

DEPARTMENT OF BASIC EDUCATION

NATIONAL EDUCATION POLICY ACT, 1996 (ACT NO. 27 OF 1996)

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

GENERAL EXPLANATORY NOTE

[.....] Words in bold in square brackets indicate omissions from the existing policy.
_____ Words underlined with a solid line indicate insertions into the existing policy.

SCHEDULE 1

DEFINITIONS

1. In this policy, “policy” means the policy published as *Government Notices, No 722 and 723, Government Gazette No. 34600* of 12 September 2011.

Amendment of the definitions of the policy

2. The definitions of the policy are hereby amended by-
 - (a) the deletion of the definition of “applied competence”
 - (b) the substitution for the definition of an “assessment body” of the following definition-

“‘assessment body’ means an assessment body [accredited by Umalusi, [the Council for Quality Assurance in General and Further Education and Training; as well as the Department of Basic Education, which is deemed to be accredited, in accordance with the criteria determined by the South African Qualifications Authority and approved by the Minister in terms of section 16(6) of the] as defined in the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*;”;
 - (c) the substitution for the definition of a “candidate” of the following definition-

“‘candidate’ means a learner who has [completed] 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;”;
 - (d) the substitution for the definition of “certification” of the following definition-

“‘certification’ means the [issuing of the National Senior Certificate by Umalusi when the minimum promotion requirements have been met] formal recognition of a qualification or part qualification awarded to a successful learner;”;
 - (e) the substitution for the definition of an “examination” of the following definition-

“‘examination’ means the conduct of [a midyear] an end-of-term and/or once-off end-of-year assessment;”;
 - (f) the substitution for the definition of a “full-time candidate” of the following

definition-

“‘full-time candidate’ means a **[learner] 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 **[this] policy document, National policy pertaining to the programme and promotion requirements of the CS Grades R – 12;**”;

(g) the substitution for the definition of the “Head of an assessment body” of the following definition-

“‘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;”;

(h) the substitution for the definition of the “National Senior Certificate” of the following definition-

“‘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 **[this] the policy document National policy pertaining to the programme and promotion requirements of the CS Grades R – 12;**”;

(i) the substitution for the definition of a “part-time candidate” of the following definition-

“‘part-time candidate’ means a Grade 12 learner who has registered at an **[institution that does not offer tuition on a full-time basis] examination centre** for part-time studies and may register for any number of subjects in one examination sitting;”;

(j) the substitution for the definition of “promotion” of the following definition-

“‘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;”;

(k) the substitution for the definition of a “Provincial Education Department” of the following definition-

“‘Provincial Education Department’ means an education department, contemplated in *section 1* of the **[South African Schools Act, 1996 (Act No. 84 of 1996)]** **[Employment of Educators Act, 1998 (Act No. 76 of 1998);]**”;

(l) the substitution for the definition of a “repeat candidate” of the following definition-

“‘repeat candidate’ means a candidate who has **[enrolled for or] 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 **[, either the grade failed or]** the Grade 12-year or a subject, as a full-time learner or part-time candidate respectively;”;

(m) the substitution for the definition of “school-based assessment” of the following definition-

“‘school-based assessment’ means **[all formal assessment, including examination, conducted by the school throughout the year on a continuous basis. In Grade 12 the School-Based Assessment component is all the formal tasks including the mid-year and September examinations, but not the end-of-year National Senior**

Certificate examination assessment as defined in the policy document, *National Protocol for Assessment Grades R-12, Government Gazette No. 34600 of 12 September 2011;*”;

(n) the substitution for the definition of “supplementary examination” of the following definition-

“‘supplementary examination’ means an examination **[as contemplated in paragraph 38 of this document]** 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.”;

Amendment of Paragraph 7 of the Policy

3. Paragraph 7 is hereby amended by -

(a) The substitution of the heading of paragraph 7 for the following heading- **“[Promotion] Progression** requirements for Grades 1 -3”

(b) the substitution for sub-paragraph (1) of the following sub-paragraph-
“(1) **[Promotion] Progression** from grade to grade through this phase within the appropriate age cohort should be the accepted norm, unless the learner displays a lack of competence to cope with the following grade’s work. A learner, who is not ready to perform at the next level, should be assessed to determine the level of support required.”.

(c) the substitution for sub-paragraph (2) of the following sub-paragraph-
“(2) The following are guidelines for determining a learner’s progress in Grade R:

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

(b) Moderate Achievement (Level 3) (40%-49%) in Mathematics as contemplated in *paragraph 6(1)(b)*.”

