



ASSESSMENT AND EXAMINATIONS DIRECTORATE

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ASSESSMENT INSTRUCTION 07 OF 2015

**TO: DEPUTY DIRECTORS-GENERAL
CHIEF DIRECTORS
HEAD OFFICE DIRECTORS AND DISTRICT DIRECTORS
CHIEF EDUCATION SPECIALISTS
EDUCATION DEVELOPMENT OFFICERS
DEPUTY CHIEF EDUCATION SPECIALISTS
SENIOR EDUCATION SPECIALISTS
PRINCIPALS OF SCHOOLS IN THE GET AND FET BAND
TEACHER UNIONS/ORGANISATIONS
SCHOOL GOVERNING BODIES**

DATE: 14 JANUARY 2015

ASSESSMENT AND EXAMINATION CONCESSIONS APPLICATIONS 2015

POLICY REQUIREMENTS CONCERNING CONCESSIONS

The following policies deal with concessions:

- *The National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF).*
- *National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R–12.*

1. IMMIGRANTS

1.1 An immigrant learner is:

- (i) A child or a dependent of a diplomatic representative of a foreign government accredited in South Africa; or
- (ii) A person who:
 - First enrolled at and entered a South African school in Grade 7 or a more senior grade, or
 - 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.

- 1.2 An immigrant learner in the General Education and Training Phase (Grade R–9) must:
- (a) Offer the two required official languages as contemplated in paragraphs 12(1) of the Intermediate Phase and 19(1) of the Senior Phase and comply with the School-Based Assessment requirements of both official languages offered. (Refer to Assessment Instruction 6 of 2014)
 - (b) Pass one of the required two official languages on at least First Additional Language level and obtain a rating of Moderate Achievement (Level 3) in that language; and
 - (c) Comply with the Intermediate and Senior Phase promotion requirements as contemplated in the National Policy pertaining to the Programme and Promotion Requirements of the *National Curriculum Statement Grades R–12*
- 1.3 An immigrant learner may offer his or her home language in lieu of one official language, provided that it is an officially approved non-official language and provided further that the learner complies with the Intermediate and Senior Phase promotion requirements.
- 1.4 An immigrant learner in the Further Education and Training Phase (Grades 10–12) must:
- (a) Offer only one (1) official language on at least First Additional Language level, provided it is the language of learning and teaching (LOLT), and obtain a rating of 30% in that language, provided that another subject from Group B is offered in lieu of the one official language that is not offered, provided further that the immigrant candidate complies with the promotion requirements. (Refer to Assessment Instruction 7 of 2014).
 - (b) Instead of offering another subject from Group B in lieu of the one official language that is not offered, an immigrant candidate may offer his or her home language in lieu of that one official language, subject to the following:

Such a language is listed on Home Language level in Table B4 at Annexure B of *National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12*.
 - (c) Offer his or her home language on the A-level of the General Certificate of Education (GCE) of the United Kingdom, or an examination recognised by the Department of Basic Education as equivalent to the Home Language level for the purpose of subparagraph a) above.

- 1.5 The marks as supplied by the concerned assessment body will be taken into account for promotion purposes. If the actual marks are not available the results will be converted in accordance with the table (TABLE 1), with the proviso that the candidate may not offer two similarly named languages.

**TABLE 1: CONVERSION SCALE
PROGRAMME REQUIREMENTS**

A-level		National Policy	
SYMBOL	%	MARKS	%
A	70 – 100	280	70
B	60 – 69	240	60
C	55 – 59	220	55
D	50 – 54	200	50
E	40 – 49	160	40
F	30 – 39	140	35

- 1.6 To be classified as an immigrant candidate, a candidate must be in possession of:
- The relevant official documentation issued by the Department of Home Affairs; and
 - The relevant official documentation issued by the school where the learner entered the South African school system for the first time.

2. LEARNERS WHO EXPERIENCE BARRIERS TO LEARNING

- 2.1 The following concessions may apply to candidates who experience the following barriers to learning:

- A learner who is hearing impaired (deaf) may offer one (1) official language at First Additional Language level which is the language of teaching and learning, provided that another subject from Group B is offered in lieu of the one official language that is not offered, provided further that such a hearing impaired (deaf) candidate complies with the promotion requirements.
- Learners with communication and language impairments, e.g. aphasia and dyslexia may offer only one (1) official language at First Additional Language level which is the language of teaching and learning, provided that another subject from Group B is offered in lieu of the one official language that is not offered, provided further that these aphasia and dyslexia candidates comply with the promotion requirements.
- Learners who have been diagnosed to have a Mathematical disorder such as dyscalculia may be exempted from the offering of Mathematical Literacy or Mathematics, provided that another subject from Group B is offered in lieu of Mathematical Literacy or Mathematics, and provided further that such a candidate complies with the promotion requirements.

