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

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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

“applied competence” ï means the ability to put the knowledge obtained into practice in the relevant context;

“assessment body” ï means a body accredited by Umalusi, the Council for Quality Assurance in General and Further Education and Training; as well as the Department of Basic Education, which is deemed to be accredited, in accordance with the criteria determined by the South African Qualifications Authority and approved by the Minister in terms of *section 17A(6)* of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001);*

“candidate” - means a learner who has completed the National Senior Certificate programme and who has registered for the National Senior Certificate final examinations;

“certification” ï means the issuing of the National Senior Certificate by Umalusi when the minimum promotion requirements have been met;

“condonation” ï 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;

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

“examination” ï means the conduct of a midyear and/or once-off end-of-year assessment;

“external assessment” ï 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” ï 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 learner 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 this document;

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

ñ**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" ï 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" ï 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" ï 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)" ï 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 this policy document*;*

"part-time candidate" means a Grade 12 learner 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;

"progression" ï 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" ï 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;

"Processes and procedures for the assessment of learner achievement" ï means the conduct, administration and management of internal assessment, end-of year examination, and the final National Senior Certificate examination as

stipulated in the Curriculum and Assessment Policy Statements and the policy documents, *National Protocol for Assessment Grades R – 12,* and *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 *South African Schools Act, 1996 (Act. No. 84 of 1996)*;

"qualification" ï 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 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;

"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" ï as defined in the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

"school-based assessment" ï means all formal assessment, including examinations, conducted by the school throughout the year on a continuous basis. In Grade 12 the School-Based Assessment component is all the formal tasks including the mid-year and September examinations, but not the end-of-

year National Senior Certificate examination;

“supplementary examination” - means an examination as contemplated in *paragraph 38* of this document;

“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,

“Umalusi” ï 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 s*ection 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 s*ection 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 ï 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

(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 sub*paragraph (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 learnerôs 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:

(aa) 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 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;

(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 ï 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)*;

(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. PROMOTION REQUIREMENTS FOR GRADES 1 -3

(1) Promotion 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 gradeôs 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 learnerôs progress in Grade R:

(a) Adequate Achievement (Level 4) in one official language at Home Language level as contemplated in *paragraph 6(1)(a)*; and

(b) Moderate Achievement (Level 3) 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 3 in the Foundation Phase:

(a) Adequate Achievement (Level 4) in one official language at Home Language level as contemplated in *paragraph 6(2)(a)*; or

(b) Moderate Achievement (Level 3) in the second required official language at First Additional Language level as contemplated in *paragraph 6(2)(b)*; and

(c) Moderate Achievement (Level 3) in Mathematics as contemplated in *paragraph 6(2)(c).*

(4) A learner who does not meet the requirements for promotion can be progressed to the next grade in order to prevent the learner being retained in the Foundation Phase for longer than four years, excluding Grade R.

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 (SBA) 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 ï 100
6	Meritorious Achievement	70 ï 79
5	Substantial Achievement	60 ï 69
4	Adequate Achievement	50 ï 59
3	Moderate Achievement	40 ï 49
2	Elementary Achievement	30 ï 39
1	Not Achieved	0 ï 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 learnersôperformance 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 R-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
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 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 ï 6 as contemplated in *subparagraphs (1)* to *(5)* and listed in Tables 6 ï 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;

(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 Additional Language 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 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 *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. PROMOTION REQUIREMENTS FOR GRADES 4 -6

(1) Promotion 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 gradeôs work.

(2) The following are guidelines for determining a learnerôs promotion from Grade 4 to 6 in the Intermediate Phase:

(a) Adequate Achievement (Level 4) in one official language at Home Language level as contemplated in *paragraph 12(1)*;

(b) Moderate Achievement (Level 3) in the second required official language at First Additional Language level as contemplated in *paragraph 12(1)*;

(c) Moderate Achievement (Level 3) in Mathematics as contemplated in *paragraph 12(2);* and

(d) Subject to *subparagraph (e)*, Moderate Achievement (Level 3) 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) in all three (3) of the remaining subjects contemplated in *subparagraph (d)*.

(3) A learner may only be progressed 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.

15. ASSESSMENT

(1) Learners will be assessed internally according to the requirements specified in the policy document *National Protocol for Assessment Grades R – 1*2 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 ï 100
6	Meritorious Achievement	70 ï 79
5	Substantial Achievement	60 ï 69
4	Adequate Achievement	50 ï 59
3	Moderate Achievement	40 ï 49
2	Elementary Achievement	30 ï 39
1	Not Achieved	0 ï 29

(2) These descriptions are intended to assist teachers to grade learners and grade them at the correct level.

