



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL POLICY PERTAINING TO THE PROGRAMME AND PROMOTION
REQUIREMENTS OF THE NATIONAL CURRICULUM STATEMENT**

GRADES R - 12

National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12 published as Government Notices No. 1115 and 1116 in Government Gazette No. 36042 of 28 December 2012 and amended as:

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Department of Basic Education

Sol Plaatje House
222 Struben Street
Private Bag X895
Pretoria 0001
South Africa
Tel: +27 12 357-3000
Fax: +27 12 323-6601

120 Plein Street
Private Bag X9023
Cape Town 8000
South Africa
Tel: +27 21 465-1701
Fax: +27 21 461-8110

<http://www.education.gov.za>

<http://www.thutong.doe.gov.za>

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ABBREVIATIONS AND ACRONYMS

| | |
|------|--|
| GET | General Education and Training |
| FET | Further Education and Training |
| LOLT | Language of Learning and Teaching |
| NCS | National Curriculum Statement |
| NQF | National Qualifications Framework |
| NSC | National Senior Certificate |
| SAQA | South African Qualifications Authority |

DEFINITIONS

“assessment body” – means an assessment body as defined in the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*;

“candidate” - means a learner who has enrolled in his or her Grade 12-year of the National Senior Certificate programme and who has registered for the National Senior Certificate final examinations;

“certification” – means the formal recognition of a qualification or part qualification awarded to a successful learner;

“condonation” – means the relaxation of promotion requirements as contemplated in *paragraph 29(1)(b)* of this document;

“Curriculum and Assessment Policy Statements” - means the policy documents stipulating the aim, scope, content and assessment for each subject listed in the *National Curriculum Statement Grades R – 12*;

“Department of Basic Education”- means the national department responsible for basic education, Grades R-12;

“Deaf learner” – means a learner who is either in a special school in terms of *section 5(6)* of the *South African Schools Act, 1996 (Act No. 84 of 1996)*, or in an ordinary school where he or she has been assessed and verified by a registered health professional as Deaf. Such a Deaf learner may, in terms of *section 6(4)* of the *South African Schools Act, 1996*, offer South African Sign Language, which has the status of an official language for the purposes of learning, as a language of learning and teaching in lieu of the second required official language;

“evidence of learner performance” - means the learner’s work that is used to compile his or her internal assessment mark;

“examination” – means the conduct of an end-of-term and/or once-off end-of-year assessment;

“external assessment” – means any assessment activity, instrument or programme where the design, development and implementation has been initiated, directed and, coordinated by Provincial Education Departments and the Department of Basic Education either collectively or individually;

“First Additional Language level” – means the language proficiency level that reflects the basic intercultural and interpersonal communication skills needed in social situations and the cognitive academic skills essential for learning across the curriculum. The First Additional Language level can be used as the language of teaching and learning from the Intermediate Phase onwards;

“full-time candidate” - means a candidate who has enrolled for tuition in a full-time capacity at a public or independent school or any other registered institution and who presents the required number of subjects as stipulated in the policy document, *National policy pertaining to the programme and promotion requirements of the CS Grades R – 12*;

“grade” - means a grade as defined in the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

“Head of Department” - as defined in the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

“Head of an assessment body” - means the Head: Education of a provincial education department or the Head of an independent assessment body;

“Head of the institution” - as defined in the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

“Home Language level” - means the language proficiency level that reflects the mastery of interpersonal communication skills required in social situations and the cognitive academic skills essential for learning across the curriculum. This level also provides

learners with a literary, aesthetic and imaginative ability that will provide them with the ability to create, imagine, and empower their understandings of the world they live in;

“immigrant candidate” - means a learner as contemplated in *paragraph 4(1)(a)* of this document;

“independent school” - means a school registered or deemed to be registered in terms of *section 46* of the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

“internal assessment” - means an assessment, contemplated in *section 1* of the *General and Further Education and Training Quality Assurance (Act No. 58 of 2000)*;

“language levels” – means the proficiency levels at which all official and non-official languages are offered at school, i.e. Home Language, First Additional Language and Second Additional Language levels;

“learner” - as defined in the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

“learner who experiences barriers to learning” – refers to any learner who has difficulties in accessing the curriculum due to factors that serve as barriers;

“MEC” - means a Member of the Executive Council, contemplated in *section 1* of the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

“Minimum outcomes and standards” – means the minimum level at which a learner must attain the content and assessment requirements for all subjects listed in the *National Curriculum Statement Grades R – 12* as specified in the Curriculum and Assessment Policy Statements. It also includes the programme and promotion requirements for Grades R-12 as stipulated in *paragraphs 6, 7, 12, 14, 19, 21, 27 and 29* of this document;

“National Qualifications Framework (NQF)” – means the ten-level framework to provide for the registration of national standards and qualifications as contemplated in the *National Qualifications Framework Act, 2008 (Act No. 67 of 2008)*;

“National Senior Certificate” – means a qualification at Level 4 on the National Qualifications Framework (NQF) which is awarded to Grade 12 candidates who comply with the national policy requirements set out in the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*;

“part-time candidate” means a Grade 12 learner who has enrolled at an institution for part-time studies and may enroll for any number of subjects in one examination sitting;

“progression” – means the advancement of a learner from one grade to the next, excluding Grade R, in spite of the learner not having complied with all the promotion requirements. Progression can be used to prevent a learner from being retained in a phase for a period exceeding four years as stipulated in the *Admission policy for ordinary public schools* as published as *Government Notice 2432, Government Gazette, Vol. 400, No. 19377* of 19 October 1998, provided that the underperformance of the learner in the previous grade is addressed in the grade to which the learner has been promoted;

“promotion” – means the movement of a learner from one grade to the next when that learner meets the minimum required level of achievement per subject in a particular grade, as well as complying with the promotion requirements of that grade as contemplated in the policy document; *National policy pertaining to the programme and promotion requirements of the NCS Grades R-12*;

“processes and procedures for the assessment of learner achievement” – means the conduct, administration and management of internal assessment, end-of year examination, and the final National Senior Certificate examination as stipulated in the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*, the policy document, *National Protocol for Assessment Grades R – 12*, the *Curriculum and Assessment Policy Statements* of all approved subjects, and the policy document, *National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*;

“Provincial Education Department” - means an education department, contemplated in *section 1* of the *Employment of Educators Act, 1998 (Act No. 76 of 1998)*;

“qualification” – means a registered qualification as contemplated in the *National Qualifications Framework Act, 2008 (Act No. 67 of 2008)*;

“repeat candidate” - means a candidate who has failed the Grade 12-year of the National Senior Certificate examination and/or the supplementary examination, or who wants to improve his or her National Senior Certificate examination results, and who wants to repeat the Grade 12-year or a subject, as a full-time learner or part-time candidate respectively;

“Second Additional Language level” - means the language proficiency level that focuses on the basic interpersonal communication skills needed in social situations and include intercultural communication. It is intended to further multilingualism. Although reading and writing will be developed, at this level the emphasis will be on developing listening and speaking skills;

“school” – as defined in the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

“school-based assessment” – means assessment as defined in the policy document, *National Protocol for Assessment Grades R-12, Government Gazette No. 34600 of 12 September 2011*;

“supplementary examination” - means an examination granted under special conditions to a full-time, repeat and part-time candidates in the year following the National Senior Certificate examination;

“teacher file” - means the recording and planning documents used by the teacher, namely the formal programme of assessment, evidence of learner assessment/performance, all formal assessment tasks and marking guidelines, annual teaching plan/work schedule, textbook used and other resources,

“technical school” – means a focussed secondary school with a specialised infrastructure and specialised resources for the completion of the practical component of at least two of the following technology subjects, namely Civil Technology, Electrical Technology and Mechanical Technology, as well as Engineering Graphics and Design;

“technology subject (specialisation)” - means a focused technology subject with content matter related to industry of which specific aspects are assessed by means of a practical assessment task or practical examination. In this policy the technology subjects with specialisation are: Civil Technology, Electrical Technology, Mechanical Technology and Engineering Graphics and Design;

“Umalusi” – means Umalusi, the Council for Quality Assurance in General and Further Education and Training established in terms of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

CHAPTER 1

INTRODUCING THE POLICY FOR THE PROGRAMME AND PROMOTION REQUIREMENTS OF THE NATIONAL CURRICULUM STATEMENT GRADES R - 12

1. PURPOSE OF THE DOCUMENT

- (1) *Section 3(4)(l) of the National Education Policy Act, 1996 (No. 27 of 1996)* makes provision for the determination of national education policy regarding curriculum frameworks, core syllabuses and education programmes, learning standards, examinations and the certification of qualifications. This provision is subject to the provisions of any law establishing a national qualifications framework or a certifying or accrediting body.
- (2) The policy stipulated in this document applies to public ordinary and special schools and those independent schools that offer the *National Curriculum Statement Grades R – 12*, which comprise:
 - (a) Curriculum and Assessment Policy Statements for all approved subjects listed in this document;
 - (b) *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*; and
 - (c) *National Protocol for Assessment Grades R – 12*.
- (3) The policy document contemplated in *subparagraph (2)* forms the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement as stipulated in *section 6A of the South African Schools Act, 1996 (Act No. 84 of 1996)* which is applicable to public and independent schools.
- (4) The outcomes and standards determined in terms of *section 6A of the South African Schools Act, 1996 (Act. No. 84 of 1996)* will be translated into regulations in terms of *section 61 of the said Act*.

2. THE GROUPING OF SUBJECTS LISTED IN THE NATIONAL CURRICULUM STATEMENT GRADES R – 12

- (1) The *National Curriculum Statement Grades R – 12* uses the twelve Organising Fields of the National Qualifications Framework (NQF) for organising and listing purposes.
- (2) The Organising Fields listed at Annexure A, are used for organising and listing purposes.

CHAPTER 2

GENERAL REQUIREMENTS OF GENERAL EDUCATION AND TRAINING: GRADES R - 9

3. DURATION

The duration of the General Education and Training Phase is ten years, namely Grades R - 9. To be promoted to Grade 10 a learner must:

- (1) complete the programme requirements for each grade of Grades R – 9 separately; and
- (2) comply with the assessment and promotion requirements for each grade of Grades R - 9 as contemplated in the policy document, *National Protocol for Assessment Grades R – 12*, and the Curriculum and Assessment Policy Statements of the various subjects for each of the three phases of the General Education and Training Band, namely Foundation, Intermediate and Senior Phases as listed in this document.

4. CONCESSIONS IN THE GENERAL EDUCATION AND TRAINING PHASE

- (1) Immigrants
 - (a) An immigrant learner is:
 - (i) a child or a dependent of a diplomatic representative of a foreign government accredited in South Africa; or
 - (ii) a person who:
 - (aa) first enrolled at and entered a South African school in Grade 7 or a more senior grade, or
 - (bb) having begun his or her schooling at a school in South Africa, has attended school outside South Africa for two or more consecutive years after Grade 3 or its equivalent, and has subsequently returned to South Africa.

- (b) Subject to *subparagraph (d)* an immigrant learner as contemplated in *subparagraph (a)* must offer the two required official languages as contemplated in *paragraphs 12(1)* of the Intermediate Phase and *19(1)* of the Senior Phase and comply with the School-Based Assessment requirements of both official languages offered.
- (c) An immigrant learner in the Intermediate or Senior Phase must:
 - (i) Pass one of the required **two** official languages as contemplated in *subparagraph (b)* on at least First Additional Language level and obtain a rating of Moderate Achievement (Level 3) in that language; and
 - (ii) Subject to *subparagraph (e)* an immigrant learner must comply with the Intermediate and Senior Phase promotion requirements as contemplated in *paragraphs 14* and *21* respectively.
- (d) An immigrant learner may offer his or her home language in lieu of one official language, provided that it is an officially approved non-official language, provided further he or she complies with the Intermediate and Senior Phase promotion requirements as contemplated in *paragraphs 14* and *21* respectively.
- (e) To be classified as an immigrant learner, such a learner must be in possession of:
 - (i) The relevant official documentation issued by the Department of Home Affairs; and
 - (ii) The relevant official documentation issued by the school where the learner entered the South African school system for the first time.

- (2) Learners who experience barriers to learning
- (a) The following concessions may apply to learners who experience the following barriers or any other barriers that impact on a learner's learning-
- (i) A deaf learner must offer the two required official languages as contemplated in *paragraphs 6* of the Foundation Phase, *12(1)* of the Intermediate Phase, and *19(1)* of the Senior Phase, however-
- (a) he or she must pass one of the required two official languages on at least First Additional Language level and obtain a Moderate Achievement (Level 3) in that language;
- (bb) an Elementary Achievement (Level 2) in the second official language;
- (cc) comply with the other Foundation or Intermediate or Senior Phase promotion requirements as contemplated in *paragraphs 7, 14 and 21* respectively.
- (ii) Learners with communication and language impairments, e.g. aphasia and dyslexia must also meet the requirements as set out in *subparagraph (i)* above.
- (b) *White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001)*, guides policies related to learners experiencing barriers to learning.