(d) the substitution for sub-paragraph (3) of the following sub-paragraph-
“(3) The following are guidelines to determine whether a learner should be permitted to progress from Grade 1 to [3] 2 and from Grade 2 to 3 in the Foundation Phase:

(a) Adequate Achievement (Level 4) (50%-59%) in one official language at Home Language level as contemplated in *paragraph 6(2)(a)*; **[or] and**

(b) Moderate Achievement (Level 3) (40%-49%) in the second required official language at First Additional Language level as contemplated in *paragraph 6(2)(b)*; and

(c) Moderate Achievement (Level 3) (40%-49%) in Mathematics as contemplated in *paragraph 6(2)(c)*.”

(d) the insertion of sub-paragraph (5) following sub-paragraph (4)-
“(5) A learner who is not ready to perform at the expected level and who has been retained in the first phase for four (4) years or more and who is likely to be retained again in the second phase for four (4) years or more, should receive the necessary support in order to progress to the next grade.”

(e) the insertion of sub-paragraph (6) following sub-paragraph (5)-
“(6) 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.”.

Amendment of Paragraph 10 of the Policy

4. Paragraph 10 is hereby amended by the substitution for sub-paragraph (4) of the following sub-paragraph-

“(4) A maximum of eight (8) hours and a minimum of seven (7) hours are

allocated for the language at Home Language level, and a minimum of two (2) hours and a maximum of three (3) hours for the language at First Additional Language level in Grades [R] 1-2.”.

Amendment of Paragraph 11 of the Policy

5. Paragraph 11 is hereby amended by the insertion of Table 6A following Table 6-

“TABLE 6A: NON-OFFICIAL LANGUAGES

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

Amendment of Paragraph 14 of the Policy

6. Paragraph 14 is hereby amended by -

(a) The substitution of the heading of paragraph 14 for the following heading-
“**[Promotion]** Progression requirements for Grades 4 - 6”

(b) the substitution for sub-paragraph (2) of the following sub-paragraph-
“(1) **[Promotion]** Progression from grade to grade through this phase within the appropriate age cohort should be the accepted norm, unless the learner displays a lack of competence to cope with the following grade’s work.”.

(c) the substitution for sub-paragraph (2) of the following sub-paragraph-
“(2) The following are guidelines for determining a learner’s **[promotion]** progression from Grade 4 to 6 in the Intermediate Phase:

(a) Adequate Achievement (Level 4) (50%-59%) in one official language at Home Language level as contemplated in *paragraph 12(1)*;

(b) Moderate Achievement (Level 3) (40%-49%) in the second required official language at First Additional Language level as contemplated in *paragraph 12(1)*;

(c) Moderate Achievement (Level 3) (40%-49%) in Mathematics as contemplated in *paragraph 12(2)*; and

(d) Subject to *subparagraph (e)*, Moderate Achievement (Level 3) (40%-49%) in any other two (2) of the remaining approved subjects as contemplated in *paragraphs 12(3), 12(4) and 12(5)*.

(e) Immigrant learners may be exempted from achieving one official language as contemplated in *paragraph 4(1)(c)(ii)*, provided they obtain Moderate Achievement (Level 3) (40%-49%) in all three (3) of the remaining subjects

contemplated in *subparagraph (d)*.”.

(d) the substitution for sub-paragraph (3) of the following sub-paragraph-

“(3) A learner may only be **[progressed]** retained once in the Intermediate Phase in order to prevent the learner being retained in this phase for longer than four years.”.

(e) the substitution for sub-paragraph (4) of the following sub-paragraph-

“(4) A learner who is not ready to perform at the expected level and who has been retained in the first phase for four (4) years or more and who is likely to be retained again in the second phase for four (4) years or more, should receive the necessary support in order to progress to the next grade.”.

- (f) the substitution for sub-paragraph (4) of the following sub-paragraph-

“(4) A learner who is not ready to perform at the expected level and who has been retained in the first phase for four (4) years or more and who is likely to be retained again in the second phase for four (4) years or more, should receive the necessary support in order to progress to the next grade.”.

- (g) the substitution for sub-paragraph (5) of the following sub-paragraph-

“(5) 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 (2a), and (2b) above.”.

