

ASSESSMENT AND EXAMINATIONS DIRECTORATE

Bundy Park, Private Bag 4571, King William's Town, 5600
REPUBLIC OF SOUTH AFRICA, website: www.ecdoe.gov.za
E-mail: nomvuyo.mbeleki@edu.ecprov.gov.za

Ref. No. 13/P

Enquiries: Ms N. Mbeleki

Tel.: +27 (0)43 604 7708

Fax: 086 603 5085

ASSESSMENT INSTRUCTION 10 OF 2014

**TO: DEPUTY DIRECTORS-GENERAL
CHIEF DIRECTORS
HEAD OFFICE DIRECTORS AND DISTRICT DIRECTORS
CHIEF EDUCATION SPECIALISTS
EDUCATION DEVELOPMENT OFFICERS
DEPUTY CHIEF EDUCATION SPECIALISTS
SENIOR EDUCATION SPECIALISTS
PRINCIPALS OF SCHOOLS IN THE GET AND FET BAND
TEACHER UNIONS/ORGANISATIONS
SCHOOL GOVERNING BODIES**

DATE: 20 JANUARY 2014

**ASSESSMENT AND EXAMINATION CONCESSIONS APPLICATIONS
2014**

POLICY REQUIREMENTS CONCERNING CONCESSIONS

The following policies deal with concessions:

- *The National Senior Certificate: a qualification at Level 4 on the National Qualifications Framework (NQF).*
- *National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12.*

1. IMMIGRANTS

- (a) An immigrant learner is:
- (i) a child or a dependent of a diplomatic representative of a foreign government accredited in South Africa; or
 - (ii) a person who:
 - first enrolled at and entered a South African school in Grade 7 or a more senior grade, or



- 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 3 or its equivalent, and has subsequently returned to South Africa.

1.2 An immigrant learner in the General Education and Training Phase (Grade R-9) must:

- An immigrant learner as contemplated in *subparagraph (a)* must offer the two required official languages as contemplated in *paragraphs 12(1)* of the Intermediate Phase and *19(1)* of the Senior Phase and comply with the School-Based Assessment requirements of both official languages offered. (Refer to Assessment Instruction 6 of 2014)
- Pass one of the required two official languages on at least First Additional Language level and obtain a rating of Moderate Achievement (Level 3) in that language; and
- An immigrant learner must comply with the Intermediate and Senior Phase promotion requirements as contemplated in the *National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12*.
- An immigrant learner may offer his or her home language in lieu of one official language, provided that it is an officially approved non-official language and provided further that the learner complies with the Intermediate and Senior Phase promotion requirements.

1.3 An immigrant learner in the Further Education and Training Phase (Grades 10-12) must:

- An immigrant candidate as contemplated *subparagraph (a)* above may offer only one (1) official language on at least First Additional Language level, provided it is the language of learning and teaching (LOLT), and obtain a rating of 30% in that language, provided that another subject from Group B is offered in lieu of the one official language that is not offered, provided further that the immigrant candidate complies with the promotion requirements. (Refer to Assessment Instruction 7 of 2014).
- However, instead of offering another subject from Group B in lieu of the one official language that is not offered, an immigrant candidate may offer his or her home language in lieu of that one official language, subject to the following:
- Such a language is listed on Home Language level in Table B4 at Annexure B of *National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12*.

- d) Offer his or her home language on the A-level of the General Certificate of Education (GCE) of the United Kingdom, or an examination recognised by the Department of Basic Education as equivalent to the Home Language level for the purpose of subparagraph a) above.
- e) The marks as supplied by the concerned assessment body will be taken into account for promotion purposes. If the actual marks are not available the results will be converted in accordance with the table (TABLE 1), with the proviso that the candidate may not offer two similarly named languages.