CHAPTER 3

FOUNDATION PHASE, GRADES R - 3

5. APPROVED SUBJECTS

TABLE 1: OFFICIAL LANGUAGES

| SUBJECTS | SUBJECT NUMBER | | | |
|--------------------------------------|----------------|----------|----------|----------|
| | Grade R | Grade 1 | Grade 2 | Grade 3 |
| Afrikaans Home Language | 13305482 | 13302842 | 13302852 | 13302862 |
| Afrikaans First Additional Language | | 13312872 | 13312882 | 13312892 |
| English Home Language | 13305492 | 13302902 | 13302912 | 13302922 |
| English First Additional Language | | 13312932 | 13312942 | 13312952 |
| IsiNdebele Home Language | 13305502 | 13302962 | 13302972 | 13302982 |
| IsiNdebele First Additional Language | | 13312992 | 13313002 | 13313012 |
| IsiXhosa Home Language | 13305512 | 13303022 | 13303032 | 13303042 |
| IsiXhosa First Additional Language | | 13313052 | 13313062 | 13313072 |
| IsiZulu Home Language | 13305522 | 13303082 | 13303092 | 13303102 |
| IsiZulu First Additional Language | | 13313112 | 13313122 | 13313132 |
| Sepedi Home Language | 13305532 | 13303142 | 13303152 | 13303162 |
| Sepedi First Additional Language | | 13313172 | 13313182 | 13313192 |
| Sesotho Home Language | 13305542 | 13303202 | 13303212 | 13303222 |
| Sesotho First Additional Language | | 13313232 | 13313242 | 13313252 |
| Setswana Home Language | 13305552 | 13303262 | 13303272 | 13303282 |
| Setswana First Additional Language | | 13313292 | 13313302 | 13313312 |
| SiSwati Home Language | 13305562 | 13303322 | 13303332 | 13303342 |
| SiSwati First Additional Language | | 13313352 | 13313362 | 13313372 |
| Tshivenda Home Language | 13305572 | 13303382 | 13303392 | 13303402 |
| Tshivenda First Additional Language | | 13313412 | 13313422 | 13313432 |
| Xitsonga Home Language | 13305582 | 13303442 | 13303452 | 13303462 |
| Xitsonga First Additional Language | | 13313472 | 13313482 | 13313492 |

TABLE 1A: LANGUAGE WITH THE STATUS OF AN OFFICIAL LANGUAGE FOR THE PURPOSE OF LEARNING AND TEACHING AT A PUBLIC SCHOOL

| SUBJECTS | SUBJECT NUMBER | | | |
|---|----------------|----------|----------|----------|
| | Grade R | Grade 1 | Grade 2 | Grade 3 |
| South African Sign Language Home Language | 13305832 | 13305842 | 13305852 | 13305862 |

TABLE 2: PHYSICAL, MATHEMATICAL, COMPUTER AND LIFE SCIENCES

| SUBJECTS | SUBJECT NUMBER | | | |
|-------------|----------------|----------|----------|----------|
| | Grade R | Grade 1 | Grade 2 | Grade 3 |
| Mathematics | 19331462 | 19331312 | 19331322 | 19331332 |

TABLE 3: HUMAN AND SOCIAL STUDIES

| SUBJECTS | SUBJECT NUMBER | | | |
|-------------|----------------|----------|----------|----------|
| | Grade R | Grade 1 | Grade 2 | Grade 3 |
| Life Skills | 16341302 | 16341152 | 16341162 | 16341172 |

6. PROGRAMME REQUIREMENTS FOR GRADES R -3

(1) Grade R

A learner in Grade R in the Foundation Phase must offer the following three (3) subjects listed in Tables 1 - 3:

- (a) One official language selected from Table 1 at Home Language level;
- (aA) Deaf learners may, subject to *paragraph 7(6)*, introduce South African Sign Language at Home Language level listed in Table 1A for communication purposes;
- (b) Mathematics as listed in Table 2; and

- (c) Life Skills, comprising Beginning Knowledge, Creative Arts, Physical Education and Personal and Social Wellbeing, as listed in Table 3.

(2) Grades 1 – 3

A learner in Grades 1 – 3 in the Foundation Phase must offer the following four

(4) subjects listed in Tables 1 - 3:

- (a) One official language selected from Table 1 at Home Language level;
- (b) One official language selected from Table 1 at First Additional Language level, provided it is not the same official language offered at *subparagraph (a)*;
- (bA) Deaf learners may, subject to *paragraph 7(6)*, select South African Sign Language at Home Language level listed in Table 1A in lieu of the official language at First Additional Language level as contemplated in *subparagraph (b)*;
- (c) Mathematics as listed in Table 2; and
- (d) Life Skills, comprising Beginning Knowledge, Creative Arts, Physical Education and Personal and Social Wellbeing, as listed in Table 3.

7. PROGRESSION REQUIREMENTS FOR GRADES 1 -3

- (1) Progression from grade to grade through this phase within the appropriate age cohort should be the accepted norm, unless the learner displays a lack of competence to cope with the following grade's work. A learner, who is not ready to perform at the next level, should be assessed to determine the level of support required.
- (2) The following are guidelines for determining a learner's progress in Grade R:
 - (a) Adequate Achievement (Level 4) (50%-59%) in one official language at Home Language level; and
 - (b) Moderate Achievement (Level 3) (40%-49%) in Mathematics as contemplated in *paragraph 6(1)(b)*.

- (3) The following are guidelines to determine whether a learner should be permitted to progress from Grade 1 to 2 and from Grade 2 to 3 in the Foundation Phase:
- (a) Adequate Achievement (Level 4) (50%-59%) in one official language at Home Language level as contemplated in *paragraph 6(2)(a)*; and
 - (b) Moderate Achievement (Level 3) (40%-49%) in the second required official language at First Additional Language level as contemplated in *paragraph 6(2)(b)*; or
 - (bA) Moderate Achievement (Level 3) (40%-49%) in South African Sign Language at Home Language level as contemplated in *paragraph 6(2)(bA)*, if offered by Deaf learners in lieu of an official language at First Additional Language level; and
 - (c) Moderate Achievement (Level 3) (40%-49%) in Mathematics as contemplated in *paragraph 6(2)(c)*.
- (4) A learner may only be retained once in the Intermediate Phase in order to prevent the learner being retained in this phase for longer than four years.
- (5) A learner who is not ready to perform at the expected level and who has been retained in the first phase for four (4) years or more and who is likely to be retained again in the second phase for four (4) years or more, should receive the necessary support in order to progress to the next grade.
- (6) Deaf learners, who do not offer South African Sign Language at Home Language level, may obtain an Elementary Achievement (Level 2) (30—39%) in one of the two required official languages as contemplated in sub-*paragraphs (3)(a)*, and *(3)(b)* above.

8. ASSESSMENT

- (1) Learners will be assessed internally according to the requirements specified in the policy document *National Protocol for Assessment Grades R – 12* and the Curriculum and Assessment Policy Statements of the required subjects as contemplated in *paragraph 6*.
- (2) The School-Based Assessment mark as determined during the school year will be 100% of the total mark.

9. RECORDING AND REPORTING

- (1) Seven levels of competence have been described for subjects listed in the *National Curriculum Statement Grades R - 12*. The various achievement levels and their corresponding percentage bands are shown in Table 4 below.

TABLE 4: SCALE OF ACHIEVEMENT FOR THE NATIONAL CURRICULUM STATEMENT GRADES R - 3

| ACHIEVEMENT LEVEL | ACHIEVEMENT DESCRIPTION | MARKS % |
|--------------------------|--------------------------------|----------------|
| 7 | Outstanding Achievement | 80 – 100 |
| 6 | Meritorious Achievement | 70 – 79 |
| 5 | Substantial Achievement | 60 – 69 |
| 4 | Adequate Achievement | 50 – 59 |
| 3 | Moderate Achievement | 40 – 49 |
| 2 | Elementary Achievement | 30 – 39 |
| 1 | Not Achieved | 0 – 29 |

- (2) These descriptions are intended to assist teachers to grade learners and grade them at the correct level.
- (3) Teachers must record and report learners' performance in terms of the achievement descriptors listed in Table 4.

10 TIME ALLOCATION

- (1) The instructional time for subjects in the Foundation Phase is indicated in Table 5 below:

TABLE 5: TIME ALLOCATION PER WEEK

| SUBJECT | GRADE R (HOURS) | GRADES 1-2 (HOURS) | GRADE 3 (HOURS) |
|---------------------------|----------------------------|-------------------------------|----------------------------|
| Home Language | 10 | 7/8 | 7/8 |
| First Additional Language | | 2/3 | 3/4 |
| Mathematics | 7 | 7 | 7 |
| Life Skills | 6 | 6 | 7 |
| TOTAL | 23 | 23 | 25 |

- (2) The instructional time for Grades R, 1 and 2 is 23 hours and 25 hours for Grade 3.
- (3) Ten (10) hours are allocated for languages in Grades R-2 and 11 hours in Grade 3.
- (4) A maximum of eight (8) hours and a minimum of seven (7) hours are allocated for the language at Home Language level, and a minimum of two (2) hours and a maximum of three (3) hours for the language at First Additional Language level in Grades 1-2.
- (5) In Grade 3 a maximum of eight (8) hours and a minimum of seven (7) hours are allocated for the language at Home Language level, and a minimum of three (3) hours and a maximum of four (4) hours for the language at First Additional Language level.
- (6) The time allocated to breaks, assemblies and extramural activities is excluded from the time allocation.
- (7) Time must be made available to support learners who experience barriers to learning within the instructional time.

CHAPTER 4

INTERMEDIATE PHASE, GRADES 4 - 6

11. APPROVED SUBJECTS

TABLE 6: OFFICIAL LANGUAGES

| SUBJECTS | SUBJECT NUMBER | | |
|---------------------------------------|----------------|----------|----------|
| | Grade 4 | Grade 5 | Grade 6 |
| Afrikaans Home Language | 13303502 | 13303512 | 13303522 |
| Afrikaans First Additional Language | 13313532 | 13313542 | 13313552 |
| Afrikaans Second Additional Language | 13353562 | 13353572 | 13353582 |
| English Home Language | 13303592 | 13303602 | 13303612 |
| English First Additional Language | 13313622 | 13313632 | 13313642 |
| English Second Additional Language | 13353652 | 13353662 | 13353672 |
| IsiNdebele Home Language | 13303682 | 13303692 | 13303702 |
| IsiNdebele First Additional Language | 13313712 | 13313722 | 13313732 |
| IsiNdebele Second Additional Language | 13353742 | 13353752 | 13353762 |
| IsiXhosa Home Language | 13303772 | 13303782 | 13303792 |
| IsiXhosa First Additional Language | 13313802 | 13313812 | 13313822 |
| IsiXhosa Second Additional Language | 13353832 | 13353842 | 13353852 |
| IsiZulu Home Language | 13303862 | 13303872 | 13303882 |
| IsiZulu First Additional Language | 13313892 | 13313902 | 13313912 |
| IsiZulu Second Additional Language | 13353922 | 13353932 | 13353942 |
| Sepedi Home Language | 13303952 | 13303962 | 13303972 |
| Sepedi First Additional Language | 13313982 | 13313992 | 13314002 |
| Sepedi Second Additional Language | 13354012 | 13354022 | 13354032 |
| Sesotho Home Language | 13304042 | 13304052 | 13304062 |
| Sesotho First Additional Language | 13314072 | 13314082 | 13314092 |
| Sesotho Second Additional Language | 13354102 | 13354112 | 13354122 |

TABLE 6: OFFICIAL LANGUAGES (CONT.)

| SUBJECTS | SUBJECT NUMBER | | |
|--------------------------------------|-----------------------|----------------|----------------|
| | Grade 4 | Grade 5 | Grade 6 |
| Setswana Home Language | 13304132 | 13304142 | 13304152 |
| Setswana First Additional Language | 13314162 | 13314172 | 13314182 |
| Setswana Second Additional Language | 13354192 | 13354202 | 13354212 |
| SiSwati Home Language | 13304222 | 13304232 | 13304242 |
| SiSwati First Additional Language | 13314252 | 13314262 | 13314272 |
| SiSwati Second Additional Language | 13354282 | 13354292 | 13354302 |
| Tshivenda Home Language | 13304312 | 13304322 | 13304332 |
| Tshivenda First Additional Language | 13314342 | 13314352 | 13314362 |
| Tshivenda Second Additional Language | 13354372 | 13354382 | 13354392 |
| Xitsonga Home Language | 13304402 | 13304412 | 13304422 |
| Xitsonga First Additional Language | 13314432 | 13314442 | 13314452 |
| Xitsonga Second Additional Language | 13354462 | 13354472 | 13354482 |

