



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

Steve Vukile Tswete Complex, Zone 6, Zwelitsha, 5608* Private Bag X0032, BISHO* 5608*

REPUBLIC OF SOUTH AFRICA, website: www.ecdoe.gov.za

E-mail: funiwe.bikitsha@ecdoe.gov.za

Ref. no. 13/P
Enquiries: Ms F. Bikitsha

Tel.: 072 378 2817/040 602 7039

ASSESSMENT INSTRUCTION 13 OF 2019

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: 31 JANUARY 2019

ASSESSMENT AND EXAMINATION ACCOMMODATIONS AND CONCESSIONS
APPLICATIONS: 2019

1. 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 Senior Certificate: A Qualification at Level 4 on the National, published in Government Gazette No. 744, Vol. 481, No. 27819 of 20 July 2005 including amendments;*
- *National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R–12, published in Government Gazette No. 722 and No.723, Government Gazette No. 34600 of 12 September 2011 and amended December 2012 and May 2013;*
- *National Education Policy Act, 1996 (Act No.27 of 1996) Approval of the amendments to the policy document, National Policy pertaining to the conduct, administration and management of exams and assessments for the National Senior Certificate, published in Government Gazette No. 37652, 16 May 2014.*

2. The aim of this assessment instruction is to provide guidelines with regard to aspects regarding the classification and application for concessions for deserving candidates.

2.1 IMMIGRANTS

2.1.1 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; attended a school outside South Africa for two or more consecutive years after Grade 3 or its equivalent and has subsequently returned to South Africa.

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

- (a) 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.
- (b) 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
- (c) 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*

- 2.1.3 An immigrant learner may offer his or her home language in lieu of one official language, if it is an officially approved non-official language and provided further that the learner complies with the Intermediate and Senior Phase promotion requirements.

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

- (a) 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.

- (b) 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*.

- (c) 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.

- 2.1.5 The marks as supplied by the concerned assessment body will be considered for promotion purposes. If the actual marks are not available, the results will be converted in accordance with the table (TABLE 1), with the provision 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

- 2.1.6 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.
 - Evaluation certificate from SAQA for all foreign qualifications.

3. LEARNERS WHO EXPERIENCE BARRIERS TO LEARNING

- 3.1 The following concessions may apply to candidates who experience the following barriers to learning:
- (i) A learner who is hearing impaired (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 hearing impaired (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 these aphasia and dyslexia candidates comply 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 a candidate complies with the promotion requirements.
- 3.2 *The 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.
- 3.3 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 whose **hearing impairments** (deaf and hard of hearing learners) **present** barriers to learning and for whom learning should be facilitated through sign language within an environment which promotes the linguistic identity of the hearing impaired (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. wheelchairs), medical conditions and inaccessible school buildings. The term physical disability covers a range of conditions from congenital disabilities to impairments acquired because of illness of which the most common conditions are **spina 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.*)

4. APPLICATION FOR ACCOMMODATIONS AND CONCESSIONS

4.1 IMMIGRANTS

Accommodation and concessions will ONLY be granted to immigrant learners, where:

- a.) Parents/Guardians apply on behalf of the learner, complete section A and provide supporting documentation;
- b.) The school/institution completes section B of the form, and ensures all relevant documentation is attached before submission to District offices.
- c.) Valid study permits are attached.

4.2 BARRIERS TO LEARNING

Accommodations and Concessions will **ONLY** be granted to learners experiencing barriers to learning, where:

- a) The school, not the parents applies on behalf of the learner;
- b) There is supporting evidence/history of barriers identified.

NB: From 2019, no candidate will be considered for Accommodation and Concessions unless there is evidence of the Screening, Identification, Assessment and Support process (SIAS, 2014) with supporting evidence. It is emphasised that learners need to be supported to access and participate in the curriculum, not only in examinations. The granting of a concessions/accommodation is a continuation of the support offered in the classroom for a learner experiencing barriers to learning.

- c) Evidence of previous Accommodation and Concessions granted and approved by the Provincial Examination Chief Directorate and recommended by District Director.

4.3 APPLICATION PROCESS AND GENERAL GUIDELINES

An application for learners with barriers to learning, as outlined in Point 2 previously, or any special needs barriers, supported by full evidence, must be made using the relevant form (**ANNEXURE B**).

