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# GENERAL NOTICE

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## NOTICE 540 OF 2006

### DEPARTMENT OF EDUCATION

#### NATIONAL EDUCATION POLICY ACT, 1996 (ACT NO. 27 OF 1996) AND THE SOUTH AFRICAN SCHOOLS ACT, 1996 (ACT NO. 84 OF 1996)

#### THE CALL FOR WRITTEN SUBMISSIONS FROM STAKEHOLDER BODIES AND MEMBERS OF THE PUBLIC ON THE DRAFT 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*

#### 1. BACKGROUND

Learners with special needs cannot always meet the requirements of mainstream schools, especially their needs regarding special teaching methods and the implementation of specialised devices.

To accommodate these learners from 2006, a draft policy document, *An addendum to the policy document National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF) regarding learners with special needs* has been developed.

#### 2. INVITATION TO COMMENT

I, Grace Naledi Mandisa Pandor, Minister of Education, intend to declare policy in terms of *Sections 3(4)(l) and 7 of the National Education Policy Act, 1996 (Act No. 27 of 1996)* and *Sections 6(A) and 6I of the South African Schools Act, 1996*

(Act. No. 84 of 1996), and accordingly invite stakeholder bodies and members of the public with an interest in learners with special needs, to comment on the draft policy document, *An addendum to the policy document National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF) regarding learners with special needs* as set out in the Schedule.

### **3. SUBMISSIONS**

It would greatly assist the Department of Education if all submissions could be prepared under the headings below. If you do not wish to comment under a particular heading, please indicate "No comment".

#### **3.1 Chapter 1**

- (a) Introduction
- (b) Learning pathways for learners with special needs
- (c) Purpose of the document
- (d) Entrance requirements
- (e) Duration and general requirements

#### **3.2 Chapter 2**

- (a) Programme requirements for the *National Senior Certificate: A qualification at level 4 on the National Qualifications Framework (NQF)*
- (b) Promotion requirements for the *National Senior Certificate: A qualification at Level 4 on the NQF*
- (c) Programme and promotion requirements for the National Senior Certificate Grades 10-12

### **3.3 Chapter 3**

- (a) Programme requirements for the Addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the NQF
- (b) Promotion requirements for the Addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the NQF
- (c) Provisos
- (d) Concessions

### **3.4 Chapter 4**

- (a) Assessment in Grades 10 and 11
- (b) Assessment in Grade 12
- (c) Recording and reporting
- (d) Supplementary examinations

### **3.5 Chapter 5**

- (a) Time allocation

### **3.6 Chapter 6**

- (a) Transitional arrangements

### **3.7 General comments**

## **4. CLOSING DATE**

The closing date for the receipt of comments is **Friday, 19 May 2006.**

#### **4. ADDRESS FOR SUBMISSIONS**

Please send or deliver your submission to:

**The Deputy Director-General (Further Education and Training)**

**Department of Education**

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GNM Pandor, MP

Minister of Education

# **SCHEDULE**



**education**

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Department of Education  
REPUBLIC OF SOUTH AFRICA

**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**

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ISBN

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## ACRONYMS

GETC General Education and Training Certificate

LOLT Language of Learning and Teaching

NCS National Curriculum Statement

NQF National Qualifications Framework

NSC National Senior Certificate

SAQA South African Qualifications Authority

## CHAPTER 1

### INTRODUCING THE 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

#### 1. Introduction

- (1) Learners with special needs may either be accommodated in special schools or in mainstream schools where special care is taken of them.
- (2) Special schools are schools that provide education to learners with special needs who need high-level specialised support. The role of these schools thus includes provision of appropriate and quality education for those learners who are already in special schools and advice and guidelines for those who require specialised support in curriculum, assessment and instruction matters in mainstream schools.
- (3) The following learners are regarded as learners with special needs:
  - (a) Learners with **neurological barriers to learning** reading, spelling, mathematical calculations and numeracy skills and the understanding of the written word.
  - (b) Learners (Deaf and hard of hearing learners) whose **hearing impairments** are serious barriers to learning and who will benefit from admission to a special school.