TABLE 6A: LANGUAGE WITH THE STATUS OF AN OFFICIAL LANGUAGE FOR THE PURPOSE OF LEARNING AND TEACHING AT A PUBLIC SCHOOL

| SUBJECTS | SUBJECT NUMBER | | |
|---|-----------------------|----------------|----------------|
| | Grade 4 | Grade 5 | Grade 6 |
| South African Sign Language Home Language | 13305872 | 13305882 | 13305892 |

TABLE 6B: NON-OFFICIAL LANGUAGES

| SUBJECTS | SUBJECT NUMBER | | |
|-------------------------------------|-----------------------|----------------|----------------|
| | Grade 4 | Grade 5 | Grade 6 |
| German Second Additional Language | 13355592 | 13355602 | 13355612 |
| Mandarin Second Additional Language | 13355962 | 13355972 | 13355982 |
| Serbian Home Language | 13355622 | 13355632 | 13355642 |
| Serbian Second Additional Language | 13355652 | 13355662 | 13355672 |

TABLE 7: PHYSICAL, MATHEMATICAL, COMPUTER AND LIFE SCIENCES

| SUBJECTS | SUBJECT NUMBER | | |
|---------------------------------|----------------|----------|----------|
| | Grade 4 | Grade 5 | Grade 6 |
| Mathematics | 19331342 | 19331352 | 19331362 |
| Natural Sciences and Technology | 19351372 | 19351382 | 19351392 |

TABLE 8: HUMAN AND SOCIAL STUDIES

| SUBJECTS | SUBJECT NUMBER | | |
|-----------------|----------------|----------|----------|
| | Grade 4 | Grade 5 | Grade 6 |
| Social Sciences | 16351182 | 16351192 | 16351202 |
| Life Skills | 16341212 | 16341222 | 16341232 |

12. PROGRAMME REQUIREMENTS FOR GRADES 4 -6

A learner must offer and complete six (6) subjects for each of Grades 4 – 6 as contemplated in *subparagraphs (1) to (5)* and listed in Tables 6 – 8:

- (1) Two (2) official languages selected from Table 6, provided that one of the two official languages is offered on the Home Language level, and the other official language on at least First Additional Language level, and provided further that one of the two languages offered is the language of learning and teaching or the language of literacy in the case of Deaf Learners;
- (1A) Deaf learners may, subject to *paragraph 14(5)*, select South African Sign Language at Home Language level listed in Table 6A in lieu of the official language at First Additional Language level as contemplated in *sub-paragraph (1)*;
- (2) Mathematics listed in Table 7;
- (3) Natural Sciences and Technology listed in Table 7;

- (4) Life Skills listed in Table 8;
- (5) Social Sciences listed in Table 8; and
- (6) One official or approved non-official language may be offered as an optional subject on at least Second Additional Language level, provided that in the case of an official language, the language offered must not be a language offered in terms of *subparagraph (1)* above. The Second Additional Language will be regarded as an additional subject not to be taken into account for promotion requirements as contemplated in *paragraph 14*.
- (6A) South African Sign Language at Home Language level, listed in Table 6A, may be offered as an optional subject by non-deaf learners, provided that South African Sign Language at Home Language level will be regarded as an additional subject not to be taken into account for promotion requirements as contemplated in *paragraph 14*.
- (7) Subject to *paragraph 4(1)(d)* immigrant learners exempted from achieving one official languages as contemplated in *paragraph 4(1)(c)(iii)*, may offer his or her home language in lieu of one official language, provided it is an approved language on at least First Additional Language level as contemplated in *subparagraph (6)*.

13. PROVISOS

- (1) Not more than one language shall be offered from the same language group, namely:
 - (a) isiXhosa, isiZulu, SiSwati and isiNdebele; and
 - (b) Sepedi, Sesotho and Setswana.
- (2) The same language shall not be offered on Home Language and First or Second Additional Language level, or on First and Second Additional Language level.

14. PROGRESSION REQUIREMENTS FOR GRADES 4 -6

- (1) Progression from grade to grade through this phase within the appropriate age cohort should be the accepted norm, unless the learner displays a lack of competence to cope with the following grade's work.
- (2) The following are guidelines for determining a learner's progression from Grade 4 to 6 in the Intermediate Phase:
 - (a) Adequate Achievement (Level 4) (50%-59%) in one official language at Home Language level as contemplated in *paragraph 12(1)*;
 - (b) Moderate Achievement (Level 3) (40%-49%) in the second required official language at First Additional Language level as contemplated in *paragraph 12(1)*.
 - (bA) Moderate Achievement (Level 3) (40%-49%) in South African Sign Language at Home Language level as contemplated in *paragraph 12(1A)*, if offered by Deaf learners in lieu of an official language at First Additional Language level;
 - (c) Moderate Achievement (Level 3) (40%-49%) in Mathematics as contemplated in *paragraph 12(2)*; and
 - (d) Subject to *subparagraph (e)*, Moderate Achievement (Level 3) (40%-49%) in any other two (2) of the remaining approved subjects as contemplated in *paragraphs 12(3), 12(4) and 12(5)*.
 - (e) Immigrant learners may be exempted from achieving one official language as contemplated in *paragraph 4(1)(c)(ii)*, provided they obtain Moderate Achievement (Level 3) (40%-49%) in all three (3) of the remaining subjects contemplated in *subparagraph (d)*.
- (3) A learner may only be retained once in the Intermediate Phase in order to prevent the learner being retained in this phase for longer than four years.
- (4) A learner who is not ready to perform at the expected level and who has been retained in the first phase for four (4) years or more and who is likely to be

retained again in the second phase for four (4) years or more, should receive the necessary support in order to progress to the next grade.

- (5) Deaf learners, who do not offer South African Sign Language at Home Language level, may obtain an Elementary Achievement (Level 2) (30—39%) in one of the two required official languages as contemplated in sub *paragraphs* (2a), and (2b) above.

15. ASSESSMENT

- (1) Learners will be assessed internally according to the requirements specified in the policy document *National Protocol for Assessment Grades R – 12* and the Curriculum and Assessment Policy Statements of the required subjects as contemplated in *paragraph 12*.
- (2) School-Based Assessment (SBA) is a compulsory component of the promotion marks. The SBA component conducted during the year must be 75%, and the final examination component 25% of the promotion mark.

16. RECORDING AND REPORTING

- (1) Seven levels of competence have been described for subjects listed in the *National Curriculum Statement Grades R - 12*. The various achievement levels and their corresponding percentage bands are shown in Table 9 below.

**TABLE 9: SCALE OF ACHIEVEMENT FOR THE NATIONAL CURRICULUM STATEMENT
GRADES 4 - 6**

| ACHIEVEMENT LEVEL | ACHIEVEMENT DESCRIPTION | MARKS % |
|------------------------------|------------------------------------|--------------------|
| 7 | Outstanding Achievement | 80 – 100 |
| 6 | Meritorious Achievement | 70 – 79 |
| 5 | Substantial Achievement | 60 – 69 |
| 4 | Adequate Achievement | 50 – 59 |
| 3 | Moderate Achievement | 40 – 49 |
| 2 | Elementary Achievement | 30 – 39 |
| 1 | Not Achieved | 0 – 29 |

- (2) These descriptions are intended to assist teachers to grade learners and grade them at the correct level.
- (3) Teachers must record learners' results in marks and report them as percentages.
- (4) The percentage obtained will determine which rating code on the scale of achievement will be allocated to a learner.

17. TIME ALLOCATION

- (1) The instructional time for subjects in the Intermediate Phase is indicated in Table 10 below:

TABLE 10: TIME ALLOCATION PER WEEK

| SUBJECT | HOURS |
|--------------------------------|--------------|
| Home Language | 6 |
| First Additional Language | 5 |
| Mathematics | 6 |
| Natural Science and Technology | 3,5 |
| Social Sciences | 3 |
| Life Skills | 4 |
| TOTAL | 27,5 |

- (2) The instructional time for Grades 4, 5 and 6 is 27,5 hours. The time allocated to breaks, assemblies and extramural activities is excluded from the time allocation..
- (3) Schools offering an optional language selected from Table 6 on at least Second Additional Language level as contemplated in *paragraph 12(6)*, or South African Sign Language at Home Language level contemplated in *paragraph 12(6A)* may not use the time allocated for the subjects listed in Table 10. Optional languages may only be offered if the school can make an arrangement for the allocation of additional time to the allocated 27,5 hours.
- (4) Time must be made available to support learners who experience barriers to learning within the instructional time.

CHAPTER 5

SENIOR PHASE, GRADES 7 – 9

18. APPROVED SUBJECTS

TABLE 11: OFFICIAL LANGUAGES

| SUBJECTS | SUBJECT NUMBER | | |
|---------------------------------------|----------------|----------|----------|
| | Grade 7 | Grade 8 | Grade 9 |
| Afrikaans Home Language | 13304492 | 13304502 | 13304512 |
| Afrikaans First Additional Language | 13314522 | 13314532 | 13314542 |
| Afrikaans Second Additional Language | 13354552 | 13354562 | 13354572 |
| English Home Language | 13304582 | 13304592 | 13304602 |
| English First Additional Language | 13314612 | 13314622 | 13314632 |
| English Second Additional Language | 13354642 | 13354652 | 13354662 |
| IsiNdebele Home Language | 13304672 | 13304682 | 13304692 |
| IsiNdebele First Additional Language | 13314702 | 13314712 | 13314722 |
| IsiNdebele Second Additional Language | 13354732 | 13354742 | 13354752 |
| IsiXhosa Home Language | 13304762 | 13304772 | 13304782 |
| IsiXhosa First Additional Language | 13314792 | 13314802 | 13314812 |
| IsiXhosa Second Additional Language | 13354822 | 13354832 | 13354842 |
| IsiZulu Home Language | 13304852 | 13304862 | 13304872 |
| IsiZulu First Additional Language | 13314882 | 13314892 | 13314902 |
| IsiZulu Second Additional Language | 13354912 | 13354922 | 13354932 |
| Sepedi Home Language | 13304942 | 13304952 | 13304962 |
| Sepedi First Additional Language | 13314972 | 13314982 | 13314992 |
| Sepedi Second Additional Language | 13355002 | 13355012 | 13355022 |
| Sesotho Home Language | 13305032 | 13305042 | 13305052 |
| Sesotho First Additional Language | 13315062 | 13315072 | 13315082 |
| Sesotho Second Additional Language | 13355092 | 13355102 | 13355112 |

TABLE 11: OFFICIAL LANGUAGES (CONT.)

| SUBJECTS | SUBJECT NUMBER | | |
|--------------------------------------|----------------|----------|----------|
| | Grade 7 | Grade 8 | Grade 9 |
| Setswana Home Language | 13305122 | 13305132 | 13305142 |
| Setswana First Additional Language | 13315152 | 13315162 | 13315172 |
| Setswana Second Additional Language | 13355182 | 13355192 | 13355202 |
| SiSwati Home Language | 13305212 | 13305222 | 13305232 |
| SiSwati First Additional Language | 13315242 | 13315252 | 13315262 |
| SiSwati Second Additional Language | 13355272 | 13355282 | 13355292 |
| Tshivenda Home Language | 13305302 | 13305312 | 13305322 |
| Tshivenda First Additional Language | 13315332 | 13315342 | 13315352 |
| Tshivenda Second Additional Language | 13355362 | 13355372 | 13355382 |
| Xitsonga Home Language | 13305392 | 13305402 | 13305412 |
| Xitsonga First Additional Language | 13315422 | 13315432 | 13315442 |
| Xitsonga Second Additional Language | 13355452 | 13355462 | 13355472 |

TABLE 11A: LANGUAGE WITH THE STATUS OF AN OFFICIAL LANGUAGE FOR THE PURPOSE OF LEARNING AND TEACHING AT A PUBLIC SCHOOL

| SUBJECTS | SUBJECT NUMBER | | |
|---|----------------|----------|----------|
| | Grade 7 | Grade 8 | Grade 9 |
| South African Sign Language Home Language | 13305902 | 13305912 | 13305922 |

TABLE 11B: NON-OFFICIAL LANGUAGES

| SUBJECTS | SUBJECT NUMBER | | |
|-------------------------------------|----------------|----------|----------|
| | Grade 7 | Grade 8 | Grade 9 |
| German Second Additional Language | 13355682 | 13355692 | 13355702 |
| Mandarin Second Additional Language | 13355992 | 13356002 | 13356012 |
| Serbian Home Language | 13355712 | 13355722 | 13355732 |
| Serbian Second Additional Language | 13355742 | 13355752 | 13355762 |

