



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**THE NATIONAL SENIOR CERTIFICATE:
A QUALIFICATION AT LEVEL 4 ON
THE NATIONAL QUALIFICATIONS FRAMEWORK (NQF)**

National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF), published by means of a *Government Notice No. 744 in Government Gazette, Vol. 481, No. 27819 of 20 July 2005* and amended as:

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ACRONYMS

GET	General 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

CHAPTER 1

INTRODUCING THE POLICY FOR THE NATIONAL SENIOR CERTIFICATE

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 is only applicable to public schools and those independent schools that write the National Senior Certificate examination set by the Department of Basic Education.
- (3) This policy document forms the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement as stipulated in *section 6A of the South African Schools Act, 1996 (Act No. 84 of 1996)* which is applicable to public and independent schools.
- (4) The outcomes and standards determined in terms of *section 6(A) of the South African Schools Act, 1996 (Act. No. 84 of 1996)* are translated into regulations in terms of *section 61 of the said act* and were promulgated in *Government Gazette No. 31337 of 29 August 2008 as 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. All accredited assessment bodies must give effect to the regulations.

- (5) This document is supplemented by two separately printed addenda:
- (a) **Addendum 1:** *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), published in Government Gazette, No. 29467 of 11 December 2006, provides a regulatory framework for the management of school assessment records and basic requirements for learner profiles, teacher and learner portfolios, report cards and schedules; and*
 - (b) **Addendum 2:** *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, published in Government Gazette, No.29466 of 11 December 2006 stipulates the programme and promotion requirements for learners with special needs who cannot meet the requirements of the National Senior Certificate as offered in mainstream schools.*

2. Type of qualification

- (1) The National Senior Certificate is a 130 credit certificate at Level 4 on the National Qualifications Framework (NQF).
- (2) 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*, only full-time learners and repeat candidates

will offer the National Senior Certificate. Full-time learners and repeat candidates will offer subjects listed in Annexure A of this document. For this purpose full-time learners and repeat candidates are defined as follows:

A full-time learner is a learner who has enrolled for tuition and who offers a *National Curriculum Statement Grades 10-12* 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 Curriculum Statement Grades 10-12* programme requirements. Such a candidate must fulfill all internal assessment requirements of the *National Curriculum Statement Grades 10-12*, including oral and practical requirements where applicable.

- (3) A repeat candidate is a candidate who has failed the National Senior Certificate examination and who wants to repeat his or her Grade 12-year as a full-time candidate.
- (4) In terms of this policy document the National Senior Certificate qualification must:
 - (a) represent a planned combination of Learning Outcomes that has 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.

3. Entrance requirements for National Curriculum Statement Grades 10 –12

The minimum entrance requirements for Grade 10 are:

- (1) an official Grade 9 school report which indicates 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; or
- (4) a recognised equivalent qualification obtained at NQF Level 1.

4. Promotion requirements for Grades 10-12

The requirements stipulated in this document are for the issuing of a National Senior Certificate. These are also the promotion requirements for Grades 10 and 11.

5. Duration and general requirements of the National Curriculum Statement Grades 10-12

- (1) The duration of the *National Curriculum Statement Grades 10-12* programme is three years, namely Grades 10, 11 and 12. To obtain a National Senior Certificate a learner must:
 - (a) Complete the programme requirements for Grades 10, 11 and 12 separately and achieve the distinct learning outcomes and attain the associated assessment standards of all three years; and
 - (b) Comply with the internal assessment requirements and Practical Assessment Tasks where applicable for Grades 10, 11 and 12 and the external examination requirements of Grade 12 as contemplated in the *National Protocol for Assessment (Grades R– 12)* and the Subject Assessment Guidelines of the various subjects listed in Annexure A of this document.

6. Changing subjects in Grades 10, 11 and 12

- (1) A learner may change a maximum of **two** subjects in Grade 10, 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, 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 it 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 must be furnished:

- (a) a letter of motivation from the learner's parent or guardian;
 - (b) a letter from the Principal, either supporting or providing reasons for not supporting the change; and
 - (c) a letter from the subject teacher, outlining the programme to be followed to assist the learner in covering those aspects of the curriculum statements for the previous grade that were not covered.
- (5) The closing date for changing a subject or subjects in Grade 10 and 11 must be determined by the Head of the assessment body, based on the impact of the change on the internal assessment programme.