- (c) Learners with severe **visual barriers to learning** (blind and partially sighted) whose needs cannot be met in mainstream schools, especially their needs regarding special teaching methods (use of the medium of Braille) and the implementation of specialised devices (Braille equipment).
- (d) Learners with **physical barriers to learning** if such learners are unable to benefit from mainstream education. This could be the result of various factors, amongst others, extremely limited physical movements, dependency on certain devices (e.g. wheel chair), medical conditions and inaccessible school buildings. The term physical disability covers a range of conditions from congenital disabilities to abnormalities acquired as a result of illness of which the most common conditions are spina bifida, muscular dystrophy, haemophilia, cardiovascular and pulmonary conditions.
- (e) Learners with **mild to severe intellectual barriers to learning** whose specific educational needs cannot be met in mainstream schools, but only by accommodation in special schools.
- (f) Learners with **multiple barriers to learning**.
- (g) Learners with **severe behavioural and emotional barriers to learning**.

## 2. Learning pathways for learner with special needs

- (1) Grade 10-12 learners who are experiencing barriers to learning who are either attending 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, will be allowed to follow one of the following learning pathways with the aim of obtaining a qualification:

- (a) The National Senior Certificate (NSC) as stipulated in the policy document, *The National Senior Certificate: A qualification at Level 3 on the National Qualifications Framework (NQF)*; or
- (b) The National Certificate, N1-N3 programmes as stipulated in the policy documents, *Norms and standards for instructional programmes and the examination and certification thereof in technical college education, Report 190 (92/04)*, and *Formal technical college instructional programmes in the RSA, Report 191 (97/07)*, for an interim period until the end of 2006 and then to change, to continue from 2007 to the National Senior Certificate; or
- (c) The National Certificates (Vocational) at Levels 2, 3 and 4 on the NQF as stipulated in the policy documents, *Policy for the National Certificates (Vocational): A qualification at Level 2, 3 or 4 on the National Qualifications Framework (NQF)* from 2007. Learners who passed N3 subjects in 2006 as stipulated in *paragraph 2(3)*, and wish to proceed in their studies, can then enrol for the National Certificate (Vocational) programmes; or
- (d) The NSC for learners who passed N3 subjects in 2006 as stipulated in *paragraph 2(3)* of this document, but who do not wish to proceed with a *National Certificate (Vocational)* from 2007; or
- (e) The Addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the NQF for learners with special needs that cannot meet the requirements of the

qualifications stipulated *paragraphs 2(1)(a), 2(1)(b), 2(1)(c) and 2(1)(d)* above.

**3. Purpose of this document**

- (1) This policy describes the regulations, rules and provisos for the award of the qualifications stipulated in *paragraphs, 2(1)(b), 2(1)(c) and 2(1)(d)* of this document.
- (2) The policy is based on norms and standards to which all assessment bodies in terms of *Sections 3(4)(l) and 7* of the *National Education Policy Act, 1996 (Act No. 27 of 1996)* and *Sections 6(A) and 61* of the *South African Schools Act, 1996 (Act. No. 84 of 1996)*, must give effect.

**4. Entrance requirements of the NSC at Level 4 on the NQF for learners with special needs**

- (1) The minimum entrance requirement for Grade 10 is an official Grade 9 school report, which indicates promotion to Grade 10.
- (2) The qualifications listed in *paragraphs 2(1)(b), 2(1)(c) and 2(1)(d)* above will only be available to learners with special needs who are either in special schools; or
- (3) Learners in mainstream that have been identified and assessed for placement in special schools and that are on the waiting list for admission to special schools.