Concessions are not granted where the primary areas of difficulty are with the language of learning, teaching and assessment due to the fact that this is not the home language of the learner.

Sections A–E must be completed by the school/institution. Copies of relevant documents e.g. medical reports, psychological reports, school report, evidence of support etc. must be attached. Please note the new requirement: Evidence of support according to the SIAS Policy Guideline and completion of Form DBE 124.

Submit to the relevant District Office for all Grades no **later than 28 February 2019** for any learner in the school who has a barrier to learning and requires a concession during any examination in 2019.

No late applications will be considered, except for emergency applications for Concessions, which will be evaluated during examinations when the emergency occurs. Delays in adjudication may result from non-compliance i.e. documentation is incomplete or outdated or insufficient evidence of support, leading to the need for reapplication the following year.

5. 5.1 Concessions/Accommodations for Grade 12

It has been observed that some schools do not apply for Accommodations and Concessions until a learner is in Grade 12. This disadvantages the learner considerably and Principals are requested to apply timeously when a learner is admitted to the school and barriers to learning are identified, preferably by October of their Grade 10 year. All the above guidelines apply (see 3.2.1.)

Concessions will not be granted to an applicant who is seeking solely to enhance his/her scholastic performance.

5.2 Other procedural guidelines

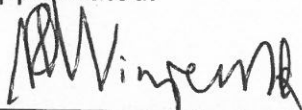
A learner's Assessment Accommodation and Concessions need change over time. Principals are reminded that applications for accommodations and concessions must be made **at the beginning of EACH PHASE** for a learner that requires a concession. **Concession applications for ALL Grade 12 learners with learning barriers must be made every year.**

The school is responsible for the following: screening and identifying learners, completing application forms and attaching all relevant documentation and supporting documents, forwarding application to the District Offices by the deadlines, capturing the application electronically and implementing the decision made by the District or Provincial Office.

5.3 District Accommodation and Concessions Committee will adjudicate Grades: 1, 2, 4, 5, 7 and will be required to provide **written responses to the school/institution, no later than 1 June of every year. The District Head of Exams are required to send a summary record of these adjudications to the Examination Provincial Office for comprehensive monitoring and reporting purposes by 1 July 2019.**

The District Head of Examinations must submit learners' application forms for Grades 3, 6, 9, 10, 11 and 12 to the PED Examinations and Assessment Chief Directorate, by the deadlines indicated. The Provincial Accommodation and Concessions Committee (PACC) will adjudicate and **provide written responses to the school/institution through District Offices, by no later than 1 June of 2019.**

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



MS P. VINJEVOLD

(A) DEPUTY DIRECTOR GENERAL:
EDUCATION PLANNING, EVALUATION AND MONITORING



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, letter from the school and a copy of evaluation of qualification from SAQA.
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, **not later than 28 February 2019.**
3. SECTION C of the application form to be completed by the District examination official before submission to the Provincial Education Department (PED) Assessment and Examination Directorate. The PED Examination Directorate will engage the Provincial Adjudication Evaluation Panel. The panel will make final decisions and complete Section D. Therefore, applications must reach to the Provincial Office **not later than 04 March 2019.**

SECTION A:	PARTICULARS OF APPLICANT									
First Name(s)										
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 examination 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 to PED for Departmental Approval ☐

NAME:

Signature

Y	Y	M	M	D	D
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Date

Official Stamp

Please use checklist as a guideline to supporting documents which must be certified and attached to accompany the application:

Attached ✓ (yes) or ✗ (no) or N.A.

1. Birth certificate of learner

2. Official documents issued by Department of Home Affairs

3. Relevant official documents issued by the school where the learner entered the South African school system for the first time

4. Evaluation certificate from SAQA for all foreign qualifications (where applicable)

5. Other (specify):

This application is to be submitted to:

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

SECTION D: PROVINCIAL OFFICIAL'S RECOMMENDATION

This application is approved ☐ not approved ☐

Comments:

This application is pending due to the following reason:

NAME:

Signature

Y	Y	M	M	D	D
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Date

Official Stamp



Province of the Eastern Cape

DEPARTMENT OF EDUCATION
P.O. Box 4571, King William's Town, 5600
Enquiries: Ms F. Bikitsha
Tel. 072 378 2817/040 602 7039

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

GENERAL INSTRUCTIONS

1. SECTIONS A – E to be completed in FULL by the school. Attach copies of all relevant documents or reports, e.g. medical report, psychological report, school report, examples of schoolwork and supporting evidence from the Screening, Identification, Assessment and Support (2014) process.

