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No.**GOVERNMENT NOTICE****Education, Department of***Government Notice*

- 744 National Education Policy Act (27/1996) and the South African Schools Act (84/1996): National Policy regarding Further Education and Training Programmes: Approval of the Document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)

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GOVERNMENT NOTICE

DEPARTMENT OF EDUCATION

No. 744

20 July 2005

DEPARTMENT OF EDUCATION

NATIONAL EDUCATION POLICY ACT, 1996 (ACT NO. 27 OF 1996) AND THE SOUTH AFRICAN SCHOOLS ACT, 1996 (ACT NO. 84 OF 1996)

NATIONAL POLICY REGARDING FURTHER EDUCATION AND TRAINING PROGRAMMES: APPROVAL OF THE DOCUMENT, THE NATIONAL SENIOR CERTIFICATE: A QUALIFICATION AT LEVEL 4 ON THE NATIONAL QUALIFICATIONS FRAMEWORK (NQF)

1. BACKGROUND

On 24 May 2005 I, by means of a *Government Notice, No 488*, published in the *Government Gazette Vol.479, No. 27607*, called for public comments on the document, *Policy for the Further Education and Training Certificate (FETC) Grades 10-12 (General)*.

The closing date for public comments was 17 June 2005 and sixty (60) comments were received from a variety of stakeholder organisations, national teacher unions, provincial departments of education, individual schools, individuals in their private capacity, statutory bodies, Higher Education South Africa (HESA), Universities, and other organisations and institutions.

All comments and recommendations were scrutinised, considered, and where deemed necessary, the document was amended accordingly.

The major change was the change in the name of the certificate, namely from *Policy for the Further Education and Training Certificate (FETC) Grades 10-12 (General)*, to *The National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*.

2. DECLARATION OF NATIONAL EDUCATION POLICY

I, Grace Naledi Mandisa Pandor, Minister of Education, hereby, in terms of *Sections 3(4)(l) and 7 of the National Education Policy Act, 1996 (Act No. 27 of 1996) and Sections 6(A) and 61 of the South African Schools Act, 1996 (Act No. 84 of 1996)*, approve the document, *Policy for the National Senior Certificate (NSC) Grades 10-12 (General)*, as set out in the Schedule, as national education policy.

Grace Naledi Mandisa Pandor, MP

Minister of Education

Date:

SCHEDULE



education

Department of Education
REPUBLIC OF SOUTH AFRICA

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

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ACRONYMS

GET General Education and Training
GETC General Education and Training Certificate
LOLT Language of Learning and Teaching
NCS National Curriculum Statement
NQF National Qualifications Framework
NSC National Senior Certificate
SAQA South African Qualifications Authority

CHAPTER 1

INTRODUCING THE POLICY FOR THE NATIONAL SENIOR CERTIFICATE (NSC)

1. Purpose of the document

- (1) This policy describes the regulations, rules and provisos for the award of the National Senior Certificate (NSC) at Level 4 of the National Qualifications Framework (NQF). The NSC is to be awarded for the achievement of the exit level learning outcomes stipulated in the National Curriculum Statement (NCS) Grades 10-12 (General).
- (2) This policy is based on norms and standards to which all assessment bodies in terms of *Sections 3(4)(l) and 7 of the National Education Policy Act, 1996 (Act No. 27 of 1996)* and *Sections 6(A) and 61 of the South African Schools Act, 1996 (Act. No. 84 of 1996)*, must give effect.

2. Type of qualification

- (1) The NSC is a 130 credit certificate at Level 4 on the National Qualifications Framework (NQF).
- (2) This qualification will be offered by full-time, part-time and private candidates. These candidates will offer subjects selected from the subjects listed in Annexure A. For this purpose full-time, part-time and private candidates are defined as follows:

(a) Full-time, part-time and private candidates

- (i) A full-time candidate is a learner who has enrolled for tuition and who offers a NCS Grades 10-12 (General) programme in a full-time capacity at a public or independent school or any other registered institution and who presents seven (7) subjects in terms of the NCS Grades 10-12 (General) programme requirements. Such a candidate must fulfill all internal assessment requirements of the NCS Grades 10-12 (General), including oral and practical requirements where applicable.
- (ii) A part-time candidate is a learner who does not receive full-time tuition, and may register for a maximum of six (6) of the seven (7) required subjects for the NSC in a single examination sitting. Part-time candidates who are attached to a learning institution or distance learning centre must comply with the internal assessment requirements of the NSC including evidence of practical work where applicable.
- (iii) A private candidate is a learner who has enrolled at a private institution that does not offer tuition on full-time basis. A private candidate may enroll for any number of subjects in one examination sitting. Private candidates must comply with the internal assessment requirements of the NSC including evidence of practical work where applicable.

(2) In terms of this policy document the NSC qualification must:

- (a) represent a planned combination of Learning Outcomes that has a defined purpose or purposes, and is intended to provide qualifying learners with applied competence and a basis for further learning;
- (b) enrich the qualifying learner;
- (c) provide benefits to society and the economy;
- (d) comply with the objectives of the NQF;
- (e) where applicable, be internationally comparable;
- (f) incorporate integrated assessment; and
- (g) indicate the rules governing the award of the qualification.

3. Entrance requirements for NCS Grades 10 –12 (General)

The minimum entrance requirement for Grade 10 is an official Grade 9 school report which indicates promotion to Grade 10 or a General Education and Training Certificate (GETC) for Adult Basic Education and Training (ABET), or a NQF Level 1 Certificate, or a recognised equivalent qualification obtained at NQF Level 1.

4. Promotion requirements for Grades 10-12

The requirements stipulated in this document are for the issuing of an NSC. These are also the promotion requirements for Grades 10 and 11.

5. Duration and general requirements of the NCS Grades 10-12 (General)

- (1) The duration of the NCS Grades 10-12 (General) programme is three years, namely Grades 10, 11 and 12. To obtain a NSC a learner must:
 - (a) Complete the programme requirements for Grades 10, 11 and 12 separately and obtain the distinct outcomes and associated

assessment standards of all three years; and

- (b) Comply with the internal assessment requirements for Grades 10, 11 and 12 and the external assessment requirements of Grade 12 as contemplated in the Subject Statements and the Subject Assessment Guidelines of the various subjects listed in Annexure A.

6. Changing subjects in Grades 10, 11 and 12

- (1) A learner may change one or more subjects in his or her Grade 10 year.
- (2) Learners may change a subject in Grade 11 or 12 if the school deems it is in the best interests of the learner to change a subject. The school may take such a decision only after consultation with the Head of Department or his/her delegate.

CHAPTER 2

PROMOTION REQUIREMENTS OF THE NSC GRADES 10 – 12 (GENERAL)

7. Organising fields

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

8. Rules of subject combination

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

9. Requirements of the NSC

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

- (a) Offered and completed the internal and external assessment requirements in not fewer than seven (7) subjects selected as follows from Annexure B:
- (i) Four subjects from **Group A** selected as follows:
Two (2) official languages selected from Annexure B, Table A1, provided that one of the two official languages is offered on the Home Language level, and the other, on either Home or First Additional Language level, and provided further that one of the two languages is the language of learning and teaching (LOLT).
 - (ii) Mathematics or Mathematical Literacy selected from Annexure B, Table A2.
 - (iii) Life Orientation in Annexure B, Table A3.
 - (iv) A minimum of any three subjects selected from **Group B** Annexure B, Tables B1-B8. Of the minimum three required subjects, a maximum of two additional languages over and above the two official languages contemplated in *paragraph 9(1)(a)(i)*, may be offered from both Tables A1 and B4.