**5. Duration and general requirements of the National Curriculum Statement (NCS) Grades 10-12 (General) programme**

- (1) The duration of the NCS Grades 10-12 (General) programme is three years, namely Grades 10, 11 and 12. To obtain either a NSC at Level 4 on the NQF a learner must:
- (a) Complete the programme requirements for Grades 10, 11 and 12 separately and obtain the distinct outcomes and associated assessment standards of all three years; and
  - (b) Comply with the internal assessment requirements for Grades 10, 11 and 12 and the external assessment requirements of Grade 12 as contemplated in the Subject Assessment Guidelines of the various subjects listed in Annexure A of the policy document, the *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*.

## CHAPTER 2

### PROGRAMME AND PROMOTION REQUIREMENTS FOR LEARNERS WITH SPECIAL NEEDS, OPTING FOR THE NATIONAL SENIOR CERTIFICATE: A QUALIFICATION AT LEVEL 4 ON THE NATIONAL QUALIFICATIONS FRAMEWORK (NQF)

**6. Programme requirements for the *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)***

(1) In terms of *paragraph 9* of the policy document, *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)* a learner must offer seven (7) subjects, selected as follows from the approved list of the said document:

- (a) Two (2) official languages, 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. One of the two languages must be the language of learning and teaching (LOLT);
- (b) Mathematics or Mathematical Literacy;
- (c) Life Orientation; and
- (d) A minimum of any three subjects selected from the approved list at Annexure B of the policy document, *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*.

- (2) Learners may also offer one (1) of the following approved subjects offered by the following assessment bodies approved by the Minister of Education for this purpose:
- (a) Associated Board of the Royal Schools of Music Practical Music Examination;
  - (b) Trinity College of London Practical Music Examination;  
and
  - (c) **UNISA** Practical Music Examination.
- (3) Learners with special needs must follow all the outcomes and assessment standards as specified in the Subject Statements of the various subjects listed in the *National Curriculum Statement (NSC) Grades 10-12 (General)*. However, to assist learners in special schools in this regard, the Learning Programme Guidelines and Subject Assessment Guidelines of a limited number of subjects have been adapted and listed in Annexure A of this document.

**7. Promotion requirements for the *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)***

- (1) In terms of *paragraph 11* of the policy document, *NSC: A qualification at Level 4 on the NQF* an NSC shall be issued to a candidate who has complied with the following promotion requirements:
- (a) Obtained at least 40% in the required official language at Home Language level.
  - (b) Obtained at least 30% in the other required language on at least First Additional Language level.
  - (c) Obtained at least 30% in Mathematical Literacy or Mathematics.

- (d) Obtained at least 40% in Life Orientation.
  - (e) Obtained at least 40% in one of the remaining three subjects and at least 30% in two subjects.
- (2) A condonation of a maximum of one subject per grade with a rating of 'Not Achieved' will be allowed for either a Group A or a Group B subject contained in the policy document, *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*, and such a subject will be deemed to have been obtained with a rating of 30%, provided that a condonation is applied only once.

#### **8. Programme and promotion requirements for the NSC Grades 10-12**

The programme and promotion requirements stipulated in *paragraphs 6 and 7* of this document respectively, are also the promotion requirements for Grades 10 and 11.

## CHAPTER 3

### PROGRAMME AND PROMOTION REQUIREMENTS FOR LEARNERS WITH SPECIAL NEEDS, QUALIFYING FOR THE ADDENDUM TO THE POLICY DOCUMENT, THE NATIONAL SENIOR CERTIFICATE: A QUALIFICATION AT LEVEL 4 ON THE NQF

#### 9. Programme requirements for the Addendum to the policy document, the National Senior Certificate: A qualification at level 4 on the NQF

- (1) Learners with special needs who were unsuccessful in obtaining a NSC at Level 4 on the NQF, or who cannot meet the programme and or promotion requirements of the NSC at Level 4 on the NQF, may be issued with an endorsed NSC, 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 A contained in the policy document, *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*:
    - (i) Three (3) subjects from **Group A** in the policy document, *NSC: A qualification at Level 4 on the NQF*, selected as follows:
      - (aa) . One (1) official language selected from Annexure A. 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 (LOLT).