TABLE 12: PHYSICAL, MATHEMATICAL, COMPUTER AND LIFE SCIENCES

| SUBJECTS | SUBJECT NUMBER | | |
|------------------|----------------|----------|----------|
| | Grade 7 | Grade 8 | Grade 9 |
| Natural Sciences | 19351402 | 19351412 | 19351422 |
| Mathematics | 19331432 | 19331442 | 19331452 |

TABLE 13: HUMAN AND SOCIAL SCIENCES

| SUBJECTS | SUBJECT NUMBER | | |
|------------------|----------------|----------|----------|
| | Grade 7 | Grade 8 | Grade 9 |
| Social Sciences | 16351242 | 16351252 | 16351262 |
| Life Orientation | 16341272 | 16341282 | 16341292 |

TABLE 14: ENGINEERING AND TECHNOLOGY

| SUBJECTS | SUBJECT NUMBER | | |
|------------|----------------|----------|----------|
| | Grade 7 | Grade 8 | Grade 9 |
| Technology | 15351122 | 15351132 | 15351142 |

TABLE 15 CULTURE AND ARTS

| SUBJECTS | SUBJECT NUMBER | | |
|------------------|----------------|----------|----------|
| | Grade 7 | Grade 8 | Grade 9 |
| Arts and Culture | 11351152 | 11351162 | 11351172 |

TABLE 16: BUSINESS, COMMERCE AND MANAGEMENT STUDIES

| SUBJECTS | SUBJECT NUMBER | | |
|----------------------------------|----------------|----------|----------|
| | Grade 7 | Grade 8 | Grade 9 |
| Economic and Management Sciences | 12351092 | 12351102 | 12351112 |

19. PROGRAMME REQUIREMENTS FOR GRADES 7 -9

A learner must for each of Grades 7 – 9 offer and complete nine (9) subjects as contemplated in *subparagraphs (1) to (8)* and listed in Tables 11 – 16:

- (1) Two (2) official languages selected from Table 11, provided that one of the two official languages is offered on the Home Language level, and the other language, on either Home or on at least First Additional Language level, and provided further that one of the two languages offered is the language of learning and teaching or the language of literacy in the case of Deaf Learners;
- (1A) Deaf learners may, subject to *paragraph 21(1)(eA)*, select South African Sign Language at Home Language level listed in Table 11A in lieu of the official language at First Additional Language level as contemplated in *sub-paragraph (1)*;
- (2) Mathematics selected from Table 12;
- (3) Natural Sciences selected from Table 12;
- (4) Life Orientation from Table 13;
- (5) Social Sciences from Table 13;
- (6) Technology from Table 14;
- (7) Arts and Culture from Table 15; and
- (8) Economic and Management Sciences from Table 16.
- (9) One official or approved non-official language may be offered as an optional subject on at least Second Additional Language level, provided that in the case of an official language, the language offered must not be a language offered in terms of *subparagraph (1)* above. The Additional Language will be regarded as

an additional subject not to be taken into account for promotion requirements as contemplated in *paragraph 21*.

- (9A) South African Sign Language at Home Language level, listed in Table 11A, may be offered as an optional subject by non-deaf learners, provided that South African Sign Language at Home Language level will be regarded as an additional subject not to be taken into account for promotion requirements as contemplated in *paragraph 21*.
- (10) Subject to *paragraph 4(1)(d)* immigrant learners exempted from achieving one official language as contemplated in *paragraph 4(1)(c)(ii)*, may offer his or her home language in lieu of one official language, provided it is an approved language on at least First Additional Language level as contemplated in *paragraph 4(1)(c)(i)*.

20. PROVISOS

- (1) Not more than one language shall be offered from the same language group, namely:
 - (a) isiXhosa, isiZulu, SiSwati and isiNdebele; and
 - (b) Sepedi, Sesotho and Setswana.
- (2) The same language shall not be offered on Home Language and First or Second Additional Language level, or on First and Second Additional Language level.

21. PROMOTION REQUIREMENTS FOR GRADES 7 -9

- (1) Learners in Grades 7-9 will be promoted from grade to grade if they have offered nine (9) subjects listed in *paragraph 19(1) to (8)* and have complied with the promotion requirements in eight (8) of the subjects as contemplated in *subparagraphs (a) to (e)*, provided the School-Based Assessment component of the ninth subject has been completed.

- (a) Adequate Achievement (Level 4) in one language at Home Language level as contemplated in *paragraph 19(1)*;
 - (b) Moderate Achievement (Level 3) in the second required official language at First Additional Language level as contemplated in *paragraph 19(1)*.
 - (bA) Moderate Achievement (Level 3) (40%-49%) in South African Sign Language at Home Language level as contemplated in *paragraph 19(1A)*, if offered by Deaf learners in lieu of an official language at First Additional Language level;
 - (c) Moderate Achievement (Level 3) in Mathematics as contemplated in *paragraph 19(2)*;
 - (d) Moderate Achievement (Level 3) in any three (3) of the other required subjects as contemplated in *paragraphs 19(3), 19(4), 19(5), 19(6), 19(7) and 19(8)*; and
 - (e) Subject to *subparagraph (f)*, at least an Elementary Achievement (Level 2) in any two (2) of the other required subjects as contemplated in *paragraphs 19(3), 19(4), 19(5), 19(6), 19(7) and 19(8)*.
 - (eA) Deaf learners, who do not offer South African Sign Language at Home Language level, may obtain an Elementary Achievement (Level 2) (30—39%) in one of the two required official languages as contemplated in *sub paragraphs. (1a), and (1b) above*.
 - (f) Immigrant learners may be exempted from achieving one official language as contemplated in *paragraph 4(1)(c)(ii)*, provided they obtain at least an Elementary Achievement (Level 2) in all four (4) the remaining subjects contemplated in *subparagraph (e)*.
- (2) A learner may only be retained once in the Senior Phase in order to prevent the learner being retained in this phase for longer than four years.

- (3) A learner who is not ready to function at the expected level and who has been retained in the previous phases for four (4) years or more and who is likely to be retained again in the third phase for four (4) years or more, should receive the necessary support in order to achieve an appropriate level of competence as contemplated in *sub-regulation (1)* in order to progress to the next grade.

22. ASSESSMENT

- (1) Learners will be assessed internally according to the requirements as specified in the policy document, *National Protocol for Assessment Grades R – 12* and the Curriculum and Assessment Policy Statements.
- (2) The end-of-year assessment must consist of an end-of-year examination that is internally set, marked and moderated, as specified in the policy document, *National Protocol for Assessment Grades R – 12* and the Curriculum and Assessment Policy Statements.
- (3) School-Based Assessment is a compulsory component of the promotion marks. The School-Based Assessment component must be 40% during the year, and the final examination component 60% of the promotion mark.

23. RECORDING AND REPORTING

- (1) Seven levels of competence have been described for subjects listed in the *National Curriculum Statement Grades R - 12*. The various achievement levels and their corresponding percentage bands are as shown in Table 17 below.

TABLE 17: SCALE OF ACHIEVEMENT FOR THE NATIONAL CURRICULUM STATEMENT GRADES 7 – 9

| ACHIEVEMENT LEVEL | ACHIEVEMENT DESCRIPTION | % |
|--------------------------|--------------------------------|----------|
| 7 | Outstanding Achievement | 80 – 100 |
| 6 | Meritorious Achievement | 70 – 79 |
| 5 | Substantial Achievement | 60 – 69 |
| 4 | Adequate Achievement | 50 – 59 |
| 3 | Moderate Achievement | 40 – 49 |
| 2 | Elementary Achievement | 30 – 39 |
| 1 | Not Achieved | 0 – 29 |

- (2) These descriptions are intended to assist teachers to assess learners and grade them at the correct level.
- (3) Teachers or examiners must record learners' results in marks and report them as percentages.
- (4) The percentage obtained will determine the rating code on the scale of achievement.

24. TIME ALLOCATION

- (1) The instructional time for subjects in the Senior Phase is indicated in the Table 18 below:

TABLE 18: TIME ALLOCATION PER WEEK

| SUBJECT | HOURS |
|----------------------------------|--------------|
| Home Language | 5 |
| First Additional Language | 4 |
| Mathematics | 4,5 |
| Natural Science | 3 |
| Social Sciences | 3 |
| Technology | 2 |
| Economic and Management Sciences | 2 |
| Life Orientation | 2 |
| Arts and Culture | 2 |
| TOTAL | 27,5 |

- (2) The instructional time for Grades 7, 8 and 9 is 27,5 hours. The time allocated to breaks, assemblies and extramural activities is excluded from this time allocation.
- (3) Schools offering an optional language selected from Table 11 on at least Second Additional Language level as contemplated in *paragraph 19(9)*, or South African Sign Language at Home Language level contemplated in *paragraph 19(9A)* may not use the time allocated for the languages listed in Table 18. Optional languages may only be offered if the school can make an arrangement for the allocation of additional time to the allocated 27,5 hours.

CHAPTER 6

FURTHER EDUCATION AND TRAINING: GRADES 10 – 12

25. DURATION

- (1) The duration of the National Senior Certificate is 3 years, namely Grades 10 - 12. A learner must:
 - (a) offer all subjects selected for all three grades, Grades 10-12 and complete the programme requirements for these grades separately; and
 - (b) comply with the SBA requirements for Grades 10, 11 and 12 and the external assessment requirements of Grade 12 as contemplated in the policy document *National Protocol for Assessment Grades R – 12*, and the Curriculum and Assessment Policy Statements of the various subjects listed in Annexure B.
- (2) Subject to the approval of the Head of the assessment body or his or her nominee, a learner with an appropriate statement of achievement at Grades 10 or 11 level, issued by an approved or recognised assessment body, may be placed at either Grade 11 or 12.

26. ENTRANCE REQUIREMENTS FOR FURTHER EDUCATION AND TRAINING, GRADES 10 - 12

- (1) The minimum entrance requirements for Grade 10 are:
 - (a) an official Grade 9 school report which indicates that a learner has met the requirements for promotion to Grade 10 or that the learner was progressed in the Senior Phase in terms of *paragraph 31* of the *Admission policy for ordinary public schools, Government Notice 2432* in

- the *Government Gazette, Vol. 400, No. 19377* of 19 October 1998; or
- (b) a General Education and Training Certificate (GETC) for Adult Basic Education and Training (ABET); or
 - (c) a NQF Level 1 Certificate which requires two languages; or
 - (d) a recognised equivalent qualification obtained at NQF Level 1 which requires two official languages.
 - (e) an official document of approval from the relevant Head of Education confirming that a learner who has received home education prior to Grade 10 has reached the required level in Grade 9.
- (2) For Entrance into Grades 11 and 12, an appropriate statement of achievement at the appropriate levels is issued by an approved or recognised assessment body.

26A STUDY PATHWAYS FOR GRADES 10 - 12

- (1) Learners entering the FET Phase must follow one of the following two pathways, namely an Academic (General) or Technical pathway.
- (2) Learners following the Academic (General) pathway must follow the curriculum as contemplated in sub-paragraphs 2(a), 2(b), 2(c), 2(d)(i) and 2(e).
- (3) Learners following the Technical pathway must follow the curriculum as contemplated in sub-paragraphs 2(a), 2(bA), 2(c) and 2(d)(ii).
- (4) To qualify for the Technical pathway a learner must be enrolled at a technical school approved and registered by the relevant Provincial Education Department.

27. PROGRAMME REQUIREMENTS FOR GRADES 10 – 12

- (1) The approved National Senior Certificate subjects listed in Annexure B, which is grouped in two main categories, namely **Groups A** and **B**.

- (2) Learners in the Further Education and Training Phase, following either the Academic (General) or Technical pathway, must select four subjects from **Group A** as follows:
 - (a) Two (2) official languages selected from Annexure B, Table A1, provided that one of the two official languages is offered on the Home Language level, and the other, on either Home or First Additional Language level, and provided further that one of the two languages is the language of learning and teaching.

 - (aA) Deaf learners may, subject to *paragraph 33(2)(a)(i)*, select South African Sign Language at Home Language level listed in Table B4A in lieu of the official language at First Additional Language level as contemplated in *sub-paragraph (2)(a)*;

 - (b) Subject to *paragraphs 28(4)* and *28(4A)*, Mathematics or Mathematical Literacy selected from Annexure B, Table A2 for the Academic (General) pathway, or

 - (bA) Subject to *paragraphs 28(4B)* and *28(4C)*, Mathematics or Technical Mathematics selected from Annexure B, Table A2 for the Technical pathway.

