
GOVERNMENT NOTICE

DEPARTMENT OF BASIC EDUCATION

No. R. 913

19 November 2014

REGULATION NOTICE OF 2014

DEPARTMENT OF BASIC EDUCATION

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

CALL FOR WRITTEN SUBMISSIONS FROM STAKEHOLDER BODIES AND MEMBERS OF THE PUBLIC ON THE DRAFT AMENDMENT REGULATIONS PERTAINING TO THE NATIONAL CURRICULUM STATEMENT GRADES R-12

1. I, Angelina Matsie Motshekga, Minister of Basic Education, hereby, in terms of *section 61(c) and (d) of the South African Schools Act, 1996 (Act. No. 84 of 1996)* and after consultation with the Council of Education Ministers give my intention to amend the:
 - (a) *Regulations pertaining to the National Curriculum Statement Grades R-12, promulgated as Government Notice 1114 in Government Gazette No. 36041 of 28 December 2012 (Schedule 1); and*
 - (b) *Regulations pertaining to the conduct, administration and management of the National Senior Certificate examination, promulgated as Government Regulation Notice No. R872 in Government Gazette No. 31337 of 29 August 2008 (Schedule 2).*
2. In view of this, I invite stakeholder bodies and members of the public to comment on the relevant regulation change as set out in the **Schedules 1 and 2.**

SUBMISSIONS

3. It would greatly assist the Department of Basic Education if all submissions could be prepared under the headings of the various Regulations listed in the **Schedules**. If you do not wish to comment under a particular Regulation, please indicate "No comment".

CLOSING DATE

4. The closing date for the receipt of comments is set as **21 days** after publication of this Notice.

ADDRESS FOR SUBMISSIONS

5. Please send your submission to:

Mr SP Govender

Chief Director

For Attention:

Ms M Coetzee

Private Bag X895

PRETORIA, 0001

Or

Fax: 012 328 9828

E-mail: coetzee.m@dbe.gov.za

6. The name, address, telephone number and fax number of the person or organisation responsible for submitting comments must be provided.

MRS AM MOTSHEKGA, MP

MINISTER OF BASIC EDUCATION

DATE:

DEPARTMENT OF BASIC EDUCATION 2014

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

APPROVAL OF THE AMENDMENTS TO THE REGULATIONS 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 these regulations “the Regulations” means the regulations published as *Government Notice 1114 in Government Gazette No. 36041 of 28 December 2012 as amended as-*

Government Notices 499 and 500 in Government Gazette, No. 36465 dated 17 May 2013;

Government Notice 564 in Government Gazette, No. 37840 dated 18 July 2014;

Government Notices 625 and 626 in Government Gazette, No. 37910 dated 13 August 2014;

Amendment of Regulation 2 of the Regulations

2. Regulation 2 is hereby amended by-
- (a) the insertion, after the definition of “Department of Basic Education”, of the following definition-
- “Deaf learner” – means a learner who is either in a special school in terms of section 5(6) of the South African Schools Act, 1996 (Act No. 84 of 1996), or in an ordinary school where he or she has been assessed and verified by a registered health professional as Deaf. Such a Deaf learner may, in terms of section 6(4) of the South African Schools Act, 1996, offer South African Sign Language, which has the status of an official language for the purposes of learning, as a language of learning and teaching in lieu of the second required official language.”;
- (b) the insertion, after the definition of a “teacher file”, of the following definitions-
- “technical school – means a focussed secondary school with a specialised infrastructure and specialised resources for the completion of the practical component of at least two of the following technology subjects, namely Civil Technology, Electrical Technology and Mechanical Technology, as well as Engineering Graphics and Design.”;
- “technology subject (specialisation)” - means a focused technology subject with content matter related to industry of which specific aspects are assessed by means of a practical assessment task or practical examination. In this policy the technology subjects with specialisation are: Civil Technology, Electrical Technology, Mechanical Technology and Engineering Graphics and Design.”;

Amendment of Regulation 5 of the Regulations

4. Regulation 5 is hereby amended by-

(a) the insertion, after sub-regulation (1)(a)(i) of the following sub-regulation-

“(a)(iA) Deaf learners may introduce South African Sign Language at Home Language level listed in Table 1A of the policy document, *National Policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*”;

(b) the insertion, after sub-regulation (1)(b) of the following sub-regulations-

“(bA) Independent schools must comply with the minimum outcomes and standards regarding the programme requirements of the subjects listed in sub-regulation (a), namely the overview of the relevant subject content, as contemplated in section 2 of the applicable Curriculum and Assessment Policy Statement, provided they have comparable content sequencing principles in place as listed in sections 2 and 3 of the said policy document.”

