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GOVERNMENT NOTICE

DEPARTMENT OF BASIC EDUCATION

No. R. 1114 **28 December 2012**

THE SOUTH AFRICAN SCHOOLS ACT, 1996 (ACT NO. 84 OF 1996)

APPROVAL OF THE REGULATIONS PERTAINING TO THE NATIONAL CURRICULUM STATEMENT GRADES R-12

1. I, Angelina Matsie Motshekga, Minister of Basic Education, after consultation with the Council of Education Ministers and in terms of *sections 61(c)* and *(d)* of the *South African Schools Act, 1996 (Act. No. 84 of 1996)*, hereby approve the regulations pertaining to the National Curriculum Statement Grades R-12 as set out in the **Schedule**.

2. The regulations pertaining to the *National Curriculum Statement Grades R-12 will* be applicable to public and independent schools

MRS AM MOTSHEKGA, MP
MINISTER OF BASIC EDUCATION
DATE: 07 December 2012

SCHEDULE

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1. SCOPE OF APPLICATION

These regulations apply to all public schools and those independent schools offering the *National Curriculum Statement Grades R-12*

2. DEFINITIONS

In these Regulations, any word or expression to which meaning has been assigned in the Act, shall have the meaning so assigned to it, unless the content indicates otherwise-

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

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

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

"condonation" – means the relaxation of promotion requirements as contemplated in *paragraph 29(1)(b)* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*;

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

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

"education department" - means a department as defined in the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

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

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

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

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

"Formal Assessment Task (assessment of learning)" – means a systematic way of assessment used by teachers to determine how well learners are progressing in a grade and in a particular subject;

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

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

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

"Head of an assessment body" - means the Head of Examination at the Department of Basic Education, the Head: Education of a provincial education department or the Head of an independent assessment body;

"Head of the institution" - means the Head of an educational institution;

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

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

"immediate family" - means father, mother, brother, sister, grandparents, husband, wife, legal partner and children, guardians and foster parents;

"immigrant candidate" - means a learner as contemplated in *paragraph 4(1)(a)* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12;*

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

"Informal Assessment Task" – means the ongoing assessment of learners for developmental purposes leading towards a formal assessment task;

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

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

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

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

"Language of Learning and Teaching (LoLT)" – means the language chosen by a school's governing body in consultation with parents. It is the language teachers use to instruct and to assess. It is also the language of the textbooks provided in the school;

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

"Minimum outcomes and standards" – means the minimum level at which a learner must attain the content and assessment requirements for all subjects listed in the *National Curriculum Statement Grades R – 12 as* specified in the Curriculum and Assessment Policy Statements. It also includes the programme and promotion requirements for Grades R-12 as stipulated in the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12* and in the *Curriculum and Assessment Policy Statements of all approved subjects*;

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

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

"National Senior Certificate examination" – means the final end-of-year examination at the end of the Grade 12-year conducted by a department of education or a body accredited by Umalusi as a body responsible for conducting external assessment;

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

"part-time candidate" means a Grade 12 learner who has registered at an examination centre for part-time studies and may register for any number of subjects in one examination sitting;

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

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

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

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

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

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

"South African Qualifications Authority (SAQA)" - means the South African Qualifications Authority established by the National Qualifications Framework Act;

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

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

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

"supplementary examination" - means an examination granted under special conditions to full-time, repeat and part-time candidates in the year following the National Senior Certificate examination but not the end-of-year examination;

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

"Umalusi" – means Umalusi the Council for Quality Assurance in General and Further Education and Training established in terms of the General and further education and Training Act, 2001 (Act No. 58 of 2001);

3. ENTRANCE REQUIREMENTS

(1) Admission to Grades 1-9 is determined by terms of *Section 5* of the *South African Schools Act, 1996 (Act. No. 84 of 1996).*

(2) The minimum entrance requirements for Grade 10 stipulated in *paragraph 26* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12* are-

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

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

(c) a NQF Level 1 Certificate which requires two languages;

or

(d) a recognised equivalent qualification obtained at NQF Level 1 which requires two official languages; or

(e) an official document that the learner was progressed in the Senior Phase in terms of *paragraph 31* of the *Admission policy for ordinary public schools, Government Notice 2432* in the *Government Gazette, Vol. 400, No. 19377* of 19 October 1998.

(f) an official document of approval from the relevant Head of Education confirming that a learner who has received home education prior to Grade 10 has reached the required level in Grade 9.

(3) For Entrance into Grades 11 and 12, an appropriate statement of achievement at the appropriate levels is issued by an approved or recognised assessment body.

4. DURATION

(1) The minimum duration of the General Education and Training Phase stipulated in *paragraph 3* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12* is ten years, including Grades R - 9.

(2) The minimum duration of the Further Education and Training Phase stipulated in *paragraph 25* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12* is 3 years, namely Grades 10 – 12 to enable a learner to obtain a National Senior Certificate.

(3) Subject to the approval of the Head of the assessment body or his or her nominee, a learner with an appropriate statement of achievement at Grades 10 or 11 level, issued by an approved or recognised assessment body, may be placed at either Grade 11 or 12.

5. PROGRAMME REQUIREMENTS, GRADES R - 12

(1) Foundation Phase (Grades R-3)

(a) A learner who has enrolled for Grade R at a public or an independent school offering the *National Curriculum Statement Grades R-12* at Grade R level must offer the following three (3) subjects stipulated in *paragraphs 5* and *6(1)* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12-*

(i) One official language at Home Language level;

(ii) Mathematics; and

(iii) Life Skills, comprising Beginning Knowledge, Creative Arts, Physical Education and Personal and Social Wellbeing.

(b) The three (3) subjects listed in *sub-regulation (a)* must be offered in accordance with the subject requirements as stipulated in *Sections 2* and *3* of the *Curriculum and Assessment Policy Statements* for the said subjects and listed in **Annexure A**.

(c) A learner who has enrolled for Grades 1-3 at a public or an independent school offering the *National Curriculum Statement Grades R-12* must offer the following four (4) subjects stipulated in *paragraph 6(2)* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12-*

(i) One official language at Home Language level;

(ii) One official language at First Additional Language level, provided it is not the same official language offered at *sub-regulation (i)*;

(iii) Mathematics; and

(iv) Life Skills, comprising Beginning Knowledge, Creative Arts, Physical Education and Personal and Social Wellbeing.

(d) The four (4) subjects listed in *sub-regulation (c)* must be offered in accordance with the subject requirements as stipulated in *Sections 2* and *3* of the *Curriculum and Assessment Policy Statements* for the said subjects and listed in **Annexure A**.

(e) If the Language of Learning and Teaching (LoLT) in Grades 1-3 is not the same as the LoLT from Grade 4 onwards, the official language offered at First Additional Language level must be the LoLT for Grade 4.

(f) A third official or non-official language at Second Additional Language level or a higher level may be introduced to learners in the Foundation Phase, provided the Foundation Phase programme requirements as stipulated in *sub-regulations a, b, c, d* and *e* are met and the offering of a third official or non-official language at Second Additional Language level or a higher level does not replace any one of the required two official languages at Home and First Additional Language level, as contemplated in *sub-regulation c,* provided further that:

(i) the offering of a third official or non-official language at Second Additional Language level or a higher level does not affect the official number of hours teaching time allocated for compulsory subjects in the Foundation Phase as contemplated in *paragraph 10* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12;*

(ii) additional time for the offering of a third official or non-official language at Second Additional Language level or a higher level in the Foundation Phase is provided for by means of an extended school day;

(iii) the Curriculum and Assessment Policy Statement of the selected official or non-official language must be developed in terms of the generic English Language Curriculum and Assessment Policy Statement at the level selected; and

(iv) the Curriculum and Assessment Policy Statement of the selected official or non-official language does not need translation, only versioning of the required sections.