10. Provisos

- (1) A candidate that has met the minimum programme requirements of the NSC as contemplated in *paragraph 9*, may offer more than the required minimum of seven (7) subjects provided that he or she complies with the following requirements:
 - (a) The additional subjects must be offered for all three years of the NCS programme, namely Grades 10-12.
 - (b) All the internal assessment requirements for the required subjects, and the practical assessment where applicable, must be met for all three (3) years of study, namely Grades 10-12.
- (2) Not more than one language shall be offered from the same group, namely:
 - (a) isiXhosa, isiZulu, SiSwati and isiNdebele; and
 - (b) Sepedi, Sesotho and Setswana.
- (3) The same language shall not be offered as a Home and a First or Second Additional Language, or as a First and Second Additional Language.
- (4) A candidate may not offer both Mathematics and Mathematical Literacy.
- (5) A maximum of one subject developed and assessed by an accredited assessment body, and approved by the Minister for this purpose may be offered to meet the requirements of three (3) Group B subjects as contemplated in *paragraph 9(1)(a)(iv)*. Such subjects are listed in Annexure C. Additional approved subjects will be added to Annexure C from time to time.

- (6) Where a candidate has completed more than one Practical Music programme of one of the listed Music assessment bodies, namely the Associated Board of Royal Schools Practical Music Examination or Trinity College of London Practical Music Examination or Unisa Practical Music Examination, only the highest level of achievement obtained by the candidate from that assessment body will be recognised for the NSC.
- (7) N1-N3 National Certificate, National Intermediate Certificate and National Senior Certificate subjects as listed in the technical college policy document, namely, *Formal Technical College Instructional Programmes in the RSA, Report 191 (2001/08)* will not be considered for the NSC. This applies to all learners registering for the NCS Grades 10 –12 (General) in 2006.
- (8) Institutions that allow part-time learners to offer subjects with a practical component must ensure that all the practical requirements of the NSC are met as set out in the Subject Assessment Guidelines.

11. Promotion and certification requirements

- (1) Subject to the provisions of *Paragraph 16(4)(d) and (e) of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*, and subject to *paragraph 9* of this document, an NSC shall be issued to a candidate who has complied with the following promotion requirements:
 - (a) Obtained at least 40% in the required official language at Home Language level as contemplated in *paragraph 9(2)(a)(i)* above.

- (b) Obtained at least 30% in the other required language on at least First Additional Language level as contemplated in *paragraph 9(2)(a)(i)* above.
- (c) Obtained at least 30% in Mathematical Literacy or Mathematics as contemplated in *paragraph 9(2)(a)(ii)* above.
- (d) Obtained at least 40% in Life Orientation as contemplated in *paragraph 9(2)(a)(iii)* above.
- (e) Obtained at least 40% in one of the remaining three subjects and at least 30% in two subjects as contemplated in *paragraph 9(2)(a)(iv)* above.
- (f) A condonation of a maximum of one subject per grade with a rating of 'Not Achieved' will be allowed for either a Group A or a Group B subject, and such a subject will be deemed to have been obtained with a rating of 30%, provided that a condonation is applied only once.
- (g) Learners who offer a Music programme from either the Associated Board of Royal Schools Practical Music Examination or Trinity College of London Practical Music Examination or Unisa Practical Music Examination, must obtain the following ratings:
 - (i) The Associated Board of Royal Schools Practical Music Examination: at least 65%.
 - (ii) Trinity College of London Practical Music Examination: at least 65%.

- (iii) Unisa Practical Music Examination: at least 50%.

12. Concessions

(1) Immigrants

(a) An immigrant candidate is:

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

- (ii) a person who:

- (aa) First enrolled at and entered a South African school in Grade 7 or a more senior grade, or

- (bb) having begun his or her schooling at a school in South Africa, has attended school outside South Africa for two or more consecutive years after Grade 6 or its equivalent.

- (iii) An immigrant candidate as contemplated above may offer only one (1) official language on at least First Additional Language Level and obtain a rating of 30% in that language, provided that another subject from Group B is offered in lieu of the one official language that is not offered, provided further that the immigrant candidate complies with the promotion requirements as contemplated in *paragraph 11(1)(e)*.

- (iv) 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:

- (aa) If such language is listed on Home Language level in Table B4 at Annexure A.
- (bb) In the absence of the home language of the immigrant in Table B4 at Annexure A, such a candidate may 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 Education as equivalent to Home Language level for this purpose.
- (v) To be classified as an immigrant candidate, such a candidate must be in possession of:
 - (aa) The relevant official documentation issued by the Department of Home Affairs; and
 - (bb) The relevant official documentation issued by the school where the learner entered the South African school system for the first time.