“(bB) Should an independent school’s performance not meet the required performance targets as stipulated by the relevant authority, such a school must comply with all subject requirements as stipulated in sections 2 and 3 of the *Curriculum and Assessment Policy Statements*”.

(c) the insertion, after sub-regulation (1)(c)(i) of the following sub-regulation-

“(c)(iA) Deaf learners may select South African Sign Language at Home Language level in lieu of the official language at First Additional Language level as contemplated in *sub-regulation (c)(ii)*”;

(d) the substitution for sub-regulation (2)(a)(i) of the following sub-regulation-

“(2)(a)(i) Two (2) official languages, provided that one of the two official languages is offered on the Home Language level, and the other official language on at least First Additional Language level, and provided further that one of the two languages offered is the language of learning and teaching or the language of literacy in the case of Deaf Learners”;

(e) the insertion, after sub-regulation (2)(a)(i) of the following sub-regulation-

“(a)(iA) Deaf learners may, subject to *regulation 6(2)(d)*, select South African Sign Language at Home Language level in lieu of the official language at Home Language level as contemplated in *sub-regulation (2)(a)(i)*”;

(f) the insertion, after sub-regulation (2)(a)(vi) of the following sub-regulation-

“(viA) South African Sign Language at Home Language level may be offered as an optional subject by non-deaf learners, provided that South African Sign Language at Home Language level will be regarded as an additional subject not to be taken into account for promotion requirements as contemplated in *regulation 6(2)*”.

- (g) the insertion, after sub-regulation (2)(b) of the following sub-regulations-

“(bA) Independent schools must comply with the minimum outcomes and standards regarding the programme requirements of the subjects listed in sub-regulation (a), namely the overview of the relevant subject content, as contemplated in section 2 of the applicable Curriculum and Assessment Policy Statement, provided they have comparable content sequencing principles in place as listed in sections 2 and 3 of the said policy document.”

“(bB) Should an independent school’s performance not meet the required performance targets as stipulated by the relevant authority, such a school must comply with all subject requirements as stipulated in sections 2 and 3 of the Curriculum and Assessment Policy Statements”.

- (h) the substitution for sub-regulation (3)(a)(i) of the following sub-regulation-

“(3)(a)(i) Two (2) official languages, provided that one of the two official languages is offered on the Home Language level, and the other language, on either Home or on at least First Additional Language level, and provided further that one of the two languages offered is the language of learning and teaching or the language of literacy in the case of Deaf Learners”;

- (i) the insertion, after sub-regulation (3)(a)(i) of the following sub-regulation-

“(iA) Deaf learners may, subject to *regulation 6(3)(a)(iv)* select South African Sign Language at Home Language level in lieu of the official language at First Additional Language level as contemplated in *sub-regulation (3)(a)(i)*”;

- (j) the insertion, after sub-regulation (3)(a)(iX) of the following sub-regulation-

“(ixA) South African Sign Language at Home Language level, may be offered as an optional subject by non-deaf learners, provided that South African Sign Language at Home Language level will be regarded as an additional subject not to be taken into account for promotion requirements as contemplated in *regulation 6(3)*”.

- (k) the insertion, after sub-regulation (3)(b) of the following sub-regulations-

“(bA) Independent schools must comply with the minimum outcomes and standards regarding the programme requirements of the subjects listed in sub-regulation (a), namely the overview of the relevant subject content, as contemplated in section 2 of the applicable Curriculum and Assessment Policy Statement, provided they have comparable content sequencing principles in place as listed in sections 2 and 3 of the said policy document.

“(bB) Should an independent school’s performance not meet the Required performance targets as stipulated by the relevant authority, such a school must comply with all subject requirements as stipulated in sections 2 and 3 of the Curriculum and Assessment Policy Statements”.