- (bb) Mathematics or Mathematical Literacy selected from Annexure A, Table A2.
- (cc) Life Orientation in Annexure A, Table A3.
- (dd) A minimum of any two (2) subjects selected from **Group B Annexure A, Tables B1-B8** in the policy document, *NSC: A qualification at Level 4 on the NQF*.

**10. Promotion requirements for the Addendum to the policy document, the National Senior Certificate: A qualification at level 4 on the NQF**

- (1) An endorsed NSC shall be issued to a candidate who experiences special needs who has complied with the following promotion requirements:
  - (a) Obtained at least 30% in the required official language on Home Language level as contemplated in *paragraph 9(1)(a)(i)(aa)* above.
  - (b) Obtained at least 30% in Mathematical Literacy as contemplated in *paragraph 9(1)(a)(i)(bb)* above.
  - (c) Obtained at least 30% in Life Orientation as contemplated in *paragraph 9(1)(a)(i)(cc)* above.
  - (d) Obtained at least 30% in the two (2) subjects as contemplated in *paragraph 8(1)(a)(dd)* above.

- (e) A condonation of a maximum of one subject per grade with a rating of 'Not Achieved' will be allowed for either a Group A or a Group B subject, and such a subject will be deemed to have been obtained with a rating of 30% at Elementary Achievement level, provided that a condonation is applied only once per subject per grade.
- (f) A learner who has not satisfied all the requirements of Grades 10, 11 or 12, will be issued a Statement of Results by the relevant special school.

## 11. Provisos

- (1) N1-N3 National Certificate, National Intermediate Certificate and National Senior Certificate subjects as listed in the technical college policy document, namely, *Formal Technical College Instructional Programmes in the RSA, Report 191 (2001/08)* will not be considered for the NSC with endorsement for learners with special needs. This applies to all learners registering for the NSC with endorsement in 2006.
- (2) The Learning Programme Guidelines and Subject Assessment Guidelines of a selected number of subjects listed in the *National Curriculum Statement (NCS) Grades 10-12 (General)* have been adapted to make them appropriate for the needs of learners in special schools. These subjects are listed at Annexure A of this document

## 12. Concessions

Concessions regarding immigrants and learners who experience barriers to learning as contemplated in *paragraph 13* of the policy document, the *National Senior Certificate: A qualification at Level 4 on the National Qualifications*

*Framework (NQF)*, will also be applicable on the learners enrolling for the NSC with endorsement for learners with special needs.



## CHAPTER 4

### ASSESSMENT

#### 13. Assessment in Grades 10 and 11

- (1) Learners opting for either the NSC at level 4 on the NQF or the Addendum to the policy document, the National Senior Certificate: A qualification at level 4 on the NQF, will be assessed internally according to the requirements as specified in the Subject Assessment Guidelines or Adapted Subject Guidelines. The internal assessment mark allocated to assessment tasks completed during the school year will be 25% and the end-of-year assessment mark 75% of the total mark.
- (2) The end-of-the-year assessment must consist of tasks that are internally set, marked and moderated, as specified in the Adapted Subject Assessment Guidelines.

#### 14. Assessment in Grade 12

- (1) The internal assessment mark will be 25%, and the external examination mark 75% of the total mark, as specified in the Adapted Subject Assessment Guidelines. The internal assessment will be externally moderated.
- (2) The weighting for assessment in the subject Life Orientation in Grade 12 is an exception. The internal assessment component **will** be 100% of the total mark. The internal assessment will be externally moderated.

## 15. Recording and reporting

Seven levels of competence have been described for each subject in the Subject Assessment Guidelines or Adapted Subject Assessment Guidelines. These descriptions will assist teachers to assess learners and grade them at the correct level. The various achievement levels and their corresponding percentage bands are as shown in Table 1 below. Teachers/examiners may either work from mark allocation/percentages to rating codes, or from rating codes to percentages.