(2) Learners who experience barriers to learning

- (a) The following concessions may apply to candidates who experience the following barriers to learning:

- (i) The Deaf may offer one (1) official language at First Additional level, provided that another subject from Group B is offered in lieu of the one official language that is not offered, provided further that such Deaf candidate complies with the promotion requirements as contemplated in *paragraph 11(1)(e)*.
- (ii) Learners suffering from a mathematical disorder such as dyscalculia may be exempted from the offering of Mathematical Literacy or Mathematics, provided that another subject from Group B is offered in lieu of Mathematical Literacy or Mathematics, provided further that such candidate complies with the promotion requirements as contemplated in *paragraph 11(1)(e)*.
- (iii) *White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001)*, guides policies related to learners experiencing barriers to learning.

CHAPTER 3

ASSESSMENT

13. Assessment in Grades 10 and 11

- (1) Learners will be assessed internally according to the requirements as specified in the Subject Assessment Guidelines. The internal assessment mark allocated to assessment tasks completed during the school year will be 25% and the end-of-year assessment mark 75% of the total mark.
- (2) The end-of-the-year assessment must consist of tasks that are internally set, marked and moderated, as specified in the Subject Assessment Guidelines.

14. Assessment in Grade 12

- (1) The internal assessment mark will be 25%, and the external assessment mark 75% of the total mark, as specified in the Subject Assessment Guidelines. This requirement applies to full-time, part-time candidates and private candidates. The internal assessment will be externally moderated.
- (2) The weighting for assessment in the subject Life Orientation in Grade 12 is an exception. The internal assessment component will be 100% of the total mark. The internal assessment will be externally moderated.

15. Recording and reporting

Seven levels of competence have been described for each subject in the Subject Assessment Guidelines. These descriptions will assist teachers to assess

learners and grade them at the correct level. The various achievement levels and their corresponding percentage bands are as shown in Table 1 below. Teachers/examiners may either work from mark allocation/percentages to rating codes, or from rating codes to percentages.

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

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

16. Supplementary examinations

(1) A supplementary examination will be granted under the following conditions:

- (a) If a Grade 12 full-time candidate has not met the minimum certification requirements in the final external examination, as contemplated in *paragraphs 11 and 12*, but requires two subjects to obtain a National Senior Certificate, he or she may register for a maximum of two subjects in the supplementary examinations in the following year. These two subjects must be subjects that the candidate sat for in the previous October/November examination.

- (b) If a Grade 12 part-time candidate or a private candidate has not met the minimum promotion and certification requirements as contemplated in *paragraphs 11 and 12* in his or her final external examination, but requires only one subject to obtain a National Senior Certificate, he or she may register for a maximum of one subject in the supplementary examinations in the following year. This subject must be a subject that the candidate sat for in the previous October/November examination.
- (c) In exceptional cases, candidates who are medically unfit and as a result are absent from one or more external examinations, may have the supplementary examination regarded as part of the same sitting.
- (d) A candidate who wishes to improve his/her performance in the end-of-year examinations may register for supplementary examinations in a maximum of two subjects.
- (e) Admission to the supplementary examination is at the discretion of the Head of Department.
- (f) In cases (a) to (e) above the internal assessment of the Grade 12 year will be used, including practical/oral assessment marks where applicable.

CHAPTER 4

TIME ALLOCATION FOR SUBJECTS

17. Introduction

- (1) In terms of *Section 4* of the *Employment of Educators Act, 1998*, all school-based educators should be at school during the formal school day. Each school day should be at least seven hours, allowing for 35 hours per week.
- (2) The contact time for teaching NCS Grades 10-12 (General) for Grades 10, 11 and 12 will be 27,5 hours per week, excluding the time allocated to breaks, assemblies and extramural activities.

18. Time allocation

- (1) The 27,5 hours of teaching contact time per week must be used as follows:
 - (a) Languages: 9 hours per week, that is, 4,5 hours per week for each of the two languages;
 - (b) Mathematical Literacy or Mathematics: 4,5 hours per week;
 - (c) Life Orientation: 2 hours per week; and
 - (d) Time allocation for the Group B subjects (12,0 hours): 4,0 hours per week should be allocated to each of the three subjects comprising the Group B subjects.
- (2) Table 2 gives a summary of the time allocations.