CHAPTER 2

PROMOTION REQUIREMENTS OF THE NATIONAL CURRICULUM STATEMENT GRADES 10 – 12

7. Organising fields

- (1) The *National Curriculum Statement Grades 10-12* uses the twelve Organising Fields of the National Qualifications Framework (NQF) for organising purposes and registration on the NQF. These Organising Fields are linked to various disciplines and occupational fields in the world of work and are therefore designed to provide a framework for organising qualifications in a coherent and co-ordinated manner.
- (2) The Organising Fields listed at Annexure A, are used for classification and grouping purposes.

8. Rules of subject combination

The approved subjects for the *National Curriculum Statement Grades 10-12* at Annexure A are grouped in two main categories in Annexure B, namely **Group A** and **Group B**. A learner, under certain conditions, as contemplated in *paragraphs 9, 10(8) and 10(9)*, must select four subjects, namely two official languages, Mathematical Literacy or Mathematics, and Life Orientation from **Group A**, and a minimum of any three subjects from **Group B**.

9. Requirements of the National Curriculum Statement Grades 10-12

(1) Subject to *paragraphs 1, 11 and 20*, a National Senior Certificate shall be issued to a candidate who has complied with the following requirements:

(a) offered and completed the internal and external assessment requirements in not fewer than seven (7) subjects selected as follows from Annexure B:

(i) four subjects from **Group A** selected as follows:

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.

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

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

(iv) subject to *paragraphs 10(8) and 10(9)*, 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 *paragraph 9(1)(a)(i)*, may be offered from both Tables A1 and B4.

10. 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 for the required subjects, and the Practical Assessment Tasks 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 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 for this purpose, may be offered to meet the requirements of three (3) Group B subjects as contemplated in *paragraph 9(1)(a)(iv)*. Such subjects are listed in Annexure C.

Additional approved subjects will be added to Annexure C from time to time.

- (6) Where a candidate has completed more than one Practical Music programme of one of the listed Music examination bodies, namely the Associated Board of Royal Schools Practical Music Examination or Trinity College of London Practical Music Examination or Unisa Practical Music Examination, only the highest level of achievement obtained by the candidate, namely Grade 6 or 7 from that examination body will be recognised for the National Senior Certificate.
- (7) Learners offering a Practical Music programme of one of the following Music examination bodies, namely the Associated Board of Royal Schools or Trinity College of London or Unisa, must comply with the requirements for the offering of music programmes of accredited assessment bodies, as contemplated in Annexure D 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): Government Gazette, No. 30048*, and Annexure C of the *Regulations pertaining to the conduct, administration and management of assessment for the National Senior Certificate: Government Gazette No. 31337* of 29 August 2008.
- (8) A candidate may not offer both Computer Applications Technology and Information Technology.
- (9) A candidate may not offer both Consumer Studies and Hospitality Studies.

11. Promotion and certification requirements

Subject to the provisions of *Paragraph 16(4)(d) and (e) of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*, and subject to *paragraph 9* of this document, a National Senior Certificate shall be issued to a candidate who has complied with the following promotion requirements:

- (1) 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.
- (2) A condonation of a maximum of one (1) subject will be applied if 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.
- (3) Learners who offer a Music programme from the Associated Board of Royal Schools Practical Music Examination or Trinity College of London Practical Music Examination or Unisa Practical Music Examination, must obtain the following ratings:
 - (a) the Associated Board of Royal Schools Practical Music Examination: at least 65%.
 - (b) Trinity College of London Practical Music Examination: at least 65%.
 - (c) Unisa Practical Music Examination: at least 50%.

12. Concessions

(1) Immigrants

(a) An immigrant candidate is:

(i) 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 6 or its equivalent.

(b) An immigrant candidate as contemplated above may offer only one (1) official language on at least First Additional Language Level and obtain a rating of 30% 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 11(1)*.

(c) Instead of offering another subject from Group B in lieu of the one official language that is not offered, an immigrant candidate may 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 this purpose.

- (iii) The marks as supplied by the concerned assessment body will be taken into account, or if the actual marks are not available the results will be converted in accordance with the table below, with the proviso that the candidate may not offer two similarly named languages.

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

- (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 candidates who experience the following barriers to learning:
- (i) the Deaf may offer one (1) official language at First Additional level, 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 11(1)*.
 - (ii) Aphasic and dyslectic candidates may offer only one (1) official language at First Additional level, 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 11(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 11(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.

