
GOVERNMENT NOTICE

DEPARTMENT OF EDUCATION**No. 1266****11 December 2006****NATIONAL EDUCATION POLICY ACT, 1996 (ACT NO. 27 OF 1996) AND
THE SOUTH AFRICAN SCHOOLS ACT, 1996 (ACT NO. 84 OF 1996) AS
AMENDED****NATIONAL POLICY REGARDING FURTHER EDUCATION AND
TRAINING PROGRAMMES: APPROVAL OF THE POLICY DOCUMENT:
*AN ADDENDUM TO THE POLICY DOCUMENT, THE NATIONAL SENIOR
CERTIFICATE A QUALIFICATION AT LEVEL 4 ON THE NATIONAL
QUALIFICATIONS FRAMEWORK (NQF), REGARDING LEARNERS WITH
SPECIAL NEEDS***

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 policy document, *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs* as set out in the Schedule, as national education policy.

**GNM PANDOR, MP
MINISTER OF EDUCATION**

SCHEDULE



education

Department of Education
REPUBLIC OF SOUTH AFRICA

**AN ADDENDUM TO THE POLICY DOCUMENT,
THE NATIONAL SENIOR CERTIFICATE:
A QUALIFICATION AT LEVEL 4 ON
THE NATIONAL QUALIFICATIONS FRAMEWORK
(NQF), REGARDING LEARNERS WITH SPECIAL
NEEDS**

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ACRONYMS

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 ADDENDUM TO THE POLICY DOCUMENT, THE NATIONAL SENIOR CERTIFICATE: A QUALIFICATION AT LEVEL 4 ON THE NATIONAL QUALIFICATIONS FRAMEWORK (NQF), REGARDING LEARNERS WITH SPECIAL NEEDS

1. Introduction

- (1) Learners with special needs may either be accommodated in special schools or in mainstream or inclusive schools where special care is taken of them.
- (2) Special schools are schools that provide education to learners with special needs who need high-level specialised and intense levels of support. The role of these schools thus includes provision of appropriate and quality education for those learners who are already in special schools and advice and guidelines for those who require specialised support in curriculum, assessment and instruction matters in mainstream schools.
- (3) The following learners are regarded as learners with special needs:
 - (a) Learners with **neurological barriers** to learning, reading, spelling, dysgraphia, mathematical calculations and numeracy skills, and the understanding of the written word.

- (b) Learners (deaf and hard of hearing learners) whose **hearing impairments** are serious barriers to learning and who will benefit from admission to a special school.
- (c) Learners with severe **visual barriers to learning** (blind and partially sighted) whose needs cannot be met in mainstream schools, especially their needs regarding special teaching methods (use of the medium of Braille and large print and the implementation of specialised devices (Braille equipment) magnification cameras and CCTV in classrooms, screen reading software, magnification software, etc.).
- (d) Learners with **physical barriers to learning** if such learners are unable to benefit from mainstream education. This could be the result of various factors, amongst others, extremely limited physical movements, dependency on certain devices (e.g. wheel chair), medical conditions and inaccessible school buildings. The term physical disability covers a range of conditions from congenital disabilities to abnormalities acquired as a result of illness of which the most common conditions are spinal bifida, cerebral palsy, muscular dystrophy, haemophilia, cardiovascular and pulmonary conditions.
- (e) Learners with **mild to severe intellectual barriers to learning** whose specific educational needs cannot be met in mainstream schools, but only by accommodation in special schools.
- (f) Learners with **multiple barriers to learning**.
- (g) Learners with **severe behavioural and emotional barriers to learning**.

- (h) Learners with any medically assessed special need that may not fall under the above categories.

2. Learning pathways for learner with special needs

- (1) Grade 10-12 learners who are experiencing barriers to learning who are either attending special schools in terms of *section 5(6) of the South African Schools Act, 1996 (Act No. 84 of 1996)*, or who are in schools where special care is taken of them, will be allowed to follow one of the following learning pathways with the aim of obtaining a qualification:
 - (a) The National Senior Certificate (NSC) as stipulated in the policy document, *The National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*; or
 - (b) The *Addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the NQF for learners with special needs* that cannot meet the requirements of the qualifications stipulated *paragraph 2(1)(a)* above.

3. Purpose of this document

- (1) This policy describes the regulations, rules and provisos for the award of the qualification stipulated in *paragraph, 2(1)(b)* of this document.
- (2) The 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.

4. Entrance requirements of the NSC at Level 4 on the NQF for learners with special needs

- (1) The minimum entrance requirements for Grade 10 is an official Grade 9 school report, which indicates promotion to Grade 10, subject to the following:
- (a) The qualification listed in *paragraph 2(1)(b)* above will only be available to learners with extensive special needs who are either in special schools; or
 - (b) Learners in mainstream that have been identified and assessed for placement in special schools and that are on the waiting list for admission to special schools; or
 - (c) Learners in mainstream that have been identified and assessed for placement in special schools, but who have opted to remain in mainstream.