**TABLE 1: SCALE OF ACHIEVEMENT FOR THE NATIONAL SENIOR CERTIFICATE AT LEVELS 3 AND 4 ON THE NQF**

| RATING CODE | RATING                  | PERCENTAGE |
|-------------|-------------------------|------------|
| 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     |

## 16. Supplementary examinations

- (1) A supplementary examination for the final external examination of the NSC at Level 4 on the NQF will be granted under the following conditions:
- (a) **If** a Grade 12 candidate has not met the minimum certification requirements in the final external examination, as contemplated in *paragraphs 5 and 6*, but requires two subjects to obtain a NSC, he or she may register for a maximum of two subjects in

the supplementary examinations in the following year. These two subjects must be subjects that the candidate sat for in the previous October/November examination.

- (b) In exceptional cases, candidates who are medically unfit and as a result are absent from one or more external examinations, may have the supplementary examination regarded as part of the same sitting.
- (c) Admission to the supplementary examination is at the discretion of the Head of Department.
- (d) In cases (a) to (c) above the internal assessment of the Grade 12 year will be used, including practical/oral assessment marks where applicable.

## CHAPTER 5

### TIME ALLOCATION FOR SUBJECTS

#### 17. Time allocation for the NSC at Level 4 on the NQF

- (1) In terms of paragraph 18 of the policy document, the *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*, the teaching contact time for the NSC at Level 4 on the NQF is 27,5 hours per week allocated 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) Group B subjects (12,0 hours): 4,0 hours per week allocated to each of the three Group B subjects.
- (2) Table 2 gives a summary of the time allocations.

**TABLE 2: SUMMARY OF THE TIME ALLOCATION FOR SUBJECTS OFFERED FOR THE NCS GRADES 10-12 (GENERAL)**

| <b>Subject</b>                       | <b>Time allocation<br/>(hours per week)</b> |
|--------------------------------------|---|
| Language                             | 4,5   |
| Language 2 (LOLT)                    | 4,5   |
| Mathematical Literacy                | 4,5   |
| Life Orientation                     | 2,0   |
| <u>Group B</u> subjects (3 x 4hours) | 12,0  |
| <b>Total</b>                         | <b>27,5</b>                                 |

**TABLE 3: SUMMARY OF THE TIME ALLOCATION FOR SUBJECTS OFFERED BY LEARNERS WITH SPECIAL NEEDS**

| <b>Subject</b>                        | <b>Time allocation<br/>(hours per week)</b> |
|---------------------------------------|---|
| Language (LOLOT)                      | 6,0   |
| Mathematical Literacy                 | 6,0   |
| Life Orientation                      | 3,5   |
| <u>Group B</u> subjects (2 x 6 hours) | 12,0  |
| <b>Total</b>                          | <b>27,5</b>                                 |

- (3) The allocated 27,5 hours per week may be utilised only for the minimum required adapted subjects offered by learners with special needs as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

## CHAPTER 6

### REPEAL OF POLICY AND TRANSITIONAL ARRANGEMENTS

#### 18. Repeal of policy

- (1) The Addendum to the policy document, the National Senior Certificate: A qualification at level 4 on the NQF will be introduced in 2006 in Grade 10. This means that learners with special needs entering Grade 12 in 2008 may qualify for the endorsed NSC on the NQF.
- (2) The policy document, a *Résumé of instructional programmes in schools, Report 550 (2005/09)* containing the programme requirements for the Senior Certificate, as well as the concessions regarding Lower Grade subjects to be offered only by learners in special classes or special schools, is repealed subject to *paragraph 21*.
- (3) The special concession regarding the issuing of a Senior Certificate comprising a combination of Senior Certificate subjects and N-subjects selected in terms of the policy documents, *Norms and standards for instructional programmes and the examination and certification thereof in technical college education, Report 190 (92/04)* and *Formal technical college instructional programmes in the RSA, Report 191 (97/07)*, will be terminated for the purpose of the Addendum to the policy document, the National Senior Certificate: A qualification at level 4 on the NQF.