- (l) The insertion, after the heading of sub-regulation (4) of the following sub-regulation-

“(4A) STUDY PATHWAYS FOR GRADES 10 - 12

- (1) Learners entering the FET Phase must follow one of the following two pathways, namely an Academic (General) or Technical pathway.
 (2) Learners following the Academic (General) pathway must follow the curriculum as contemplated in sub-regulations (4A)(a), (4A)(b), (4A)(b)(iA), (4A)(b)(ii), (4A)(c)(i) and (4A)(cA).
 (3) Learners following the Technical pathway must follow the curriculum as contemplated in sub-regulations (4A)(a), (4A)(b), (4A)(b)(iA), (4A)(b)(ii), (4A)(c)(ii) and (4A)(cA).
 (4) To qualify for the Technical pathway a learner must be enrolled at a technical school approved and registered by the relevant Provincial Education Department.”.

- (m) The insertion, after sub-regulation (4A) of the following heading -

“4B Subject Selection”

- (n) the substitution for sub-regulation (4A)(a) of the following sub-regulation-

“(4A)(a) A learner [who has enrolled for Grades 10-12] at a public or an independent school offering the *National Curriculum Statement Grades R-12*, who has enrolled for either an Academic (General) or Technical pathway, must offer and complete the School Based Assessment, Practical Assessment Tasks and oral, and the external assessment requirements of the following seven (7) subjects grouped in two main categories, namely Groups A and B as stipulated in paragraph 27 of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12 (Annexure D)*”.

- (o) the substitution for sub-regulation (4A)(b)(i) of the following sub-regulation-

“(4A)(b)(i) A Learners in the Further Education and Training Phase, following either the Academic (General) or Technical pathway, must select four subjects from Group A as follows:

(i) Two (2) official languages selected from Annexure D, 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 of the school or institution, or the language of literacy in the case of Deaf Learners”.

- (p) the insertion, after sub-regulation (4A)(b)(i) of the following sub-regulation-

“(4A)(b)(iA) Deaf learners may, subject to regulation 18(5)(a), select South” African Sign Language at Home Language level in lieu of the official language at First Additional Language level as contemplated in sub-regulation (b)(i)”;

- (q) the substitution for sub-regulation (4A)(b)(ii) of the following sub-regulation-

“(b)(ii) Subject to regulations 28(4) and 28(4A), Mathematics or Mathematical Literacy selected from Annexure D, Table A2 for the Academic (General) pathway, or Mathematics or Technical Mathematics selected from Annexure D, Table A2 for the Technical pathway”.”

(r) the substitution for sub-regulation (4A)(c) of the following sub-regulation-

“(4A)(c) Subject to regulations 28(4D) and 28(4E), both the General and Technical pathways must select a minimum of [any] three subjects selected as follows from Group B Annexure B, Tables B1-B8 of the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12.

(i) Academic (General) pathway-

(aa) of the minimum three required subjects, a maximum of two additional languages over and above the two official languages contemplated in sub-regulation (a) may be offered from both Tables A1 and B4.

(bb) Learners may offer a maximum of one subject developed by accredited assessment bodies other than the Department of Basic Education and approved by the Minister of Basic Education for this purpose and listed in Annexures C1 – C6 of the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12, in the place of one Group B subject.

(ii) Technical pathway-

(aa) one of the following three technology subjects (specialisation)-

(aaa) Civil Technology (Specialisation);

(bbb) Electrical Technology (Specialisation);
and

(ccc) Mechanical Technology (Specialisation);

(bb) Engineering Graphics and Design; and

(cc) Physical Sciences or Technical Science”.”

(s) the insertion, after sub-regulation (4A)(c) of the following sub-regulation-

“(4A)(cA) South African Sign Language at Home Language level, selected from Group B, Annexure B, Tables B1-B8 of the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12, may be offered as one of the three optional subjects as contemplated in sub-paragraph (4A)(c).

(t) the substitution for sub-regulation (4A)(i) of the following sub-regulation-

“(4A)(i) A candidate from the Academic (General) pathway may not offer both” Mathematics and Mathematical Literacy [may not be offered in combination.]”.

(u) the insertion, after sub-regulation (i) of the following sub-regulations-

(4A)(iA) A candidate from the Academic (General) pathway may not offer Technical Mathematics.

(4A)(iB) A candidate from the Technical pathway may not offer Mathematical Literacy.