<i>Please use checklist as a guideline to supporting documents:</i>	<i>Attached ✓ (yes) or X (no) or N.A.</i>
Completed SNA 1 and SNA 2 forms	
Completed SNA 3 form	
Evidence of scholastic support; SBST intervention, where applicable	
Form DBE 124	
Medical Report, where applicable (not older than 1 year)	
Psychological Report (by an Educational Psychologist preferably, including scholastic assessments and results of SAIS-R) (not older than 2 years)	
Relevant Report/s of healthcare professional/s, where applicable (not older than 2 years)	
Evidence of previous Accommodation and Concessions granted and approved by the Chief Director Examinations and Assessment or District Director with a relevant tracking number (not applicable for new applicants).	

2. The school will then submit the completed application form and attached documents to the relevant District Office: District Examinations not **later than 28 February 2019** unless the emergency condition occurred during examinations (see 5).
3. **No late applications will be considered.** Late and pending applications, which fail to have all supporting documents attached, may not be adjudicated and a new application will have to be sought the following year. Every effort is to be made by the school and District to ensure all applications are complete.
4. The special Needs official in the District, will complete **SECTION F** of the application form before submission to the relevant examination official in the District. The District examination official will record each application (for Grades 4, 6, 9, 10, 11 & 12) and submit the application forms to the Provincial Accommodations & Concessions Committee, for consideration. These must reach the Provincial Office **not later than 22 March 2019**. Examinations Chief Directorate will provide written responses to the schools/institution through District Offices, by no later than 1 June 2019.

5. District Examinations will record each application (for Grades 1, 2, 4, 5, 7 and 8) and assign a district tracking number. **The deadline of 5 April 2019 applies.** The District examination office will convene a meeting for adjudications to ensure that these applications are adjudicated timeously. The school/institution will be informed in writing of the outcome by 1 June 2019. Districts examination unit are required to send a summary record of these adjudications to the Provincial Office for comprehensive monitoring and reporting purposes by 1 July 2019.
6. In the case of emergency concessions, for example accidents, pregnancy, injury, trauma, hospitalisation etc. the closing dates do not apply. Ad hoc arrangements for emergency concessions must be made with the District Examination official, during examinations, when the emergency occurs. All necessary documentation to substantiate the concession e.g. Doctors' certificate or other report should be submitted within 3 days of the event. The Examinations Directorate is to reply with written consent within 7 working days of reporting.
7. In the case of re-application, **copies of written responses received must accompany the application.** Any other information that will have a bearing on the adjudication of the concession must be provided in writing. This will facilitate the adjudication process.
8. No concession will be adjudicated by the Provincial level unless it has been verified by the applicable at District level.
9. Accommodations and Concessions for learners only have to be made once for a phase. **ALL Grade 12 learners** have to apply.
10. An accommodation/concession decision ***may be appealed*** only once within two months of receipt of the original decision. Only the original application will be considered on appeal. No additional information will be considered. The Department reserves the right to request further assessment.

**APPLICATION ON BEHALF OF A LEARNER EXPERIENCING BARRIERS TO LEARNING
FOR ALTERNATIVE EXAMINING PROCEDURE (S) – 2019**

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							Area/Town					
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.	History/background relevant to barrier:
2.	Short and concise description of need for educational support for the learner in class and in examinations:
3.	In what way does the disability, impairment or learning difficulty influence the learner's ability to sit for examinations under normal conditions?