(2) Intermediate Phase (Grades 4-6)

(a) A learner who has enrolled for Grades 4-6 at a public or an independent school offering the *National Curriculum Statement Grades R-12* must offer the following six (6) subjects stipulated in *paragraphs 11* and *12* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12-*

(i) Two (2) official languages, provided that one of the two official languages is offered on the Home Language level, and the other official language on at least First Additional Language level, and provided further that one of the two languages offered is the language of learning and teaching;

(ii) Mathematics;

(iii) Natural Sciences and Technology;

(iv) Life Skills;

(v) Social Sciences; and

(vi) One official or approved non-official language may be offered as an optional subject on at least Second Additional Language level, provided that in the case of an official language, the language offered is not a language offered in terms of *sub-regulation (i)* above. The optional language will be regarded as an additional subject. Optional languages may only be offered if the school can make an arrangement for the allocation of additional time to the allocated 27,5 hours.

(b) The six (6) subjects listed in *sub-regulation (a)* must be offered in accordance with the subject requirements as stipulated in *Sections 2* and *3* of the *Curriculum and Assessment Policy Statements* for the said subjects and listed in **Annexure B**.

(c) In the case where a non-official language is selected as an optional subject in terms of *paragraph 3(a)(vi)*, the selected non-official language must be developed according to the generic English Language Curriculum and Assessment Policy Statement at the selected level.

(d) The optional languages do not need translation, only versioning of the required sections.

(e) Not more than one language shall be offered from the same language group, namely:

(i) isiXhosa, isiZulu, SiSwati and isiNdebele; and

(ii) Sepedi, Sesotho and Setswana.

(f) 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.

(3) Senior Phase (Grades 7-9)

(a) A learner who has enrolled for Grades 7-9 at a public or an independent school offering the *National Curriculum Statement Grades R-12* must offer and complete the internal and external assessment requirements of the following nine (9) subjects stipulated in *paragraphs 18* and *19* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12-*

(i) Two (2) official languages, provided that one of the two official languages is offered on the Home Language level, and the other language, on either Home or on at least First Additional Language level, and provided further that one of the two languages offered is the language of learning and teaching;

(ii) Mathematics;

(iii) Natural Sciences;

(iv) Life Orientation;

(v) Social Sciences;

(vi) Technology;

(vii) Creative Arts; and

(viii) Economic and Management Sciences.

(ix) One official or approved non-official language may be offered as an optional subject on at least Second Additional Language level, provided that in the case of an official language, the language offered must not be a language offered in terms of *sub-regulation (i)* above. The Additional Language will be regarded as an additional subject not to be considered for promotion requirements. Optional languages may only be offered if the school can make an arrangement for the allocation of additional time to the allocated 27,5 hours.

(b) The nine (9) subjects listed in *sub-regulation (a)* are offered in accordance with Sections 2 and 3 of the subject requirements as stipulated in the Curriculum and Assessment Policy Statements for the said subjects and listed in **Annexure C**.

(c) In the case where a non-official language is selected as an optional subject in terms of *paragraph 3(a)(vi)*, the selected non-official language must be developed according to the generic English Language Curriculum and Assessment Policy Statement at the selected level.

(d) The optional languages do not need translation, only versioning of the required sections.

(e) Not more than one language shall be offered from the same language group, namely:

(i) isiXhosa, isiZulu, SiSwati and isiNdebele; and

(ii) Sepedi, Sesotho and Setswana.

(f) 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) Further Education and Training Phase (Grades 10-12)

(a) A learner who has enrolled for Grades 10-12 at a public or an independent school offering the *National Curriculum Statement Grades R-12* must offer and complete the School Based Assessment, Practical Assessment Tasks and oral, and the external assessment requirements of the following seven (7) subjects grouped in two main categories, namely **Groups A** and **B** as stipulated in *paragraph 27* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12* **(Annexure D).**

(b) A learner must select four subjects from **Group A** as follows-

(i) 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, and provided further that one of the two languages is the language of learning and teaching of the school or institution.

(ii) Mathematics or Mathematical Literacy;

(iii) Life Orientation;

(c) A minimum of any three subjects selected from **Group B**.

(d) Of the minimum three required subjects from **Group B**, a maximum of two additional languages over and above the two official languages contemplated in *sub-regulation (i)* may be offered from the listed official languages at Home, First Additional and Second Additional Language levels, as well as from the approved non-official languages.

(e) The seven (7) subjects listed in *sub-regulation (a)* must be offered in accordance with the subject requirements as stipulated in *Sections 2* and *3* of the *Curriculum and Assessment Policy Statements* for the said subjects and listed in **Annexure D**. Where required, an accredited assessment body may deviate from the suggested content sequence, contemplated in *Chapters 3* and *4* of the *Curriculum and Assessment Policy Statements* provided the minimum stipulated content is covered.

(f) A candidate may offer more than the required minimum of seven subjects provided that he or she complies with the following requirements-

(i) the additional subjects must be offered for all three years of the National Senior Certificate programme, namely Grades 10-12.

(ii) all the School-Based Assessment and the Practical/Oral Assessment Task requirements as stipulated in *paragraphs 6* and *7* of the policy document *National Protocol for Assessment Grades R – 12* and *Section 4* of the *Curriculum and Assessment Policy Statements* for the required subjects where applicable, must be met for all three years of study, namely Grades 10, 11 and 12.

(g) Not more than one language shall be offered from the same language group, namely-

(i) isiXhosa, isiZulu, SiSwati and isiNdebele; and

(ii) Sepedi, Sesotho and Setswana.

(h) 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.

(i) Mathematics and Mathematical Literacy may not be offered in combination.

(j) Consumer Studies and Hospitality Studies may not be offered in combination.

(k) Learners offering Sport and Exercise Science as a subject must offer either Physical Sciences or Life Sciences.

(l) Subjects which need special equipment such as Information Technology, Computer Applications Technology, Consumer Studies, Hospitality Studies, Technology subjects and Sport and Exercise Science, must be taught in such a way that they comply with the requirements for the teaching of such a subject as stipulated in *Sections 2 and 3* of the *Curriculum and Assessment Policy Statements* for the relevant subjects.

6. PROMOTION AND PROGRESSION REQUIREMENTS, GRADES R - 12

(1) Foundation Phase (Grades R-3)

(a) The following guidelines stipulated in *paragraph 7(2)* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12* determine a learner's progress in Grade R-

(i) Adequate Achievement (Level 4) (50%-59%) in one official language at Home Language level as contemplated in *sub-regulation 6(1)(a)*; and

(ii) Moderate Achievement (Level 3) (40%-49%) in Mathematics as contemplated in *sub-regulation 6(1)(b).*

(b) As far as possible all learners should progress from Grade R to Grade1 provided that they are in the correct age cohort.

(c) In schools where Grade R is offered and where, the LoLT is not the learner's Mother Tongue, such a learner should be allowed, to progress from Grade R to Grade 1 with a Moderate Achievement (Level 3) in Home Language.

(d) In schools where Grade R is offered, the learner's progress in Grade R should be closely tracked and monitored on an ongoing basis using holistic rubrics that give account of the skills and knowledge that the learner demonstrates by observing him or her in daily activities.