**TABLE 2: SUMMARY OF THE TIME ALLOCATION FOR SUBJECTS
OFFERED FOR THE NCS Grades 10-12 (General)**

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

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

CHAPTER 5

REPEAL OF POLICY AND TRANSITIONAL ARRANGEMENTS

19. Repeal of policy

- (1) The NCS Grade 10-12 (General) will be introduced in 2006 in Grade 10. This means that learners entering Grade 12 in 2008 will write the NSC examination.
- (2) The policy document, a *Résumé of instructional programmes in schools, Report 550 (2001/08)* containing the programme requirements for the Senior Certificate, is repealed subject to *paragraph 21*.
- (3) The policy document, *National Curriculum Statement Grades 10-12 (General) Overview* and *National Curriculum Statement Grades 10-12 (General) Qualifications and Assessment Policy Framework*, are repealed subject to *paragraph 21*.

20. Transitional arrangements

- (1) Unsuccessful Senior Certificate candidates in the Senior Certificate examination of 2007, as well as part-time candidates already enrolled for the Senior Certificate, will be given an opportunity until March 2011 to complete the Senior Certificate programme. All Senior Certificate subjects successfully completed prior to 2006 will be recognised for the issuing of the Senior Certificate until March 2011.
- (2) No new enrolments of full-time or part-time learners will be accepted in Grades 10 for any subjects of Report 550 from 1 January 2006.

- (3) All learners in Grade 10 in 2006 will offer the NCS grades 10 – 12 (General).
- (4) A candidate who has enrolled for the Senior Certificate examination at any accredited assessment body prior to the promulgation of this policy, and who has received a certificate from either the South African Certification Council, or Umalusi, the Council for General and Further Education and Training Quality Assurance, indicating that the candidate obtained certain credits, shall retain such subject credits for the NSC.
- (5) The Minister may, if deemed necessary, in terms of *Sections 3(4)(l) and 7 of the National Education Policy Act, 1996 (Act No. 27 of 1996)*, amend the transitional arrangements as contemplated in paragraph 20. Should the Minister regard it as essential that such amendments to the transitional arrangements be regulated, she may promulgate such regulations in terms of *Section 61 of the South African Schools Act, 1996 (Act. No. 84 of 1996)*.

21. Commencement and date of implementation

This policy will commence on the day of its promulgation in the Government Gazette and becomes effective from January 2006 in Grades 10, January 2007 in Grade 11 and January 2008 in Grade 12.

DEFINITIONS

applied competence - the ability to put into practice in the relevant context the exit-level Learning Outcomes and Assessment Standards required for obtaining the qualification.

assessment body – a body approved by the Minister of Education to conduct the external assessment of all or some of the subjects for the NCS Grades 10 – 12 (General).

condonation - the waiving of promotion requirements in the case of a learner who comes very close to meeting such requirements

full-time candidate - is a learner who has enrolled for tuition and who offers a NSC in a full-time capacity at a public or independent school or any other registered institution and who presents seven (7) subjects in terms of the NSC requirements. Such a candidate must fulfill all internal assessment requirements, including oral and practical requirements where applicable.

grade - means that part of an educational programme, which a learner may complete in one school year, or any other education programme, which the Member of the Executive Council (MEC) may deem to be equivalent thereto.

Head of Department - refers to the Head of a provincial education department.

Head of the Institution - refers to the educator appointed as principal or acting as principal of a school or the head of any other registered learning institution.

immigrant candidate - refers to a learner who enters the South African school system at a late stage and as a result thereof was not exposed to the full spectrum of all

the South African official languages. Such a candidate will under certain conditions be exempted from complying with the language requirements of the NSC (General).

independent school - is in terms of the *South African Schools Act, 1996 (Act No. 84 of 1996)* as amended and the *Further Education and Training Act, 1998 (Act No. 98 of 1998)*, a school or learning institution or distance learning college not registered as a public school or Adult Basic Education and Training (ABET) centre at a provincial education department.

language levels – refers to all official and non-official languages and may be offered at the following three levels, namely Home Language, First Additional Language and Second Additional Language. Home Language is first acquired by children through immersion at home, the language in which they think. First Additional language provides for levels of language proficiency that meet the threshold levels necessary for effective learning across the curriculum. In the Second Additional Language the emphasis is on listening and speaking skills.

learner - refers to any person, including part-time learners, receiving education at a public or independent school or learning institution linked to an accredited assessment body.

