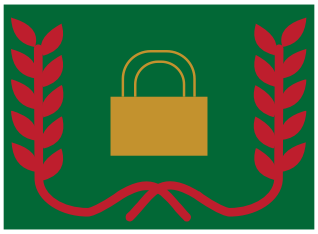


Name: _____

No	Test	Passed	Date
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 he 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		

Badge Awarded

ship quartermaster



Name: _____

No	Test	Passed	Date
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		
3	Identify the following types of blocks and demonstrate them in use: (a) Single block (b) Single block with fast eye and swivel eye (c) Single block with becket and hook (d) Scratch or check block (e) Self-locking block with snap shackle (f) Fiddle block with shackle (g) Double block with swivel eye (h) Double block with shackle.		
4	Demonstrate the method of belaying		
5	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		
6	Demonstrate how to take care of sails, sheets and standing rigging		
7	Demonstrate how to leave a pulling boat or sailing dinghy: (a) After a day's activity (b) For a short spell, e.g. lunch break, or when called for instruction		
8	Demonstrate how to load a boat with stores and personnel and show how to trim the boat correctly		
9	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		

Badge Awarded

signaller



Name: _____

No	Test	Passed	Date
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			

Badge Awarded

snorkelling



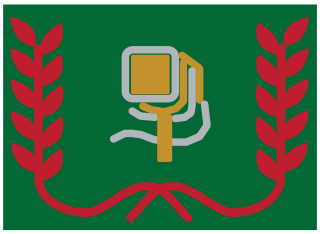
Name: _____

No	Test	Passed	Date
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 minute's rest is allowed between each test. (a) Swim 200m freestyle in not more than 8 minutes. (b) Float on back for 5 minutes using only slight arm and leg movements, or use drown proofing for 5 minutes. (c) Tread water with arms folded across chest for one minute. (d) 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 weight belt may be worn. (a) 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 weight belt is not to be removed. If no wetsuit is worn, a weight belt of 5% of body weight should be worn. (b) Whilst treading water, remove weight belt and hand to a person on the poolside. Retrieve from person and refit whilst still treading water. (c) Fin 200m doing at least 8 neat duck dives. (d) Tow buddy 50m. (e) Fin 25m underwater. (f) Hold breath for 20 seconds underwater. (g) 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 weight belt may be worn. Before entering the water discuss the dive plan with the examiner. (a) Fin 400m wearing basic snorkelling equipment. (b) Dive to 5m and signal "OK" afterwards. (c) Tow his buddy 50m		
5	The Scout should have a sound knowledge of the following: (a) Basic snorkelling equipment, its use and care; (b) Boyle's Law and the effects of pressure on the body, especially the lungs, ears and sinuses; (c) Hyperventilation; (d) Hypothermia;		

	(e) Dive planning (pre-dive check, signals, lost buddy procedure); (f) Resuscitation techniques.		
SCUBA training is excluded from this badge because training should only be given by a qualified instructor			

Badge Awarded

speaker

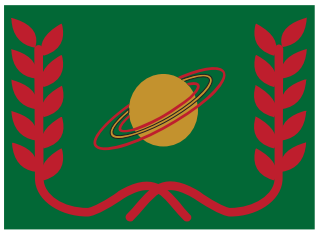


Name: _____

No	Test	Passed	Date
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 (e.g. how to organise a Patrol) by giving a talk using visual aids made by yourself		

Badge Awarded

space explorer



Name: _____

No	Test	Passed	Date
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		

Badge Awarded

sportsman



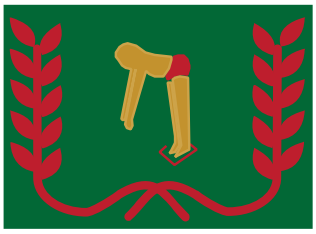
Name:

Name:					
No	**Test**			**Passed**	**Date**
1	Represent your school and/or your sports club in one team sport for two full seasons i.e. winter and/or summer sports. Examples of team sports:				
	Baseball	Cricket	Volleyball		
	Rugby	Softball	Basketball		
	Hockey	Ice Hockey	Polo/polo cross		
	Water polo	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 i.e. 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	Tennis		
	Gymnastics	Skiing	Golf		
	Canoeing	Swimming	Sculling		
	Diving	Badminton	Sailing		
	Roller/Ice Skating	Table Tennis	Athletics		
	Squash	Fishing	Rally		
	Navigation	Jukskei	Horse Riding		
	Water-skiing	Judo/Karate	Bowls		
	Cross-Country				
3	(a) Be familiar with the skills and techniques in each of your chosen sports. (b) Show that you know the rules and how to score. (c) Discuss the equipment used and how to care for it. (d) Discuss the safety rules and what injuries could occur and how to prevent them				
4	Explain what sportsmanship is and why it is important. Give several examples of good sportsmanship 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		

