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

- 488 National Education Policy Act (27/1996) and the South African Schools Act (84/1996): The development of a policy for the Further Education and Training Certificate (FETC) Grades 10–12 (General): Call for written submissions from stakeholder bodies and members of the public.....

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GOVERNMENT NOTICE

DEPARTMENT OF EDUCATION

No. 488

24 May 2005

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

THE DEVELOPMENT OF A POLICY FOR THE FURTHER EDUCATION AND TRAINING CERTIFICATE (FETC) GRADES 10-12 (GENERAL): CALL FOR WRITTEN SUBMISSIONS FROM STAKEHOLDER BODIES AND MEMBERS OF THE PUBLIC

1. INTRODUCTION

On 16 September 2003 the National Curriculum Statement (NCS) Grades 10-12 (General) was, with the concurrence of Cabinet, declared national policy and published by means of a *Government Notice*, No. 1407, in the *Government Gazette* Vol. 460, No. 25545 of 6 October 2003.

It has, however, become necessary to amend the Qualifications and Assessment Policy Framework of the NCS Grades 10-12 (General) with the aim of separating the qualifications and assessment components of the said document.

Subsequent to the above decision, a new policy document, namely *A policy for the Further Education and Training Certificate (FETC) Grades 10-12 (General)* has been developed as part of the NCS Grades 10-12 (General) with the aim of replacing the existing Qualifications and Assessment Policy Framework.

In this spirit, 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)*, invite stakeholder bodies and members of the public with an interest in Further Education and Training, to comment on the policy document, *A policy for the Further Education and Training Certificate (FETC) Grades 10-12 (General)* as set out in the Schedule.

2. SUBMISSIONS

It would greatly assist the Department of Education if all submissions could be prepared under the headings below. If you do not wish to comment under a particular heading, please indicate "No comment".

2.1 Chapter 1

- (a) Entrance requirements
- (b) Programme and promotion requirements for Grades 10-12
- (b) Duration and general requirements of the FETC (General)
- (c) Changing subjects in the FETC

2.2 Chapter 2

- (a) Rules of combination and programme requirements
- (b) Limitations
- (c) Promotion requirements
- (d) Concessions
- (e) Learners who experience barriers to learning

2.3 Chapter 3

- (a) Internal and external assessment
- (b) Reporting and recording
- (c) Supplementary examination

2.4 Chapter 4

- (a) Time allocation

2.5 Chapter 5

- (a) Transitional arrangements

2.6 General comments

3. CLOSING DATE

The closing date for the receipt of comments is **Friday, 17 June 2005**.

4. ADDRESS FOR SUBMISSIONS

Please send or deliver your submission to:

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Department of Education

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GNM Pandor, MP

Minister of Education

SCHEDULE



education

Department of Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CURRICULUM STATEMENT

GRADES 10-12

(GENERAL)

**POLICY FOR THE FURTHER EDUCATION AND
TRAINING CERTIFICATE (FETC) GRADES 10-12
(GENERAL)**

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ACRONYMS

CASS	Continuous Assessment
FET	Further Education and Training
FETC	Further Education and Training Certificate
GET	General Education and Training
GETC	General Education and Training Certificate
HE	Higher Education
LOLT	Language of Learning and Teaching
NCS	National Curriculum Statement
NQF	National Qualifications Framework
OBE	Outcomes-Based Education
SAQA	South African Qualifications Authority

INTRODUCING THE POLICY FOR THE FURTHER EDUCATION AND TRAINING CERTIFICATE (FETC) GRADES 10-12 (GENERAL)

1. Purpose of this document

- (1) This policy for Further Education and Training (FET) Grades 10-12 (General) describes the regulations, rules and provisos for the award of the Further Education and Training Certificate (FETC) (General) at Level 4 of the National Qualifications Framework (NQF). The FETC (General) is to be awarded for the achievement of exit level learning outcomes stipulated in the National Curriculum Statement Grades 10-12 (General).
- (2) This policy is set 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) This qualification will be offered by full-time learners, as well as part-time learners. These learners will offer subjects selected largely from the subjects listed in Annexure A. For this purpose full-time and part-time candidates are defined as follows:
 - (a) A full-time learner is a learner who has enrolled for tuition and who offers a FETC (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 FETC (General) programme requirements. Such a candidate must fulfil all internal assessment requirements, including oral and practical requirements where applicable.