#### 19. Transitional arrangements

- (1) Unsuccessful Senior Certificate candidates in the Senior Certificate examination of 2007, will be given an opportunity until March 2011 to complete the Senior Certificate programme. All Senior Certificate

subjects successfully completed prior to 2006 will be recognised for the issuing of the Senior Certificate until March 2011.

- (2) No new enrolments of learners with special needs will be accepted in Grades 10 for any subjects of Report 550 (2005/09) from 1 January 2006.
- (3) Learners with special needs in Grade 10 in 2006 will either offer the NSC at Level 4 or the NCS with special conditions.
- (4) Learners offering the National Certificate, N1-N3 programmes as stipulated in the policy documents, *Norms and standards for instructional programmes and the examination and certification thereof in technical college education, Report 190 (92/04)*, and *Formal technical college instructional programmes in the RSA, Report 191 (97/07)*, will only offer it for an interim period until 2006
- (5) The Minister may, if deemed necessary, 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 20*. Should the Minister regard it as essential that such amendments to the transitional arrangements be regulated, he or she may promulgate such regulations in terms of *Section 61 of the South African Schools Act, 1996 (Act No. 84 of 1996)*.

## **20. Commencement and date of implementation**

This policy will commence on the day of its promulgation in the *Government Gazette* and becomes effective in special schools from January 2006 in Grades 10, January 2007 in Grade 11 and January 2008 in Grade 12.

## DEFINITIONS

**applied competence** - the ability to put into practice in the relevant context the exit-level Learning Outcomes and Assessment Standards required for obtaining the qualification.

**condonation** - the waiving of promotion requirements in the case of a learner who comes very close to meeting such requirements

**examination body** - a body approved by the Minister of Education to conduct the external assessment of all or some of the subjects for the NCS Grades 10 - 12 (General).

**grade** - means that part of an educational programme, which a learner may complete in one school year, or any other education programme, which the Member of the Executive Council (MEC) may deem to be equivalent thereto.

**Head of Department** - refers to the Head of a provincial education department.

**Head of the Institution** - refers to the person appointed as principal or acting as principal of a school or the head of any other registered learning institution.

**immigrant candidate:** - refers to a learner who enters the South African school system at a late stage and as a result thereof was not exposed to the full spectrum of all the South African official languages. Such a candidate will under certain conditions be exempted from complying with the language requirements of the NSC (General).

**independent school** - is in terms of the *South African Schools Act, 1996 (Act No. 84 of 1996)* as amended and the *Further Education and Training Act, 1998 (Act No. 98 of 1998)*, a school or learning institution or distance learning college not registered as a



public school or Adult Basic Education and Training (ABET) centre at a provincial education department.

**language levels** – refers to all official and non-official languages and may be offered at the following three levels, namely Home Language, First Additional Language and Second Additional Language. Home Language is first acquired by children through immersion at home, the language in which they think. First Additional language provides for levels of language proficiency that meet the threshold levels necessary for effective learning across the curriculum. In the Second Additional Language the emphasis is on listening and speaking skills.

**learner** – refers to any person, including part-time learners, receiving education at a public or independent school or learning institution linked to an accredited assessment body.

**learners with special needs** – are for the purpose of this document learners in special schools, or learners in mainstream that have been identified and assessed for placement in special schools and that are on the waiting **list** for admission to special schools.

**National Qualifications Framework (NQF)** – is an eight-level framework to provide for the registration of national standards and qualifications.

**National Senior Certificate** – is a certificate that will be awarded in 2008 for the first time to candidates who comply with the national policy requirements set out in the policy document, *The National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*.

**National Senior Certificate with endorsement for special schools** – is a certificate that will be awarded in **2008** for the first time to candidates with special needs who comply with the national policy requirements set out in this document.

**promotion** - the progression of a learner from one grade to the next when that learner meets the minimum requirements for the achievement of outcomes in the particular grade.

