

## DEPARTMENT OF BASIC EDUCATION

NO. 1162

20 NOVEMBER 2015

## THE 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, AND REGULATIONS PERTAINING TO THE CONDUCT, ADMINISTRATION AND MANAGEMENT OF THE NATIONAL SENIOR CERTIFICATE EXAMINATION**

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 approve:

- (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).*



**MRS AM MOTSHEKGA, MP**  
**MINISTER OF BASIC EDUCATION**  
**DATE:**

## DEPARTMENT OF BASIC EDUCATION 2015

## 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 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;*

*Government Notice 235 in Government Gazette, No. 38589 dated 20 March 2015;*

## 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 public school for learners with special education needs in terms of section 12(3)(ii) of the South African Schools Act, 1996 (Act No. 84 of 1996), or in an ordinary public school and he or she has been assessed and verified by a registered health professional as Deaf. Such a Deaf learner who selects South African Sign Language as his or her means of communication 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 "internal assessment", of the following definition-

"language of literacy" – means the required official language offered on at least First Additional Language by a Deaf Learner who opted for South African Sign Language as the Language of Learning and Teaching (LoLT) to provide him or her access to all written text with the view, to enabling such Deaf Learner to read and write well in the additional language;"

(c) the insertion, after the definition of a "teacher file", of the following definitions-  
"technical school – means a focused secondary school with a specialised infrastructure and specialised resources for the completion of the practical component of at least two of the technology subjects and where all Grade 10-12 learners in that school are enrolled for a technology subject (specialisation) 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**

3. 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 who select South African Sign Language as their means of communication";"

- (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); or

(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 and [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**

4. 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 progression" 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 progression 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*"."

#### **Amendment of Regulation 17 of the Regulations**

5. Regulation 17 is hereby amended by-

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

"(1) Subject changes must be done 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".

- (d) the addition, after sub-regulation (3) of the following sub-regulation-

"(4) Subject changes as contemplated in sub-regulations (1), (2) and (3) may be made only once by a learner in the FET Phase."

**Amendment of Regulation 22 of the Regulations**

6. 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".

"(11) Schools currently offering both academic and technical pathways as contemplated in par. 27, despite the fact that they do not meet the requirements of a technical school, may, however, for a transitional period of three years commencing on 1 January 2016, continue offering the technical pathway of their choice. However, such schools must before the expiry date of this transitional arrangement in 2018, either comply with the requirements for a technical school as contemplated in the definition of a technical school, or revert to an academic pathway".

" "

**Amendment to Annexures A-E of the Regulations**

7. 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"**

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



8. 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"**

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

9. 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"**

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

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

**"TABLE A2: MATHEMATICAL SCIENCES"**

<b><u>SUBJECT</u></b>	<b><u>SUBJECT NUMBER</u></b>		
	<b><u>Grade 10</u></b>	<b><u>Grade 11</u></b>	<b><u>Grade 12</u></b>
<b><u>Mathematical Literacy</u></b>	<b><u>19321002</u></b>	<b><u>19321013</u></b>	<b><u>19321024</u></b>
<b><u>Mathematics</u></b>	<b><u>19331032</u></b>	<b><u>19331043</u></b>	<b><u>19331054</u></b>
<b><u>Technical Mathematics</u></b>	<b><u>19371482</u></b>	<b><u>19371493</u></b>	<b><u>19371504</u></b>

11. 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"**

<b><u>SUBJECTS</u></b>	<b><u>SUBJECT NUMBER</u></b>		
	<b><u>Grade 10</u></b>	<b><u>Grade 11</u></b>	<b><u>Grade 12</u></b>
<b><u>South African Sign Language</u></b> <b><u>Home Language</u></b>	<b><u>13305932</u></b>	<b><u>13305943</u></b>	<b><u>13305954</u></b>

12. 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

13. 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 2015

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

## APPROVAL OF AN AMENDMENT TO THE REGULATIONS 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 these regulations, "regulations" mean the regulations published as *Regulations pertaining to the conduct, administration and management of the National Senior Certificate examination*, published as *Government Regulation Notice No. R872 in Government Regulation Gazette No. 31337 of 29 August 2008* and amended as: *Government Notices No. 1327 and 1328 in Government Gazette, Vol. 522, No.31680 dated 12 December 2008*; and *Government Notices No. 1041 and 1042 in Government Gazette, Vol.533, No.32678 dated 3 November 2009*.  
*Regulation Notice No. 188 in Government Gazette No. 35103 dated 2 March 2012.*  
*Regulation Notice No. 444 in Government Gazette No. 35429 dated 7 June 2012.*  
*Regulation Notice No. 371 in Government Gazette No. 37651 dated 16 May 2014.*

## Amendment of Regulation 8 of the Regulations

1. Regulation 8 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 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-regulation (2) of the following sub-regulation-  
"(2) 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-regulation (3) of the following sub-regulation-  
"(3) In exceptional cases a learner may change 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**

These Regulations may be cited as the *Regulations 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*.