- (b) A part-time learner is a learner who does not receive full-time tuition, and may only register for a maximum six (6) of the seven (7) required subjects for the FETC (General) in a single examination sitting. Part-time learners who are attached to a learning institution or distance learning centre could substitute the portfolio assessment component with a course work component as part of their final examination.

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

- (a) represent a planned combination of Learning Outcomes that has a defined purpose or purposes, and which is intended to provide qualifying learners with applied competence and a basis for further learning;
- (b) add value to the qualifying learner in terms of enrichment of the person;
- (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

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

4. Programme and promotion requirements for Grades 10-12

The programme and programme requirements stipulated in this document are applicable to all three Grades, namely Grades 10, 11 and 12.

5. Duration and general requirements of the FETC (General)

(1) The duration of the FETC (General) programme is three (3) years, namely Grades 10, 11 and 12. To obtain an FETC (General) learners must:

- (a) Enrol 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 and external assessment requirements of Grades 10, 11 and 12 as contemplated in the Subject Statements and the Subject Assessment Guidelines of the various subjects listed in the National Curriculum Statement Grades 10-12 (General).

6. Changing subjects in the FET band

(1) Should a learner wish to change one or more subjects in his or her Grade 10 year, such a learner would have to give evidence of having achieved the Learning Outcomes of the new subjects at the conclusion

of Grade 10. Teachers would ensure that assessment tasks of the subject to which the learner is changing, show that the learner has achieved the Grade 10 Learning Outcomes before the learner could proceed with Grade 11.

- (2) Learners may not change a combination of subjects once they have enrolled for the Grade 11 programme. Learners may not change any subject(s) in Grade 12 and may therefore only offer those subjects assessed in Grade 11. In exceptional cases learners may apply in writing to the Head of the relevant assessment body to change subjects.

CHAPTER 2

PROGRAMME AND PROMOTION REQUIREMENTS OF THE FETC (GENERAL)

7. Learning fields as a subject organising principle

The development of the National Curriculum Statement Grades 10-12 (General) uses the National Qualifications Framework (NQF) twelve Learning Fields for organising purposes and for registration on the NQF. These fields are “organising fields” 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. The fields listed at Annexure A, are used for subject registration, classification and grouping purposes.

8. Rules of subject combination

- (1) The approved subjects for the FETC (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* below, must select four (4) subjects, namely two official languages, Mathematical Literacy or Mathematics, and Life Orientation from **Group A**, and a minimum of any three (3) subjects from **Group B**.
- (2) Schools will predominantly offer subjects selected from **Group A** and **Group B**, that is, subjects approved for the National Curriculum Statement Grades 10-12 (General). Specialised schools with the required infrastructure and expertise may also offer subjects that meet

the requirements of the Further Education and Training Certificate (FETC) (Vocational).

9. Programme requirements

- (1) Subject to *paragraphs 1* above and 11 and 20 below, an FETC (General) shall be issued to a candidate who has complied with the following requirements of Grades 10 – 12:
 - (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, that is, over and above the two official languages contemplated in *paragraph 9(1)(a)(i)* above, may be offered from both Tables A1 and B4.