**qualification** - a planned combination of exit-level Learning Outcomes and Assessment Standards, which has a defined purpose and that is intended to provide learners with applied competence and a basis for further learning. This culminates in the formal recognition of learning achievement through the award of a formal certificate.

**school** - in this document, a 'school' is a public school or an independent school which enrolls learners in Grades 10 to 12.

**Subject Assessment Guidelines** - Guideline documents that specify the internal and external assessment requirements for each of the listed subjects in the NCS Grades 10-12 (General).

**Umalusi** - 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)*.

## ANNEXURE A

### NCS GRADES 10 – 12 (GENERAL) SUBJECTS ADAPTED FOR LEARNERS WITH SPECIAL NEEDS

#### GROUP A

| SUBJECT                              | SUBJECT NUMBER |            |            |
|--------------------------------------|----------------|------------|------------|
|                                      | Grade10        | Grade11    | Grade12    |
| Afrikaans Home Language              | 904010012      | 904010023  | 904010034  |
| Afrikaans First Additional Language  | 904020042      | 904020053  | 90400064   |
| English Home Language                | 1904010072     | 1904010083 | 1904010094 |
| English First Additional Language    | 904020102      | 904020113  | 904020124  |
| IsiNdebele Home Language             | 904010132      | 904010143  | 904010154  |
| IsiNdebele First Additional Language | 903020162      | 904020173  | 904020184  |
| IsiXhosa Home Language               | 904010192      | 904010203  | 904010214  |
| IsiXhosa First Additional Language   | 904020222      | 904020233  | 904020244  |
| IsiZulu Home Language                | 904010252      | 904010263  | 904010274  |
| IsiZulu First Additional Language    | 904020282      | 904020293  | 904020304  |
| Sepedi Home Language                 | 904010312      | 904010323  | 904010334  |
| Sepedi First Additional Language     | 904020342      | 904020353  | 904020364  |
| Sesotho Home Language                | 904010372      | 904010383  | 904010394  |
| Sesotho First Additional Language    | 904020402      | 904020413  | 904020424  |
| Setswana Home Language               | 904010432      | 904010443  | 904010454  |
| Setswana First Additional Language   | 904020462      | 904020473  | 904020484  |
| SiSwati Home Language                | 904010492      | 904010503  | 904010514  |
| SiSwati First Additional Language    | 904020522      | 904020533  | 904020544  |

| SUBJECT                             | SUBJECT NUMBER |           |           |
|-------------------------------------|----------------|-----------|-----------|
|                                     | Grade10        | Grade 11  | Grade12   |
| Tshivenda Home Language             | 904010552      | 904010563 | 904010574 |
| Tshivenda First Additional Language | 904020582      | 904020593 | 904020604 |
| Xitsonga Home Language              | 904010612      | 904010623 | 904010634 |
| Xitsonga First Additional Language  | 904020642      | 904020653 | 904020664 |

| SUBJECT               | SUBJECT NUMBER |            |            |
|-----------------------|----------------|------------|------------|
|                       | Grade 10       | Grade 11   | Grade 12   |
| Mathematical Literacy | 9100300102     | 9100300203 | 9100300304 |

**TABLE A3: HUMAN AND SOCIAL STUDIES**

| SUBJECT          | SUBJECT NUMBER |            |            |
|------------------|----------------|------------|------------|
|                  | Grade 10       | Grade 11   | Grade 12   |
| Life Orientation | 9070500102     | 9070500203 | 9070500304 |

**GROUP B**

| SUBJECT          | SUBJECT NUMBER |            |            |
|------------------|----------------|------------|------------|
|                  | Grade 10       | Grade 11   | Grade 12   |
| Business Studies | 9030600102     | 9030600203 | 9030600304 |