4.	On what date did a medical practitioner, in case of injury or illness, see the learner?	Y	Y	M	M	D	D			Please attach evidence - in the case of application for emergency concession only.
<p>The following questionnaire may be helpful in identifying the candidate's barrier to learning. Select one or more barrier code and the most appropriate concession/s.</p>										
Barrier Code	Description of barrier/challenges (MARK X IN BOX)									
1	Visually impaired / Partially sighted: How would this barrier be best addressed?									
	Allowing extra time to process the visual material					Large print (Font size)				
	Special aids e.g. talking calculator, magnifier, electronic reading aid					Other (specify)				
2	Blindness: How would this barrier be best addressed?									
	Braille exam paper					Reader and/or scribe				
	Braille writer/Computer to produce typed scripts					Other (specify)				
3	Deafness / Hard of hearing: How would this barrier be best addressed? Does the candidate wear a hearing aid? Yes / No									
	Reader and/or scribe				Additional time			Interpreter/Sign Language		
	Rephrasing (of questions on an exam paper into simpler language) (only for deaf or aphasic learners)				Computer					
	Dictionary - <i>Please note that no programmable dictionaries will be allowed</i>									
	Other (specify)									
4	Deaf - Blind / Barrier:									
	Give a short explanation of how this barrier affects the learner during examinations. How would this barrier be addressed?									

5	Reading problem: How would this barrier be best addressed?		
	Specify level of reading		
	Adaptation of questions (only for deaf or aphasic learners)	Scribe for candidate	Reading to candidate
	Additional time	Computer	
	Other (specify)		
6	Writing problem: How would a problem with handwriting be best addressed?		
	If handwriting has been assessed, state main problems, speed and legibility:		
	What alternatives to writing are used in the classroom?		
	Reader and/or scribe		Additional time
	Computer		Handwriting concession (sticker) (Except Language exam paper 1)
7	Attention deficit disorder (ADD / ADHD / Insufficient Attention Span): Does the candidate have a history of attention deficit problems? (Yes / No) Please provide all medical reports (not older than 1 year) for this condition and evidence of support in the classroom.		
	Does the candidate find it difficult to concentrate for extended periods of time and is distracted during examinations?		
	Give a short explanation of how this barrier affects the learner during examinations. How would this barrier be addressed?		
	Prompter (planning aid)		Additional time
	Other (specify)		
8	Problem with Mathematics (dyscalculia): Dyscalculia is the inability to deal with simple mathematics concepts. Provide evidence by means of psychologist report, neurologist report, etc. (not older than 2 years).		
	Give a short explanation of how this barrier affects the learner during examinations.		

	How would this barrier be addressed?		
9	Aphasia: Aphasia is a language problem on receptive and expressive level. Provide evidence by means of professional reports required, for example a report from a speech therapist, neurologist reports, etc. (not older than 2 years).		
	The candidate would require extra time in processing both oral and written examinations.	Reader and/ or scribe	
	Adaptation of questions (into simple language)	Other (specify)	
10	Speech disorder: Does the candidate have a speech disorder that would be a barrier in oral examinations for example dysarthria, stuttering etc?		
	Give a short explanation of how this barrier affects the learner during examinations. How would this barrier be addressed?		
11	Cerebral palsy / Physical challenge: Is the candidate cerebral palsied or physically unable to cope with/perform the examinations? (Yes / No).		
	Give a short explanation of how this barrier affects the learner during examinations. How would this barrier be addressed? (refer to Section C)		
	Computer	Additional time	Reader and/or scribe
	Special Aids (specify)	Prompter (planning aid)	Break as needed
	Writing concession (Sticker)	Other (specify)	

12	Epilepsy:	
	Give a short explanation of how this barrier affects the learner during examinations. How would this barrier be addressed?	
	Prompter (planning aid)	Reader and/or scribe
	Rest break	Additional time and/or separate venue
13	Multiple barriers: <i>Provide a detailed explanation and all medical reports.</i>	

SECTION C: SCHOLASTIC INFORMATION AND CONCESSION REQUESTED

1.	Scholastic information	
1.1.	Grades repeated from Gr.1 – Gr. 12	
Grade	Year Failed	Subjects failed
1.2.	Number of schools attended since Grade R	
1.3.	Latest available mark in Grade..... Date: (Month / Year)	

SUBJECTS		MARKS (%)/ LEVEL	GRADE AVERAGE (%)
1.	Home Language (specify):		
2.	First Additional Language (specify):		
Other Subjects:			
3.			
4.			
5.			
6.			
7.			
8.			

1.4.	Current registration for examinations: Indicate with a ✓ or ✗ in the appropriate block				
National Senior Certificate (7 subjects)		Endorsed Senior Certificate (5 subjects)		Amended Senior Certificate (state no of subjects)	

1.5. Subjects taken in current year of study:

SUBJECTS	
1	Home language (specify)
2.	First additional language (specify)
Other subjects/learning areas:	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

C2. NATURE OF PREVIOUS CONCESSIONS

1.6.