(4A)(iC) A candidate from the Technical pathway may not offer both Mathematics and Technical Mathematics.

(iD) Learners offering Physical Sciences, Agricultural Sciences Accounting, Economics, Geography and Life Sciences as one or more of their optional subjects selected from Group B in the policy document, *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12*; must offer Mathematics as a compulsory subject selected from Group A in the said policy document.

(iE) A candidate from the Academic (General) pathway may not offer Technical Science.

(iF) A candidate from the Academic (General) pathway may not offer any one of the following three technology subjects (Specialisation)-

- (aa) Civil Technology (Specialisation);
- (bb) Electrical Technology (Specialisation); and
- (cc) Mechanical Technology (Specialisation).

Amendment of Regulation 6 of the Regulations

5. Regulation 6 is hereby amended by-

(a) the insertion, after sub-regulation (1)(a) of the following sub-regulation-

“(1)(aA) All schools must comply with the minimum promotion” requirements as stipulated in *National Curriculum Statement Grades 1-3*. Independent schools may, however, deviate from these requirements, provided they are higher and have been determined in consultation with the parents of the school involved”.

(b) the insertion, after sub-regulation (1)(e)(iii) of the following sub-regulation-

“(1)(e)(iiiA) Adequate Achievement (Level 4) (50%-59%) in South African Sign Language at Home Language level as contemplated in regulation 5(1)(a)(iA), if offered by Deaf learners in lieu of an official language at First Additional Language level;”.

(c) the substitution for sub-regulation (1)(f) of the following sub-regulation-

“(1)(f) Deaf learners, who [are either in special schools in terms of section 5(6) of the *South African Schools Act, 1996 (Act No. 84 of 1996)*, or those Deaf learners in ordinary schools who have been assessed and verified by a registered health professional,] do not offer South African Sign Language at Home Language level, may obtain an Elementary Achievement (Level 2) (30—39%) in one of the two required official languages as contemplated in sub-regulations (e)(i), and (e)(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.]

- (d) the insertion, after *sub-regulation (1)(e)(i)* of the following *sub-regulation-*

“(iiA) Adequate Achievement (Level 4) (50%-59%) in South African Sign Language at Home Language level as contemplated in regulation (5)(2)(a)(ii)(bbA), if offered by Deaf learners in lieu of an official language at First Additional Language level;”;

- (e) the insertion, after *sub-regulation (2)(a)(ii)(bb)* of the following *sub-regulation-*

“(2)(a)(ii)(bbA) All schools must comply with the minimum promotion requirements as stipulated in *National Curriculum Statement Grades 4-6*. Independent schools may, however, deviate from these requirements, provided they are higher and have been determined in consultation with the parents of the school involved”.

- (f) the substitution for *sub-regulation (2)(d)* of the following *sub-regulation-*

“(2)(d) Deaf learners, who [are either in special schools in terms of *section 5(6)* of the *South African Schools Act, 1996 (Act No. 84 of 1996)*, or those Deaf learners in ordinary schools who have been assessed and verified by a registered health professional,] do not offer South African Sign Language at Home Language level, may obtain an Elementary Achievement (Level 2) (30—39%) in one of the two required official languages as contemplated in sub regulations. (iiaa), and (iibb) above”.

- (g) the insertion, after *sub-regulation (3)(a)(ii)(bb)* of the following *sub-regulation-*

“(3)(a)(bbA) Adequate Achievement (Level 4) (50%-59%) in South African Sign Language at Home Language level as contemplated in regulation 5(3)(a)(iA), if offered by Deaf learners in lieu of an official language at First Additional Language level”;

- (h) the substitution for *sub-regulation (3)(a)(iv)* of the following *sub-regulation-*

“(3)(a)(iv) Deaf learners, [who are either in special schools in terms of *section 5(6)* of the *South African Schools Act, 1996 (Act No. 84 of 1996)*, or those Deaf learners in ordinary schools who have been assessed and verified by a registered health professional, may] who do not offer South African Sign Language at Home Language level, should obtain an Elementary Achievement (Level 2) (30—39%) in one of the two required official languages as contemplated in sub regulations. (iiaa), and (iibb) above”.