CHAPTER 3

ASSESSMENT

13. Assessment in Grades 10 and 11

- (1) Learners will be assessed internally according to the requirements as specified in the National Protocol for Assessment (Grades R– 12) (**Addendum 1**) and the Subject Assessment Guidelines of January 2008. The internal assessment marks allocated to assessment tasks completed during the school year will be 25% of the total mark, and the end-of-year mark 75% of the total mark.
- (2) The end-of-year assessment must consist of an end-of-year examination that is internally set, marked and moderated, as specified in the National Protocol for Assessment (Grades R– 12) (**Addendum 1**) and the Subject Assessment Guidelines of January 2008.

14. Assessment in Grade 12

- (1) The internal assessment mark will be 25%, and the external assessment mark 75% of the total mark, as specified in the National Protocol for Assessment (Grades R– 12) (**Addendum 1**) and Subject Assessment Guidelines of January 2008. 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.

- (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.

15. Recording and reporting

- (1) Seven levels of competence have been described for each subject in the National Protocol for Assessment (Grades R– 12) (**Addendum 1**) and the Subject Assessment Guidelines of January 2008. The various achievement levels and their corresponding percentage bands are as shown in Table 1 below.

TABLE 1: SCALE OF ACHIEVEMENT FOR THE NATIONAL CURRICULUM STATEMENT GRADES 10-12

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

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

16. Supplementary examinations

A supplementary examination will be granted under the following conditions to a full-time, repeat and part-time candidate:

- (1) If a candidate has not met the minimum promotion and certification requirements, but requires a maximum of two subjects to obtain a National Senior Certificate, he or she may:
 - (a) Register for a maximum of two subjects for the supplementary examination in the following year. These two subjects must be, subject to *subparagraph (c)*, offered in the previous end-of-year examination. This option may only be exercised once by a part-time candidate, namely after completion of the National Senior Certificate, that is, his or her final end-of-year examination.
 - (b) Register for Life Orientation, which is internally assessed, as one of the two subjects to be registered for the supplementary examination in *subparagraph (a)*. The re-assessment of Life Orientation must be completed within the period in which the supplementary examination is conducted.
 - (c) Be allowed to combine the one or more repeated subjects with those already passed to enable them to obtain a National Senior Certificate in terms of the current National Senior Certificate requirements. That in the combination of the subjects, the performance in the seven (7) subjects would be taken into consideration, provided that the combination meets the programme requirements of the National Senior Certificate as contemplated in paragraphs 9 and 10 of the policy document . *National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF)*,

promulgated in *Government Gazette No. 27819* as *Government Notice, No 744* of 20 July 2005.

- (2) If a candidate is medically unfit and, as a result, is absent from one or more external examinations, he or she may register for the supplementary examination.
- (3) A candidate who does not satisfy the minimum higher education requirements or the requirements for the specific occupation in the end-of-year examination may be allowed to register for the supplementary examination in the year following the end-of-year National Senior Certificate examination, in a maximum of two subjects, subject to the following:
 - (a) a candidate who is one requirement short of meeting the minimum admission requirements for Higher Certificate, Diploma and Bachelor's degree programmes requiring a National Senior Certificate; or
 - (b) a candidate that provides documentary evidence that he or she qualifies for admission to a higher education institution or for an occupation, but does not satisfy the higher education faculty requirements or the requirements for the specific occupation. For this purpose, the end-of-year and the supplementary examinations will be regarded as one examination sitting.
- (4) If there is a death in the immediate family of a candidate, or other special reasons for the candidate's absence, he or she may register for the supplementary examination.
- (5) In cases contemplated in *subparagraphs (1) to (4)* above, the School-Based Assessment mark of the Grade 12-year will be used, including practical or

oral assessment marks where applicable, in order to meet the internal assessment and external examination requirements.

- (6) In a case where an irregularity is being investigated, provisional enrolment for the supplementary examination may be granted to the candidate concerned, pending the outcome of the investigation.

- (7) A candidate who did not write or complete the end-of year examination with a valid reason, has the opportunity to write the supplementary examination for the specific examination question paper he or she did not write in the end-of-year-examination. However, should the candidate select to write the entire subject, even though he or she has been absent for one or more examination question papers, the candidate should be allowed to exercise this option.

CHAPTER 4

TIME ALLOCATION FOR SUBJECTS

17. Introduction

- (1) In terms of *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, allowing for 35 hours per five-day week.
- (2) The contact time for teaching *National Curriculum Statement Grades 10-12* for Grades 10, 11 and 12 will be 27,5 hours per week, excluding the time allocated to breaks, assemblies and extramural activities.

18. Time allocation

- (1) 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.