(e) The following guidelines stipulated in *paragraph 7(3)* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12* determine whether a learner should be permitted to progress from Grade 1 to Grade 2 and from Grade 2 to Grade 3 and from Grade 3 to 4 according to these requirements -

(i) Adequate Achievement (Level 4) (50%-59%) in one official language at Home Language level; and

(ii) Moderate Achievement (Level 3) (40%-49%) in the second required official language at First Additional Language level; and

(iii) Moderate Achievement (Level 3) (40%-49%) in Mathematics.

(f) Deaf learners, who are either in special schools in terms of *section 5(6)* of the *South African Schools Act, 1996 (Act No. 84 of 1996)*, or those Deaf learners in ordinary schools who have been assessed and verified by a registered health professional, may obtain an Elementary Achievement (Level 2) (30—39%) in one of the two required official languages as contemplated in sub *paragraphs (i),* and *(ii)* above. Such Deaf learners may in terms of *section 6(4)* of the *South African Schools Act, 1996* offer South African Sign Language as a language of learning and teaching in lieu of the second required official

language. This will be an interim arrangement until the relevant official South African Sign Language Curriculum and Assessment Policy Statements have been completed and approved.

(g) Where a learner enters formal schooling in Grade 1, such a learner should be given adequate support to cope with Grade 1 programme requirements and allowance should be made for such a learner to progress to Grade 2 in accordance with the age cohort.

(h) If a learner in Grades 1-3 does not meet the minimum guidelines stipulated in *sub regulation (e)* in all three (3) of the required subjects for progression, such a learner will be required to repeat the grade once only in the Foundation Phase. Learners repeating a grade must be offered adequate additional support in order to achieve an appropriate level of competence in order to progress to the next grade.

(i) Should a learner in Grades 1-3 not meet the minimum guidelines in *sub regulation (e)* in all three (3) of the required subjects for a second time in the Foundation Phase, such a learner may only be retained once in the Foundation Phase, excluding Grade R, in order to prevent the learner being retained in this phase for longer than four years.

(j) Learners repeating a grade must be offered adequate additional additional support in order to achieve an appropriate competence as contemplated in *sub-regulation (e)* in order to progress to the next grade.

(2) Intermediate Phase (Grades 4-6)

(a) Learners in Grades 4-6 will be progressed from grade to grade if they have-

(i) complete all School-Based Assessment as contemplated in *paragraphs 6* and *8(1)* of the policy document, *National Protocol for Assessment Grades R – 12,* and *Section 4* of the *Curriculum and Assessment Policy Statements* of the various subjects listed in **Annexure B**.

(ii) Comply with the following guidelines stipulated in *paragraph 14(2)* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12-*

(aa) Adequate Achievement (Level 4) (50%-59%) in one official language at Home Language level;

(bb) Moderate Achievement (Level 3) (40%-49%) in the second required official language at First Additional Language level;

(cc) Moderate Achievement (Level 3) (40%-49%) in Mathematics; and

(dd) Moderate Achievement (Level 3) (40%-49%) in any other two (2) of the remaining approved subjects.

(b) If a learner in Grades 4-6 does not meet the minimum guidelines in *sub-regulation (a)* in all five (5) of the required subjects for progression, such a learner may only be retained once in the Intermediate Phase in order to prevent the learner being retained in this phase for longer than four years.

(c) Learners repeating a grade must be offered adequate additional support in order to achieve an appropriate level of competence as contemplated in *sub-regulation (a)* in order to progress to the next grade.

(d) Deaf learners, who are either in special schools in terms of *section 5(6)* of the *South African Schools Act, 1996 (Act No. 84 of 1996)*, or those Deaf learners in

ordinary schools who have been assessed and verified by a registered health professional, may obtain an Elementary Achievement (Level 2) (30—39%) in one of the two required official languages as contemplated in sub *paragraphs (aa),* and *(bb)* above.

(3) Senior Phase (Grades 7-9)

(a) Learners in Grades 7-9 will be promoted from grade to grade if they have-

(i) complete all School-Based Assessment as contemplated in *paragraphs 6* and *8(1)* of the policy document, *National Protocol for Assessment Grades R – 12,* and in *Section 4* of the *Curriculum and Assessment Policy Statements* of the various subjects listed in **Annexure C**.

(ii) offered nine (9) subjects contemplated in *paragraph 19* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12* and have complied with the following promotion requirements stipulated in *paragraph 21(1)* of the said policy document in eight (8) subjects, including the subjects listed in sub-paragraphs aa, bb, and cc below -

(aa) Adequate Achievement (Level 4) (50%-59%) in one language at Home Language level;

(bb) Moderate Achievement (Level 3) (40%-49%) in the second required official language at First Additional Language level;

(cc) Moderate Achievement (Level 3) (40%-49%) in Mathematics*);*

(dd) Moderate Achievement (Level 3) (40%-49%) in any three (3) of the other required subjects; and

(ee) At least an Elementary Achievement (Level 2) (30%-39%) in any two (2) of the other required subjects.

(iii) The School-Based Assessment component of the ninth subject must have been completed.

(iv) Deaf learners, who are either in special schools in terms of *section 5(6)* of the *South African Schools Act, 1996 (Act No. 84 of 1996)*, or those Deaf learners in ordinary schools who have been assessed and verified by a registered health professional, may obtain an Elementary Achievement (Level 2) (30—39%) in one of the two required official languages as contemplated in sub *paragraphs (aa),* and *(bb)* above.

(v) A learner may be retained once in the Senior Phase in order to prevent the learner being retained in this phase for longer than four years.

(vi) Learners repeating a grade must be offered adequate additional support in order to achieve an appropriate level of competence as contemplated in *sub-regulation (e)* in order to progress to the next grade.

(4) Further Education and Training Phase (Grades 10-12)

(a) Learners in Grades 10-12 will be promoted from grade to grade if they have-

(i) complete all School-Based Assessment as contemplated in *paragraphs 6* and *8(1)* of the policy document, *National Protocol for Assessment Grades R – 12,* and in *Section 4* of the *Curriculum and Assessment Policy Statements* of the various subjects listed in **Annexure D**.

(ii) offered and completed the Practical/Oral Assessment Tasks as contemplated in *paragraphs 7* and *8(1)* of the policy document, *National Protocol for Assessment Grades R – 12,* and in *Section 4* of the *Curriculum and Assessment Policy Statements* in the following subjects if these subjects have been offered-

(aa) Agriculture: Agricultural Management Practices and Agricultural Technology;

(bb) Culture and Arts: Dance Studies, Design, Dramatic Arts, Music and Visual Arts;

(cc) Languages: Oral mark;

(dd) Technology: Civil Technology, Electrical Technology, Mechanical Technology and Engineering Graphics and Design;

(ee) Life Orientation;

(ff) Computer Sciences: Computer Applications Technology and Information Technology; and

(gg) Services: Consumer Studies, Hospitality Studies and Tourism.

(iii) obtained the following end-of-year examination pass requirements in not fewer than seven (7) subjects stipulated in *paragraph 29* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*-

(aa) achieved 40% in three subjects, one of which is an official language at Home Language level and has complied with the School-Based Assessment component in the relevant subjects;

(bb) achieved 30% in three subjects and has complied with the School-Based Assessment component in the relevant subjects; and

(cc) completed and submitted the School-Based Assessment component in the subject failed.