**TABLE 1: CONVERSION SCALE
PROGRAMME REQUIREMENTS**

A-level		National Policy	
SYMBOL	%	MARKS	%
A	70 – 100	280	70
B	60 – 69	240	60
C	55 – 59	220	55
D	50 – 54	200	50
E	40 – 49	160	40
F	30 – 39	140	35

- 1.4 To be classified as an immigrant candidate, a candidate must be in possession of:
- The relevant official documentation issued by the Department of Home Affairs; and
 - The relevant official documentation issued by the school where the learner entered the South African school system for the first time.

2. LEARNERS WHO EXPERIENCE BARRIERS TO LEARNING

- 2.1 The following concessions may apply to candidates who experience the following barriers to learning:
- (i) A learner who is Deaf may offer one (1) official language at First Additional Language level which is the language of teaching and learning, provided that another subject from Group B is offered in lieu of the one official language that is not offered, provided further that such a Deaf candidate complies with the promotion requirements.
- (ii) Learners with communication and language impairments, e.g. aphasia and dyslexia may offer only one (1) official language at First Additional Language level which is the language of teaching and learning, provided that another subject from Group B is offered in lieu of the one official language that is not offered, provided further that such aphasia and dyslexia candidate complies with the promotion requirements.



- (iii) Learners who have been diagnosed to have a Mathematical disorder such as dyscalculia may be exempted from the offering of Mathematical Literacy or Mathematics, provided that another subject from Group B is offered in lieu of Mathematical Literacy or Mathematics, and provided further that such candidate complies with the promotion requirements.
- (iv) *White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001)*, guides the policies related to learners experiencing barriers to learning.

2.2 The following learners are regarded as learners with special needs for whom measures should be taken in ordinary as well as special schools to assist with the barriers to learning that they face:

- (i) Learners who have **neurological barriers** to learning, reading, spelling, dysgraphia, mathematical calculations and numeracy skills, and the understanding of the written word.
- (ii) Learners (deaf and hard of hearing learners) whose **hearing impairments** present barriers to learning and for whom learning should be facilitated through sign language within an environment which promotes the linguistic identity of the Deaf community and bilingualism which also ensures the availability of assistive technology.
- (iii) Learners who have severe **visual barriers to learning** (blind and partially sighted) and for whom learning should be facilitated through effective individualised support measures, specialised teaching methods, the use of Braille and large print and the application of specialised devices such as Braille equipment, magnification cameras and CCTV in classrooms, screen reading software, magnification software, etc.
- (iv) Learners who have **physical barriers to learning** and whose level of functioning is restricted due to limited gross and fine motor movements, dependency on the availability of certain devices (e.g. wheel chairs), medical conditions and inaccessible school buildings. The term physical disability covers a range of conditions from congenital disabilities to impairments acquired as a result of illness of which the most common conditions are spinal bifida, cerebral palsy, muscular dystrophy, haemophilia, cardiovascular and pulmonary conditions.
- (v) Learners who experience **mild to severe intellectual barriers to learning** whose specific educational needs should be met in mainstream schools and special schools through the differentiation and adaptation of the curriculum in environments which encourage the development of their full potential, independence and socialisation.
- (vi) Learners with **multiple barriers to learning**.

- (vii) Learners with **severe behavioural and emotional barriers to learning**.
- (viii) Learners with any medically assessed special need that may not fall under the above categories.
(Refer to clause 34 of the *National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12*)

3) APPLICATION FOR CONCESSIONS

3.1 IMMIGRANTS

- An application for immigrant status, as described in 1 previously, to offer one official language must be made using the relevant form (ANNEXURE A).
- These forms must be completed in full and submitted to the relevant district office no later than **07 FEBRUARY 2014** for any learner in the school who qualifies for immigrant status in 2014.

3.2 BARRIERS TO LEARNING

- An application for learners with barriers to learning as outlined in 2 previously or any special needs barriers, supported by full evidence, must be made using the relevant form (ANNEXURE B).
- These forms must be completed in full and submitted to the relevant district office no later than **07 FEBRUARY 2014** for any learner in the school who has a barrier to learning and requires a concession during any examination in 2014.

The Provincial Concession Committee dealing with concession applications will consider all applications on merit. A written response will be forwarded to the school/institution thereafter.