**TABLE B4: OFFICIAL LANGUAGES AT SECOND**

| SUBJECT                               | SUBJECT NUMBER |           |           |
|---------------------------------------|----------------|-----------|-----------|
|                                       | Grade 10       | Grade 11  | Grade 12  |
| Afrikaans Second Additional Language  | 9040606702     | 904060683 | 904060694 |
| English Second Additional Language    | 904060702      | 904060713 | 904060724 |
| IsiNdebele Second Additional Language | 904060732      | 904060743 | 904060754 |
| IsiXhosa Second Additional Language   | 904060762      | 904060773 | 904060784 |
| IsiZulu Second Additional Language    | 904060792      | 904060803 | 904060814 |
| Sepedi Second Additional Language     | 904060822      | 904060833 | 904060844 |
| Sesotho Second Additional Language    | 904060852      | 904060863 | 904060874 |
| Setswana Second Additional Language   | 904060882      | 904060893 | 904060904 |
| SiSwati Second Additional Language    | 904060912      | 904060923 | 904060934 |
| Tshivenda Second Additional Language  | 904060942      | 904060953 | 904060964 |
| Xitsonga Second Additional Language   | 90406972       | 90406983  | 90406994  |

**TABLE B5: ENGINEERING AND TECHNOLOGY**

| SUBJECT                         | SUBJECT NUMBER |           |           |
|---------------------------------|----------------|-----------|-----------|
|                                 | Grade 10       | Grade 11  | Grade 12  |
| Civil Technology                | 906060012      | 906060023 | 906060034 |
| Electrical Technology           | 906060042      | 906060053 | 906060064 |
| Mechanical Technology           | 906060072      | 906060083 | 906060094 |
| Engineering Graphics and Design | 906060102      | 906060113 | 906060124 |

**TABLE B7: PHYSICAL, MATHEMATICAL, COMPUTER AND LIFE**

|                     | Grade 10 | Grade 11 | Grade 12 |
|---------------------|----------|----------|----------|
| Computer Technology | 910004   | 910053   | 91006064 |

**TABLE B8: SERVICES**

| SUBJECT             | SUBJECT NUMBER |           |           |
|---------------------|----------------|-----------|-----------|
|                     | Grade 10       | Grade 11  | Grade 12  |
| Hospitality Studies | 911060012      | 911060023 | 911060034 |
|                     |                |           |           |

## ANNEXURE B

### SUBJECT CODING FOR ASSESSMENT PURPOSES

#### B.1 Subjects

The subject codes for the subjects listed in Annexures A and B consist of nine (9) digits that have the following meaning:

- first digit: Learners with special needs indicate as **9**;
- second and third digits: NQF organising field (**up to two digits**) (Table B1);
- fourth and fifth digits: the subject groupings, as defined below (Table B2);
- sixth, seventh and eighth digits: unique subject codes within each NQF organising field; and
- ninth digit: NQF level of the subject.

**Table B1 NQF organising fields as they relate to the subject coding system**  
**Digit NQF Organising Field**

| DIGIT | NQF ORGANISING FIELD                               |
|-------|--|
| 01    | Agriculture and Nature Conservation                |
| 02    | Arts and Culture                                   |
| 03    | Business, Commerce and Management Studies          |
| 04    | Communication and Language Studies                 |
| 05    | Education, Training and Development                |
| 06    | Manufacturing, Engineering and Technology          |
| 07    | Human and Social Studies                           |
| 08    | Law, Military Science and Security                 |
| 09    | Health Science and Social services                 |
| 10    | Physical, Mathematical, Computer and Life Sciences |
| 11    | Services   |
| 12    | Physical Planning and Construction                 |

**Table B2 Subject Groupings**

| <b>DIGIT</b> | <b>SUBJECT GROUP</b>  |
|--------------|---|
| 1            | Group A Official Languages at Home Language level   |
| 2            | Group A Official Languages at First Additional Level  |
| 3            | Group A Mathematical Literacy   |
| 4            | Group A Mathematics   |
| 5            | Group A Life Orientation  |
| 6            | Group B Subjects  |
| 7            | Subjects from other assessment bodies recognised by the Department of Education to be offered as Group B subjects |