



CHIVIRIKANI PRIMARY SCHOOL

490/1 MAHLANGU STREET
KATLEHONG GARDENS
KATLEHONG, GP
1432

P.O. BOX 12557
KATLEHONG
1431
TEL: (011) 307 2349
CELL: (073) 262 8287

E-MAIL: Christopher.Maluleke@gmail.com



SCHOOL POLICY

Assessment and Promotion

EFFECTIVE DATE: _____

REVISION HISTORY:

As amended on:

11 October 2016 (South African Schools Act, 1996 (Act No. 84 of 1996))

NATIONAL CURRICULUM AND ASSESSMENT POLICY STATEMENT ACCORDING TO GAZETTE NO. 33952 (JANUARY 2011)

1. BACKGROUND

The *National Curriculum Statement Grade R – 12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve its implementation, the *National Curriculum Statement* was amended, with the amendments coming into effect in January 2011. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace the old Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R – 12.

The amended *National Curriculum Statement Grades R – 12: Curriculum and Assessment Policy (January 2011)* replaces the *National Curriculum Statement Grade R to 9 (2002)* and the *National Curriculum Statement Grades 10 – 12 (2004)*.

2. OVERVIEW

2.1. The National Curriculum Statement Grades R – 12 (January 2011) represents a policy statement for learning and teaching in South African schools and comprises of the following:

- Curriculum and Assessment Policy documents for each approved school subject as listed in the policy document National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF).
- The policy document National Senior Certificate: A qualification at Level 4 on the National Qualification Framework (NQF).

2.2. The National Curriculum Statement Grades R – 12 (January 2011) should be read in conjunction with the following documents:

- An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding The National Protocol for Assessment Grade R – 12, published in the Government Gazette, No. 29467 of 11 December 2006.
- 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, published in the Government Gazette, No. 29466 of 11 December 2006.

2.3. The Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R – 9 and Grades 10 – 12 are repealed and replaced by the Curriculum and Assessment Policy documents for Grades R to 12 (January 2011).

2.4. The sections on the Curriculum and Assessment Policy as contemplated in subject policies in terms of Section 6A of the South African Schools Act, 1996 (Act. No. 84 of 1996), form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

3. GENERAL AIMS OF THE SOUTH AFRICAN CURRICULUM

3.1. The National Curriculum Grades R – 12 gives expression to what is regarded to be knowledge, skills and values worth learning. It will ensure that learners acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes the idea of grounding knowledge in local contexts, while being sensitive to global imperatives.

3.2. The National Curriculum Statement Grades R – 12 serves the purpose of:

- Equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country.
- Providing access to higher education.
- Facilitating the transition of learners from education institutions to the workplace.
- Providing employers with a sufficient profile of a learner's competences.

3.3. The National Curriculum Statement Grades R – 12 is based on the following principles:

- Social transformation; ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of our population.
- Active and critical learning; encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths.
- High knowledge and high skills; the minimum standards of knowledge and skills to be achieved at each grade are specified and sets high, achievable standards in all subjects.
- Progression; content and context of each grade shows progression from simple to complex.
- Human rights, inclusivity, environmental and social justice; infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades 10 – 12 (General) is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors.
- Valuing indigenous knowledge systems; acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution.
- Credibility, quality and efficiency; providing an education that is comparable in quality, breadth and depth to those of other countries.
-

3.4. The National Curriculum Statement Grades R – 12 aims to produce learners that are able to:

- Identify and solve problems and make decisions using critical and creative thinking.
- Work effectively as individuals and with other as members of a team.
- Organize and manage themselves and their activities responsibly and effectively.
- Collect, analyse, organize and critically evaluate information.
- Communicate effectively using visual, symbolic and/or language skills in various modes.
- Use science and technology effectively and critically showing responsibility towards the environment and the health of other.
- Demonstrate an understanding of the world as a set of related systems by recognizing that problem solving contexts do not exist in isolation.
-

3.5. Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

4. TIME ALLOCATION

4.1. Foundation Phase

- The scheduled teaching time for subjects in the Foundation Phase is as indicated in the table below:

SUBJECT	GRADE R hours	GRADE 1 – 2 hours	GRADE 3 hours
Home Language	10	7/8	7/8
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills:	6	6	7
• Beginning Knowledge	(1)	(1)	(2)
• Arts and Culture	(2)	(2)	(2)
• Physical Education	(2)	(2)	(2)
• Personal and Social Well-being	(1)	(1)	(1)
TOTAL	23	23	25

Scheduled Teaching time for Grade R, 1 and 2 is 23 hours and Grade 3, 25 hours.