Badge Awarded

swimmer



Name: _____

No	Test	Passed	Date
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		

Badge Awarded

veldcraft



Name: _____

No	Test	Passed	Date
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		

Badge Awarded

virtual aviator



Name: _____

No	Test	Passed	Date
1	Hold the Computer Pilot Scoutcraft Badge		
2	Be able to fly a basic circuit in a non-combat Flight Simulator (such as Microsoft Flight Simulator 2000,2002 and 2004 or X-Plane) in a turboprop aircraft (such as the Beechcraft King-Air B350).		
3	Fly a virtual VFR flight of at least 100km under VFR conditions with either the examiner acting as ATC, or connected to IVAO or VATSIM under a virtual ATC. You may not use the GPS for navigation. You need to navigate using VOR's and NDB's. You may not use the Autopilot.		
4	Fly a virtual IFR flight of at least 600km under IFR conditions with either the examiner acting as ATC, or connected to IVAO (www.ivao.org) or VATSIM under a virtual ATC. You may not use the GPS for navigation, you need to navigate using VOR's and NDB's. You may use the Autopilot. You may use a jet aircraft if you wish (such as the Learjet).		
5	Do one of the following; (a) Belong to a virtual airline (such as www.llitestar.co.za) and have at least 50 hours of flying time. (b) Have at least 50 hours of flying time on either IVAO (www.ivao.org) or VATSIM (www.vatsim.net). (c) - Have at least 300 hours of flying time logged with Flight Simulator, in the Flight Simulator log book		

Badge Awarded		

voyager



Name: _____

No	Test	Passed	Date
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		

Badge Awarded

water biologist



Name: _____

No	Test	Passed	Date
1	Make a water scope 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		

Badge Awarded

wave rider



Name: _____

No	Test	Passed	Date
1	Pass or have passed the Swimmer Scout Craft Badge		
2	Own a surfboard/body board/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		

Badge Awarded

weatherman



Name: _____

No	Test	Passed	Date
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		

Badge Awarded

woodcraftsman



Name: _____

No	Test	Passed	Date
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			
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		

Badge Awarded

world friendship



Name:

No	Test	Passed	Date
1	Have corresponded regularly (i.e. 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. (g) Perform the song or stunt/item at a Troop Campfire (h) 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)		
	Badge Awarded		

section 8: rover scouts

1. **What Is Rovering?**

The Rover section of the Scout Movement is open to young men and women between the ages of 18 and 30, who need not have been members of the Scout or Guide Movements previously to join. Becoming a member of a Rover crew will provide you with a challenge and the opportunity to develop your personal abilities, as well as learning plenty of new skills.

Rovers could be described as a fellowship of the open air and service. You'll find there's an extensive range of activities open to you, and socially, you'll be mixing with a group of young adults doing the things you want to do. Every Rover Crew is different, and tailors its activities to the requirements of its members.

Outdoor activities such as bush walking; caving, canoeing, ski touring, rock-climbing and scuba diving are all important parts of many Rover Crews' calendars. In fact, when it comes to Rover activities, imagination is your only limit. Rovers will develop your ability to lead other young people to adventure, and you will appreciate the value of helping other people. The word "service" is synonymous with Rovering.

The friends you make in Rovers will be lifelong friends. You will plan and manage your Crew's activities and learn the value of teamwork and co-operation. Rovering has so much to offer; you will find the decision to join an easy one to make.

2. **Admission to the Rover Crew**

Before a recruit may be invested as a Rover Scout he/she must fulfil the following conditions to the satisfaction of the Rover Scouter (or Crew Council) and the Crew:

- Have an elementary knowledge of the aims, principles, and methods of the Scout Movement, as set out in the pamphlet 'What is Rovering?'

- Have studied, and have understood, the Scout Law and Promise from an adult point of view and be prepared to apply them.