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

- (1) The duration of the NCS Grades 10-12 (General) programme is three years, namely Grades 10, 11 and 12. To obtain a NSC at Level 4 on the NQF 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 Assessment Guidelines of the various subjects listed in Annexure A of the policy document, the *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*.

CHAPTER 2

PROGRAMME AND PROMOTION REQUIREMENTS FOR LEARNERS WITH SPECIAL NEEDS, OPTING FOR THE NATIONAL SENIOR CERTIFICATE: A QUALIFICATION AT LEVEL 4 ON THE NATIONAL QUALIFICATIONS FRAMEWORK (NQF)

6. Programme requirements for the *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*

(1) In terms of *paragraph 9* of the policy document, *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)* a learner must offer seven (7) subjects, selected as follows from the approved list of the said document:

- (a) Two (2) official languages, 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. One of the two languages must be the language of learning and teaching (LOLT);
- (b) Mathematics or Mathematical Literacy;
- (c) Life Orientation; and
- (d) A minimum of any three subjects selected from the approved list at Annexure B of the policy document, *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*.

- (2) Learners may also offer one of the following approved subjects offered by the following assessment bodies approved by the Minister of Education for this purpose:
- (a) Associated Board of the Royal Schools of Music Practical Music Examination;
 - (b) Trinity College of London Practical Music Examination; and
 - (c) UNISA Practical Music Examination.
- (3) Learners with special needs must follow all the outcomes and assessment standards as specified in the Subject Statements of the various subjects listed in the *National Curriculum Statement (NSC) Grades 10-12 (General)*. However, didactical and practical adaptations may be done by teachers offering these subjects with the aim of enabling learners with special needs as contemplated in *paragraph 1(3)* of this document to access these subjects.

7. Promotion requirements for the *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*

- (1) In terms of *paragraph 11* of the policy document, *NSC: A qualification at Level 4 on the NQF* 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.
 - (b) Obtained at least 30% in the other required language on at least First Additional Language level.
 - (c) Obtained at least 30% in Mathematical Literacy or Mathematics.

- (d) Obtained at least 40% in Life Orientation.
 - (e) Obtained at least 40% in one of the remaining three subjects and at least 30% in two subjects.
- (2) Promoted in at least six of the seven subjects, including one official language at Home Language level, offered for the final National Senior Certificate examination.

8. Programme and promotion requirements for the NSC Grades 10-12

The programme and promotion requirements stipulated in *paragraphs 6 and 7* of this document respectively are also the promotion requirements for Grades 10 and 11.

CHAPTER 3

PROGRAMME AND PROMOTION REQUIREMENTS FOR
LEARNERS WITH SPECIAL NEEDS, QUALIFYING FOR THE
ADDENDUM TO THE POLICY DOCUMENT, THE NATIONAL
SENIOR CERTIFICATE: A QUALIFICATION AT LEVEL 4 ON THE
NQF

9. Programme requirements for the Addendum to the policy document, the
National Senior Certificate: A qualification at level 4 on the NQF

(1) Learners with special needs who were unsuccessful in obtaining a NSC at Level 4 on the NQF, or who cannot meet the programme and or promotion requirements of the NSC at Level 4 on the NQF, may be issued with *National Senior Certificate: A qualification at level 4 on the NQF*, provided they have met the following programme and promotion requirements:

(a) Offered and completed the internal and external assessment requirements in not fewer than five (5) subjects selected as follows from Annexure A contained in the policy document, *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*.

(i) Three (3) subjects from **Group A** in the policy document, *NSC: A qualification at Level 4 on the NQF*, selected as follows:

(aa) One (1) official language selected from Annexure A, Table A1, provided that the official language is offered on at least First Additional Language

level, and provided further that the language is the language of learning and teaching (LOLT).

- (bb) Mathematics or Mathematical Literacy selected from Annexure A, Table A2.
- (cc) Life Orientation in Annexure A, Table A3.
- (dd) A minimum of any two (2) subjects selected from **Group B** Annexure A, Tables B1-B8 in the policy document, *NSC: A qualification at Level 4 on the NQF*.

10. Promotion requirements for the Addendum to the policy document, the National Senior Certificate: A qualification at level 4 on the NQF

- (1) An endorsed NSC shall be issued to a candidate who experiences special needs who has complied with the following promotion requirements:
 - (a) Obtained at least 30% in the required official language on Home Language or First Additional Language level as contemplated in *paragraph 9(1)(a)(i)(aa)* above.
 - (b) Obtained at least 30% in Mathematics or Mathematical Literacy as contemplated in *paragraph 9(1)(a)(i)(bb)* above.
 - (c) Obtained at least 30% in Life Orientation as contemplated in *paragraph 9(1)(a)(i)(cc)* above.
 - (d) Obtained at least 30% in the two (2) subjects as contemplated in *paragraph 9(1)(a)(dd)* above.