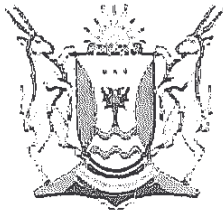
NB: Some schools do not apply for concessions until a learner is in Grade 12. This disadvantages the learner and principals are requested to apply immediately when a learner who meets the requirements for a concession is admitted to a school.

Principals are reminded that applications for concessions must be made at the beginning of EACH PHASE for a learner that requires a concession. **Concession applications for Grade 12 and Immigrants must be made every year.** No immigrant's concession is valid for a period longer than one academic school year.

The co-operation of all education stakeholders in the process is both anticipated and appreciated.


R. TYWAKADI
DEPUTY DIRECTOR-GENERAL: INSTITUTIONAL OPERATIONAL MANAGEMENT





Province of the Eastern Cape

ANNEXURE A: ASSESSMENT INSTRUCTION 10 OF 2014

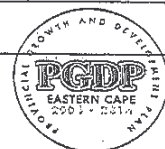
DEPARTMENT OF EDUCATION
 P.O. Box 4571 King William's Town, 5600
 Enquiries: Ms N. Mbeleki
 Tel. 043 604 7708
 Fax: 086 603 5085

APPLICATION FOR IMMIGRANT TO OFFER ONE OFFICIAL LANGUAGE

GENERAL INSTRUCTIONS

1. Section A to be completed by the Parent/Guardian. Attach all relevant documents or reports, e.g. copy of passport, letter from Embassy/Consulate, copy of report form, copy of study permit and letter from the school.
2. Section B to be completed by the principal of the school. The school will then submit the application form and attach documents to the relevant district office, **no later than 07 February 2014.**
3. Section C of the application form to be completed by the district official before submission to the examination official in the District. The district examination official will submit the application form to the Provincial Evaluation Panel who will complete Section D. It must reach the Provincial Office **no later than 17 February 2014.**

SECTION A:	PARTICULARS OF APPLICANT					
First Name(s) and Surname						
Postal Address						
					Postal Code	
			Grade			
Place of Birth			Country			
Date of arrival in RSA	Y	Y	M	M	D	D
Present School						
EMIS no. of school						
Name of principal/head of institution						
Contact no.						
Fax no. of exam centre						
District Name						



Name(s) of previous school(s) outside the RSA and period(s) attended:			
Name of School	City/Town	Country	Period attended (From – To)

School(s) attended in the RSA			
Name of School	City/Town	Province	Period attended (From – To)

Date of admission to present school	Y	Y	M	M	D	D	Grade admitted		Present grade				
Official Language to be offered													
Other Subjects													
1					2								
3					4								
5					6								
7					8								
Full Names Parent/Guardian													
Contact no.													
Signature (Parent/Guardian)							Date	Y	Y	D	D	M	M



SECTION B: PRINCIPAL'S RECOMMENDATION

This application is recommended not recommended

Comments:

NAME: _____

Signature

Y	Y	M	M	D	D
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Date

School Stamp

SECTION C: DISTRICT OFFICIAL'S RECOMMENDATION – EDO/DCES/CES

This application is recommended not recommended

Comments:

This application has been referred back to the Principal Forwarded for Departmental Approval

NAME: _____

Signature

Y	Y	M	M	D	D
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Date

Official Stamp



This application is to be submitted to:

The Director
Assessment and Examination Directorate
P.O Box 4571
King William's Town
5600

SECTION D: PROVINCIAL OFFICIAL'S RECOMMENDATION

This application is approved not approved

Comments:

NAME:

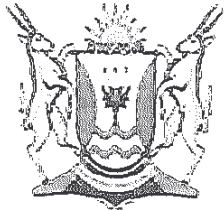
Signature

Y	Y	M	M	D	D
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Date

Official Stamp





DEPARTMENT OF EDUCATION
 P.O. Box 4571 King William's Town, 5600
 Enquiries: Ms N. Mbeleki
 Tel. 043 604 7708
 Fax: 086 603 5085