Amendment of Paragraph 18 of the Policy

7. Paragraph 18 is hereby amended by the insertion of Table 11A following Table 11-

“TABLE 11A: 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”

Amendment of Paragraph 21 of the Policy

8. Paragraph 21 is hereby amended by -

(a) the substitution for sub-paragraph (1)(d) of the following sub-paragraph-
“(1)(d) Moderate Achievement (Level 3) in any three (3) of the other required subjects as contemplated in *paragraphs 19(3), 19(4), 19(5), 19(6), 19(7) and 19(8); [or] and;*”;

(b) the substitution for sub-paragraph (2) of the following sub-paragraph-
“(2) A learner may only be **[progressed]** retained once in the Senior Phase in order to prevent the learner being retained in this phase for longer than four years.”.

(c) the substitution for sub-paragraph (3) of the following sub-paragraph-
“(3) A learner who is not ready to function at the expected level and who has been retained in the previous phases for four (4) years or more and who is likely to be retained again in the third phase for four (4) years or more, should receive the necessary support in order to achieve an appropriate level of competence as contemplated in sub-regulation (1) in order to progress to the next grade.”.

Amendment of Paragraph 25 of the Policy

9. Paragraph 25 is hereby amended by the insertion of sub-paragraph (2) following sub-paragraph (1)-

“(2) 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.”.

Amendment of Paragraph 26 of the Policy

10. Paragraph 26 is hereby amended by -

(a) the substitution for sub-paragraph (1) of the following sub-paragraph-

“(1) The minimum entrance requirements for Grade 10 are:

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

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

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

or

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

(e) 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.”.

(b) the substitution for sub-paragraph (2) of the following sub-paragraph-

“(2) For entrance into Grades 11 and 12, an appropriate statement of achievement at the appropriate levels are issued by an approved or recognised assessment body.”.

Amendment of Paragraph 28 of the Policy

11. Paragraph 28 is hereby amended by the insertion of sub-paragraph (5A) following sub-paragraph (5)-

“(5A) Learners offering Sport and Exercise Science as a subject must offer either Physical Sciences or Life Sciences.”.

12. Paragraph 29 is hereby amended by-

(a) the substitution for sub-paragraph (1) of the following sub-paragraph-

“(1) Learners in Grades 10-12 will be promoted from grade to grade if “ they have offered and completed the School-Based Assessment, Practical Assessment Tasks, where applicable, oral assessment and end-of-year examination requirements in not fewer than seven (7) subjects as contemplated in the policy document, *National Protocol for Assessment Grades R – 12* and the Curriculum and Assessment Policy Statements of the various subjects listed in Annexure A:”:

(b) the substitution for sub-paragraph (2) of the following sub-paragraph-

“(2) The norm for repetition is stipulated in 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, as one year per school phase where necessary. A learner may therefore 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.”.

(c) the insertion of subparagraph (3) following subparagraph (2)-
“(3) 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.”.

Amendment of Paragraph 31 of the Policy

13. Paragraph 31 is hereby amended by -

(a) the substitution for sub-paragraph (2) of the following sub-paragraph-
“(2) The weighting for assessment in the subject Life Orientation in Grade 12 is an exception. The School-Based Assessment component will be 100% of the total mark. **[The SBA component will be externally moderated.]** 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.”.

(b) the insertion of subparagraph (2A) following subparagraph (2)-
“(2A) 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.”.

Amendment of Paragraph 33 of the Policy

14. Paragraph 33 is hereby amended by the substitution for sub-paragraph (1)(a)(i)(bb) of the following sub-paragraph-

“(1)(a)(i)(bb) having begun his or her schooling at a school in South Africa, has attended school outside South Africa for two or more consecutive years after Grade 3 or its equivalent **[and before Grade 9 or its equivalent]**, and has subsequently returned to South Africa.”.

Amendment of Paragraph 34 of the Policy

15. Paragraph 34 is hereby amended by the substitution for sub-paragraph (4) of the following sub-paragraph-

“(4) 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 this document or the *National Senior Certificate with Endorsement* as contemplated in *subparagraphs 5, 6 and 8*:

(a) Learners with extensive **[special needs]** barriers to learning 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 who are in schools where **[special care is taken of them]** they receive specialised support; or

(b) Learners **[with]** who experience barriers to learning who are in ordinary schools and **[assessed for placement in special schools and who are on the waiting list for admission to special schools]** who have been identified by the relevant provincial authority as eligible for this condonation; **[or]**

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

Amendment of Paragraph 35 of the Policy

16. Paragraph 35 is hereby amended by the substitution for sub-paragraph (4) of the following sub-paragraph-

“(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 Statements of the new subject for the previous grades that were not completed.”.