 - (c) Life Orientation in Annexure B, Table A3.

 - (d) Subject to *paragraphs 28(4D)* and *28(4E)*, both the General and Technical pathways must select a minimum of three subjects selected as follows from **Group B** Annexure B, Tables B1-B8.

- (i) Academic (General) pathway-
 - (aa) of the minimum three required subjects, a maximum of two additional languages over and above the two official languages contemplated in *subparagraph (a)* may be offered from both Tables A1 and B4.
 - (bb) Learners may offer a maximum of one subject developed by accredited assessment bodies other than the Department of Basic Education and approved by the Minister of Basic Education for this purpose and listed in Annexures C1 – C6, in the place of one Group B subject.

- (ii) Technical pathway-
 - (aa) one of the following three technology subjects (specialisation)-
 - (aaa) Civil Technology (Specialisation);
 - (bbb) Electrical Technology (Specialisation); and
 - (ccc) Mechanical Technology (Specialisation);
 - (bb) Engineering Graphics and Design; and
 - (cc) Physical Sciences or Technical Science.
 - (dd) Mathematics or Mathematical Sciences

- (dA) South African Sign Language at Home Language level, selected from Group B, Annexure B, Tables B1-B8, may be offered as one of the three optional subjects as contemplated in sub-paragraph (d).

28. PROVISOS

- (1) A candidate may offer more than the required minimum of seven subjects provided that he or she complies with the following requirements:
 - (a) the additional subjects must be offered for all three years of the National Senior Certificate programme, namely Grades 10-12.
 - (b) all the internal assessment requirements and the Practical Assessment Tasks as contemplated in the policy document *National Protocol for Assessment Grades R – 12* and the Curriculum and Assessment Policy Statements for the required subjects where applicable, must be met for all three years of study, namely Grades 10, 11 and 12.

- (2) Not more than one language shall be offered from the same language group, namely:
 - (a) isiXhosa, isiZulu, SiSwati and isiNdebele; and
 - (b) Sepedi, Sesotho and Setswana.

- (3) The same language shall not be offered on Home Language and First or Second Additional Language level, or on First and Second Additional Language level.

- (4) A candidate from the Academic (General) pathway may not offer both Mathematics and Mathematical Literacy.

- (4A) A candidate from the Academic (General) pathway may not offer Technical Mathematics.

- (4B) A candidate from the Technical pathway may not offer Mathematical Literacy.

- (4C) A candidate from the Technical pathway may not offer both Mathematics and Technical Mathematics.

- (4D) Learners offering Physical Sciences and Accounting as one or more of their optional subjects selected from Group B in the policy document, *National policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12*; must offer Mathematics as a compulsory subject selected from Group A in the said policy document.
- (4E) A candidate from the Academic (General) pathway may not offer Technical Science.
- (4F) A candidate from the Academic (General) pathway may not offer any one of the following three technology subjects (Specialisation)-
- (a) Civil Technology (Specialisation);
 - (b) Electrical Technology (Specialisation); and
 - (c) Mechanical Technology (Specialisation).
- (5) A candidate may not offer both Consumer Studies and Hospitality Studies.
- (5A) Learners offering Sport and Exercise Science as a subject must offer either Physical Sciences or Life Sciences.
- (6) Subject to *subparagraph 7*, a maximum of one subject developed and assessed by an accredited assessment body that is not the Department of Basic Education, and approved by the Minister of Basic Education for this purpose and listed in Annexure C may be offered by a learner from the Academic (General) pathway to meet the requirements of one of the three (3) required Group B subjects as contemplated in *paragraph 27(2)(d)*.
- (7) The Practical Music programme of one of the Music examination bodies, listed in Table C2 of Annexure C, namely the Associated Board of Royal Schools Practical Music Examination, Trinity College of London Practical Music Examination and Unisa Practical Music Examination may be offered in terms of the following conditions:

- (a) The External Music programmes listed in Table C2 of Annexure C may only be offered as an eighth National Senior Certificate subject.
- (b) A learner may only enrol for the selected External Music programme in his or her Grade 12-year.
- (c) The selected External Music programmes must be offered at Grade 7 Music level.
- (d) The submission of the final examination marks obtained by the candidates must be determined by the three External Music Examination Bodies.
- (e) The External Music Examination Bodies' final results based on the theory and practical components will be accepted as the final mark obtained by the candidate.
- (f) The prerequisite theory component for the three External Music Examination Bodies' Practical Music Examination, Grade 7 is as follows:
 - (i) Associated Board of Royal Schools of Music: Grade 6 Theory;
 - (ii) Trinity College of London: Grade 6 Theory; and
 - (iii) UNISA: Grade 5 Theory.
- (g) The practical component must be completed by the candidate not later than June of the Grade-12 year.
- (h) The theory must be completed by the candidate, not earlier than October of the Grade 11-year.
- (i) The marks supplied by the three External Music Examination Bodies will be indicated on the National Senior Certificate as a subject passed by an approved and accredited assessment body in terms of the requirements as determined by that body. The actual mark obtained by the candidate will be reflected on the National Senior Certificate with an asterisk

denoting that this subject was offered by an external assessment body in terms of that body's requirements.

- (j) A learner will be restricted to a maximum of one of the Associated Board of Royal Schools of Music, or Trinity College of London, or the UNISA Practical Music Examinations.
- (k) A learner who offers Music listed in Table B2 of Annexure B as a subject and one of the Associated Board of Royal Schools of Music, or Trinity College of London, or the UNISA Practical Music Examination, Grade 7, as an eighth subject, may not offer the same main instrument as a first and second instrument.
- (l) A learner who offers one of the Associated Board of Royal Schools of Music, or Trinity College of London, or the UNISA Practical Music Examination, Grade 7 as an eighth subject may not offer a Music programme, comprising a combination of components of the Music programmes of the three External Music Examination Bodies.
- (m) The Music programmes of the Associated Board of Royal Schools of Music, or Trinity College of London, or UNISA may not be offered during official school hours, but only as an extra-curricular subject.
- (n) A learner who offers one of the Associated Board of Royal Schools of Music, or Trinity College of London, or the UNISA Practical Music Examination, Grade 7 as an eighth subject may not replace a failed subject offered by the learner in terms of the seven-subject package of the National Senior Certificate.

29. PROMOTION REQUIREMENTS FOR GRADES 10 - 12

- (1) Learners in Grades 10-12 will be promoted from grade to grade if they have offered and completed the School-Based Assessment, Practical Assessment Tasks, where applicable, oral assessment and end-of-year examination requirements in not fewer than seven (7) subjects as contemplated in the policy document, *National Protocol for Assessment Grades R – 12* and the Curriculum and Assessment Policy Statements of the various subjects listed in Annexure A:
 - (a) Achieved 40% in three subjects, one of which is an official language at Home Language level, and 30% in three subjects, provided the School-Based Assessment component is submitted in the subject failed.
 - (b) A condonation of a maximum of one (1) subject will only be applied to a Grade 12 candidate in the final National Senior Certificate examination, if such a candidate requires a maximum of 2%, either to obtain a pass at 30% or 40%. Such a condonation will be applied in only one subject, provided the application of the condonation allows the candidate to obtain the National Senior Certificate qualification.
 - (c) Subject to *paragraph 28(7)* learners who offer a Music programme from the Associated Board of Royal Schools of Music or Trinity College of London or UNISA, must obtain the following ratings:
 - (i) the Associated Board of Royal Schools Practical Music Examination Grade 7: at least 65%.
 - (ii) Trinity College of London Practical Music Examination Grade 7: at least 65%.
 - (ii) UNISA Practical Music Examination Grade 7: at least 50%.
- (2) The norm for repetition is stipulated in *paragraph 31 of the Admission policy for ordinary public schools, Government Notice 2432* in the *Government Gazette, Vol. 400, No. 19377* of 19 October 1998, as one retained once in the Further

Education and Training Phase in order to prevent the learner being retained in this phase for longer than four years.

- (2A) The norm for repetition, namely that a learner may not be retained in the Further Education and Training Phase for a period not exceeding four years will, subject to sub-regulation (2B), only be applied in cases where it is considered as in the best interest of learners to be progressed to the next grade. Considering this, progression to either Grade 10 or Grade 11 is subject to the following criteria:
- (a) the learner must have failed to satisfy the promotion requirements of either Grade 10 or Grade 11 and repeated either Grade 10 or Grade 11 by means of one of the following scenarios:
 - (i) must have repeated Grade 10 and was unable to meet the promotion requirements at the end of the second year in Grade 10; or
 - (ii) must have met Grade 10 promotion requirements, but was unsuccessful in meeting the Grade 11 promotion requirements after a period of two years; or
 - (iii) must have been unsuccessful in meeting Grade 10 promotion requirements at the end of the first year, was progressed to Grade 11 the following year but was unable in meeting the Grade 11 promotion requirements at the end of the first year in Grade 11; and
 - (b) pass four of the seven subjects, offered for the National Senior Certificate, comprising:
 - (i) the Language of Learning and Teaching (LoLT) and
 - (ii) three other approved subjects, including Life Orientation, selected from Groups A and/or B in Annexure B as contemplated in paragraph 27(1) and (2); and
 - (c) attended school on a regular basis. Absenteeism in excess of 20 days, without a valid reason, will disqualify the learner from being progressed. If the learner has been absent for more than 20 days, without a valid reason, this constitutes irregular attendance; and

- (d) complied with the prescribed School-Based Assessment (SBA) requirements for all subjects offered, including the failed subjects for that academic year as contemplated in paragraph 30(1) and (2).
- (2B) To establish whether a learner should be retained in the Further Education and Training Phase or progressed to the next grade, the following procedure must be followed:
- (a) the school must convene a special meeting of relevant subject staff to evaluate each learner holistically that has not met the promotion requirements more than once in Grade 10 or 11;
 - (b) if there is consensus among all subject teachers during the promotion/progression meeting that the learner should be retained in the current grade, then a meeting must be held with the parent/guardian so that the advice is carefully and clearly explained by the school and understood by the parent/guardian before the learner's school report is handed to them; and
 - (c) the decision reached at the meeting contemplated above must be reflected on the learner's report card. If the learner is retained, this must be confirmed in writing by the parent.
- (2C) A parent/guardian may appeal the final decision made by the school to progress or retain a child and the following must be followed:
- (a) to appeal a progression or retention decision, the parent/guardian must submit a written request, not later than three (3) days after the official opening of schools, to the school principal specifying the reasons why the progression or retention decision is being contested;
 - (b) within fourteen (14) working days of receiving a request to appeal, the Head of Department or his/her designee shall make a final determination in this regard; and
 - (c) the onus shall be on the parent as the appealing party to show why the progression or retention decision should be overruled.

- (2D) Districts and schools must have clearly articulated intervention strategies that include an early identification of low achievers or at-risk learners so that the school, district and province can develop and implement additional learning opportunities.
- (2E) The Provincial Education Department must monitor the implementation of the Progression Policy across all schools to ensure compliance with the policy.
- (3) Progression in Grades 10-12 does not guarantee the final certification of a learner in Grade 12 and such a learner must comply with the certification requirements as contemplated in paragraph 37(1)(a) of the policy document, National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 to obtain a National Senior Certificate. Progressed learners will, however, be allowed multiple examination option, which implies that the learner writes a limited number of subjects in the first sitting of the examination as set out in paragraph 8(2A) of the policy document, National policy pertaining to the conduct, administration and management of the National Senior Certificate examination published as Government Notice No. 564 in Government Gazette No. 30048 of 6 July 2007 and be allowed to write the remaining subjects in a subsequent examination.

30. ASSESSMENT IN GRADES 10 AND 11

- (1) Learners will be assessed internally according to the requirements specified in the policy document, *National Protocol for Assessment Grades R– 12* and the Curriculum and Assessment Policy Statements for the subjects listed in the *National Curriculum Statement Grades R - 12*. The School-Based Assessment marks allocated to assessment tasks completed during the school year will be 25% of the total mark, and the end-of-year mark 75% of the total mark.

- (2) The weighting for assessment in the subject Life Orientation in Grades 10 and 11 is an exception where the School-Based Assessment component will comprise 100% of the total mark. The School-Based Assessment will be externally moderated.
- 3) The end-of-year assessment must consist of an end-of-year examination that is internally set, marked and moderated, as specified in the policy document, *National Protocol for Assessment Grades R– 12* and the Curriculum and Assessment Policy Statements for the subjects listed in the *National Curriculum Statement Grades R - 12*.