(iv) A learner who is not able to offer the Physical Education Task (PET) task as a fifth component in Life Orientation may be exempted by the Head of the assessment body or his or her nominee, provided a valid medical reason is submitted. If the learner's request for exemption is successful, his or her marks for Life Orientation will be recalculated in terms of four tasks.

(v) A learner who has offered more than one official language at Home Language level as part of the required seven (7) subject package, may pass the additional language at Home Language level at 30%, provided he or she has met the promotion requirements as stipulated in *sub-paragraph (iii)*.

(b) A condonation of a maximum of one (1) subject will only be applied to a Grade 12 candidate in the final National Senior Certificate examination in terms of the following-

(i) if such a candidate requires a maximum of 2%, either to obtain a pass at 30% or 40%; and

(ii) such a condonation is applied in only one subject, provided the application of the condonation allows the candidate to obtain the National Senior Certificate qualification.

(c) A learner may only be retained once in the Further Education and Training Phase in order to prevent the learner being retained in this phase for longer than four years.

(d) Multiple repetition in Grades 10 and 11 must not be used for gate-keeping purposes. Learners repeating either Grade 10 or 11 must receive the relevant support to enable him or her to progress with their cohort to the next grade the following year.

(e) Progression in Grades 10-12 does not guarantee the final certification of a learner in Grade 12 and such a learner must comply with the certification requirements as contemplated in *paragraph 37(1)(a)* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12* to enable him or her to obtain a National Senior Certificate.

7. SCHOOL BASED ASSESSMENT

(1) Learners in Grades R-12 will be assessed internally according to the requirements specified in *paragraphs 6 and 8(1)* of the policy document *National Protocol for Assessment Grades R – 12* and *Section 4* of the *Curriculum and Assessment Policy Statements* of the required subjects listed in **Annexures A-D**.

(2) The School-Based Assessment mark for Grades R-3 is determined during the school year and must be 100% of the total mark.

(3) The recorded formal assessment tasks should be included in the final School-Based Assessment mark for progression (Grades 1-8) and promotion (Grades 9-12) purposes.

(4) School-Based Assessment is a compulsory component of the promotion marks in Grades R-12 and is as follows in the different school phases-

Phase	School-Based Assessment component %	End-of-year examination %
Intermediate Phase	75	25
Senior Phase	40	60
Further Education and Training Phase	25	75

(5) The weighting for assessment in the subject Life Orientation in Grades 10, 11 and 12 is an exception where the School-Based Assessment component will comprise 100% of the total mark. In the National Senior Certificate examination the final promotion mark in Life Orientation will be based on internal assessment which must be externally moderated, as well as a Common Assessment task which is externally set and moderated. Monitoring and moderation mechanisms will be determined by the assessment body and Umalusi.

(6) Subject to *Regulation6(4)(a)(iv)*, the Physical Education Task (PET) in Life Orientation, constitutes the fifth task and is administered across all four school terms, with the exception of Grade 12, which will be three school terms. The mark allocation for the PET (Task 5) is 20% of the total mark out of 400 for Life Orientation, i.e. 80 marks.

(7) In Grade 12, School-Based Assessment and the Practical/Oral Assessment Tasks must be moderated by the Department of Basic Education or the accredited assessment body, and Umalusi.

(8) Schools must ensure that learners have complied with the School-Based Assessment and Practical/Oral Assessment Tasks requirements as stipulated in *Section 4* of the *Curriculum and Assessment Policy Statements*, or as required by the accredited assessment body.

8. COMPILATION OF THE SCHOOL-BASED ASSESSMENT AND PRACTICAL/ORAL ASSESSMENT TASK MARK

(1) Both School-Based Assessment and the Practical Assessment Task components stipulated in *paragraphs 8, 15, 22, 30* and *31* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum*

Statement Grades R – 12, and in *paragraphs 5* and 6 of the policy document, *National Protocol for Assessment Grades R – 12* must-

(a) comprise assessment tasks that constitute the learners' School-Based Assessment and Practical/Oral Assessment mark as contemplated in *Chapter 4* of the *Curriculum and Assessment Policy Statements*, or as adapted by the accredited assessment body;

(b) include a mark awarded for each assessment task and a final combined mark;

(c) be guided by assessment components as specified for each subject in *Chapter 4* of the Curriculum and Assessment Policy Statements as contemplated in *Chapter 4* of the Curriculum and Assessment Policy Statements, or as required by the accredited assessment body;

(d) be available to the assessment bodies and Umalusi for monitoring and moderation; and

(e) be evaluated, checked and authenticated by the teacher before being presented as the learner's evidence of performance.

(2) The teacher file with assessment tasks must –

(a) be a complete record of assessment in that particular subject;

(b) be maintained by the teacher for every subject taught in respect of the *National Curriculum Statement Grades R - 12*; and

(c) be available for request at all times for monitoring and moderation purposes at every level.

(3) Failure by the teacher to maintain a file with assessment tasks constitutes an act of misconduct and will be dealt with in terms of *paragraph 5(3)* 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)*, or other appropriate measures.

(4) The absence of a School-Based Assessment and/or a Practical/Oral Assessment Task mark in any subject in Grades 10-12, without a valid reason, will result in the learner, registered for that particular subject. The learner will be given three weeks before the commencement of the final end-of-year examination of the relevant grade to submit outstanding work or present himself or herself for School-Based Assessment and/or a Practical/Oral Assessment Task mark. Should the [candidate] learner fail to fulfil the outstanding SBA and/or PAT requirements, such a learner will be awarded a zero ("0") for the School-Based Assessment and/or a Practical/Oral Assessment Task component for that subject.

(5) A learner's results are regarded as incomplete if he or she did not offer any component of the School-Based Assessment and/or a Practical Assessment Task (PAT), a Practical Assessment or an Oral mark and no valid reason was provided. In the event of a learner not complying with the requirements of School-Based Assessment and/or Practical/Oral Assessment Task in any subject in Grades R-12, but where a valid reason is provided:

(a) He or she may be granted another opportunity to be assessed in the assigned tasks, based on a decision by the Head of the assessment body or his or her nominee for Grade 12 and the Principal of the school for the lower grades.

(b) The learner must, within three weeks before the commencement of the final end-of-year examination of the relevant grade submit outstanding work or present himself or herself for School-Based Assessment and/or the Practical/Oral Assessment Task. Should the learner with a valid reason fail to fulfil the outstanding School-Based Assessment and/or the Practical/Oral Assessment Task Assessment requirements, the marks for these

components will be omitted and the final mark for the relevant subject will be [recalculated] adjusted for promotion purposes in terms of the completed tasks.

(6) "Valid reason" in the context of *paragraph 5* above, includes the following-

(a) illness, supported by a valid medical certificate, issued by a registered medical practitioner;

(b) humanitarian reasons, which includes the death of an immediate family member, supported by a copy of the death certificate;

(c) the learner appearing in a court hearing, which must be supported by written evidence; or

(d) any other reason as may be accepted as valid by the Head of the assessment body or his or her nominee for Grade 12 and the Principal of the school for the lower grades.

(7) In the event of a learner failing to comply with the School-Based Assessment and/or Practical/Oral Assessment Task requirements of a particular subject, and where valid reasons are provided, the evidence of such valid reasons must be included with the evidence of learner performance.

(8) Where the subject teacher fails to give learners the minimum tasks for School-Based Assessment and/or Practical/Oral Assessment Task in the subject for which he or she is responsible, marks will be adjusted accordingly as stipulated in *Chapter 4* of the *Curriculum and Assessment Policy Statements*, after an investigation by the Department of Basic Education.