Amendment of Annexure B of the Policy

17. Annexure B is hereby amended by the insertion in Table B4 of the Serbian Language following the Portuguese Language -

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

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Afrikaans Second Additional Language	13351672	13351683	13351694
English Second Additional Language	13351702	13351713	13351724
IsiNdebele Second Additional Language	13351732	13351743	13351754
IsiXhosa Second Additional Language	13351762	13351773	13351784
IsiZulu Second Additional Language	13351792	13351803	13351814
Sepedi Second Additional Language	13351822	13351833	13351844
Sesotho Second Additional Language	13351852	13351863	13351874
Setswana Second Additional Language	13351882	13351893	13351904
SiSwati Second Additional Language	13351912	13351923	13351934
Tshivenda Second Additional Language	13351942	13351953	13351964
Xitsonga Second Additional Language	13351972	13351983	13351994
Arabic Second Additional Language	13352002	13352013	13352024
French Second Additional Language	13352032	13352043	13352054
German Home Language	13352062	13352073	13352084
German Second Additional Language	13352092	13352103	13352114
Gujarati Home Language	13352122	13352133	13352144
Gujarati First Additional Language	13352152	13352163	13352174
Gujarati Second Additional Language	13352182	13352193	13352204
Hebrew Second Additional Language	13352212	13352223	13352234
Hindi Home Language	13352242	13352253	13352264
Hindi First Additional Language	13352272	13352283	13352294
Hindi Second Additional Language	13352302	13352313	13352324
Italian Second Additional Language	13352332	13352343	13352354
Latin Second Additional Language	13352362	13352373	13352384
Portuguese Home Language	13352392	13352403	13352414
Portuguese First Additional Language	13352422	13352433	13352444
Portuguese Second Additional Language	13352452	13352463	13352474
<u>Serbian Home Language</u>	<u>13355772</u>	<u>13355783</u>	<u>13355794</u>
<u>Serbian Second Additional Language</u>	<u>13355802</u>	<u>13355813</u>	<u>13355824</u>
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

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

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"

DEPARTMENT OF BASIC EDUCATION

NATIONAL EDUCATION POLICY ACT, 1996 (ACT NO. 27 OF 1996)

DRAFT AMENDMENT POLICY PERTAINING TO THE NATIONAL CURRICULUM STATEMENT GRADES R-12 AS SET OUT IN THE POLICY DOCUMENT, *NATIONAL PROTOCOL FOR ASSESSMENT GRADES R – 12*

GENERAL EXPLANATORY NOTE

[.....] Words in bold in square brackets indicate omissions from the existing policy.

_____ Words underlined with a solid line indicate insertions into the existing policy.

SCHEDULE 2

DEFINITIONS

1. In this policy, “policy” means the policy published as *Government Notices, No 722 and 723, Government Gazette No. 34600* of 12 September 2011.

Amendment of the definitions of the policy

2. The definitions of the policy are hereby amended by-
 - (a) the deletion of the definition of “applied competence”.
 - (b) the substitution for the definition of an “assessment body” of the following definition-

“‘assessment body’ means an assessment body [accredited by Umalusi, [the Council for Quality Assurance in General and Further Education and Training; as well as the Department of Basic Education, which is deemed to be accredited, in accordance with the criteria determined by the South African Qualifications Authority and approved by the Minister in terms of section 16(6) of the] as defined in the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001);*”;
 - (c) the substitution for the definition of a “candidate” of the following definition-

“‘candidate’ means a learner who has [completed] 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;”;
 - (d) the substitution for the definition of “certification” of the following definition-

“‘certification’ means the [issuing of the National Senior Certificate by Umalusi when the minimum promotion requirements have been met] formal recognition of a qualification or part qualification awarded to a successful learner;”;
 - (e) the substitution for the definition of an “examination” of the following definition-

“‘examination’ means the conduct of [a midyear] an end-of-term and/or once-off end-of-year assessment;”;

(f) the substitution for the definition of a “full-time candidate” of the following definition-

“‘full-time candidate’ means a **[learner] 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 **[this] policy document, National policy pertaining to the programme and promotion requirements of the CS Grades R – 12;**”;

(g) the substitution for the definition of the “National Senior Certificate” of the following definition-

“‘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 **[this] the policy document;**”;

(h) the substitution for the definition of a “part-time candidate” of the following definition-

“‘part-time candidate’ means a Grade 12 learner who has registered at an **[institution that does not offer tuition on a full-time basis] examination centre** for part-time studies, and may enroll for any number of subjects in one examination sitting;”;

(i) the substitution for the definition of “promotion” of the following definition-