- (2) Table 2 gives a summary of the time allocations.

TABLE 2: SUMMARY OF THE TIME ALLOCATION FOR SUBJECTS OFFERED FOR THE NATIONAL CURRICULUM STATEMENT GRADES 10-12

Subject	Time allocation (hours per week)
Language 1	4,5
Language 2	4,5
Mathematics and Mathematical Literacy	4,5
Life Orientation	2,0
<u>Group B</u> subjects (3 x 4hours)	12,0
Total	27,5

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

CHAPTER 5

REPEAL OF POLICY AND TRANSITIONAL ARRANGEMENTS

19. Repeal of policy

- (1) The policy document, *Résumé of instructional programmes in schools, Report 550 (09/05)*, containing the programme and promotion requirements for the Senior Certificate, is repealed, subject to *Regulation 59*.
- (2) 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 this document.

20. Transitional arrangements

- (1) Unsuccessful Senior Certificate candidates in the Senior Certificate examination of 2007, as well as part-time candidates enrolled for the Senior Certificate by 2007, will be given an opportunity until May/June 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 May/June 2011.
- (2) No new enrolments of full-time or part-time learners will be accepted in Grades 10 for any subjects of *Report 550* from 1 January 2006.
- (3) From 2006 all learners in Grades 10-12 offer the *National Curriculum Statement Grades 10 – 12*.

- (4) The following candidates will be given an opportunity to complete outstanding requirements for the Senior Certificate until May/June 2011:
- (a) unsuccessful candidates in the Senior Certificate examination of 2007;
 - (b) part-time candidates who are already enrolled for the Senior Certificate,
 - (c) candidates who have passed Grade 11 in previous years; and
 - (d) other special cases where the Heads of provincial and independent assessment bodies may use their discretionary powers to allow such candidates admission to the May/June Senior Certificate examination.
- (5) All Senior Certificate subjects, successfully completed prior to 2007 and provided they are in compliance with the policy document, *Résumé of instructional programmes in schools, Report 550 (2001/08)*, will be recognised for the issuing of the Senior Certificate until May/June 2011.
- (6) No new enrolments of learners will be accepted in Grades 10 for any subjects listed in the policy document, a *Résumé of instructional programmes in schools, Report 550 (2001/08)* from 1 January 2006.
- (7) 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)*, 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 such a date as determined by the Minister of Basic Education.

- (8) The Minister 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 20*. Such amendments to the transitional arrangements may be regulated in terms of *Section 61 of the South African Schools Act, 1996 (Act. No. 84 of 1996)*.

21. Short title and commencement

This Policy may be cited as the *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)* and will come into effect on the date of publication in the *Government Gazette*.

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.

candidate - means a learner who has entered for the final National Senior Certificate examination in Grade 12.

certification – issuing of the National Senior Certificate by Umalusi when the minimum promotion requirements have been met.

Department of Basic Education: - means the national department responsible for education.

Examination: - means the National Senior Certificate examination conducted at the end of the year.

assessment body –means the body accredited by Umalusi, the Council for Quality Assurance in General and Further Education and Training, in accordance with the criteria determined by the South African Qualifications Authority and approved by the Minister in terms of *section 16(6) of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*. The assessment bodies are the nine provincial departments of education and independent assessment bodies approved by Umalusi.

full-time learner - is a learner who has enrolled for tuition and who offers a National Senior Certificate 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 requirements. Such a candidate must fulfill all internal assessment requirements, including oral and practical requirements where applicable.

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 educator 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 National Curriculum Statement Grades 10-12.

independent school - means a school defined in terms of *section 1* of the *South African Schools Act, 1996 (No. 84 of 1996)*.

internal assessment - means an assessment, contemplated in section 1 of the *General and Further Education and Training Quality Assurance Act 58 of 2000*.

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 - means a learner, contemplated in section 1 of the *South African Schools Act 84 of 1996*.

Learner Evidence

of Performance - means the collection of the learner's work that is used to compile his or her internal assessment mark.

MEC means a Member of the Executive Council, contemplated in section 1 of the *South African Schools Act 84 of 1996*.

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

National Senior Certificate – means a qualification at Level 4 on the National Qualifications Framework (NQF) that will be awarded in 2008 for the first time to Grade 12 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)*.

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.

Provincial education

department means an education department, contemplated in section 1 of the *South African Schools Act 84 of 1996*.