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

National Senior Certificate – is a certificate that will be awarded in 2008 for the first time to candidates who comply with the national policy requirements set out in this document.

part-time candidate - is a person who does not receive full-time tuition, and may register for a maximum six of the seven required subjects for the NSC in a single examination sitting.

promotion - the progression of a learner from one grade to the next when that learner meets the minimum requirements for the achievement of outcomes in the particular grade.

qualification - a planned combination of exit-level Learning Outcomes and Assessment Standards, which has a defined purpose and that is intended to provide learners with applied competence and a basis for further learning. This culminates in the formal recognition of learning achievement through the award of a formal certificate.

school - in this document, a 'school' is a public school or an independent school which enrolls learners in Grades 10 to 12.

Subject Assessment Guidelines - Guideline documents that specify the internal and external assessment requirements for each of the listed subjects in the NCS Grades 10-12 (General).

Umalusi - Umalusi, the Council for Quality Assurance in General and Further Education and Training established in terms of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

ANNEXURE A

NATIONALLY APPROVED SUBJECTS THAT COMPLY WITH THE REQUIREMENTS OF THE NCS GRADES 10 – 12 (GENERAL)

No	Organising fields of learning	Subjects
1.	Agriculture and Nature Conservation	Agricultural Management Practices; Agricultural Sciences; Agricultural Technology
2.	Culture and Arts	Dance Studies; Design; Dramatic Arts; Music; Visual Arts.
3.	Business, Commerce and Management Studies	Accounting; Business Studies; Economics
4.	Communication Studies and Language	All official languages, and a number of non-official languages
5.	Education, Training and Development	
6.	Manufacturing, Engineering and Technology	Civil Technology; Electrical Technology; Mechanical Technology; Engineering Graphics and Design
7.	Human and Social Studies	Religion Studies; Geography; History; Life Orientation
8.	Law, Military Science and Security	
9.	Health Sciences and Social Services	

No	Organising fields of learning	Subjects
10.	Physical, Mathematical, Computer and Life Sciences	Computer Applications Technology; Information Technology; Life Sciences; Mathematical Literacy; Mathematics; Physical Sciences
11.	Services	Consumer Studies; Hospitality Studies; Tourism.
12.	Physical Planning and Construction	

ANNEXURE B

NATIONALLY APPROVED SUBJECTS THAT COMPLY WITH THE PROGRAMME REQUIREMENTS OF THE NCS GRADES 10 – 12 (GENERAL)

GROUP A

**TABLE A1: OFFICIAL LANGUAGES AT HOME AND FIRST
ADDITIONAL LEVEL**

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Afrikaans Home Language	04010012	04010023	04010034
Afrikaans First Additional Language	04020042	04020053	04020064
English Home Language	04010102	04010113	04010124
English First Additional Language	04020132	04020143	04020154
IsiNdebele Home Language	04010192	04010203	04010214
IsiNdebele First Additional Language	04020222	04020233	04030244
IsiXhosa Home Language	04010282	04010293	04010304
IsiXhosa First Additional Language	04020312	04020323	04020334
IsiZulu Home Language	04010372	04010383	04010394
IsiZulu First Additional Language	04020402	04020413	04020424
Sepedi Home Language	04010462	04010473	04010484
Sepedi First Additional Language	04020492	04020503	04020514
Sesotho Home Language	04010552	04010563	04010574
Sesotho First Additional Language	04020582	04020593	04020604
Setswana Home Language	04010642	04010653	04010664
Setswana First Additional Language	04020672	04020683	04020694
SiSwati Home Language	04010732	04010743	04010754
SiSwati First Additional Language	04020762	04020773	04020784