31. ASSESSMENT IN GRADE 12

- (1) The School-Based Assessment mark will be 25%, and the external assessment mark 75% of the total mark, as specified in the policy document, *National Protocol for Assessment Grades R– 12* and the Curriculum and Assessment Policy Statements for the subjects listed in the *National Curriculum Statement Grades R - 12*. The School-Based Assessment will be externally moderated.
- (2) The weighting for assessment in the subject Life Orientation in Grade 12 is an exception. The School-Based Assessment component will be 100% of the total mark. In the National Senior Certificate examination the final promotion mark in Life Orientation will be based on internal assessment which must be externally moderated, as well as a Common Assessment task which is externally set and moderated. Monitoring and moderation mechanisms will be determined by the assessment body and Umalusi.
- (2A) The Physical Education Task (PET) in Life Orientation, constitutes the fifth task and is administered across all four school terms, with the exception of Grade 12, which will be three school terms. The mark allocation for the PET (Task 5) is 20% of the total mark out of 400 for Life Orientation, i.e. 80 marks.

- (3) The final mark is rounded down if the first decimal is less than 5 and rounded up if the decimal is 5 and above e.g. a final mark of 70,3 will be rounded down to 70 and a final mark of 70.6 is rounded up to 71.

32. RECORDING AND REPORTING

- (1) Seven levels of competence have been described for all the subjects in the policy document, *National Protocol for Assessment Grades R– 12* and the Curriculum and Assessment Policy Statements for the subjects listed in the *National Curriculum Statement Grades R - 12*. The various achievement levels and their corresponding percentage bands are shown in Table 19 below.

TABLE 19: SCALE OF ACHIEVEMENT FOR THE NATIONAL CURRICULUM STATEMENT GRADES 10-12

| ACHIEVEMENT LEVEL | ACHIEVEMENT DESCRIPTION | MARKS % |
|--------------------------|--------------------------------|----------------|
| 7 | Outstanding achievement | 80 – 100 |
| 6 | Meritorious achievement | 70 – 79 |
| 5 | Substantial achievement | 60 – 69 |
| 4 | Adequate achievement | 50 – 59 |
| 3 | Moderate achievement | 40 – 49 |
| 2 | Elementary achievement | 30 – 39 |
| 1 | Not achieved | 0 – 29 |

- (2) These descriptions are intended to assist teachers to assess learners and grade them at the correct level.
- (3) Teachers or examiners must record learners' results in marks and report them as percentages.
- (4) The percentage obtained will determine which rating code on the scale of achievement will be allocated to a learner.

33. CONCESSIONS

(1) Immigrants

(a) An immigrant candidate is:

(i) a child or a dependent of a diplomatic representative of a foreign government accredited in South Africa; or

(ii) a person who:

(aa) first enrolled at and entered a South African school in Grade 7 or a more senior grade, or

(bb) having begun his or her schooling at a school in South Africa, has attended school outside South Africa for two or more consecutive years after Grade 3 or its equivalent, and has subsequently returned to South Africa.

(b) An immigrant candidate as contemplated above may offer only one (1) official language on at least First Additional Language Level, provided it is the language of learning and teaching, and obtain a rating of 30% level in that language, provided that another subject from Group B is offered in lieu of the one official language that is not offered, provided further that the immigrant candidate complies with the promotion requirements as contemplated in *paragraph 29(1)*.

(c) However, instead of offering another subject from Group B in lieu of the one official language that is not offered, an immigrant candidate may, subject to *subparagraph (b)*, offer his or her home language in lieu of that one official language, subject to the following:

(i) Such language is listed on Home Language level in Table B4 at Annexure B.

- (ii) Offer his or her home language on the A-Level of the General Certificate of Education (GCE) of the United Kingdom, or an examination recognised by the Department of Basic Education as equivalent to Home Language level for the purpose of *subparagraph (b)*.
- (iii) The marks as supplied by the concerned assessment body will be taken into account for promotion purposes. If the actual marks are not available, the results will be converted in accordance with Table 20 below, with the proviso that the candidate may not offer two similarly named languages.

TABLE 20: CONVERSION SCALE

| PROGRAMME REQUIREMENTS | | | |
|-------------------------------|----------|------------------------|----------|
| A-Level | | National Policy | |
| Symbol | % | MARKS | % |
| A | 70-100 | 280 | 70 |
| B | 60-69 | 240 | 60 |
| C | 55-59 | 220 | 55 |
| D | 50-54 | 200 | 50 |
| E | 40-49 | 160 | 40 |
| F | 30-39 | 140 | 35 |

- (d) To be classified as an immigrant candidate, such a candidate must be in possession of:
 - (i) the relevant official documentation issued by the Department of Home Affairs; and
 - (ii) the relevant official documentation issued by the school where the learner entered the South African school system for the first time.
- (2) Learners who experience barriers to learning

- (a) The following concessions may apply to learners who experience the following barriers to learning:
- (i) A learner who is Deaf who do not offer South African Sign Language at Home Language level may offer one (1) official language at First Additional Language level which is the language of learning and teaching, provided that another subject from Group B is offered in lieu of the one official language that is not offered, provided further that such Deaf candidate complies with the promotion requirements as contemplated in *paragraph 29(1)*.
 - (ii) Learners with communication and language impairments, e.g. aphasia and dyslexia may offer only one (1) official language at First Additional Language level which is the language of learning and teaching, provided that another subject from Group B is offered in lieu of the one official language that is not offered, provided further that such aphasic or dyslectic candidate complies with the promotion requirements as contemplated in *paragraph 29(1)*.
 - (iii) Learners who have been diagnosed to have a mathematical disorder such as dyscalculia may be exempted from the offering of Mathematical Literacy or Mathematics, provided that another subject from Group B is offered in lieu of Mathematical Literacy or Mathematics, provided further that such candidate complies with the promotion requirements as contemplated in *paragraph 29(1)*.
- (b) *White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001)*, guides policies related to learners experiencing barriers to learning.

34. A NATIONAL SENIOR CERTIFICATE WITH ENDORSEMENT FOR LEARNERS WHO EXPERIENCE BARRIERS TO LEARNING

- (1) Learners with special needs may either be accommodated in special schools or in ordinary schools where appropriate support is offered.
- (2) Special schools are schools that provide education to learners who need high-level individualised and specialised support on a high-frequency basis. The role of these schools is twofold:
 - (a) full-time provision of appropriate and quality education and support for those learners, who are enrolled at these schools; and
 - (b) providing advice, guidelines, training and mentoring on a consultative and part-time basis to both teachers and learners in ordinary schools with regard to curriculum, assessment and instruction matters.
- (3) The following learners are regarded as learners with special needs_for whom measures should be taken in ordinary as well as special schools to assist with the barriers to learning that they face:
 - (a) Learners who have **neurological barriers** to learning, reading, spelling, dysgraphia, mathematical calculations and numeracy skills, and the understanding of the written word.
 - (b) Learners (deaf and hard of hearing learners) whose **hearing impairments** present barriers to learning and for whom learning should be facilitated through sign language within an environment which promotes the linguistic identity of the Deaf community and bilingualism which also ensures the availability of assistive technology.
 - (c) Learners who have severe **visual barriers to learning** (blind and partially sighted) and for whom learning should be facilitated through effective individualised support measures, specialised teaching methods, the use of Braille and large print and the application of specialised devices such

as Braille equipment, magnification cameras and CCTV in classrooms, screen reading software, magnification software, etc.

- (d) Learners who have **physical barriers to learning** and whose level of functioning is restricted due to limited gross and fine motor movements, dependency on the availability of certain devices (e.g. wheel chairs), medical conditions and inaccessible school buildings. The term physical disability covers a range of conditions from congenital disabilities to impairments acquired as a result of illness of which the most common conditions are spinal bifida, cerebral palsy, muscular dystrophy, haemophilia, cardiovascular and pulmonary conditions.
 - (e) Learners who experience **mild to severe intellectual barriers to learning** whose specific educational needs should be met in mainstream schools and special schools through the differentiation and adaptation of the curriculum in environments which encourage the development of their full potential, independence and socialisation.
 - (f) Learners with **multiple barriers to learning**.
 - (g) Learners with **severe behavioural and emotional barriers to learning**.
 - (h) Learners with any medically assessed special need that may not fall under the above categories.
- (4) Grade 10-12 learners who experience barriers to learning and who meet one of the following requirements may either offer the National Senior Certificate programme as stipulated in *paragraphs 26 to 32 and 35 to 38* of this document or the *National Senior Certificate with Endorsement* as contemplated in *subparagraphs 5, 6 and 8*:
- (a) Learners with extensive barriers to learning who are in special schools in terms of *section 5(6) of the South African Schools Act, 1996 (Act No. 84 of 1996)*; or

- (b) Learners who experience barriers to learning who are in ordinary schools in terms of *section 12(4)* of the *South African Schools Act, 1996 (Act No. 84 of 1996)* and who have been identified by the relevant provincial authority as eligible for this condonation;
- (5) Subject to *subparagraph (4)*, learners with special needs who were unsuccessful in obtaining a National Senior Certificate at Level 4 on the NQF, or who cannot meet the programme and or promotion requirements of the National Senior Certificate at Level 4 on the NQF as stipulated in *paragraphs 27, 28 and 29* of this document, may be issued with a *National Senior Certificate with Endorsement*, provided they have met the following programme and promotion requirements:
- (a) Offered and completed the internal and external assessment requirements in not fewer than five (5) subjects selected as follows from Annexure B contained in this document.
 - (i) Three (3) subjects from **Group A** in this document, selected as follows:
 - (aa) One (1) official language selected from Annexure B, Table A1, provided that the official language is offered on at least First Additional Language level, and provided further that the language is the language of learning and teaching.
 - (bb) Mathematics or Mathematical Literacy selected from Annexure B, Table A2.
 - (cc) Life Orientation in Annexure B, Table A3.
 - (dd) A minimum of any two (2) subjects selected from **Group B** Annexure B, Tables B1-B8 in this document.
- (6) Subject to *subparagraph (4)*, a *National Senior Certificate with Endorsement* shall be issued to a candidate who experiences barriers to learning who has achieved 30% in five subjects.

- (7) Should a learner who has enrolled for the *National Senior Certificate with Endorsement* offer a sixth subject, such a learner must achieve 30% in five of the six subjects, one of which is an official language on at least First Additional Language level, provided the School-Based Assessment component is submitted in the sixth subject.
- (8) Concessions regarding immigrant learners and learners who experience barriers to learning related to deafness and mathematical disorder such as dyscalculia, as contemplated in *paragraph 33* of this document, will also be applicable to the learners enrolling for the *National Senior Certificate with Endorsement*.

35. CHANGING SUBJECTS IN GRADES 10, 11 AND 12

- (1) A learner may change a maximum of two subjects in Grade 10, provided this is done by the end of the second term, subject to the approval of the Principal of the school where the learner is registered. Such change must be done before 30 June of the Grade 10 year.
- (2) A learner may change two subjects in Grade 11, provided this is done before 31 March, subject to the approval of the Principal of the school where the learner is registered.
- (3) In exceptional cases a learner may change one additional subject in Grade 11, provided this is done before 15 December of the Grade 11-year.
- (4) Approval for changing a subject in Grade 12 must be obtained from the Head of the assessment body. The following documents are needed:
 - (a) a letter of motivation from the learner's parent or guardian;
 - (b) a letter from the Principal, either supporting or providing reasons for not supporting the change; and
 - (c) a letter from the subject teacher, outlining the programme to be followed to assist the learner in covering those aspects of the Curriculum and Assessment Policy Statements of the new subject for the previous grades that were not completed.

- (5) A learner who changes a subject in Grades 10, 11 or 12 will be exempted from the School-Based Assessment requirement of the new subject for the period before the change was effected, provided that:
- (a) he or she has complied with all the School-Based Assessment requirements of the subject he or she wants to change for the period before the change is to be effected; and
 - (b) he or she complies with all the remaining School-Based Assessment requirements of the new subject from the date the change was effected.
- (6) The learner, or the parent or guardian of the learner who changes a subject is in Grades 10, 11 or 12 and who encounters learning difficulties due to the subject change may not hold the provincial education department responsible for changing a subject.

36. TIME ALLOCATION

- (1) In terms of the *Personnel Administration Measures (PAM)* as determined in *section 4* of the *Employment of Educators Act, 1998*, all school-based educators should be at school during the formal school day. Each school day should be at least seven hours that is 35 hours per five-day week.
- (2) The contact time for teaching Grades 10, 11 and 12 will be 27,5 hours per week, excluding the time allocated to breaks, assemblies and extramural activities.
- (3) The 27,5 hours of teaching contact time per week must be used as follows:
- (a) Languages: 9 hours per week, that is, 4,5 hours per week for each of the two languages;
 - (b) Mathematical Literacy or Mathematics: 4,5 hours per week;
 - (c) Life Orientation: 2 hours per week; and

- (d) time allocation for the Group B subjects (12,0 hours): 4,0 hours per week should be allocated to each of the three Group B subjects, or a subject from Annexure C which replaces one Group B subject.