Repeat candidate means a candidate who has failed the National Senior Certificate examination and who wants to repeat his or her Grade 12-year as a full-time candidate.

school - in this document, a 'school' is a public school or an independent school which enrolls learners in Grades 10 to 12 , contemplated in section 1 of the *South African Schools Act 84 of 1996*.

Subject Assessment

Guidelines means guideline documents that specify the internal and external assessment requirements for each of the listed subjects in the *National Curriculum Statement (NCS) Grades 10-12 (General)*.

supplementary examination means an examination contemplated in Paragraph 16.

teacher portfolio means the full and final record of all the tasks that must be presented by the learner in his or her internal assessment mark for a particular subject, for assessment with regard to the National Senior Certificate. The teacher portfolio will also include marking guidelines and assessment rubrics.

Umalusi means the Council, contemplated in section 1 of the *General and Further Education and Training Quality Assurance Act 58, 2001*;

ANNEXURE A

NATIONALLY APPROVED SUBJECTS LISTED IN TERMS OF THE ORGANISING FIELDS OF LEARNING 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 a number of 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	

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

NATIONALLY APPROVED SUBJECTS THAT COMPLY WITH THE PROGRAMME REQUIREMENTS OF THE NATIONAL CURRICULUM STATEMENT 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

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
SiSwati Home Language	13301482	13301493	13301504
SiSwati First Additional Language	13311512	13311523	13311534

TABLE A1: OFFICIAL LANGUAGES AT HOME AND FIRST ADDITIONAL LEVEL (CONT.)

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
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
Mathematics (Third Paper)	19331182	19331193	19331204

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 Science	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

TABLE B4: OFFICIAL LANGUAGES AT SECOND ADDITIONAL LEVEL, AND NON-OFFICIAL LANGUAGES (CONT.)

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
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
French First Additional Language (Abitur)	13372782	13372793	13372804
German Mother Tongue (Abitur)	13372812	13372823	13372834

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
History (Abitur)	16371122	16371133	16371144

TABLE B7: PHYSICAL, MATHEMATICAL, COMPUTER AND LIFE SCIENCES

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Computer Applications Technology	19351002	19351013	19351024
Computer Applications Technology Speed Endorsement (Optional)	19351212	19351213	19351214
Information Technology	19351032	19351043	19351054
Life Sciences	19351062	19351073	19351084
Physical Sciences	19351092	19351103	19351114
Biology (Abitur)	19371282	19371293	19371304
Chemistry (Abitur)	19371222	19371233	19371244
Physics (Abitur)	19371252	19371263	19371274

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 10-12

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 10-12 may do so, subject to the approval of the Department of Basic Education.

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

Since the rating scale of the external examining body is not in accordance with that of the National Senior Certificate – the rating (1 – 7) will not be indicated on the statement of results and on the final certificate issued by Umalusi.

The actual mark obtained by the candidate will be reflected on the Statement of Results, with an asterisk denoting that this subject was offered by an external assessment body and that the pass mark in this subject is stipulated by the assessment body.

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	NUMBER
Associated Board of Royal Schools of Music Practical Music Examination Grade 4	11361002
Associated Board of Royal Schools of Music Practical Music Examination Grade 5	11361013
Associated Board of Royal Schools of Music Practical Music Examination Grade 6	11361024
Associated Board of Royal Schools of Music Practical Music Examination Grade 7	11361034
Trinity College of London Practical Music Examination Grade 4	11361072
Trinity College of London Practical Music Examination Grade 5	11361083
Trinity College of London Practical Music Examination Grade 6	11361094
Trinity College of London Practical Music Examination Grade 7	11361104
UNISA Practical Music Examination Grade 4	11361152
UNISA Practical Music Examination Grade 5	11361163
UNISA Practical Music Examination Grade 6	11361174
UNISA Practical Music Examination Grade 7	11361184

Learners who offer the Associated Board of Royal Schools, Trinity College of London or UNISA Practical Music Examination, Grades 6 and 7 must comply with the prerequisite theoretical components as offered by the respective three institutions, namely the Associated Board of Royal Schools, Trinity College of

London and UNISA, namely Grades 6 for the Theory of the Associated Board of Royal Schools and Trinity College of London, and Grade 5 for UNISA.

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 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	Group A Official Languages at Home Language level
31	Group A Official Languages at First Additional Level
32	Group A Mathematical Literacy
33	Group A Mathematics
34	Group A Life Orientation
35	Group B Subjects
36	Subjects from other assessment bodies recognised by the Department of Basic Education to be offered as Group B subjects
37	German International Abitur subject offered in combination with National Senior Certificate subjects