

basic education

Department:
Basic 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

National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF), Regarding Learners With Special Needs, 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 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 or inclusive 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 and intense levels of 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, dysgraphia, 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 large print and the implementation of specialised devices (Braille equipment) magnification cameras and CCTV in classrooms, screen reading software, magnification software, etc.).

(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 spinal bifida, cerebral palsy, 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**.

(h) Learners with any medically assessed special need that may not fall under the above categories.

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 as stipulated in the policy document, *The National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*; or

(b) 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 *paragraph 2(1)(a)* above.

3. Purpose of this document

(1) This policy describes the rules and provisos for the award of the qualification stipulated in *paragraph, 2(1)(b)* 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 S*ections 6(A)* and *61* of the *South African Schools Act, 1996 (Act. No. 84 of 1996)*, must give effect.

(3) The outcomes and standards determined in terms of s*ection 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.

4. Entrance requirements of the National Senior Certificate for learners with special needs

(1) The minimum entrance requirements for Grade 10 is an official Grade 9 school report, which indicates promotion to Grade 10, subject to the following:

(a) The qualification listed in *paragraph 2(1)(b)* above will only be available to learners with extensive special needs who are either in special schools; or

(b) 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; or

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

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

(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 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 and Practical Assessment Tasks where applicable for Grades 10, 11 and 12 and the external assessment requirements of Grade 12 as contemplated in the in the Subject Statements, the *National Protocol for Assessment (Grades R– 12)* and the Subject Assessment Guidelines of January 2008 of the various subjects listed in Annexure A of this document.

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*, and subject to *paragraph 10* 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 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 and listed in Annexure C of the policy document, *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF).*

(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 Grades 10-12*. However, didactical and practical adaptations may be done by teachers offering these subjects with the aim of enabling learners with special needs as contemplated in *paragraph 1(3)* of this document to access these subjects.

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(1)* of the policy document, *National Senior Certificate: A qualification at Level 4 on the NQF,* a National Senior Certificate shall be issued to a candidate who has 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) All other promotion and certification requirements for the National Senior Certificate as contemplated in *paragraphs 11(2), 11(3), 11(4)* and *11(5)* of the policy document, *National Senior Certificate: A qualification at Level 4 on the NQF,* are applicable.

8. Programme and promotion requirements for the National Senior Certificate Grades 10-12

The programme and promotion requirements for Grade 12 of the National Senior Certificate, 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 QUALIFICATIONAT LEVEL 4 ON THE NATIONAL QUALIFICATIONS FRAMEWORK (NQF)

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

(1) Subject to *paragraph 1(3)*, 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, may be issued with an *Endorsed National Senior Certificate: A qualification at Level 4 on the NQF*, 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, National Senior Certificate*: 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, National Senior Certificate*: 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 National Qualifications Framework (NQF)

(1) An endorsed National Senior Certificate shall be issued to a candidate who experiences special needs who has achieved 30% in five subjects.

11. Provisos

(1) Provisos as contemplated in *paragraph 10* of the policy document, the *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*, will also be applicable to the learners enrolling for the National Senior Certificate with endorsement for learners with special needs.

12. Concessions

(1) Concessions regarding immigrants and learners who experience barriers to learning regarding the deaf and mathematical disorder such as dyscalculia, as contemplated in *paragraph 12* of the policy document, the *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*, will also be applicable to the learners enrolling for the National Senior Certificate with endorsement for learners with special needs.

CHAPTER 4

ASSESSMENT

13. Assessment in Grades 10 and 11

(1) Learners opting for either the National Senior Certificate 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 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 examination mark 75% of the total mark, as specified in the National Protocol for Assessment (Grades R– 12) (**Addendum 1**) and the 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

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. These descriptions will assist teachers to assess learners and grade them. 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

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 5

TIME ALLOCATION FOR SUBJECTS

17. Time allocation for the National Senior Certificate at Level 4 on the National Qualifications Framework (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 National Senior Certificate 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 and 3 give 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	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**

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

Subject	**Time allocation (hours per week)**
Language	6,0
Mathematics/Mathematical Literacy	6,0
Life Orientation	3,5
Group B subjects (2 x 6 hours)	12,0
Total	**27,5**

(3) The allocated 27,5 hours per week may be utilised only for the minimum required 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* was introduced in 2006 in Grade 10. This means that learners with special needs entering Grade 12 in 2008 may qualify for the endorsed National Senior Certificate 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 19.*

(3) The policy document, the *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 29466* of 11 December 2006 is repealed and replaced with this document.

19. 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) From 1 January 2006 no new enrolments of learners with special needs were accepted in Grades 10 for any subjects of Report 550 (2005/09).

(3) From 1 January 2006 learners with special needs were given the choice to offer either the National Senior Certificate at Level 4, or the Endorsed National Senior Certificate for learners with special needs.

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

20. Commencement and date of implementation

This policy will commence with immediate effect on the day of its promulgation 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.

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

examination body – a body approved by the Minister of Basic Education to conduct the external assessment of all or some of the subjects for the National Senior Certificate Grades 10 – 12.

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 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 National Senior Certificate.

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.

Internal Assessment - means any assessment conducted by the provider, the outcomes of which count towards the achievement of the National Senior Certificate. Internal Assessment thus refers to School-Based Assessment or Site-Based Assessment.

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 a ten-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 enrols 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 National Curriculum Statement Grades 10-12.

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*).