- 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.

- A recruit who has been a Scout wears the same uniform as a Scout where appropriate.

- A recruit who has not been a Scout and who wishes to wear uniform and badges during his probation must take the Scout Promise.

3. **Aims**

"Rover Scouting is a Brotherhood of the open air and of service, the purposes of which are: to provide encouragement for the self-training of Rovers in citizenship and service, to encourage Rovers to pursue careers useful to themselves, and to render service to the Scout Movement and the Community"

Rover scouting offers a series of challenging awards, cumulating in the Baden Powell award. There is no formal programme, but Crews are encouraged to establish their own, based on the needs and interests of their members, planned at their discretion.

4. **Membership**

Before being admitted to a Rover Crew, one must have attained the age of eighteen.

One joins a Rover Crew as a Recruit irrespective of whether one comes from Scouts, Guides or as a newcomer. Rover Crews do not always meet on a weekly basis and therefore a three-month probation period is set, and after this time the Recruit is invested as a Squire. The non-Scout is first to be invested as a Scout and must be prepared to accept the Scout Promise and Law and commit himself to the Rover Crew's particular programme after acceptance by the Crew (and vice versa). When the Recruit is invested as a Squire, he or she then chooses a Sponsor from the available invested Rovers. The non-Scout must familiarize himself, assisted by the Sponsor, with the many Scouting skills.

A Service Task is decided upon between the Squire and Sponsor, and this task should be of such a nature as to give the Squire a "taste of what is to come". A word of advice to Sponsors - don't overdo it - you might scare them off! The booklets "What is Scouting" and "What is Rovering" and BP's "Rovering to Success" must be read.

Once you are a Rover you have a vote and may also possibly receive a key to the Den, as happens in some Crews, thus allowing you to make full use of it in your spare time,

as a quiet place, or for study.

5. **Investiture**

On investiture, Scouts and Rover Scouts make, or where appropriate, reaffirm, the Scout Promise.

An invested Rover Scout wears green shoulder straps (epaulettes) superimposed on the shoulder straps of the shirt.

6. **Rover Bars & Awards**

To earn the BP Award, the equivalent of the Springbok in Scouting, you would be required to complete the requirements for four Bars, four Awards and the additional requirements in the **Rover Trail**.

The Four Bars include:

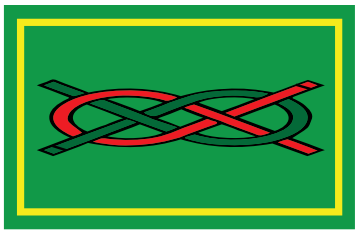
- The Personal Bar
- The Movement Bar
- The Leadership Bar
- The Community Bar

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

- The Scoutcraft Award
- The Rambler's Award
- The Project Award
- The Scouter Training Award
- The Civics Award
- The Careers Award
- The Community Service Award
- The Sportsmanship Award
- The Public Health Award
- The Culture Award
- The Emergencies 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.

network badge



Name: _____

No	Requirement	Passed	Date
The Rover Network Badge provides the Scout with the training necessary to understand the Crew, how it works and what would be expected from them as a Squire and future Crew member. When a Scout reaches 17 years of age, they may start working on the Rover Network badge. It is not compulsory and a Scout will still be able to join a Crew without completing this badge but would then be obliged to complete the Crew Requirements prior to being invested as a Squire			
1	Attend at least 5 crew activities. This should include a minimum of: (a) One Formal Meeting (b) One Social Activity (c) One Major Outdoor Activity – e.g. camp, hike, sail etc (d) One Service Activity		
2	Demonstrate an adult understanding of the Promise, Law and Rover Prayer		
3	Discuss with the RS or Crew Chairman sponsor the following ceremonies: Going-up, Opening, Closing and Investiture		
4	Discuss and explain the three areas of service with the RS or Crew Chairman – Self, Movement and Community		
5	Present a report (Either written or oral) to your Troop on Rovering		