Province of the Eastern Cape

APPLICATION ON BEHALF OF A LEARNER EXPERIENCING BARRIERS TO LEARNING FOR ALTERNATIVE EXAMINING PROCEDURE (S)

GENERAL INSTRUCTIONS

1. Section A and B to be completed by the school. Attach all relevant documents or reports, e.g. medical report, psychological report, report card, copies of schoolwork and letter from school. (Refer: Page No: 11 and 12 of "The National Senior Certificate: A Qualification at Level 4 on The National Qualifications Framework (NQF).")
2. The school will then submit the application form and attach documents to the relevant district office, **not later than 07 February 2014**, unless the condition occurred after the above date.
3. The Special Needs official in the District will complete Section C of the application form before submission to the relevant examination official in the district. The district examination official will submit the application form to the Provincial Evaluation Panel who will complete Section D. It must reach the Provincial Office **no later than 17 February 2014**.

SECTION A:	IDENTIFICATION PARTICULARS																		
1. Name(s) and Surname																			
2. Date of Birth	Y	Y	M	M	D	D													
3. Identity Number																			
4. Name of Exam Centre												EMIS no.							
5. Grade																			
6. District Name																			
7. Name of Principal/Head of Institution																			
8. Contact no.																			
9. Fax no. of exam centre																			



SECTION B:**INFORMATION ON DISABILITY/INJURY/ILLNESS/TRAUMA**

1. Short and concise description of special educational needs of the learner.

2. In what way does the disability, impairment or learning difficulty influence the learner's ability to sit for examinations under normal conditions?

3. Indicate with an "X" the alternative measure applied for:

Extra time – Which Subjects?

Special equipment – specify

Any other – specify

4. Scholastic information

4.1. Grades repeated from Gr. 1 – Gr. 12

Grade	Year Failed	Subjects failed

4.2. Number of schools attended since Grade 1



4.3. Marks obtained in each subject at the end of the year.			
SUBJECTS		MARKS (%) / LEVEL	GRADE AVERAGE (%)
1			
2			
3			
4			
5			
6			
7			
4.4. Was concessions applied for in previous examinations?		YES	NO

4.5. If Yes, specify. If No, why not?

4.6. Subjects taken in current year of study			
SUBJECTS			
1		8	
2		9	
3		10	
4		11	
5		12	
6		13	
7		14	

If Yes, specify. If No, why not?

4.7. When was the special need (condition) first determined/recorded?

4.8. Did the learner receive any specific support or assistance? If Yes, frequency, type and duration of assistance.



4.9. Outcome of the assistance. Was there any improvement? If the answer is NO, why not?									
4.10 Any other appropriate information.									
4.11 On what date did a medical practitioner, in case of injury or illness, see the learner?					Y	Y	M	D	

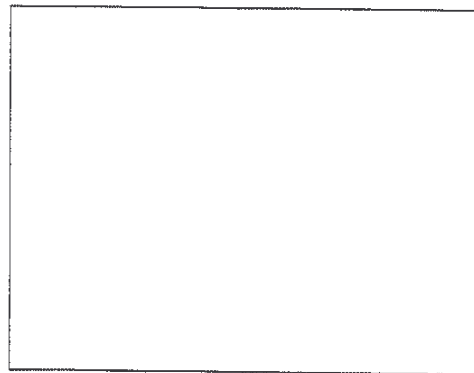
N.B. Attach all information relevant to this application.

SCHOOL STAMP

NAME: PRINCIPAL

SIGNATURE: PRINCIPAL

DATE



SECTION C:	TO BE COMPLETED BY ESS/LSEN SECTION – DISTRICT OFFICE		
Name of Special Needs Official			
Does the candidate qualify for a concession?	YES		NO
If Yes, recommendations as to the particular alternative examination procedure(s), also indicating for what subject, special equipment required and/or extra time required.			
If No, Specify.			

N.B. If applicable, attach own report and/or information obtained.

SIGNATURE: SPECIAL NEEDS OFFICIAL

DATE