Were concessions/accommodations applied for in previous examinations?

YES

NO

1.7.

If Yes, in which grades? (specify)

1.8.

If Yes, specify nature of previous concessions/accommodations awarded:

If no, why not?

C3. CONCESSIONS/ACCOMMODATIONS APPLIED FOR AND MOTIVATION FOR REQUESTS**Description:**

SECTION D: IDENTIFICATION OF REQUESTED CONCESSION

SPECIAL CONCESSION REQUEST (Please tick or circle the appropriate code)
Please refer to the attached guideline.

REQUESTED CONCESSION	CONCESSION CODE
Rest break (not to exceed 10 minutes per hour)	A
Additional time – 05 minutes per hour	B
Additional time – 10 minutes per hour	C
Additional time – 15 minutes per hour	D
Additional time – 20 minutes per hour	E
Alternative question paper (for Braille or Deaf)	F
Braille paper: Contracted	H
Braille paper: Uncontracted	H
Computer usage	I
Sign language interpreter	J
Large print – please specify font size	K
Prompter (Planning aid)	L
Reader (reading to candidate)	M
Scribe	N
Reader and Scribe (old term: amanuensis)	O
Adaptation of questions (into simpler language, only for Aphasia or Deaf)	P
Separate venue	Q
Special aids (specify)	R
Dictionary – <i>no programmable dictionary will be allowed</i>	S
Computer: voice to text/text to voice	T
Personal assistant	U
Medication/intake of food	V
Oral examination	W
Handwriting concession	X
Spelling concession	Y
Other recommendations (Specify)	Z
QUERIES: CONTACT THE DISTRICT ACCOMMODATION AND CONCESSION COORDINATOR OR COMMITTEE FOR ADVICE	

SECTION E: DECLARATION BY CENTRE/SCHOOL/INSTITUTION

I, declare that the information provided, in my professional opinion, is correct and that the selected concession requested is justified.

NAME: SBST COORDINATOR SIGNATURE

NAME: PRINCIPAL SIGNATURE

DATE:

SCHOOL STAMP

GUIDELINES FOR TYPE OF ACCOMMODATIONS/CONCESSIONS

CONCESSION	Considered for these conditions/barriers:
Rest period (maximum 10 mins per hour)	Diabetes, Spasticity, Chronic Fatigue Syndrome etc. May be accompanied by medication/intake of food concession. Is not considered part of writing time. Rest periods are granted with use of Reader and/or Scribes.
ADDITIONAL TIME <i>(use smaller time allocations in lower grades and where papers are shorter; may apply for increased time in higher grades, additional time awarded is linked to duration of paper).</i>	
Additional 5 minutes per hour	Slow reader/writer – need evidence i.e. standardised test <i>confirming reading speed.</i>
Additional 10 minutes per hour	Coding and language processing problem <i>confirmed by standardised tests or psychological tests.</i>
Additional 15 minutes per hour	Physical condition – need medical evidence.
Additional time – 20 minutes per hour	For any of the above reasons, only in exceptional circumstances, if motivated.
Other Additional time rules	Double time for learners who are blind and time and a half for learners who have low vision. Exams stipulates this on exam papers.
READER AND SCRIBE <i>(old term: Amanuensis)</i> + additional 15 minutes per hour	Visually impaired, deaf, hard of hearing, blind, physical impairment, severe reading problem, dyslexia, dysgraphia, severe spelling problem, severe planning problems, physical disabilities <i>*(accompanied by separate venue).</i>
SCRIBE (only) + additional 15 minutes (max) per hour	For visually impaired or blind (where Braille format is not available, or learner is not competent at producing typed scripts); physical disabilities and inability to write at an acceptable speed to complete exam with extra time <i>*(accompanied by separate venue).</i>
Reader only (reading to candidate/s) + 15 additional minutes (max) per hour	Visually impaired, hard of hearing, severe reading difficulties <i>*(accompanied by separate venue);</i> Consider use of special aid to replace a reader viz. permitted reading (exam) pen with earphones or pre-recorded questions onto a digital recorder with earphones; may have 1 reader for 3 to 4 candidates in separate venue.
Braille exam paper + 15 additional minutes per hour	Blind candidates, please specify contracted or uncontracted Braille exam paper; <i>School also needs to specify how the learner will produce written work (computer with software or Braille machine).</i>
Computer or laptop + additional 15 minutes (max) per hour	Severe handwriting problem; physical disability (e.g. cerebral palsy), as an alternative to handwriting. <i>Handwriting speed needs to be formally assessed. PC or laptop should be formatted by the school 24 hours prior to commencement of the examination. Laptops used must be kept at school during the examination. A printer must be available in same venue. Script saved onto an external memory</i>