- Scheduled Teaching time in Grade R – 2 is 10 hours and for Grade 3, 11 hours. A maximum of 8 hours and a minimum of 7 hours should be left for Home Language. A minimum of 2 hours and a maximum of 3 hours should be left for First Additional Language for Grade R – 2. In Grade 3 a maximum of 8 hours and a minimum of 7 hours should be left for Home Language. A minimum of 3 hours and a maximum of 4 hours should be left for First Additional Language in Grade 3.
- In Life Skills the teaching time for Beginning Knowledge should be 1 hour for Grade R – 2 and 2 hours for Grade 3. (Scheduled teaching times are shown in brackets in the table above).

4.2. Intermediate Phase

- The scheduled teaching time for subjects in the Intermediate Phase is as indicated in the table below:

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural Science and Technology	3,5
Social Science – History and Geography	3
Life Orientation:	4
• Creative Arts	1,5
• Physical Education	1
• Personal and Social Well-being	1,5
TOTAL	27,5

4.3 Senior Phase

- The instructional time for subjects in the Intermediate Phase is as indicated in the table below:

SUBJECT	HOURS
Home Language	5
First Additional Language	4
Mathematics	4,5
Social Science – History and Geography	3
Technology	2
EMS	2
Life Orientation	2
Creative Arts	2
TOTAL	27,5

The allocated time per week may be utilised only for the minimum required NCS subjects 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.

5. FOUNDATION PHASE: GRADE R - 3

5.1. Approved Subjects

OFFICIAL LANGUAGES				
SUBJECTS	SUBJECT NUMBER			
	GRADE R	GRADE 1	GRADE 2	GRADE 3
Afrikaans Home Language	13305482	13302842	13302852	13302862
Afrikaans First Additional Language		13312872	13312882	13312892
English Home Language	13305492	13302902	13302912	13302922
English First Additional Language		13312932	13312942	1332952
IsiNdebele Home Language	13305502	13302962	13302972	13302982
IsiNdebele First Additional Language		13312992	13313002	13313012
IsiXhosa Home Language	13305512	13303022	13303032	13303042
IsiXhosa First Additional Language		13313052	13313062	13313072
IsiZulu Home Language	13305522	13303082	13303092	13303102
IsiZulu First Additional Language		13313112	13313122	13313132
Sepedi Home Language	13305532	13303142	13303152	13303162
Sepedi First Additional Language		13313172	13313182	13313192
Sesotho Home Language	13305542	13303202	13303212	13303222
Sesotho First Additional Language		1333232	13313232	13313252
Setswana Home Language	13305552	13303262	13303272	13303282
Setswana First Additional Language		13313292	13313302	13313312
SiSwati Home Language	13305562	13303322	13303332	13303342
SiSwati First Additional Language		13313352	13313362	13313372

Table 1: Official Languages

5.2. Programme Requirements

- **Grade R:**

A learner in Grade R in the Foundation Phase must offer the following three (3) subjects listed in *Tables 1 – 3*:

- One official language selected from *Table 1* at Home Language level, which must be the language of learning and teaching.
- Mathematics as listed in *Table 2*.
- Life Skills, comprising Beginning Knowledge, Creative Arts, Physical Education and Health Education, as listed in *Table 3*.

- **Grade 1 – 3:**

A learner in Grades 1 - 3 in the Foundation Phase must offer the following four (4) subjects listed in *Tables 1 – 3*:

- One official language selected from *Table 1* at Home Language level, which must be the language of learning and teaching.
- One official language selected from *Table 1* at First Additional Language level, provided it is not the same official language offered at *subparagraph (a.)*.
- Mathematics as listed in *Table 2*.
- Life Skills, comprising Beginning Knowledge, Creative Arts, Physical Education and Health Education, as listed in *Table 3*.

5.3. Promotion Requirements

- Promotion from grade to grade through the school system within the appropriate age cohort should be the accepted norm, unless the learner displays a lack of competence to cope with the following grade's work.
- The following are guidelines for determining a learner's promotion from Grade R to 1 in Foundation Phase:
 - Adequate Achievement (Level 4) in one official language at Home Language level.
 - Moderate Achievement (Level 3) in Mathematics.
- The following are guidelines for determining a learner's promotion from Grade 1 to 3 in the Foundation Phase:
 - Adequate Achievement (Level 4) in one official language at Home Language level.
 - Moderate Achievement (Level 3) in First Additional Language level.
 - Moderate Achievement (Level 3) in Mathematics.
- A learner who does not meet the requirements for promotion can be progressed to the next grade in order to prevent the learner being retained in the Foundation Phase for longer than five years.