10. Limitations

- (1) A candidate presenting the minimum requirements for the FETC (General), as outlined in *paragraph 9* above, shall not be allowed to offer more than four languages selected from Tables A1 and B4, including the languages contemplated in *paragraph 9(1)(a)(i)*.
- (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 may be taken from any other assessment body as approved by the Minister of Education to meet the requirements of three (3) Group B subjects as contemplated in *paragraph 9(1)(a)(iv)* above.
- (6) At present a candidate may offer only one of the subjects listed in Annexure C as part of a seven-subject programme.
- (7) In the case of learners offering either the Unisa Practical Music Examination or the Associated Board of Royal Schools Practical Music Examination or Trinity College of London Practical Music Examination, only the highest achievement obtained will be indicated on the FETC.

- (8) The provision for the offering of the current 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 be terminated with the Senior Certificate from 2006 and may therefore not be offered as part of the FETC (General) qualification.

11. Promotion 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 FETC (General) shall be issued to a candidate who is not an immigrant and who has complied with the following promotion requirements:
- (a) Obtained at least 'Adequate Achievement' in the required official language on Home Language level as contemplated in *paragraph 9(2)(a)(i)* above.
 - (b) Obtained at least 'Elementary Achievement' 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 'Elementary Achievement' in Mathematical Literacy or Mathematics as contemplated in *paragraph 9(2)(a)(ii)* above.
 - (d) Obtained at Least 'Adequate Achievement' in Life Orientation as contemplated in *paragraph 9(2)(a)(iii)* above.

- (e) Obtained at least 'Adequate Achievement' in one (1) of the remaining three (3) subjects and at least 'Elementary Achievement' in two (2) subjects as contemplated in *paragraph 9(2)(a)(iv)* above.
- (f) A condonation of a maximum of one subject at 'Not Achieved' level in the three (3) non-compulsory subjects is allowed, provided the candidate obtains a rating of at least 25 per cent at 'Not Achieved' level. A condonation may only be applied once.
- (g) Schools that do not offer the subject Music, but the Unisa Practical Music Examination, must obtain at least 'Moderate Achievement' (50 per cent) in this Practical Music Examination.
- (h) Schools that do not offer the subject Music, but the Associated Board of Royal Schools or Trinity College of London Practical Music Examinations, must obtain at least 'Substantial Achievement' (65 per cent) in both these Practical Music Examinations.

12. Concessions

An immigrant candidate is:

- (1) a child or a dependent of a diplomatic representative of a foreign government accredited in South Africa; or
- (2) a person who:
 - (a) first entered a South African school in Grade 7 or a more senior grade (that is, enrolled in and attended a South African school),
or

- (b) 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.
- (3) An immigrant candidate as contemplated above may offer only one official language on at least First Additional Language Level and obtain a rating of elementary level in that language, provided that another subject is offered in lieu of the one language that is not offered.
- (4) To be classified as an immigrant candidate, such a candidate must be in possession of:
 - (a) The relevant official documentation issued by the Department of Home Affairs; and
 - (b) The relevant official documentation issued by the school where the learner entered the South African school system for the first time.

13. Learners who experience barriers to learning

- (1) The following concessions in respect of Languages may be applied to candidates who experience barriers related to aural impairment, aphasia and dyslexia:
 - (a) In cases where two languages are required, only one language, at Home Language Level needs to be offered, provided that another subject is offered in lieu of the one language that is not offered.
 - (b) In cases of learners with aural impairment, whose language of instruction is not their home language, the language referred to

in *paragraph 13(1)(a)* above may be offered at First Additional Level.

- (2) Learners suffering from dyscalculia may be exempted from the offering of Mathematical Literacy or Mathematics, provided that another subject is offered in lieu of Mathematical Literacy or Mathematics.
- (3) The Department of Education's commitment to the central principles of the Constitution is founded on the recognition that a new single integrated education and training system must be based on equity, access, redress of past imbalances and a progressive improvement of the quality of education.
- (4) *White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System*, released by the Ministry in 2001, guides policies related to learners experiencing barriers to learning.