(3) Teachers must record learnersôresults 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)* 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 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 Management Sciences	12351092	12351102	12351112

19. PROGRAMME REQUIREMENTS FOR GRADES 7 -9

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

(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 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*.

(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 *paragraph4(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)*;

(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)*; or

(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)*.

(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 three (3) the remaining subjects contemplated in *subparagraph (e)*.

(2) A learner may only be progressed 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.

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 (SBA) is a compulsory component of the promotion marks. The SBA 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 *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 ï 100
6	Meritorious Achievement	70 ï 79
5	Substantial Achievement	60 ï 69
4	Adequate Achievement	50 ï 59
3	Moderate Achievement	40 ï 49
2	Elementary Achievement	30 ï 39
1	Not Achieved	0 ï 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 learnersôresults 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 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)* 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

The duration of the National Senior Certificate is 3 years, namely Grades 10 - 12. A learner must:

(1) offer all subjects selected for all three grades, Grades 10-12 and complete the programme requirements for these grades separately; and

(2) 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.

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

The minimum entrance requirements for Grade 10 are:

(1) an official Grade 9 school report which indicates that a learner has met the requirements for promotion to Grade 10; or

(2) a General Education and Training Certificate (GETC) for Adult Basic Education and Training (ABET); or

(3) a NQF Level 1 Certificate which require two languages; or

(4) a recognised equivalent qualification obtained at NQF Level 1 which require two languages.

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) A learner in Further Education and Training must select four subjects from **Group A** 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.

(b) Mathematics or Mathematical Literacy selected from Annexure B, Table A2.

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

(d) Subject to *paragraphs 28(5)* and 28*(6), a* minimum of any three subjects selected from **Group B** Annexure B, Tables B1-B8. 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.

(e) 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 ï C6, in the place of one Group B subject.

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 may not offer both Mathematics and Mathematical Literacy.

(5) A candidate may not offer both Consumer Studies and Hospitality Studies.

(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 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 Bodiesôfinal 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 Bodiesô 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 bodyôs 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, 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%.

(iii) 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 year per school phase where necessary.

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 (SBA) 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 SBA component will comprise 100% of the total mark. The SBA 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 (SBA)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 SBA will be externally moderated.

(2) The weighting for assessment in the subject Life Orientation in Grade 12 is an exception. The SBA component will be 100% of the total mark. The SBA will be externally moderated.

(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 ï 100
6	Meritorious achievement	70 ï 79
5	Substantial achievement	60 ï 69
4	Adequate achievement	50 ï 59
3	Moderate achievement	40 ï 49
2	Elementary achievement	30 ï 39
1	Not achieved	0 ï 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 learnersôresults 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 before Grade 9 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 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 suffering from 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, but only by accommodation in 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 special needs who are either in special schools in terms of *section 5(6)* of the *South African Schools Act, 1996 (Act No. 84 of 1996)*, or who are in schools where special care is taken of them; or

(b) Learners in ordinary schools who have been identified and assessed for placement in special schools and who are on the waiting list for admission to special schools; or

(c) Learners in ordinary schools who have been identified and assessed for placement in special schools, but who have opted to remain in mainstream schools.

(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* w*ith 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* w*ith 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 beginning of the third term, subject to the approval of the Principal of the school where the learner is registered.

(2) A learner may change **two** subjects in Grade 11, provided this is done before 28 February subject to the approval of the Principal of the school where the learner is registered.

(3) In exceptional cases a learner may change **one** subject in Grade 12, provided this is done before 31 January of the Grade 12-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 learnerôs 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 for the previous grade 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
Group B 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:

ñA 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.ò

ñA 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.ò

(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)* 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 S*ection 61(c)* and *(d)* of the *South African Schools Act, 1996 (Act. No. 84 of 1996).*

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 ï 3 and Grade 10, January 2013 in Grades 4 ï 6 and Grade 11 and January 2014 in Grades 7 ï 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	

APPROVED SUBJECTS LISTED IN TERMS OF THE ORGANISING FIELDS OF THE NQF (CONT.)

No	Organising fields of learning	Subjects
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

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
Hindi Second Additional Language	13352302	13352313	13352324
Italian Second Additional Language	13352332	13352343	13352354
Latin Second Additional Language	13352362	13352373	13352384
Portuguese Home Language	13352392	13352403	13352414
Portuguese First Additional Language	13352422	13352433	13352444
Portuguese Second Additional Language	13352452	13352463	13352474
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 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

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

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 r 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

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

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 Annexure B
36	Subjects from other assessment bodies recognised by the Department of Basic Education to be offered as a Group B subject.