- (i) the insertion, after *sub-regulation (3)(a)(iv)* of the following *sub-regulation-*

“(3)(ivA) All schools must comply with the minimum promotion requirements as stipulated in *National Curriculum Statement Grades 7-9*. Independent schools may, however, deviate from these requirements, provided they are higher and have been determined in consultation with the parents of the school involved”.

- (j) the substitution for sub-regulation (4)(c) of the following sub-regulation-

“(4)(c) [A learner may only be retained once in the Further Education and Training Phase in order to prevent the learner being retained in this phase for longer than four years.] A learner may only be progressed in the Further Education and Training Phase, provided that such a learner has met the National Senior Certificate requirements as stipulated in policy and regulations”.”

Amendment of Regulation 17 of the Regulations

14. Regulation 17 is hereby amended by-

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

“(1) A learner may change a maximum of two subjects in Grade 10, provided this is done by the [beginning of the third term] end of the second term, subject to the approval of the Principal of the school where the learner is registered. Such change must be done before 30 June of the Grade 10 year”.”

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

“(2) A learner may change two subjects in Grade 11, provided this is done before [28 February] 31 March, subject to the approval of the Principal of the school where the learner is registered”.

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

“(3) In exceptional cases a learner may change one additional subject in Grade [12] 11, provided this is done before [31 January] 15 December of the Grade [12] 11-year”.”

Amendment of Regulation 22 of the Regulations

15. Regulation 22 is hereby amended by the insertion, after sub-regulation (7) of the following sub-regulations-

“(8) South African Sign Language at Home Language level to be offered in Grades R-12, will be phased in as follows-

- (a) Grades R, 1, 2, 3 and 9 in 2015;**
(b) Grades 4, 5, 6 and 10 in 2016;
(c) Grades 7, 8, 11 in 2017; and
(d) Grade 12 in 2018”.”

“(9) The Technology subjects without specialisation, namely Civil Technology, Electrical Technology and Mechanical Technology will be phased-out as follows-

- (a) Grade 10 in 2015;**
(b) Grade 11 in 2016; and
(c) Grade 12 in 2017”.”

“(10) The following Technology subjects with specialisation, namely Civil Technology, Electrical Technology and Mechanical Technology, as well as Technical Mathematics and Technical Science, will be phased in as follows-

- (a) Grade 10 in 2016;**

- (b) Grade 11 in 2017; and
 (c) Grade 12 in 2018”.

Amendment to Annexures A-E of the Regulations

16. Annexure A is hereby amended by the insertion, after Table 1 of the following Table-

“TABLE 1A: LANGUAGE WITH THE STATUS OF AN OFFICIAL LANGUAGE FOR THE PURPOSE OF LEARNING AND TEACHING AT A PUBLIC SCHOOL”

<u>SUBJECTS</u>	<u>SUBJECT NUMBER</u>			
	<u>Grade R</u>	<u>Grade 1</u>	<u>Grade 2</u>	<u>Grade 3</u>
<u>South African Sign Language</u> <u>Home Language</u>	<u>13305832</u>	<u>13305842</u>	<u>13305852</u>	<u>13305862</u>

17. Annexure B is hereby amended by the insertion, after Table 1 of the following Table-

“TABLE 1A: LANGUAGE WITH THE STATUS OF AN OFFICIAL LANGUAGE FOR THE PURPOSE OF LEARNING AND TEACHING AT A PUBLIC SCHOOL”

<u>SUBJECTS</u>	<u>SUBJECT NUMBER</u>		
	<u>Grade 4</u>	<u>Grade 5</u>	<u>Grade 6</u>
<u>South African Sign Language</u> <u>Home Language</u>	<u>13305872</u>	<u>13305882</u>	<u>13305892</u>

18. Annexure C is hereby amended by the insertion, after Table 1 of the following Table-

“TABLE 1A: LANGUAGE WITH THE STATUS OF AN OFFICIAL LANGUAGE FOR THE PURPOSE OF LEARNING AND TEACHING AT A PUBLIC SCHOOL”

<u>SUBJECTS</u>	<u>SUBJECT NUMBER</u>		
	<u>Grade 7</u>	<u>Grade 8</u>	<u>Grade 9</u>
<u>South African Sign Language</u> <u>Home Language</u>	<u>13305902</u>	<u>13305912</u>	<u>13305922</u>