Advancement Awarded		
Invested as a Squire		

section 9: badge charts

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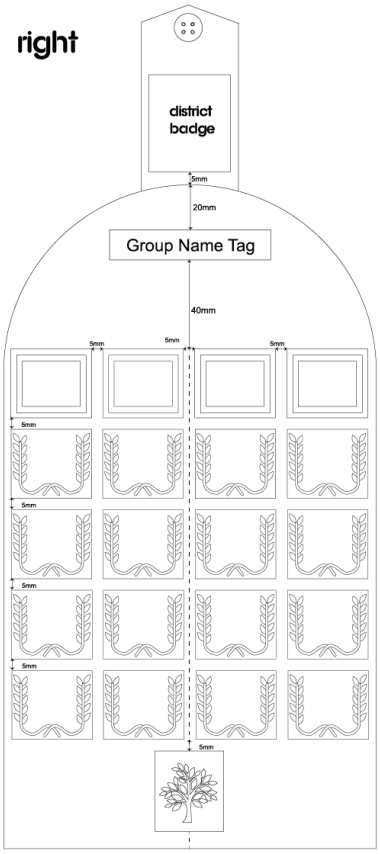

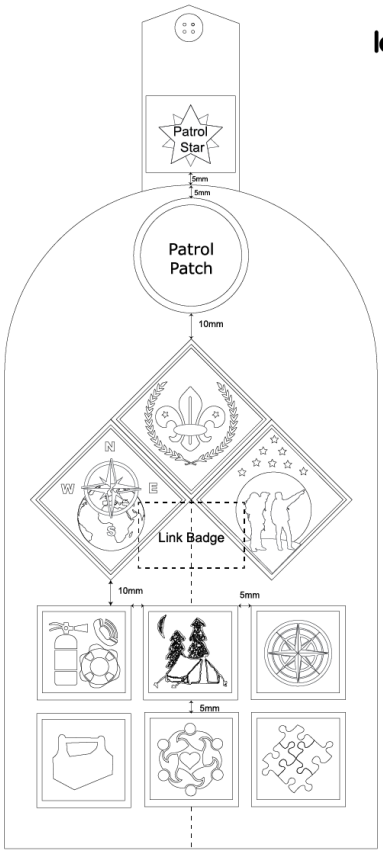

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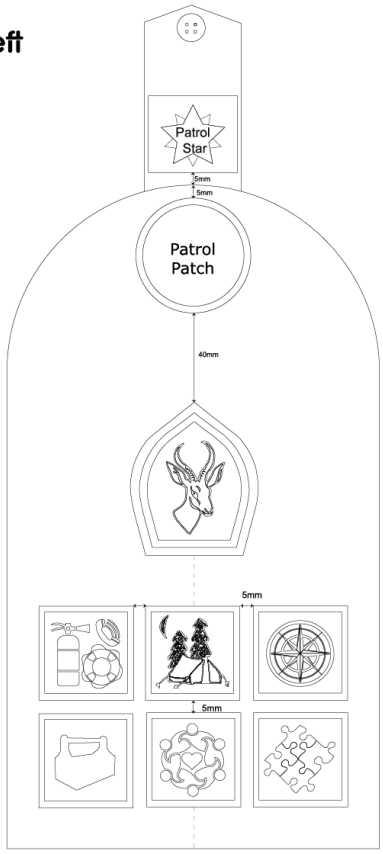

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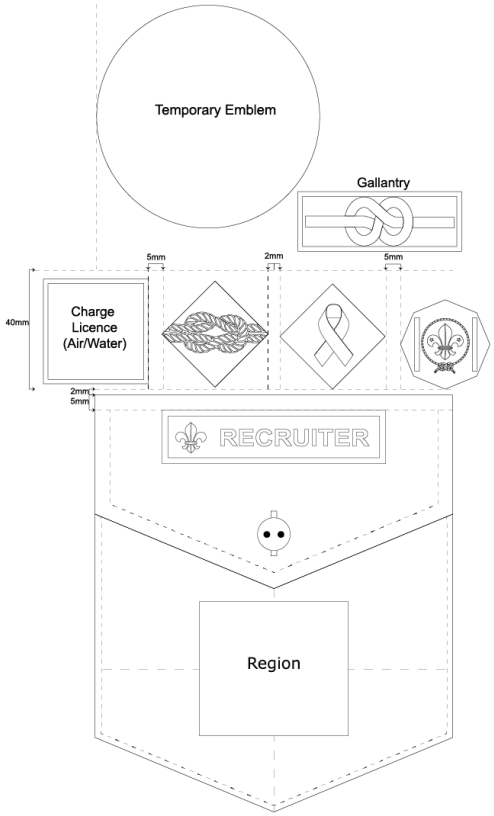

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