- 2.2 *The White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001)*, guides the policies related to learners experiencing barriers to learning.

2.3 The following learners are regarded as learners with special needs for whom measures should be taken in ordinary as well as special schools to assist with the barriers to learning that they face:

- (i) Learners who have **neurological barriers** to learning, reading, spelling, dysgraphia, mathematical calculations and numeracy skills and the understanding of the written word.
- (ii) Learners (deaf and hard of hearing learners) whose **hearing impairments** present barriers to learning and for whom learning should be facilitated through sign language within an environment which promotes the linguistic identity of the hearing impaired (deaf) community and bilingualism which also ensures the availability of assistive technology.
- (iii) Learners who have severe **visual barriers to learning** (blind and partially sighted) and for whom learning should be facilitated through effective individualised support measures, specialised teaching methods, the use of Braille and large print and the application of specialised devices such as Braille equipment, magnification cameras and CCTV in classrooms, screen reading software, magnification software, etc.
- (iv) Learners who have **physical barriers to learning** and whose level of functioning is restricted due to limited gross and fine motor movements, dependency on the availability of certain devices (e.g. wheelchairs), medical conditions and inaccessible school buildings. The term physical disability covers a range of conditions from congenital disabilities to impairments acquired as a result of illness of which the most common conditions are Spina Bifida, cerebral palsy, muscular dystrophy, haemophilia, cardiovascular and pulmonary conditions.
- (v) Learners who experience **mild to severe intellectual barriers to learning** whose specific educational needs should be met in mainstream schools and special schools through the differentiation and adaptation of the curriculum in environments which encourage the development of their full potential, independence and socialisation.
- (vi) Learners with **multiple barriers to learning**.
- (vii) Learners with **severe behavioural and emotional barriers to learning**.
- (viii) Learners with any medically assessed special need that may not fall under the above categories.
(Refer to clause 34 of the *National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R–12.*)

3. APPLICATION FOR CONCESSIONS

3.1 IMMIGRANTS

- An application for immigrant status, as described in Point 1 previously, to offer one official language must be made using the relevant form (ANNEXURE A).
- These forms must be completed in full and submitted to the relevant district office no later than **27 FEBRUARY 2015** for any learner in the school who qualifies for immigrant status in 2015.

3.2 BARRIERS TO LEARNING

- An application for learners with barriers to learning as outlined in Point 2 previously or any special needs barriers, supported by full evidence, must be made using the relevant form (ANNEXURE B).
- These forms must be completed in full and submitted to the relevant district office no later than **27 FEBRUARY 2015** for any learner in the school who has a barrier to learning and requires a concession during any examination in 2015.

The Provincial Concession Committee dealing with concession applications will adjudicate all applications on merit. A written response will be forwarded to the school/institution thereafter.

NB: Some schools do not apply for concessions until a learner is in Grade 12. This disadvantages the learner and principals are requested to apply immediately when a learner who meets the requirements for a concession is admitted to a school.

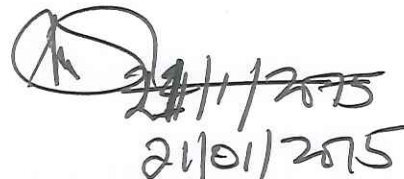
Principals are reminded that applications for concessions must be made at the beginning of EACH PHASE for a learner that requires a concession. **Concession applications for ALL Grade 12 learners with learning barriers and immigrant learners must be made every year.** No immigrant's learner's concession is valid for a period longer than one academic school year.

The co-operation of all education stakeholders in the process is both anticipated and appreciated.



DR A.S. NUKU

(A) DEPUTY DIRECTOR-GENERAL: INSTITUTIONAL OPERATIONAL MANAGEMENT



21/1/2015
21/01/2015



Province of the Eastern Cape

ANNEXURE A: ASSESSMENT INSTRUCTION 07 OF 2015

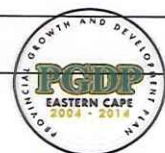
DEPARTMENT OF EDUCATION
 P.O. Box 4571, King William's Town, 5600
 Enquiries: Ms N. Mbeleki
 Tel. 043 604 7708
 Fax: 086 603 5085

APPLICATION FOR IMMIGRANT TO OFFER ONE OFFICIAL LANGUAGE

GENERAL INSTRUCTIONS

- SECTION A to be completed by the Parent/Guardian. Attach all relevant documents or reports, e.g. copy of passport, letter from Embassy/Consulate, copy of report form, copy of study permit and letter from the school.
- SECTION B to be completed by the principal of the school. The school will then submit the application form and attach documents to the relevant district office, **no later than 27 February 2015.**
- SECTION C of the application form to be completed by the district official before submission to the examination official in the District. The district examination official will submit the application form to the Provincial Evaluation Panel who will complete Section D. It must reach the Provincial Office **no later than 06 March 2015.**