9. THE CONDUCT OF THE END-OF-YEAR EXAMINATION

(1) In the Intermediate Phase (Grades 4-6), Senior Phase (Grades 7-9) and the Further Education and Training Phase (Grades 10-11) learners must be examined in the end-of-year examination in the required number of subjects as stipulated in *paragraphs 14(2), 21(1)* and *29(1)* in the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12.*

(2) Schools must ensure that learners in the Senior Phase (Grades 7-9) and the Further Education and Training Phase (Grades 10-11) have complied at least three weeks before the end-of-year-examination with the School-Based Assessment and Practical/Oral Assessment Task requirements as stipulated in *Section 4* of the *Curriculum and Assessment Policy Statements* of the relevant subjects, or as required by the accredited assessment body.

(3) In the Senior Phase (Grades 7-9) and the Further Education and Training Phase (Grades 10-11) the end-of-year assessment must consist of an end-of-year examination that is internally set, marked and moderated, as stipulated in *Section 4* of the *Curriculum and Assessment Policy Statements*, or as required by the accredited assessment body.

(4) Examination question papers, with the exception of the required languages, must be set in the LoLT. Unless otherwise directed in the examination question paper, learners must answer all questions in the LoLT applicable to the learner stipulated in *paragraph 11* of the policy document, *National Protocol for Assessment Grades R – 12.*

(5) User requirement specifications for an examination computer system, as contemplated in *paragraph 57* 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)* should be in place.

10. ABSENTEES DURING THE END-OF-YEAR EXAMINATION

(1) In the case of illness or any other circumstances beyond the control of the learner to sit for the end-of-year examination for Grades 4-11, the learner must in terms of *paragraph 12* of the policy document, *National Protocol for Assessment Grades R – 12* submit a medical certificate, affidavit or acceptable proof, countersigned by the Principal of the school where the learner is registered before it is submitted to the Head of the assessment body or his or her nominee for a final decision regarding promotion. A mark based on the School-Based Assessment tasks and the Practical Assessment component where applicable, obtained by the learner prior to his or her illness will be calculated and awarded to the relevant learner.

(2) Where the authenticity of a candidate's claim for illness or any other circumstances beyond the control of the learner to sit for the end-of-year examination for Grades 4-11 is in doubt, the Principal of the school of attendance is to advise the Head of Department in writing, and to investigate the matter further.

(3) Learners who absent themselves from the scheduled School-Based Assessment tasks in Grades 4-11, or Practical Assessment Tasks where applicable in Grades 10 and 11, for no valid reason, must not be permitted to write the final end-of-year examination.

(4) Learners who absent themselves from the end-of-year final examinations for no valid reason, will not receive their results.

(5) If a learner is unable to write (or complete) one or more of the Grades 4-11 examination question papers for reasons other than illness or injury, a written report in which the circumstances are set out, must be submitted by the Principal of the school where the learner is registered to the Head of the assessment body or his or her nominee.

11. MANAGEMENT OF SCHOOL ASSESSMENT RECORDS AND SCHOOL LEARNER PROFILES

(1) The following assessment records must be developed and kept at the school-
- (a) learner profiles;
- (b) report cards;
- (c) schedules;
- (d) teacher files; and
- (e) record sheets;

(2) The management, maintenance and the safety of the report cards and schedules are the responsibility of the school management and should be managed in terms of *paragraphs 25 and 26* of the policy document, *National Protocol for Assessment Grades R – 12.*

(3) The management and maintenance of the teacher files and record sheets is the responsibility of every teacher and should be managed in terms of p*aragraphs 22, 23 and 24* of the policy document, *National Protocol for Assessment Grades R – 12.*

(4) Every learner must have a learner profile which must be safeguarded and accompany the learner throughout his or her schooling career.

(5) The security of the Learner Profiles and the updating of required information rest with the school management and must be done in terms of *paragraphs 28* of the policy document, *National Protocol for Assessment Grades R – 12.*

(6) An independent school may determine its own management and maintenance structures regarding the assessment records stipulated in *sub-regulation (1)*.

12. IRREGULARITIES DURING THE END-OF-YEAR EXAMINATION

Examination irregularities during the Grades 10 and 11 end-of-year examination must be dealt with in terms of *paragraphs, 47, 48 and 49* 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)*, and the *Regulations pertaining to the conduct, administration and management of assessment for the National Senior Certificate.*

13. RECORDING AND REPORTING OF LEARNER PERFORMANCE

(1) Learner performance in terms of the learner's conceptual progression within a grade and his or her readiness to progress/promoted to the next grade must be recorded in accordance with *paragraph 15* of the policy document, *National Protocol for Assessment Grades R– 12* and *Section 4* of the *Curriculum and Assessment Policy Statements* in all subjects listed in the *National Curriculum Statement Grades R - 12.*

(2) Reporting of learner performance in all subjects offered in Grades R-12 must be against the seven levels of competence (Table 1) as stipulated in *paragraph 9, 16, 23* and *32* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12, paragraphs 16 to 21* in the policy document, *National Protocol for Assessment Grades R– 12* and in *Section 4* of the *Curriculum and Assessment Policy Statements* for the subjects listed in the *National Curriculum Statement Grades R – 12.*

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

14. REGISTRATION OF ADDITIONAL SUBJECTS IN THE FURTHER EDUCATION AND TRAINING PHASE

(1) Learners in Grades 10 may register for additional subjects for the end-of-year examination, subject to the following conditions-

(a) The learner has obtained written permission from the Head of the assessment body or his or her nominee;

(b) The learner must meet the requirements for School-Based Assessment and Practical/Oral Assessment Task components, where applicable, for the specific subject;

(c) If the additional subject that the learner wishes to choose is not presented at the school of attendance, the learner must obtain the approval of the Principal where the learner has registered, as well as the permission of the Principal of the school or accredited assessment body where the additional subject will be offered;

(d) The school offering the additional subject must forward the School-Based Assessment and Practical Assessment Task marks where applicable to the school of attendance prior to commencement of the end-of-year examination;

(e) The school where the learner is registered must capture all School-Based Assessment and Practical/Oral Assessment Task components marks of the learner correctly and the relevant forms on which these marks are captured must be signed by the Principal to confirm the correctness thereof; and

(f) A learner registered for an additional subject must sit for the final end-of-year examination at the school of registration. Where this is not possible, special permission must be obtained from the Head of the assessment body or his or her nominee.

15. RECOGNITION OF SUBJECTS NOT LISTED IN THE NATIONAL CURRICULUM STATEMENT GRADES R - 12

(1) Learners in Grades 4-6 of the Intermediate Phase and Grades 7-9 in the Senior Phase, may offer an optional official or non-official language as part of their compulsory subject packages, subject to the following conditions:

(a) The optional Language will be regarded as an additional subject not to be taken into account for promotion requirements as contemplated in *paragraphs 14* (Intermediate Phase) and *21* (Senior Phase) of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12.*

(b) Schools offering an optional language in the Intermediate and Senior Phases on at least Second Additional Language level may not use the 27,5 hours official teaching time allocated to these two Phases for the teaching of the optional languages.

(c) Additional languages may only be offered in the Intermediate and Senior Phases if the school arranges for the allocation of additional time to the allocated 27,5 hours teaching time in both the said phases.