	device or CD. Learner may not utilise predictive text software, grammar check, spellcheck, thesaurus or database.
Large print (specify font size) + max 15 additional minutes per hour	Visually impaired, must have <i>ophthalmologist or optician report/recommendation recommending font size.</i>
Prompter (<i>old term: Planning aid</i>) + max 15 minutes per hour	Poor attention and concentration span (epilepsy, attention deficit disorder and psychiatric disorder, anxiety disorder etc.). <i>Must have psychological report.</i>
Rephrasing (of questions on an exam paper into simpler language)	Deaf candidates and aphasic only.
Alternate format	Webcam/DVD recording format of exam for South African Sign Language as an official language, for Deaf learners.
Separate venue	Reader and scribe, reader, prompter, personal assistant, sign language interpreter
Dictionary	Deaf learners
Computer/Assistive device: voice to text/text to voice (with ear/headphones) + additional time and separate venue	Physical and communication disorders; Blind candidates; *(accompanied by separate venue).
Personal assistant	Physical disabilities, assistant assists learner with tasks such as adjusting clothing, turn pages, setting up PC, saving work onto an external memory device etc.
Medication/intake of food	Usually paired with rest break in medical conditions e.g. Diabetes; not to exceed 5 minutes per hour.
Oral examination	Severe physical disabilities, severe communication/speech disorders; Blind learners.
Handwriting concession (a sticker is placed on all exam answer scripts)	For illegible handwriting (following remediation) but normal speed does not permit a scribe
Spelling concession (a sticker is placed on all exam answer scripts except Language paper 1)	For language disorders, evidence of a significant discrepancy between the chronological age and spelling age of the learner. Phonetic spelling accepted.
Other aids/assistive devices (specify)	For visually impaired, hard of hearing and physical impairment. Examples: talking calculator (blind), screen magnifier or magnifier (visual impairment), exam reader pen with headphones; pen grips, specialised keyboards for computer etc.
Other recommendations (Specify)	A number of permitted and individualised concessions may be granted if motivated.
QUERIES: CONTACT THE DISTRICT ACCOMMODATION AND CONCESSION COORDINATOR OR COMMITTEE FOR ADVICE	

SECTION F:	TO BE COMPLETED BY DISTRICT OFFICE (COMMITTEE CHAIRPERSON OR DESIGNATED OFFICIAL)		
District name:		Town:	
Does the candidate qualify for a concession?	YES		NO
If NO, please state reasons for not recommending request			
N.B. If applicable, attach own report and/or information obtained:			
If Yes, recommendations as to the particular alternative examination procedure(s), also indicating for what subject, special equipment required and/or extra time required.			
Identify the barriers:		Barrier code/s:	
CONCESSION/ACCOMMODATION RECOMMENDED			CONCESSION CODE:

CONTACT NO.:		
NAME: COORDINATOR	SIGNATURE	Official Stamp
DATE:		

This application is to be submitted to:

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

**SECTION G: PROVINCIAL ACCOMMODATION AND CONCESSION (ADJUDICATION)
COMMITTEE'S RECOMMENDATION**

Outcome of Concession/Accommodation adjudication: (MARK X IN BOX)

APPROVED	<input type="checkbox"/>	NOT APPROVED	<input type="checkbox"/>	PARTIALLY APPROVED	<input type="checkbox"/>	PENDING	<input type="checkbox"/>
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If not approved/partially approved/pending state reasons:

CONCESSIONS/ACCOMMODATIONS APPROVED:

Concession code	Concession description

NAME OF PROVINCIAL ADJUDICATOR:

SIGNATURE:

DATE:

NAME OF PCC CHAIRPERSON:

SIGNATURE:

Y Y M M D D

Date

Official Stamp