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

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Tshivenda Home Language	04010822	04010833	04010844
Tshivenda First Additional Language	04020852	04020863	04020874
Xitsonga Home Language	04010912	04010923	04010934
Xitsonga First Additional Language	04020942	04020953	04020964

TABLE A2: MATHEMATICAL SCIENCES

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Mathematical Literacy	10030012	10030023	10030034
Mathematics	10040042	10040053	10040064

TABLE A3: HUMAN AND SOCIAL STUDIES

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Life Orientation	07050012	07050023	07050034

GROUP B**TABLE B1: AGRICULTURE**

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Agricultural Management Practices	01060012	01060023	01060034
Agricultural Science	01060042	01060053	01060064
Agricultural Technology	01060072	01060083	01060094

TABLE B2: CULTURE AND ARTS

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Dance Studies	02060012	02060023	02060034
Design	02060042	02060053	02060064
Dramatic Arts	02060072	02060083	02060094
Music	02060102	02060113	02060124
Visual Arts	02060132	02060143	02060154

TABLE B3: BUSINESS, COMMERCE AND MANAGEMENT STUDIES

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Accounting	03060012	03060023	03060034
Business Studies	03060042	03060053	03060064
Economics	03060072	03060083	03060094

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	04060072	04060083	04060094
English Second Additional Language	04060162	04060173	04060184
IsiNdebele Second Additional Language	04060252	04060263	04060274
IsiXhosa Second Additional Language	04060342	04060353	04060364
IsiZulu Second Additional Language	04060432	04060443	04060454
Sepedi Second Additional Language	04060522	04060533	04060544
Sesotho Second Additional Language	04060612	04060623	04060634
Setswana Second Additional Language	04060702	04060713	04060724
SiSwati Second Additional Language	04060792	04060803	04060814

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

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Tshivenda Second Additional Language	04060882	04060893	04060904
Xitsonga Second Additional Language	04060972	04060983	0406994
Arabic Second Additional Language	04061002	04061013	04061024
French Second Additional Language	04061032	04061043	04061054
German Home Language	04061062	04061073	04061084
German Second Additional Language	04061092	04061103	04061114
Gujarati Home Language	04061122	04061133	04061144
Gujarati First Additional Language	04061152	04061163	04061174
Gujarati Second Additional Language	04061182	04061193	04061204
Hebrew Second Additional Language	04061212	04061223	04061234
Hindi Home Language	04061242	04061253	04061264
Hindi First Additional Language	04061272	04061283	04061294
Hindi Second Additional Language	04061302	04061313	04061324
Italian Second Additional Language	04061332	04061343	04061354
Latin Second Additional Language	04061362	04061373	04061384
Portuguese Home Language	04061392	04061403	04061414
Portuguese First Additional Language	04061422	04061433	04061444
Portuguese Second Additional Language	04061452	04061463	04061474
Spanish Second Additional Language	04061482	04061493	04061504
Tamil Home Language	04061512	04061523	04061534
Tamil First Additional Language	04061542	04061553	04061564
Tamil Second Additional Language	04061572	04061583	04061594
Telegu Home Language	04061602	04061613	04061624
Telegu First Additional Language	04061632	04061643	04061654
Telegu Second Additional Language	04061662	04061673	04061684

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

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Urdu Home Language	04061692	04061703	04061714
Urdu First Additional Language	04061722	04061733	04061744
Urdu Second Additional Language	04061752	04061763	04061774

TABLE B5: ENGINEERING AND TECHNOLOGY

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Civil Technology	06060012	06060023	06060034
Electrical Technology	06060042	06060053	06060064
Mechanical Technology	06060072	06060083	06060094
Engineering Graphics and Design	06060102	06060113	06060124

TABLE B6: HUMAN AND SOCIAL STUDIES

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Geography	07060042	07060053	07060064
History	07060072	07060083	07060094
Religion Studies	07060102	07060113	07060124