SECTION A: PARTICULARS OF APPLICANT	
First Name(s) and Surname	
Postal Address	
	Postal Code
	Grade
Place of Birth	Country
Date of arrival in RSA	Y Y M M D D
Present School	
EMIS no. of school	
Name of principal/head of institution	
Contact no.	
Fax no. of examination centre	
District Name	



Name(s) of previous school(s) outside the RSA and period(s) attended:			
Name of School	City/Town	Country	Period attended (From – To)

School(s) attended in the RSA			
Name of School	City/Town	Province	Period attended (From – To)

Date of admission to present school	Y	Y	M	M	D	D	Grade admitted		Present grade					
Official Language to be offered														
Other Subjects														
1					2									
3					4									
5					6									
7					8									
Full Names Parent/Guardian														
Contact no.														
Signature (Parent/Guardian)								Date	Y	Y	D	D	M	M



SECTION B: PRINCIPAL'S RECOMMENDATION

This application is recommended not recommended

Comments:

NAME: _____

Signature

Y	Y	M	M	D	D
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Date

School Stamp

SECTION C: DISTRICT OFFICIAL'S RECOMMENDATION – EDO/DCES/CES

This application is recommended not recommended

Comments:

This application has been referred back to the Principal Forwarded for Departmental Approval

NAME: _____

Signature

Y	Y	M	M	D	D
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Date

Official Stamp



This application is to be submitted to:

The Director
Assessment and Examination Directorate
P.O Box 4571
King William's Town
5600

SECTION D: PROVINCIAL OFFICIAL'S RECOMMENDATION

This application is approved not approved

Comments:

NAME: _____

Signature

Y	Y	M	M	D	D	

Date

Official Stamp





Province of the Eastern Cape

DEPARTMENT OF EDUCATION
P.O. Box 4571, King William's Town, 5600
Enquiries: Ms N. Mbeleki
Tel. 043 604 7708
Fax: 086 603 5085

**APPLICATION ON BEHALF OF A LEARNER EXPERIENCING BARRIERS TO LEARNING
FOR ALTERNATIVE EXAMINING PROCEDURE (S)**

GENERAL INSTRUCTIONS

1. SECTIONS A – E to be completed in FULL by the school. Attach copies all relevant documents or reports, e.g. medical report, psychological report, school report, examples of schoolwork and support evidence as well as a letter from the school/institution. (Refer: Page No: 11 and 12 of *The National Senior Certificate: A Qualification at Level 4 on The National Qualifications Framework (NQF)*).
2. The school will then submit the application form and attach documents to the relevant district office, **not later than 27 February 2015**, unless the condition occurred after the above date.
3. The Special Needs official in the District will complete SECTION C of the application form before submission to the relevant examination official in the district. The district examination official will submit the application form to the Provincial Evaluation Panel who will complete Section D. It must reach the Provincial Office **no later than 06 March 2015**.
4. In the case of emergency concessions, for example accidents, pregnancy, injury, trauma, hospitalisation etc. the closing dates do not apply. It is imperative that substantive medical evidence must be provided for a concession to be granted. All necessary documentation to substantiate the concession, e.g. a valid doctor's certificate should be submitted with the application with the application. The Department will provide a written response as soon as all documentation have been received.
5. In the case of the applications for normal concession after the closing dates the adjudication thereof cannot be guaranteed as well as the response times.
6. In the case of re-applications, copies of written responses received must accompany the application. Any other information that will have a bearing on the adjudication of the concession must be provided in writing. This will facilitate the adjudication process.
7. No concession will be adjudicated by the Provincial Concession Adjudication Committee unless it has been verified by the applicable LSEN official at district level.
8. Concession for learners only have to be made once for a phase. All Grade 12 learners have to apply.
9. A special concession is primarily meant to assist learners who are experiencing barriers to learning and development in order for them to perform as on an equal footing as learners without a barrier in education.

**APPLICATION ON BEHALF OF A LEARNER EXPERIENCING BARRIERS TO
LEARNING FOR ALTERNATIVE EXAMINING PROCEDURE (S)**

SECTION A:	IDENTIFICATION PARTICULARS											
1. Name(s) and Surname												
2. Date of Birth	Y	Y	M	M	D	D						
3. Identity Number												
4. Name of Exam Centre							EMIS no.					
5. Grade												
6. District Name												
7. Name of Principal/Head of Institution												
8. Contact no.												
9. Fax no. of exam centre												

SECTION B:	INFORMATION ON DISABILITY/INJURY/ILLNESS/TRAUMA
1.	Short and concise description of special educational needs of the learner.
2.	In what way does the disability, impairment or learning difficulty influence the learner's ability to sit for examinations under normal conditions?