- (e) Promoted in at least six of the seven subjects, including one official language at Home Language level, offered for the final National Senior Certificate examination.
- (f) A learner who has not satisfied all the requirements of Grades 10, 11 or 12, will be issued a Statement of Results by the relevant special or mainstream school.

11. Provisos

- (1) 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 with endorsement for learners with special needs. This applies to all learners registering for the NSC with endorsement in 2006.

12. Concessions

- (1) Concessions regarding immigrants and learners who experience barriers to learning regarding the deaf and mathematical disorder such as dyscalculia, as contemplated in *paragraph 12* of the policy document, the *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*, will also be applicable to the learners enrolling for the NSC with endorsement for learners with special needs.

CHAPTER 4

ASSESSMENT

13. Assessment in Grades 10 and 11

- (1) Learners opting for either the NSC at level 4 on the NQF or the *Addendum to the policy document, the National Senior Certificate: A qualification at level 4 on the NQF*, 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 examination mark 75% of the total mark, as specified in the Subject Assessment Guidelines. 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 SENIOR CERTIFICATE

RATING CODE	RATING	PERCENTAGE
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 for the final external examination of the NSC at Level 4 on the NQF 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 6 and 7*, but requires two subjects to obtain a NSC, 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) 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.
- (c) Admission to the supplementary examination is at the discretion of the Head of Department.
- (d) In cases (a) to (c) above the internal assessment of the Grade 12 year will be used, including practical/oral assessment marks where applicable.

CHAPTER 5

TIME ALLOCATION FOR SUBJECTS

17. Time allocation for the NSC at Level 4 on the NQF

- (1) In terms of *paragraph 18* of the policy document, the *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*, the teaching contact time for the NSC at Level 4 on the NQF is 27,5 hours per week allocated 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) Group B subjects (12,0 hours): 4,0 hours per week allocated to each of the three Group B subjects.
- (2) Table 2 and 3 give 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

TABLE 3: SUMMARY OF THE TIME ALLOCATION FOR SUBJECTS OFFERED BY LEARNERS WITH SPECIAL NEEDS

Subject	Time allocation (hours per week)
Language (LOLT)	6,0
Mathematics/Mathematical Literacy	6,0
Life Orientation	3,5
<u>Group B</u> subjects (2 x 6 hours)	12,0
Total	27,5

- (3) The allocated 27,5 hours per week may be utilised only for the minimum required subjects offered by learners with special needs 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 6

REPEAL OF POLICY AND TRANSITIONAL ARRANGEMENTS

18. Repeal of policy

- (1) The *Addendum to the policy document, the National Senior Certificate: A qualification at level 4 on the NQF* will be introduced in 2006 in Grade 10. This means that learners with special needs entering Grade 12 in 2008 may qualify for the endorsed NSC on the NQF.
- (2) The policy document, a *Résumé of instructional programmes in schools, Report 550 (2005/09)* containing the programme requirements for the Senior Certificate, as well as the concessions regarding Lower Grade subjects to be offered only by learners in special classes or special schools, is repealed subject to *paragraph 19*.
- (3) The special concession regarding the issuing of a Senior Certificate comprising a combination of Senior Certificate subjects and N-subjects selected in terms of the policy documents, *Norms and standards for instructional programmes and the examination and certification thereof in technical college education, Report 190 (92/04)* and *Formal technical college instructional programmes in the RSA, Report 191 (97/07)*, will be terminated for the purpose of the Addendum to the policy document, the National Senior Certificate: A qualification at level 4 on the NQF.

19. Transitional arrangements

- (1) Unsuccessful Senior Certificate candidates in the Senior Certificate examination of 2007, 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 learners with special needs will be accepted in Grades 10 for any subjects of Report 550 (2005/09) from 1 January 2006.
- (3) Learners with special needs in Grade 10 in 2006 will either offer the NSC at Level 4 or the NCS with special conditions.
- (4) 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 19*. Should the Minister regard it as essential that such amendments to the transitional arrangements be regulated, he or she may promulgate such regulations in terms of *Section 61 of the South African Schools Act, 1996 (Act No. 84 of 1996)*.

20. Commencement and date of implementation

This policy will commence on the day of its promulgation in the *Government Gazette* and becomes effective in special schools 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.

examination 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).

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 person 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.

Internal Assessment - means any assessment conducted by the provider, the outcomes of which count towards the achievement of the National Senior Certificate. Internal Assessment thus refers to School-Based Assessment or Site-Based Assessment.

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.

learners with special needs – are for the purpose of this document learners in special schools, or learners in mainstream that have been identified and assessed for placement in special schools and that are on the waiting list for admission to special schools.

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 the policy document, *The National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*.

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

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)*.