19. Annexure D is hereby amended by the substitution for Table B5 of the following Table-

“TABLE A2: MATHEMATICAL SCIENCES”

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Mathematical Literacy	19321002	19321013	19321024
Mathematics	19331032	19331043	19331054
Technical Mathematics	19371482	19371493	19371504

20. Annexure D is hereby amended by the insertion, after Table B4 of the following Table-

“TABLE B4A: LANGUAGE WITH THE STATUS OF AN OFFICIAL LANGUAGE FOR THE PURPOSE OF LEARNING AND TEACHING AT A PUBLIC SCHOOL”

SUBJECTS	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
South African Sign Language Home Language	13305932	13305943	13305954

21. Annexure D is hereby amended by the substitution for Table B5 of the following Table-

“TABLE B5: ENGINEERING AND TECHNOLOGY”

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Civil Technology	15351002	15351013	15351024
Electrical Technology	15351032	15351043	15351054
Mechanical Technology	15351062	15351073	15351084
Engineering Graphics and Design	15351092	15351103	15351114
Civil Technology (Specialisation)	15351152	15351162	15351172
Electrical Technology (Specialisation)	15351182	15351192	15351202
Mechanical Technology (Specialisation)	15351212	15351222	15351232

22. Annexure D is hereby amended by the substitution for Table B7 of the following Table-

“TABLE B7: PHYSICAL, MATHEMATICAL, COMPUTER AND LIFE SCIENCES”

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Computer Applications Technology	19351002	19351013	19351024
Information Technology	19351032	19351043	19351054
Life Sciences	19351062	19351073	19351084
Physical Sciences	19351092	19351103	19351114
Technical Science	19351512	19351523	19351534

23. SHORT TITLE AND COMMENCEMENT

These Regulations may be cited as the *Regulations Pertaining to the National Curriculum Statement Grades R – 12* and will commence on the day of the promulgation thereof.

DEPARTMENT OF BASIC EDUCATION

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

APPROVAL OF AN AMENDMENT TO THE POLICY DOCUMENT, NATIONAL
POLICY PERTAINING TO THE CONDUCT, ADMINISTRATION AND
MANAGEMENT OF THE NATIONAL SENIOR CERTIFICATE EXAMINATION

GENERAL EXPLANATORY NOTE

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

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

SCHEDULE 2

DEFINITIONS

1. In this policy "policy" means the policy published as *Government Notice No. 564 in Government Gazette No. 30048 of 6 July 2007 as amended by Government Notices No. R872 in Government Gazette No. 31337 of 29 August 2008, No. 1327 and No. 1328 in Government Gazette, No.31680 of 12 December 2008, Government Notices 1041 and 1042 in Government Gazette, No.32678 of 3 November 2009; Government Notice R371 in Government Gazette No. 37651 of 16 May 2014.*

Amendment of Paragraph 9 of the Policy

1. Paragraph 9 is hereby amended by-

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

"(3) A learner may change a maximum of two subjects in Grade 10, provided this is done by the end of the second term subject to the approval of the Principal of the school where the learner is registered. Such change must be done before 30 June of the Grade 10 year".

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

"(4) A learner may change two subjects in Grade 11, provided this is done before 31 March, subject to the approval of the Principal of the school where the learner is registered".

(c) the substitution for sub-paragraph (5) of the following sub-regulation-

"(5) In exceptional cases a learner may change one one additional subject in Grade [12] 11, subject, provided it is done before [31 January] 15 December of the Grade [12] 11-year".

Short Title and Commencement

This policy may be cited as *National Policy Pertaining to the Conduct, Administration and Management of the National Senior Certificate examination* and will come into effect on the date of publication in the *Government Gazette*.

Department of Basic Education
Private Bag X895
222 Struben Street
Pretoria
0001

ACCOUNT NUMBER: BA-001046

Request for two publications in a Separate Government Gazette:

- (1) Call for written submissions from stakeholder bodies and members of the public on the Draft Amendment Regulations Pertaining to the *National Curriculum Statement Grades R-12*. (16 pages, including the cover page)

- (2) Call for written submissions from stakeholder bodies and members of the public on the Draft Amendment Policy Pertaining to the *National Curriculum Statement Grades R-12*. (5 pages, including the cover page)

DR Louis Kriel
072 609 5967