(d) Additional languages to be offered in Grades 4-6 in the Intermediate Phase and Grades 7-9 in the Senior Phase to be considered by the Department of Basic Education for inclusion in the *National Curriculum Statement Grades R-12* must be supported by the following documents-

(i) a *Curriculum and Assessment Policy Statement* developed by an embassy, subject organisation or a province in the absence of an embassy or subject organisation.

(ii) the *Curriculum and Assessment Policy Statement* for the optional language must be in the format and according to the requirements as determined by the Department of Basic Education;

(iii) the generic English Language level documents at Second Additional Language level for Grades 4-6 in the Intermediate Phase and for Grades 7-9 in the Senior Phase should be used as a template for versioning; and

(iv) the required sections in the *Curriculum and Assessment Policy Statements* for the additional languages must be versioned. No translation is needed.

(e) All relevant documents referred to in *sub-paragraph (d)* above, must be submitted not later than April of the year prior to the planned implementation.

(f) Once the Department of Basic Education is satisfied that all the above requirements have been met, it will evaluate the subject in question and make a recommendation to the Minister of Basic Education.

(g) Optional languages for the Intermediate and Senior Phases that have been approved by the Minister of Basic Education for inclusion in the *National Curriculum Statement Grades R-12* will be implemented for the first time in Grades 4 and 7 in the month of January, following the year of approval.

(h) The implementation of an optional language in Grades 4-6 in the Intermediate Phase and in Grades 7-9 in the Senior Phase in public schools in the various provinces is subject to the approval of the Head of Education of the relevant province or his

or her nominee.

(2) Learners in the Further Education and Training Phase Grades 10-12 may offer a maximum of one subject developed by an assessment body other than the Department of Basic Education and approved by the Minister of Basic Education and accredited by Umalusi, in addition to the required seven compulsory subjects in Grades 10-12 for the National Senior Certificate, subject to the following conditions:

(a) All requests regarding the development of additional subjects to be listed in the *National Curriculum Statement Grades R-12* to be offered in Grades 10-12 for the National Senior Certificate must be directed to the Department of Basic Education, in order to determine whether the Department of Basic Education will consider the inclusion of the subject in the *National Curriculum Statement Grades R-12*.

(b) Additional subjects to be considered by the Department of Basic Education for inclusion in the *National Curriculum Statement Grades R-12* must be supported by the following documents-

(i) a *Curriculum and Assessment Policy Statement* developed in the format and according to the requirements as determined by the Department of Basic Education;

(ii) in the case of additional languages, the generic English Language level documents, i.e. Home, First Additional and Second Additional Language level should be used as a template for the versioning thereof; and

(iii) the required sections of the additional languages must be versioned. No translation is needed.

(c) An assessment body approved by the Minister of Basic Education and accredited by Umalusi, must develop the additional subject requested.

(d) The School-Based-Assessment, the Practical Assessment Tasks where applicable and the oral mark, as well as conduct of the final end-of-year examination must be conducted, administered and managed by the assessment body approved by the Minister of Basic Education and accredited by Umalusi.

(e) No guarantee can be given to applicants for additional subjects that the Ministerial approval will be obtained. All development is done at own risk and any costs incurred must be borne by the applicant.

(f) All relevant documents referred to in *sub-regulation (3)* above, must be submitted not later than April of the year prior to the planned implementation.

(g) Once the department of basic education is satisfied that all the above requirements have been met, it will evaluate the subject in question, consult with Umalusi and make a recommendation to the Minister of Basic Education.

(h) Subjects that have been approved by the Minister of Basic Education for offering as part of the National Senior Certificate must be implemented for the first time in Grade 10 in the month of January, following the year of approval.

(i) Schools that wish to enrol learners for additional subjects developed and assessed by an approved and accredited assessment body, must contact the Head of the relevant assessment body for details about the enrolment and assessment procedure for the additional subject.

16. THE STATUS OF SUBJECTS OFFERED BY OTHER ASSESSMENT BODIES

(1) The subjects listed at **Annexure E** are approved by the Minister of Basic Education and are assessed by an accredited assessment body that is not the Department of Basic Education

(2) Subject to *sub-regulation (3)* the subjects listed in **Annexure E** may be offered by learners in terms of the following requirements-

(a) a maximum of one of the listed subject developed by an accredited assessment body other than the Department of Basic Education, and

(b) all assessment and examination costs incurred must be borne by either the school or the learner who wishes to offer it.

(3) The following subjects listed in **Annexure E** are offered in terms of restricted requirements-

(a) Equine Studies may only be offered by schools satisfying the needs of the racing and equestrian industry;

(b) The Practical Music programme of one of the Music examination bodies, namely the Associated Board of Royal Schools Practical Music Examination, Trinity College of London Practical Music Examination and Unisa Practical Music Examination may be offered in terms of the conditions stipulated in *paragraph 28(7)* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12.*

(c) The subjects Maritime Economics and Nautical Science may be offered in combination for the National Senior Certificate qualification, provided that the offering of these two maritime subjects is restricted to schools satisfying the needs of the maritime industry (*Government Notice No. 889 in Government Gazette No.32536* of 4 September 2009);

(d) Sport and Exercise Science must be restricted to institutions which comply with the following requirements-

(i) All learners offering Sport and Exercise Science as a subject for the National Senior Certificate must offer either Physical Sciences or Life Sciences as one of the required seven-subject package.

(ii) Schools should have academic support programmes in place to accommodate learners who travel extensively to meet sporting commitments.

(iii) Learners in the school offering Sport and Exercise Science as a subject for the National Senior Certificate should be a member of, and represent on a competitive level, a particular sporting code offered by the school, namely only learners that are actively involved in a sports code offered by the school may enrol in the subject.

17. CHANGING SUBJECTS IN GRADES 10, 11 AND 12

(1) A learner may in terms of *paragraph 35* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12* change a maximum of **two** subjects in Grade 10, provided this is done by the beginning of the third term, subject to the approval of the Principal of the school where the learner is registered.

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

(3) In exceptional cases, for instance a learner moving from one province or school to another, the learner may change **one** subject in Grade 12, provided this is done before 31 January of the Grade 12-year and that the relevant school is informed within 14 days after a final decision has been made.

(4) Approval for changing a subject in Grade 12 must be obtained from the Head of the assessment body. The following documents are needed-

(a) a letter of motivation from the learner's parent or guardian;

(b) a letter from the Principal, either supporting or providing reasons for not supporting the change; and

(c) a letter from the subject teacher, outlining the programme to be followed to assist the learner in covering those aspects of the *Curriculum and Assessment Policy Statement* of the new subject for the previous grades that were not completed.

(5) A learner who changes a subject in Grades 10, 11 or 12 will be exempted from the School-Based Assessment requirement of the new subject for the period before the change was effected, provided that:

(a) he or she has complied with all the School-Based Assessment requirements of the subject to be changed before the change can be effected; and

(b) he or she complies with all the remaining School-Based Assessment requirements of the new subject from the date the change was effected.

(6) The learner, or the parent or guardian of the learner who changes a subject in Grades 10, 11 or 12 may not hold the assessment body assessment body responsible for their choice if such a learner encounters learning difficulties due to the subject change.

(7) Repeat candidates who sat for the National Senior Certificate examination and who wish to register for a subject not offered in the said National Senior Certificate examination with the aim of meeting faculty requirements at a higher education institution, may do so, provided that the candidate comply with the requirements as contemplated in *Regulation 8(7)* of the *Regulations pertaining to the conduct, administration and management of assessment of the National Senior Certificate, Government Gazette No. 31337* of 29 August 2008.