“‘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;”;

(j) the substitution for the definition of a “repeat candidate” of the following definition-

“‘repeat candidate’ means a candidate who has **[enrolled for or] 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 **[, either the grade failed or]** the Grade 12-year or a subject, as a full-time learner or part-time candidate respectively;”;

(k) the substitution for the definition of “school-based assessment” of the following definition-

“‘school-based assessment’ means **[all formal assessment, including examination, conducted by the school throughout the year on a continuous basis. In Grade 12 the School-Based Assessment component is all the formal tasks including the mid-year and September examinations, but not the end-of-year National Senior Certificate examination]** assessment as defined in the policy document, National Protocol for Assessment Grades R-12, Government Gazette No. 34600 of 12 September 2011;”;

(l) the substitution for the definition of “supplementary examination” of the following definition-

“‘supplementary examination’ means an examination **[as contemplated in paragraph 38 of this document]** granted under special conditions to a full-time, repeat and part-time candidates in the year following the National Senior Certificate examination;”;

Amendment of Paragraph 4 of the Policy

3. Paragraph 4 is hereby amended by the substitution for sub-paragraph (6) of the following sub-paragraph-

“(6) **[Progression (Grades 1-8) and promotion (Grades 9-12) of learners to the next grade should be based on recorded evidence in formal assessment tasks.]** 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. This means that those tasks that are used for formal assessment are recorded and should be used to decide whether a learner should progress or be promoted to the next grade.”.

Amendment of Paragraph 8 of the Policy

4. Paragraph 8 is hereby amended by-

(a) the substitution for sub-paragraph (4) of the following sub-paragraph-

“(4) The absence of a School-Based Assessment and/or a Practical/Oral Assessment Task mark in any subject in Grades 10-[11] 12, without a valid reason, will result in the **[candidate] learner**, registered for that particular subject, **[receiving an incomplete result]**. The **[candidate] 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 **[candidate] learner** will **[not receive results and he or she must repeat the subject and if necessary the year and redo the]** be awarded a zero (“0”) for the School-Based Assessment and/or a Practical/Oral Assessment Task component for that subject.”.

(b) the substitution for sub-paragraph (5)(b) of the following sub-paragraph-

“(5)(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 Practical Assessment Task. Should the learner fail to fulfil the outstanding School-Based Assessment and/or Practical Assessment Task/Oral assessment requirements, **[he or she, registered for that particular subject will receive an incomplete result]** 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.”.

(c) the substitution for sub-paragraph (8) of the following sub-paragraph-

“(8) Where the subject teacher fails to give learners the minimum tasks for School-Based Assessment and/or Practical Assessment Task/Oral 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.”.

(d) the insertion of sub-paragraph (9) following sub-paragraph (8)-

“(9) A learner who is not able to offer the Physical Education Task (PET) as a fifth component in Life Orientation may be exempted by the Head of the assessment body or his or her representative, 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.”.

Amendment of Paragraph 9 of the Policy

5. Paragraph 9 is hereby amended by-

(a) the substitution for paragraph 9 of the following paragraph-

“9. REQUIREMENTS FOR THE GRADES [10] 4 [AND] TO 11 END-OF-YEAR EXAMINATION

(1) **[Learners must enrol for seven or more subjects listed in the *National Curriculum Statement Grades R – 12* 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 **[contemplated]** 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 have complied with the School-Based Assessment, **[and]** Practical Assessment Tasks, and Oral assessment requirements as stipulated in *Chapter 4* of the Curriculum and Assessment Policy Statements.”.

Amendment of Paragraph 10 of the Policy

6. Paragraph 10 is hereby amended by the substitution for paragraph (3) of the following paragraph-

“(3) The **[candidate]** learner will meet the requirements for School Based Assessment and Practical Assessment Task components, where applicable, for the specific subject;”;

Amendment of Paragraph 11 of the Policy

7. Paragraph 11 is hereby amended by-

(a) the substitution for sub-paragraph (2) of the following sub-paragraph-

“(2) A learner who, due to illness or any other circumstances beyond the control of the learner, is unable to write the end-of-year final examination for Grades 4-11, will be exempted from the examination. A mark based on the School-Based Assessment and Practical Assessment mark obtained by the learner prior to his or her illness, will be calculated and awarded to the learner affected.”.

(b) the substitution for sub-paragraph (4) of the following sub-paragraph-

“(4) If a **[candidate]** learner is unable to write (or complete) one or more of the Grades 4-**[9]** 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 of attendance.”.