5.4. Assessment

- Learners will be assessed internally according to the requirements as specified in the policy document *National Protocol for Assessment Grades R – 12* and the *National Curriculum and Assessment Policy Statements* of the required subjects.
- The School-Based Assessment (SBA) mark as determined during the school year will be 100 % of the total mark.

5.5. Recording And Reporting

- Seven levels of competence have been described for each subject in the Foundation Phase. The various achievement levels and their corresponding percentage bands are as shown in *Table 4* below:

SCALE OF ACHIEVEMENT FOR THE NATIONAL CURRICULUM STATEMENT GRADES R – 3		
ACHIEVEMENT LEVEL	ACHIEVEMENT DESCRIPTION	MARKS %
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

Table 4: Scale of Achievement for the National Curriculum Statement Grades R – 3

- These descriptions are intended to assist teachers to assess learners and grade them at the correct level.
- Teachers must record learners' performance in terms of achievement descriptions listed in *Table 4*.
-

5.6. Time Allocation

- The instructional time for subjects in the Foundation Phase is as indicated in *Table 5* below:

SUBJECT	GRADE R hours	GRADE 1 – 2 hours	GRADE 3 hours
Home Language	10	7/8	7/8
First Additional Language		2/3	3/4
Mathematics	7	7	7

Life Skills:	6	6	7
• Beginning Knowledge	(1)	(1)	(2)
• Arts and Culture	(2)	(2)	(2)
• Physical Education	(2)	(2)	(2)
• Personal and Social Well-being	(1)	(1)	(1)
TOTAL	23	23	25

Table 5: Time Allocation

- The instructional time for Grades R, 1 and 2 is 23 hours and 25 hours for Grade 3.
- The time allocated to breaks, assemblies and extramural activities is excluded.

6. INTERMEDIATE PHASE: GRADE 4 - 6

6.1. Approved Subjects

OFFICIAL LANGUAGES			
SUBJECTS	SUBJECT NUMBERS		
	GRADE 4	GRADE 5	GRADE 6
Afrikaans Home Language	13303502	13303512	13303522
Afrikaans First Additional Language	13313532	13313542	13313552
Afrikaans Second Additional Language	13353562	13353572	13353582
English Home Language	13303592	13303602	13303612
English First Additional Language	13313622	13313632	13313642
English Second Additional Language	13353652	13363662	13353672
IsiNdebele Home Language	13303682	13303682	13303702
IsiNdebele First Additional Language	13313712	13313722	13313732
IsiNdebele Second	13353742	13353752	13353762

Additional Language			
IsiXhosa Home Language	13303772	13303782	13303792
IsiXhosa First Additional Language	13313802	13313812	13313822
IsiXhosa Second Additional Language	13353832	13353842	13353852
IsiZulu Home Language	13303862	13303872	13303882
IsiZulu First Additional Language	13313892	13313902	13313912
IsiZulu Second Additional Language	13353922	13353932	13353942
Sepedi Home Language	13303952	13303962	13303972
Sepedi First Additional Language	13313982	13313992	13314002
Sepedi Second Additional Language	13354012	13354022	13354032
Sesotho First Additional Language	13314072	13314082	13314092
Sesotho Second Additional Language	13354102	13354112	13354122

Setswana First Additional Language	13314162	13314172	13314182
Setswana Second Additional Language	13354192	13354202	13354212
SiSwati Home Language	13304222	13304232	13304242
SiSwati First Additional Language	13314252	13314262	13314272
SiSwati Second Additional Language	13354282	13354292	13354302
Tshivenda Home Language	13304312	13304322	13304332
Tshivenda First Additional Language	13314342	13314352	13314362

Tshivenda Second Additional Language	13354372	13354382	13354392
Xitsonga Home Language	13304402	13304412	13304422
Xitsonga First Additional Language	13314432	13314442	13314452
Xitsonga Second Additional Language	13354462	13354472	13354482

Table 6: Official Languages

PHYSICAL, MATHEMATICAL, COMPUTER AND LIFE SCIENCES			
SUBJECTS	SUBJECT NUMBERS		
	GRADE 4	GRADE 5	GRADE 6
Mathematics	19331342	19331352	19331362
Natural Sciences and Technology	19351372	19351382	19351392

Table 7: Physical, Mathematical, Computer and Life Sciences