18. CONCESSIONS

(1) Concessions may be granted to the following two categories of learners -

(a) an immigrant learner in Grades 4-12;

(b) a learner who experience barriers to learning in Grades 1-12.

(2) An immigrant learner is-

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

(b) a person who:

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

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

(3) An immigrant learner in Grades 4-9 may pass one of the required two official languages offered on at least First Additional Language level and obtain a rating of Moderate Achievement (Level 3) in that language, provided he or she has offered all the subjects and complied with all the promotion requirements for immigrant candidates as stipulated in *paragraph 4(1)* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R–12.*

(4) An immigrant learner in Grades 10-12 may offer only one (1) official language on at least First Additional Language Level which must be the language of learning and teaching, and obtain a rating of 30% level in that language, provided he or she has complied with the requirements for immigrant candidates as stipulated in *paragraph 33(1)* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12.*

(5) Subject to *paragraphs 4(2)* and *33(2)* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*, a learner in Grades 1-12 who experience the following barriers to

learning may receive concessions regarding the offering of the required official languages-

(a) A deaf learner and

(b) a learner with communication and language impairments, e.g. aphasia and dyslexia.

(6) Subject to *paragraph 33(2)* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12,* a learner in Grades 10-12 experience a mathematical disorder such as dyscalculia may be exempted from the offering of Mathematical Literacy or Mathematics.

(7) A learner who experience any other barriers that impact on a learner's learning than those listed in *sub regulations (5)* and *(6)*, may be considered for concessions on an *ad hoc* basis, provided that the necessary medical and other required evidence as determined by the Department of Basic Education or an accredited assessment body have been submitted for verification.

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

(1) Grade 10-12 learners who experience barriers to learning and who meet one of the following requirements may either offer the National Senior Certificate programme as stipulated in *paragraphs 26* to *32* and *35* to *38* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12* or the *National Senior Certificate with Endorsement* as contemplated in *subparagraphs 5, 6* and *8* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12-*

(a) Learners with extensive barriers to learning who are in special schools in terms of *section 5(6)* of the *South African Schools Act, 1996 (Act No. 84 of 1996)*; or

(b) Learners with barriers to learning who are in ordinary schools in terms of *section 12(4)* of the *South African Schools Act, 1996 (Act No. 84 of 1996)* and who have been identified by the relevant provincial authority as eligible for this condonation;

(2) Learners who experience barriers to learning who were unsuccessful in obtaining a National Senior Certificate at Level 4 on the NQF, or who cannot meet the programme and or promotion requirements of the National Senior Certificate at Level 4 on the NQF as stipulated in *paragraphs 27, 28* and *29* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*, may be issued with a *National Senior Certificate* with *Endorsement*, provided they have met programme and promotion requirements as stipulated in *paragraphs 34(4)* and *34(5)* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12.*

20. CERTIFICATION

Subject to the provisions of *Paragraph 17A of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*, and subject to *paragraphs 27* and *29* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*, the following certificates will be issued-

(1) a National Senior Certificate will be issued to a candidate who has complied with the programme and promotion requirements as contemplated in *paragraphs 27, 28 and*

29 of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*; and

(2) a National Senior Certificate with Endorsement for Learners who Experience Barriers to Learning will be issued to a candidate who has complied with the programme and promotion requirements of a National Senior Certificate with Endorsement as stipulated in *paragraphs 34(5), (6)* and *(7)* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12.*

21. TIME ALLOCATION

The weekly instructional time for subjects listed in the *National Curriculum Statement Grades R-12* is stipulated in *paragraphs 10, 17, 24* and *36* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12* and is as follows in the different school phases-

(a) Foundation Phase (Grades R-2): 23 hours;
(b) Foundation Phase (Grade 3): 25 hours;
(c) Intermediate Phase: 27,5 hours;
(d) Senior Phase: 27, 5 hours; and
(e) Further Education and Training Phase: 27,5 hours;.

22. TRANSITIONAL ARRANGEMENTS

(1) Subject to *Regulation 59(4)* 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, the category part-time learners will continue to exist until a date determined by the Minister of Basic Education.

(2) The Minister may also determine the date, contemplated in *subregulation (1)* after:
(a) an alternative qualification for part-time candidates has been developed and implemented; and
(b) public and independent distance/correspondence education institutions have been identified and have become operational to assist part-time candidates to obtain the qualification presented by the Minister in the *Government Gazette.*

(3) Part-time candidates who have enrolled prior to a date contemplated in sub-regulation (1) will continue for a further period of three (3) years in order to accommodate these candidates.

(4) Part-time candidates must comply with the National Senior Certificate requirements as stipulated in the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*

(5) Learners who register as part-time candidates for the first time in Grade 10 post 2009, must register with an accredited assessment body to ensure that such learners comply with the National Senior Certificate requirements as stipulated in the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12.*

(6) Once a learner as contemplated in *subregulation (5)* has registered with an assessment body, such assessment body must provide guidelines regarding the National Senior Certificate with respect to the three year duration of the qualification and

the compliance with the internal assessment and external examination requirements.

(7) The Minister may, if deemed necessary, amend the transitional arrangements as contemplated in *Regulation 22*.

23. SHORT TITLE AND COMMENCEMENT

These Regulations may be cited as the *Regulations Pertaining to the National Curriculum Statement Grades R – 12* and will commence on the day of the promulgation thereof and become effective in 2012 in Grades R–3 and Grade 10, in 2013 in Grades 4–6 and Grade 11 and in 2014 in Grades 7–9 and Grade 12.

ANNEXURES A TO E

ANNEXURE A

APPROVED SUBJECTS FOR THE FOUNDATION PHASE, GRADES R - 3

TABLE 1: OFFICIAL LANGUAGES

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

TABLE 2: PHYSICAL, MATHEMATICAL, COMPUTER AND LIFE SCIENCES

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

TABLE 3: HUMAN AND SOCIAL STUDIES

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

ANNEXURE B
APPROVED SUBJECTS FOR THE INTERMEDIATE PHASE, GRADES 4 - 6
TABLE 1: OFFICIAL LANGUAGES

SUBJECTS	SUBJECT NUMBER		
	Grade 4	Grade 5	Grade 6
Afrikaans Home Language	13303502	13303512	13303522
Afrikaans First Additional Language	13313532	13313542	13313552
Afrikaans Second Additional Language	13353562	13353572	13353582
English Home Language	13303592	13303602	13303612
English First Additional Language	13313622	13313632	13313642
English Second Additional Language	13353652	13353662	13353672
IsiNdebele Home Language	13303682	13303692	13303702
IsiNdebele First Additional Language	13313712	13313722	13313732
IsiNdebele Second Additional Language	13353742	13353752	13353762
IsiXhosa Home Language	13303772	13303782	13303792
IsiXhosa First Additional Language	13313802	13313812	13313822
IsiXhosa Second Additional Language	13353832	13353842	13353852
IsiZulu Home Language	13303862	13303872	13303882
IsiZulu First Additional Language	13313892	13313902	13313912
IsiZulu Second Additional Language	13353922	13353932	13353942
Sepedi Home Language	13303952	13303962	13303972
Sepedi First Additional Language	13313982	13313992	13314002
Sepedi Second Additional Language	13354012	13354022	13354032
Sesotho Home Language	13304042	13304052	13304062
Sesotho First Additional Language	13314072	13314082	13314092
Sesotho Second Additional Language	13354102	13354112	13354122
Setswana Home Language	13304132	13304142	13304152
Setswana First Additional Language	13314162	13314172	13314182
Setswana Second Additional Language	13354192	13354202	13354212
SiSwati Home Language	13304222	13304232	13304242
SiSwati First Additional Language	13314252	13314262	13314272
SiSwati Second Additional Language	13354282	13354292	13354302
Tshivenda Home Language	13304312	13304322	13304332
Tshivenda First Additional Language	13314342	13314352	13314362
Tshivenda Second Additional Language	13354372	13354382	13354392
Xitsonga Home Language	13304402	13304412	13304422
Xitsonga First Additional Language	13314432	13314442	13314452
Xitsonga Second Additional Language	13354462	13354472	13354482