3.	Indicate with an "X" the alternative measure applied for:		
	Extra time – Which Subjects?		
	Special equipment – specify		
	Any other – specify		
4.	Scholastic information		
4.1.	Grades repeated from Gr. 1 – Gr. 12		
	Grade	Year Failed	Subjects failed
4.2.	Number of schools attended since Grade R		

4.3.	Marks obtained in each subject at the end of the year.		
	SUBJECTS	MARKS (%)/ LEVEL	GRADE AVERAGE (%)
1			
2			
3			
4			
5			
6			
7			

4.4	Was concessions applied for in previous examinations?	YES		NO	
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4.5.	If Yes, specify. If No, why not?

4.6.	Subjects taken in current year of study		
SUBJECTS			
1		8	
2		9	
3		10	
4		11	
5		12	
6		13	
7		14	

4.7.	When was the special need (condition) first determined/recorded?										
4.8.	Did the learner receive any specific support or assistance? If Yes, frequency, type and duration of assistance.										
4.9.	Outcome of the assistance. Was there any improvement? If the answer is NO, why not?										
4.10	Any other appropriate information.										
4.11	On what date did a medical practitioner, in case of injury or illness, see the learner?					Y	Y	M	M	D	D

N.B. Attach all information relevant to this application.

SECTION D

SPECIAL CONCESSION REQUEST (Please tick or circle the appropriate code.)
Please refer to the attached guideline.

REQUESTED CONCESSION	CONCESSION CODE
Rest break	
Additional time – 05 minutes per hour	A
Additional time – 10 minutes per hour	B
Additional time – 15 minutes per hour	C
Alternative questions	D
Amanuensis	E
Braille	F
Computer usage	G
Interpreter	H
Large print (18 pt)	I
Planning aid	J
Reading to candidate	K
Rephrasing	M
Separate venue	N
Special aids (specify)	O
*Use of dictionary	P
Other recommendations (Specify)	Q
QUERIES: CONTACT THE DISTRICT CONCESSION COORDINATOR	

SECTION E: DECLARATION BY CENTRE/SCHOOL/INSTITUTION

I, declare that the information provided, in my professional opinion, is correct and that the selected concession requested is justified.

NAME: PRINCIPAL

SIGNATURE: PRINCIPAL

DATE

SCHOOL STAMP

GUIDELINE

CONCESSION	
Maximum rest period of 45 minutes	Diabetes, Spasticity, Chronic Fatigue Syndrome etc. Time linked to duration of paper.
Add 5 minutes per hour	Slow reader/writer – standardised test conditions confirming
Add 10 minutes per hour	Coding and language processing problem confirmed by psychological tests
Add 15 minutes per hour	Physical condition – medical evidence
Amanuensis – 15 minutes per hour	Visually impaired, deaf, hard of hearing, blind, physical impairment, severe reading problem, dyslexia, dysgraphia, severe spelling problem, severe planning problems, physical disabilities
Braille – 15 minutes per hour	Blind candidates
Computer (maximum 15 minutes per hour)	Severe handwriting problem; physical disability (e.g. cerebral palsy)
Large print – 15 minutes per hour	Visually impaired
Planning aid – 15 minutes per hour	Poor attention and concentration span (epilepsy, attention deficit disorder and psychiatric disorder, anxiety disorder etc.
Reading to candidate – 15 minutes per hour	Visually impaired, hard of hearing, severe reading problem, etc.
Rephrasing	Deaf candidates
Separate venue	Amanuenses
Special aids	Visually impaired, hard of hearing and physical impairment
Dictionary	Deaf learners
Other	To be specified

SECTION C:	TO BE COMPLETED BY ESS/LSEN SECTION – DISTRICT OFFICE		
Name of Special Needs Official			
Does the candidate qualify for a concession?	YES		NO
If Yes, recommendations as to the particular alternative examination procedure(s), also indicating for what subject, special equipment required and/or extra time required.			
If No, Specify.			

N.B. If applicable, attach own report and/or information obtained.

NAME: SPECIAL NEEDS OFFICIAL

SIGNATURE: SPECIAL NEEDS OFFICIAL

DATE



This application is to be submitted to:

The Director
Assessment and Examination Directorate
P.O Box 4571
King William's Town
5600

SECTION D: PROVINCIAL ADJUDICATION COMMITTEE'S RECOMMENDATION

This application is approved not approved

Comments:

NAME: _____

Signature

Y	Y	M	M	D	D
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Date

Official Stamp