- (4) Table 21 provides a summary of the time allocations.

TABLE 21: TIME ALLOCATION PER WEEK FOR SUBJECTS OFFERED FOR GRADES 10-12

| SUBJECT | HOURS |
|---------------------------------------|--------------|
| Language 1 | 4,5 |
| Language 2 | 4,5 |
| Mathematics and Mathematical Literacy | 4,5 |
| Life Orientation | 2,0 |
| <u>Group B</u> subjects (3 x 4hours) | 12,0 |
| TOTAL | 27,5 |

- (5) The allocated 27,5 hours per week may be utilised only for the minimum required Grades 10, 11 and 12 subjects as specified above, and may not be used for any additional subjects. Should a learner wish to offer additional subjects, an arrangement for additional time must be made for the offering of these subjects.

37. CERTIFICATION REQUIREMENTS

- (1) Subject to the provisions of *Paragraph 17A of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*, and subject to *paragraphs 27 and 29* of this document, the following certificates will be issued:
- (a) a National Senior Certificate to be issued to a candidate who has complied with the programme and promotion requirements as contemplated in *paragraphs 27, 28 and 29*; and
 - (b) a National Senior Certificate with Endorsement for Learners who Experience Barriers to Learning to be issued to a candidate who has complied with the programme and promotion requirements of a National Senior Certificate with Endorsement as contemplated in *paragraphs 34(5), (6) and (7)*.

- (2) The National Senior Certificate is a 130 credit certificate at Level 4 on the National Qualifications Framework (NQF).
- (3) In terms of this policy document the National Senior Certificate qualification must:
- (a) have a defined purpose or purposes, and is intended to provide qualifying learners with applied competence and a basis for further learning;
 - (b) enrich the qualifying learner;
 - (c) provide benefits to society and the economy;
 - (d) comply with the objectives of the NQF;
 - (e) where applicable, be internationally comparable;
 - (f) incorporate integrated assessment; and
 - (g) indicate the rules governing the award of the qualification.
- (4) The duration of the learning programme for the National Senior Certificate is three years and this culminates in the National Senior Certificate qualification at the end of Grade 12.
- (5) Subject to *Regulation 59(4)* of the *Regulations pertaining to the conduct, administration and management of assessment for the National Senior Certificate*, published in *Government Gazette No. 31337* of 29 August 2008, part-time candidates may also offer the National Senior Certificate. Full-time learners, repeat candidates and part-time candidates will offer subjects listed in Annexure B of this document. For this purpose full-time learners, repeat candidates and part-time candidates are defined as follows:

“A part-time candidate in the FET Phase is a candidate who has enrolled at an institution that does not offer tuition on a full-time basis and may enroll for any number of subjects in one examination sitting. Part-time candidates will continue to exist until such a date as determined by the Minister of Basic Education.”

“A full-time learner in the FET Phase is a learner who has enrolled for tuition and who offers a *National Curriculum Statement Grades R-12* programme in a full-time capacity at a public or independent school or any other registered institution and who presents seven (7) subjects in terms of the National Senior Certificate

programme requirements as contemplated in *paragraph 27* of this document. Such a candidate must fulfill all internal assessment requirements of the National Senior Certificate, including oral and practical requirements where applicable as contemplated in the Curriculum and Assessment Policy Statements of the relevant subjects.”

- (6) A repeat candidate in the FET Phase is a candidate who has failed the grade enrolled for or the National Senior Certificate examination, or who wants to improve his or her National Senior Certificate examination results, and who wants to repeat, either the grade failed or the Grade 12-year, as a full-time learner or full-time or part-time candidate respectively.

38. SUPPLEMENTARY EXAMINATIONS

A supplementary examination will be granted to a full-time, repeat and part-time candidate as contemplated in:

- (1) *Paragraph 18* of the policy document, *National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)* published in *Government Gazette, No. 30048* of 6 July 2007; and
- (2) *Regulation 18* of the *Regulations pertaining to the conduct, administration and management of assessment for the National Senior Certificate*, published in *Government Gazette No. 31337* of 29 August 2008.

CHAPTER 7

REPEAL OF POLICY AND TRANSITIONAL ARRANGEMENTS

39. REPEAL OF POLICY

- (1) The policy document, *National Policy regarding General Education Programmes: The Revised National Curriculum Statement Grades R – 9 (Schools)* promulgated in *Government Notice No. 710 in Government Gazette No. 23406* of 31 May 2002 is repealed subject to *paragraph 41*.
- (2) The policy document, *National Policy on assessment and qualifications for schools in the General Education and Training Band*, promulgated in *Government Notice No. 124 in Government Gazette No. 29626* of 12 February 2007 is repealed subject to *paragraph 41*.
- (3) *National Curriculum Statement Grades 10-12 (General)*, promulgated in *Government Gazettes, No. 25545 of 6 October 2003, No. 27594 of 17 May 2005, No. 27819 of 20 July 2005 and No. 28300 of 7 December 2005* is repealed subject to *paragraph 41*.
- (4) The policy document, the *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*, promulgated in *Government Gazette No.27819* of 20 July 2005 is repealed and replaced with the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*, subject to *paragraph 41*.
- (5) The policy document, *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs*, promulgated in *Government Gazette, No.29466* of 11 December 2006 is repealed and incorporated in policy document, *National policy pertaining to the programme and promotion*

requirements of the National Curriculum Statement Grades R – 12, subject to paragraph 41.

- (6) The policy document, *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R – 12)*, promulgated in *Government Gazette No. 29467* of 11 December 2006 is repealed and replaced with the policy document, *National Protocol for Assessment Grades R-12*, subject to *paragraph 41*.

40. TRANSITIONAL ARRANGEMENTS

- (1) The *status quo* as stipulated in the following policy documents will be maintained until the implementation of the Curriculum and Assessment Policy Statements, the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12* and the *National Protocol for Assessment Grades R-12*, as contemplated in *paragraph 41*:
- (a) *National Policy regarding General Education Programmes: The Revised National Curriculum Statement Grades R – 9 (Schools)* promulgated in *Government Gazette No. 23406* of 31 May 2002;
 - (b) *National Curriculum Statement Grades 10-12* promulgated in *Government Gazettes, No. 25545* of 6 October 2003, *No. 27594* of 17 May 2005, *No. 27819* of 20 July 2005 and *No. 28300* of 7 December 2005.
 - (c) *National Policy on assessment and qualifications for schools in the General Education and Training Band*, promulgated in *Government Notice No. 124* in *Government Gazette No. 29626* of 12 February 2007;
 - (d) *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*, promulgated in *Government Gazette No.27819* of 20 July 2005; and
 - (e) *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*,

regarding the National Protocol for Assessment (Grades R – 12), promulgated in Government Gazette No. 29467 of 11 December 2006.

- (2) National education policy pertaining to part-time candidates as stipulated in the policy document, *National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF published in Government Gazette, No. 30048 of 6 July 2007)*, will, subject to *Regulation 59(4) of the Regulations pertaining to the conduct, administration and management of assessment for the National Senior Certificate*, published in *Government Gazette No. 31337 of 29 August 2008*, continue to exist until a date determined by the Minister of Basic Education.
- (3) The Minister of Basic Education may in terms of *Sections 3(4)(l) and 7 of the National Education Policy Act, 1996 (Act No. 27 of 1996)*, amend the transitional arrangements as contemplated in *paragraph 40*. Such amendments to the transitional arrangements may be regulated in terms of *Section 61(c) and (d) of the South African Schools Act, 1996 (Act. No. 84 of 1996)*.
- (4) South African Sign Language at Home Language level to be offered in Grades R-12 will be phased in as follows:
 - (a) Grades R, 1, 2, 3 and 9 in 2015;
 - (b) Grades 4, 5, 6 and 10 in 2016;
 - (c) Grades 7, 8, 11 in 2017; and
 - (d) Grade 12 in 2018.
- (5) The Technology subjects without specialisation, namely Civil Technology, Electrical Technology and Mechanical Technology will be phased-out as follows:
 - (a) Grade 10 in 2015;
 - (b) Grade 11 in 2016; and
 - (c) Grade 12 in 2017.

- (6) The following Technology subjects with specialisation, namely Civil Technology, Electrical Technology and Mechanical Technology, as well as Technical Mathematics and Technical Science, will be phased in as follows:
- (a) Grade 10 in 2016;
 - (b) Grade 11 in 2017; and
 - (c) Grade 12 in 2018.
- (7) Schools currently offering both academic and technical pathways as contemplated in par. 27, despite the fact that they do not meet the requirements of a technical school may, however, for a transitional period of three years commencing on 1 January 2016, continue offering the technical pathway of their choice. However, such schools must before the expiry date of this transitional arrangement in 2018, either comply with the requirements for a technical school as contemplated in the definition of a technical school, or revert to an academic pathway.

41. SHORT TITLE AND COMMENCEMENT

This Policy may be cited as *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12* and will commence on the day of its promulgation in the *Government Gazette* and becomes effective from January 2012 in Grades R – 3 and Grade 10, January 2013 in Grades 4 –6 and Grade 11 and January 2014 in Grades 7 –9 and Grade 12.

ANNEXURE A

APPROVED SUBJECTS LISTED IN TERMS OF THE ORGANISING FIELDS OF THE NQF

| No | Organising fields of learning | Subjects |
|-----|--|--|
| 1. | Agriculture and Nature Conservation | Agricultural Management Practices; Agricultural Sciences; Agricultural Technology |
| 2. | Culture and Arts | Dance Studies; Design; Dramatic Arts; Music; Visual Arts. |
| 3. | Business, Commerce and Management Studies | Accounting; Business Studies; Economics |
| 4. | Communication Studies and Language | All official languages, and approved non-official languages |
| 5. | Education, Training and Development | |
| 6. | Manufacturing, Engineering and Technology | Civil Technology; Electrical Technology; Mechanical Technology; Engineering Graphics and Design |
| 7. | Human and Social Studies | Religion Studies; Geography; History; Life Orientation |
| 8. | Law, Military Science and Security | |
| 9. | Health Sciences and Social Services | |
| 10. | Physical, Mathematical, Computer and Life Sciences | Computer Applications Technology; Information Technology; Life Sciences; Mathematical Literacy; Mathematics; Physical Sciences |
| 11. | Services | Consumer Studies; Hospitality Studies; Tourism. |
| 12. | Physical Planning and Construction | |

ANNEXURE B

**APPROVED SUBJECTS THAT COMPLY WITH THE PROGRAMME REQUIREMENTS OF
GRADES 10 – 12**

GROUP A

TABLE A1: OFFICIAL LANGUAGES AT HOME AND FIRST ADDITIONAL LEVEL

| SUBJECT | SUBJECT NUMBER | | |
|--------------------------------------|----------------|----------|----------|
| | Grade 10 | Grade 11 | Grade 12 |
| Afrikaans Home Language | 13301002 | 13301013 | 13301024 |
| Afrikaans First Additional Language | 13311032 | 13311043 | 13311054 |
| English Home Language | 13301062 | 13301073 | 13301084 |
| English First Additional Language | 13311092 | 13311103 | 13311114 |
| IsiNdebele Home Language | 13301122 | 13301133 | 13301144 |
| IsiNdebele First Additional Language | 13311152 | 13311163 | 13311174 |
| IsiXhosa Home Language | 13301182 | 13301193 | 13301204 |
| IsiXhosa First Additional Language | 13311212 | 13311223 | 13311234 |
| IsiZulu Home Language | 13301242 | 13301253 | 13301264 |
| IsiZulu First Additional Language | 13311272 | 13311283 | 13311294 |
| Sepedi Home Language | 13301302 | 13301313 | 13301324 |
| Sepedi First Additional Language | 13311332 | 13311343 | 13311354 |
| Sesotho Home Language | 13301362 | 13301373 | 13301384 |
| Sesotho First Additional Language | 13311392 | 13311403 | 13311414 |
| Setswana Home Language | 13301422 | 13301433 | 13301444 |
| Setswana First Additional Language | 13311452 | 13311463 | 13311474 |
| SiSwati Home Language | 13301482 | 13301493 | 13301504 |
| SiSwati First Additional Language | 13311512 | 13311523 | 13311534 |
| Tshivenda Home Language | 13301552 | 13301563 | 13301574 |
| Tshivenda First Additional Language | 13311582 | 13311593 | 13311604 |
| Xitsonga Home Language | 13301612 | 13301623 | 13301634 |
| Xitsonga First Additional Language | 13311642 | 13311653 | 13311664 |