TABLE B7: PHYSICAL, MATHEMATICAL, COMPUTER AND LIFE SCIENCES

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Computer Applications Technology	10060072	10060083	10060094
Information Technology	10060102	10060113	10060124
Life Sciences	10060132	10060143	10060154
Physical Sciences	10060162	10060173	10060184

TABLE B8: SERVICES

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Consumer Studies	11060012	11060023	11060034
Hospitality Studies	11060042	11060053	11060064
Tourism	11060072	11060083	11060094

ANNEXURE C

RECOGNITION OF SUBJECTS NOT LISTED IN THE NATIONAL CURRICULUM STATEMENT GRADES 10-12 (GENERAL)

C.1 THE STATUS OF SUBJECTS OFFERED BY OTHER ASSESSMENT BODIES

Candidates may offer a maximum of one subject developed by accredited assessment bodies other than the Department of Education, provided that such a subject is accommodated in national education policy. A maximum of 20 credits may be allocated to such subjects. Accredited providers that wish to offer their subjects as part of the National Curriculum Statement Grades 10-12 (General) may do so, subject to the approval of the Department of Education.

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

C.2 SUBJECTS OF OTHER ASSESSMENT BODIES THAT ARE APPROVED BY THE MINISTER OF EDUCATION

SUBJECT	NUMBER
Associated Board of Royal Schools of Music Practical Music Examination Grade 6	02070014
Associated Board of Royal Schools of Music Practical Music Examination Grade 7	02070024
Associated Board of Royal Schools of Music Practical Music Examination Grade 8	02070034

SUBJECT	NUMBER
Associated Board of the Royal Schools of Music Practical Music Examination Performer's Diploma	02070134
Associated Board of Royal Schools of Music Performer's Licentiate in Music	02070044
Trinity College of London Practical Music Examination Grade 6	02070054
Trinity College of London Practical Music Examination Grade 7	02070064
Trinity College of London Practical Music Examination Grade 8	02070074
Trinity College of London (TCL) Performer's Certificate, Associate	02070144
Trinity College of London (TCL) Performer's Certificate	02070154
Trinity College of London Performer's Licentiate in Music	02070084
UNISA Practical Music Examination Grade 6	02070094
UNISA Practical Music Examination Grade 7	02070104
UNISA Practical Music Examination Grade 8	02070114
UNISA Performer's Licentiate in Music	02070124

Learners who offer the Associated Board of Royal Schools, Trinity College of London or UNISA Practical Music Examination, Grades 6, 7, 8, or the Performer's Certificate, Associate (Trinity), or Performer's Licentiate in Music must comply with the prerequisite theoretical components as offered by the respective three institutions, namely the Associated Board of Royal Schools, Trinity College of London and UNISA, namely Grades 6 for the Theory of the Associated Board of Royal Schools and Trinity College of London, and Grade 5 for UNISA.

ANNEXURE D

SUBJECT CODING FOR ASSESSMENT PURPOSES

D.1 Subjects

The subject codes for the subjects listed in Annexures A and B consist of eight digits that have the following meaning:

- first and second digits: NQF organising field (up to two digits) (Table D1);
- third and fourth digits: the subject groupings, as defined below (Table D2);
- fifth, sixth and seventh digits: unique subject codes within each NQF organising field; and
- eighth digit: NQF level of the subject.

Table D1 NQF organising fields as they relate to the subject coding system
Digit NQF Organising Field

DIGIT	NQF ORGANISING FIELD
01	Agriculture and Nature Conservation
02	Arts and Culture
03	Business, Commerce and Management Studies
04	Communication and Language Studies
05	Education, Training and Development
06	Manufacturing, Engineering and Technology
07	Human and Social Studies
08	Law, Military Science and Security
09	Health Science and Social services
10	Physical, Mathematical, Computer and Life Sciences
11	Services
12	Physical Planning and Construction

Table D2 Subject Groupings

DIGIT	SUBJECT GROUP
1	Group A Official Languages at Home Language level
2	Group A Official Languages at First Additional Level
3	Group A Mathematical Literacy
4	Group A Mathematics
5	Group A Life Orientation
6	Group B Subjects
7	Subjects from other assessment bodies recognised by the Department of Education to be offered as Group B subjects

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