TABLE 2: NON-OFFICIAL LANGUAGES

SUBJECTS	SUBJECT NUMBER		
	Grade 4	Grade 5	Grade 6
German Second Additional Language	13355592	13355602	13355612
Serbian Home Language	13355622	13355632	13355642
Serbian Second Additional Language	13355652	13355662	13355672

TABLE 3: PHYSICAL, MATHEMATICAL, COMPUTER AND LIFE SCIENCES

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

TABLE 4: HUMAN AND SOCIAL STUDIES

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

ANNEXURE C
APPROVED SUBJECTS FOR THE SENIOR PHASE, GRADES 7 – 9
TABLE 1: OFFICIAL LANGUAGES

SUBJECTS	SUBJECT NUMBER		
	Grade 7	Grade 8	Grade 9
Afrikaans Home Language	13304492	13304502	13304512
Afrikaans First Additional Language	13314522	13314532	13314542
Afrikaans Second Additional Language	13354552	13354562	13354572
English Home Language	13304582	13304592	13304602
English First Additional Language	13314612	13314622	13314632
English Second Additional Language	13354642	13354652	13354662
IsiNdebele Home Language	13304672	13304682	13304692
IsiNdebele First Additional Language	13314702	13314712	13314722
IsiNdebele Second Additional Language	13354732	13354742	13354752
IsiXhosa Home Language	13304762	13304772	13304782
IsiXhosa First Additional Language	13314792	13314802	13314812
IsiXhosa Second Additional Language	13354822	13354832	13354842
IsiZulu Home Language	13304852	13304862	13304872
IsiZulu First Additional Language	13314882	13314892	13314902
IsiZulu Second Additional Language	13354912	13354922	13354932
Sepedi Home Language	13304942	13304952	13304962
Sepedi First Additional Language	13314972	13314982	13314992
Sepedi Second Additional Language	13355002	13355012	13355022
Sesotho Home Language	13305032	13305042	13305052
Sesotho First Additional Language	13315062	13315072	13315082
Sesotho Second Additional Language	13355092	13355102	13355112
Setswana Home Language	13305122	13305132	13305142
Setswana First Additional Language	13315152	13315162	13315172
Setswana Second Additional Language	13355182	13355192	13355202
SiSwati Home Language	13305212	13305222	13305232
SiSwati First Additional Language	13315242	13315252	13315262
SiSwati Second Additional Language	13355272	13355282	13355292
Tshivenda Home Language	13305302	13305312	13305322
Tshivenda First Additional Language	13315332	13315342	13315352
Tshivenda Second Additional Language	13355362	13355372	13355382
Xitsonga Home Language	13305392	13305402	13305412
Xitsonga First Additional Language	13315422	13315432	13315442
Xitsonga Second Additional Language	13355452	13355462	13355472

TABLE 2: NON-OFFICIAL LANGUAGES

SUBJECTS	SUBJECT NUMBER		
	Grade 7	Grade 8	Grade 9
German Second Additional Language	13355682	13355692	13355702
Serbian Home Language	13355712	13355722	13355732
Serbian Second Additional Language	13355742	13355752	13355762

TABLE 3: PHYSICAL, MATHEMATICAL, COMPUTER AND LIFE SCIENCES

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

TABLE 4: HUMAN AND SOCIAL SCIENCES

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

TABLE 5: ENGINEERING AND TECHNOLOGY

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

TABLE 6: CULTURE AND ARTS

SUBJECTS	SUBJECT NUMBER		
	Grade 7	Grade 8	Grade 9
Creative Arts	11351152	11351162	11351172

TABLE 7: BUSINESS, COMMERCE AND MANAGEMENT STUDIES

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

ANNEXURE D

APPROVED SUBJECTS FOR THE FURTHER EDUCATION AND TRAINING PHASE, GRADES 10 – 12

GROUP A

TABLE A1: OFFICIAL LANGUAGES AT HOME AND FIRST ADDITIONAL LEVEL

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

TABLE A2: MATHEMATICAL SCIENCES

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Mathematical Literacy	19321002	19321013	19321024
Mathematics	19331032	19331043	19331054

TABLE A3: HUMAN AND SOCIAL STUDIES

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

GROUP B

TABLE B1: AGRICULTURE

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

TABLE B2: CULTURE AND ARTS

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

TABLE B3: BUSINESS, COMMERCE AND MANAGEMENT STUDIES

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

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

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Afrikaans Second Additional Language	13351672	13351683	13351694
English Second Additional Language	13351702	13351713	13351724
IsiNdebele Second Additional Language	13351732	13351743	13351754
IsiXhosa Second Additional Language	13351762	13351773	13351784
IsiZulu Second Additional Language	13351792	13351803	13351814
Sepedi Second Additional Language	13351822	13351833	13351844
Sesotho Second Additional Language	13351852	13351863	13351874
Setswana Second Additional Language	13351882	13351893	13351904
SiSwati Second Additional Language	13351912	13351923	13351934
Tshivenda Second Additional Language	13351942	13351953	13351964
Xitsonga Second Additional Language	13351972	13351983	13351994
Arabic Second Additional Language	13352002	13352013	13352024
French Second Additional Language	13352032	13352043	13352054
German Home Language	13352062	13352073	13352084
German Second Additional Language	13352092	13352103	13352114
Gujarati Home Language	13352122	13352133	13352144
Gujarati First Additional Language	13352152	13352163	13352174
Gujarati Second Additional Language	13352182	13352193	13352204
Hebrew Second Additional Language	13352212	13352223	13352234
Hindi Home Language	13352242	13352253	13352264
Hindi First Additional Language	13352272	13352283	13352294
Hindi Second Additional Language	13352302	13352313	13352324

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

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

TABLE B5: ENGINEERING AND TECHNOLOGY

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Civil Technology	15351002	15351013	15351024
Electrical Technology	15351032	15351043	15351054
Mechanical Technology	15351062	15351073	15351084
Engineering Graphics and Design	15351092	15351103	15351114

TABLE B6: HUMAN AND SOCIAL STUDIES

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

TABLE B7: PHYSICAL, MATHEMATICAL, COMPUTER AND LIFE SCIENCES

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Computer Applications Technology	19351002	19351013	19351024
Information Technology	19351032	19351043	19351054
Life Sciences	19351062	19351073	19351084
Physical Sciences	19351092	19351103	19351114

TABLE B8: SERVICES

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

ANNEXURE E

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

TABLE 1: AGRICULTURE

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

TABLE 2: CULTURE AND ARTS

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

TABLE 3: BUSINESS, COMMERCE AND MANAGEMENT STUDIES

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

TABLE 4: NON-OFFICIAL LANGUAGES

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Modern Greek Second Additional Language	13361002	13361013	13361024

TABLE 5: ENGINEERING AND TECHNOLOGY

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

TABLE 6: HUMAN AND SOCIAL STUDIES

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

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