CHAPTER 3

ASSESSMENT

14. Internal and External Assessment

- (1) Assessment of learning for promotion or certification in the FETC consists of two components of assessment, namely a portfolio of evidence of achievement gathered during the school year, and end-of-year-examinations.
- (2) Assessment in Grades 10 and 11:
 - (a) Learners will be assessed internally according to the requirements as specified in the Subject Assessment Guidelines.
 - (b) The end-of-the-year-examinations must consist of written or practical assessment tasks that are internally set, marked and moderated.
- (3) Assessment in Grade 12:
 - (a) The portfolio of evidence mark will be 25%, and the final external examination mark 75% of the total mark.
 - (b) Subjects with a prescribed subject specific practical assessment component may contribute a further 25%, over and above the portfolio of evidence mark to the total portfolio of evidence assessment mark of Grades 10-12. In this case, the Grade 12 final external examination mark will be 50% of the total mark.

- (c) The weighting for assessment in the subject Life Orientation in Grade 12 is an exception. The internal assessment component, which could be a combination of the portfolio of evidence and the prescribed subject specific practical assessment component, will be 100% of the mark on the report card, or of the promotion mark. In Grade 12 Life Orientation portfolios of evidence will be externally moderated.

15. Recording and reporting

Seven levels of competence have been described for each subject. 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 rubrics, or from rubrics to percentages.

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

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

16. Supplementary examination

- (1) A supplementary examination will be granted under the following conditions:
 - (a) If a Grade 12 candidate has not met the minimum certification requirements in the final external examination, as contemplated in *paragraphs 11 and 12*, but requires one subject to obtain a final certification he or she may register for a maximum of two subjects in the supplementary examinations in the year following the final external examination.
 - (b) In exceptional cases candidates, who are medically unfit or absent for other valid reasons, may have the supplementary assessment regarded as part of the same sitting.
 - (c) A candidate that does not satisfy the higher education faculty/department/subject requirements will be allowed to register for a maximum of two subjects.
 - (d) In the case of a death in the family or other special reasons for absence, admission to the supplementary examination is at the discretion of the Head of Department.
 - (e) In the above cases the internal assessment portfolio of evidence of the previous Grade 12 year will be used.

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 policy document, *National Policy Regarding Instructional Time for School Subjects, Government Notice 1473 (Government Gazette 20692)*, of 10 December 1999, indicates that 27,5 hours must be devoted to teaching time for the Senior Certificate programme. This is adhered to for Grades 10, 11 and 12 in the Further Education and Training band. The actual contact time for teaching will be 27,5 hours per week, excluding the hours per week allocated to breaks, assemblies and extramural activities.

18. Time allocation

- (1) The 27,5 hours of teaching contact time per week should 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 (3) subjects comprising the compulsory optional subjects.

- (2) Table 2 gives a summary of the time allocations.

**TABLE 2: SUMMARY OF THE TIME ALLOCATIONS FOR
SUBJECTS OFFERED FOR THE FURTHER EDUCATION AND
TRAINING CERTIFICATE (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
Compulsory optional subjects (3 x 4h)	12,0
Total	27,5

- (3) The allocated 27,5 hours per week may only be utilised for the minimum required FET (General) subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects required. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects. School management teams should design appropriate school timetables based on the allocated 27,5 hours.

CHAPTER 5

REPEAL OF POLICY AND TRANSITIONAL ARRANGEMENTS

19. Repeal of policy

- (1) The Senior Certificate will be replaced by the FETC (General) from January 2008.
- (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 20*.

20. Transitional arrangements

- (1) Learners taking Mathematical Literacy will be exempted from having to satisfy the rating of 'Elementary Achievement' to obtain the FETC (General) until a date determined by the Minister of Education, provided they have obtained a sub-minimum of 25 per cent in Mathematical Literacy.
- (2) Learners taking the following agriculture subjects listed in Table B1 in Annexure B as part of their FETC programme from 2007 will be allowed to do so, provided that the Grade 10 year in 2006 will be used as a general orientation to these subjects:
 - (a) Agricultural Management Practices; and
 - (b) Agricultural Technology.
- (3) Learners taking the following technology subjects listed in Table B5 in Annexure B as part of their FETC programme from 2007 will be

allowed to do so provided that the Grade 10 year in 2006 will be used as a general orientation to these subjects:

- (a) Civil Technology;
 - (b) Electrical Technology;
 - (c) Mechanical Technology; and
 - (d) Engineering Graphics and Design.
- (4) 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.
- (5) No new enrolments of full- or part-time learners in Grades 10-12 for any subjects of the Senior Certificate will be accepted from 1 January 2006.
- (6) Grade 10 and 11 learners who are unsuccessful in the Grade 10 final examination of 2005 and the Grade 11 final examination of 2006 respectively will have to convert to the National Curriculum Statement Grades 10-12 (General) programme.
- (7) 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 credits for the FETC examination.

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.

GLOSSARY

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

articulation - the movement of learners, on successful completion of prerequisites, between different pathways of the education and training delivery system

assessment body - the department of education or any other body registered with Umalusi, the Council for General and Further Education and Training Quality Assurance as a body responsible for conducting external assessment.

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

course work – an assessment task in the final FETC examination for part-time learners, based on work covered in the portfolios of evidence produced by full-time candidates.

department - in this document, an 'education department' is a national or provincial education department.

examination - is a component of the assessment process and refers to the culmination of the summative assessment process when learners in Grades 10 - 12 are subjected to a final sitting at the end of the year.

full-time candidate - is a learner who has enrolled for tuition and who offers a FETC (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 FETC (General) programme requirements. Such a candidate must fulfil all internal

assessment requirements, including oral and practical requirements where applicable.

Further Education and Training Certificate (General) - is a certificate that will be awarded not before 2008 as an final exit qualification at the end of Grade 12 to candidates who have complied with national education policy as stipulated in this document.

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 or corresponding designation - refers to the Head of a provincial education department or an independent assessment body.

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.

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. Such school or institution may or may not participate in assessment under the auspices of a provincial education department or national department of education as assessment body.

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.

part-time candidate - is a person who does not receive full-time tuition, and may only register for a maximum six (6) of the seven (7) required subjects for the FETC (General) in a single examination sitting. Part-time learners who are attached to a

learning institution or distance learning centre could substitute the portfolio assessment component with a course work component as part of their final examination.

Personnel Administration Measures (PAM) - is the policy document which outlines and governs the remuneration and other service conditions of educators employed in terms of the *Employment of Educators Act, 1998 (Act No. 76 of 1998)*

portfolio of evidence - means any assessment conducted by the institution, the outcomes of which count towards the achievement of a qualification. Portfolio of evidence thus refers to School-Based Assessment or Site-Based Assessment, Continuous Assessment (CASS) and Performance Assessment that form part of the final assessment.

practical component - the ability to consider a range of possibilities for action, to make considered decisions about which possibility to follow, and to perform the chosen action

promotion - the elevation 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 Guideline - Guideline documents that will 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 General and Further Education and Training Quality Assurance 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 FETC (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	

**NATIONALLY APPROVED SUBJECTS THAT COMPLY WITH
THE REQUIREMENTS OF THE FETC (GENERAL) (CONT.)**

No	Organising fields of learning	Subjects
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	
10.	Physical, Mathematical, Computer and Life Sciences	Computer Applications Technology; Information Technology; Life Sciences; Mathematical Literacy; Mathematics Physical Science
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 FETC (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 SCIENCES

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 Science	10060132	10060143	10060154
Physical Science	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 EXAMINING BODIES

Candidates may offer a maximum of one subject developed by other accredited examining bodies, 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* will be the only subjects from other accredited examining 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 EXAMINING BODIES THAT ARE APPROVED BY THE MINISTER OF EDUCATION

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

SUBJECT	NUMBER
Associated Board of Royal Schools 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 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. These options are for learners in schools where Music is not offered as a subject.

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 examining bodies recognised by the Department of Education and accredited by Umalusi to be offered as Group B subjects

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