TABLE A2: MATHEMATICAL SCIENCES

| SUBJECT | SUBJECT NUMBER | | |
|-----------------------|----------------|----------|----------|
| | Grade 10 | Grade 11 | Grade 12 |
| Mathematical Literacy | 19321002 | 19321013 | 19321024 |
| Mathematics | 19331032 | 19331043 | 19331054 |
| Technical Mathematics | 19371482 | 19371493 | 19371504 |

TABLE A3: HUMAN AND SOCIAL STUDIES

| SUBJECT | SUBJECT NUMBER | | |
|------------------|----------------|----------|----------|
| | Grade 10 | Grade 11 | Grade 12 |
| Life Orientation | 16341002 | 16341013 | 16341024 |

GROUP B**TABLE B1: AGRICULTURE**

| SUBJECT | SUBJECT NUMBER | | |
|-----------------------------------|----------------|----------|----------|
| | Grade 10 | Grade 11 | Grade 12 |
| Agricultural Management Practices | 10351002 | 10351013 | 10351024 |
| Agricultural Sciences | 10351032 | 10351043 | 10351054 |
| Agricultural Technology | 10351062 | 10351073 | 10351084 |

TABLE B2: CULTURE AND ARTS

| SUBJECT | SUBJECT NUMBER | | |
|---------------|----------------|----------|----------|
| | Grade 10 | Grade 11 | Grade 12 |
| Dance Studies | 11351002 | 11351013 | 11351024 |
| Design | 11351032 | 11351043 | 11351054 |
| Dramatic Arts | 11351062 | 11351073 | 11351084 |
| Music | 11351092 | 11351103 | 11351114 |
| Visual Arts | 11351122 | 11351133 | 11351144 |

TABLE B3: BUSINESS, COMMERCE AND MANAGEMENT STUDIES

| SUBJECT | SUBJECT NUMBER | | |
|------------------|----------------|----------|----------|
| | Grade 10 | Grade 11 | Grade 12 |
| Accounting | 12351002 | 12351013 | 12351024 |
| Business Studies | 12351032 | 12351043 | 12351054 |
| Economics | 12351062 | 12351073 | 12351084 |

TABLE B4: OFFICIAL LANGUAGES AT SECOND ADDITIONAL LEVEL, AND NON-OFFICIAL LANGUAGES

| SUBJECT | SUBJECT NUMBER | | |
|---------------------------------------|----------------|----------|----------|
| | Grade 10 | Grade 11 | Grade 12 |
| Afrikaans Second Additional Language | 13351672 | 13351683 | 13351694 |
| English Second Additional Language | 13351702 | 13351713 | 13351724 |
| IsiNdebele Second Additional Language | 13351732 | 13351743 | 13351754 |
| IsiXhosa Second Additional Language | 13351762 | 13351773 | 13351784 |
| IsiZulu Second Additional Language | 13351792 | 13351803 | 13351814 |
| Sepedi Second Additional Language | 13351822 | 13351833 | 13351844 |
| Sesotho Second Additional Language | 13351852 | 13351863 | 13351874 |
| Setswana Second Additional Language | 13351882 | 13351893 | 13351904 |
| SiSwati Second Additional Language | 13351912 | 13351923 | 13351934 |
| Tshivenda Second Additional Language | 13351942 | 13351953 | 13351964 |
| Xitsonga Second Additional Language | 13351972 | 13351983 | 13351994 |
| Arabic Second Additional Language | 13352002 | 13352013 | 13352024 |
| French Second Additional Language | 13352032 | 13352043 | 13352054 |
| German Home Language | 13352062 | 13352073 | 13352084 |
| German Second Additional Language | 13352092 | 13352103 | 13352114 |
| Gujarati Home Language | 13352122 | 13352133 | 13352144 |
| Gujarati First Additional Language | 13352152 | 13352163 | 13352174 |
| Gujarati Second Additional Language | 13352182 | 13352193 | 13352204 |
| Hebrew Second Additional Language | 13352212 | 13352223 | 13352234 |
| Hindi Home Language | 13352242 | 13352253 | 13352264 |
| Hindi First Additional Language | 13352272 | 13352283 | 13352294 |

| SUBJECT | SUBJECT NUMBER | | |
|---------------------------------------|----------------|----------|----------|
| | Grade 10 | Grade 11 | Grade 12 |
| Italian Second Additional Language | 13352332 | 13352343 | 13352354 |
| Latin Second Additional Language | 13352362 | 13352373 | 13352384 |
| Mandarin Second Additional Language | 13356022 | 13356033 | 13356044 |
| Portuguese Home Language | 13352392 | 13352403 | 13352414 |
| Portuguese First Additional Language | 13352422 | 13352433 | 13352444 |
| Portuguese Second Additional Language | 13352452 | 13352463 | 13352474 |
| Serbian Home Language | 13355772 | 13355783 | 13355794 |
| Serbian Second Additional Language | 13355802 | 13355813 | 13355824 |
| Spanish Second Additional Language | 13352482 | 13352493 | 13352504 |
| Tamil Home Language | 13352512 | 13352523 | 13352534 |
| Tamil First Additional Language | 13352542 | 13352553 | 13352564 |
| Tamil Second Additional Language | 13352572 | 13352583 | 13352594 |
| Telegu Home Language | 13352602 | 13352613 | 13352624 |
| Telegu First Additional Language | 13352632 | 13352643 | 13352654 |
| Telegu Second Additional Language | 13352662 | 13352673 | 13352684 |
| Urdu Home Language | 13352692 | 13352703 | 13352714 |
| Urdu First Additional Language | 13352722 | 13352733 | 13352744 |
| Urdu Second Additional Language | 13352752 | 13352763 | 13352774 |

TABLE B4A: LANGUAGE WITH THE STATUS OF AN OFFICIAL LANGUAGE FOR THE PURPOSE OF LEARNING AND TEACHING AT A PUBLIC SCHOOL

| SUBJECTS | SUBJECT NUMBER | | |
|---|----------------|----------|----------|
| | Grade 10 | Grade 11 | Grade 12 |
| South African Sign Language Home Language | 13305932 | 13305943 | 13305954 |

TABLE B5: ENGINEERING AND TECHNOLOGY

| SUBJECT | SUBJECT NUMBER | | |
|--|----------------|----------|----------|
| | Grade 10 | Grade 11 | Grade 12 |
| Civil Technology | 15351002 | 15351013 | 15351024 |
| Electrical Technology | 15351032 | 15351043 | 15351054 |
| Mechanical Technology | 15351062 | 15351073 | 15351084 |
| Engineering Graphics and Design | 15351092 | 15351103 | 15351114 |
| Civil Technology (Specialisation) | 15351152 | 15351163 | 15351174 |
| Electrical Technology (Specialisation) | 15351182 | 15351193 | 15351204 |
| Mechanical Technology (Specialisation) | 15351212 | 15351223 | 15351234 |

TABLE B6: HUMAN AND SOCIAL STUDIES

| SUBJECT | SUBJECT NUMBER | | |
|------------------|----------------|----------|----------|
| | Grade 10 | Grade 11 | Grade 12 |
| Geography | 16351032 | 16351043 | 16351054 |
| History | 16351062 | 16351073 | 16351084 |
| Religion Studies | 16351092 | 16351103 | 16351114 |

TABLE B7: PHYSICAL, MATHEMATICAL, COMPUTER AND LIFE SCIENCES

| SUBJECT | SUBJECT NUMBER | | |
|----------------------------------|----------------|----------|----------|
| | Grade 10 | Grade 11 | Grade 12 |
| Computer Applications Technology | 19351002 | 19351013 | 19351024 |
| Information Technology | 19351032 | 19351043 | 19351054 |
| Life Sciences | 19351062 | 19351073 | 19351084 |
| Physical Sciences | 19351092 | 19351103 | 19351114 |
| Technical Science | 19351512 | 19351523 | 19351534 |

TABLE B8: SERVICES

| SUBJECT | SUBJECT NUMBER | | |
|---------------------|-----------------------|-----------------|-----------------|
| | Grade 10 | Grade 11 | Grade 12 |
| Consumer Studies | 20351002 | 20351013 | 20351024 |
| Hospitality Studies | 20351032 | 20351043 | 20351054 |
| Tourism | 20351062 | 20351073 | 20351084 |

ANNEXURE C
RECOGNITION OF SUBJECTS NOT LISTED IN THE NATIONAL CURRICULUM
STATEMENT GRADES R - 12

C.1 THE STATUS OF SUBJECTS OFFERED BY OTHER ASSESSMENT BODIES

Learners may offer a maximum of one subject developed by accredited assessment bodies other than the Department of Basic Education, provided that such a subject is accommodated in national education policy. A maximum of 20 credits may be allocated to such subjects. Accredited providers that wish to offer their subjects as part of the *National Curriculum Statement Grades R - 12* may do so, subject to the approval of the Department of Basic Education.

The subjects listed in *paragraph C2* are approved subjects from accredited assessment bodies. Only in exceptional cases will additional subjects in this category be considered by the Department of Basic Education.

C.2 SUBJECTS OF OTHER ASSESSMENT BODIES THAT ARE APPROVED BY THE MINISTER OF BASIC EDUCATION

TABLE C1: AGRICULTURE

| SUBJECT | SUBJECT NUMBER | | |
|----------------|----------------|----------|----------|
| | Grade 10 | Grade 11 | Grade 12 |
| Equine Studies | 10361002 | 10361013 | 10361024 |

TABLE C2: CULTURE AND ARTS

| SUBJECT | SUBJECT NUMBER |
|--|----------------|
| | GRADE 12 |
| Associated Board of Royal Schools of Music Practical Music Examination Grade 7 | 11361034 |
| Trinity College of London Practical Music Examination Grade 7 | 11361104 |
| UNISA Practical Music Examination Grade 7 | 11361184 |

TABLE C3: BUSINESS, COMMERCE AND MANAGEMENT STUDIES

| SUBJECT | SUBJECT NUMBER | | |
|--------------------|----------------|----------|----------|
| | Grade 10 | Grade 11 | Grade 12 |
| Maritime Economics | 12361002 | 12361013 | 12361024 |

TABLE C4: NON-OFFICIAL LANGUAGES

| SUBJECT | SUBJECT NUMBER | | |
|---|----------------|----------|----------|
| | Grade 10 | Grade 11 | Grade 12 |
| Modern Greek Second Additional Language | 13361002 | 13361013 | 13361024 |
| Serbian Home Language | 13355772 | 13355783 | 13355794 |
| Serbian Second Additional Language | 13355802 | 13355813 | 13355824 |

TABLE C5: ENGINEERING AND TECHNOLOGY

| SUBJECT | SUBJECT NUMBER | | |
|------------------|----------------|----------|----------|
| | Grade 10 | Grade 11 | Grade 12 |
| Nautical Science | 15361002 | 15361013 | 15361024 |

TABLE C6: HUMAN AND SOCIAL STUDIES

| SUBJECT | SUBJECT NUMBER | | |
|----------------------------|-----------------------|-----------------|-----------------|
| | Grade 10 | Grade 11 | Grade 12 |
| Sport and Exercise Science | 16351122 | 16351133 | 16351144 |

ANNEXURE D

SUBJECT CODING FOR ASSESSMENT PURPOSES

D.1 Subjects

The subject codes for the subjects listed in Tables 1-3, 6-8, 11-16 and Annexures A and B consist of eight digits that have the following meaning:

- first and second digits: NQF organising field (up to two digits) (Table D1);
- third and fourth digits: the subject groupings, as defined below (Table D2);
- fifth, sixth and seventh digits: unique subject codes within each NQF organising field (subject grouping); and
- eighth digit: NQF level of the subject.

Table D1 NQF organising fields as they relate to the subject coding system

| DIGIT | NQF ORGANISING FIELD |
|-------|--|
| 10 | Agriculture and Nature Conservation |
| 11 | Arts and Culture |
| 12 | Business, Commerce and Management Studies |
| 13 | Communication and Language Studies |
| 14 | Education, Training and Development |
| 15 | Manufacturing, Engineering and Technology |
| 16 | Human and Social Studies |
| 17 | Law, Military Science and Security |
| 18 | Health Science and Social Services |
| 19 | Physical, Mathematical, Computer and Life Sciences |
| 20 | Services |
| 21 | Physical Planning and Construction |

Table D2 Subject Groupings

| DIGIT | SUBJECT GROUP |
|--------------|---|
| 30 | Official Languages at Home Language level |
| 31 | Official Languages at First Additional Level |
| 32 | Mathematical Literacy |
| 33 | Mathematics |
| 34 | Life Orientation |
| 35 | Other Approved Subjects listed in Tables 1-3, 6-8, 11-16 and <u>Annexure B</u> |
| 36 | Subjects from other assessment bodies recognised by the Department of Basic Education to be offered as a Group B subject. |
| <u>37</u> | <u>Technical Mathematics</u> |